

GLENCOE LANGUAGE ARTS

Grammar and Language Workbook

GRADE 6



New York, New York Columbus, Ohio Woodland Hills, California Peoria, Illinois

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Handbook of Definitions and Rules

SUBJECTS AND PREDICATES

- The **simple subject** is the key noun or pronoun that tells what the sentence is about. A **compound subject** is made up of two or more simple subjects that are joined by a conjunction and have the same verb.
The **lantern** glows. **Moths** and **bugs** fly nearby.
- The **simple predicate** is the verb or verb phrase that expresses the essential thought about the subject of the sentence. A **compound predicate** is made up of two or more verbs or verb phrases that are joined by a conjunction and have the same subject.
Rachel **jogged** down the hill.
Pete **stretched** and **exercised** for an hour.
- The **complete subject** consists of the simple subject and all the words that modify it.
Golden curly hair framed the child's face.
The soft glow of sunset made her happy.
- The **complete predicate** consists of the simple predicate and all the words that modify it or complete its meaning.
Lindy **ate a delicious muffin for breakfast**.
The apple muffin **also contained raisins**.
- Usually the subject comes before the predicate in a sentence. In inverted sentences, all or part of the predicate precedes the subject.
(You) Wait for me at the corner. (request)
Through the toys **raced** the **children**. (inverted)
Is the teacher feeling better? (question)
There **are seats** in the first row.

PARTS OF SPEECH

Nouns

- A **singular noun** is a word that names one person, place, thing, or idea.

aunt meadow pencil friendship

A **plural noun** names more than one person, place, thing, or idea.

aunts meadows pencils friendships

- To help you determine whether a word in a sentence is a noun, try adding it to the following sentences. Nouns will fit in at least one of these sentences:

He said something about _____. I know something about a(n) _____.

He said something about **aunts**. I know something about a **meadow**.

- A **common noun** names a general class of people, places, things, or ideas.

sailor city holiday music

A **proper noun** specifies a particular person, place, thing, event, or idea. Proper nouns are always capitalized.

Captain Ahab **Rome** **Memorial Day** *Treasure Island*

4. A **concrete noun** names an object that occupies space or that can be recognized by any of the senses.

leaf melody desk aroma

An **abstract noun** names an idea, a quality, or a characteristic.

loyalty honesty democracy friendship

5. A **collective noun** names a group. When the collective noun refers to the group as a whole, it is singular. When it refers to the individual group members, the collective noun is plural.

The **family** eats dinner together every night. (singular)

The **council** vote as they wish on the pay increase. (plural)

6. A **possessive noun** shows possession, ownership, or the relationship between two nouns.

Monica's book the **rabbit's** ears the **hamster's** cage

Verbs

1. A **verb** is a word that expresses action or a state of being and is necessary to make a statement. A verb will fit one or more of these sentences:

He _____. We _____. She _____ it.

He **knows**. We **walk**. She **sees** it.

2. An **action verb** tells what someone or something does. The two types of action verbs are transitive and intransitive. A **transitive verb** is followed by a word or words—called the direct object—that answer the question *what?* or *whom?* An **intransitive verb** is not followed by a word that answers *what?* or *whom?*

Transitive: The tourists **saw** the ruins. The janitor **washed** the window.

Intransitive: Owls **hooted** during the night. The children **played** noisily.

3. An indirect object receives what the direct object names.

Marcy sent **her brother** a present.

4. A **linking verb** links, or joins, the subject of a sentence with an adjective or a noun.

The trucks **were** red. (adjective)

She **became** an excellent swimmer. (noun)

5. A **verb phrase** consists of a main verb and all its auxiliary, or helping, verbs.

We **had been told** of his arrival.

They **are listening** to a symphony.

6. Verbs have four **principal parts** or forms: base, past, present participle, and past participle. Form the past and past participle by adding -ed to the base.

Base: I **talk**. Present Participle: I am **talking**.

Past: I **talked**. Past Participle: I have **talked**.

7. **Irregular verbs** form the past and past participle in other ways.

PRINCIPAL PARTS OF IRREGULAR VERBS

Base Form	Past Form	Past Participle	Base Form	Past Form	Past Participle
be	was, were	been	lead	led	led
beat	beat	beaten	lend	lent	lent
become	became	become	let	let	let
begin	began	begun	lie	lay	lain
bite	bit	bitten <i>or</i> bit	lose	lost	lost
blow	blew	blown	put	put	put
break	broke	broken	ride	rode	ridden
bring	brought	brought	ring	rang	rung
catch	caught	caught	rise	rose	risen
choose	chose	chosen	run	ran	run
come	came	come	say	said	said
do	did	done	see	saw	seen
draw	drew	drawn	set	set	set
drink	drank	drunk	shrink	shrank <i>or</i> shrunk	shrunk <i>or</i> shrunken
drive	drove	driven	sing	sang	sung
eat	ate	eaten	sit	sat	sat
fall	fell	fallen	speak	spoke	spoken
feel	felt	felt	spring	sprang <i>or</i> sprung	sprung
find	found	found	steal	stole	stolen
fly	flew	flown	swim	swam	swum
freeze	froze	frozen	take	took	taken
get	got	got <i>or</i> gotten	tear	tore	torn
give	gave	given	tell	told	told
go	went	gone	think	thought	thought
grow	grew	grown	throw	threw	thrown
hang	hung	hung	wear	wore	worn
hang	hanged	hanged	win	won	won
have	had	had	write	wrote	written
know	knew	known			
lay	laid	laid			

8. The principal parts are used to form six verb tenses. The **tense** of a verb expresses time.

Simple Tenses

Present Tense: She **speaks**. (present or habitual action)

Past Tense: She **spoke**. (action completed in the past)

Future Tense: She **will speak**. (action to be done in the future)

Perfect Tenses

Present Perfect Tense: She **has spoken**. (action just done or still in effect)

Past Perfect Tense: She **had spoken**. (action completed before some other past action)

Future Perfect Tense: She **will have spoken**. (action to be completed before some future time)

9. **Progressive forms** of verbs are made up of a form of *be* and a present participle and express a continuing action. **Emphatic forms** are made up of a form of *do* and a base form and add emphasis or ask questions.
 Progressive: Marla **is babysitting**. The toddlers **have been napping** for an hour.
 Emphatic: They **do prefer** beef to pork.
 We **did ask** for a quiet table.
10. The **voice** of a verb shows whether the subject performs the action or receives the action of the verb. A sentence is in the **active voice** when the subject performs the action. A sentence is in the **passive voice** when the subject receives the action of the verb.
 The robin **ate** the worm. (active)
 The worm **was eaten** by the robin. (passive)

Pronouns

1. A **pronoun** takes the place of a noun, a group of words acting as a noun, or another pronoun.
2. A **personal pronoun** refers to a specific person or thing. **First-person** personal pronouns refer to the speaker, **second-person** pronouns refer to the one spoken to, and **third-person** pronouns refer to the one spoken about.
- | | Singular | Plural |
|---------------|---------------------------------------|---------------------------|
| First Person | I, me, my, mine | we, us, our, ours |
| Second Person | you, your, yours | your, your, yours |
| Third Person | he, she, it, him, her, his, hers, its | they, them, their, theirs |
3. A **reflexive pronoun** refers to the subject of the sentence. An **intensive pronoun** adds emphasis to a noun or another pronoun. A **demonstrative pronoun** points out specific persons, places, things, or ideas.
 Reflexive: **Nikki prepares himself** for the day-long hike.
 Intensive: **Nikki himself** prepares for the day-long hike.
 Demonstrative: **That** was a good movie! **These** are the files you wanted.
4. An **interrogative pronoun** is used to form questions. A **relative pronoun** is used to introduce a subordinate clause. An **indefinite pronoun** refers to persons, places, or things in a more general way than a personal pronoun does.
 Interrogative: **Whose** are these? **Which** did you prefer?
 Relative: The bread **that** we tasted was whole wheat.
 Indefinite: **Someone** has already told them. **Everyone** agrees on the answer.
5. Use the subject form of a personal pronoun used as a subject or when it follows a linking verb.
He writes stories. Are **they** ready? It is **I**. (after linking verb)
6. Use the object form of a personal pronoun when it is an object.
 Mrs. Cleary called **us**. (direct object) Stephen offered **us** a ride. (indirect object)
 Sara will go with **us**. (object of preposition)
7. Use a **possessive pronoun** to replace a possessive noun. Never use an apostrophe in a possessive personal pronoun.
Their science experiment is just like **ours**.

8. When a pronoun is followed by an appositive, use the subject pronoun if the appositive is the subject. Use the object pronoun if the appositive is an object. To test whether the pronoun is correct, read the sentence without the appositive.
We eighth-graders would like to thank you.
 The success of **us** geometry students is due to Ms. Marcia.
9. In incomplete comparisons, choose the pronoun that you would use if the missing words were fully expressed.
 Harris can play scales faster than **I** (can).
 It is worth more to you than (it is to) **me**.
10. In questions use *who* for subjects and *whom* for objects.
Who wants another story?
Whom will the class choose as treasurer?
- In subordinate clauses use *who* and *whoever* as subjects after linking verbs, and use *whom* and *whomever* as objects.
 These souvenirs are for **whoever** wants to pay the price.
 The manager will train **whomever** the president hires.
11. An **antecedent** is the word or group of words to which a pronoun refers or that a pronoun replaces. All pronouns must agree with their antecedents in number, gender, and person.
 Marco's **sister** spent **her** vacation in San Diego.
 The huge old **trees** held **their** own against the storm.
12. Make sure that the antecedent of a pronoun is clearly stated.
 UNLCLEAR: Mrs. Cardonal baked cookies with her daughters, hoping to sell **them** at the bake sale.
 CLEAR: Mrs. Cardonal baked cookies with her daughters, hoping to sell **the cookies** at the bake sale.
 UNLCLEAR: If you don't tie the balloon to the stroller, **it** will blow away.
 CLEAR: If you don't tie the balloon to the stroller, **the balloon** will blow away.

Adjectives

- An **adjective** modifies, or describes, a noun or pronoun by providing more information or giving a specific detail.
 The **smooth** surface of the lake gleamed.
Frosty trees glistened in the sun.
- Most adjectives will fit this sentence:
 The _____ one seems very _____.
 The **handmade** one seems very **colorful**.
- Articles** are the adjectives *a*, *an*, and *the*. Articles do not meet the preceding test for adjectives.
- A **proper adjective** is formed from a proper noun and begins with a capital letter.
 Tricia admired the **Scottish** sweaters.
 Our **Mexican** vacation was memorable.

5. The comparative form of an adjective compares two things or people. The superlative form compares more than two things or people. Form the comparative by adding *-er* or combining with *more* or *less*. Form the superlative by adding *-est* or combining with *most* or *least*.

POSITIVE	COMPARATIVE	SUPERLATIVE
slow	slower	slowest
charming	more charming	most charming

6. Some adjectives have irregular comparative forms.

POSITIVE:	good, well	bad	far	many, much	little
COMPARATIVE:	better	worse	farther	more	less
SUPERLATIVE:	best	worst	farthest	most	least

Adverbs

- An **adverb** modifies a verb, an adjective, or another adverb. Adverbs tell *how*, *where*, *when*, or *to what extent*.
The cat walked **quietly**. (how)
She **seldom** misses a deadline. (when)
The player moved **forward**. (where)
The band was **almost** late. (to what extent)
- Many adverbs fit these sentences:
She thinks _____. She thinks _____ fast. She _____ thinks fast.
She thinks **quickly**. She thinks **unusually** fast. She **seldom** thinks fast.
- The comparative form of an adverb compares two actions. The superlative form compares more than two actions. For shorter adverbs add *-er* or *-est* to form the comparative or superlative. For most adverbs, add *more* or *most* or *less* or *least* to form the comparative or superlative.
We walked **faster** than before.
They listened **most carefully** to the final speaker.
- Avoid **double negatives**, which are two negative words in the same clause.
INCORRECT: I have not seen no stray cats.
CORRECT: I have not seen any stray cats.

Prepositions, Conjunctions, and Interjections

- A **preposition** shows the relationship of a noun or a pronoun to some other word. A **compound preposition** is made up of more than one word.
The trees **near** our house provide plenty **of** shade.
The schools were closed **because** of snow.
- Common prepositions include these: *about, above, according to, across, after, against, along, among, around, as, at, because of, before, behind, below, beneath, beside, besides, between, beyond, but, by, concerning, down, during, except, for, from, in, inside, in spite of, into, like, near, of, off, on, out, outside, over, past, round, since, through, till, to, toward, under, underneath, until, up, upon, with, within, without*.

- c. A **gerund** is a verbal that ends in *-ing*. It is used in the same way a noun is used.
Sailing is a traditional vacation activity for the Andersons.
- d. A **gerund phrase** is a gerund plus any complements or modifiers.
Walking to school is common for many school children.
- e. An **infinitive** is a verbal formed from the word *to* and the base form of a verb. It is often used as a noun. Because an infinitive acts as a noun, it may be the subject of a sentence or the direct object of an action verb.
To sing can be uplifting. (infinitive as subject)
 Babies first learn **to babble**. (infinitive as direct object)
- f. An **infinitive phrase** contains an infinitive plus any complements or modifiers.
 The flight attendants prepared **to feed the hungry passengers**.

SUBJECT-VERB AGREEMENT

- A verb must agree with its subject in person and number.
 The kangaroo **jumps**. (singular) The kangaroos **jump**. (plural)
 She **is leaping**. (singular) They **are leaping**. (plural)
- In **inverted sentences** the subject follows the verb. The sentence may begin with a prepositional phrase, the word *there* or *here*, or a form of *do*.
 Into the pond **dove** the *children*.
Does a *bird* **have** a sense of smell?
 There **is** a *squeak* in that third stair.
- Do not mistake a word in a prepositional phrase for the subject.
 The **glass** in the window **is** streaked. (The singular verb *is* agrees with the subject, *glass*.)
- A title is always singular, even if nouns in the title are plural.
Instant World Facts **is** a helpful reference book.
- Subjects combined with *and* or *both* need a plural verb unless the parts are of a whole unit. When compound subjects are joined with *or* or *nor*, the verb agrees with the subject listed last.
Canterbury and Coventry **have** famous cathedrals.
A bagel and cream cheese **is** a filling snack.
Either two short **stories** or a **novel** **is** acceptable for your book report.
- A verb must agree in number with an indefinite pronoun subject. Indefinite pronouns that are always singular: *anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, and something*. Always plural: *both, few, many, others, and several*.
 Either singular or plural: *all, any, most, none, and some*
Most of the snow **has** melted. **All** of the children **have** eaten.

USAGE GLOSSARY

a lot, alot Always write this expression, meaning “very much” or “a large amount,” as two words.

The neighbors pitched in, and the job went **a lot** faster.

accept, except *Accept*, a verb, means “to receive” or “to agree to.” *Except* may be a preposition or a verb. As a preposition it means “other than.” As a verb it means “to leave out, to make an exception.”

I **accept** your plan. We ate everything **except** the crust.

all ready, already *All ready* means “completely prepared.” *Already* means “before” or “by this time.”

They were **all ready** to leave, but the bus had **already** departed.

all together, altogether The two words *all together* mean “in a group.” The single word *altogether* is an adverb meaning “completely” or “on the whole.”

The teachers met **all together** after school.

They were **altogether** prepared for a heated discussion.

beside, besides *Beside* means “next to.” *Besides* means “in addition to.”

The sink is **beside** the refrigerator.

Besides the kitchen, the den is my favorite room.

between, among Use *between* to refer to or to compare two separate nouns. Use *among* to show a relationship in a group.

The joke was **between** Hilary and Megan.

The conversation **among** the teacher, the principal, and the janitor was friendly.

bring, take Use *bring* to show movement from a distant place to a closer one. Use *take* to show movement from a nearby place to a more distant one.

You may **bring** your model here.

Please **take** a brochure with you when you go.

can, may *Can* indicates the ability to do something. *May* indicates permission to do something.

Constance **can** walk to school.

She **may** ride the bus if she wishes.

choose, chose *Choose* means “to select.” *Chose* is the past participle form, meaning “selected.”

I **choose** the blue folder.

Celia **chose** the purple folder.

fewer, less Use *fewer* with nouns that can be counted. Use *less* with nouns that cannot be counted.

There were **fewer** sunny days this year.

I see **less** fog today than I expected.

formally, formerly *Formally* is the adverb form of formal. *Formerly* is an adverb meaning “in times past.”

They **formally** agreed to the exchange.

Lydia **formerly** lived in Spain, but now she lives in New York City.

in, into Use *in* to mean “inside” or “within” and *into* to indicate movement or direction from outside to a point within.

The birds nest **in** the trees.

A bird flew **into** our window yesterday.

its, it's *Its* is the possessive form of the pronoun *it*. Possessive pronouns never have apostrophes. *It's* is the contraction of *it is*.

The dog lives in **its** own house. Who is to say whether **it's** happy or not.

lay, lie *Lay* means “to put” or “to place,” and it takes a direct object. *Lie* means “to recline” or “to be positioned,” and it never takes an object.

We **lay** the uniforms on the shelves each day.

The players **lie** on the floor to do their sit-ups.

learn, teach *Learn* means “to receive knowledge.” *Teach* means “to give knowledge.”

Children can **learn** foreign languages at an early age.

Mr. Minton will **teach** French to us next year.

leave, let *Leave* means “to go away.” *Let* means “to allow” or “to permit.”

I will **leave** after fourth period.

Dad will **let** me go swimming today.

loose, lose Use *loose* to mean “not firmly attached” and *lose* to mean “to misplace” or “to fail to win.”

The bike chain was very **loose**.

I did not want to **lose** my balance.

many, much Use *many* with nouns that can be counted. Use *much* with nouns that cannot be counted.

Many ants were crawling near the anthill.

There was **much** discussion about what to do.

precede, proceed *Precede* means “to go or come before.” *Proceed* means “to continue.”

Lunch will **precede** the afternoon session.

Marly can **proceed** with her travel plans.

quiet, quite *Quiet* means “calm” or “motionless.” *Quite* means “completely” or “entirely.”

The sleeping kitten was **quiet**.

The other kittens were **quite** playful.

raise, rise *Raise* means “to cause to move upward,” and it always takes an object. *Rise* means “to get up”; it is intransitive and never takes an object.

Please **raise** your hand if you would like to help.

I left the bread in a warm spot to **rise**.

sit, set *Sit* means “to place oneself in a sitting position.” It rarely takes an object. *Set* means “to place” or “to put” and usually takes an object. *Set* can also be used to describe the sun going down.

Please **sit** in your assigned seats. **Set** those dishes down.

The sun **set** at 6:14.

than, then *Than* is a conjunction that is used to introduce the second element in a comparison; it also shows exception. *Then* is an adverb meaning “at that time.”

Wisconsin produces more milk **than** any other state.

First get comfortable, **then** look the pitcher right in the eye.

their, they’re *Their* is the possessive form of the personal pronoun *they*. *They’re* is the contraction of *they are*.

The Westons returned to **their** favorite vacation spot.

They’re determined to go next year as well.

theirs, there’s *Theirs* means “that or those belonging to them.” *There’s* is the contraction of *there is*.

Theirs is one of the latest models.

There’s another pitcher of lemonade in the refrigerator.

to, too, two *To* is a preposition meaning “in the direction of.” *Too* means “also” or “excessively.” *Two* is the number that falls between one and three.

You may go **to** the library.

It is **too** cold for skating.

There are only **two** days of vacation left.

where at Do not use *at* in a sentence after *where*.

Where were you yesterday afternoon? (*not* Where were you at yesterday afternoon?)

whose, who’s *Whose* is the possessive form of *who*. *Who’s* is the contraction of *who is*.

Do you know **whose** books these are?

Who’s willing to help me clean up?

your, you’re *Your* is the possessive form of *you*. *You’re* is the contraction of *you are*.

Please arrange **your** schedule so that you can be on time.

If **you’re** late, you may miss something important.

CAPITALIZATION

1. Capitalize the first word of every sentence, including direct quotations and sentences in parentheses unless they are contained within another sentence.

In *Poor Richard’s Almanack*, Benjamin Franklin advises, “**W**ish not so much to live long as to live well.” (This appeared in the almanac published in 1738.)

2. Capitalize the first word in the salutation and closing of a letter. Capitalize the title and name of the person addressed.

Dear Professor Nichols:

Sincerely yours,

3. Always capitalize the pronoun *I* no matter where it appears in the sentence.
Since **I** knew you were coming, **I** baked a cake.
4. Capitalize the following proper nouns:
 - a. Names of individuals, the initials that stand for their names, and titles preceding a name or used instead of a name
Governor Cordoba **A. C. Shen**
Aunt Margaret **Dr. H. C. Harada**
General Diaz
 - b. Names and abbreviations of academic degrees, and *Jr.* and *Sr.*
Richard Boe, Ph.D.
Sammy Davis Jr.
 - c. Names of cities, countries, states, continents, bodies of water, sections of the United States, and compass points when they refer to a specific section of the United States
Boston **Dade County** **North Carolina** **Australia**
Amazon River **the South**
 - d. Names of streets, highways, organizations, institutions, firms, monuments, bridges, buildings, other structures, and celestial bodies
Route 51 **Circle K Society** **Tomb of the Unknown Soldier**
Golden Gate Bridge **Coventry Cathedral** **North Star**
 - e. Trade names and names of documents, awards, and laws
No-Sneez tissues **the Fourteenth Amendment**
Golden Globe Award **the Monroe Doctrine**
 - f. Names of most historical events, eras, holidays, days of the week, and months
Boston Tea Party **Bronze Age** **Labor Day** **Friday** **July**
 - g. First, last, and all important words in titles of literary works, works of art, and musical compositions
"I Ask My Mother to Sing" (poem) *Giants in the Earth* (book)
Venus de Milo (statue) **"America, The Beautiful"** (composition)
 - h. Names of ethnic groups, national groups, political parties and their members, and languages
Hispanics **Chinese** **Irish** **Italian** **Republican party**
5. Capitalize proper adjectives (adjectives formed from proper nouns).
English saddle horse **Thai restaurant** **Midwestern plains**

PUNCTUATION, ABBREVIATIONS, AND NUMBERS

1. Use a period at the end of a declarative sentence and at the end of a polite command.
 Mrs. Miranda plays tennis every Tuesday.
 Write your name in the space provided.
2. Use a question mark at the end of an interrogative sentence.
 When will the new books arrive?

3. Use an exclamation point to show strong feeling and indicate a forceful command.
 Oh, no! It was a terrific concert! Don't go outside without your gloves on!
4. Use a comma in the following situations:
- To separate three or more words, phrases, or clauses in a series
 A tent, sleeping bag, and sturdy shoes are essential wilderness camping equipment.
 - To set off two or more prepositional phrases
 After the sound of the bell, we realized it was a false alarm.
 - After an introductory participle and an introductory participial phrase
 Marveling at the sight, we waited to see another shooting star.
 - After conjunctive adverbs
 Snow is falling; however, it is turning to sleet.
 - To set off an appositive if it is not essential to the meaning of the sentence
 Mr. Yoshino, the head of the department, resigned yesterday.
 - To set off words or phrases of direct address
 Micha, have you called your brother yet?
 It's good to see you, Mrs. Han.
 - Between the main clauses of compound sentences
 Whiskers liked to watch the goldfish, and she sometimes dipped her paw in the bowl.
 - After an introductory adverb clause and to set off a nonessential adjective clause
 Whenever we get careless, we always make mistakes.
 Spelling errors, which are common, can now be corrected by computer.
 - To separate parts of an address or a date
 1601 Burma Drive, Waterbury, Connecticut
 She was born on February 2, 1985, and she now lives in Bangor, Maine.
 - After the salutation and close of a friendly letter and after the close of a business letter
 Dear Dad, Cordially, Yours,
5. Use a semicolon in the following situations:
- To join main clauses not joined by a coordinating conjunction
 The house looks dark; perhaps we should have called first.
 - To separate two main clauses joined by a coordinating conjunction when such clauses already contain several commas
 After a week of rain, the farmers around Ames, Iowa, waited hopefully; but the rain, unfortunately, had come too late.
 - To separate main clauses joined by a conjunctive adverb or by *for example* or *that is*
 Jen was determined to win the race; nonetheless, she knew that it took more than determination to succeed.

6. Use a colon to introduce a list of items that ends a sentence.
Bring the following tools: hammer, speed square, and drill.
7. Use a colon to separate the hour and the minute in time measurements and after business letter salutations.
12:42 A.M. Dear Sir: Dear Ms. O'Connor:
8. Use quotation marks to enclose a direct quotation. When a quotation is interrupted, use two sets of quotation marks. Use single quotation marks for a quotation within a quotation.
"Are you sure," asked my mother, "that you had your keys when you left home?"
"Chief Seattle's speech begins, 'My words are like the stars that never change,'" stated the history teacher.
9. Always place commas and periods inside closing quotation marks. Place colons and semicolons outside closing quotation marks. Place question marks and exclamation points inside closing quotation marks only when those marks are part of the quotation.
"Giraffes," said Ms. Wharton, "spend long hours each day foraging."
You must read "The Story of an Hour"; it is a wonderful short story.
He called out, "Is anyone home?"
Are you sure she said, "Go home without me"?
10. Use quotation marks to indicate titles of short stories, poems, essays, songs, and magazine or newspaper articles.
"The Thrill of the Grass" (short story)
"My Country 'Tis of Thee" (song)
11. Italicize (underline) titles of books, plays, films, television series, paintings and sculptures, and names of newspapers and magazines.
Up from Slavery (book)
Free Willy (film)
The Spirit of '76 (painting)
Chicago Tribune (newspaper)
Weekend Woodworker (magazine)
12. Add an apostrophe and -s to form the possessive of singular indefinite pronouns, singular nouns, and plural nouns not ending in -s. Add only an apostrophe to plural nouns ending in -s to make them possessive.
everyone's best friend
the rabbit's ears
the children's toys
the farmers' fields

13. Use an apostrophe in place of omitted letters or numerals. Use an apostrophe and *-s* to form the plural of letters, numerals, and symbols.
 is + not = isn't
 will + not = won't
 1776 is '76
 Cross your *t's* and dot your *i's*.
14. Use a hyphen to divide words at the end of a line.
 esti-mate mone-tary experi-mentation
15. Use a hyphen in a compound adjective that precedes a noun. Use a hyphen in compound numbers and fractions used as adjectives.
 a blue-green parrot
 a salt-and-pepper beard
 twenty-nine
 one-third cup of flour
16. Use a hyphen after any prefix joined to a proper noun or a proper adjective. Use a hyphen after the prefixes *all-*, *ex-*, and *self-* joined to a noun or adjective, the prefix *anti-* joined to a word beginning with *i-*, and the prefix *vice-* except in the case of *vice president*.
 all-knowing ex-spouse self-confidence
 anti-inflammatory vice-principal
17. Use dashes to signal a break or change in thought.
 I received a letter from Aunt Carla—you have never met her—saying she is coming to visit.
18. Use parentheses to set off supplemental material. Punctuate within the parentheses only if the punctuation is part of the parenthetical expression.
 Place one gallon (3.8 liters) of water in a plastic container.
19. Abbreviate a person's title and professional or academic degrees.
Ms. K. Soga, Ph.D.
Dr. Quentin
20. Use the abbreviations *A.M.* and *P.M.* and *B.C.* and *A.D.*
 9:45 **A.M.** 1000 **B.C.** **A.D.** 1455
21. Abbreviate numerical measurements in scientific writing but not in ordinary prose.
 The newborn snakes measured **3.4 in.** long.
 Pour **45 ml** warm water into the beaker.
22. Spell out cardinal and ordinal numbers that can be written in one or two words or that appear at the beginning of a sentence.
Two hundred twenty runners crossed the finish line.
 Observers counted **forty-nine** sandhill cranes.
23. Express all related numbers in a sentence as numerals if any one should be expressed as a numeral.
 There were **127** volunteers, but only **9** showed up because of the bad weather.

24. Spell out ordinal numbers.
Nina won **third** place in the spelling bee.
25. Use words for decades, for amounts of money that can be written in one or two words, and for the approximate time of day or when A.M. or P.M. is not used.
the ninties ten dollars sixty cents half past five
26. Use numerals for dates; for decimals; for house, apartment, and room numbers; for street or avenue numbers; for telephone numbers; for page numbers; for percentages; for sums of money including both dollars and cents; and to emphasize the exact time of day or when A.M. or P.M. is used.
June 5, 1971 Apartment 4G \$207.89
0.0045 1520 14th Street 8:20 A.M.

VOCABULARY AND SPELLING

- Clues to the meaning of an unfamiliar word can be found in its context. Context clues include definition, the meaning stated; example, the meaning explained through one familiar case; comparison, similarity to a familiar word; contrast, opposite of a familiar word; and cause and effect, a reason and its results.
- The meaning of a word can be obtained from its base word, its prefix, or its suffix.
telegram **tele** = distant dentate **dent** = tooth
subartic **sub** = below marvelous **-ous** = full of
- The *i* comes before the *e*, except when both letters follow a *c* or when both letters are pronounced together as an \bar{a} sound. However, many exceptions exist to this rule.
yield (*i* before *e*) **receive** (*ei* after *c*) **weigh** (\bar{a} sound) **height** (exception)
- An unstressed vowel is a vowel sound that is not emphasized when the word is pronounced. Determine how to spell this sound by comparing it to a known word.
informant (compare to information) **hospital** (compare to hospitality)
- When joining a prefix that ends in the same letter as the word, keep both consonants.
illegible **disservice**
- When adding a suffix to a word ending in a consonant + *y*, change the *y* to *i* unless the prefix begins with an *i*. If the word ends in a vowel + *y*, keep the *y*.
tried **played** **spraying**
- Double the final consonant before adding a suffix that begins with a vowel to a word that ends in a single consonant preceded by a single vowel if the accent is on the root's last syllable.
popping **transferred** **unforgettable**
- When adding a suffix that begins with a consonant to a word that ends in silent *e*, generally keep the *e*. If the suffix begins with a vowel or *y*, generally drop the *e*. If the suffix begins with *a* or *o* and the word ends in *ce* or *ge*, keep the *e*. If the suffix begins with a vowel and the word ends in *ee* or *oe*, keep the *e*.
stately **noisy** **courageous** **agreeable**

9. When adding *-ly* to a word that ends in a single *l*, keep the *l*. If it ends in a double *l*, drop one *l*. If it ends in a consonant + *le*, drop the *le*.
meal, meally full, fully incredible, incredibly
10. When forming compound words, maintain the spelling of both words.
backpack honeybee
11. Most nouns form their plurals by adding *-s*. However, nouns that end in *-ch*, *-s*, *-sh*, *-x*, or *-z* form plurals by adding *-es*. If the noun ends in a consonant + *y*, change *y* to *i* and add *-es*. If the noun ends in *-lf*, change *f* to *v* and add *-es*. If the noun ends in *-fe*, change *f* to *v* and add *-s*.
marks leaches rashes foxes
flies elves lives
12. To form the plural of proper names and one-word compound nouns, follow the general rules for plurals. To form the plural of hyphenated compound nouns or compound nouns of more than one word, make the most important word plural.
Wilsons Diazes housekeepers
sisters-in-law editors-in-chief
13. Some nouns have the same singular and plural forms.
deer moose

Composition

Writing Themes and Paragraphs

1. Use **prewriting** to find ideas to write about. One form of prewriting, **freewriting**, starts with a subject or topic and branches off into related ideas. Another way to find a topic is to ask and answer questions about your starting subject, helping you to gain a deeper understanding of your chosen topic. Also part of the prewriting stage is determining who your readers or **audience** will be and deciding your **purpose** for writing. Your purpose—writing to persuade, to explain, to describe, or to narrate—is partially shaped by who your audience will be.
2. To complete your first **draft**, organize your prewriting into an introduction, body, and conclusion. Concentrate on unity and coherence of the overall piece. Experiment with different paragraph orders: **chronological order** places events in the order in which they happened; **spatial order** places objects in the order in which they appear; and **compare/contrast order** shows similarities and differences in objects or events.
3. **Revise** your composition if necessary. Read through your draft, looking for places to improve content and structure. Remember that varying your sentence patterns and lengths will make your writing easier and more enjoyable to read.

4. In the **editing** stage, check your grammar, spelling, and punctuation. Focus on expressing your ideas clearly and concisely.
5. Finally, prepare your writing for **presentation**. Sharing your composition, or ideas, with others may take many forms: printed, oral, or graphic.

Outlining

1. The two common forms of outlines are **sentence outlines** and **topic outlines**. Choose one type of outline and keep it uniform throughout.
2. A period follows the number or letter of each division. Each point in a sentence outline ends with a period; the points in a topic outline do not.
3. Each point begins with a capital letter.
4. A point may have no fewer than two subpoints.

SENTENCE OUTLINE

- I. This is the main point.
 - A. This is a subpoint of *I*.
 1. This is a detail of *A*.
 - a. This is a detail of *1*.
 - b. This is a detail of *1*.
 2. This is a detail of *A*.
 - B. This is a subpoint of *I*.
- II. This is another main point.

TOPIC OUTLINE

- I. Main point
 - A. Subpoint of *I*
 1. Detail of *A*
 - a. Detail of *1*
 - b. Detail of *1*
 2. Detail of *A*
 - B. Subpoint of *I*
- II. Main point

Writing Letters

1. **Personal letters** are usually handwritten in indented form (first line of paragraphs, each line of the heading and inside address, and the signature are indented). **Business letters** are usually typewritten in block or semiblock form. Block form contains no indents; semiblock form indents only the first line of each paragraph.
2. The five parts of a personal letter are the heading (the writer's address and the date), salutation (greeting), body (message), complimentary close (such as "Yours truly,"), and signature (the writer's name). Business letters have the same parts and also include an inside address (the recipient's address).



Troubleshooter



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Sentence Fragments

PROBLEM 1

Fragment that lacks a subject

frag Martha asked about dinner. (Hoped it was lasagna.)

frag I jogged around the park twice. (Was hot and tired afterward.)

frag Li Cheng raced to the bus stop. (Arrived just in the nick of time.)

SOLUTION

Martha asked about dinner. She hoped it was lasagna.

I jogged around the park twice. I was hot and tired afterward.

Li Cheng raced to the bus stop. He arrived just in the nick of time.

Make a complete sentence by adding a subject to the fragment.

PROBLEM 2

Fragment that lacks a predicate

frag The carpenter worked hard all morning. (His assistant after lunch.)

frag Ant farms are fascinating. (The ants around in constant motion.)

frag Our class went on a field trip. (Mammoth Cave.)

SOLUTION

The carpenter worked hard all morning. His assistant helped after lunch.

Ant farms are fascinating. The ants crawl around in constant motion.

Our class went on a field trip. Mammoth Cave was our destination.

Make a complete sentence by adding a predicate.

PROBLEM 3**Fragment that lacks both a subject and a predicate**

frag I heard the laughter of the children. In the nursery.

frag After the spring rain. The whole house smelled fresh and clean.

frag The noisy chatter of the squirrels awakened us early. In the morning.

SOLUTION

I heard the laughter of the children in the nursery.

After the spring rain, the whole house smelled fresh and clean.

The noisy chatter of the squirrels awakened us early in the morning.

Combine the fragment with another sentence.



More help in avoiding sentence fragments is available in Lesson 6.

Run-on Sentences

PROBLEM 1

Two main clauses separated only by a comma

run-on (Extra crackers are available, they are next to the salad bar.)

run-on (Hurdles are Sam's specialty, he likes them best.)

SOLUTION A

Extra crackers are available. They are next to the salad bar.

Make two sentences by separating the first clause from the second with end punctuation, such as a period or a question mark, and starting the second sentence with a capital letter.

SOLUTION B

Hurdles are Sam's specialty; he likes them best.

Place a semicolon between the main clauses of the sentence.

PROBLEM 2

Two main clauses with no punctuation between them

run-on (The law student studied hard she passed her exam.)

run-on (Kamil looked for the leash he found it in the closet.)

SOLUTION A

The law student studied hard. She passed her exam.

Make two sentences out of the run-on sentence.

SOLUTION B

Kamil looked for the leash, and he found it in the closet.

Add a comma and a coordinating conjunction between the main clauses.

PROBLEM 3

Two main clauses without a comma before the coordinating conjunction

run-on You can rollerskate like a pro **but** you cannot ice skate.

run-on Julian gazed at the moon **and** he marveled at its brightness.

SOLUTION

You can rollerskate like a pro, but you cannot ice skate.

Julian gazed at the moon, and he marveled at its brightness.

Add a comma before the coordinating conjunction.



More help in avoiding run-on sentences is available in Lesson 7.

Lack of Subject-Verb Agreement

PROBLEM 1

A subject separated from the verb by an intervening prepositional phrase

agr The stories in the newspaper was well written.

agr The house in the suburbs were just what she wanted.

SOLUTION

The stories in the newspaper were well written.

The house in the suburbs was just what she wanted.

Make sure that the verb agrees with the subject of the sentence, not with the object of a preposition. The object of a preposition is never the subject.

PROBLEM 2

A sentence that begins with here or there

agr Here go the duck with her ducklings.

agr There is the pencils you were looking for.

agr Here is the snapshots from our vacation to the Grand Canyon.

SOLUTION

Here goes the duck with her ducklings.

There are the pencils you were looking for.

Here are the snapshots from our vacation to the Grand Canyon.

In sentences that begin with *here* or *there*, look for the subject after the verb. Make sure that the verb agrees with the subject.

PROBLEM 3***An indefinite pronoun as the subject***

agr Each of the animals have a unique way of walking.

agr Many of the movies was black and white.

agr None of the leaves is turning colors yet.

SOLUTION

Each of the animals has a unique way of walking.

Many of the movies were black and white.

None of the leaves are turning colors yet.

Some indefinite pronouns are singular, some are plural, and some can be either singular or plural. Determine whether the indefinite pronoun is singular or plural, and make the verb agree.

PROBLEM 4***A compound subject that is joined by and***

agr The students and the teacher adores the classroom hamster.

agr The expert and best source of information are Dr. Marlin.

SOLUTION A

The students and the teacher adore the classroom hamster.

Use a plural verb if the parts of the compound subject do not belong to one unit or if they refer to different people or things.

SOLUTION B

The expert and best source of information is Dr. Marlin.

Use a singular verb if the parts of the compound subject belong to one unit or if they refer to the same person or thing.

PROBLEM 5***A compound subject that is joined by or or nor***

agr Either Hester or Sue are supposed to pick us up.

agr Neither pepper nor spices improves the flavor of this sauce.

agr Either Caroline or Robin volunteer at the local food pantry.

agr Neither the coach nor the screaming fans agrees with the referee's call.

SOLUTION

Either Hester or Sue is supposed to pick us up.

Neither pepper nor spices improve the flavor of this sauce.

Either Caroline or Robin volunteers at the local food pantry.

Neither the coach nor the screaming fans agree with the referee's call.

Make the verb agree with the subject that is closer to it.



More help with subject-verb agreement is available in Lessons 48–51.

Incorrect Verb Tense or Form

PROBLEM 1

An incorrect or missing verb ending

- tense* We talk yesterday for more than an hour.
- tense* They sail last month for Barbados.
- tense* Sally and James land at the airport yesterday.

SOLUTION

We talked yesterday for more than an hour.

They sailed last month for Barbados.

Sally and James landed at the airport yesterday.

To form the past tense and the past participle, add *-ed* to a regular verb.

PROBLEM 2

An improperly formed irregular verb

- tense* Our hair clinged to us in the humid weather.
- tense* Trent drinked all the orange juice.
- tense* The evening breeze blowed the clouds away.

SOLUTION

Our hair clung to us in the humid weather.

Trent drank all the orange juice.

The evening breeze blew the clouds away.

Irregular verbs vary in their past and past participle forms. Look up the ones you are not sure of. Consider memorizing them if you feel it is necessary.

PROBLEM 3***Confusion between a verb's past form and its past participle***

tense Helen has took first place in the marathon.

SOLUTION

Helen has taken first place in the marathon.

Use the past participle form of an irregular verb, and not its past form, when you use the auxiliary verb *have*.



More help with correct verb forms is available in Lessons 19–24.

Incorrect Use of Pronouns

PROBLEM 1

A pronoun that refers to more than one antecedent

- pro* The wind and the rain came suddenly, but **it** did not last.
- pro* Henry ran with Philip, but **he** was faster.
- pro* When Sarah visits Corinne, **she** is glad for the company.

SOLUTION

The wind and the rain came suddenly, but the rain did not last.

Henry ran with Philip, but Philip was faster.

When Sarah visits Corinne, Corinne is glad for the company.

Substitute a noun for the pronoun to make your sentence clearer.

PROBLEM 2

Personal pronouns as subjects

- pro* **Him** and Mary unfurled the tall, white sail.
- pro* Nina and **them** bought theater tickets yesterday.
- pro* Karen and **me** heard the good news on the television.

SOLUTION

He and Mary unfurled the tall, white sail.

Nina and they bought theater tickets yesterday.

Karen and I heard the good news on the television.

Use a subject pronoun as the subject part of a sentence.

PROBLEM 3**Personal pronouns as objects**

- pro* The horse galloped across the field to Anne and **I**.
- pro* The new signs confused Clark and **they**.
- pro* Grant wrote **she** a letter of apology.

SOLUTION

The horse galloped across the field to Anne and me.

The new signs confused Clark and them.

Grant wrote her a letter of apology.

An object pronoun is the object of a verb or preposition.



More help with correct use of pronouns is available in Lessons 25–29.

Incorrect Use of Adjectives

PROBLEM 1

Incorrect use of good, better, best

adj Is a horse more good than a pony?

adj Literature is my most good subject.

SOLUTION

Is a horse better than a pony?

Literature is my best subject.

The words *better* and *best* are the comparative and superlative forms of the word *good*. Do not use the words *more* or *most* before the irregular forms of comparative and superlative adjectives.

PROBLEM 2

Incorrect use of bad, worse, worst

adj That game was the baddest game our team ever played.

SOLUTION

That game was the worst game our team ever played.

Do not use the suffixes *-er* or *-est* after the irregular forms of comparative and superlative adjectives. Do not use the words *more* or *most* before the irregular forms of comparative and superlative adjectives.

PROBLEM 3

Incorrect use of comparative adjectives

adj This bike is **more faster** than my old bike.

SOLUTION

This bike is faster than my old bike.

Do not use *-er* and *more* together.

PROBLEM 4

Incorrect use of superlative adjectives

adj Kara said it was the **most biggest** lawn she ever had to mow.

SOLUTION

Kara said it was the biggest lawn she ever had to mow.

Do not use *-est* and *most* together.



More help with the correct use of adjectives is available in Lessons 30–33.

Incorrect Use of Commas

PROBLEM 1

Missing commas in a series of three or more items

com We saw ducks, geese, and seagulls at the park.

com Jake ate dinner, watched a movie, and visited friends.

SOLUTION

We saw ducks, geese, and seagulls at the park.

Jake ate dinner, watched a movie, and visited friends.

If there are three or more items in a series, use a comma after each item except the last one.

PROBLEM 2

Missing commas with direct quotations

com “The party,” said José, “starts at seven o’clock.”

com “My new book,” Roger exclaimed, “is still on the bus!”

SOLUTION

“The party,” said José, “starts at seven o’clock.”

“My new book,” Roger exclaimed, “is still on the bus!”

If a quotation is interrupted, the first part ends with a comma followed by quotation marks. The interrupting words are also followed by a comma.

PROBLEM 3***Missing commas with nonessential appositives***

com Maria our new friend is from Chicago.

com The old lane oa tree-lined gravel path is a great place to walk on a hot afternoon.

SOLUTION

Maria, our new friend, is from Chicago.

The old lane, a tree-lined gravel path, is a great place to walk on a hot afternoon.

Decide whether the appositive is truly essential to the meaning of the sentence. If it is not essential, set it off with commas.

PROBLEM 4**Missing commas with nonessential adjective clauses**

com Karen who started early finished her work before noon.

SOLUTION

Karen, who started early, finished her work before noon.

Decide whether the clause is truly essential to the meaning of the sentence. If it is not essential, then set it off with commas.

PROBLEM 5**Missing commas with introductory adverb clauses**

com When the wind rises too high the boats lower their sails.

SOLUTION

When the wind rises too high, the boats lower their sails.

Place a comma after an introductory adverbial clause.



More help with commas is available in Lessons 72–76.

Incorrect Use of Apostrophes

PROBLEM 1

Singular possessive nouns

apos Pablos new bicycle is in Charles yard.

apos Bills video collection is really great.

apos That horses saddle has real silver on it.

SOLUTION

Pablo's new bicycle is in Charles's yard.

Bill's video collection is really great.

That horse's saddle has real silver on it.

Place an apostrophe before a final -s to form the possessive of a singular noun, even one that ends in -s.

PROBLEM 2

Plural possessive nouns that end in -s

apos The girls team won the tournament.

apos The boats sails are very colorful against the blue sky.

apos The model cars boxes are in my room.

SOLUTION

The girls' team won the tournament.

The boats' sails are very colorful against the blue sky.

The model cars' boxes are in my room.

Use an apostrophe by itself to form the possessive of a plural noun that ends in -s.

PROBLEM 3**Plural possessive nouns that do not end in -s**

apos The deers best habitat is a deep, unpopulated woodland.

apos The childrens clothes are on the third floor.

SOLUTION

The deer's best habitat is a deep, unpopulated woodland.

The children's clothes are on the third floor.

When a plural noun does not end in -s, use an apostrophe and an -s to form the possessive of the noun.

PROBLEM 4**Possessive personal pronouns**

apos The poster is her's, but the magazine is their's.

SOLUTION

The poster is hers, but the magazine is theirs.

Do not use apostrophes with possessive personal pronouns.

PROBLEM 5**Confusion between its and it's**

apos The old tree was the last to lose it's leaves.

apos Its the best CD I have ever heard them put out.

SOLUTION

The old tree was the last to lose its leaves.

It's the best CD I have ever heard them put out.

Use an apostrophe to form the contraction of *it is*. The possessive of the personal pronoun *it* does not take an apostrophe.



More help with apostrophes and possessives is available in Lessons 11 and 80.

Incorrect Capitalization

PROBLEM 1

Words that refer to ethnic groups, nationalities, and languages

cap Many irish citizens speak both english and gaelic.

SOLUTION

Many Irish citizens speak both English and Gaelic.

Capitalize proper nouns and adjectives referring to ethnic groups, nationalities, and languages.

PROBLEM 2

The first word of a direct quotation

cap Yuri said, the rain off the bay always blows this way.”

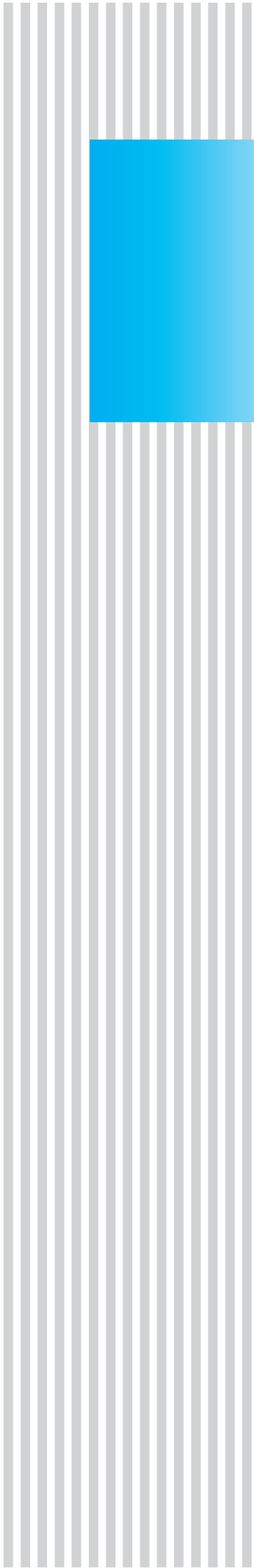
SOLUTION

Yuri said, “The rain off the bay always blows this way.”

Capitalize the first word of a direct quotation if it is a complete sentence. A direct quotation is the speaker’s exact words.



More help with capitalization is available in Lessons 63–70.



Grammar



Unit 1: Subjects, Predicates, and Sentences

Lesson 1

Kinds of Sentences: Declarative and Interrogative

A **sentence** is a group of words that expresses a complete thought. All sentences begin with a capital letter and end with a punctuation mark. Different kinds of sentences have different purposes.

A **declarative sentence** makes a statement. It ends with a period.

Last summer I went on a long trip.

An **interrogative sentence** asks a question. It ends with a question mark.

Where did you go on your vacation?

► **Exercise 1** Insert a period if the sentence is declarative. Insert a question mark if it is interrogative.

My family and I went to Alaska .

1. Have you ever been that far north
2. Alaska is a wonderful and wild state
3. Isn't it the largest state in the union
4. Was the weather hotter than you expected
5. Some days were so warm that I wore shorts
6. In some parts of Alaska, the sun never sets in summer
7. Summers in Alaska don't last very long
8. Are Alaskan winters as cold as they say
9. The ground under much of Alaska is permanently frozen
10. How can animals live in such a cold climate
11. All the animals in Alaska are equipped for the cold
12. Did you see any bears in Alaska
13. We saw a lot of brown bears at Katmai National Monument

14. Male brown bears can be as tall as ten feet
15. Can an animal that big move very fast
16. A brown bear can run as fast as twenty-five miles per hour
17. Do you think you'd be afraid of a brown bear
18. Did you know that the highest mountain in North America is in Alaska
19. The mountain is called Denali
20. What does *Denali* mean
21. *Denali* is a Native American word that means "the great one"
22. At one time only Native Americans lived in Alaska
23. Who were the first white settlers in Alaska
24. Russians built a settlement on Kodiak Island in 1784
25. Why did the Russians want to settle in Alaska
26. They went there to look for furs
27. Russia sold Alaska to the United States in 1867
28. How much did the United States pay for Alaska
29. Alaska cost the United States \$7.2 million
30. Does that seem like a lot of money to you
31. When did Americans begin going to Alaska
32. Americans began going to Alaska during the 1890s and 1900s
33. They went there to look for gold
34. Large amounts of "black gold" were discovered in Alaska in 1968
35. What is "black gold"
36. "Black gold" is another name for oil
37. Alaska also has coal, platinum, copper, and uranium
38. Did you take many pictures during your trip
39. I took a great shot of an eagle catching a salmon
40. Do you want to see some other pictures I took

Lesson 2

Kinds of Sentences: Exclamatory and Imperative

In addition to declarative and interrogative sentences, there are two other types of sentences. An **exclamatory sentence** shows strong feeling. It ends with an exclamation point.

I never saw so much traffic!

An **imperative sentence** commands someone to do something. The subject *you* is understood. An imperative sentence can end with either a period or an exclamation point.

(You) Look both ways before crossing the street. (You) Look out!

► **Exercise 1** Write *exc.* in the blank before each exclamatory sentence and *imp.* before each imperative sentence.

- exc.** That alarm clock is too loud!
1. Give the orange juice to Cecilia.
2. How sleepy I am!
3. What a funny dream I had last night!
4. I can hardly wait for the dance!
5. Please don't talk so loudly.
6. Tell Kwasi that it's time to get up.
7. Put the timer where you'll be sure to see it.
8. I love peanut butter sandwiches!
9. The toast is burning!
10. Give this bottle to the baby.
11. Becky spilled all her cereal!
12. Mop it up with a paper towel.
13. Help me set the table.
14. I'm in trouble if I'm late for school!
15. Jan forgot to do her math homework!

- _____ 16. Please take these books back to the library.
- _____ 17. Pour some more milk for Ricardo.
- _____ 18. How I would love to be a rock star!
- _____ 19. Get that cat off the table!
- _____ 20. The puppy chewed a hole in my sock!
- _____ 21. Pull up the anchor so we can be on our way.
- _____ 22. Gordo is such a cute puppy!
- _____ 23. Take these old magazines to your art teacher.
- _____ 24. Be careful not to drop the plates.
- _____ 25. My new sneakers are covered with mud!
- _____ 26. Comb Tina’s hair and put a ribbon in it.
- _____ 27. I wish Dad would drive us to school!
- _____ 28. I can’t believe you ate all of that!
- _____ 29. Oh, no, the car won’t start!
- _____ 30. Make sure you have enough air in your bike tires.
- _____ 31. Put your dishes in the sink before you leave.
- _____ 32. Don’t forget to call me when you get home.
- _____ 33. I dropped my ring into the sink!
- _____ 34. You spilled juice on the floor!
- _____ 35. Make sure you tie your shoes before jogging.
- _____ 36. Put this apple in your pocket.

► **Writing Link** Write a paragraph explaining how to play a game. Use exclamatory and imperative sentences.

Lesson 3**Subjects and Predicates: Simple and Complete**

Every sentence has two parts: a subject and a predicate. The **subject part** of a sentence names whom or what the sentence is about. The **predicate part** of a sentence tells what the subject does or has. It can also describe what the subject is or is like.

SUBJECT PART	PREDICATE PART
The mountain climbers	reached the peak.

The **complete subject** is all of the words in the subject part of a sentence. The **complete predicate** is all of the words in the predicate part of a sentence.

COMPLETE SUBJECT	COMPLETE PREDICATE
The horse's black mane	was blowing in the wind.

The **simple subject** is the main person or thing in the subject part of a sentence. The **simple predicate** is the main word or group of words in the predicate part of a sentence.

SIMPLE SUBJECT	SIMPLE PREDICATE
The horse's black mane	was blowing in the wind.

► **Exercise 1** Draw one line under each complete subject and two lines under each complete predicate.

The bottle of milk is in the refrigerator.

1. That little dog is following us to school.
2. Brian forgot his flute.
3. The yellow canary fell in love with the shiny mirror.
4. Those plaid slacks are much too long for me.
5. Kisha hated the movie.
6. The big, shaggy animals in the pen are yaks.
7. The girl's long red hair shone in the sun.
8. The Yellow Hornets won the softball game.
9. My cousin Diana hit the ball right over the fence.
10. A sudden rainstorm ended the game.

11. He spilled the popcorn on the person in front of him.
12. Franco walked home alone.
13. The fire engine raced by on the way to a fire.
14. Dad's tie was ruined by the gooey mess.
15. The red construction paper is in the cabinet.
16. Captain Kidd was a fearsome pirate.
17. The band played for two hours.
18. The small boat sank in the big waves.
19. The brave soldier was rescued.
20. Alison's stepmother teaches English at the high school.

► **Exercise 2** Draw one line under each simple subject and two lines under each simple predicate.

I am twelve years old today.

1. Marco was born in Venice, Italy.
2. Chanel's father traded his used car for a new one.
3. He traveled all the way to China by himself.
4. Those two were the first to cross the finish line.
5. In March, I returned all of my library books.
6. At least one hundred people waited in line.
7. He told his little sister a bedtime story.
8. Scott's cousin lost his favorite jacket.
9. The diagram showed three secret passageways.
10. Chen's nickname was "Louisville Slugger."
11. Marina never told people her secret.
12. The musician strummed the guitar quietly.
13. Christopher read every book by his favorite author.
14. The red skirt cost more than the blue skirt.
15. The Buckeroos made Gary an honorary member of the team.

Lesson 4

Subjects and Predicates: Compound

Some sentences have more than one simple subject or simple predicate. A **compound subject** is two or more simple subjects that have the same predicate. The simple subjects are joined by *and*, *or*, or *but*.

Mummies and **art objects** are found in Egyptian tombs.

A **compound predicate** is two or more simple predicates that have the same subject. The simple predicates are connected by *and*, *or*, or *but*.

The archaeologists **excavated** the tomb and **discovered** the treasure.

Some sentences have both a compound subject and a compound predicate.

The **pharaoh** and his **wife** **loved** the people and **did** many good works.

► **Exercise 1** Draw one line under the compound subject and two lines under the simple predicate that they share.

Volcanoes and earthquakes cause great destruction.

1. Rome and Florence are two cities in Italy.
2. Both Sara and Caroline were chosen for the team.
3. Cinders and ashes rose from the fire.
4. People and animals mingle at the zoo.
5. Historians, archaeologists, and tourists love to explore ancient ruins.
6. Paintings and other objects were on display at the museum.
7. Smoke and car exhaust pollute the air.
8. Hot dogs and hamburgers sizzled on the grill.
9. In Egypt mummies and pyramids are favorite subjects of study.
10. My uncle and brother visited me in the hospital.
11. In the summer Shama and I swim every day.
12. Gold and silver cost more than copper.
13. Food and dishes filled the table.
14. The doctor and her nurse waited for the next patient.

15. Teeth and bones need calcium for strength.
16. Emily and Bill met Ron at the movies.
17. The lion and cheetah are predators.
18. The Ohio River and the Missouri River flow into the Mississippi River.
19. The librarian and their teacher helped them.
20. Most men and women exercise to stay in shape.

► **Exercise 2** Draw one line under each simple or compound subject and two lines under each compound predicate.

LaToya opened her book and raised her hand.

1. Farmers raise crops and sell them to food companies.
2. Mom and Juan made a casserole and put it in the oven.
3. They left the party and headed home.
4. We changed our clothes and went out for dinner.
5. Both Ahmed and Tanika study hard and get good grades.
6. The cat opened its mouth and yawned.
7. Shawn ignored the television and did his homework.
8. Mom and Dad built a doghouse and painted it.
9. My stepbrother opened the door and ran into the yard.
10. The dog followed him and barked.
11. At night we sit on the front porch and tell stories.
12. Our team scored a run and won the game.
13. Sarah will turn on the light and close the curtain.
14. Alicia and Consuelo went to the store and bought milk.
15. The thunder and lightning scared the campers and kept them awake.
16. Kevin likes hamsters and keeps them as pets.
17. I will wash the dishes and put them away.
18. The 4-H Club raises animals and shows them at fairs.

Lesson 5

Simple and Compound Sentences

A **simple sentence** has one subject and one predicate.

SUBJECT

Natalie

Bill and Edward

The **runners**

PREDICATE

won the marbles tournament.

signed up for the paper drive.

lined up and **waited** for the starting signal.

A **compound sentence** contains two or more simple sentences joined by a comma and *and*, *but*, or *or*. They can also be joined by a semicolon (;).

Jessica's cake won first prize, **and** Katherine won the sack race.

Jessica's cake won first prize; Katherine won the sack race.

► **Exercise 1** Write **S** in the blank before each simple sentence and **C** before each compound sentence.

- S** You and I should go to the fair and see the sights.
- _____ 1. Both adults and kids love to go to the fair.
- _____ 2. You buy the tickets, and I'll get the popcorn.
- _____ 3. The animals are over there, and the crafts are down this way.
- _____ 4. Julieta won a blue ribbon for her painting.
- _____ 5. The games and contests are along the crowded fairway.
- _____ 6. The bubble gum contest and the juggling contest are almost over.
- _____ 7. Al blew a huge bubble, but Fernanda's bubble was bigger.
- _____ 8. Jack's pig is groomed well; it's friendly, too.
- _____ 9. The pig got away and escaped into the crowd.
- _____ 10. I want a hot dog, but Mom says to wait.
- _____ 11. Mrs. Collins bakes wonderful pies, and her children eat them.
- _____ 12. I want to ride the Ferris wheel, but Ted is afraid.
- _____ 13. The roller coaster and the spaceship are the most popular rides.
- _____ 14. Give the calf's rope to me, or tie it to the post.
- _____ 15. Anita won first prize; Franco came in second.

- _____ 16. My frog, Big Nell, had the longest legs and jumped farthest.
- _____ 17. You can put the trophy on the mantel, or you can put it on the shelf.
- _____ 18. The cats slept in their cages, and their owners waited nervously.
- _____ 19. Puff was the prettiest cat, but she didn't win.
- _____ 20. I'd like to take a kitten home, but we already have too many cats.
- _____ 21. The goat ate its blue ribbon and took a nap.
- _____ 22. Anita raised the champion cow; her brother showed it at the fair.
- _____ 23. The chicken and the rooster stood side by side.
- _____ 24. Randi raises rabbits, and Shelly shears sheep.
- _____ 25. The biggest pumpkin and the biggest tomato are on that table.
- _____ 26. Dad picked the lettuce; I made a prizewinning salad.
- _____ 27. Jenny feeds the rabbits, and Andy brushes them.
- _____ 28. My sister and her friends made that quilt.
- _____ 29. She made the squares for the quilt, and Mandy sewed them together.
- _____ 30. At the dog show, two terriers got into a fight.
- _____ 31. The grape jelly and the orange marmalade taste wonderful on toast.
- _____ 32. Give the chickens some corn, and fill their water dish.
- _____ 33. The ponies and the horses are in the barn.
- _____ 34. My sister found a wallet, and I took it to the lost-and-found.
- _____ 35. Throw a table tennis ball into the goldfish bowl, and win a prize.
- _____ 36. Herbie won a stuffed gorilla; Alma won a stuffed tiger.

► **Writing Link** Write a paragraph that explains how to prepare your favorite food. Use at least two compound sentences.

Lesson 6**Sentence Fragments**

A sentence must have both a subject and a predicate to express a complete thought. A group of words that lacks a subject, a predicate, or both is a **sentence fragment**. A fragment does not express a complete thought and should be avoided in writing.

Almost stopped them. (lacks a subject)

The three explorers. (lacks a predicate)

Almost to the top. (lacks a subject and a predicate)

► **Exercise 1** Draw one line under the complete subject and two lines under the complete predicate of each complete sentence. If a sentence is not complete, write *F* (fragment) in the blank.

- F Of brave explorers.
- _____ 1. History tells tales of brave explorers.
- _____ 2. Christopher Columbus.
- _____ 3. Sailed in three ships.
- _____ 4. Christopher Columbus and his men sailed in three ships.
- _____ 5. Their long voyage brought them to the New World.
- _____ 6. The explorer Amerigo Vespucci.
- _____ 7. America was named for the Italian explorer Amerigo Vespucci.
- _____ 8. Sir Edmund Hillary was the first to climb Mt. Everest.
- _____ 9. A very high mountain.
- _____ 10. Everest is a high mountain in Nepal.
- _____ 11. Hillary and his group almost died in the cold.
- _____ 12. Hard to breathe.
- _____ 13. It is hard to breathe on extremely high mountains.
- _____ 14. Oxygen is very thin that high up.
- _____ 15. Peary reached the North Pole first.
- _____ 16. His dogs pulled him on a sled.

- _____ 17. Arrived there before him.
- _____ 18. Captain Cook, might have arrived there before him.
- _____ 19. Other explorers found the Northwest Passage.
- _____ 20. Atlantic and Pacific oceans.
- _____ 21. This watery passage joins the Atlantic and Pacific oceans.
- _____ 22. Many of today's explorers.
- _____ 23. Many of today's explorers look to the skies.
- _____ 24. Others explore the deep oceans.
- _____ 25. You can also explore without leaving your room.
- _____ 26. You can explore with your mind.
- _____ 27. Some scientific discoveries are based on theories.
- _____ 28. Johannes Kepler discovered the cause of tides.
- _____ 29. Few people believed him.
- _____ 30. Isaac Newton made many important scientific discoveries.
- _____ 31. Without these people.
- _____ 32. These people made a difference in our world.
- _____ 33. Modern astronauts depend on their discoveries.
- _____ 34. Today's scientists are still exploring new ideas.
- _____ 35. Much different from today's.
- _____ 36. Tomorrow's world will be much different.
- _____ 37. Space travel may be common.
- _____ 38. The world tomorrow.

► **Writing Link** Write two complete sentences about a process you would like to learn more about.

Lesson 7**Run-On Sentences**

A **run-on sentence** is two or more sentences incorrectly written as one sentence. Correct a run-on sentence by writing separate sentences or by combining the sentences with a semicolon (;) or with a comma and *and*, *or*, or *but*.

RUN-ON SENTENCE

Bill won the race, the crowd cheered.

CORRECTED SENTENCE

Bill won the race. The crowd cheered.
 Bill won the race; the crowd cheered.
 Bill won the race, and the crowd cheered.

► **Exercise 1** Write *R* next to each run-on sentence.

- R** You took a chance you lost the game.
1. Architects design buildings, their buildings can take years to complete.
2. Lionel took the subway and then transferred to a bus.
3. The colors in his painting are quite striking.
4. I ordered a small sweatshirt, but I received a large one.
5. Preheat the oven, bake for one hour.
6. The tower cleared the runway, but the plane still could not take off.
7. Yori took an aspirin, there was only one left.
8. The bill comes to almost twenty dollars, are you going to pay it?
9. Of all the birds at the pet store, we liked the parrots best.
10. Subtract ten from twelve for the answer.
11. Here is your present, but don't open it until your birthday.
12. Clean your room first and then we can go to the movie.
13. Daryl's first test was too easy, his second test was much more difficult.
14. Go to the first street; then turn left.
15. The first store had the best selection, but the second store had the album I wanted.

- _____ 16. Look at all the people at the parade I wonder where we can sit.
- _____ 17. Susie is planning a surprise party; Karen doesn't suspect a thing.
- _____ 18. The night sky was clear many stars could be seen.
- _____ 19. George and Hernando are walking to the park, I am riding my bicycle.
- _____ 20. Saturday's softball game will have to be postponed if it rains.
- _____ 21. Tonight we are going to see a skating competition I hope it is like the Olympics.
- _____ 22. Cynthia wrote a letter to Cousin Jane, and Dad mailed it for her.
- _____ 23. Mike is reading *The Adventures of Tom Sawyer*, but Jamie is reading *The Prince and the Pauper*.
- _____ 24. The actors are sewing their own costumes it is quite a challenge.
- _____ 25. Scott's jacket is colorful; it is also very warm.
- _____ 26. The new bridge has several special features one of them is a carving of a ship.
- _____ 27. We can eat first, or we can start the tour.
- _____ 28. Buy the seeds this week, and plant them next week.

► **Exercise 2 Underline each run-on sentence in the paragraph.**

If you're looking for something to do with your free time, you might think about starting a collection. There are millions of collectors in the world. Some people collect baseball cards, some people collect the autographs of famous people, did you know there are even some people who collect colorful shopping bags from different stores? If you have a special interest in sports or music, you might decide to collect baseball caps or photos of musicians. If you like nature, you could collect seashells, fossils, or wooden carvings of ducks. Collecting is fun, collecting can be profitable. The items you collect can double or even triple in value over the years, stamps and coins are good examples of this. Most people enjoy collecting because they like looking for new items to add to their collection. Finding a rare shell or discovering a one-of-a-kind baseball card in your grandmother's attic is a real thrill for most collectors.



Unit 1 Review

► **Exercise 1** Write *dec.* in the blank before each declarative sentence, *int.* before each interrogative sentence, *exc.* before each exclamatory sentence, and *imp.* before each imperative sentence.

- exc. What a great skateboard this is!
- _____ 1. Should I bring an umbrella?
- _____ 2. It's been raining for three days.
- _____ 3. Come with me to the store.
- _____ 4. Are your shoes too tight?
- _____ 5. My library card is ruined!

► **Exercise 2** Write *S* before each simple sentence, *C* before each compound sentence, and *F* before each sentence fragment.

- S The oldest zoo in the United States is in Philadelphia.
- _____ 1. Washington and Jefferson liked to fish.
- _____ 2. I want to get a cat, but my sister wants a dog.
- _____ 3. In the doghouse behind the garage.
- _____ 4. The horses are in the barn; the cows are in the field.
- _____ 5. Bring it here, please.

► **Exercise 3** Draw one line under each simple subject. Draw two lines under each simple predicate. Separate the complete subject and complete predicate with a vertical line (|).

Many children | love animals.

1. Big dogs need lots of space.
2. Kendall made a valentine for his stepmother and gave it to her.
3. The postcard from Eliza is on the table.
4. The dog and cat chased the squirrel up the tree.
5. The red book belongs to Eliza and Ted.

Cumulative Review: Unit 1

► **Exercise 1** Write *dec.* if the sentence is declarative, *int.* if it is interrogative, *exc.* if it is exclamatory, or *imp.* if it is imperative.

- int. Is Bobby home?
- _____ 1. The lightbulb is burned out.
- _____ 2. Will you help me shovel the driveway?
- _____ 3. Wow, that was a fantastic movie!
- _____ 4. Please give Miss Kitty some milk.
- _____ 5. Your red shirt is in the dryer.
- _____ 6. What a cold day it is!
- _____ 7. Did you wear your boots today?
- _____ 8. The cat is chasing the dog.
- _____ 9. Don't drop these eggs.
- _____ 10. Is it my turn now?

► **Exercise 2** Draw one line under each simple subject. Draw two lines under each simple predicate. Separate the complete subject from the complete predicate with a vertical line (|).

The pirates | sailed down the coast.

1. Alma and Phil swam laps together.
2. My mom found the money.
3. My friend's dog and my neighbor's cat growl at each other.
4. The third pig's house was made of brick.
5. The straw basket was full of apples and nuts.
6. The small boy led the way to the castle and opened the door.
7. The tired soldiers charged up the hill.
8. The pizza and drinks were eight dollars.
9. Cara and Tim closed their eyes during the scary movie.
10. Cora's aunt knitted her a sweater and a hat.

11. I could see the fear in the eyes of the little dog.
12. My mother is a supervisor at the factory.
13. The water in the pool at Shelby Park is nice and warm.
14. Many boats sail on the Charles River.
15. Superman is my hero.
16. The pink and green skateboard belongs to Akimi.
17. The rain and snow kept the children inside for the day.
18. Have you read *Alice in Wonderland* by Lewis Carroll?
19. Jack says this book is the funniest he has ever read.
20. Gordo, my puppy, ate all the meat.
21. Put your guitar on the chair and your coat in the closet.
22. Broadway is a famous street in New York City.
23. We're going to Texas and Louisiana to visit my cousins.
24. Uncle Antoine keeps his boat on Lake Pontchartrain.
25. Ask Mr. Capozza if he knows where my mitt is.
26. Last winter we skated on Walden Pond.
27. Jo is a character in *Little Women* by Louisa May Alcott.
28. My father was born in Dublin, Ireland.
29. Put more sauce on this plate of spaghetti.
30. The car got all dirty on the long drive from Omaha.
31. The apples for the pie came from our own trees.
32. Nance left the house before Louisa did.
33. That building across the street is the Empire State Building.
34. I've seen the Atlantic, but I haven't seen the Pacific.
35. There are many schools and colleges in and around Boston.
36. This bus will take you to Park Street.

Lesson 9**Nouns: Singular and Plural**

A **singular noun** names one person, place, thing, or idea. A **plural noun** names more than one. Most plural nouns are formed by adding *-s* or *-es* to the singular form of the noun. To write the plural forms of some nouns, however, you need to know special rules.

FORMING PLURAL NOUNS

NOUNS ENDING WITH	TO FORM PLURAL	EXAMPLE
<i>s, z, -zz, ch, sh, x</i>	Add <i>-es</i> .	church, church es
<i>o</i> preceded by a vowel	Add <i>-s</i> .	patio, patio s
<i>o</i> preceded by a consonant	Usually add <i>-es</i> . Sometimes add <i>-s</i> .	echo, echo es piano, piano s
<i>y</i> preceded by a vowel	Add <i>-s</i> .	monkey, monkey s
<i>y</i> preceded by a consonant	Usually change <i>y</i> to <i>i</i> and add <i>-es</i> .	fly, fly ies
<i>f</i> or <i>fe</i>	Usually change <i>f</i> to <i>v</i> and add <i>-es</i> . Sometimes add <i>-s</i> .	knife, knife s earmuff, earmuff s

► **Exercise 1** Write *S* above each singular noun. Write *P* above each plural noun.

^P My ^P parents want us ^P children to do the dishes.

- The paintings were in the old wing of the museum.
- The donkeys ran through the fields.
- All the books in the library have special numbers.
- Did you see the cat run down the alley?
- The game Josh is playing is the hardest.
- That sailor has several medals.
- The calves stood calmly beside their mothers.
- Scientists work on many serious problems.
- This store sells supplies for school.
- Do you have any autographs of famous singers?
- The cliffs of Dover in England are white.

12. I wonder if the astronaut was afraid as he floated in space.
13. We shouted into the cave and heard an echo.
14. There are not enough forks to go around.
15. Jupiter is the largest planet in the solar system.
16. The baby has outgrown his coat and mittens.
17. I have to go to two birthday parties this weekend.
18. Lions live on the plain, and tigers live in the jungle.
19. The car has four flat tires.
20. Jamie has read several books of historical fiction.

► **Exercise 2** Complete each sentence by writing the correct form of the noun in parentheses. Use a dictionary if necessary.

Mom says that all the soldiers are heroes. (hero)

1. The little boy was carrying three _____ of flowers. (bunch)
2. The squirrel is sitting on the _____ of the house. (roof)
3. The torn screen allowed _____ to come in. (fly)
4. Is it very sunny on the _____? (patio)
5. Ami and Cyndi played a duet on two _____. (piano)
6. Three _____ were ahead of us in line. (lady)
7. The submarine was sunk by the enemy's _____. (torpedo)
8. The yodeler's cry rang through the _____. (valley)
9. Yvonne has lived in several large _____. (city)
10. I just finished raking up that huge pile of _____. (leaf)
11. The campers dug _____ to keep water out of their tents. (trench)
12. I never saw so many _____ of one cat. (photo)
13. Did you boil enough _____ for the salad? (potato)
14. The _____ going downtown is usually crowded. (bus)
15. Maddie found three _____ on the sidewalk. (penny)

Lesson 10

Nouns: Collective

Words that name a group of people or things, such as *crowd* and *team*, are called **collective nouns**. A collective noun can take either a singular or a plural verb. Make the verb singular when the group acts as a unit. Make it plural when each member of the group acts separately.

The **crowd was** excited by the close game.

The **crowd were** pushing each other to get through the gate.

► **Exercise 1** Underline each collective noun. Above it write *S* if it is singular and *P* if it is plural.

^S
The class is putting on a musical this year.

1. The audience were shifting restlessly in their seats.
2. All of a sudden the crowd rose to its feet.
3. The construction crew works at night.
4. The herd of cattle is grazing peacefully on the hillside.
5. The jury is glad to take a break.
6. Carla's family is going to visit relatives in Mexico.
7. The jury are carefully discussing the evidence.
8. A scientific team is searching for a cure.
9. The public is unhappy with the politicians.
10. The group of students were talking and laughing.
11. My family disagree with each other about the movie.
12. The club I belong to does fund-raising for charity.
13. The baseball team take their positions on the field.
14. The committee has finally reached a decision.

15. The swarm of bees was following the queen bee.
16. My class are taking turns watering the plants.
17. The band is playing at the dance.
18. The class is about equally divided between girls and boys.
19. The flock of pigeons flew to the top of the building.
20. The orchestra plays in the park on Sundays.

► **Exercise 2** Draw a line under the verb in parentheses that best completes the sentence.

The committee (is, are) unanimous in its decision.

1. My family (is, are) spending the weekend at Grandma's house.
2. The class (has, have) different ideas on how to decorate the gym.
3. The big crowd (was, were) surprisingly quiet.
4. Jessica's family (is, are) taking vacations in different places.
5. The Spanish club (is, are) raising money for a trip to Mexico.
6. The group (has, have) followers from all over the world.
7. The team (is, are) running in all directions.
8. The audience (was, were) reading or chatting before the show started.
9. A flock of geese (is, are) flying overhead.
10. The public (is, are) very happy with the new mayor.
11. The office staff (is, are) having a picnic on Saturday.
12. Our team (is, are) ahead by one point.
13. The band of cowhands (is, are) herding the horses across the river.
14. The orchestra (was, were) all playing the wrong notes.
15. The staff (is, are) all members of different health clubs.
16. Only the best team (is, are) going to the playoffs.
17. Do you know if the senate (is, are) meeting today?
18. The crowd (is, are) on its feet.

Lesson 11**Nouns: Possessives**

A noun that shows ownership of things or qualities is a **possessive noun**.

The **lion's** mane is shaggy.

All of the **clowns'** costumes are bright and colorful.

The **children's** tickets to the circus are in my pocket.

FORMING POSSESSIVE NOUNS

NOUNS	TO FORM POSSESSIVE	EXAMPLES
Most singular nouns	Add an apostrophe and -s ('s).	The seal's ball is red.
Singular nouns ending in -s	Add an apostrophe and -s ('s).	Chris's ticket got lost.
Plural nouns ending in -s	Add an apostrophe (').	The tigers' trainer is brave.
Plural nouns not ending in -s	Add an apostrophe and -s ('s).	The people's faces are happy.

Remember that possessive nouns always contain apostrophes. Plural nouns do not.

The **acrobats** have capes. Where are the **acrobats'** capes?

► **Exercise 1** Underline each possessive noun. Above it write **S** if it is singular and **P** if it is plural.

The ^Pclowns' red noses look like cherries.

- Do you think the human cannonball's trick is dangerous?
- The ringmaster's voice has to be very loud.
- The lions' roars don't seem to scare the trainer.
- Someone must carefully check the trapeze artists' ropes.
- Please don't eat all of your sister's popcorn.
- The trainer is putting his head in the lion's mouth!
- I dare you to count the zebras' stripes.
- The rider stood on the horse's back.

9. The audience's applause rang through the arena.
10. The trainer's belief is that lions can be trained but not tamed.
11. The big cats' tempers can be very fierce.
12. The baby elephants grabbed their mothers' tails.
13. The circus's winter home is in Florida.
14. The woman's costume is the same color as her poodles' fur.
15. The acrobats' legs must be very strong.

► **Exercise 2** Complete each sentence by writing the possessive form of the word in parentheses.

The worker braided the horse's mane. (*horse*)

1. The _____ circus was one of the most famous. (*Ringling Brothers*)
2. The human _____ act is next. (*cannonball*)
3. The _____ fuse is about to be lit. (*cannon*)
4. The lion _____ bravery is amazing. (*trainer*)
5. The _____ antics delight everyone. (*clowns*)
6. The _____ noise is frightful. (*explosion*)
7. Are most _____ acts dangerous? (*performers*)
8. The _____ smiles lit up the arena. (*children*)
9. The circus _____ coats are sleek and shiny. (*animals*)
10. Look! That _____ toenails are painted red. (*dog*)
11. The circus _____ conductor raised her baton. (*band*)
12. The _____ fangs are long and sharp. (*tiger*)
13. This is supposed to be the _____ biggest circus. (*world*)
14. The toddler pulled the _____ tail. (*monkey*)
15. The _____ capes are made of silk. (*performers*)



Unit 2 Review

► **Exercise 1** Write *prop.* above each proper noun, *com.* above each common noun, and *col.* above each collective noun.

^{prop.} Jamie and ^{prop.} Pat live in the same ^{com.} neighborhood.

1. Have you seen my copy of *Jem's Island*?
2. Sharon and Akira belong to the club.
3. The balloons sailed through the sky above Walker Stadium.
4. Watch out for that swarm of bees.
5. The clothing at Frederico's Department Store is very expensive.
6. All the middle schools in Newton have large libraries.
7. Our family is trying to spend more time together.
8. The red Ford belongs to my sister.
9. The crowd of runners is almost at the line.
10. Do you think the audience liked the play?

► **Exercise 2** Write *S* above each singular noun and *P* above each plural noun. Draw a line under each singular or plural noun that is also a possessive noun.

That is ^S Steve's ^S black truck.

1. Your shirts are in this drawer.
2. Alma's shoes are under the bed.
3. Look at the books in this library!
4. This town has two newspapers.
5. Is this the librarian's list of books?
6. The team needs new bats and gloves.

Cumulative Review: Units 1–2

► **Exercise 1** Write *dec.* beside each declarative sentence, *int.* beside each interrogative sentence, *exc.* beside each exclamatory sentence, and *imp.* beside each imperative sentence.

- exc. That was a spectacular hit!
- _____ 1. Bring us our check, please.
- _____ 2. Are you nervous about giving your speech?
- _____ 3. The live butterfly exhibit at the park is worth seeing.
- _____ 4. Fifteen skiers are competing in the downhill race.
- _____ 5. Help! I think I'm going to fall!
- _____ 6. Will you give me a hand with my science project?
- _____ 7. Take the Main Street bus to Mulberry.
- _____ 8. I wanted the blue hat, but the green one will have to do.
- _____ 9. May I borrow your tape player for the party?
- _____ 10. Congratulations, you take first place!

► **Exercise 2** Write *S* beside each simple sentence, *C* beside each compound sentence, and *F* beside each sentence fragment.

- F The road through the orchards and valleys.
- _____ 1. Mom will bake a cake, and Bill will frost it.
- _____ 2. The teacher and the principal are laughing.
- _____ 3. You can take a nap, or you can read a book.
- _____ 4. All that work.
- _____ 5. Fish have scales, and birds have feathers.
- _____ 6. Maizie will turn on the light, and you can unlock the door.
- _____ 7. The dog and the cat are sleeping on the porch.
- _____ 8. Alicia wrote the paper, and Jaime drew the pictures.
- _____ 9. I'm glad you are here.
- _____ 10. Mountains and mountains of ice cream.

► **Exercise 3** Write *prop.* above each proper noun and *com.* above each common noun. Draw a line under each possessive noun.

prop. *com.* *prop.* *prop.*
Neil plays soccer with David and Justin.

1. Allen and Margaret live on Kenmore Street.
2. The butterflies' wings are orange.
3. The hospital is on the other side of town.
4. Mom wants to use the telephone.
5. I'll meet you at the doctor's office.
6. Officer D'Amico is giving a talk on safety today.
7. It was too noisy to hear the singers' voices.
8. The driver's jacket is on the chair.
9. Can you see the cars' headlights?
10. Kerry's aunt sent her a box of chocolates.

► **Exercise 4** Complete each sentence by writing the plural form of the noun in parentheses.

The girls took medicine for their allergies. (girl)

1. I like everything in my salad except _____. (tomato)
2. Oil _____ dry more slowly than other paints. (paint)
3. Please get a book from the library about the _____ of people in early Rome. (life)
4. The music department has three grand _____. (piano)
5. Their tool _____ were covered with wood shavings. (bench)
6. Jason and his sister rode _____ into the Grand Canyon. (donkey)
7. She applied for a few _____ last week. (job)
8. How many _____ are on your schedule? (class)
9. Part of her salary will go toward state _____. (tax)
10. There aren't enough _____ to go around. (dictionary)

► **Exercise 5** Draw a line under the verb in parentheses that best completes the sentence.

A school of fish (swims, swim) past the shark.

1. The class (begins, begin) their book reports tomorrow.
2. The committee (argues, argue) among themselves.
3. Raphael's family (lives, live) next to the school on Mound Street.
4. The audience (applauds, applaud) when the performance is over.
5. Our team (has, have) different ideas on how to win the volleyball tournament.
6. The jazz band (plays, play) in the park on Sundays.
7. The senate (reads, read) each bill out loud.
8. The stage crew (moves, move) the scenery off the stage.
9. The crowd (cheers, cheer) the team.
10. A gaggle of geese (visits, visit) our pond every winter.

► **Exercise 6** Complete each sentence by writing the possessive form of the word in parentheses.

The cars' engines were fast enough to win the race. (cars)

1. The crowd cheered the _____ call. (referee)
2. He groaned when he realized he had backed into his _____ car. (boss)
3. I found my dad's tie in the _____ department. (men)
4. Zachary delivers papers to all the _____ homes. (neighbors)
5. My _____ team is in fourth place this year. (sister)
6. Mystery _____ books usually keep the reader in suspense. (writers)
7. Which _____ toy is best for this age group? (child)
8. Mr. _____ watch has an alarm that wakes him for work. (Jones)
9. The _____ horses were trained to herd cattle. (cowhands)
10. Who is the president of the _____ club this year? (women)

Unit 3: Verbs

Lesson 12

Action Verbs and Direct Objects

An **action verb** is a word that describes what someone or something does. An action verb names an action, although not always a physical action. Some action verbs describe mental action.

Tyler swam faster than anyone else at camp. (The action verb *swam* describes a physical action.)

Alicia **calculated** the score in her head. (The verb *calculated* describes a mental action.)

Sometimes an action verb is followed by a **direct object**. A direct object receives the action of the verb. It answers the question *what* or *whom?* after an action verb.

Kelsey's soccer team won yesterday's game. (The action verb, *won*, is followed by the direct object, *game*, which answers the question *what?*)

► Exercise 1 Draw two lines under the action verb in each sentence.

Yellowstone National Park attracts many visitors.

1. Yellowstone covers more than two million acres of land.
2. Its boundaries reach into three states.
3. The park features thousands of hot springs.
4. Some hot springs shoot columns of water and steam into the air.
5. We call them geysers.
6. Yellowstone's geysers attract visitors from all over the world.
7. Nearly two hundred geysers dot the park's landscape.
8. Old Faithful, the largest, erupts almost hourly.
9. It shoots water more than one hundred feet into the air.
10. Enormous crowds gather beside it.
11. Yellowstone National Park contains many other attractions.
12. The Yellowstone River divides the park north to south.

13. It carves a canyon through the mountains.
14. In several places, the river falls from steep cliffs.
15. Visitors to Yellowstone observe a variety of wildlife.
16. Many species of wildflowers grow in the Rocky Mountains.
17. Moose roam the area.
18. Herds of bison graze in the park.
19. Both grizzlies and black bears live in the park.
20. Yellowstone's famous bears sometimes frighten campers.

► **Exercise 2** Draw two lines under the action verb in each sentence. If the action verb has a direct object, circle the direct object.

The Grand Canyon attracts millions of visitors each year.

1. Millions more catch glimpses of the canyon through airplane windows.
2. Grand Canyon National Park contains the most spectacular sections of the gorge.
3. The park encompasses more than one million acres.
4. At visitor centers, people study maps of the park.
5. They learn interesting facts about the area's geology.
6. An enormous sea once covered this part of North America.
7. The Colorado River carved the canyon over many years.
8. Many visitors hike the park's trails.
9. Trails lead hikers down from the canyon's rim and back up.
10. Some people ride mules instead of hiking.
11. Visitors notice fossils in the canyon walls.
12. Sandstone, limestone, and shale form multicolored layers.
13. Weather constantly changes the rock formations.
14. Wind and rain erode the soft rock.
15. Sometimes big chunks of rock fall.
16. Changing light constantly alters the canyon's appearance.

Lesson 13**Action Verbs and Indirect Objects**

An **indirect object** can appear only in a sentence that has a direct object. Just as a direct object answers the question *whom?* or *what?* after an action verb, an indirect object answers the question *to whom?* or *for whom?* An indirect object always comes before the direct object.

James bought **Corey** a cold drink. (The indirect object *Corey* answers the question, *James bought a cold drink for whom?*)

Naomi gives the **class** red pencils. (The indirect object *class* answers the question *Naomi gives red pencils to whom?*)

► **Exercise 1** Write *DO* in the blank if the italicized word is a direct object or *IO* if it is an indirect object.

- IO The doctor gave *Maya* a vision test.
- _____ 1. My cousin Rita brought *us* fresh-picked vegetables.
- _____ 2. Loud music gives my mother *headaches*.
- _____ 3. Janelle baked her family double-chocolate *brownies*.
- _____ 4. Louie's sister made the *team* a pitcher of lemonade.
- _____ 5. Ezra read *us* the newspaper from Mexico City.
- _____ 6. Colleen showed her father her new gymnastics *routine*.
- _____ 7. Camille loaned *us* her tent.
- _____ 8. He offered my mother a *ride* to her office.
- _____ 9. My sister gave the *dog* a dish of water.
- _____ 10. The president gave me his *autograph*.
- _____ 11. Carmen sewed her new *niece* a crib quilt.
- _____ 12. My father prepared *us* a feast.
- _____ 13. The middle school sent the *shelter* more than five hundred cans of food.
- _____ 14. Oma gave Carl three *dollars*.
- _____ 15. Mr. Alvarez told me the new teacher's *name*.

- _____ 16. Carlos showed *me* his baseball card collection.
- _____ 17. Peter played us three new *songs*.
- _____ 18. Kristi made *everyone* a handcrafted gift.
- _____ 19. My Uncle Randall gave me his old *computer*.
- _____ 20. I will give Tyler some *gum*.

► **Exercise 2** Circle each direct object. Underline each indirect object.

The Wildcats baked their coach a birthday cake.

1. The tour guide gives each visitor a map.
2. My sister lent me her new magazine.
3. Oleg's father bought him a leather jacket.
4. Ms. Kumin read the class the last chapter.
5. My grandmother mailed me seventeen postcards.
6. We cooked Carol dinner.
7. Clayton built his sisters a playhouse.
8. The class gave Officer Wallace its full attention.
9. Someone sent Kim a dozen roses.
10. The hotel offered its guests free breakfast.
11. I ordered my mother a silver necklace.
12. Julia told the children a funny story.
13. My mother ordered Uncle Rob a cup of coffee.
14. Chris paid his brother five dollars.
15. Louisa sings the baby a song.
16. I bought my friend some basketball cards.
17. She read Raul the directions.
18. Aaron left Gabriel a doughnut.
19. Charlie made his family lasagna.
20. Amy gave her sister three old books.

- _____ 14. Aisha practiced every day.
- _____ 15. The city closed our street during the construction.
- _____ 16. My neighbor's dog barked all night.
- _____ 17. Tamara washed her mother's car on Saturday.
- _____ 18. William found the doctor's phone number.
- _____ 19. The upstairs phone rang.
- _____ 20. Ingrid packed her sister's lunch.
- _____ 21. Heavy snow fell during the night.
- _____ 22. Ruby starts piano lessons tomorrow.
- _____ 23. We watched a video in class.
- _____ 24. Our elaborate plans failed.
- _____ 25. Jamie's father grows prize-winning pumpkins.
- _____ 26. My grandfather snores loudly.
- _____ 27. Maureen and Sarah skated for two hours.
- _____ 28. I dropped my key.
- _____ 29. Gordon borrowed nine books from the library.
- _____ 30. The track team broke three records.
- _____ 31. Kaitlin scored in the second inning.
- _____ 32. Gilberto asked the librarian.
- _____ 33. She painted more carefully than ever.
- _____ 34. A kitten followed me home.
- _____ 35. The hall door slammed.
- _____ 36. The doctor's office closes at five.
- _____ 37. A wave knocked Cameron off his feet.
- _____ 38. Andy and Jorge's boat sailed swiftly across the pond.
- _____ 39. The band played only jazz.
- _____ 40. The class decorated for the fall festival.

Lesson 15**Linking Verbs and Predicate Words**

A **linking verb** connects a sentence's subject with a noun or an adjective in the predicate. The predicate word tells what a sentence's subject *is* or *is like*.

An avocado **is** a **fruit**. (The linking verb *is* connects the subject *avocado* with *fruit*.)

In the sentence above, *fruit* is a **predicate noun**. It tells what the subject, *avocado*, is. Some sentences have a **predicate adjective**, an adjective that follows a linking verb and tells what the subject is like.

This avocado **is ripe**. (*Ripe* is a predicate adjective. It tells what the subject *avocado* is like.)

COMMON LINKING VERBS

appear	become	grow	seem
am, is, are, was, were	feel	look	taste

► **Exercise 1** Draw two lines under the verb in each sentence. Write *AV* in the blank if the verb is an action verb. Write *LV* if it is a linking verb.

- LV Dogs are popular pets.
- _____ 1. Many dogs use their tails for communication.
- _____ 2. A dog's tail expresses playfulness or fear.
- _____ 3. Some dogs' tails are long and thin.
- _____ 4. Other dogs have fluffy or curly tails.
- _____ 5. Dogs are very good smellers.
- _____ 6. Their noses are extremely sensitive.
- _____ 7. Certain dogs actually become detectives.
- _____ 8. They search with their noses.
- _____ 9. A dog's hearing is also very strong.
- _____ 10. Dogs hear many things.
- _____ 11. Dogs' ears move in different directions.
- _____ 12. Dogs seem sensitive to sounds.

- _____ 13. Most dogs have forty-two teeth.
- _____ 14. Different types of teeth serve different purposes.
- _____ 15. Some dogs are web-footed.
- _____ 16. Webbed feet make dogs good swimmers.
- _____ 17. Canine eyesight is different from human eyesight.
- _____ 18. Small details look fuzzy to dogs.
- _____ 19. Most colors appear gray to them.
- _____ 20. In the dark, dogs see better than humans.

► **Exercise 2** Draw two lines under the linking verb in each sentence. Write *PA* in the blank if the verb is followed by a predicate adjective. Write *PN* if it is followed by a predicate noun.

- PN _____ Snakes are very interesting animals.
- _____ 1. Not all of them are poisonous.
- _____ 2. Earth is home to more than two thousand species of snakes.
- _____ 3. About a dozen snake species are rare.
- _____ 4. One endangered snake is the indigo.
- _____ 5. Indigos seem very friendly.
- _____ 6. They are native to Florida and Georgia.
- _____ 7. Some snakes grow extremely long.
- _____ 8. A few become longer than thirty feet.
- _____ 9. The South American anaconda is a large snake.
- _____ 10. Some anacondas are thick.
- _____ 11. Thread snakes are the smallest snakes.
- _____ 12. Some of them appear tiny.
- _____ 13. A snake's scaly skin looks slippery.
- _____ 14. Its skin is only temporary.
- _____ 15. Some snakes are poisonous.
- _____ 16. All snakes are carnivores.

Lesson 16**Verb Tenses: Present, Past, and Future**

A verb's **tense** tells when an action takes place. The **present tense** describes an action that happens regularly.

We **visit** my grandmother on Sundays.

It can also express a general truth.

We **visit** many relatives.

The **past tense** describes an action that has already taken place. The past tense is most often formed by adding *-ed* to the verb.

We **visited** my aunt last weekend.

The **future tense** describes an action that will take place in the future. The future tense is formed by adding the helping verb *will* (or *shall*) to the verb.

We **will visit** my grandmother next Sunday.

► **Exercise 1** Draw two lines under the verb in each sentence. Write the tense in the blank: *past, present, or future*.

- present Jimmy loves to fish.
- _____ 1. We traveled to Ontario last summer.
- _____ 2. My father makes the best whole wheat rolls.
- _____ 3. I will be there by six o'clock.
- _____ 4. Mr. Glazer's class recycles the most paper.
- _____ 5. India shared her ideas for after-school activities.
- _____ 6. The karate class will begin promptly at three.
- _____ 7. My brother will paint the mural.
- _____ 8. No one unlocked the storage room.
- _____ 9. We always plant pumpkins behind the garage.
- _____ 10. The club will sell cookbooks.
- _____ 11. George returned his library books on time.
- _____ 12. Each student will contribute one poem to the book.

- _____ 13. The band practiced for weeks.
- _____ 14. Amy watches her younger brother on weekends.
- _____ 15. We discussed the Brazilian rain forest.
- _____ 16. Carol walked ten blocks in the rain.
- _____ 17. André lives next door to Mr. Batten.
- _____ 18. Sharla's mother will pick her up after practice.
- _____ 19. Indira will call for a taxi.
- _____ 20. Stephen waits for a ride.
- _____ 21. I locked my bike to the fence.
- _____ 22. Louis helps me with my algebra.
- _____ 23. The newspaper will list the score from last night's game.
- _____ 24. Three girls studied together for the geography test.
- _____ 25. We hiked to the top of the ridge.
- _____ 26. Clarence will audition for the spring play.
- _____ 27. I usually wear jeans on Saturday.
- _____ 28. We will order pizza for everyone in the group.
- _____ 29. Ms. Tapp teaches social studies and history.
- _____ 30. Our new yard will be smaller than our old one.
- _____ 31. Barry listens to classical music.
- _____ 32. Pat skated around the sink.
- _____ 33. I will keep the key in my backpack.
- _____ 34. Ezra washes the dishes on Wednesday.
- _____ 35. They will hold the first meeting in the library.
- _____ 36. I watched *The Yearling* last year.
- _____ 37. The museum closes early on Sunday.
- _____ 38. Rami called each person on the list.
- _____ 39. Perry will use his sister's computer.
- _____ 40. Together we cleaned the whole apartment in two hours.

Lesson 17

Main Verbs: Principal Parts

Verbs have four principal parts: the **base form**, the **present participle**, the **past form**, and the **past participle**. These principal parts are often combined with helping verbs to form **verb phrases**. The **main verb** is always the last verb in a verb phrase.

Base Form:	I learn at least one new song every week.
Present Participle:	I am learning how to play guitar. (The main verb, <i>learning</i> , is the last verb in the verb phrase.)
Past Form:	I learned two songs last week.
Past Participle:	I have learned fourteen songs so far. (The main verb, <i>learned</i> , is the last verb in the verb phrase.)

► **Exercise 1** Draw one line under the entire verb phrase. Draw two lines under the main verb.

Her uncle was bringing the soft drinks.

1. Darnel is selling me his skateboard.
2. Kelsa has donated her old soccer ball.
3. Travis is playing a tape for the class.
4. I have written my grandmother several poems.
5. The jeweler is repairing Allyson's necklace.
6. People have walked in the flower bed.
7. Carin was learning the history of ballet.
8. NASA is postponing the shuttle mission.
9. Throughout history, people have valued gold.
10. Troy has flown in a 747.
11. We were hoping for a first-place trophy.
12. Craig's grandmother is coming to the game tonight.
13. The dictionary is sitting on the windowsill.
14. Ms. Chang had opened the door for the children.
15. The bus driver was waiting for Kerwin.

► **Exercise 2** Draw two lines under the main verb. Write *past* in the blank if it is a past participle. Write *pres.* if it is a present participle.

pres. Mira's family is camping this summer.

- _____ 1. They have planned their trip carefully.
- _____ 2. Mira's mother has selected the destination.
- _____ 3. She has decided on an isolated island.
- _____ 4. Now everyone is preparing for the trip.
- _____ 5. Mira's brother has formed a list of supplies.
- _____ 6. He is borrowing as many items as he can.
- _____ 7. Mira is reading books and magazines about wilderness camping.
- _____ 8. She had hoped for a different sort of vacation.
- _____ 9. She was dreaming of a swimming pool and a new bathing suit.
- _____ 10. She had imagined air-conditioned restaurants and hotel rooms.
- _____ 11. Now she is learning about fishing bait and camp stoves.
- _____ 12. Mira had wanted to send postcards to her friends.
- _____ 13. Her mother has reminded her that there is no post office.
- _____ 14. Mira is trying hard to be positive.
- _____ 15. She has decided to make the best of this trip.

► **Writing Link** Write a short paragraph about a trip you have taken. Use at least one present participle and one past participle. Circle the main verbs.

Lesson 18**Helping Verbs**

A **helping verb** is a verb that helps the main verb express an action or make a statement. Forms of the helping verb *be* are used with the present participle.

SINGULAR

I **am** memorizing my lines.
 You **are** memorizing your lines.
 She **is** memorizing her lines.
 I **was** memorizing my lines.
 You **were** memorizing your lines.
 He **was** memorizing his lines.

PLURAL

We **are** memorizing our lines.
 You **are** memorizing your lines.
 They **are** memorizing their lines.
 We **were** memorizing our lines.
 You **were** memorizing your lines.
 They **were** memorizing their lines.

Forms of the helping verb *have* are used with the past participle of a main verb.

SINGULAR

I **have** visited Florida.
 You **have** visited Florida.
 He **has** visited Florida.
 I **had** visited Florida.
 You **had** visited Florida.
 She **had** visited Florida.

PLURAL

We **have** visited Florida.
 You **have** visited Florida.
 They **have** visited Florida.
 We **had** visited Florida.
 You **had** visited Florida.
 They **had** visited Florida.

► **Exercise 1** Underline the helping verb in each sentence.

Lenore and her father are watching the basketball game.

1. Carol has helped her brother with his homework.
2. The three friends were pedaling uphill slowly.
3. Steven had started a new project.
4. Lee is steering the orange canoe.
5. Both girls are riding red bicycles.
6. Lisa had removed her helmet.
7. Andrew was sliding into home plate.
8. No one had practiced.
9. She is hoping to set a new record.
10. Carlos was wearing a blue jacket.

11. Loren had tried to call three times.
12. He has waited all week for this moment.
13. Tova's father is watching from the car.
14. The three of them were meeting for pizza.
15. Nadim has trained the puppy to sit.
16. Each player had hit the tennis ball twice.
17. My mother is helping us with the new song.
18. Tom had cleaned all the windows before lunch.
19. We have seen this movie twice.
20. Anna has kept her opinion a secret.

► **Exercise 2** Draw one line under the helping verb and two lines under the main verb in each sentence.

My great-aunt Marta is learning about herbs.

1. She has loved cooking for many years.
2. She has used herbs in her recipes.
3. She has grown parsley and chives on windowsills.
4. Now she is starting an herb garden.
5. Her garden is expanding slowly.
6. Every spring, she has added two or three plants.
7. Marta's neighbor, Irene, was teaching her what to plant where.
8. Irene has shared many plants from her own garden.
9. Now Marta has planted a dozen or so different herbs.
10. Mint has appeared near the water faucet.
11. Garlic is growing by the fence.
12. Marta had arranged her garden by color.
13. Violet flowers are blooming right now.
14. Bees are hovering over the chives.
15. Lavender is filling the air with a sweet scent.

Lesson 19**Verb Forms: Present Progressive and Past Progressive**

Verbs in the progressive form describe action that continues. The **present progressive** form of a verb describes an action that is continuing at the present time. The present progressive form consists of a helping verb (*am, are, or is*) plus the present participle of the main verb.

SINGULAR**I am laughing.****You are laughing.****She, he, or it is laughing.****PLURAL****We are laughing.****You are laughing.****They are laughing.**

The **past progressive** form of a verb describes an action that was continuing at an earlier time. The past progressive form consists of a helping verb (*was or were*) plus the present participle of the main verb.

SINGULAR**I was laughing.****You were laughing.****She, he, or it was laughing.****PLURAL****We were laughing.****You were laughing.****They were laughing.**

Notice that verbs in the progressive form always end in *-ing*.

► **Exercise 1** Fill in the blank with the progressive form of the verb in parentheses. Change present tense verbs to the present progressive form and past tense verbs to the past progressive form.

Mr. Ling's class is studying mammals. (studies)

- The students _____ a video about opossums. (watched)
- Now they _____ up facts about other animals. (look)
- Jacob _____ to a recording of whale sounds. (listens)
- Mr. Ling _____ everyone to give a report. (requires)
- Tamara _____ to talk about horses. (plans)
- She _____ a stable to do research. (visits)
- The entire class _____ at the library today. (worked)
- The librarian _____ Charlie find information. (helps)
- Ved _____ Molly where the books about mammals are. (shows)

10. Molly _____ to read about Labrador retrievers. (hoped)
11. Jacob's parents _____ veterinary medicine. (study)
12. They _____ to talk to the class on Thursday. (come)
13. Mr. Ling _____ to bring his rabbit on Friday. (planned)
14. Thursday night, he _____ his plans, however. (changed)
15. The rabbit _____ babies. (had)
16. Mr. Ling _____ the visit until next week. (postpones)
17. The class _____ a guinea pig named Greta. (adopts)
18. Molly's cousin Derek _____ it. (donated)
19. Derek _____ to England next month. (moves)
20. Everyone _____ to prepare Greta's new home. (helps)

► **Exercise 2** Draw two lines under the verb phrase. Write *pres. prog.* in the blank if the verb is in the present progressive form. Write *past prog.* if the verb is in the past progressive form.

- pres. prog. Peter's swimming skills are improving.
- _____ 1. Raul is listening to the game on the radio.
 - _____ 2. My mother was driving home in the storm.
 - _____ 3. The boys were waiting forty-five minutes.
 - _____ 4. I am reading a book about Houdini.
 - _____ 5. Tim was watching a cardinal.
 - _____ 6. The dishwasher was leaking all over the kitchen floor.
 - _____ 7. The Ecology Club is meeting on Tuesday.
 - _____ 8. She is eating dinner with us.
 - _____ 9. My bike tire was losing air.
 - _____ 10. You are looking at an aerial view.
 - _____ 11. The newspaper was blowing away.
 - _____ 12. The teachers were planning a field trip.

Lesson 20**Perfect Tenses: Present and Past**

The **present perfect tense** of a verb is used to describe an action that happened at an indefinite time in the past. It is also used to describe something that happened in the past and is still going on. The present perfect tense is formed by combining the helping verb *have* or *has* with the past participle of the main verb.

Ms. Taylor **has recycled** glass jars for years.

The **past perfect tense** of a verb describes an action that happened before another action or event in the past. The past perfect tense is formed by combining the helping verb *had* with the past participle of the main verb.

Until she started collecting cans, Marella **had recycled** only newspapers.

► **Exercise 1** Complete each sentence by changing the verb in parentheses to the tense indicated.

- Darrell's family **traveled** _____ to Washington, D.C., last summer. (past/*travel*)
1. They _____ with his aunt in nearby Virginia. (past/*stay*)
 2. Darrell and his father _____ some attractions on previous trips. (past perfect/*visit*)
 3. His stepsister Emily _____ to see the Air and Space Museum. (past perfect/*want*)
 4. Darrell _____ the Air and Space Museum twice. (present perfect/*visit*)
 5. Space travel _____ Darrell's father. (present/*fascinate*)
 6. He _____ to visit the museum with Emily. (past/*agree*)
 7. Darrell and his stepmother _____ earlier to visit monuments. (past perfect/*decide*)
 8. They _____ to see the Washington Monument first. (past perfect/*plan*)
 9. Both of them _____ to ride the elevator to the top. (present perfect/*want*)
 10. Before they even reached the monument, rain _____ to fall. (past perfect/*start*)

11. The rain _____ for only a few minutes, however. (past/*last*)
12. The sun reappeared before the two _____ their tickets. (past perfect/*purchase*)
13. They _____ they would be able to see a great distance from the top, but the fog was too dense. (past perfect/*believe*)
14. By the time they _____ down all 898 steps, both of them needed a rest. (past perfect/*walk*)
15. When Darrell is sightseeing, he always _____ a bottle of drinking water in his backpack. (present/*carry*)
16. That day, his stepmother _____ a drink too. (past perfect/*pack*)
17. They _____ for a shady spot. (past/*look*)
18. After their rest, Darrell's stepmother _____ to visit the Vietnam Veterans Memorial. (past perfect/*want*)
19. He _____ at his watch. (past/*look*)
20. Darrell _____ walking if there is enough time. (present/*prefer*)
21. They _____ to meet the others for lunch. (past perfect/*plan*)
22. Darrell _____ they had plenty of time. (past/*believe*)
23. That morning, he _____ his father for directions. (past perfect/*ask*)
24. They _____ that the Vietnam Veterans Memorial was not far from the Washington Monument. (past perfect/*determine*)
25. Darrell _____ the Vietnam War in school. (present perfect/*study*)
26. Families of veterans _____ a monument to honor Americans lost in the war. (past/*want*)
27. Darrell _____ a book about the sculptor who designed the memorial. (present perfect/*read*)
28. Maya Lin _____ her design in a national competition. (past perfect/*enter*)

Lesson 21**Irregular Verbs I**

Verbs that do not form their past and past participle by adding the ending *-ed* are called **irregular verbs**. With some irregular verbs, one vowel changes in the past form and past participle.

BASE FORM	PAST FORM	PAST PARTICIPLE
begin	began	begun
drink	drank	drunk
sing	sang	sung
swim	swam	swum

With other irregular verbs, the past form and the past participle are the same.

BASE FORM	PAST FORM	PAST PARTICIPLE
bring	brought	brought
buy	bought	bought
catch	caught	caught
feel	felt	felt
lay	laid	laid
leave	left	left
make	made	made
sit	sat	sat
sleep	slept	slept
teach	taught	taught
think	thought	thought

► **Exercise 1** Write in the blank the past form of the verb in parentheses.

After school, Lisa **left** her books in the library. (leave)

- Jack _____ in the green tent. (sleep)
- Martin _____ the essay contest. (win)
- She _____ me how to do a cartwheel. (teach)
- Each cast member _____ a costume. (make)
- We _____ the length of the pool twice. (swim)
- The telephone _____ while I was in the shower. (ring)
- Thomas _____ his old skateboard. (sell)
- After ten minutes, we _____ up. (catch)

9. Paul _____ his watch somewhere at school. (lose)
10. Carla _____ ready for the math test. (feel)
11. José _____ for two tickets. (pay)
12. My mother _____ me two dollars. (lend)
13. She _____ her rock collection on the top shelf. (keep)
14. Carl _____ the yellow poster board. (bring)
15. Tara _____ one book for each child. (buy)
16. The demonstration _____ at precisely two o'clock. (begin)

► **Exercise 2** Write in the blank the past participle of the verb in parentheses.

Enzo's team has won three games. (win)

1. My mother has _____ across the lake several times. (swim)
2. I have _____ my favorite sweater. (shrink)
3. Carmela has _____ me a new song. (teach)
4. This phone hasn't _____ at all today. (ring)
5. I had _____ it would be sunny on Saturday. (think)
6. Andrew has _____ three umbrellas this year. (lose)
7. She had _____ it was the best choice. (feel)
8. Kim's father has _____ a bigger trout. (catch)
9. Gina had _____ her clean clothes in the suitcase. (lay)
10. Zoe has _____ sure that someone will be home. (make)
11. She believed the dog had _____ all day. (sleep)
12. A new baseball season has _____. (begin)
13. Nathan has _____ in the back seat all day. (sit)
14. Courtney's grandmother had _____ all of her artwork. (keep)
15. The screen door has _____ open three times today. (swing)
16. Jan has _____ us some delicious oatmeal raisin cookies. (bring)

Lesson 22**Irregular Verbs II**

With some irregular verbs, the past form ends in *-ew*, and the past participle ends in *-wn*.

BASE FORM	PAST FORM	PAST PARTICIPLE
blow	blew	blown
draw	drew	drawn
fly	flew	flown
grow	grew	grown
know	knew	known

With other irregular verbs, the base form, past form, and past participle are all the same.

BASE FORM	PAST FORM	PAST PARTICIPLE
cut	cut	cut
let	let	let

With others, the past form and the past participle do not follow any pattern.

BASE FORM	PAST FORM	PAST PARTICIPLE
be	was, were	been
do	did	done
go	went	gone
wear	wore	worn

► **Exercise 1** Write in the blank the past form of the irregular verb in parentheses.

Ms. Chandra's class _____ **grew** tomatoes. (grow)

- Aunt Karin _____ my hair last night. (cut)
- The wind _____ down four trees. (blow)
- She _____ her hair in a braid. (wear)
- My mother _____ me spend the night at Sandra's house. (let)
- Miriam _____ all the answers. (know)
- Tom _____ up lettuce for the salad. (tear)
- Damon _____ the first to eat all the berries he picked. (be)
- My brother _____ five inches last year. (grow)
- I _____ out only recent photos. (cut)

10. She _____ me borrow her necklace. (let)
11. All three of us _____ to the same doctor. (go)
12. Kareem's mother _____ to Los Angeles on business. (fly)
13. His baby sister _____ a page out of the book. (tear)
14. Melinda _____ my green dress to the wedding. (wear)
15. I _____ the name of the main character. (know)
16. Ms. Pritchard _____ up a balloon for the experiment. (blow)
17. Keith _____ swimming on Saturday. (go)
18. He _____ the same problem twice. (do)
19. Mikki _____ a wool sweater over her blouse. (wear)
20. He _____ his finger making lunch. (cut)

► **Exercise 2** Underline the word in parentheses that best completes each sentence.

Charlie has (drew, drawn) a line down the middle of the driveway.

1. We have (blew, blown) out the candles.
2. I wish I had (did, done) that last year.
3. We (knew, known) most of the answers.
4. She has (drew, drawn) a name out of the hat.
5. David (wore, worn) his favorite sweatshirt twice this week.
6. Jim has (wore, worn) his new boots before.
7. Kelly has (tore, torn) open all her presents.
8. Katie had (drew, drawn) two other pictures.
9. She (did, done) a spectacular job.
10. Our class has (went, gone) to the art museum before.
11. She has (knew, known) my parents for a long time.
12. He had (threw, thrown) the boomerang across the park.
13. My father had (went, gone) grocery shopping on Thursday.
14. This plant has (grew, grown) an inch since yesterday.

Lesson 23

Irregular Verbs III

With some irregular verbs, the base form and the past participle are the same.

BASE FORM	PAST FORM	PAST PARTICIPLE
become	became	become
come	came	come
run	ran	run

With other irregular verbs, the past participle ends in *-en*.

BASE FORM	PAST FORM	PAST PARTICIPLE
bite	bit	bitten or bit
break	broke	broken
choose	chose	chosen
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
give	gave	given
ride	rode	ridden
rise	rose	risen
see	saw	seen
speak	spoke	spoken
steal	stole	stolen
take	took	taken
write	wrote	written

► **Exercise 1** Write in the blank the past participle of the irregular verb in parentheses.

With the snow melting, mud has become a problem. (become)

- Wayne had _____ loud enough for everyone to hear. (speak)
- We had _____ around the track twice. (run)
- Ted had _____ home on the late bus. (come)
- My uncle has _____ a vegetarian. (become)
- My mother had _____ most of the way. (drive)
- Keisha has _____ a deer in her yard. (see)
- The temperature has _____ this afternoon. (rise)
- At camp, Diana had _____ a horse for the first time. (ride)

9. Someone has _____ the popcorn popper. (break)
10. Michelle has _____ to Mr. Dietz about the science fair. (speak)
11. We have _____ all the potato salad. (eat)
12. Tom has _____ the music for the program. (choose)
13. Most of the leaves have _____ off my poinsettia. (fall)
14. Hannah has _____ a letter to her great-grandmother. (write)
15. Marc's new puppy has _____ him twice. (bite)
16. We had _____ the server our order half an hour before the food arrived. (give)

► **Exercise 2** Complete each sentence by changing the verb in parentheses to the form indicated.

Smoke rose from the chimney. (past/*rise*)

1. The kitten _____ faster than I expected. (past/*grow*)
2. Three inches of rain have _____. (past participle/*fall*)
3. The whistle _____ at noon and six o'clock. (past/*blow*)
4. We have _____ our classes for next semester. (past participle/*choose*)
5. Maria _____ more work than anyone else. (past/*do*)
6. She has _____ that every week. (past participle/*do*)
7. The geese _____ away. (past/*fly*)
8. The Lightfoots have _____ dinner. (past participle/*eat*)
9. I _____ ten minutes early. (past/*come*)
10. Abraham has _____ pumpkins to sell. (past participle/*grow*)
11. We have _____ a class president. (past participle/*choose*)
12. Phil _____ a moon rock at the museum. (past/*see*)
13. The president _____ out the first ball. (past/*throw*)
14. We have _____ through two states today. (past participle/*drive*)
15. In art class, we _____ pictures of dragons. (past/*draw*)
16. Perry and Daniel have _____ excellent athletes. (past participle/*become*)

► **Exercise 2** Complete each sentence by changing the verb in parentheses to the form indicated.

Newspapers everywhere printed stories about Balto. (past/print)

1. People _____ tribute to Balto with parades. (past/pay)
2. Balto had _____ the attention of people around the world. (past participle/catch)
3. A statue of Balto still _____ in New York City's Central Park. (present/stand)
4. By 1927, however, many people had _____ about Balto. (past participle/forget)
5. A greedy man had _____ Balto in a traveling show. (past participle/put)
6. Balto had _____ very thin and frail. (past participle/grow)
7. Some concerned people _____ alarmed. (past/become)
8. The man _____ Balto to them for two thousand dollars. (past/sell)
9. Schoolchildren had _____ much of the money to save Balto. (past participle/collect)
10. Balto _____ to Cleveland, Ohio. (past/go)
11. The people there _____ him another parade. (past/give)
12. The parade _____ fifteen thousand people. (past/draw)
13. Then the people _____ Balto to a zoo. (past/take)
14. They had _____ him a safe place to live. (past participle/find)
15. Balto _____ out his days at the zoo. (past/live)
16. Thousands of people _____ him there. (past/see)
17. The people _____ good care of him. (past/take)
18. Balto _____ to be eleven years old. (past/grow)
19. Today Balto _____ in a museum. (present/stand)
20. Balto's story has _____ many people about bravery. (past participle/teach)



Unit 3 Review

► **Exercise 1** Draw two lines under each action verb. Circle each direct object. Write each indirect object in the blank. If there is no indirect object, write *none*.

_____ student _____ Mr. Rosenblum gave each student a poetry notebook.

- _____ 1. Mareka read us an article about pesticides.
- _____ 2. My mother marked the appointment on her calendar.
- _____ 3. Mr. Kalish paid Tory three dollars for washing his car.
- _____ 4. Pat showed her sister the old silver necklace.
- _____ 5. Cora painted her father a picture of his dog.
- _____ 6. The students wrote a weekly newsletter.
- _____ 7. My grandfather brought me an autographed baseball.
- _____ 8. Carlos sent his friends two postcards each.
- _____ 9. Elizabeth baked her family a special dessert.
- _____ 10. We measure the plants every morning.
- _____ 11. Tannie's family visited two museums on Saturday.
- _____ 12. I made my friend a bracelet with turquoise beads.
- _____ 13. We bring Mrs. Domingo library books every week.
- _____ 14. I gave the stranger a suspicious look.
- _____ 15. My brother gave the van a coat of wax.
- _____ 16. Clyde brought his grandmother some daffodils.
- _____ 17. We always eat pizza on Saturday night.
- _____ 18. I threw the puppy a tennis ball.

Cumulative Review: Units 1–3

► **Exercise 1** Draw one line under each simple subject and two lines under each simple predicate.

Aunt Margie is cooking chicken parmigiana for dinner.

1. The cottage lies just beyond the river.
2. My necklace is made of gold and silver.
3. A new adventure movie opens at the local theater tonight.
4. Carlos and Tyler are learning the game of rugby.
5. The Fishers will vacation in Arizona this year.
6. Myra located Tanzania on a world map.
7. Some lemonade would taste wonderful right now.
8. Greta and her parents saw a production of *Sunday in the Park with George*.
9. Mark received a telescope for his birthday.
10. The wind blew Simone's kite into a tree.
11. Manuella wanted a view of the Caribbean Sea.
12. The farmer sold his best milk cow to a friend.
13. One coat in the store window was purple.
14. Cheryl is making a guest list for the party.
15. Everyone held his or her breath during the aerialist's daring jump.
16. The telephone company prints new directories every year.
17. Airplanes from Cleveland land three times each day.
18. These library shelves hold many books.
19. A pagoda is a type of tower with many levels.
20. Lenny is fishing for trout and bass.
21. Lydia plays silly songs on the piano.
22. Colorful leaves fall from every tree on the street.

- _____ 2. The teachers *had hoped* for perfect attendance.
- _____ 3. Two women *are loading* the moving van.
- _____ 4. Dylan *wants* to name the kittens after planets.
- _____ 5. Her uncle *is going* to drive us home from the game.
- _____ 6. The preschoolers *have gone* on a field trip to the fire station.
- _____ 7. Because the temperature was dropping, the rain *was freezing* on the sidewalks.
- _____ 8. Jim's father *is attending* classes at the university.
- _____ 9. Our pets *had waited* long enough to be fed.
- _____ 10. Aunt Joan *was painting* her kitchen peach.
- _____ 11. Roberto *made* a birdfeeder for his mother's yard.
- _____ 12. The movie *had begun* five minutes late.
- _____ 13. Both girls *have sung* solos in previous concerts.
- _____ 14. Kylee *is drinking* an entire bottle of juice.
- _____ 15. Not everyone who enters the contest *wins* a prize.
- _____ 16. Josh *has paid* for his uniform already.
- _____ 17. The phone *had rung* four times before I could get to it.
- _____ 18. Marta's directions *led* us to a dead-end street.
- _____ 19. Aaron *is making* plans for the weekend.
- _____ 20. We *keep* the seedlings warm with lights.
- _____ 21. Kelly *caught* three fly balls in the first inning.
- _____ 22. Mary *was sleeping* when the storm began.

Unit 4: Pronouns

Lesson 25

Personal Pronouns

A **pronoun** takes the place of a noun, a group of words acting as a noun, or another pronoun. A **personal pronoun** refers to a person or thing. A personal pronoun that is the subject of a sentence is a **subject pronoun**. Subject pronouns are *I, you, he, she, it, we, you, and they*. A personal pronoun that is the direct or indirect object of a verb is an **object pronoun**. Object pronouns are *me, you, him, her, it, us, you, and them*.

He has a paper route. (The subject pronoun *he* is the subject of the sentence.)

Paula asked **him** for help. (The object pronoun *him* is the object of the verb *asked*.)

► Exercise 1 Circle each personal pronoun.

① walk one mile to school every day.

1. Helen gave him a schedule of the club's meetings.
2. After swimming for hours, he was very tired.
3. Have you seen them lately?
4. Gary is not sure if he wants to go to the museum with us.
5. We taught them the new computer game.
6. I will happily call you tomorrow morning.
7. They waited excitedly for the parade to reach them.
8. When the power went out, we lit candles and played charades.
9. He watched the sun as it sank in a blaze of orange and red.
10. We nervously watched the big, brown dog approach us.
11. She enjoyed reading *The Secret Garden*.
12. I watched a show about the great grizzly bear.
13. The trained dog calmly guided him to the bus stop.

- 14. The eagle soared higher and higher until it disappeared behind a cloud.
- 15. After eating the cake, I told Mom that I really enjoyed it.

► **Exercise 2** Replace each italicized word or group of words with a personal pronoun. Write the pronoun above the words. Write *subj.* in the blank if the pronoun is a subject and *obj.* if it is an object.

obj. Mrs. Yoshida drove *Kay, Don, and me* to the movie.

- _____ 1. *Consuela* fishes almost every weekend.
- _____ 2. Dad asked *Mindy* to the game.
- _____ 3. Give *the eraser* to Meagan so she can erase the chalkboard.
- _____ 4. *Hiroshi and Ray* had been playing chess for hours.
- _____ 5. *The sun* always rises in the east.
- _____ 6. Did you taste *the kiwifruit*?
- _____ 7. Kenji told *Jack* a funny joke.
- _____ 8. *Cheryl* proudly opened a bank account with money earned from baby-sitting.
- _____ 9. Mom took *Tom and Mitch* with her.
- _____ 10. *Sumi and I* sang the duet in perfect harmony.
- _____ 11. With great care, *Pam* chose a gift for her best friend.
- _____ 12. *The little boy* pushed the shopping cart for his grandmother.
- _____ 13. *The powerful horses* thundered across the prairie.
- _____ 14. Mrs. Cuevas quietly told *Janie and me* the sad news.
- _____ 15. Have you seen *Terry and Rachel*?

► **Writing Link** Write a few sentences about a make-believe awards program you would give for your friends or family. Use at least four pronouns besides the pronoun *I*.

Lesson 26**Using Pronouns Correctly**

Use a subject pronoun as the subject of a sentence. Use an object pronoun as the object of a verb. Be sure to use a subject pronoun in a compound subject and an object pronoun in a compound object.

Jamal and I fly model planes. (compound subject)

Debra met **Jamal and me** in the park. (compound object)

In formal writing and speaking, always use a subject pronoun after a linking verb.

The last one in line was **he**. Yes, this is **she**.

► Exercise 1 Underline the pronoun in parentheses that best completes each sentence.

The baby-sitter and (I, me) watched the squirrels play in the yard.

1. Mom called (we, us) in for supper.
2. (He, Him) and Derek will get to school early.
3. Byron lent (I, me) this video.
4. Are (they, them) ever going to arrive?
5. Who is (he, him)?
6. Aunt Cara brought (she, her) for a visit.
7. Roger and (I, me) rode our new bikes.
8. (We, Us) were late for our appointment.
9. Please tell (I, me) the answer?
10. Uncle Clyde told my sisters and (I, me) a story.
11. We took out the eggs and boiled (they, them) in water.
12. My mom drove Eloise and (she, her) to the concert.
13. The rain really soaked (he, him).
14. No one asked (I, me) about it.
15. (They, Them) mow lawns during summer vacation.
16. Todd bought (they, them) sodas.

17. Evelyn and (she, her) never run out of things to talk about.
18. Julie, Jennifer, and (I, me) made toys for the kindergarten class.
19. Scott and Carl helped (we, us).
20. (They, them) took Emily to the zoo last Saturday.

► **Exercise 2** Write *C* in the blank if the pronoun in italics is correct. If it is incorrect, write the correct pronoun in the blank.

he Susan and *him* love that new album by the Trees.

- _____ 1. Karen and *she* took the bus.
- _____ 2. Bill and *me* saw the movie.
- _____ 3. Ahmed called Carol and *me*.
- _____ 4. Mom and *him* are in the room.
- _____ 5. The best artist is *her*.
- _____ 6. Marla and *me* saw the Renoir painting.
- _____ 7. Sally wrote Ted and *me* letters from camp.
- _____ 8. Wendy and *me* read about Chief Joseph.
- _____ 9. Mom gave Akira and *I* a job for the afternoon.
- _____ 10. Sharks interest Patti and *he*.
- _____ 11. The tallest student is *he*.
- _____ 12. Jim and *me* think that natural resources are important.
- _____ 13. Darla and *we* agreed about the picnic.
- _____ 14. Carl and *us* saw the ballet *Swan Lake*.
- _____ 15. The coach showed Nat and *they* a few tricks.
- _____ 16. Wayne invited *we* to the golf tournament.
- _____ 17. Charlotte and *I* sang a duet at the festival.
- _____ 18. Barbara bought Vicki and *I* souvenirs.
- _____ 19. Linda gave *he* a pumpkin from her garden.
- _____ 20. She and *him* fish in the pond behind their house.

Lesson 27**Pronouns and Antecedents**

The word or group of words that a pronoun refers to is its **antecedent**. The pronoun must agree with its antecedent in number and gender.

The **girl** in the blue dress is my sister. **She** is my sister. (*Girl* is the antecedent of the pronoun *she*).

The **students** wear gym clothes on Friday. **They** have gym for one hour. (*Students* is the antecedent of the pronoun *they*.)

► **Exercise 1** Fill in the blank with the correct pronoun. Then circle the antecedent of the pronoun.

The word Renaissance is a French word. it means *rebirth*.

1. The Middle Ages came before the Renaissance. _____ lasted from about A.D. 500 to A.D. 1500.
2. The Renaissance took place in Europe. _____ lasted from the fourteenth century to the sixteenth century.
3. Achievements in art and literature shaped the Renaissance. _____ made it a special time in history.
4. Modern science also began during the Renaissance. _____ traces its beginnings to this time period.
5. The Renaissance started in Europe. _____ began with the study of the ancient history of Italy.
6. Many great thinkers shaped the Renaissance. _____ held different opinions about many different things.
7. Petrarch headed the study of Italy's history. _____ was an Italian.
8. Gifted artists lived during this time. _____ were Raphael, Titian, Michelangelo, and Leonardo da Vinci.
9. People called "patrons" supported these artists. They gave _____ money and other things to pay for their work.

10. The Sistine Chapel is in Rome. Michelangelo painted _____ .
11. Michelangelo painted the ceiling of the Sistine Chapel. He began painting _____ in 1508.
12. Pope Julius II gave Michelangelo the job of painting the chapel. Julius II supported _____ while he worked.
13. Music also flourished during the Renaissance. _____ developed a specific style.
14. Renaissance buildings were also unusual. Architects of today often imitate _____.

► **Exercise 2** Write *C* in the blank if the italicized pronoun in the second sentence agrees with its antecedent in the first sentence. Circle the antecedent. If it does not agree with its antecedent, write the correct pronoun in the blank.

 C The Mona Lisa hangs in the Louvre in Paris. *It* is one of the best-known paintings in the world.

- _____ 1. Leonardo da Vinci painted the *Mona Lisa*. *He* is famous for achievements in both art and science.
- _____ 2. Born in 1452, da Vinci lived during a period of great artistic expression. Early in his career *it* was an art apprentice.
- _____ 3. Da Vinci met Michelangelo in Florence, Italy. *He* was a city where many artists lived.
- _____ 4. Da Vinci and Michelangelo worked together. Da Vinci taught *her* how to show movement in art.
- _____ 5. Da Vinci painted the *Mona Lisa* and *The Last Supper*. *It* are two of his most famous paintings.
- _____ 6. Da Vinci's paintings hang in many museums. People come from faraway places to see *them*.
- _____ 7. Da Vinci created breathtaking paintings, and *he* also crafted great sculptures.
- _____ 8. Two notebooks written by da Vinci were found in 1965. *Them* revealed many of da Vinci's plans and ideas.

Lesson 28**Possessive Pronouns**

Possessive pronouns are another kind of personal pronoun. A possessive pronoun takes the place of a person or thing that owns or possesses something. It can come before the noun that is possessed or it can stand alone in a sentence.

Dan's father is a doctor. **His** father is a doctor. (*His* comes before the noun *father*.)

The lunch bag on the table belongs to Donna. The lunch bag on the table is **hers**. (*Hers* stands alone.)

USED BEFORE NOUNS

Singular: my, your, her, his, its

Plural: our, your, their

USED ALONE

mine, yours, hers, his, its

ours, yours, theirs

► **Exercise 1** Circle each possessive pronoun. Write in the blank *SA* for “stands alone” or *BN* for “before a noun.”

- SA The yellow skateboard is his.
- _____ 1. Mia left her notebook on the bus.
- _____ 2. Is this house key mine?
- _____ 3. The colorful picture of the flowers is mine.
- _____ 4. The proud parents brought home their new baby girl.
- _____ 5. Will strummed his guitar and invited everyone to sing.
- _____ 6. The red house on the corner is ours.
- _____ 7. The computer quickly stores information in its huge memory.
- _____ 8. These warm chocolate chip cookies melt in your mouth.
- _____ 9. The cheetah lay in the tall grass, planning its attack.
- _____ 10. Her hand shot up when the teacher asked for volunteers.
- _____ 11. I didn't get a cheeseburger, so I tasted hers.
- _____ 12. Is your seat belt always fastened?
- _____ 13. The fluffy, brown puppy is theirs.
- _____ 14. Yours is the third seat in the first row.

_____ 15. My cousin from Nebraska is staying with us.

► **Exercise 2** Write the correct possessive pronoun above each italicized word or words.

Her

Karen's friend showed us her new game.

1. The hungry dog pushed *the dog's* dish with its nose across the kitchen floor.
2. The bird flapped *the bird's* long wings and flew away.
3. Dave gladly carried *Shari's* backpack for her.
4. Tonya grabbed my notebook by mistake, and I took *Tonya's* notebook.
5. The clever idea was *Jim's and Akira's*.
6. *Greg's* sister is graceful and smart.
7. Robert's style of skating is different from *my style of skating*.
8. *My aunt's* smile is full of love and warmth.
9. The young chimpanzee spends many happy hours playing with *the young chimpanzee's* brothers and sisters.
10. John dreams of flying high in the clouds in *John's* own plane one day.
11. Chloe claimed that the purse was *Chloe's*.
12. The telescope is not mine. It is *Billy's, Tim's, and Jane's*.
13. My family looked everywhere for *my family's* dog.
14. The biggest fish caught that day was *Juan's*.
15. This yellow parka looks similar to *my parka*.

► **Writing Link** Write a few sentences describing your classroom and the things in it. Use as many possessive pronouns as possible.

Lesson 29**Indefinite Pronouns**

An **indefinite pronoun** refers to a person, place, or thing in a more general way than a personal pronoun does. If the indefinite pronoun is singular, it takes a singular verb. If it is plural, it takes a plural verb. Some indefinite pronouns—*all, any, most, none, and some*—may take either a singular or a plural verb, depending on the context of the sentence.

Everybody knows the answer. **Many know** the answer.

Some of the pie **is** gone. **Some** of the neighbors **are** gone.

Singular Indefinite Pronouns: *another, anybody, anyone, anything, each, either, everybody, everyone, everything, much, neither, nobody, no one, nothing, one, somebody, someone, something*

Plural Indefinite Pronouns: *both, few, many, others, several*

► **Exercise 1** Underline the word in parentheses that best completes each sentence.

Everybody (has, have) a chance to win the contest.

1. Everyone (likes, like) the pizza in the cafeteria.
2. One of the answers (is, are) correct.
3. Everybody (crowds, crowd) around the stage.
4. (Is, Are) anyone allowed to borrow books from the library?
5. No one (lives, live) in the middle of the desert.
6. All of the frightened sheep (tries, try) to run away from the snarling wolf.
7. Most of the neighbors (was, were) enjoying the cool summer breeze.
8. Either of the songs (seems, seem) perfect for the party.
9. Both of the girls (plays, play) soccer well.
10. Several of the club members (meets, meet) in the library each week.
11. Both of the movies (was, were) good.
12. Neither of the boys (is, are) able to ski.
13. Nothing (smells, smell) as good as Aunt Velda's roast beef.
14. Much of the work (was, were) done by the time we joined the group.

15. Each (has, have) its own water dish.
16. Few of the puppies (knows, know) how to fetch a ball.
17. (Is, Are) anything as good as a chocolate ice-cream cone on a hot day?
18. Everything (was, were) calm and quiet after the rainstorm.
19. No one (calls, call) after 11:00 P.M.
20. Anybody (is, are) welcome to write a poem for the contest.
21. Both (takes, take) dancing lessons.
22. The others (flies, fly) behind the lead goose.
23. (Has, Have) someone checked the answering machine for messages?
24. Each (chirps, chirp) happily when the mother returns to the nest.
25. Nobody (has, have) a better sense of humor than Jen.
26. Many (visits, visit) Mrs. Cruz in the hospital.
27. (Does, Do) any of the printers in the computer lab work?
28. (Is, Are) everyone allowed to go on the field trip tomorrow?
29. No one (lives, live) in the house next to ours.
30. All of us (tries, try) our best to get good grades.
31. Everyone (watches, watch) in awe as the space shuttle lifts off.
32. Many of the firefighters (is, are) willing to go into the burning building.
33. Much of the movie (remains, remain) to be watched.
34. Some of the stars (shines, shine) more brightly than others.
35. Several (has, have) tried to beat Amad at checkers, but few (has, have) succeeded.
36. Few (hits, hit) the ball over the ballpark fence.
37. Some of the popsicles (has, have) melted.
38. Most of the turkey (was, were) eaten.
39. Everybody in this choir (sings, sing) off-key.
40. Several of those teenagers (visits, visit) this nursing home.



Unit 4 Review

► Exercise 1 Fill in the blank with the pronoun that best completes each sentence.

John F. Kennedy was the thirty-fifth president of the United States. **He** was the youngest president ever elected.

1. Anthropology is the study of humans and _____ beginnings, development, and cultures.
2. Mother told Ahmed to put away each toy in the place where _____ belongs.
3. When the birds fluttered around the birdhouse, Jessie ran to feed _____.
4. After Hannah and Roberto finished their homework, _____ went to the movie.
5. Valerie ordered three books, but _____ hasn't received them yet.
6. At the beach, I picked up a seashell that reminded _____ of home.
7. Carla waved to her mother in the crowd as _____ joined _____ teammates on the court.
8. When my pencil broke, I asked the teacher if I could sharpen _____.
9. When Kristen and I dug the garden, my mother gave _____ seeds to plant.
10. The test questions were not as difficult as _____ looked.
11. Sam was running late this morning, and _____ missed his bus.
12. After searching for his wallet for an hour, Brian found _____.
13. Ever since Kari had a bike accident, _____ has worn a helmet.
14. I finished my math homework quickly because my sister helped _____ figure out the hard problems.
15. Victor and I told mother that _____ could clean the garage ourselves.
16. Our school uniforms are much more comfortable than _____ used to be.
17. Miss Darnell asked the students if _____ would mind helping Mr. Lenox.
18. Ariel and _____ sometimes do our homework together.
19. As I was leaving, Mrs. Dillman gave _____ a big hug.
20. "Is this Marsha?" asked the voice on the phone. "Yes," said Marsha, "this is _____."

Cumulative Review: Units 1–4

► **Exercise 1** Draw one line under each direct object and two lines under each verb. Write in the blank *tr.* if the verb is transitive or *int.* if it is intransitive.

- int. The schools closed because of the snowstorm.
- _____ 1. Renee bought a CD with her baby-sitting money.
- _____ 2. My mother's plane arrived late.
- _____ 3. Fish have gills instead of lungs.
- _____ 4. Crowds of people attended the concert.
- _____ 5. My grandfather's health improved slowly.
- _____ 6. We sat on my porch for at least an hour.
- _____ 7. The Stevensons keep horses on their small farm.
- _____ 8. Nigan and I walk to the practice field together.
- _____ 9. The fireworks went off with a bang and a burst of color.
- _____ 10. Our neighbor rescued an injured bird.
- _____ 11. My sister and I play tennis with our dad.
- _____ 12. Ariel writes to her pen pal every Saturday.
- _____ 13. The choir sang the song in perfect unison.
- _____ 14. Miguel corrected his mistakes before handing in his paper.
- _____ 15. We jogged to school and back for our morning exercise.

► **Exercise 2** Write *pers.* for personal pronoun (subject or object), *poss.* for possessive, or *ind.* for indefinite above each pronoun.

- ind.
Someone spilled juice on the table.
- Tell them about your favorite book.
 - When the travelers arrived, they were weary from their journey.
 - She will present her report to the class.
 - Is this flute yours?
 - No one thinks the quiz will be today.

6. The spelling bee participants carefully studied their long word lists.
7. Somebody forgot to turn off the light.
8. Although the girl is often sick, she is always cheerful.
9. Allison said the idea for the project was hers.
10. Is anyone responsible for taking attendance today?
11. Rayna pulled her desk closer to Judy's.
12. Few knew of her change in plans.
13. For their birthday, Sabra gave her twin daughters matching sweaters.
14. We will tell you several of our objections to their program.
15. Neither of us had heard of him before.

► **Exercise 3** Draw a line under the simple subject of the sentence. Draw two lines under the simple predicate.

She called me at six o'clock this morning.

1. In three giant leaps, the cat crossed the busy highway.
2. I read that story, too!
3. Emily sang in the chorus.
4. The bicycle chain rattled against the wheel.
5. The buses chugged noisily through the school parking lot.
6. Sally and he told us that silly joke again.
7. Henry painted a watercolor portrait of Camilla.
8. They laughed through the entire play.
9. This old movie makes my sister cry.
10. Have Ali and you written the postcards yet?
11. We laughed at the clowns.
12. The homework is still not done.
13. Will it never rain?
14. Kevin and the varsity team played really hard.

15. Can you find Lake Erie on the map?

► **Exercise 4** Write the correct possessive pronouns above the words in italics.

His

Dad's car is new.

1. *Mary's* foul shot won the game.
2. *The tree's* color is a beautiful red-gold.
3. *Ted's* book is missing.
4. *Bill's and my* bikes both need new tires.
5. *Monica and Alina's* project is finished.
6. Renee, is this *Renee's* notebook?
7. This ring looks like *Cathy's* ring.
8. *George Washington's* military skill and daring helped win America's independence from Britain.
9. Priscilla, where are *your and my* new jackets?
10. Trina, is this magazine *Trina's*?
11. *Queen Victoria's* long reign is known as the Victorian Age.
12. Are these concert tickets *Patti's and Carla's*?
13. Those tennis rackets are *Terri's and mine!*
14. Ricardo and Larry, I'm pretty sure these baseball cards are *Ricardo's and Larry's*.
15. *Baron Karl Friedrich Hieronymus von Münchhausen's* wild stories are unbelievable but very funny.
16. Unfortunately, *the books'* covers were torn during the move.
17. *Tricia's* new home is in a lovely small town.
18. *The drama club's* members were excited about the spring play.
19. This telescope is *Pedro's and Jeff's*.
20. I love this spaghetti; may I eat *my brother's*?

Unit 5: Adjectives

Lesson 30

Adjectives and Proper Adjectives

A word that describes persons, places, or things is an **adjective**. An adjective usually answers one of three questions about the noun or pronoun it modifies.

What kind? Please use the **drawing** paper.

How many? Wanda had **three** sisters.

Which one? **That** seat is taken.


Usually the adjective comes just before the noun it modifies. However, when the noun is the subject followed by a linking verb, its adjective follows the linking verb as part of the predicate. These adjectives are called **predicate adjectives**.

The puppy became **frisky**.

A **proper adjective** is an adjective formed from a proper noun. Sometimes the proper adjective is the same word as the noun that forms it. At other times it has a special ending. All proper adjectives begin with a capital letter.

the **Wyoming** foothills **Chinese** checkers

► **Exercise 1** Draw an arrow from each adjective in italics to the noun or pronoun it modifies.


 The *first* robots were built in the Middle Ages.

1. Some *early* robots can still be seen today.
2. In Venice, Italy, two *human-sized* robots dressed in *medieval* clothing strike the clock tower bell every hour.
3. In Germany, figures dance and play *musical* instruments under a *church* clock.
4. Although their movements are *simple*, they are entertaining.
5. These robots get their power from *clock* parts.
6. Today robots work on land, in *outer* space, or on the *ocean* floor.
7. *Japanese* scientists are creating a *crablike* robot to work underwater.

8. This robot can take a *great* deal of *underwater* pressure.
9. The abilities of this robot are *awesome*.
10. Robots are *important* to *space* exploration.
11. *American* spacecraft landed robots on Mars in 1977.
12. These robots tested *Martian* soil and atmosphere.
13. The Soviet Union used robots in 1978 to take the *first* pictures of the surface of Venus.
14. The pictures showed *rust-colored* rocks and an *orange* sky.
15. The pictures were truly *breathtaking*.

► **Exercise 2** Underline each adjective.

Robots with human shape are called “androids” or “humanoids.”

1. Many androids or humanoids are run by remote control.
2. True robots run on computer power.
3. Some robots perform household chores.
4. However, household robots are rare.
5. Household robots are also expensive.
6. Household robots could easily cost as much as new houses.
7. Future robots will answer doorbells, clear the dinner table, and keep the kitchen cupboard full.
8. Industrial robots are already quite common.
9. In automobile factories, robots paint cars.
10. On assembly lines, robots are run by computers.
11. Large companies often use these robots to deliver mail.
12. Industrial robots are usually strong.
13. They can use various tools.
14. In one Japanese factory, robots are building other robots.
15. One advantage of robots is that they never become tired.

Lesson 31**Articles and Demonstratives**

An **article** is a special kind of adjective. There are three articles, the words *a*, *an*, and *the*. *The* describes one specific item or items.

The program was canceled because of **the** snowstorm.

A and *an* refer to any one item of a group. Use *a* before words that begin with a consonant sound. Use *an* before words that begin with a vowel sound.

A giraffe is **an** elegant animal.

Demonstrative adjectives are used to point out something. The words *this*, *that*, *these*, and *those* are demonstrative adjectives. *This* and *that* are singular. *These* and *those* are plural. *This* and *these* refer to things that are close. *That* and *those* refer to things that are at a distance.

Read **this** book.

He washed **these** apples. (close to the speaker)

Take **that** train.

Those boys are on the other team. (at a distance from the speaker)

Demonstratives often appear before the nouns they modify, but they can stand alone. When a demonstrative is used by itself, it is a **demonstrative pronoun**.

Give **this** to your sister. I like **those** the best.

► **Exercise 1** Write in the blank the article that best completes each sentence.

Do you have _____ **a** _____ ticket for _____ **the** _____ class play?

- _____ moon is really bright tonight.
- It is helpful to have _____ calculator.
- My dad keeps maps in _____ car glove compartment.
- _____ field hockey team has a match after school.
- Sara hopes to get _____ bicycle for her birthday.
- My father thinks ordering pizza is _____ excellent idea.
- I read my little sister a story about _____ unicorn.
- _____ index of street names appears on most maps.
- I will be attending _____ school on Maple Street.

10. My mom wants to buy _____ sports car.
11. Please put your backpack on _____ kitchen table.
12. The Metropolitan Museum of Art is _____ huge museum.
13. _____ closest parks are across town.
14. Jeff went shopping for _____ baseball mitt.
15. Many of my friends have _____ interest in astronomy.

► **Exercise 2** Draw a line under the demonstrative in parentheses that best completes each sentence. Write *P* in the blank if it is a pronoun or *A* if it is an adjective.

- P (That, These) is the biggest pumpkin I've ever seen!
- _____ 1. (This, Those) baby's skin is as smooth as silk.
 - _____ 2. Miriam told (those, that) same joke yesterday.
 - _____ 3. (Those, That) elephants are sleeping in the shade of the tree.
 - _____ 4. (This, These) takes two solid hours to complete.
 - _____ 5. Is (those, this) your favorite song?
 - _____ 6. (That, Those) icicles look like long, jagged teeth.
 - _____ 7. (This, Those) is the worst I have seen!
 - _____ 8. (This, These) ants are busy at work.
 - _____ 9. (That, These) are the best days of our lives.
 - _____ 10. I have climbed (those, that) tree a hundred times.
 - _____ 11. The pilot calmly steered us through (that, these) big cloud.
 - _____ 12. (This, Those) makes a high, piercing noise.
 - _____ 13. Her eyes shining, the little girl pointed to (those, that) piece of candy.
 - _____ 14. May I buy five of (that, those), please?
 - _____ 15. (Those, That) students want to transfer to our school.
 - _____ 16. (Those, That) sounds like an interesting movie.
 - _____ 17. (This, These) is what we bought for Dad.
 - _____ 18. Liam, take (this, these) and put it over there.

Lesson 32**Adjectives That Compare**

Some kinds of adjectives compare two or more nouns or pronouns.

The **comparative** form of an adjective compares two things or people. It is usually formed by adding *-er* to an adjective that has only one syllable. If an adjective has more than one syllable, the comparative is usually formed by adding the word *more* before the adjective.

Pedro is **older** than his brother Carlos.

The long coat is **more expensive** than the short one.

The **superlative** form of an adjective compares more than two people or things. It is usually formed by adding *-est* to an adjective that has only one syllable. If the adjective has more than one syllable, the superlative is usually formed by adding *most* before the adjective.

Pedro is the **oldest** of the three Castino children.

The long coat is the **most expensive** of all the coats.

► Exercise 1 Underline the adjective in parentheses that best completes each sentence.

Brian is (taller, tallest) than his brother.

1. The park by the ocean is the (peacefulest, most peaceful) place I have ever been.
2. Jimmy Carter is a (more recent, recentest) president than John F. Kennedy.
3. Granite is the (most hard, hardest) rock nature makes.
4. Mt. Shasta is the (higher, highest) mountain I have ever seen.
5. An airplane moves at (greater, more great) speed than a car.
6. The (most big, biggest) problem we have is reading the German book.
7. My brother thinks New York is the (most exciting, excitingest) city in the world.
8. Joseph was (later, more late) than Juan.
9. The English test was (more difficult, difficultest) than the math test.
10. Yellow is the (most light, lightest) color on Brenda's painting.
11. We had the (thrillingest, most thrilling) time at the amusement park!
12. Apples have (most smooth, smoother) skin than cantaloupes.

- 13. The bananas were the (more ripe, ripest) fruit in the store.
- 14. The (most short, shortest) path is the one through the parking lot.
- 15. The newspaper is (more current, currenter) than the magazine.

► **Exercise 2** Write in the blank the correct form of the adjective in parentheses.

A sweater was the warmest thing she had to wear. (warm)

- 1. I think this is the _____ shirt I own. (nice)
- 2. Of all the ideas, Emily's was the _____ to happen. (likely)
- 3. Gasoline is _____ than water. (explosive)
- 4. Mount Everest is the _____ mountain in the world. (high)
- 5. The salad bar lettuce seems _____ today than yesterday. (fresh)
- 6. This is the _____ forest I have ever seen! (green)
- 7. The flowers outside are much _____ than the ones in the vase.
(fragrant)
- 8. We walked barefoot through the _____ grass imaginable. (thick)
- 9. The kitten was _____ than I remember. (adorable)
- 10. The shortstop has the _____ arm on the team. (strong)
- 11. This song is far _____ than the one they just played. (popular)
- 12. The cushion was _____ than the chair. (old)
- 13. I think the lamb is the _____ of our farm animals. (gentle)
- 14. Spider webs are among the _____ things in nature. (delicate)
- 15. This grammar test is the _____ one so far. (hard)

► **Writing Link** Write three sentences about your favorite story. Use adjectives to compare it with others you have read.

Lesson 33**Special Adjectives That Compare**

The comparative and superlative forms of some adjectives are not formed in the regular way. Never add *more* or *most* before these adjectives.

ADJECTIVE	COMPARATIVE	SUPERLATIVE
good	better	best
bad	worse	worst
much, many	more	most
little (amount)	less	least

► **Exercise 1** Write in the blank the correct form of the adjective in parentheses.

There is less corn than spinach in the pantry. (little)

- My cold is _____ today than it was yesterday. (bad)
- Many old books are very _____. (good)
- Felicia had _____ money in her pocket than she thought. (little)
- Nelson did the _____ amount of work possible. (little)
- A computer costs far _____ money than a typewriter. (much)
- Baking bread has the _____ smell in the world. (good)
- That movie was the _____ one of the two. (good)
- That was the _____ team we played all year. (bad)
- The score was far _____ than the last time we lost. (bad)
- There is _____ help we can give her. (little)
- The creamy chocolate pie is _____ than the apple pie. (good)
- All the apples in that bag were _____. (bad)
- _____ glazed doughnuts were left than plain doughnuts. (many)
- While _____ students preferred spring, a few preferred summer. (many)
- Is it _____ to coach softball than to play it? (good)
- Our team has _____ players than theirs. (good)

- 17. Not _____ paint is left. (much)
- 18. Shana likes _____ movies she sees. (much)
- 19. We have had _____ snow than usual. (little)
- 20. The museum had _____ paintings by French artists than by German artists.
(many)
- 21. The potato soup is very _____. (good)
- 22. I am _____ at skiing than at football. (good)
- 23. Our team had the _____ number of players of any team in the tournament.
(little)
- 24. Today's weather was _____ than yesterday's. (bad)
- 25. The magician's act was _____ than the comedian's. (good)
- 26. There are _____ trees in Blendon Woods than in Houston Woods. (much)
- 27. We waited a _____ while and then went home. (little)
- 28. Which of the three plans will cause the _____ trouble? (little)
- 29. After the bike was painted, it looked _____ than ever. (good)
- 30. That was the _____ movie I had ever seen. (bad)

► **Writing Link** Write a short paragraph that describes your neighborhood or a favorite place. Include comparative and superlative forms of the adjectives *good*, *bad*, *much*, and *little*.



Unit 5 Review

► **Exercise 1** Draw one line under each article and two lines under each comparative or superlative adjective. Circle all other adjectives.

That mouse scooted across the most slippery part of the floor.

1. The Victorian house is closer than the modern house.
2. The Constitution guarantees free speech.
3. There was a dark spot on the carpet.
4. The little dog barked at the letter carrier.
5. More people attended the concert this year than last year.
6. Here is the ripest pear I could find.
7. The slowest way to get there is by boat.
8. Thanksgiving is the busiest time of year for airports.
9. In the spring, red roses grow in the park.
10. In 1994 we had the worst winter in five years.
11. The heavy box held a new sewing machine.
12. Please pass those delicious chocolates.
13. Aleta was the earliest arrival.
14. The old oak tree was taller than the house.
15. Rashad thinks Chinese food is better than Mexican food.
16. This bucket is full of soapy water.

Cumulative Review: Units 1–5

► **Exercise 1** Draw one line under each simple subject. Draw two lines under each simple predicate.

The clown brought a pony to the birthday party.

1. Mother rented a good movie for us.
2. The book is called *The Lion King*.
3. Cody and Brian have a new game.
4. They ran to the park.
5. Over and over they threw and caught the ball.
6. Maria and Juan baked chocolate cookies this afternoon.
7. Harve built a small robot, and Kelly painted it for him.
8. His older sister took him to the store.
9. The Morgans and the Morenos are our new neighbors.
10. Jamie wants hot dogs, but Simon prefers hamburgers.

► **Exercise 2** Write in the blank the past tense for each verb.

sit **sat** _____

- | | |
|-----------------|------------------|
| 1. run _____ | 11. squawk _____ |
| 2. go _____ | 12. take _____ |
| 3. smile _____ | 13. let _____ |
| 4. eat _____ | 14. write _____ |
| 5. call _____ | 15. speak _____ |
| 6. do _____ | 16. croak _____ |
| 7. leave _____ | 17. smell _____ |
| 8. ask _____ | 18. fall _____ |
| 9. buy _____ | 19. squeak _____ |
| 10. watch _____ | 20. laugh _____ |

► **Exercise 3** Draw two lines under each verb or verb phrase. Write its tense in the blank: *present*, *past*, *future*, *pres. prog.* (present progressive), *past prog.* (past progressive), *pres. perf.* (present perfect), or *past perf.* (past perfect.)

- _____ **past prog.** The principal was speaking to the student.
- _____ 1. My dad and I will bake brownies tonight.
- _____ 2. I had already heard the rumor.
- _____ 3. The snow is falling in big flakes.
- _____ 4. The editor of the school paper wrote an editorial.
- _____ 5. You have made my day!
- _____ 6. Fiona enjoys computer games.
- _____ 7. My sister was riding the exercise bike.
- _____ 8. Charles Schulz created the “Peanuts” comic strip.
- _____ 9. Our dog will stay in a kennel during our vacation.
- _____ 10. Our class is studying endangered species.
- _____ 11. Rebecca had hurried to the mall.
- _____ 12. Everyone was cheering for the home team.
- _____ 13. Mrs. Santos has discovered the missing workbooks.
- _____ 14. General Sherman commanded the Union army in the Civil War.
- _____ 15. The light had burned out in the kitchen.

► **Exercise 4** Replace the word or words in parentheses with an appropriate pronoun.

- _____ **She** (Glenda) practiced playing the piano every night.
- _____ 1. (The squirrels) scampered up the tree.
- _____ 2. I have seen (the movie) five times.
- _____ 3. (Samuel) gets up every morning at 6:00.
- _____ 4. (Mark and I) played catch in the summer sun.
- _____ 5. My sister borrowed (Kyle’s) bike yesterday.
- _____ 6. Mrs. Simpson wants to call (you and your sister) about raking her leaves.

- _____ 7. We can't find (Betty, Kai, and Marillu) anywhere.
- _____ 8. (Levi's and my) model airplane is red.
- _____ 9. We saw (your aunt) at the shopping mall.
- _____ 10. (The fish's) gills moved quickly in and out.
- _____ 11. Do you know if (the Gonzaleses) are coming?
- _____ 12. We all applauded Carlos and (Maria).
- _____ 13. Does (Julie) know her sweater is on backwards?
- _____ 14. My dad carried (the luggage) upstairs.
- _____ 15. Tricia lent (Jules and me) her library card.

► **Exercise 5** Draw one line under each regular adjective and two lines under each predicate adjective. Circle all proper adjectives.

The Pennsylvania mountains seem large and rugged.

1. The big barn appears spacious and roomy.
2. The heavy sea thundered against the black basalt rock of the cliffs.
3. A cousin of mine owns a Belgian horse.
4. This new flavor of strawberry sherbet tastes delicious.
5. The outdated steamship became a popular attraction for tourists.
6. Did you see that Italian sports car in front of the old house?
7. I saw the science book on the antique table and the French grammar book on the kitchen counter.
8. Are those beach houses in greater danger from hurricanes than these tall hotels?
9. The English mystery movie interests me more than this Japanese cartoon.
10. June was the driest month on record.
11. The scarlet cardinal sounds happy on this sunny day.
12. The mighty battleship sits quietly at anchor these days, and many people visit it.
13. Glorious sunlight reflects warmly off the brick walls.
14. I like Irish setters; what dog breed do you like?

Unit 6: Adverbs

Lesson 34

Adverbs Modifying Verbs

An **adverb** modifies, or describes, a verb, an adjective, or another adverb. An adverb tells *how*, *when*, or *where* about the word it modifies. An adverb that modifies a verb may appear in different positions in a sentence.

Chan **happily** plays ball. (The adverb *happily* tells *how* Chan plays ball.)

Often the team travels on a bus. (The adverb *often* tells *when* the team travels.)


My sister ran **downstairs**. (The adverb *downstairs* tells *where* my sister ran.)

Most, but not all, words that end in *-ly* are adverbs. This type of adverb is usually formed by adding *-ly* to an adjective.

Adjective: graceful Adverb: gracefully

Some adverbs that do not end in *-ly* are *soon*, *after*, *now*, *later*, *hard*, *not*, *fast*, *often*, *today*, *always*, *very*, and *here*.

► Exercise 1 Underline each adverb. Draw an arrow to the verb it modifies.



 The custom of wearing wigs has varied greatly over the centuries.

1. For many centuries both men and women frequently wore wigs.
2. As time passed, wigs gradually became the mark of high fashion.
3. In many countries people grandly dressed their wigs with gold and jewels.
4. Queen Elizabeth I of England dearly loved clothes and jewelry.
5. She soon revived the style of wearing fancy wigs.
6. In France, Queen Marie Antoinette gracefully hid her hair loss with a wig.
7. All of her subjects eagerly followed her style.
8. In the New World many ministers preached energetically against wigs, while other ministers wore them proudly.

9. Just before the American Revolution, colonists heavily powdered their high, puffy wigs.
10. In those days George Washington surely considered his wig high fashion.
11. People later stopped wearing wigs.
12. Wigs were obviously part of the old world.
13. The new Americans certainly wanted freedom in style as well as in government.
14. Even so, they powdered their hair and tied it tightly at the back of the neck.
15. They soaked their hair heavily in oil to hold the powder.

► **Exercise 2** Complete each sentence by writing an appropriate adverb in the blank.

In many ancient lands people proudly grew long hair as a mark of honor.

1. People were _____ punished by having their hair cut.
2. When Julius Caesar conquered a new country, he _____ forced the people to cut their hair.
3. Many people _____ believed that long hair increased strength.
4. The story of Samson and Delilah _____ illustrates how many people felt about hair.
5. On the other hand, the Greeks shaved their heads and _____ offered the hair to the gods.
6. In return, they _____ asked for great strength in battle.
7. Peoples like the Anglo-Saxons _____ dyed their hair in bright colors.
8. They _____ admired hair dyed in bright green, blue, or orange.
9. Ancient Germans, on the other hand, _____ preferred hair dyed in bright red.
10. Instead of hair spray, they _____ used goat's grease to make their hair stay in place.

Lesson 35**Adverbs Modifying Adjectives and Adverbs**

An adverb can also modify an adjective or another adverb. An adverb that modifies an adjective or another adverb tells *how*, *when*, or *where* about the word it modifies. An adverb that modifies an adjective or another adverb almost always appears immediately before the word it modifies.

Kai is an **unusually** good skater. (The adverb *unusually* tells *how* about the adjective *good*.)

Marta **almost** always sings. (The adverb *almost* tells *when* about the adverb *always*.)

ADVERBS OFTEN USED TO MODIFY ADJECTIVES AND OTHER ADVERBS

very	too	almost	quite
so	extremely	really	partly
rather	nearly	barely	unusually
just	somewhat	totally	hardly

► **Exercise 1** Circle each adverb that modifies an adjective or an adverb. In the blank, write *adj.* if the adverb modifies an adjective. Write *adv.* if the adverb modifies another adverb.

adj. I was barely awake when the phone rang.

- _____ 1. A very nice bowl of flowers arrived in the mail.
- _____ 2. We call my grandmother nearly every day.
- _____ 3. Pierre is the most popular player on the team.
- _____ 4. He almost always turns off the light.
- _____ 5. The floor was marked with totally black lines.
- _____ 6. We set the eggs on the counter very carefully.
- _____ 7. The circus clown had an unusually big, false nose.
- _____ 8. The elderly man walked rather slowly.
- _____ 9. My shirt is old and somewhat gray.
- _____ 10. My best friend, Tanya, sings quite sweetly.
- _____ 11. Bill spends so much time working that he has little time for other things.

- _____ 12. Suela’s idea was just right.
- _____ 13. We had a really good pizza last night.
- _____ 14. Mother is especially successful in her work.
- _____ 15. They were surprised when the car stopped so suddenly.
- _____ 16. Jody was really happy to see her cousins.
- _____ 17. We quite happily fed the ducks.
- _____ 18. We rode our nearly new bicycles to the park.
- _____ 19. Bill is extremely eager to race Joel on Saturday.
- _____ 20. Joel is smaller and faster and can very easily win the race.
- _____ 21. We all followed the ice cream truck, but Nora was barely able to keep up.
- _____ 22. Even though she is slow, she hardly ever falls.
- _____ 23. The unexpected visit from my aunt was too good to be true.
- _____ 24. Balance is extremely important when riding a bicycle.
- _____ 25. Pedro almost never eats popcorn in the evening.

► **Writing Link** Write about one of your favorite things to do. Use adverbs to modify adjectives and other adverbs.

Lesson 36

Adverbs That Compare

The **comparative** form of an adverb compares two actions. The **superlative** form of an adverb compares more than two actions. Adverbs that have only one syllable form the comparative by adding *-er* and form the superlative by adding *-est*. Adverbs that have more than one syllable or that end in *-ly* use the word *more* to form the comparative and the word *most* to form the superlative.

Comparative: The little clown ran **faster** than the big one. The little clown ran **more quickly** than the big one.

Superlative: The little clown ran the **fastest** of all of them. The little clown ran the **most quickly** of all of them.

► **Exercise 1** Write in the blank the missing form of the adverb.

ADVERB	COMPARATIVE	SUPERLATIVE
easily	<u>more easily</u>	most easily
1. fast	faster	_____
2. firmly	more firmly	_____
3. rarely	_____	most rarely
4. simply	_____	most simply
5. hard	_____	hardest
6. regularly	more regularly	_____
7. _____	more actively	most actively
8. long	longer	_____
9. _____	sooner	soonest
10. high	higher	_____
11. clearly	more clearly	_____
12. close	_____	closest
13. frequently	_____	most frequently
14. plainly	_____	most plainly
15. truly	more truly	_____

▶ Exercise 2 Underline the correct form of the adverb in parentheses.

It took us (longer, longest) to get to the museum than to the park.

1. Mark ran the (faster, fastest) of all the boys.
2. Mika worked (more hard, harder) than Roger.
3. Maria speaks the (intelligentliest, most intelligently) of all the candidates.
4. He wins (more frequently, most frequently) than his brother.
5. Sarah is studying (more long, longer) than usual because she has a test tomorrow.
6. We arrived (more soon, sooner) than we thought we would.
7. We play tennis (more often, oftener) now that the weather is warmer.
8. An eagle can fly (more high, higher) than a sparrow.
9. Some animals act (more mean, meaner) than they actually are.
10. Cole plays (more noisier, more noisily) on his electric guitar now that he has a new amplifier.
11. Fred sat (closer, closest) to the door than Shelly did.
12. Mary always eats (faster, fastest) than her brother does.
13. The owl can screech (louder, loudest) than any other bird I know.
14. Tad wrote his report (neatlier, more neatly) the second time.
15. She answered (sooner, soonest) of the ten people asked.
16. In sports, Ruth always tries (more hard, harder) than Susan.
17. The cheetah runs (more swiftly, most swiftly) than any other animal.
18. The gold medal winner skated the (more skillfully, most skillfully) of the ten contestants.
19. Mrs. Roth explained the problem (more clearly, most clearly) than Mrs. Groves did.
20. The prize will go to the ballplayer who attends practice (more regularly, most regularly).

Lesson 37**Irregular Comparative Forms**

Some adverbs have irregular forms of the comparative and the superlative.

IRREGULAR COMPARATIVE FORMS

ADVERB	COMPARATIVE	SUPERLATIVE
well	better	best
badly	worse	worst
little (amount)	less	least
far (distance)	farther	farthest
far (degree)	further	furthest

► **Exercise 1** Underline the correct form of the irregular adverb in parentheses.

Robby fixed his stereo (better, best) the second time.

- I was worried that I did (more badly, worse) on the test.
- Emilio ate (less, least) quickly than Tom did.
- Mario could see much (more far, farther) with his new glasses.
- I don't want to listen any (further, farther).
- Ariel does (bestest, best) in school after a good night's sleep.
- I hope they repair the bridge (better, best) this time than last time.
- The metal fence is (badly, worst) rusted from all the rain.
- I would like to contribute to my community (better, best) than I have in the past.
- Pearl is (less, least) clever than her sister.
- Raoul enjoys baby-sitting (better, best) than he enjoys mowing lawns.
- Friday I played the (worse, worst) of anyone on the team.
- Humming is the (less, least) annoying of all your habits.
- Monarch butterflies migrate the (farther, farthest) of all the butterflies.
- Always do your (better, best), and you will succeed in life.
- Julius did (worse, worst) in the 500-meter dash than in the 100-meter dash.

► **Exercise 2** Complete the sentence by writing in the blank the correct form of the irregular adverb in parentheses.

Vivian traveled less this year than last year. (little)

1. Last year on vacation we drove as _____ as Mexico. (far)
2. Kayla's sister drew animals _____ than she drew people. (well)
3. I will think about it _____ before next week. (far)
4. Of all the performances, our school play went _____ on opening night.
(badly)
5. My dad can throw a football _____ than I can. (far)
6. In our pet contest, the frog jumped _____ than the grasshopper. (far)
7. Lisa performed _____ in today's volleyball game than in yesterday's.
(well)
8. This video game was the _____ enjoyable of the three. (little)
9. Can you explain the problem _____ ? (far)
10. The teacher and the students will _____ refine the class goals. (far)
11. When choosing pretzels, popcorn, or potato chips, remember that potato chips are the
_____ healthful of the three. (little)
12. Atlanta is the _____ south I have ever been. (far)
13. I like the country _____ than the city. (well)
14. I like the ocean _____ of all. (well)
15. Micah performed his violin solo the _____ he ever had. (well)
16. Martin enjoys swimming _____ than I do. (little)
17. Juan does _____ in science than in English. (badly)
18. Do you think my big brother dances _____ than I do? (badly)
19. The little girl can speak much _____ than she could six months ago.
(well)
20. Of any time of day, Jenny sings _____ in the morning. (badly)

Lesson 38**Telling Adjectives and Adverbs Apart I**

Some adjectives and adverbs are easy to identify within sentences. An adjective modifies a noun or pronoun. An adverb modifies a verb, adjective, or another adverb. When they follow a verb, however, they can be confusing. A predicate adjective follows a linking verb and an adverb follows an action verb.

A leopard is **fast**. (*Fast* is a predicate adjective.)

A leopard runs **fast**. (*Fast* is an adverb.)

► **Exercise 1** Draw one line under each italicized word that is an adjective. Draw two lines under each italicized word that is an adverb.

Which of the two movies did you like *better*?

1. The king was a *just* ruler.
2. I have *just* started this assignment.
3. Everyone worked *hard* on the projects for the science fair.
4. The toast had become *hard* and cold.
5. We have *less* homework than usual tonight.
6. I enjoyed the stage play *less* than the movie.
7. Jess skates *better* than Tony.
8. This book seems *better* than that one.
9. Peggy can swim *faster* than Carol.
10. The jockey wanted a *faster* horse.
11. The explorers climbed a *high* mountain.
12. The plane flew *high* overhead.
13. Linda took a *long* drink of water.
14. How *long* have you waited here?
15. Come *close*, and I'll tell you a secret.
16. The referee made a *close* call.

17. Only one person arrived *late*.
18. The Changs ate a *late* dinner.
19. This is the *most* popular restaurant in town.
20. *Most* people look forward to weekends.

► **Exercise 2** Underline the adjective or adverb in parentheses that best completes each sentence.

Mr. Denton (usual, usually) arrives before seven o'clock.

1. Juanita is a (great, greatly) chess player and a good sport.
2. Mom and Dad appeared (great, greatly) pleased with their anniversary gift.
3. Mitzi (near, nearly) collided with Tim in the doorway.
4. A (near, nearly) miss does not count in basketball.
5. Myra looked (sad, sadly) at her friend's broken glasses.
6. The little puppy looked (sad, sadly) and lonely.
7. The rain came down (sudden, suddenly).
8. There was a (sudden, suddenly) shower this afternoon.
9. What is the (probable, probably) cause of the disease?
10. We have (probable, probably) waited too long.
11. It is (unusual, unusually) cold today.
12. A temperature of seventy seems (unusual, unusually) for February in Iowa.
13. It was an absolutely (perfect, perfectly) summer day.
14. Mr. Murphy told us a (perfect, perfectly) ridiculous joke!
15. Could you (possible, possibly) help me with this math problem?
16. Well, that is one (possible, possibly) solution to the problem.
17. The long white envelope looked quite (ordinary, ordinarily).
18. I would not (ordinary, ordinarily) read a book about computer technology.
19. Jake grew (gloomy, gloomily) toward the end of the day.
20. The picnickers watched the dark clouds (gloomy, gloomily).

Lesson 39**Telling Adjectives and Adverbs Apart II**

Some adjectives and adverbs demand special attention because they can be confusing. *Bad* and *good* are adjectives. They are used after linking verbs. *Badly* and *well* are adverbs. They modify action verbs. When *well* is used after a linking verb to describe a person's health, it is an adjective. *Real* and *sure* are adjectives. They describe nouns or pronouns. *Really* and *surely* are adverbs. *Most* is usually an adjective. When it is part of a superlative, it is an adverb. *Almost* is usually an adverb. When it is followed by an indefinite pronoun, it is an adjective.

ADJECTIVESThe choir sounds **bad**.The grapes are **good**.The roses are **real**.We are **sure** to win.**Most** people like music.**ADVERBS**She sings **badly**.Grapes keep **well**.The roses are **really** pretty.We will **surely** win.The song is **almost** too loud.► **Exercise 1** Underline the word in parentheses that best completes each sentence.Our cat is (real, really) fuzzy.

1. We will (sure, surely) beat the Lions tomorrow!
2. Does this milk taste (good, well) or is it sour?
3. We (most, almost) always have salad with dinner.
4. The wrestler had a (sure, surely) hold on his opponent.
5. Alex didn't feel (good, well), so he stayed home from school.
6. The boxer who landed the (most, almost) punches won the fight.
7. (Most, Almost) everyone in our class was excited about the basketball play-offs.
8. Bagels don't fit (good, well) in our toaster.
9. Don and Maria had a (real, really) good time at the party.
10. I go to (most, almost) every football game.
11. My sister and I behave (good, well) when our grandparents visit.
12. We saw a (real, really) whale when we vacationed at Cape Cod!
13. Are you (sure, surely) you are right about the time of the movie?

- 14. The CD sounds (good, well) on our new disc player.
- 15. (Most, Almost) plants need sun and water.

► Exercise 2 Write in the blank the correct form of the word in italics. If the word is correct, write **C** in the blank.

- _____ **well** _____ Sheila did *good* on her English grammar test.
- _____ 1. The baseball cap looked *well* on Neal’s head.
 - _____ 2. The Mexican food was *real* spicy.
 - _____ 3. Jazz is *surely* popular in New Orleans!
 - _____ 4. Joel *most* never watches TV on school nights.
 - _____ 5. With the help of my calculator, I did *good* on my math homework.
 - _____ 6. We will *sure* go to the mall this weekend.
 - _____ 7. *Almost* politicians have degrees in either political science or law.
 - _____ 8. The sound system in our school auditorium works *badly*.
 - _____ 9. The soccer match was *real* exciting!
 - _____ 10. Jasmine’s grandma knits very *good*.
 - _____ 11. Your messy room looks *badly*.
 - _____ 12. The pepperoni pizza tastes *well*.
 - _____ 13. Mr. Valdez is *surely* about the results.
 - _____ 14. Dolphins are *really* smart mammals.
 - _____ 15. The old car rattled *bad*.

► Writing Link Write one or two sentences comparing your ability to do something this year with your ability to do it last year.

Lesson 40**Avoiding Double Negatives**

Negative words express the idea of *not* or *no*. The adverb *not* often appears in the form of a contraction.

is + not = isn't	do + not = don't	will + not = won't
was + not = wasn't	did + not = didn't	have + not = haven't
were + not = weren't	can + not = can't	could + not = couldn't

Negative words are the opposite of affirmative words. **Affirmative words** show the idea of *yes*. Each negative will have several opposite affirmatives.

NEGATIVE	AFFIRMATIVE	NEGATIVE	AFFIRMATIVE
never	ever, always	nobody	somebody, anybody
nothing	something, anything	nowhere	somewhere, anywhere

Using two negatives in a sentence creates a **double negative**. Avoid using more than one negative in a sentence. Correct a double negative by using an affirmative word in place of one of the negative words.

Incorrect: The teacher **didn't** grade **no** papers.

Correct: The teacher graded no papers. The teacher **didn't** grade any papers.

► **Exercise 1** Underline the word in parentheses that best completes each sentence.

We didn't see (none, any).

1. My father doesn't (never, ever) want to vacation in Florida.
2. Bill doesn't think (nothing, anything) is as much fun as mountain climbing.
3. My mother says she isn't (no, a) swimmer.
4. There weren't (no, any) apples on the tree.
5. There isn't (no, any) easy way to decide where to go.
6. Aaron wasn't (never, ever) able to keep up with the older boys.
7. We didn't see (nothing, anything) interesting at the flea market.
8. The book can't be kept (no, any) longer.
9. My brother didn't break (no, any) windows.
10. The band didn't play (nowhere, anywhere) last week.

11. Did you say you don't (never, ever) make a mistake?
12. Marcy hasn't (no, any) money for the book.
13. We looked for the treasure, but we didn't find (nothing, anything).
14. The pirates didn't intend for (no one, anyone) to find it.
15. Mr. Allen didn't mean (nothing, anything) by his comment.
16. After the picnic there weren't (no, any) potato chips left.
17. The broken glass wasn't (no one's, anyone's) fault.
18. We won't (never, ever) visit that theater again.
19. The police officer yelled, "Don't (nobody, anybody) move!"
20. There wasn't (no, any) popcorn for the movie.

► **Exercise 2** Write a negative in the blank for each of the following affirmative words. Use contractions when possible.

- | | |
|-------------------------|--------------------|
| ever <u>never</u> _____ | |
| 1. will _____ | 11. can _____ |
| 2. one _____ | 12. some _____ |
| 3. anywhere _____ | 13. could _____ |
| 4. did _____ | 14. was _____ |
| 5. have _____ | 15. someone _____ |
| 6. should _____ | 16. would _____ |
| 7. any _____ | 17. were _____ |
| 8. is _____ | 18. anything _____ |
| 9. do _____ | 19. has _____ |
| 10. always _____ | 20. does _____ |



Unit 6 Review

► **Exercise 1** Underline each adverb. Draw an arrow to the word it modifies.

We practiced eagerly for two hours.

1. Rob kicked the ball well.
2. Marlo closed the door quickly.
3. The actors performed the play badly.
4. The music was really beautiful.
5. We arrived late to the movie.
6. The pool will open soon.
7. We always swim in the summer.
8. Alma cheerfully taught her little sister the game.
9. They walk to school nearly every day.
10. Their mother regularly calls them at home.

► **Exercise 2** Complete each sentence with the correct comparative or superlative form of the adverb in parentheses.

Our dog obeys better than he used to. (well)

1. The play will be held _____ than expected. (soon)
2. Of all the animals in the world, the cheetah runs _____. (fast)
3. This writing can be read because you pressed _____ than before. (firmly)
4. Of all the bikers, Ralph climbed the slope _____. (easily)
5. Kendra plays checkers _____ than anyone else. (well)
6. My brother plays the guitar _____ than he thinks. (badly)

Cumulative Review: Units 1–6

► **Exercise 1** For each complete sentence draw one line under each simple subject and two lines under each simple predicate. In each blank write *S* for simple sentence, *C* for compound sentence, or *F* for sentence fragment.

- C Our dog chased the squirrel, and the squirrel chased the mouse.
- _____ 1. Our trip during spring break was a lovely cruise.
- _____ 2. The weather became cool and cloudy.
- _____ 3. We were unhappy with the stove, and we returned it to the store.
- _____ 4. Common errors by the teacher in art class.
- _____ 5. Most of the time we didn't swim in the ocean water.
- _____ 6. Marcia and I went to the movie and walked to the mall.
- _____ 7. Celebrating her birthday.
- _____ 8. Pedro and Marta practiced their song, and they sang it for Mother and me.
- _____ 9. Akeem loved the trip to the desert in Arizona.
- _____ 10. For some groceries for our Thanksgiving dinner at Granddad's house.
- _____ 11. Tomorrow Lance will come to the meeting.
- _____ 12. Rona ate before the movie, but her brother ate afterward.
- _____ 13. Angry at those rude and noisy people in the first few rows.
- _____ 14. Carl sang a solo in choir last week.
- _____ 15. As a child, Mark always seemed happy.
- _____ 16. Susana with her father to the game.
- _____ 17. The cheerleaders are planning the pep rally, but they need more help.
- _____ 18. The space shuttle carried our science experiment on its last flight.
- _____ 19. The contest during the last week of band practice.
- _____ 20. I am looking forward to a career in space, and my brother plans as career as a teacher.

► **Exercise 2** Write in the blank the plural of each noun.

piano pianos

- | | |
|-------------------|------------------|
| 1. team _____ | 11. donkey _____ |
| 2. sister _____ | 12. puppy _____ |
| 3. birthday _____ | 13. bee _____ |
| 4. potato _____ | 14. boss _____ |
| 5. visitor _____ | 15. toy _____ |
| 6. church _____ | 16. fly _____ |
| 7. dog _____ | 17. fox _____ |
| 8. wish _____ | 18. dress _____ |
| 9. library _____ | 19. bush _____ |
| 10. market _____ | 20. lunch _____ |

► **Exercise 3** Write *adj.* in the blank if the word in italics is an adjective. Write *adv.* if it is an adverb.

adj. What a *lovely* tulip!

- _____ 1. The baby has *curly* brown hair.
- _____ 2. At *almost* any moment, the phone may ring with the news.
- _____ 3. The *school* band will perform at the game.
- _____ 4. There was *little* truth to her statement.
- _____ 5. What is your *favorite* show on television?
- _____ 6. Grace *carefully* braided her hair.
- _____ 7. Aunt Beth has *nearly* twenty varieties of house plants.
- _____ 8. Keith moved *rapidly* through the grocery store.
- _____ 9. The reporter followed events *closely*.
- _____ 10. I like my *new* home very much.
- _____ 11. My father works *hard* for a living.
- _____ 12. The new student is very *friendly*.

- _____ 13. Please cut the cake *quickly*!
- _____ 14. The *hardest* part of redecorating my room was choosing the wallpaper.
- _____ 15. A kangaroo jumps *higher* than a rabbit.
- _____ 16. We *almost* always are involved in community service.
- _____ 17. My sister works *long* hours delivering newspapers.
- _____ 18. Abdul tiptoed *sneakily* through the house.
- _____ 19. I *sometimes* curl up on the couch for a nap.
- _____ 20. Juanita enjoys *most* kinds of music.
- _____ 21. My mom becomes very *sleepy* after nine o'clock.
- _____ 22. My family *often* goes to baseball games.
- _____ 23. The jet pilot had *perfect* vision.
- _____ 24. The plumber worked *long* and hard on the broken pipe.
- _____ 25. Josh looked *handsome* in his new suit.
- _____ 26. The backhoe dug a *deep* hole.
- _____ 27. A gray seagull soared *effortlessly* in the sunny sky.
- _____ 28. In a *short* while we'll be ready to go.
- _____ 29. The flag fluttered *wildly* on its broken rope.
- _____ 30. I hurried *downstairs*.
- _____ 31. That is a *hilarious* story.
- _____ 32. Elizabeth cares *deeply* about her patients.
- _____ 33. This program ends *soon*.
- _____ 34. That *antique* chair is fragile.
- _____ 35. Please come *here* quickly.

Unit 7: Prepositions, Conjunctions, and Interjections

Lesson 41 Prepositions

A **preposition** is a word that relates a noun or a pronoun to some other word in a sentence. Most prepositions are single words, but some are made up of two or three words. Prepositions made up of two or three words are called **compound prepositions**.

Park the tractor **behind** the barn.

Victor came **to** the meeting **instead of** Charles.

WORDS COMMONLY USED AS PREPOSITIONS

about	because of	in addition to	over
above	before	in front of	past
according to	behind	inside	since
across	below	in spite of	than
across from	beneath	instead of	through
after	beside	into	throughout
against	between	like (as)	till (until)
ahead of	beyond	near	to
along	but (except)	next to	toward
along with	by (next to)	of	under
among	despite	off	underneath
apart from	down	on	until
around	during	onto	up
as	except	on top of	upon
as well as	for	out	with
aside from	from	out of	within
at	in	outside	without

► **Exercise 1** Draw a line under each preposition and compound preposition.

Jeremiah, please stand by my desk.

- Place the umbrella stand beside the door.
- Lean a little to the left.
- Mom, may I go skating with Suzi?
- You can get extra supplies from the stationery store.

5. Eileen and Miranda have been best friends since third grade.
6. The ground under the trees isn't even wet.
7. We can do this work without any extra help.
8. The paprika is between the onion powder and the pepper.
9. I can stay only until eight o'clock.
10. I found my homework inside my social studies book.
11. We ran five laps around the gym and then practiced shots.
12. Myra lives near Mr. Polumski, who is my English teacher.
13. The airplane flew above the storm.
14. Sprinkle the colored sugar on top of the frosting.
15. Meet me during lunch period.
16. I can meet you in front of the library at four o'clock.
17. Samantha and David ran down the street.
18. Alfie, my golden retriever, relaxes in the shade under the oak tree.
19. Juan shyly stood apart from the other new students.
20. We must be on the train by noon.
21. Jeremy sits third from the left among the other trumpet players.
22. Will you write about John Cabot instead of Abigail Adams?
23. According to Mr. Wolford, you performed beyond all expectations.
24. Everyone went outside the building because of the false alarm.
25. All of these papers except the green ones are for Salem Elementary.
26. Crawl through the tunnel, and climb onto the platform.
27. How did you get inside the house without your key?
28. Go into the stable and look for the saddle soap.
29. During my study time, I came upon this beautiful poem.
30. On top of the mountain the temperature often drops below zero.
31. Put this shovel against the wall and behind the lawn mower.
32. Above the sagging couch hung a broken lamp.

Lesson 42**Prepositional Phrases**

A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or a pronoun called the **object of the preposition**.

The Adirondack Mountains are **in northern New York**. (*New York* is the object of the preposition *in*.)

I will mark the map **for you**. (*You* is the object of the preposition *for*.)

► Exercise 1 Draw a line under the prepositional phrase or phrases in each sentence.

People from countries around the world visit Yosemite each year.

1. Yosemite, in central California, is one of the best-known national parks.
2. It became a national park through the efforts of naturalist John Muir.
3. Yosemite National Park is known for its waterfalls, for its mountains and domes, and for its giant sequoia trees.
4. During the Ice Age, glaciers carved the Yosemite Valley.
5. Small side valleys, also formed by glaciers, have rivers at their bases.
6. These rivers spill over the sides of the mountains in spectacular waterfalls.
7. At 2,435 feet, Yosemite Falls is the highest waterfall in North America.
8. The water in Yosemite Creek spills over the edge in three falls.
9. Two of Yosemite's natural wonders are called El Capitán and Half Dome.
10. El Capitán is the world's largest piece of exposed granite.
11. Half Dome is a piece of granite that looks like a gumdrop cut in half.
12. The Sierra Nevadas are one huge piece of granite.
13. The park contains three separate groves of giant sequoia trees.
14. Among these groves, the Mariposa Grove of Big Trees is the most famous.
15. The largest tree in the park, the Grizzly Giant, is 3,800 years old.
16. According to historians, the name *Yosemite* means "grizzly bear."

▶ Exercise 2 Draw one line under each preposition and two lines under its object.

Naturalists like John Muir left messages for people.

1. John Muir was born in Dunbar, Scotland, in 1838.
2. He was a boy when his family moved to Wisconsin in 1849.
3. When he was a young man, he walked a thousand miles from the Ohio River to the Gulf Coast.
4. Muir studied geology at a university in Wisconsin.
5. There he heard debates about the formation of the Yosemite Valley.
6. He was thirty years old when he first went to California in 1868.
7. Upon his arrival, John Muir fell in love with the land.
8. He devoted his life to the study of nature.
9. He believed erosion from glaciers caused the formation of the Yosemite Valley.
10. Muir did many studies of the Sierra Nevada Mountain Range.
11. In the 1890s, John Muir started the Sierra Club.
12. This club has been active in conservation efforts for a century.
13. John Muir was a friend of Theodore Roosevelt.
14. Teddy Roosevelt was president of the United States from 1901 to 1908.
15. In 1903 Roosevelt and Muir spent a night in Yosemite camping underneath the stars.
16. They listened to sounds of water tumbling down sheer cliffs.
17. After a campfire meal, they slept among the giant sequoias.
18. Muir wanted the valley preserved for all people.
19. Through the efforts of John Muir and with the support of Theodore Roosevelt, the valley became part of Yosemite National Park.
20. Roosevelt's administration made great efforts toward conservation.

Lesson 43**Pronouns After Prepositions**

When a pronoun is the object of a preposition, use an object pronoun, not a subject pronoun.

I backpacked with **my parents** last summer.

I backpacked with **them** last summer.

Use an object pronoun when a preposition has a compound object consisting of a noun and a pronoun or two pronouns.

Mike and Sal usually play tennis with **José and her**.

Pronouns in compound subjects or compound objects can be confusing. When deciding what pronoun to use, read the sentence with only the pronoun. This eliminates extra words and can help you decide if you should use a subject pronoun or an object pronoun.

Mike and Sal usually play tennis with **her**.

The pronoun *who* is a subject pronoun, and the pronoun *whom* is an object pronoun.

Who told you about the trip? From **whom** did you get the details?

Notice that *who* is the subject of the first sentence and *whom* is the object of the preposition *from* in the second sentence.

► **Exercise 1** Write the appropriate personal pronoun above the word or words in italics.

him
We have to go by *Mr. Mahoney* to get out of the room.

1. Armand, stand next to Chico and *Jenna*.
2. Gordon and Sookie will play opposite *Joe and Natasha*.
3. Our teacher is on the second floor with *Mrs. Lane*.
4. Did you get the tickets from *Aunt Beatrice*?
5. Please give a paper to each of *the students*.
6. The banner will be held by *Ling and Claudia*.
7. Let's make room for Alicia between Amy and *Ana*.
8. The serpent costume with the green scales is for *Emilio*.

9. This award really belongs to *all the students in the sixth grade*.
10. For the second picture, I want Diana standing in front of Micah and *Kenneth*.
11. When the cheerleaders make a pyramid, Jenny is on top of *me and everyone else*.
12. In tonight's performance, Kitty Cain will perform instead of *Julia Rice*.
13. You remind me a lot of *a boy I used to know*.
14. We live on the sixth floor, above *the Garcias*.
15. Is everyone here now except *Sonia*?
16. Find a seat near Lydia and *Ryan*.
17. Jimmy, stop wrestling with *your brother*.
18. We will have to leave without *Paul and Mrs. Macchio*.
19. For this song, Audrey stands beside *Betty Jo* and faces the audience.
20. The fifth grade always sits in the bleachers below *the sixth grade*.

► **Exercise 2** Underline the pronoun in parentheses that best completes the sentence.

First find Melissa, and Juan will be right next to (she, her).

1. I think that the Crowleys live across from (they, them).
2. According to (she, her), Monday's practice is cancelled.
3. Rodolfo, who is a new student, sits across from my sister and (I, me).
4. Stacey, I want you to help me instead of (she, her).
5. Stand back to back, lean against (he, him), and then try to sit down.
6. From (who, whom) did you get this information?
7. Jorge, will you please go to the office along with Chad and (he, him)?
8. Everyone form a circle around Mrs. Rodriguez and (we, us).
9. (Who, Whom) else is going with (they, them)?
10. Hillary is in line behind (she, her).
11. Can we rearrange the furniture in Alice's room without (she, her)?
12. (Who, Whom) wanted help from my tutor and (I, me)?

Lesson 44**Prepositional Phrases as Adjectives and Adverbs**

Prepositional phrases serve as adjectives and adverbs. An **adjective phrase** is sometimes a prepositional phrase that describes a noun or a pronoun.

Castles **in Japan** were built differently from European castles. (describes the noun *castles*)

Those **in Japan** often included many courtyards. (describes the pronoun *those*)

An **adverb phrase** is sometimes a prepositional phrase that describes a verb, another adverb, or an adjective.

The first European castles were built **of earth and timber**. (describes the verb *built*)

Later **in history** castles were built out of stone. (describes the adverb *later*)

The chapel was important **in a Christian castle**. (describes the adjective *important*)

► **Exercise 1** Identify the phrase in italics by writing *adj.* in the blank for each adjective phrase or *adv.* for each adverb phrase. Circle the word or phrase it modifies.

adv. Castles served as homes for lords and *as strongholds*.

- _____ 1. How did people live *inside a medieval castle*?
- _____ 2. The main room *in a castle* was the great hall.
- _____ 3. The great hall served *as a bedroom, dining room, and office*.
- _____ 4. Early halls had fireplaces in the middle *of the room*.
- _____ 5. Later, wall fireplaces were introduced, and the lord's table was often *near the fire*.
- _____ 6. The main meal was eaten late *in the morning*.
- _____ 7. Servants *with pitchers* of water helped guests wash their hands before and after eating.
- _____ 8. Some tables had removable legs so the room could be used *for many purposes*.
- _____ 9. The lord's table was often the only table *with fixed legs*.
- _____ 10. Removing the tables used for dining provided space *for entertainment*.

- _____ 11. Later *in the evening* straw mattresses were brought into the great hall for sleeping.
- _____ 12. The floors of some castles were decorated *with tiles*.
- _____ 13. Medieval people rarely used carpets *as floor coverings*.
- _____ 14. Carpets were regarded *as luxuries*.
- _____ 15. Some carpets hung *on the walls* as tapestries.
- _____ 16. Castles built *after the year 1200* often had extra rooms.
- _____ 17. The heat for cooking came *from an open fire*.
- _____ 18. To prevent fires, halls were built away *from the kitchen*.
- _____ 19. Often the kitchen was *in the courtyard*.
- _____ 20. Later the kitchen was connected *to the great hall*.
- _____ 21. Medieval people living in castles ate a variety *of foods*.
- _____ 22. They ate beef, mutton, and many kinds *of wild birds*.
- _____ 23. They served venison and other game *after a hunt*.
- _____ 24. They ate fish *during Lent*.
- _____ 25. Many castles had gardens *with orchards*.
- _____ 26. Northern orchards provided fruit *like apples and pears*.
- _____ 27. Trenchers were flat pieces *of stale bread*.
- _____ 28. Trenchers were used *as plates*.
- _____ 29. The stale bread soaked up the gravy *from the meat*.
- _____ 30. The trenchers could be given *to the poor*.
- _____ 31. Nobles were usually served *by pages*.
- _____ 32. Only rich people had chairs, so most people sat *on benches*.
- _____ 33. Hunting and hawking were enjoyed *as entertainment*.
- _____ 34. In addition, the knights participated *in tournaments*.
- _____ 35. People listened *to musicians and storytellers*.

Lesson 45**Telling Prepositions and Adverbs Apart**

Some words can be used as either prepositions or adverbs. For a word to be a preposition, it must be part of a prepositional phrase. A preposition never stands alone in a sentence. If the word has an object, it is probably a preposition. If the word is not followed closely by a noun or a pronoun that could be an object, it is probably an adverb.

Anastasia is riding her bike **around the neighborhood**. (preposition)

Anastasia is riding her bike **around**. (adverb)

WORDS THAT CAN BE USED AS PREPOSITIONS OR ADVERBS

about	before	down	near	out	through
above	behind	in	off	outside	up
around	below	inside	on	over	

► **Exercise 1** Write *adv.* in the blank if the word in italics is an adverb and *prep.* if it is a preposition.

- adv.* Everyone, please sit *down*.
- _____ 1. I will leave the package *outside* my front door.
- _____ 2. Kyla had a feeling that she had been here *before*.
- _____ 3. Can we hang this picture on the wall *above* my bed?
- _____ 4. Stay with the group. Don't fall *behind*.
- _____ 5. The yacht's entire crew just went *below*.
- _____ 6. Is Stephanie *in* third grade or fourth grade now?
- _____ 7. This book is so good that I can't put it *down*.
- _____ 8. Valerie made a perfect swan dive *off* the ten-foot board.
- _____ 9. Let's put the small box *inside* the larger box.
- _____ 10. Won't you please come *in* and talk?
- _____ 11. Would the children like to come *inside* for a snack?
- _____ 12. I don't see Amanda, but I'm sure she is *near*.
- _____ 13. We've put this *off* long enough.

- _____ 14. Mom locked her keys *inside* the car.
- _____ 15. Put your boots *on* so your feet stay dry.
- _____ 16. Take Lucky *out* for a walk.
- _____ 17. Do you think we can finish this *before* noon?
- _____ 18. The rescuers climbed *up* the fire escape to the third floor.
- _____ 19. We put the trash *outside* on Tuesday nights.
- _____ 20. I'm glad that this project is finally *over*.
- _____ 21. Go *through* the door, and turn left.
- _____ 22. The crowds wouldn't let me *through*.
- _____ 23. Button *up* before you go outside.
- _____ 24. Most female adult gymnasts weigh *about* ninety-five pounds.
- _____ 25. Is it possible to fly *around* the world non-stop?
- _____ 26. Federico always has to be home *before* dinner.
- _____ 27. A piece of paper just fell *behind* the sofa.
- _____ 28. I'll be *around*, so call if you need me.
- _____ 29. We can store these props in the space *below* the stage.
- _____ 30. It's almost noon, so I'm sure she's *up*.
- _____ 31. The Zaharis family lives *down* this street.
- _____ 32. Hang your coat on the rack *near* the back door.
- _____ 33. The book you want is *on* the third shelf.
- _____ 34. We will have recess *outside* today.
- _____ 35. Please go *out* the doors at the front of the gym.
- _____ 36. We went *over* the hill to the picnic area.
- _____ 37. Look *above* and below for the package.
- _____ 38. Everything is still *up* in the air.
- _____ 39. Carefully put the punch bowl *down* on this table.
- _____ 40. What do you think you will be doing *in* twenty years?

Lesson 46**Conjunctions**

A **conjunction** is a word that joins single words or groups of words in a sentence. The most common conjunctions—*and*, *but*, and *or*—are called **coordinating conjunctions**. Coordinating conjunctions can be used to connect individual nouns, pronouns, verbs, adjectives, adverbs, prepositions, phrases, or clauses. Place a comma before the conjunction in a compound sentence.

We scoured **and** scrubbed the kitchen sink.

Simon is very relaxed **or** very lazy.

I have recovered, **but** my sister is still sick.

Correlative conjunctions are pairs of words used to connect words or phrases in a sentence. Correlative conjunctions include *both . . . and*, *either . . . or*, *neither . . . nor*, and *not only . . . but also*.

Both Wanda **and** Emily **are** right-handed.

Neither the coach **nor** Ms. Thomas **is** left-handed.

► **Exercise 1** Circle each coordinating conjunction. Underline the words it connects.

I was thrilled and excited when I heard your news.

1. Maureen or Margaret could help you.
2. Give these packages to him and her.
3. Broad Street runs east and west.
4. I really want to stay home, but my mom says I have to go.
5. The water was cool and clear.
6. Did you travel by plane or by car?
7. We drove over a bridge and through a tunnel.
8. William hemmed and hawed before he answered the question.
9. The flowers smell fresh and delicate.
10. We can write Mandy a letter tonight, or we can call her tomorrow.
11. Was Washington or Jefferson the first president?
12. The Rockies are in the West, and the Alleghenies are in the East.

13. This package came for you and me.
14. Would you like milk or water?
15. Are you sure of your answer, or do you need some time to think?

► **Exercise 2** Underline each coordinating or correlative conjunction.

Both Jackson and Austin are state capitals.

1. Either Danielle or Benjamin has the tickets.
2. My stepfather and mother walk two miles every day.
3. Both Manet and Monet are famous painters.
4. Either a salad or soup comes with the meal.
5. Neither red nor blue is my favorite color.
6. Ms. Torrence or Mr. Rodriguez teaches that course.
7. My cocker spaniel and cat chase each other around the tree.
8. Both the taxi driver and the bus driver drive faster than they should.
9. Neither fruit nor vegetables contain much fat.
10. Either the toast or the pie in the oven is burning.
11. The north trail and south trail end at the foot of the mountain.
12. Neither the garter snake nor the black snake is poisonous.
13. Do you know if either Li or Mason eats meat?
14. If it rains, neither the softball team nor the tennis team practices.
15. An open door or window lets in fresh air.
16. Both my bicycle and my father's car have a flat tire.
17. Can either girls or boys enter the contest?
18. Neither the drug store nor the grocery store sells notebooks.
19. Whenever you do that, Lynn and Morgan laugh.
20. Either a bacteria or a virus causes that disease.

Lesson 47

Interjections

An **interjection** is a word or group of words that expresses mild or strong feeling.

COMMON INTERJECTIONS

ah	congratulations	hooray	ouch
aha	good grief	phew	no
all right	great	oh	ugh
awesome	hey	oh, no	wow
bravo	hi	oops	yes

Since an interjection is not related to other words in the sentence, it is set off from the rest of the sentence by a comma or an exclamation point. Use an exclamation point after an interjection that stands alone, either before or after a sentence. Use a comma before or after an interjection that expresses a mild emotion to separate it from the rest of the sentence.

Yes! I knew you could do it!
 You got front row seats! **Great!**
Congratulations, you passed the test.

► Exercise 1 Underline each interjection.

No way! You go first.

1. Bravo! You won!
2. Hi, I think we met at Jarrod's party.
3. What! You said you were bringing the money!
4. Ah! That sun feels good.
5. Ouch! You stepped on my foot.
6. Yes, I understand you perfectly.
7. I didn't take the last piece of cake. Really!
8. Well, it's about time you got here!
9. No, I haven't seen your sister.
10. Whoops! I didn't realize the floor was so slippery.
11. Oh, no! I left my homework on the bus!

12. I only have one token left, and I need two for the subway. Good grief!
13. My, how you've grown since the last time I saw you!
14. Whew, that sure was a close call!
15. Do I want to go with you to see our favorite movie again? Yes!
16. Phew! That truck just missed us.
17. Oh, well, better luck next time!
18. Rats! They sold the last team sweatshirt an hour ago.
19. Aha! You didn't think I'd be able to find you, did you?
20. Ahem, I believe you're sitting in my seat.

► **Exercise 2** Add to each sentence an interjection that expresses the emotion in parentheses. Add appropriate punctuation.

- _____ **Congratulations!** You got the part. (compliment)
1. _____ I didn't mean to make such a mess. (apology)
 2. _____ that can't be true. (denial)
 3. _____ that's my dessert. (call attention to)
 4. _____ The Eagles are winning at last. (excitement)
 5. _____ That really hurts! (pain)
 6. _____ All the snow has turned to slush. (disgust)
 7. _____ We are already twenty minutes late. (impatience)
 8. _____ I'll be glad to help you. (agreement)
 9. _____ Did you really win ten dollars? (surprise)
 10. _____ Watch out for the car! (call attention to)
 11. _____ That was a great performance. (approval)
 12. _____ The bell rang just as I got to my desk. (relief)
 13. _____ I dropped my glass on the floor! (surprise)
 14. _____ I finally solved the puzzle. (satisfaction)
 15. _____ We were supposed to stop at the store first. (regret)



Unit 7 Review

► **Exercise 1** Identify each word in italics by labeling it *adv.* (adverb), *conj.* (conjunction), *inter.* (interjection), or *prep.* (preposition).

inter. *Unbelievable!* Ramón placed *prep.* *second in* the first race *conj.* *and* won this one.

1. *Wow!* I am so impressed *with* your natural talent.
2. I like most *of* this jewelry, *but* I can buy only one piece.
3. Have you read any stories *by* Jack London *before*?
4. It's supposed to snow six inches *on* Friday, *and* I don't have any boots.
5. *Oh*, are you still practicing *for* your recital?
6. The road *to* success is paved *with* hard work.
7. Does Ezra *or* Camilla have the key *to* the back door?
8. The storage shed is *behind* the garage, which is *next to* the house.
9. Would you rather play a board game *instead of* cards?
10. *Uh-oh*, I'm not sure where I put the envelope *with* the money.
11. I keep the soap *under* the sink, *but* all other cleansers belong *in* this cupboard.
12. *Neither* Yosef *nor* Pauline recognized me *in* the costume.
13. *Phew!* We made it *inside before* the storm.
14. Mr. Golden lives *in* the house *on* the southeast corner *of* this block.
15. Have you seen a jacket *with* zippers *and* snap fasteners *in* the store recently?
16. *Oh, good!* You've got the bag *of* prizes *and* the tickets *for* the games.
17. Sandra felt weak *during* math class, *and afterward* she left for home.
18. My uncle *and* my four cousins have been *inside for* three hours.
19. Towers *like* the one *in* this picture were used *as* watchtowers *or* storage areas.
20. Look *underneath* the bed for my brown shoes *and* the box *with* my sweaters.

Cumulative Review: Units 1–7

► **Exercise 1** Draw one line under the complete subject and two lines under the complete predicate. If the subject is understood, write *you* in the space provided.

- you Give me a chance!
- _____ 1. The gate in our backyard has a lock but no key.
- _____ 2. Does anyone in the audience have any questions?
- _____ 3. Roll up your sleeves.
- _____ 4. You tell a good story!
- _____ 5. The furniture in my bedroom came from my uncle's house.
- _____ 6. Try again.
- _____ 7. Has anyone been to Grand Teton National Park?
- _____ 8. Visit with Grandma sometime this week.
- _____ 9. The evergreen tree bowed under the weight of the snow.
- _____ 10. Everyone but Joe was on time for the meeting.
- _____ 11. Not one more thing will fit in my closet.
- _____ 12. Am I speaking loudly enough?
- _____ 13. Sort these files alphabetically.
- _____ 14. Sharpen these pencils for me.
- _____ 15. I won a great prize!
- _____ 16. You must decide before five o'clock.
- _____ 17. These instructions are confusing!
- _____ 18. Can you show me that step one more time?
- _____ 19. Turn the stereo and the television off.
- _____ 20. Can you believe it!
- _____ 21. Put the milk in the refrigerator right away.
- _____ 22. Mark and Melissa made apple pie for tonight's dessert.
- _____ 23. My mother's second cousin, April, is living with us now.

_____ 24. Can you call my mom or dad for me?

_____ 25. Do you ever use the new software?

► **Exercise 2** Write in the blank the tense or form of the verb indicated in parentheses.

Yesterday we walked through the park at dusk. (*walk*, past)

1. Kisha _____ her advanced dance classes. (*enjoy*, present)
2. Fred _____ dinner right now. (*cook*, present progressive)
3. Opa _____ to Germany and Ghana on the map when she was told to find countries starting with the letter *g*. (*point*, past)
4. Mrs. Morris _____ dolls for years. (*collect*, present perfect)
5. Elizabeth _____ with Barry. (*jog*, present progressive)
6. Mr. Schaffer _____ this report. (*type*, past)
7. This picture _____ my point. (*prove*, present)
8. I _____ to Susan several times already. (*talk*, present perfect)
9. The Coles _____ on Mulberry Street near High Street. (*live*, present)
10. Mr. and Mrs. Thomas _____ in the first row. (*sit*, past)
11. Joshua _____ a lot of time to this project. (*give*, present perfect)
12. Shannon _____ for tomorrow's test. (*study*, present progressive)
13. _____ you _____ in Saturday's meet? (*swim*, future)
14. Mrs. Gunther _____ seventh grade for ten years. (*teach*, past perfect)
15. _____ you _____ to Dallas before? (*go*, present perfect)
16. Dad _____ my hair yesterday. (*cut*, past)
17. I _____ that shirt only once. (*wear*, present perfect)
18. Who _____ this glass? (*break*, past)
19. Jeremy's little brother _____ . (*cry*, past progressive)
20. I _____ flowers to my grandma next week. (*bring*, future)

► **Exercise 3** Identify the word in italics by labeling it *adv.* (adverb), *conj.* (conjunction), *inter.* (interjection), or *prep.* (preposition).

inter. *conj.* *prep.*
Oh, I left my books *and* my money *in* my locker.

1. *Congratulations!* You got the blue ribbon *for* creative arts.
2. *Since* my accident, I ski cross-country *but* not downhill.
3. The basketball team has won its first game *in* two years. *Hooray!*
4. Sylvio, can you find the Indian Ocean *or* the Bay of Bengal *on* this map?
5. *Ouch*, I didn't know the edge *of* the table was so sharp.
6. I actually ran *to* school this morning, *but* I was still late.
7. He left his gloves *on* when he painted the mural *on* the wall.
8. I vacuumed the carpets *but* still have to clean *behind* the couch.
9. *During* the party the dog has to stay *outside* the house.
10. If you can't reach my mom *or* dad, my aunt is probably *around*.
11. You can find an almanac *and* a dictionary *on* the shelf *in* the den.
12. *Oh, no!* I cracked an egg, and the shell fell *into* the batter.
13. *In* 1861 Lincoln offered command *of* the U.S. Army *to* Robert E. Lee.
14. *Along with* Jerry and Phil, I walked *toward* the opening of the cave.
15. Put your book *down*, *and* listen *to* me.
16. *Wow!* Sam says you are fluent *in* English, Spanish, *and* German.
17. Turn your lights *out by* ten o'clock.
18. *Either* close your door, *or* turn the volume *on* your stereo *down*.

Unit 8: Subject-Verb Agreement

Lesson 48

Making Subjects and Verbs Agree

The **subject** and **verb** of a sentence must agree in number. A noun that is singular must have the singular form of the verb. A noun that is plural takes the plural form of the verb.

A **cat sleeps** during the day. (singular noun *cat*, singular verb *sleeps*)
Cats sleep during the day. (plural noun *cats*, plural verb *sleep*)

► **Exercise 1 Draw two lines under the verb in parentheses that agrees with the subject.**

Leroy (rides, ride) his bicycle to school every day.

1. Television (brings, bring) the world into our homes with pictures, or video, and sounds, or audio.
2. The electronic television imaging device (was, were) invented in the 1920s.
3. The first practical TV system (was demonstrated, were demonstrated) at the New York World's Fair in 1939.
4. Early television sets (was, were) crude black and white models.
5. Today, technical advancements (gives, give) us high-quality color pictures.
6. Also, most programs now (comes, come) with stereo sound.
7. Television programs (is based, are based) on movies, plays, books, original screenplays, and short stories.
8. The subjects (remains, remain) the same, yesterday and today.
9. *I Love Lucy* still (serves, serve) as the example for all family shows.
10. *The Mickey Mouse Club* (was, were) first broadcast to "Mouseketeers" throughout America in 1955.
11. Today, their grandchildren (watches, watch) a new program with the same name.
12. Both *Mickey Mouse Club* shows (has, have) music, games, information, and humor.

13. The original *Mickey Mouse Club* (seems, seem) almost foreign to viewers of today's show.
14. However, each show (presents, present) the popular styles of the day.
15. Until the 1960s, a city (was given, were given) only four or five TV channels.
16. Thirty years later, cable TV (brings, bring) many channels into your set.
17. Entire channels (focuses, focus) on one subject.
18. Experts (predicts, predict) 500-channel cable systems in the next few years.
19. Television sets can (shows, show) more than just TV programs.
20. The "Information Superhighway" (combines, combine) computer data, programs, games, and communications.

► **Exercise 2 Underline the subject of each sentence. Then, choose the verb in parentheses that agrees with the subject and write it in the blank.**

Many individuals use television to view the news. (uses, use)

1. A television newscast _____ on the efforts of many different persons.
(relies, rely)
2. The on-air newscasters _____ a small part of a large, mostly unseen team.
(is, are)
3. News programs _____ with a producer. (begins, begin)
4. The producer _____ which stories to cover. (decides, decide)
5. The assignment desk dispatcher _____ reporters and video photographers to different parts of the city. (sends, send)
6. News photographers _____ video cameras to tape whatever stories they cover.
(carries, carry)
7. Back at the station, electronic news gathering (ENG) editors _____ different videotapes and scenes to tell a story. (combines, combine)
8. Each news tape _____ between twenty and ninety seconds. (lasts, last)
9. Live newscasts _____ broadcast from a studio. (is, are)
10. A typical studio _____ about thirty powerful spotlights. (has, have)

Lesson 49**Subject Pronouns and Verb Agreement**

Subject pronouns (*I, you, he, she, it, we, they*) must also agree with the verb.

I **walk**. (First person, singular)

We **walk**. (First person, plural)

You **walk**. (Second person, singular)

You **walk**. (Second person, plural)

He, she or it **walks**. (Third person, singular)

They **walk**. (Third person, plural)

The verbs *have, do, and be* can be main verbs or helping verbs. They must agree with the subject whether they are used as main verbs or helping verbs.

I **am** asleep. (main verb)

I **am** walking. (helping verb)

She **does** good work. (main verb)

They **do** like their work. (helping verb)

You **have** three dollars. (main verb)

You **have** met our new teacher. (helping verb)

► **Exercise 1 Draw two lines under the verb in parentheses that agrees with the subject.**

I (hopes, hope) the movie isn't sold out.

1. Before beginning to eat, they (thanks, thank) their hostess.
2. We always (has, have) to wait for Anne to arrive.
3. She (is, are) planning to read *Little Women* this summer.
4. On the top shelf you (finds, find) the basket of fruit.
5. It (is, are) obvious that the picnic will have to be postponed.
6. He (lives, live) in a town called Woodfield.
7. Walking up to the plate, I (prepares, prepare) to bat.
8. They (has, have) seen the new art exhibit.
9. We usually (packs, pack) our suitcases the day before we leave on a trip.
10. Since it is so late, he (is, are) coming with us.
11. Today you (seems, seem) even happier than usual.
12. Gretchen was going to organize a softball game, but now it (looks, look) like rain.
13. I (practices, practice) singing every day.
14. She (visits, visit) the neighbors twice a week.
15. He (says, say) the park is filled with flowers.

- 16. We (is, are) waving to the boaters from the bridge.
- 17. When shopping for gifts, they (searches, search) for practical items.
- 18. You (paints, paint) beautifully, Irene.
- 19. I (has, have) enjoyed learning to play chess.
- 20. It (is, are) the prettiest garden we have ever seen!
- 21. They (likes, like) to go camping on weekends.
- 22. She (is, are) thinking about buying Christina a new watch.
- 23. Beyond the horizon he (sees, see) the glow of a gorgeous sunset.
- 24. Singing joyously, we (marches, march) toward the stage.
- 25. You (has, have) heard Danny’s new composition, haven’t you?
- 26. It (startles, startle) me when the wind chimes sound unexpectedly.
- 27. We often (stays, stay) at Grandpa’s farm during the summer.
- 28. After running five miles, I (am, are) ready for a rest.
- 29. They (laughs, laugh) whenever they look at themselves in the carnival mirrors.
- 30. He (cooks, cook) delicious Italian meals.
- 31. This month we (is, are) learning how to polka.
- 32. Drew, you (picks, pick) the colors for the decorations.
- 33. He (waits, wait) in the airport restaurant, hoping his plane will arrive soon.
- 34. It (appears, appear) as if the understudy will have to go on tonight.
- 35. Smiling, I (greet, greet) the new member of the class.

► **Writing Link** Write a short paragraph about your favorite team sport. Use at least two subject pronouns, and be sure each subject and verb agree.

Lesson 50

Locating the Subject

Sometimes a prepositional phrase comes between the subject and the verb. The verb must agree with the subject of the sentence and not with the object of the preposition.

The **rooms** near the entrance **have** new windows.

The **air** in the mountains **contains** little oxygen.

In the first sentence, *near the entrance* is a prepositional phrase. The subject of the sentence is *rooms*, which is plural; therefore, the verb that agrees with it, *have*, is also plural. In the second sentence, *in the mountains* is a prepositional phrase. The singular verb *contains* agrees with *air*, which is a singular subject.

You can check for subject-verb agreement by removing the prepositional phrase.

The rooms have new windows.

The air contains little oxygen.

Some sentences begin with *there* or *here*. These words are never the subject of a sentence. Look for the subject after the verb.

There **are** many palm **trees** in Florida.

Here in the city **is** a large **building**.

To make finding the subject easier, rearrange these sentences by placing the subject before the verb in the usual manner.

Many palm **trees are** there in Florida.

A large **building is** here in the city.

► **Exercise 1** Draw one line under the subject. Draw two lines under the verb in parentheses that agrees with the subject.

Each of the girls (has, have) her own locker.

1. The monkeys in the zoo (climbs, climb) trees all day long.
2. Students from all over the country (attends, attend) day camp every spring.
3. Cookies fresh from the oven (tastes, taste) delicious.
4. Drivers from the freight company (travels, travel) across the country.
5. A truckload of band uniforms (arrives, arrive) Saturday.
6. Millions of persons (listens, listen) to radio every day.
7. A sergeant from the police department (teaches, teach) bicycle safety at our school.

8. Roots from the mesquite tree (extends, extend) far below the ground.
9. A ticket for front-row seats (costs, cost) too much.
10. The restaurant with the chairs and tables in front of it (serves, serve) authentic Hawaiian food.
11. Suitcases with an extra pouch (holds, hold) extra clothes.
12. The fireworks at the city park (begins, begin) at 9:30 P.M.
13. Patterns from the Smith Clothing Catalog (requires, require) careful cutting.
14. Teams in the City League (scores, score) more touchdowns than any other teams in the county.
15. Here (is, are) the book that belongs to Kim.
16. The president of the United States (lives, live) in the White House.
17. Hamburgers at this restaurant (comes, come) with tomatoes, lettuce, and cheese.
18. Trees near the top of the mountain (needs, need) more water.
19. The glue on postage stamps (contains, contain) flavoring to make it taste better.
20. The photographer from the school paper (wants, want) us to smile for the class picture.
21. All of the visitors to the museum (receives, receive) a souvenir.
22. The school year in this district (lasts, last) nine months and two weeks.
23. The lockers in this building (stands, stand) more than six feet high.
24. The core of Earth (contains, contain) molten iron.
25. There (is, are) reptile eggs in that leathery covering.
26. Each of the birds in the wetlands (wears, wear) an identification tag.
27. The leader of the circus clowns (works, work) in a bank during the week.
28. The organist in Rhonda's church also (plays, play) at the baseball stadium.
29. The cider from Washington apples (has, have) a pleasant aroma.
30. Class pictures from the 1980s (hangs, hang) in the halls.
31. Light from the sun (reaches, reach) Earth in eight minutes.
32. The sound of the crickets (interrupts, interrupt) the quiet night.

Lesson 51**Agreement with Compound Subjects**

A **compound subject** is two or more subjects that have the same verb. When two or more subjects are joined by *and*, the verb is plural.

William **and** Sandy **live** on the same block.

Both trees **and** flowers **require** sunlight.

Elaine **and** her brothers **play** in the band.

Compound subjects can also be joined by *or*, *either...or*, and *neither...nor*. In these cases, the verb must agree with the subject that is closer to it.

Dana **or** Maria **knows** the answer.

Either Dana **or** his study partners **know** the answer.

Neither the fifth-graders **nor** Dana **knows** the answer.

► **Exercise 1 Draw two lines under the verb in parentheses that agrees with the subject.**

Both Florida and Hawaii (has, have) beautiful beaches.

1. Neither shoes nor jackets (fits, fit) in these lockers.
2. Tomas and his brothers (runs, run) in the marathon every year.
3. Both the mayor and the governor (has, have) offices downtown.
4. Either cotton or wool (feels, feel) comfortable.
5. Elephants and rhinos (lives, live) in the jungles of Africa.
6. Both the orchestra conductor and the musicians (studies, study) classical music for years.
7. Either newspapers or a magazine (contains, contain) advertisements.
8. Martha and Jean (walks, walk) to school when the weather is warm.
9. Neither snow nor ice (stays, stay) on the ground after the spring thaw.
10. Blisters and bruises may (appears, appear) on one's hands after doing yardwork.
11. Heat or smoke by the door (warns, warn) of a fire on the other side.
12. Both badminton and tennis (uses, use) a net to divide the two halves of the court.
13. Bowlers and gymnasts (competes, compete) indoors.

14. Neither skateboards nor roller skates (is permitted, are permitted) in the parking area.
15. In many cities, cars and bicycles (shares, share) the same road.
16. Both glass and plastic (holds, hold) water.
17. Neither the dancers nor the instructor (thinks, think) the stage is too slippery.
18. Palm trees and bushes (provides, provide) shade.
19. Dolphins and whales (belongs, belong) to the same order of mammals.
20. Mrs. Trinh and Mr. Walton (teaches, teach) at City College in the summer.
21. Orange juice or grapefruit juice (has, have) plenty of Vitamin C.
22. Carpenters and electricians (serves, serve) apprenticeships before starting their own businesses.
23. Either the ocean or the pool (is, are) a pleasant place to relax.
24. Electric bulbs and candles (creates, create) light.
25. African elephants and Indian elephants (has, have) different facial features.
26. Yarn and silk (is used, are used) for embroidery.
27. Both the arcade and the amusement park (closes, close) after Labor Day.
28. A map or a navigation chart (shows, show) where to find the coral reef.
29. Billboards and posters (advertises, advertise) new movies.
30. Neither wood nor bricks (keeps, keep) out all of the cold weather.
31. Both dogs and cats (enjoys, enjoy) running in the park.
32. Joel and Adam (plays, play) video games on weekends.
33. Neither boots nor galoshes (leaks, leak) in wet weather.
34. Gerbils and hamsters (runs, run) on stationary wheels.
35. A calculator or a computer (solves, solve) difficult math problems.
36. Kanisha and John (sings, sing) a duet in the school play.
37. A postcard or an entry form (is, are) acceptable.
38. A pitcher and a catcher (communicates, communicate) with hand signals.
39. Neither a mop nor a sponge (absorbs, absorb) all the water.
40. Water and oil (does, do) not mix.



Unit 8 Review

► **Exercise 1** Draw two lines under the verb in parentheses that agrees with the subject.

There by the building (is, are) a large tree.

1. The Amazon River basin (covers, cover) one-third of Brazil.
2. A cool breeze (chills, chill) the air on a hot summer day.
3. Sharks (roams, roam) the oceans looking for things to eat.
4. Yoshi (plays, play) the clarinet in the school band.
5. We (has seen, have seen) this movie before.
6. Ashley (prefers, prefer) French fries to potato chips.
7. Our teacher (goes, go) to the beach every summer.
8. Cartoons (has, have) many hand-drawn scenes.
9. Young children (imitates, imitate) the actions of their parents, sisters, and brothers.
10. Professional athletes (trains, train) for years to learn their sport.
11. A bugle (sounds, sound) similar to a trumpet.
12. Toni (wants, want) to play goalie next quarter.
13. Birds (flies, fly) from one tree to another.
14. She (sings, sing) in the church choir.
15. Mushrooms (grows, grow) in damp, dark forests.
16. A canoe (holds, hold) one or two people.
17. My city (has, have) a large fireworks display every Fourth of July.
18. Cactus plants (retains, retain) water.
19. I (rides, ride) the number 8 bus to go to school.
20. The theater (shows, show) a new movie every two weeks.
21. The leaders of every country (talks, talk) to each other once a year.
22. A hike up the mountain (requires, require) plenty of strength.

Cumulative Review: Units 1–8

► **Exercise 1** Draw one line under each complete subject. Draw two lines under each complete predicate.

The fish in the pond swam back and forth.

1. Everyone at the party had a great time.
2. This book has many interesting facts.
3. Each contestant chose a category and answered a question.
4. A bubbling brook meandered through the mountains.
5. Christopher opened the mysterious box, but Lisa closed it quickly.
6. The rally ended with two stirring speeches and the singing of the national anthem.
7. An explosion came from the chemistry lab.
8. Sixteen teams will play in the annual tournament.
9. Cardinals and blue jays are common in this area.
10. The Tylers are moving to Chicago in February.
11. We will study black holes in science class today.
12. Some television programs seem educational as well as entertaining.
13. Our field hockey team won the championship last year, and they may win again this year.
14. Dad tells funny jokes at the dinner table.
15. You should try white-water rafting sometime.
16. Talia asked about the value of the gemstones.
17. The cooking instructor taught us a recipe for beef burgundy.
18. The recreation center has an indoor swimming pool.
19. Jackie is flying home for her grandma's birthday.
20. Silence reigned throughout the large library.

► **Exercise 2** Write the part of speech of the italicized word in the blank. Use these abbreviations: *N* (noun), *V* (verb), *pro.* (pronoun), *adj.* (adjective), *adv.* (adverb), *prep.* (preposition), *conj.* (conjunction), and *int.* (interjection).

- adj. We have *three* maple trees in our backyard.
- _____ 1. Todd *raced* to the corner store.
- _____ 2. Pictures *in* the museum hang on special hooks.
- _____ 3. *Conservation* of rare animals requires careful planning.
- _____ 4. The pedals *on* a bicycle spin in both directions.
- _____ 5. Student athletes are *constantly* working, either in the classroom or on the playing field.
- _____ 6. *Wow!* That band plays great music.
- _____ 7. Alison *and* Sydney rode the roller coaster twice.
- _____ 8. *He* always brings his lunch in a brown paper sack.
- _____ 9. Mom bought a *blue* sweater to wear with her white skirt.
- _____ 10. Carrie *often* stops at the music store after school.
- _____ 11. Give your ticket to the *usher*.
- _____ 12. Yesterday *we* tried the new Mexican restaurant.
- _____ 13. Roberto really *enjoyed* his trip to the planetarium.
- _____ 14. The letter contained valuable information, *but* Nora did not know what to do with it.
- _____ 15. *Well*, I always thought he would come back to his hometown.
- _____ 16. Lucia was *truly* surprised at the reception she received.
- _____ 17. The ball of yarn rolled *under* the dining room table.
- _____ 18. The poem was *long*, but it was also quite beautiful.
- _____ 19. The firecracker *exploded* into a hundred twinkling lights.
- _____ 20. Jasmine adored the playful *puppy* in the pet shop window.

► Exercise 3 Draw two lines under the verb in parentheses that agrees with the subject.

The men in my family (has, have) red hair.

1. Members of the soccer team (wears, wear) special shoes for wet fields.
2. Squirrels in the park (gathers, gather) nuts for the winter.
3. The announcer on TV (says, say) it is going to rain this weekend.
4. A camel's water supply (lasts, last) for many days.
5. The cans of paint (weighs, weigh) seven pounds each.
6. Vacations by the beach (ends, end) too quickly.
7. The runners on sleds easily (glides, glide) over fresh snow.
8. Libraries and museums (adds, add) culture to a city.
9. Hot chocolate or soup (warms, warm) you up on a cold winter day.
10. Old trunks and treasure chests (hides, hide) many interesting things.
11. Oil and gas (forms, form) underground.
12. Both Democrats and Republicans (campaigns, campaign) for political offices.
13. Neither rivers nor streams (runs, run) uphill.
14. Factories and mills (manufactures, manufacture) products for people to buy.
15. Both frogs and toads (croaks, croak) in the swamps.
16. A bell or chimes (rings, ring) on the hour.
17. The space shuttle and satellites (orbits, orbit) Earth.
18. Neither Will nor his sisters (rides, ride) our school bus this year.
19. Sand and cactus plants (bakes, bake) in the desert sun.
20. Both butterflies and moths (goes, go) through several stages of development.
21. Either a coat or a parka (provides, provide) warmth in the winter.
22. Dolphins and tuna (swims, swim) in groups.
23. Either a rainbow or floods (follows, follow) a storm.
24. Both decorations and ornaments (brightens, brighten) up a room.
25. Statues and monuments (honors, honor) outstanding individuals.

Unit 9: Diagramming Sentences

Lesson 52

Diagramming Simple Subjects and Simple Predicates

To diagram a sentence, first draw a long horizontal line. Then draw a short vertical line that crosses the horizontal line. Write the simple subject to the left of the vertical line. Write the simple predicate to the right of the vertical line. When diagramming sentences, use capital letters as they appear in the sentence, but do not use punctuation.

Dynamite explodes.

 Dynamite | explodes

Write only the simple subject and the simple predicate in this part of the diagram. Remember that the simple predicate can include a helping verb.

The dynamite will explode on schedule.

 dynamite | will explode

► **Exercise 1** Diagram only the simple subject and the simple predicate of each sentence.

1. The store opens early on Saturday.
2. My aunt works as a chemist.

3. A torch lit the way.

7. They named the collie pups Wynken, Blynken, and Nod.

4. The football team burst onto the field.

8. Tazu came to the library.

5. The Giraldis traveled through Italy last summer.

9. This movie is almost three hours long.

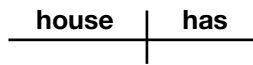
6. The heavy rainfall soaked the dry soil.

10. The sixth-grade girls won the volleyball tournament.

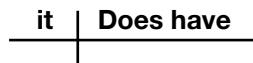
Lesson 53**Diagramming the Four Kinds of Sentences**

The simple subject and the simple predicate of four kinds of sentences are diagrammed below. Notice that the location of the simple subject and the simple predicate in a sentence diagram is always the same, regardless of word order in the sentence. In an interrogative sentence the simple subject often comes between the two parts of a verb phrase. In an imperative sentence the simple subject is understood to be *you*.

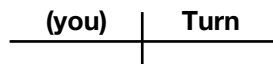
Declarative: The house has central heat.



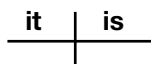
Interrogative: Does it have air conditioning?



Imperative: Turn down the thermostat at ten o'clock.



Exclamatory: How warm it is in this room!



► **Exercise 1** Diagram only the simple subject and the simple predicate.

1. Eli Whitney invented the cotton gin.
2. The ice cream will melt there.

3. How much money do you need?

6. What a good movie that was!

4. Why did Sally call the emergency squad?

7. How odd this is!

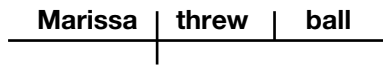
5. What caused the stain on the living room rug?

8. Put the leftovers in the refrigerator.

Lesson 54**Diagraming Direct and Indirect Objects and Predicate Words**

In a sentence diagram, the direct object is placed to the right of a vertical line after the action verb.

Marissa threw the ball.



Similarly, place the predicate noun to the right of the linking verb. Draw a slanted line to separate the verb from the predicate noun.

Today's special is blackened swordfish.

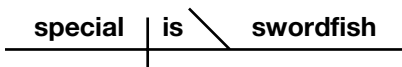
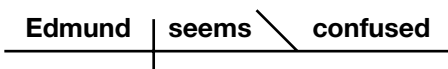


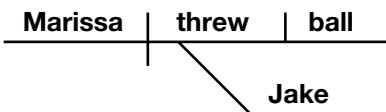
Diagram a predicate adjective just as you would diagram a predicate noun.

Edmund seems confused.



In a diagram, the indirect object sits on a line below and to the right of the verb. Draw a slanted line to connect the indirect object to the verb.

Marissa threw Jake the ball.



► **Exercise 1** Diagram the simple subject, simple predicate, direct or indirect object, and predicate noun or adjective.

1. The library needs volunteers.
2. Yoshitaka finished the pizza.

Name _____ Class _____ Date _____

3. Mom gave me a hug.

6. Aunt Eleanor bought me tickets.

4. The sudden rain soaked the ground.

7. This watermelon tastes so sweet!

5. Please hand me that bowl.

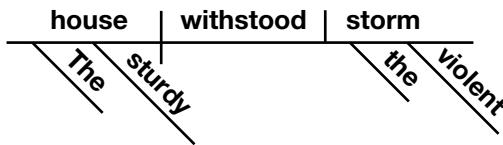
8. Katherine read Alexandra a story.

Lesson 55

Diagramming Adjectives and Adverbs

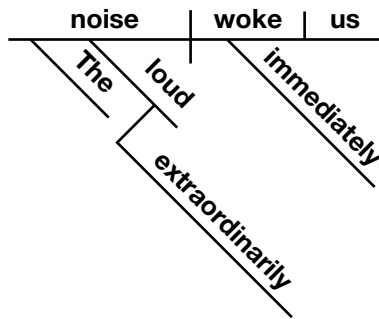
An **adjective** modifies a noun or a pronoun. In a diagram write the adjective on a slanted line beneath the noun or the pronoun it modifies. Diagram possessive nouns and pronouns and the articles *a*, *an*, and *the* just as you would diagram other kinds of adjectives.

The sturdy house withstood the violent storm.



An adverb can modify a verb, an adjective, or another adverb. Notice how adverbs are diagrammed.

The extraordinarily loud noise woke us immediately.



► Exercise 1 Diagram each sentence.

1. The beautiful cherry blossoms attract many visitors.
2. The bright colors caught the infant's attention.

3. Anne slept late yesterday.

6. Do not give me so much spaghetti!

4. The wren chirped merrily.

7. Alfonso always works very carefully.

5. The long, curvy road suddenly disappeared.

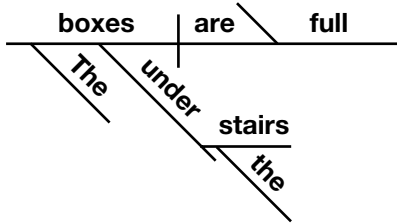
8. This lesson confuses me somewhat.

Lesson 56

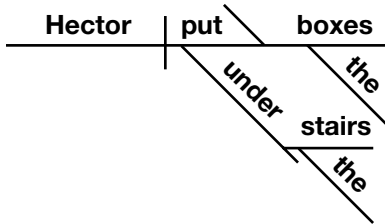
Diagramming Prepositional Phrases

All prepositional phrases, whether used as an adjective or as an adverb, are diagrammed the same way.

Used as an adjective: The boxes under the stairs are full.



Used as an adverb: Hector put the boxes under the stairs.



► Exercise 1 Diagram each sentence.

1. Toni's letter from Italy arrived earlier.
2. The garden under the grape arbor is Grandma's favorite.
3. My brother paints pictures of lions.
4. Put your coat on a hook by the back door.

5. The shelves beneath the books hold family heirlooms.

8. Mr. Larkspur's surprise was the package outside the classroom door.

6. The brick house above the river's delta was built in the last century.

9. The flags of all the participating countries fluttered in the breeze.

7. Can you come to my house after the game?

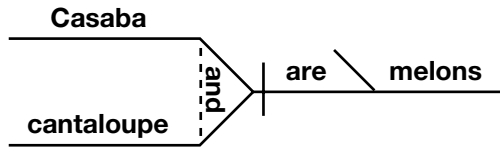
10. We built a platform for my bed above my other furniture.

Lesson 57

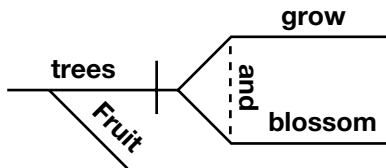
Diagramming Compound Sentence Parts

When you diagram compound parts of a sentence, place the second part of the compound below the first.

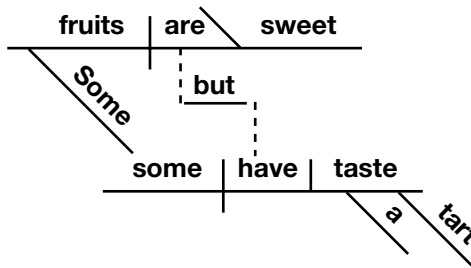
Compound Subject: Casaba and cantaloupe are melons.



Compound Predicate: Fruit trees grow and blossom.



Compound Sentence: Some fruits are sweet, but some have a tart taste.



► Exercise 1 Diagram each sentence.

1. Geanna or Rodolfo could do the artwork.
2. The library and the post office close at noon on Saturday.

3. It rains often and hails seldom.

6. Irene and Hoshi raked the leaves, and Toshiko and Olivia carried them.

4. Peter pushed the door, but it was heavy.

7. Bright colors and unusual shapes will help these posters.

5. Dad vacuumed and dusted.

8. Sharps and flats can change the mood of the music.



Unit 9 Review

► **Exercise 1** Diagram each sentence.

1. Do you know Mr. Sweeney?
2. Mrs. Peterson sent us six blankets for the refugees.
3. Give Glenda the extra tickets.
4. The excited children scampered quickly into the decorated room.
5. My brother plays a harmonica, and my sister sings.
6. Eugene and Edgar usually like the same things.

Cumulative Review: Units 1–9

► **Exercise 1** Write **S** if the sentence is a simple sentence, **C** if it is compound, or *frag.* if it is a sentence fragment.

- C Robins sing, and turkeys gobble.
- _____ 1. Cats meow, and dogs bark.
- _____ 2. Wind moves sailing ships, but a motor powers a speedboat.
- _____ 3. Jenny and Francine went to the Somerset County Fair together.
- _____ 4. The antique biplane on the wide cement runway.
- _____ 5. Miriam studies French every day, but Askalu studies Swahili only once in a while.
- _____ 6. My brand-new computer has a hard drive and a modem.
- _____ 7. Growing in the garden, down by the old broken birdbath.
- _____ 8. The grass needs mowing, and the garage needs painting.
- _____ 9. I forgot all about that big history test on Monday.
- _____ 10. The brand-new notebook and the dirty blue jacket.
- _____ 11. I shall seal this big envelope, and Darla will mail it for me.
- _____ 12. Those bananas are growing browner every day.
- _____ 13. My aunt Kanya still reads to me from her collection of storybooks.
- _____ 14. The gray clouds made the day dreary.
- _____ 15. Jeff saw his friends Tommy and Jamal in the park.
- _____ 16. Lightning flashes frighten me, but I like the sound of thunder.
- _____ 17. Why is the road crew working in front of our house again?
- _____ 18. In spite of its appearance, our old car runs pretty well.
- _____ 19. Do you remember the Smith family: Michael, Brandon, Sara, and Elizabeth?
- _____ 20. Bright red robin on the long, twisted tree branch.
- _____ 21. Your new ten-speed bicycle flies down the road so swiftly and smoothly!
- _____ 22. I smell that delicious apple pie, and I can almost taste it.
- _____ 23. Exciting stories about actual events and real heroes.

- _____ 24. Cindy and Carla quite often practice their music after school.
- _____ 25. Glenn could come tomorrow, but he cannot make it today.
- _____ 26. The canary's song is soothing.
- _____ 27. Mr. Raintree sings one part, and we follow with ours.
- _____ 28. A stormy sea and high winds, black sky and occasional lightning.

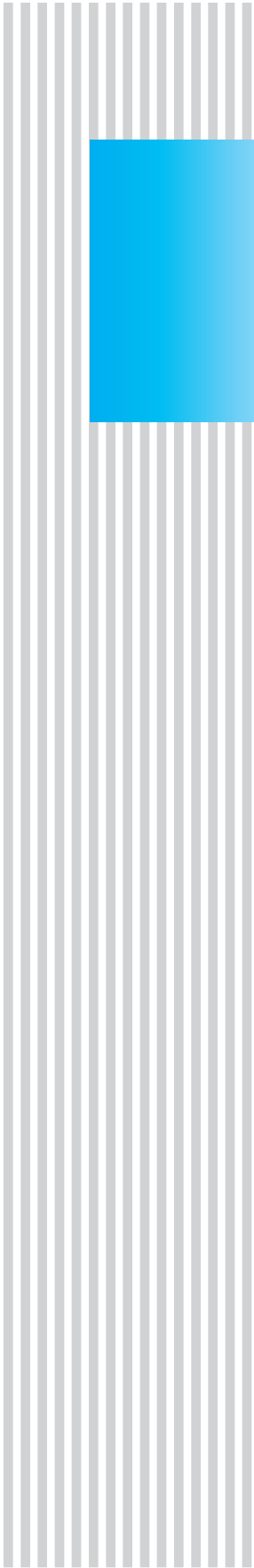
► **Exercise 2** Write *P* if the verb is in the present tense, *pres. prog.* if present progressive, *pres. perf.* if present perfect, *past* if past tense, *past prog.* if past progressive, and *past perf.* if past perfect.

- pres. perf. _____ The puppy *has stolen* one of Dad's new blue slippers.
- _____ 1. Ms. Johnson *was giving* a test in the next room.
- _____ 2. The hours *creep* by slowly on rainy afternoons.
- _____ 3. I *am drawing* a picture for art class.
- _____ 4. Sally *had woven* that scarf before her twelfth birthday.
- _____ 5. *Have you ever ridden* a horse?
- _____ 6. I *woke* up at four in the morning.
- _____ 7. The flowers *have grown* fast in this wet weather.
- _____ 8. Your voice *reminds* me of someone else.
- _____ 9. Conor *threw* the final strikeout pitch in our game against Central.
- _____ 10. Who *has seen* my old green jacket?
- _____ 11. I *collect* rocks, stamps, and old coins.
- _____ 12. The fans *stared* at their favorite actor as he walked in.
- _____ 13. Sharon *sings* in the choir.
- _____ 14. That dog *has bitten* people before.
- _____ 15. They *have weathered* many storms throughout their years together.
- _____ 16. *Are you leaving* soon?
- _____ 17. Paul *had swept* the room carefully.
- _____ 18. The maple trees *provide* shade on a hot day.
- _____ 19. Mrs. Baughman *has paid* me for mowing her yard.

- _____ 20. I *am holding* the ladder steady.
- _____ 21. The snow *has come* at last!
- _____ 22. The wind *rattles* the window panes.
- _____ 23. My bird feeder *hangs* on a limb outside my bedroom window.
- _____ 24. The baron *rose* and stood by the window, dreaming of his princess.
- _____ 25. The meat *had not frozen* properly.
- _____ 26. I'm *teaching* my puppy to sit, roll over, and fetch.
- _____ 27. That tree *has stood* there for hundreds of years.
- _____ 28. The little field mouse *hides* timidly under the tulip leaves.

► **Exercise 3** Write *pro.* if the italicized noun is a proper noun, *com.* if it is a common noun, or *col.* if it is a collective noun. For nouns that are both common and collective, write *col.*

- col. The *group* has decided not to pay for a new slide projector.
- _____ 1. The *family* will buy this land for a new store.
- _____ 2. *Mrs. Smith* will teach our class next week.
- _____ 3. *Dr. Johnson* says a lot of funny things when I visit him.
- _____ 4. When will the *legislature* vote on that bill?
- _____ 5. The Carlson's *dog* is always in our yard.
- _____ 6. *Tom Sawyer* is one of my favorite story characters.
- _____ 7. The cheerleading *squad* will practice after school on Tuesday.
- _____ 8. What's the name of the *actor* who played the butler?
- _____ 9. *President Abraham Lincoln* is my favorite American leader.
- _____ 10. According to Bob, our *class* will go on a field trip next week.
- _____ 11. The *alligator* crossed the road right in front of us!
- _____ 12. The giant *battleship* is now a war memorial for our state.
- _____ 13. My brother's army *battalion* will pass through our town today.
- _____ 14. The *clouds* looked like white feathers on the underwing of the sky.
- _____ 15. Although *cricket* is played with a ball and a bat, it is different from baseball.



Usage

Glossary



Unit 10: Usage Glossary

Lesson 58

Usage: *accept to a lot*

Words that are similar are sometimes misused.

accept, except *Accept* means “to receive.” *Except* means “other than.”

Linda **accepted** the award. Kim knew all of the answers **except** two.

all ready, already *All ready* means “completely prepared.” *Already* means “by this time.”

The Flints were **all ready** for their vacation. I **already** mowed the lawn.

all together, altogether *All together* means “in a group.” *Altogether* means “completely.”

The puppies ran **all together**. Albert was **altogether** sure of the song’s title.

a lot *A lot* means “very much.” It is always two words. Because *a lot* is unclear, it is better to use words such as *often*, *many*, or *much*.

Mr. Alvarez called the hospital **often**. She showed **much** courage.

► **Exercise 1** Underline the word or words in parentheses that best complete each sentence.

Mitsuyo did not (accept, except) money for weeding her grandmother’s garden.

1. Our clothes were (all together, altogether) ruined by the old washing machine.
2. My mother makes spaghetti for dinner (a lot, often).
3. (Accept, Except) for tying my shoes, I was (all ready, already) to go.
4. My aunts and uncles could not remember the last time they were (all together, altogether).
5. Emilio is (all ready, already) studying for the test.
6. It rains (a lot, often) in the summer.
7. Cody had (all ready, already) eaten breakfast by the time we woke up.
8. The marching band got (a lot of, very much) exercise.
9. Dana was (all together, altogether) surprised by the birthday party.

10. (Accept, Except) for a few loyal fans, the stadium was empty.
11. The deer were (all ready, already) to protect their young.
12. Does the arcade (accept, except) tokens or coins?
13. By the time Mom arrived to pick us up, we had (all ready, already) left.
14. My friends and I go to (a lot of, many) movies.
15. The village was (all together, altogether) destroyed by the floods.

► **Exercise 2** Write in the blank the correct form of the word or words in italics. If the sentence is correct, write **C** in the blank.

- | | |
|---------|--|
| already | When we arrived, the party had <i>all ready</i> begun. |
| _____ | 1. The vending machine will not <i>except</i> dollar bills. |
| _____ | 2. Our drama teacher asked if we would rather practice <i>all together</i> or alone. |
| _____ | 3. The sun had <i>all ready</i> set when we left the picnic. |
| _____ | 4. <i>All together</i> we earned fifteen dollars. |
| _____ | 5. It was hard for the basketball team to <i>except</i> the defeat. |
| _____ | 6. Our backpacks full, Ted and I were <i>already</i> for the long hike. |
| _____ | 7. <i>Accept</i> for the lima beans, my sister eagerly ate everything on her plate. |
| _____ | 8. Dinner was <i>already</i> when we got home. |
| _____ | 9. My cousin was <i>already</i> walking by the time she was nine months old! |
| _____ | 10. The camp was quiet <i>accept</i> for the chirping of crickets. |
| _____ | 11. We were <i>all together</i> stunned by the news. |
| _____ | 12. We liked the new Russian exchange student <i>a lot</i> . |
| _____ | 13. The frisky puppy was <i>all ready</i> for the walk. |
| _____ | 14. We rode every roller coaster at the park <i>accept</i> one. |
| _____ | 15. The CDs are piled <i>altogether</i> on the shelf in my closet. |

Lesson 59**Usage: *beside to chose***

beside, besides *Beside* means “next to.” *Besides* means “in addition to.”

The ducklings waddled **beside** their mother.

Besides the goldfish, we have only one pet.

among, between Use *between* for two people, things, or groups. Use *among* for three or more people, things, or groups.

The pizza place is **between** the laundromat and the drugstore.

A little boy was **among** those hurt in the accident.

choose, chose *Choose* means to “to select.” *Chose* is the past tense of *choose*.

Harriet didn’t know which drink to **choose**.

Yesterday the kitten **chose** the ball of string to play with.

► **Exercise 1** Underline the word in parentheses that best completes each sentence.

(Beside, Besides) my coat, I wore gloves and a hat.

1. Because I couldn’t do both, I had to choose (among, between) piano and flute lessons.
2. Kesia (choose, chose) two challenging computer games to play.
3. The contest was (among, between) our two classes.
4. Marty carefully (choose, chose) a book from the library.
5. The yellow bus parked (beside, besides) the football field.
6. A picture of my grandparents appeared (among, between) the photographs in the attic.
7. Last Saturday we (choose, chose) a shady spot for our picnic.
8. (Beside, Besides) Kim, who else will volunteer to pass out tests?
9. (Among, Between) the two cities was an old bridge.
10. Cheng-Yu is standing (beside, besides) the water fountain.
11. The little boy knew he had to (choose, chose) a balloon.
12. I will (choose, chose) a movie everyone will like.
13. (Beside, Besides) skating, I also like swimming.

- 14. (Among, Between) the books at the library were several about the Civil War.
- 15. The chair (beside, besides) me was empty.

► **Exercise 2** Write in the blank the correct form of the word in italics. If the italicized word is correct, write *C* in the blank.

 beside

The boy standing *besides* me in the picture is my cousin Tom.

- 1. To earn money for college is *among* the reasons my brother got a summer job.
- 2. *Between* all the flowers in the garden was a patch of weeds.
- 3. The squirrel *choose* a hiding place for its nuts.
- 4. *Beside* an entertaining elephant act, the circus also presented a funny clown show.
- 5. Meagan *chose* chocolate ice cream for dessert.
- 6. Tara left her glasses on the table *besides* the bed.
- 7. The magician told me to *chose* any card from the deck.
- 8. Last night Tonya *chose* the runt of the litter as her new puppy.
- 9. The exciting soccer game *among* the two schools ended in a tie.
- 10. The whole family will *chose* a name for the kitten.
- 11. Dad took a picture of me standing *beside* the Liberty Bell.
- 12. A seashell was *between* the many souvenirs I brought home.
- 13. Because it was so hot yesterday, Akira and I *chose* to go swimming.
- 14. *Beside* soccer, Michael also plays hockey.
- 15. My book fell into the space *among* the couch and the wall.

► **Writing Link** Choose one or two of the word pairs in this lesson. Write a humorous sentence that will help you remember how to use those words correctly.

Lesson 60**Usage: *in to learn***

in, into *In* means “inside.” *Into* indicates an action toward the inside.

The pie was baking **in** the oven. The batter hit the ball **into** the outfield.

its, it's *Its* is the possessive form of *it*. *It's* is the contraction of *it is*.

The cat licked **its** paws after eating. **It's** a good idea to exercise.

lay, lie *Lay* means “to place.” *Lie* means “to recline.”

I always **lay** my jacket on the chair. The doctor told the patient to **lie** on the cot.

learn, teach *Learn* means to “to gain knowledge.” *Teach* means “to give knowledge.”

We **learned** a new Spanish word. Edward **teaches** his brother basketball plays.

► **Exercise 1** Underline the word in parentheses that best completes each sentence.

(Its, it's) not often that we see a raccoon in our backyard.

1. Our cat likes to (lay, lie) on the windowsill and look outside.
2. Ellen slowly poured the milk (in, into) a glass.
3. The dog wagged (its, it's) tail when I scratched its ears.
4. Tomorrow our teacher will (learn, teach) us about the layers of Earth's crust.
5. Miyoki is putting the cookie dough (in, into) the oven.
6. (Its, It's) important to get a good education.
7. Because I've never used a printer before, I asked Mrs. Vega to (learn, teach) me how.
8. (Lay, Lie) your pencils down after finishing the quiz.
9. My mom keeps a big old trunk (in, into) our basement.
10. The cheetah was (laying, lying) in the cool grass.
11. Children can (learn, teach) to swim at a very young age.
12. The monkey scratched (its, it's) stomach and screeched with pleasure.
13. Mark began to (lay, lie) the dishes on the counter.

14. Cheryl dove (in, into) the water with a huge splash.

15. Do you think (its, it's) harder to get up early when it is cold outside?

► **Exercise 2** Write in the blank the correct form of the word in italics. If the italicized word is correct, write *C* in the blank.

into My mother drove the car *in* the garage.

- _____ 1. Elliot tried to *learn* his baby parakeet to say "Hello."
- _____ 2. We raked the leaves and put them *into* big bags.
- _____ 3. If you *lie* the marshmallow on a hot surface, it will melt.
- _____ 4. Marsha wants to *teach* several French words before she goes to Quebec.
- _____ 5. The festival was held *into* the school's gymnasium.
- _____ 6. We know better than to *lie* wet towels on the floor.
- _____ 7. Juan played chess with his friends *in* the living room.
- _____ 8. I got goosebumps as we walked *in* the cold movie theater.
- _____ 9. Florida has Tallahassee as *its* capital city.
- _____ 10. Can you *learn* me to do that neat card trick?
- _____ 11. *Its* too late in the season to go bird watching.
- _____ 12. Laura is *learning* to play the piano.
- _____ 13. The watchdog bared *it's* sharp, white teeth.
- _____ 14. After the race we were ready to *lay* down and rest.
- _____ 15. Alfonso is sitting *in* the dentist's waiting room.

► **Writing Link** Write a brief paragraph describing your house or apartment. Include the words *in, into, its, it's, lay, and lie*.

Lesson 61**Usage: *leave to sit***

leave, let *Leave* means “to go away.” *Let* means “to allow.”

Don't **leave** before saying good-bye. The guard won't **let** them inside the fence.

loose, lose *Loose* means “not firmly attached.” *Lose* means “to misplace” or “to fail to win.”

Mike's clothes were **loose** after he lost weight. Did you **lose** the video game?

raise, rise *Raise* means “to cause to move up.” *Rise* means “to move upward.”

The cat **raises** its head when the door opens. Dough **rises** slowly.

set, sit *Set* means “to place” or “to put.” *Sit* means “to place oneself in a seated position.”

Fido likes to **set** his chin on my knee. Jason was grateful to **sit** down.

► **Exercise 1** Underline the word in parentheses that best completes each sentence.

The team could not afford to (loose, lose) another game.

- Ricardo will (set, sit) the oars inside the canoe.
- Dad will (leave, let) me help him paint the fence in our backyard.
- I always (raise, rise) the blinds in my room, rain or shine.
- My little sister's front tooth is (loose, lose).
- The curtain in the auditorium squeaks when it (raises, rises).
- Our group sometimes (sets, sits) in the library for long periods of time.
- My sister (leaves, lets) me interview her for my school project.
- Warm air always (raises, rises).
- The (loose, lose) shutters flapped in the breeze.
- If we (leave, let) by six, we can make it to the early movie.
- Jill will (sit, set) her books down so that she can help Angel with her crutches.
- The candidate will (raise, rise) many issues if she is elected.
- If your shoestrings are too (loose, lose), you could fall and get hurt.

14. Will your parents (leave, let) you camp out in the backyard?
15. (Sit, Set) a bowl of milk on the floor for the kitten.
16. Luis was careful not to (loose, lose) his lunch money.
17. We were often reminded to (sit, set) up straight.
18. Dad had to (leave, let) work early to pick us up.
19. The fog seemed to (raise, rise) off the ground.
20. As we hike we are careful to watch for (loose, lose) rocks.

► **Exercise 2** Write in the blank the correct form of the word in italics. If the italicized word is correct, write **C** in the blank.

- _____ rise Hot-air balloons *raise* from the ground.
- _____ 1. Mom will *let* me watch TV if my homework is done.
 - _____ 2. We *rise* the flag every morning.
 - _____ 3. My dad always *sets* at the head of the table.
 - _____ 4. Paul is careful not to *lose* his door key.
 - _____ 5. I often *leave* my brother ride my bike.
 - _____ 6. Our dog sometimes gets *lose*.
 - _____ 7. The cake we baked never seemed to *raise*.
 - _____ 8. Can we *leave* the party early?
 - _____ 9. Do you think we will *loose* the gymnastics meet?
 - _____ 10. I helped my brother *sit* the table.
 - _____ 11. Please *let* your bike in the bike rack.
 - _____ 12. Zach always seems to *lose* his radio.
 - _____ 13. Will you *leave* me ride your skateboard?
 - _____ 14. The chain on her bike is always *loose*.
 - _____ 15. The day we went fishing we saw the sun *raise*.
 - _____ 16. My dad has to *leave* by seven to go to work.
 - _____ 17. I always *set* on a beanbag chair when I read.
 - _____ 18. The mechanics had to *raise* the car to see under it.

Lesson 62**Usage: *than to whose***

than, then *Than* introduces the second part of a comparison. *Then* means “at that time” or “after that.”

A viola is larger **than** a violin. Let’s eat dinner, and **then** we’ll play tennis.

their, they’re *Their* is the possessive form of *they*. *They’re* is the contraction of *they are*.

They put on **their** uniforms. **They’re** playing basketball tonight.

to, too, two *To* means “in the direction of.” *Too* means “also” or “to an excessive degree.” *Two* is the number after one.

We go **to** the bank. May I go, **too**? The soup is **too** hot.
Jo drank **two** glasses of juice.

who’s, whose *Who’s* is the contraction of *who is*. *Whose* is the possessive form of *who*.

Who’s going to the movie? **Whose** tickets are these?

► **Exercise 1** Underline the word in parentheses that best completes each sentence.

Australia is the only country that is a continent (to, too).

- Australia is smaller (than, then) any of the other continents.
- It is bordered by (too, two) oceans, the Indian Ocean and the Pacific Ocean.
- Australia is made up of five mainland states, one island state, and (too, two) territories.
- Captain James Cook, (whose, who’s) voyages led him (to, too) Australia, claimed it for Great Britain in 1770.
- Australians were influenced by the English in (they’re, their) language and customs.
- If you go to Australia, (than, then) you must drive on the left side of the road!
- Animals native (to, too) Australia include kangaroos, platypuses, koalas, and wallabies.
- For Australians, wheat is one of (their, they’re) main crops.
- Mining is an important economic activity, (two, too).
- Australia has a different type of government (than, then) the United States.
- It is a commonwealth (whose, who’s) legislative body is a parliament.

12. Canberra, Australia's capital, is smaller (than, then) most state capitals.
13. Sydney, which is home (to, too) the Sydney Opera House, is the largest and oldest city.
14. The interior of the country, called the *outback*, is where people have (they're, their) cattle and sheep farms.
15. There are few paved roads for these farm families, so (their, they're) quite isolated.

► **Exercise 2** Write in the blank the correct form of the word in italics. If the italicized word is correct, write *C* in the blank.

- _____ *who's* An Aborigine is a person *whose* native to Australia.
- _____ 1. Today, however, *their* only a small portion of the Australian population.
 - _____ 2. Before the Europeans came *too* Australia, the Aborigines made up a large part of Australia's population.
 - _____ 3. Nearly five hundred different groups, speaking many different languages, existed *then*.
 - _____ 4. The Aborigines were nomads *whose* migratory way of life allowed them to have few belongings.
 - _____ 5. They existed by doing *to* things—hunting and gathering.
 - _____ 6. Religion was a large part of their culture, *to*.
 - _____ 7. *They're* belief was that humans were a part of nature.
 - _____ 8. *Their* part of a society based on a kinship system.
 - _____ 9. *Their* artistic productions included ritual objects, cave paintings, and engravings.
 - _____ 10. Drama, dance, and poetry played an important role in their culture, *too*.
 - _____ 11. *Than*, after Europeans arrived about 1788, Aboriginal societies diminished.
 - _____ 12. Those *who's* societies continued were unable to maintain their cultures.
 - _____ 13. Australian Aborigines are now more a part of modern Australia *then* they used to be.
 - _____ 14. *Their* entitled to the same rights as other Australian citizens.
 - _____ 15. *They're* people whose identity and heritage are important to them.



Unit 10 Review

► **Exercise 1** Underline the word in parentheses that best completes each sentence.

I reminded Leah not to leave, let) without saying good-bye.

1. The plane moved (in, into) the hangar for repairs.
2. Swimmers had to choose (among, between) morning or afternoon practices.
3. (Beside, Besides) being fun, tennis is also good exercise.
4. Darryl (choose, chose) the striped scarf instead of the plain one.
5. After school I sometimes (lay, lie) down and take a nap.
6. Alejandra wants to (learn, teach) kindergarten someday.
7. We (all ready, already) had plans when Aunt Karen called.
8. Tammy is almost ready to (accept, except) the responsibility of baby-sitting.
9. We were (all together, altogether) exhausted after a day at the science museum.
10. (Its, It's) not unusual to find harmless snakes in the woods.
11. Taking the subway is quicker (than, then) taking the bus.
12. Randy (leaves, lets) me borrow his new CD.
13. (Whose, Who's) umbrella was left on the bus?
14. (Raise, Rise) your hand if you're interested in going on the field trip.
15. Candy always (sets, sits) with us at lunch.
16. The youth groups are holding (their, they're) annual picnic.
17. Ana is (to, too) sick to want to go to the movie.
18. (Whose, Who's) in charge of taking attendance?
19. Our neighbors have a bicycle made for (too, two).
20. He will attend college and (than, then) go on to medical school.

Cumulative Review: Units 1–10

► **Exercise 1** Draw a vertical line between each subject and predicate. Draw one line under each simple subject and two lines under each simple predicate.

The marching band | will play at the parade.

1. Corinne sings in the choir at church.
2. The crying child was calmed by his mother.
3. The ice cream melted in the sun.
4. The pizza parlor becomes busy every Friday night.
5. Our math teacher rarely gives us homework.
6. All of the sixth graders are going on a field trip.
7. Several inches of snow fell overnight.
8. Tracy forgot her lunch today.
9. Most meteor showers come from the debris of comets.
10. Mark Twain was the pen name of the author Samuel Clemens.
11. Mark, Isaiah, Shana, and Micah met Mr. Lee on their way to the new mall.
12. The ocean water tasted salty.
13. The families in our neighborhood save and recycle their cans and newspapers.
14. The salad with the artichoke hearts tasted delicious.
15. The black stallion ran away and jumped over the fence.
16. Our team did well in the game on Saturday.
17. Bala is my sister's science tutor.
18. The student committee voted for a car wash on Saturday.
19. The soccer team won its third game in a row.
20. My uncle's job a car and a uniform.

► **Exercise 2** Draw two lines under each verb or verb phrase. In the blank write the tense or form of the verb: *present, past, future, pres. prog.* (present progressive), *past prog.* (past progressive), *present perfect, or past perfect.*

- _____ **future** _____ Kelly will go to the museum with her sister.
- _____ 1. Yumiko arrived after dinner.
- _____ 2. By the age of five, Jen had learned many songs on the piano.
- _____ 3. We visit my grandfather once a week.
- _____ 4. The members of the orchestra were tuning their instruments.
- _____ 5. I have already finished my homework.
- _____ 6. My aunt is flying in from Kansas tonight.
- _____ 7. Chuck had been a Boy Scout for two years.
- _____ 8. The frog was jumping from rock to rock.
- _____ 9. I will have a paper route next year.
- _____ 10. Terry auditions for all the school plays.
- _____ 11. Where is Wendy playing tennis?
- _____ 12. Kevin sprained his ankle during the basketball game.
- _____ 13. I have never bowled before.
- _____ 14. The cat had eaten its dinner early.
- _____ 15. The gymnasts were practicing their dismounts.

► **Exercise 3** Fill in the blank with the correct pronoun. Then circle the antecedent of the pronoun.

Brenda could use some help with her homework. **She** is falling behind.

1. The Shermans visited last summer. _____ have five children.
2. We read that book in English. _____ is an interesting one.
3. José was involved in many sports. _____ had to find time to finish his essay.
4. The track coach broke his leg, so _____ will be out for a month.
5. Brian and Takeo played tennis. Jill and I watched _____ .
6. Judy put her glasses in her backpack because _____ didn't want to lose them.

7. The chipmunk buried the nuts. It would need _____ in the winter.
8. Mi Ling lost her pen, so I gave _____ mine.
9. The dogs were barking, and _____ woke me up.
10. The monkeys at the zoo were very playful. _____ entertained us for an hour.
11. Moisha and I solved the mystery. _____ were proud of ourselves.
12. Mrs. Lopez went to aerobics class every Sunday. It helped _____ stay healthy.
13. We took the recipes out of the box and organized _____.
14. My mom and I finished shopping, and then the bus took _____ home.
15. Rafael had a sore throat, so his dad took _____ to the doctor.

► **Exercise 4** Underline each adjective and circle each adverb. Ignore the articles *a*, *an*, and *the*.

I was very glad I could fix the old bicycle.

1. My family finally bought a new minivan.
2. Julie described Boston as a beautiful city.
3. Benito already has a positive attitude.
4. Liz works extremely hard to get good grades.
5. A large rock partially covered the entrance to the cave.
6. Museums typically display rare paintings.
7. We walked quickly toward the warm campfire.
8. The red car stopped abruptly in front of the house.
9. The unique gift completely surprised Olivia.
10. Kevin carefully carved the wood into a small horse.
11. The open gate thumped loudly against the post.
12. Would the red cover look better than the blue one?
13. The band concert ended with a fast march.
14. Priscilla ran fast to catch the early bus.
15. The autumn leaves fell early this year.



Mechanics



Unit 11: Capitalization

Lesson 63

Capitalizing Sentences, Quotations, and Salutations I

To **capitalize** means to begin a word with a capital letter. Capitalize the first word of every sentence.

This assignment is due early next week.

The first word of a direct quotation is capitalized if the quotation is a complete sentence.

Mrs. Crawford said, “**S**tart with the dictionary.”

Sometimes other words interrupt a direct quotation. Do not capitalize the beginning of the second part of an interrupted quotation unless the second part begins a new sentence.

“Start with the dictionary,” said Mrs. Crawford, “**w**here you can find a lot of useful facts.”

“Start with the dictionary,” said Mrs. Crawford. “**Y**ou can find a wealth of useful facts in the dictionary.”

► **Exercise 1** Draw three lines under each lowercase letter that should be capitalized. Write **C** in the blank if the sentence is correct.

- _____ “do you know,” asked Mrs. Crawford, “anybody in history named Webster?”
 _____ 1. “Daniel Webster,” answered Mark, “lived a long time ago.”
 _____ 2. “yes, he did,” responded the teacher. “do you know another Webster?”
 _____ 3. “I do,” ventured Tasha. “did he write *Webster’s Dictionary*?”
 _____ 4. the other students did not add anything to the discussion.
 _____ 5. everyone knew a project was waiting to be assigned.
 _____ 6. “who wants to research dictionaries?” thought Arnoldo. “i certainly don’t.”
 _____ 7. Noah, however, thought that words were interesting to study.
 _____ 8. “I want everyone to look in an encyclopedia,” said Mrs. Crawford.
 _____ 9. she suggested topics such as “dictionary,” “lexicographer,” and “Noah Webster.”

- _____ 10. “hey,” thought Noah, “maybe Noah Webster invented the English language. that’s where I’m going to start.”
- _____ 11. “then,” Mrs. Crawford added, “write five sentences.”
- _____ 12. “give them to me on Friday,” the teacher said. “on Monday we will share our information.”
- _____ 13. Noah decided to start right away.
- _____ 14. first Noah looked in the encyclopedia under “Noah Webster.”
- _____ 15. He didn’t see anything about Noah Webster’s inventing the English language.
- _____ 16. however, the article noted that Noah Webster was an American lexicographer.
- _____ 17. “‘Lexicographer’ is one of the suggested topics,” Noah said to himself.
- _____ 18. “I don’t know what that word means,” said Noah out loud, “but I’m going to find out.”
- _____ 19. “Then I will know what’s so important about Noah Webster,” he continued.
- _____ 20. Noah looked for the word *lexicographer* in the dictionary.
- _____ 21. “well, what do you know?” whistled Noah. “a lexicographer writes dictionaries!”
- _____ 22. Noah read some interesting articles about Noah Webster.
- _____ 23. he was eager to share information in class on Monday.
- _____ 24. Noah also wanted to hear what the other students had learned.
- _____ 25. on Monday the teacher asked for volunteers.
- _____ 26. Kofi reported, “he was born in Connecticut in 1758.”
- _____ 27. “he fought with Washington in the Revolutionary War,” added Jeff.
- _____ 28. Marianne added that he wrote a spelling book and a dictionary.
- _____ 29. “*Webster’s Dictionary* was the first American dictionary,” contributed Noah.
- _____ 30. he further explained, “Webster put new words in his dictionary, and he changed the spelling and pronunciation of others.”
- _____ 31. “webster wanted his book to be a dictionary of American English.”
- _____ 32. “the really important thing that Noah Webster did,” Noah said, “was to help make American English its own language.”

Lesson 64**Capitalizing Sentences, Quotations, and Salutations II**

Remember to capitalize the first word of a sentence and the first word of a direct quotation that is a complete sentence.

"My pen pal," said Mark, "lives in Germany."

"How long have you been writing to him?" asked Thad. **"Does he have a friend?"**

Do not capitalize the first word of an indirect quotation. An indirect quotation does not appear in quotation marks and does not give a person's exact words.

Thad said that he had been writing to Karl for a year.

Capitalize the first word in the salutation of a letter. Capitalize the title and the name of the person you are addressing. Capitalize the first word in the closing of a letter.

Dear **P**resident **L**incoln,

Yours very truly,

► **Exercise 1** Draw three lines under each lowercase letter that should be capitalized. Draw a slash (/) through each capital letter that should be lowercase. Write **C** if the item is correct.

- _____ Marty said **T**hat he appreciated our help.
- _____ 1. dear Mrs. lamont,
- _____ 2. Harriet said that **Y**ou would help me with my report.
- _____ 3. "Did Juan finish raking your leaves yesterday?" asked Mrs. Perez.
- _____ 4. "yes," said Mr. Sakamoto, "And he did a fine job."
- _____ 5. Your Friend,
- _____ 6. Sara Jane said **S**he liked the movie we saw.
- _____ 7. Jeff wants to know **I**f **Y**ou will go with him.
- _____ 8. Zorah shouted, "watch out below!"
- _____ 9. Who said, "give me **L**iberty or give me death"?
- _____ 10. Dear senator **S**mith,
- _____ 11. Sincerely yours,
- _____ 12. did you ask your mother **I**f I could stay overnight?

- _____ 13. The principal told us To do our best.
- _____ 14. dear aunt Jo and Uncle bill,
- _____ 15. Bess told me her grandmother never learned to drive.
- _____ 16. Respectfully Yours,
- _____ 17. “have you seen the new science teacher, Beth?” asked Randy.
- _____ 18. “I met her this morning,” replied Beth. “she seems very smart.”
- _____ 19. someone told me She used to teach at a university.
- _____ 20. Dear friends and relatives,
- _____ 21. Did you suggest that I Give up my paper route?
- _____ 22. no one knows Those children have never seen a real cow.
- _____ 23. “have you decided what to get Mom for her birthday?” asked Meg.
- _____ 24. “she might like an embroidered sweater,” suggested Drew, “Or maybe a wallet.”
- _____ 25. Yours affectionately,
- _____ 26. I had never heard That Sandra was a champion marbles player.
- _____ 27. Dear Grandma and grandpa Wilson,
- _____ 28. Has anyone mentioned that There will be a test in math tomorrow?
- _____ 29. she said You would help her study.
- _____ 30. with love and gratitude,

► **Writing Link** Write a paragraph about your favorite summer activity. Capitalize sentences correctly.

Lesson 65**Capitalizing Names and Titles of Persons I**

Capitalize names of people and initials that stand for names.

Bonnie Morris **Carl M. Lustek** **P. J. Carter**

Capitalize the names and abbreviations of academic degrees and professional titles that follow a person's name. Capitalize *Jr.* and *Sr.*

Raul Espinoza, **Bachelor of Science** Nelson Davies, **D.D.S.**
Kate Strong, **Registered Dietitian** Lester Linston **Sr.**

Capitalize words that show family relationships when used as titles but not when they follow an article or a possessive noun or pronoun.

Uncle Frankie Diane's **grandmother** my **sister** an **aunt**

Always capitalize the pronoun *I*.

Are you really interested in what **I** think?

► **Exercise 1** Draw three lines under each lowercase letter that should be capitalized. Draw a slash (/) through each capital letter that should be lowercase. Place a check (✓) before each sentence with correct capitalization.

- _____ For years Kaya has taken piano lessons from Mrs. carter.
- _____ 1. My interest in names comes naturally; my *F*ather's name is Jonathon Apple.
- _____ 2. Most people can hardly believe that mom's name is Carmel.
- _____ 3. They are really amazed when they hear that my name is Candy.
- _____ 4. I never bother telling them about grandma and grandpa MacIntosh!
- _____ 5. I think it's interesting, too, that sometimes a person's name matches his or her job.
- _____ 6. For example, we bought my glasses from Arthur Sites, o.d.
- _____ 7. My *U*ncle's knee surgery was performed by Inez Bonecutter, M.D.
- _____ 8. I know it's hard to believe, but I've seen a sign for James McCracken, doctor of chiropractic.
- _____ 9. My favorite, though, is William R. Crooks, sheriff of Fayette County, Ohio.

- _____ 10. Sometimes a perfectly ordinary name becomes special when you see the last name first.
- _____ 11. For example, Susan Jolly is listed in the phone book as Jolly Susan!
- _____ 12. Through using the phone book, i've uncovered many great names.
- _____ 13. Henry Reeder holds a doctorate in literature.
- _____ 14. Jackie Ford Jr. owns a car dealership.
- _____ 15. Sometimes i see an interesting last name and wonder where it comes from.
- _____ 16. I guessed the origin of the last name *Pretty* had to do with appearance.
- _____ 17. According to the *New Dictionary of American Family Names*, the name *pretty* is an English name that means "the crafty, cunning man."
- _____ 18. The dictionary also revealed that the name *mondello* comes from the Italian for "the little, cute, clean man."
- _____ 19. *Frid* comes from the Swedish word for "peace."
- _____ 20. From the Polish language comes the name *sobota*, "one who always does something on Saturday."
- _____ 21. Surely you can see by now why i collect names.
- _____ 22. If you'd like to collect names, too, let other people know that you are a collector.
- _____ 23. Aunts, Uncles, and other family members often are willing to help out.
- _____ 24. My Cousin Lisa told me about a classmate whose name is Bea Cool.
- _____ 25. grandpa's name, godfrey, is German for "God's peace."

► **Writing Link** Write five sentences about someone in the news. Include his or her title if you can. Use proper capitalization in each sentence.

17. Is it king henry VIII of England who was married to six queens?
18. Please tell mrs. gustafson that mr. swensen is here.
19. Was winston churchill the prime minister of England in 1944?
20. Her full legal name is rebecca jane katherine stevenson.

► **Exercise 2** Draw three lines under each lowercase letter that should be capitalized. Draw a slash (/) through each capital letter that should be lowercase. Write C in the blank if the sentence is correct.

- _____ How long is your grandmother staying with mrs. grossman?
- _____ 1. Will mr. bowman consider running for mayor next year?
- _____ 2. Please send this report to both the Teacher and the Principal.
- _____ 3. Perhaps you will meet the senator today.
- _____ 4. The Police Officer's name is Amanda Rogers.
- _____ 5. A woman is the lieutenant governor of our state.
- _____ 6. This is lieutenant governor bernardo mansa.
- _____ 7. Next summer I will visit my aunt in Mexico.
- _____ 8. Show these pictures of major sullivan to Grandma Rose.
- _____ 9. First my dad took me to see dr. norton, who is an Internist.
- _____ 10. This lawyer advertises himself as morey walsh, j.d.
- _____ 11. It's been more than two years since I've seen uncle Roberto.
- _____ 12. Abraham lincoln was the sixteenth President of the United States.
- _____ 13. Was Andrew Johnson or Andrew Jackson Vice President under Lincoln?
- _____ 14. Maria's Aunt spoke to my class about safety.
- _____ 15. Did you locate the information, captain?
- _____ 16. Mr. mayor, will you be in your office this afternoon?
- _____ 17. For my social studies report, I have to interview the mayor and one of his assistants.
- _____ 18. Harriet Snelling is our family Doctor.

Lesson 67**Capitalizing Names of Places I**

Capitalize the names of cities, counties, states, countries, continents, geographical features such as mountains and rivers, and sections of a country.

Mount Vernon	Westchester County	New Jersey
Ethiopia	Africa	Indian Ocean
the Grand Canyon	Bering Strait	Olentangy River
Bay of Bengal	Cape of Good Hope	Ohio River Valley
Mount Everest	the Northwest	New England

Capitalize the names of streets and highways as well as the names of specific buildings, bridges, and monuments.

Royal Forest Boulevard	Avenue of the Americas	Pulaski Skyway
World Trade Towers	Golden Gate Bridge	Lincoln Memorial

Do not capitalize words like *city*, *state*, *mountain*, *river*, *street*, and *bridge* if they are not part of a specific name.

On our trip we drove through ten states and five major cities, but we did not see any mountains.

Turn left at the next street, and take the bridge over the river.

► **Exercise 1** Draw three lines under each lowercase letter that should be capitalized.

Names like illinois and arizona remind us of our country's beginnings.

- Many place names in the united states are spelled in a way that made sense to someone from france or england or spain.
- The mississippi river is named from a word meaning "great river."
- Explorers in the southwest asked the Pimas what they called the area.
- The Pimas used the word *arishoonak*; that name later became arizona.
- One group in the south cleared thickets to make room for food.
- The group gave their name to the state of alabama; the word for which this state was named means "thicket clearers."
- The word *mesikami* became the word for the state of michigan and lake michigan.

8. The Sioux word for *friends* was translated into the names for north dakota and south dakota.
9. The Iroquois called one River *oheo*, which means “beautiful.”
10. Do you recognize this word as the name of Ohio and the Ohio river valley?
11. The Ute people gave their name to one of the western states, utah.

► **Exercise 2** Draw three lines under each lowercase letter that should be capitalized. Draw a slash (/) through each capital letter that should be lowercase.

Do you know why the city of baltimore is in the ~~S~~tate of Maryland?

1. We can learn some history by investigating the names of our Cities and streets, Mountains and rivers.
2. Ask yourself why there is a crockett st. in san antonio, texas.
3. Why is a lake in Northern New York called lake champlain?
4. Why is the city of pontiac in michigan while joliet is in illinois?
5. The hudson river is in New York.
6. Then why is there a hudson bay in northern Canada?
7. Is there a story behind williamsburg, virginia?
8. In what city is the empire state building?
9. Where do you think the benjamin franklin bridge is?
10. Why do many names in the southwest come from spain?
11. Sometimes the name of a City, such as *jamestown*, tells us when it was named.
12. jamestown was founded in 1607 when James Stuart was king of england.
13. Who ruled england when charleston and williamsburg were named?
14. Names such as *pittsburgh* and *pennsylvania* refer to important people.
15. William Penn founded pennsylvania; pittsburgh was named for William Pitt.
16. Even names of Streets can tell us about a City’s early history.
17. Many cities have a street named main street or broad street.
18. These Streets were probably the major Street or the broadest Street in town.

Lesson 68**Capitalizing Names of Places II**

Capitalize compass points when they refer to a specific section of the country but not when they indicate direction. Do not capitalize adjectives formed from words showing direction.

the **W**est **C**oast the **S**outheast north of **A**tlanta southern **e**xposure

Capitalize the names of specific places but not the articles and prepositions that are part of geographical names.

Tucson, **A**rizona the **W**est **I**ndies the **U**nited **S**tates of **A**merica

► **Exercise 1** Draw three lines under each lowercase letter that should be capitalized. Draw a slash (/) through each capital letter that should be lowercase. Write **C** in the blank if the sentence is correct.

_____ We live South of indianapolis, Indiana.

_____ 1. You will find lake Erie to the North of Ohio.

_____ 2. Look for the northeast in Maine, New Hampshire, and Vermont.

_____ 3. I would like to see The Missouri river someday.

_____ 4. We traveled through santa fe, New Mexico, last August.

_____ 5. My house sits to the east of Main Street.

_____ 6. The Grand canyon has many wonderful views for the tourist to marvel at.

_____ 7. Did you hear about the earthquake in The San Fernando valley?

_____ 8. The Northwestern part of my State is fairly flat.

_____ 9. Samantha lives northwest of Carson City, Nevada.

_____ 10. We went fishing in The Columbia River last year.

_____ 11. Southwestern Kansas is not much different geographically than Southeastern Kansas, I'd say.

_____ 12. My friends live on the broad coastal plain of northern Germany.

_____ 13. The country of Colombia lies to the South of Panama.

_____ 14. That Northerly breeze cools off everything in the valley.

- _____ 15. Search for the great Salt lake within the boundaries of the state of Utah.
- _____ 16. I would like to travel to the south Pacific one day.
- _____ 17. Travel west from Ohio, and you will find indiana.
- _____ 18. The Atlas mountains rise on the Western edge of the Sahara.
- _____ 19. My grandfather came from Hunan Province, located in the Southeastern area of central China.
- _____ 20. The famous train known as the *Orient Express* ran Eastward from Paris to Istanbul, turkey.
- _____ 21. Aunt Sally was born in duluth, Minnesota.
- _____ 22. My uncle has a house on cape Cod, which I would like to visit one day.
- _____ 23. What states make up the American Midwest?
- _____ 24. My great-great-grandmother came through the Cumberland gap, located in Northeastern Tennessee.
- _____ 25. We traveled North from London, england, to Edinburgh, scotland, in one day.
- _____ 26. My friend Rosanna is from montevideo, the capital of uruguay.
- _____ 27. The state of south Australia has a Capital named Adelaide.
- _____ 28. Sri Lanka is a large island to the south of India.
- _____ 29. The famous town of timbuktu developed beside a river in Western Africa.
- _____ 30. Ancient galatia is now part of North Central Turkey.

► **Writing Link** Write three sentences about the land features in your community. Include names of buildings, streets, or geographical features.

Lesson 69**Capitalizing Other Proper Nouns and Adjectives I**

Capitalize proper nouns and adjectives but not common nouns and adjectives.

Mark Klees a punctuation **mark** **New York City** a city in New York

Capitalize the names of clubs, organizations, businesses, institutions, and political parties. Capitalize brand names but not the nouns following them.

the **Rotary Club** **Girl Scouts of America** **Imperial Products, Inc.**
Rockefeller Foundation the **Republican party** **Spinoff yarn**

Capitalize the names of important historical events and periods of time. Capitalize the names of days of the week, months of the year, and holidays, but not the names of the seasons.

the **Civil War** the **Ice Age** summer
Saturday **August** the **Fourth of July**

► **Exercise 1** Draw three lines under each lowercase letter that should be capitalized.

We will start the book on monday.

1. Tony joined the boy scouts last september.
2. President Kennedy founded the peace corps in the 1960s.
3. What do you think of anna's art work as a name for my store?
4. Hashim goes to franklin middle school; Lenny goes to Reeseville high.
5. Will you be a democrat or a republican when you are old enough to vote?
6. We buy only summer's bounty frozen vegetables.
7. Teddy Roosevelt led the Rough Riders in the spanish american war.
8. Did the bronze age come before or after the iron age?
9. I would like to see her by thursday.
10. I think of memorial day, labor day, and the fourth of july as summer holidays.
11. My brother joined the united states navy last may.
12. The tasty company makes pretty good snacks.

13. My father works for sunny products corporation.
14. Mom registered our dog with the American kennel club.
15. My brother applied to two colleges, kenyon college and miami university.
16. Our Aunt Nellie belongs to the local chapter of the green thumbs garden club.
17. People living in the stone age made beautiful things from a variety of rocks.
18. The war of 1812 occurred between 1812 and 1815.
19. England has two major political parties, the conservative party and the labor party.
20. We learned about the middle ages in a history class.
21. My favorite time of the year is fall.
22. Robert E. Lee commanded the army of northern virginia in the Civil War.
23. The handy help company repaired the damaged portions of our roof.
25. The revolutionary war involved many famous soldiers and statesmen.
26. Are new movies first shown on tuesday or on wednesday?
28. I love winter in january, with its snow, deep blue sky, and silent nights.

► **Exercise 2** Draw three lines under each lowercase letter that should be capitalized. Draw a slash (/) through each capital letter that should be lowercase. Write C in the blank if the sentence is correct.

- _____ Maybe we will visit you in april instead of march.
- _____ 1. Have you ever heard of a Club called The knights Of columbus?
- _____ 2. Ichiko is writing a paper on the Mexican-American War.
- _____ 3. Bob's new Store, party machine, sells trinkets for democrats and republicans.
- _____ 4. My first School was north broadway preschool.
- _____ 5. Our Spring Vacation starts on friday, march 27.
- _____ 6. The Fashion show featured designs from bangles and beads boutique.
- _____ 7. We speak spanish at home and english Everywhere else.
- _____ 8. Joni and I bought Hats from mexico at sombrero sam's.
- _____ 9. The scientific method was developed during the age of reason.
- _____ 10. My birthday falls in the spring on april 19.

Lesson 70**Capitalizing Other Proper Nouns and Adjectives II**

Capitalize the first word, the last word, and all important words in titles.

<i>Charlotte's Web</i>	<i>Romeo and Juliet</i>	"The Ransom of Red Chief"
"Old King Cole"	<i>Gone with the Wind</i>	<i>Sesame Street</i>
<i>National Geographic</i>	<i>the New York Times</i>	Chapter 7

Capitalize the names of ethnic groups, nationalities, and languages as well as proper adjectives formed from these names.

M exican A mericans	the S lavic countries
speaking P ortuguese	I talian food

► **Exercise 1** Draw three lines under each lowercase letter that should be capitalized. Draw a slash (/) through each capital letter that should be lowercase. Write **C** in the blank if the sentence is correct.

_____ The Cookbook Kids can cook aims to teach kindergartners basic cooking skills.

_____ 1. We will finish reading the book *l*ittle *w*omen on Tuesday.

_____ 2. I would like to hang a copy of the declaration of independence on my Bedroom wall.

_____ 3. Did you read the magazine *r*anger *r*ick when you were younger?

_____ 4. We have a Test on chapter 3 and chapter 4 tomorrow.

_____ 5. Jeremy told me about a Magazine called *c*obblestones.

_____ 6. My great-grandfather worked on the famous newspaper *N*ew *Y*ork *W*orld.

_____ 7. My mom really liked the Movie *f*iddler on the roof.

_____ 8. My Name is russian, but my mother is french.

_____ 9. Kata really can't decide which she likes better, mexican food or italian food.

_____ 10. I am learning the german language, but Otto is learning japanese.

_____ 11. Cousin Carlos writes for a spanish language newspaper.

_____ 12. The book *w*ind in the *w*illows is one of my favorites.

_____ 13. Did you know that the World's oldest restaurant is a chinese one?

_____ 14. The ancient Hittites lived between the Greeks and the Persians.

- _____ 15. We get a Newspaper called the *miami herald* delivered to our door.
- _____ 16. An Inuit poem known as “Eskimo Chant” vividly tells about the change of seasons.
- _____ 17. My Family loves watching *the sound of music*.
- _____ 18. My favorite humorous poem is “casey at the bat.”
- _____ 19. The scottish author Sir Walter Scott wrote the novel *ivanhoe*.
- _____ 20. Director Kenneth Branagh made shakespeare’s play *much ado about nothing* into a beautiful Movie.
- _____ 21. My Favorite Book is *Gulliver’s travels*.
- _____ 22. I am sure that you’ve Read *the tale of peter rabbit*.
- _____ 23. If only I could learn to speak the Greek language.
- _____ 24. My dad has seen the movie *The Maltese Falcon* fifteen times.
- _____ 25. Joel Chandler Harris wrote the Book *nights with uncle remus*.
- _____ 26. I’ve studied chapter 10 very Thoroughly.
- _____ 27. A belgian horse has many useful duties as a Farm workhorse.
- _____ 28. She worked hard to solve the Hungarian puzzle.
- _____ 29. Aunt Elizabeth will teach me to Speak a little swedish.
- _____ 30. The magazine *Zillions* is one of my favorites.

► **Writing Link** Make a list of several titles of books, movies, and TV shows that you like. Check that you have capitalized words correctly.



Unit 11 Review

► **Exercise 1** Draw three lines under each lowercase letter that should be capitalized.

our girl scout meetings are the first monday of each month.

1. joel and meg are going to visit their cousins during their spring vacation.
2. “just give it a try,” encouraged joe. “i think you’ll like it.”
3. “use sunscreen,” aunt bea insisted, “to protect your skin.”
4. mrs. wehinger suggested that i get a tutor to help me with english.
5. the museum of american folk art is featuring native american art.
6. roald dahl wrote the poem “aunt sponge and aunt spiker.”
7. saris are the traditional indian dress for women.
8. great-grandma gray came from norway in 1900 and settled in north carolina.
9. i met hilda when i visited my aunt in kokomo last summer.
10. i’ve already read *the bridge to terabithia* six times.
11. mom lived in wauwatosa, wisconsin, before i was born.
12. the matterhorn is a famous mountain in western europe.
13. northern alaska’s climate is different from southern alaska’s climate.
14. alabama and florida are southern states.
15. ohio and indiana are in the midwest.
16. you’ll see signs for the new jersey turnpike just west of the bridge.
17. you can see the empire state building from the george washington bridge.
18. abraham lincoln delivered the gettysburg address at the dedication of a cemetery.
19. school starts on the last monday in august.
20. in the united states thanksgiving day is the fourth thursday in november.

Cumulative Review: Units 1–11

► **Exercise 1** Identify the type of sentence by writing in the blank *dec.* for declarative, *int.* for interrogative, *imp.* for imperative, or *exc.* for exclamatory.

- dec. The Civil War began in 1861.
- _____ 1. Emile broke his arm last week.
- _____ 2. Have you read any good books lately?
- _____ 3. Turn off the television.
- _____ 4. What a terrific job you did!
- _____ 5. Chapter 5 begins on page 46.
- _____ 6. What fun we had last Sunday!
- _____ 7. Can I play on this team?
- _____ 8. Try to finish by Saturday morning.
- _____ 9. The basketball season opens in early December.
- _____ 10. When will you know the details?
- _____ 11. What good weather we had for our picnic!
- _____ 12. Come to my house right after school tomorrow.
- _____ 13. Do you know how to keep score for volleyball?
- _____ 14. Is there any news from Rachel?
- _____ 15. Lauren sang a solo in the spring concert.
- _____ 16. Answer the questions at the end of the chapter.
- _____ 17. Turn left at the stop light.
- _____ 18. How easy it is to make a baby smile!
- _____ 19. The flood waters disappeared rapidly.
- _____ 20. How tired you look!
- _____ 21. Jane shared her friendship bread with us.
- _____ 22. Is there some way to turn this radio off?
- _____ 23. Don't forget Mara's birthday is tomorrow.
- _____ 24. We're finished!

► **Exercise 2** Identify each word in italics. Write above the word *prep.* for preposition, *conj.* for conjunction, and *inter.* for interjection.

prep.
Plants turn *toward* the sun.

1. Hagos threw the ball *from* the foul line.
2. *Ouch!* My head hurts.
3. Zina can sing *and* dance.
4. *Congratulations!* I knew you could do it.
5. I really want to go with you, *but* I can't.
6. Keep your eye *on* the ball.
7. Emily saw Shawnda *and* Denise *before* school.
8. *Help!* My shoe is stuck *in* the mud.
9. I can't remember whether I wore my heavy coat *or* my light coat *to* school.
10. *Wow!* You won the race *without* any effort!
11. The box *of* costumes is *in* the closet *underneath* the stairs.
12. My parents will meet *with* Mr. Kenworth *in* the library *at* seven.
13. Throw the ball *into* the basket three times *in* a row.
14. *Oh no!* I forgot *about* the test *on* Tuesday.
15. Our plans changed again *after* my talk *with* Jamal.
16. Go *past* the gas station *on* the corner, *and* then turn left.
17. Choose a topic *for* your report, *or* you will not finish *on* time.
18. My grandma *and* grandpa went *to* Europe *for* three months last year.
19. John Adams *and* his son, John Quincy Adams, were both presidents *of* the United States.
20. *Shucks!* I left my homework *on* the kitchen table again.
21. *Plop!* The ball landed *in* the toddler's lap.
22. Drink a mixture *of* hot tea *and* honey *for* your sore throat.
23. Step lively, *and* look alert!
24. Stuart always whistles the theme song *from* that old TV show.

▶ **Exercise 3** Draw three lines under each lowercase letter that should be capitalized.

the rainbow bridge spans the niagara river.

1. abraham lincoln was president of the united states during the civil war.
2. to get to arlington, cross ross bridge and turn north onto route 16.
3. the official start of spring is march 21.
4. chapter 7 of the book *charlotte's web* by e. b. white is called "bad news."
5. part of the border between new york and new jersey is the hudson river.
6. the ridge of the rocky mountains forms the north american great divide.
7. cleveland is in cuyahoga county, which borders lake erie.
8. "take a deep breath," said officer ling, "and then tell me what happened."
9. every thursday i read articles from two magazines, *newsweek* and *reader's digest*, to mr. boyd.
10. the jefferson memorial is by the potomac river in washington, d.c.
11. i have to memorize the gettysburg address for the veterans day assembly.
12. "we have nothing to fear," said f.d.r., "but fear itself."
13. the five great lakes are in the northern midwest.
14. sandra said the empire state building is on fifth avenue at 34th street.
15. my uncle's name is emmitt ian clark jr., but we call him uncle mitty.
16. "i am interested in howard university," stated edgar. "what do you know about it?"
17. can you tell me how to get to hayden planetarium, officer?
18. in new york city, little italy is just a block north of chinatown.
19. i was very young when i first saw the movie *101 dalmatians*.
20. the song "memory" is from andrew lloyd webber's play *cats*.
21. Wayne named his boat *water baby*.
22. Those african violets need watering.
23. "You may have won first prize in the lump of loot sweepstakes," the electronic voice broadcast throughout the mall.
24. *The Peasant Girl's Dream* by George MacDonald is set in the scottish highlands.

Unit 12: Punctuation

Lesson 71

Using the Period and Other End Marks

Use a **period** at the end of a declarative sentence.

Marvelous inventions make our lives easier.

Use a period at the end of an imperative sentence.

Please hand me that wrench.

Use a question mark at the end of an interrogative sentence.

Where would the world be without inventors?

Use an exclamation point at the end of an exclamatory sentence or an interjection.

What a great idea that is! Fantastic!

► **Exercise 1** Write *dec.* in the blank if the sentence is declarative, *imp.* if it is imperative, *int.* if it is interrogative, and *exc.* if it is exclamatory. Add the correct end mark to each sentence.

- int. Do you know who invented suspenders?
- _____ 1. I believe it was Mark Twain
- _____ 2. Wow, that was a great idea
- _____ 3. Does that information surprise you
- _____ 4. Without Howe's sewing machine, people would have to sew by hand
- _____ 5. I'm sure clothing would cost more
- _____ 6. How did people keep their ears warm before earmuffs were invented
- _____ 7. Thank Chester Greenwood for making the first earmuffs
- _____ 8. Where would we be without the safety pin
- _____ 9. That was the bright idea of Walter Hunt
- _____ 10. What did Robert Goddard invent
- _____ 11. He developed the first rocket engine

- _____ 12. I used Sarah Boone’s invention this morning
- _____ 13. Didn’t she design the first ironing board
- _____ 14. What is your favorite invention
- _____ 15. I couldn’t get along without a library card
- _____ 16. Philo Farnsworth invented television in 1930
- _____ 17. Do you think Farnsworth would like *The Simpsons*
- _____ 18. The first popular comic strip, *Hogan’s Alley*, appeared in 1895
- _____ 19. The first zippers replaced buttons on high-button shoes
- _____ 20. Did it take a long time to button those shoes
- _____ 21. Sometimes it took as long as fifteen minutes
- _____ 22. Whew, that’s a long time
- _____ 23. Long ago, people bathed with a mixture of ashes and water
- _____ 24. Then they applied oil or grease
- _____ 25. Finally they rinsed with clean water
- _____ 26. Try it sometime to see if it works
- _____ 27. My goodness, what a strange way to get clean
- _____ 28. Actually, the chemicals in ashes and grease are similar to those in modern soap
- _____ 29. Early people probably got themselves quite clean
- _____ 30. Compare that method with the one we use today
- _____ 31. Think of William Addis the next time you brush your teeth
- _____ 32. The history of the toothbrush is very interesting
- _____ 33. William Addis invented the toothbrush in 1770
- _____ 34. He bored a hole in a small piece of bone and glued in some bristles
- _____ 35. What a clever man Addis was
- _____ 36. If it weren’t for him, we’d still be cleaning our teeth with rags
- _____ 37. Someday somebody might invent a machine that turns off gravity
- _____ 38. Hey, that would be fun

Lesson 72**Using Commas I**

Commas make sentences easier to understand because they signal a pause or a separation between sentence parts.

Use commas to separate three or more items in a series.

No one knows whether Bigfoot is a man, a myth, or a monster.

Use a comma to show a pause after an introductory word.

No, Bigfoot has never been captured.

Use a comma after two or more prepositional phrases at the beginning of a sentence.

Despite years of searching, no one has gotten close to Bigfoot.

Use commas to set off words that interrupt the flow of thought in a sentence.

That doesn't mean, however, that people will stop trying.

Use commas to set off names used in direct address.

Bethany, what would you do if you saw Bigfoot?

► **Exercise 1** Add commas where needed. Write *C* if the sentence is correct.

- _____ Bigfoot has thick fur, wide shoulders, and huge feet.
- _____ 1. Most people, naturally would love to see Bigfoot.
- _____ 2. James, do you think you'd be afraid?
- _____ 3. No Dr. Rico I'd shake his hand.
- _____ 4. Some people, of course, think that Bigfoot is just a man dressed in an ape suit.
- _____ 5. People in the Himalayas tell stories of a creature called *yeti*.
- _____ 6. Yes, the yeti is similar to Bigfoot.
- _____ 7. "Wild men" have also been seen in Nepal, China and Australia.
- _____ 8. The beast is called a *yowie* in Australia.
- _____ 9. Most strange creatures fortunately, are seen in unsettled areas.
- _____ 10. No one, I think, has sighted a Bigfoot on a subway train.

- _____ 11. Have you ever heard of the Loch Ness monster Juan?
- _____ 12. Loch Ness, of course is in Scotland.
- _____ 13. On a map of Scotland you'll see that Loch Ness is huge.
- _____ 14. It is also, some people feel, deep enough to hide a monster.
- _____ 15. Beth, Lauro and Heather wrote a report on Loch Ness.
- _____ 16. They decided I believe, that the creature doesn't exist.
- _____ 17. However, no one believed rumors about the Komodo dragon, either.
- _____ 18. On a remote island in Indonesia many Komodo dragons were found.
- _____ 19. Modern scientists it seems, are searching Loch Ness.
- _____ 20. The truth about the creature is hard to pin down, however.
- _____ 21. As a matter of fact some people think that a prehistoric animal survives in
Loch Ness.
- _____ 22. The beast it appears, looks like the plesiosaur.
- _____ 23. The plesiosaur if you'll remember was a water reptile whose limbs looked like
paddles.
- _____ 24. Could it be, Juan that this ancient animal is not really extinct?
- _____ 25. In the movies and on television prehistoric animals are often seen.
- _____ 26. In 1938 a coelacanth was caught off the South African coast.
- _____ 27. This fish it was thought had been extinct for 70 million years.
- _____ 28. Do you conclude, Dr. Rico, that other prehistoric animals may yet be found?
- _____ 29. Yes, I believe that the world holds many surprises.
- _____ 30. Besides there are many unexplored areas of the world.
- _____ 31. Believe it or not scientists frequently find new species of life.
- _____ 32. In the Amazon, I read somewhere, there is a bird whose chicks have claws on
their wings.
- _____ 33. Well a prehistoric bird also had claws on its wings.
- _____ 34. Nevertheless this does not mean that anyone will find a dinosaur.

Lesson 73**Using Commas II**

Use a **comma** before *and*, *or*, and *but* when they join simple sentences.

Felicia constructed the model, **and** Paul painted it.

Daniel wants to go to the movies, **but** he has to do his homework.

You can come with us, **or** you can stay home and read.

Use a comma after the salutation of a friendly letter and after the closing of both a friendly letter and a business letter.

Dear Beth,

With love,

Sincerely,

Use a comma to prevent misreading.

Instead of three, four o'clock is a better time.

► **Exercise 1** Add commas where needed in the following letter.

Dear Alicia

I wanted to write to you yesterday but I didn't have time. We're finally on our class trip, and it's a lot of fun. Since 1990 three classes have gone to New York. Instead of New York Boston was our choice.

When we got here some of us rested but most of us went for a walk. I read for a while, and Antonia took a nap. Between three and four o'clock five of us went to the aquarium. It was a holiday, so many children were there. The aquarium shop was great, and I bought a couple of souvenirs. I almost bought a poster but I got a book instead. It would be a nice present for Andi or I could give it to Juan. Antonia bought two sharks' teeth and she also bought a seashell.

Now it's suppertime, and we're getting ready to go out. I just combed my hair, but I haven't brushed my teeth yet. I plan to wear slacks and Antonia wants to wear a dress. She's hoping for seafood but I'd rather have pizza. Afterward we might see a movie or we could walk around town.

If you talk to Jess, Antonia says to tell her hello. I'll call you when I get home, and maybe we can get together.

Love, Kimmie

► **Exercise 2** Add commas where needed. Write *C* in the blank before each correct sentence.

- _____ Some people like lima beans, but Jim can't stand them.
- _____ 1. Hakeem weeded the garden and his mom picked the vegetables.
- _____ 2. The lightning hit the barn, but it didn't catch fire.
- _____ 3. Is it raining or did you just wash your hair?
- _____ 4. I've been to Kansas but I've never seen Oklahoma.
- _____ 5. The cat is napping on the chair, and the dog is sleeping under the bed.
- _____ 6. Felipe's first language is Spanish, and André speaks French.
- _____ 7. Ana's favorite subject is geography but she's better at math.
- _____ 8. We wanted to buy that tape, but the store was sold out.
- _____ 9. Instead of twelve six players got new uniforms.
- _____ 10. I'd talk louder but I'm afraid I'd wake the baby.
- _____ 11. Can you babysit tonight, or do you already have plans?
- _____ 12. You bring the bat and ball and Joe will bring the mitt.
- _____ 13. The violin was scratchy, but the trumpet sounded sweet and clear.
- _____ 14. Do you have relatives in Mexico or is your whole family here?
- _____ 15. One twin was dressed in purple and the other wore pink.
- _____ 16. Does Jaime want juice with supper, or would he rather have milk?
- _____ 17. Janelle came in first four seconds ahead of Sonya.
- _____ 18. Heather was a scarecrow at the costume party and Jill was a movie star.
- _____ 19. Ali was invited to dinner but he didn't feel well.
- _____ 20. Do you know how to do this problem, or shall I help you?
- _____ 21. That looks like a kangaroo but I think it's a wombat.
- _____ 22. The clown tripped on her shoelace, and the children laughed loudly.

Lesson 74**Using Commas III**

In dates, use **commas** after the day of the month and the year. Do not use a comma if only the month and the year are given.

Shama arrived in this country on July 6, 1989, with her family.
She became a citizen in January 1996.

Use commas before and after the name of a state or country when it is used with the name of a city. Do not use a comma after the state if the state name is followed by a zip code.

She used to live in Chicago, Illinois, but now she lives in Detroit, Michigan.
His address is 296 S. Pacific Avenue, Pittsburgh, Pennsylvania 15211.

Use a comma or a pair of commas to set off an abbreviated title (except *Jr.* and *Sr.*) or a degree following a person's name.

Lou Szupinski, Ph.D., wrote the book about fossils.

► **Exercise 1** Add commas where needed. Write *C* if the sentence is correct.

- _____ Send your questions on health to Dr. Chris Boyd, M.D.
- _____ 1. His address is 1402 Michigan Boulevard, Chicago, Illinois 60606.
- _____ 2. We had a huge blizzard on February 18 1989.
- _____ 3. Our largest blizzard before that was in January 1953.
- _____ 4. Pat Hoyt, D.V.M., is the veterinarian.
- _____ 5. The Pittsburgh Press is at 34 Boulevard of the Allies, Pittsburgh, Pennsylvania 15230.
- _____ 6. On graduation day my sister will be Alma Lopez, B.A.
- _____ 7. We crossed the bridge into Brooklyn New York.
- _____ 8. The lawyer talking to the judge is Marion Ling, J.D.
- _____ 9. Francisco was born in Guanajuato, Mexico.
- _____ 10. The Sistine Chapel is in Vatican City Italy.
- _____ 11. Portland, Maine is the home of the Portland Sea Dogs.
- _____ 12. Abraham Lincoln was born in February 1809.

- _____ 13. New Bedford, Massachusetts, was famous for whaling.
- _____ 14. El Morro castle is in San Juan, Puerto Rico.
- _____ 15. On March 23, 1904, her grandfather was born in Moscow, Russia.
- _____ 16. The sweater was made in Belfast Ireland.
- _____ 17. The *Titanic* struck an iceberg on April 14, 1912.
- _____ 18. The priest who said mass was Terry O'Brien, S.J.
- _____ 19. The president delivered his speech in Washington D.C.
- _____ 20. Paul Revere made his famous ride in April 1775.
- _____ 21. Write to the Weather Channel at 2840 Mt. Wilkinson Parkway, Atlanta Georgia
30339.
- _____ 22. On December 8, 1941 the United States entered World War II.
- _____ 23. Chuck was born on January 26, 1984.
- _____ 24. October 13, 1994 was an important day in her life.
- _____ 25. The Prado, a famous art museum, is in Madrid Spain.
- _____ 26. My parents were married on June 12, 1980.
- _____ 27. Did you read about that big earthquake in Mexico City Mexico?
- _____ 28. August 14 1989 was the last time the circus came to our town.
- _____ 29. The Library of Congress is in Washington, D.C.
- _____ 30. The Harvard University Library is in Cambridge Massachusetts.
- _____ 31. Write to the National Baseball Hall of Fame at Post Office Box 590,
Cooperstown, NY 13326.
- _____ 32. She lived in Los Gatos, California before she moved here.
- _____ 33. We ate at El Churrasco, a fine restaurant in Cordoba, Spain.
- _____ 34. The cave paintings in Lascaux, France, date to the last Ice Age.
- _____ 35. The Basketball Association is at 645 Fifth Avenue, New York New York.
- _____ 36. Palm Springs, California, was once called *Agua Caliente*.
- _____ 37. Davy Crockett fought at the Alamo in San Antonio Texas.
- _____ 38. The Valley of the Tombs of the Kings is near Luxor, Egypt.

Lesson 75**Using Commas IV**

Use a comma or a pair of commas to set off a direct quotation.

Brer Rabbit said, "I am the smartest animal on this earth."

"There's not a creature in this woods," he went on, "who can outsmart me."

► Exercise 1 Add commas where needed to the sentences below.

"My favorite story," said LaToya, "is called 'The Moon in the Mill Pond.'"

1. "One night Brer Rabbit and Brer Terrapin were talking by the fire" LaToya said.
2. "A terrapin is like a turtle" she explained.
3. She went on "They heard a sound in the woods behind them."
4. "Brer Rabbit" she said "knew that Brer Fox and Brer Bear were sneaking up on them."
5. She explained "Those two wanted to catch Brer Rabbit and Brer Terrapin and eat them for dinner."
6. "Brer Rabbit" she said, "winked at Brer Terrapin and started fussing with the fire."
7. She continued "He started talking about how hot the fire had to be to cook up their feast."
8. "Just then" she said "Brer Fox and Brer Bear walked out of the woods."
9. "Brer Rabbit welcomed them to the feast" she said.
10. LaToya went on "Brer Fox and Brer Bear asked what the feast was."
11. "Brer Rabbit" she explained "said that the feast was at the mill pond."
12. "He told them," she said "that the pond held a fine mess of fish."
13. "Brer Rabbit said that all they had to do was reach out their paws and grab the fish from the water" LaToya went on.
14. "Well" LaToya continued "they all walked down to the mill pond."

15. “When they got there” she said “Brer Rabbit saw that the full moon was shining on the water. He got an idea.”
16. “Brer Rabbit acted as if he had just seen something awful” LaToya said.
17. “He told Brer Fox and Brer Bear that the moon had fallen into the mill pond” she went on.
18. “He was going to have to get the moon out of the mill pond because it was scaring the fish away” she said.
19. “Brer Rabbit ran to get a net to scoop the moon out of the mill pond” LaToya continued.
20. She said “While he was gone, Brer Terrapin told Brer Fox that there was a pot of gold in the mill pond, right where the moon was.”
21. “Finally, Brer Rabbit got back with the net” she said.
22. “Brer Fox and Brer Bear grabbed it from him” she said excitedly.
23. “They jumped into the mill pond and dragged the net around” she said.
24. LaToya said “Brer Rabbit kept telling them to go out further.”
25. “Finally” she said “they fell into a big hole and got tangled in the net.”
26. “Brer Rabbit and Brer Terrapin laughed and laughed” LaToya said.
27. “They were happy that they outsmarted Brer Fox and Brer Bear” she explained.
28. “And they were especially happy that they hadn’t been eaten” she ended.
29. “Do you think ” asked Ben “that there really was gold in the mill pond?”
30. “No” answered LaToya. “That was just a trick.”
31. “It was a smart trick” laughed Ben.
32. “Sometimes small animals have to be extra smart” pointed out Jerome.
33. “Otherwise” he said “they’d get caught by the bigger ones.”
34. “Brer Rabbit was clever” said Sal, “and so was Brer Terrapin.”
35. “I wonder what other adventures they had” said Ben.
36. Sal said “Here’s one about how Brer Terrapin beats Brer Rabbit in a race.”

Lesson 76**Commas in Review****► Exercise 1 Add commas where needed. Write C if the item is correct.**

- _____ At school we learn to read, write, and do math.
- _____ 1. Excuse me, Mr. Ogura did you drop this book?
- _____ 2. In case of fire go out through the rear door.
- _____ 3. Josie, did you hear what I said?
- _____ 4. Susan graduated from college in June 1996.
- _____ 5. Bring some old magazines or newspapers to class.
- _____ 6. In baseball you have to throw, hit and catch the ball.
- _____ 7. Jason have you eaten lunch yet?
- _____ 8. Gorillas are large, but they are very shy.
- _____ 9. The *Titanic* sank and hundreds of lives were lost.
- _____ 10. For the test we had to do problems 3 6 and 9.
- _____ 11. Like Bill Andy tried out for the lead in the play.
- _____ 12. Inside the cage a small, fluffy animal was eating seeds.
- _____ 13. On the first Saturday in June the pool will open.
- _____ 14. The box held three marbles, a button and a ticket stub.
- _____ 15. Bill's dog, Ana discovered had found the missing sock.
- _____ 16. As a matter of fact, I was about to do my homework.
- _____ 17. Robert, may I use the computer after you?
- _____ 18. My red shirt was wrinkled, but I wore it anyway.
- _____ 19. Along the highway into town you will pass several horse farms.
- _____ 20. Instead of nine ten o'clock is when the children went to bed.
- _____ 21. On the beach Ali and Jessica were building a sand castle.
- _____ 22. Just inside the door her faithful cat was waiting.

- _____ 23. For supper we had mashed potatoes, peas, and chicken.
- _____ 24. For the first time in my life I actually won something!
- _____ 25. Please turn down the radio Kim.
- _____ 26. Dear Aunt Millie
- _____ 27. I'm not sure however that I am willing to help you with your math homework.
- _____ 28. Nadine, are you going to the grocery store?
- _____ 29. Besides the United States Canada exports a lot of wheat.
- _____ 30. The address is 803 Church Street, Honesdale, Pennsylvania 18431.
- _____ 31. Al didn't go on the class trip, and he wishes he had.
- _____ 32. Robert Capozza, Ph.D. wrote this book on fossils.
- _____ 33. His doctor is Denita Thurgood M.D.
- _____ 34. Throughout the world war devastates many lives.
- _____ 35. "Well done, my lad," said the captain.
- _____ 36. Tim cried out "I wish I had never run away to sea!"
- _____ 37. "There's a cyclone coming, Em," said Uncle Henry.
- _____ 38. December 4, 1982 was the date on the yellowed newspaper.
- _____ 39. "Sit down Clyde and put your feet up" said Hari.
- _____ 40. Anita shouted "Call the fire department!"
- _____ 41. "The cat," Alicia said "is scratching the furniture."
- _____ 42. Uncle Josh asked, "Is it hot enough for you?"
- _____ 43. "Fellow citizens" said Abraham Lincoln "we cannot escape history."
- _____ 44. Are you reading about Naples Maine or Naples Italy?
- _____ 45. Look in the December 1992 issue of *National Geographic*.

Lesson 77**Semicolons and Colons**

Use a **semicolon** to join parts of a compound sentence when a conjunction such as *and*, *but*, or *or* is not used.

Belinda likes oatmeal for breakfast; I prefer cream of wheat.

Use a **colon** to introduce a list of items that ends a sentence. Use words such as *these*, *the following*, and *as follows* to introduce lists.

English words that come from Spanish include the following: *ranch*, *corral*, and *stampede*.

Do not use a colon immediately after a verb or a preposition.

Jaime likes to read, play basketball, and dance.

Use a colon to separate the hour and the minute.

School begins at 8:15 on the dot.

Use a colon after the salutation of a business letter.

Dear Professor D'Amico: To whom it may concern:

► **Exercise 1** Add semicolons and colons where needed. Write *C* if a sentence or phrase is correct.

- C Devin is my brother; he's my best friend, too.
- _____ 1. At the grocery store Mom bought milk, fruit, and cereal.
- _____ 2. Meet me at the corner at 1230.
- _____ 3. Pete loves flowers; roses are his favorite.
- _____ 4. The forecast called for rain it snowed instead.
- _____ 5. The green shoes are pretty the red ones are more comfortable.
- _____ 6. She may get a parrot she may not.
- _____ 7. For the class trip you'll need the following raincoat, boots, pencil, paper or pen, and lunch.
- _____ 8. Earth is the third planet from the sun; Mars is the fourth.
- _____ 9. We had chicken last night tonight we'll have fish.

- _____ 10. Robert Frost wrote poems; L. Frank Baum wrote books.
- _____ 11. The last episode was great the next will be even better.
- _____ 12. Say “thank you” in Spanish as follows: “Gracias.”
- _____ 13. The following dogs received honorable mention Spot, Blaze, Nathan, and Maggie.
- _____ 14. Be here by 7:10 so we’ll have plenty of time.
- _____ 15. The spelling test will focus on these words *spectacles*, *decimal*, *shrill*, and *fantastic*.
- _____ 16. Dear Dr. Washington:
- _____ 17. This store is sold out of batteries; we’ll have to look elsewhere.
- _____ 18. Ladybugs are helpful insects so are bees.
- _____ 19. The show starts at 7:30 we should try to get there earlier.
- _____ 20. Lionel is a good writer; he draws well, too.
- _____ 21. Put a stamp in the upper right corner; put your return address in the upper left.
- _____ 22. These students please report to the office: Sally, Geno, and Basil.
- _____ 23. The movie only costs \$2.25; you gave him \$2.50.
- _____ 24. My mom’s not home please call back later.
- _____ 25. The cat has green eyes; the dog’s are brown.
- _____ 26. Cuba is a warm country; Canada is colder.
- _____ 27. For drinks we have the following milk, juice, water, and soda.
- _____ 28. The baby eats mashed potatoes, carrots, and bananas.
- _____ 29. This is a picture of my mom my dad is standing behind her.
- _____ 30. One of the twins has short hair; the other twin’s hair is long.
- _____ 31. Read this book about pirates; it’s the best I’ve come across.
- _____ 32. This fruit juice is delicious you should try it.
- _____ 33. I can’t reach the top shelf; it’s too high.
- _____ 34. The wastebasket is full please empty it.

Lesson 78**Quotation Marks**

Use **quotation marks** before and after a direct quotation.

“How very strange this is!” cried Alice.

Use quotation marks before and after each part of an interrupted quotation.

“With those broken shutters,” said Carter, “this place looks deserted.”

Use a comma or commas to separate a phrase such as *she said* from the quotation itself. Place the comma outside opening quotation marks but inside closing quotation marks.

The White Rabbit said, “Oh, dear! Oh, dear! I shall be too late!”

“It was much more pleasant at home,” thought Sarah.

Place a period inside closing quotation marks.

Clarisse said, “I read a good book last weekend.”

Place a question mark or an exclamation mark inside the quotation marks when it is part of the quotation.

“What exactly did you see?” asked Detective Keeler.

Place a question mark or an exclamation mark outside the quotation marks when it is part of the entire sentence but not part of the quotation.

Did you hear him shout “Carumba!”?

► **Exercise 1** Add quotation marks and other punctuation marks as needed.

“This book,” said Toni, “is the best I have ever read.”

1. What a great car exclaimed Ricardo
2. Robin asked the lady Would you like to sit down
3. Did Ms. Mercado say Read the first three chapters
4. No, thank you said Tomás I don’t want any more mashed potatoes
5. Colleen said May I use the phone when you’re finished with it
6. Juan said Chris is two inches taller than Pete.
7. Fidel said to Ahmed Could you lend me a pencil

8. Mom asked Who wants to go to the store with me
9. Tom yelled The boat is sinking
10. I think he said No talking during a fire drill
11. Three strikes and you're out said the umpire
12. Does anyone here asked Michele know how to spell *embarrass*
13. Did you hear him yell You're out
14. Dad asked Would you rather have hamburgers or chicken for supper
15. That said Penny is the silliest joke I've ever heard
16. After you log on to the computer said Aiko choose a game from the menu
17. Uh-oh said Jill we're out of cat food
18. Here's the two dollars I owe you said Diego
19. My cat said Jack weighs eighteen pounds
20. That's a mighty big cat said Beth
21. Carl asked Is English your favorite subject
22. The ancient Greeks Mr. Hassan said were famous for their cleverness
23. I'm going to be an astronaut Jane said proudly
24. President Abraham Lincoln my dad told me liked to tell funny stories
25. I have to go Derek said There's a call waiting
26. Terri shouted Let's get out of here
27. Karne called and said When are you coming
28. A penny saved is a penny earned Ben Franklin said

► **Writing Link** Write about a conversation you have had with a friend or a family member. Use quotation marks and other punctuation as needed.

Lesson 79**Quotation Marks and Italics**

Use **italics** (underlining) to identify the title of a book, play, film, television series, magazine, newspaper, or name of a ship, train, or plane.

The Wind in the Willows (book)

Home Improvement (television series)

Use quotation marks for the title of a short story, essay, poem, song, magazine or newspaper article, or book chapter.

The poem "Jabberwocky" is in the chapter entitled "Looking-Glass House."

► Exercise 1 Read each title. Add quotation marks or underline for italics.

Mysterious Tales of the New England Coast (book)

1. Old Yeller (film)
2. Old Yeller (book)
3. The Sword in the Stone (book)
4. Caring for Your Pet (magazine article)
5. Jingle Bells (song)
6. Pittsburgh Post-Gazette (newspaper)
7. Cricket (magazine)
8. The Adventures of Huckleberry Finn (book)
9. Mamma Sewing (essay)
10. The Tale of the Tiger's Paintbrush (short story)
11. The Great Eclipse (magazine article)
12. Love Song for a Jellyfish (poem)
13. Jump! The Adventures of Brer Rabbit (book)
14. Mayflower (ship)
15. Time (magazine)
16. The Longest Journey (film)

17. Hurt No Living Thing (poem)
18. Grandpa and the Statue (play)
19. The Doctor of Literature (book chapter)
20. America, the Beautiful (song)
21. Portland Press Herald (newspaper)
22. The Cowardly Lion (book chapter)
23. The Weaving Contest (short story)
24. Old McDonald Had a Farm (song)
25. A Cellar and an Attic (poem)
26. Titanic (ship)
27. The Silver Chair (book)
28. The Thief of Baghdad (film)
29. Highlights for Children (magazine)
30. Langston Terrace (essay)
31. Money (book chapter)
32. The Dick Van Dyke Show (television series)
33. The Last Battle (book)
34. Miss Louisa and the Outlaws (play)
35. The Fun They Had (short story)

► **Writing Link** Write five sentences about your two favorite books and their most interesting chapters.

Lesson 80**Apostrophes**

Use an **apostrophe** and an *s* ('s) to form the possessive of a singular noun.

boy + 's = boy's

horse + 's = horse's

Use an apostrophe and an *s* ('s) to form the possessive of a plural noun that does not end in *s*.

children + 's = children's

sheep + 's = sheep's

Use an apostrophe alone to form the possessive of a plural noun that ends in *s*.

monkeys + ' = monkeys'

libraries + ' = libraries'

Do not use an apostrophe in a possessive pronoun.

His dad baked the cake.

Ours made the cookies.

Use an apostrophe to replace letters that have been omitted in a contraction.

there is = there's

cannot = can't

► **Exercise 1** Add apostrophes where needed. Write **C** if the sentence is correct.

- _____ Blackbeard's name is an infamous one in history.
- _____ 1. His real name was Edward Teach.
- _____ 2. Blackbeard commanded the *Queen Annes Revenge*.
- _____ 3. Blackbeards cruelty was legendary.
- _____ 4. His mens hearts were filled with fear of their captain.
- _____ 5. Theirs was a hard and dangerous life.
- _____ 6. Many books have been written about Blackbeard and other pirates.
- _____ 7. Some pirates treasures have never been found.
- _____ 8. Each pirate crew's code was to share treasure equally.
- _____ 9. Its not true that many pirates had to walk the plank.
- _____ 10. What's more likely is that many were marooned on islands.
- _____ 11. Sometimes women put on mens clothing and ran away to sea.

- _____ 12. Robert Louis Stevenson’s book about pirates is called *Treasure Island*.
- _____ 13. Although a movie was made of the book, it cant compare to the book.
- _____ 14. It tells the tale of the pirates attempts to recover a treasure.
- _____ 15. In the book, a sea captains belongings include a treasure map.
- _____ 16. The map leads Captain Smollet and the members of his crew to Treasure Island.
- _____ 17. The name of the ships cook is Long John Silver.
- _____ 18. Silver’s plan is to seize the treasure first.
- _____ 19. Hes foiled by Ben Gunn, who was marooned on the island three years earlier by Silver and his band of pirates.
- _____ 20. Scotlands most famous pirate was William Kidd.
- _____ 21. Captain Kidds death by hanging was a warning to other pirates.
- _____ 22. The pirate Grace O’Malley’s name is famous in Ireland.
- _____ 23. Shes known for her love of the sea.
- _____ 24. One of Chinas most famous pirates was Koxinga.
- _____ 25. Koxingas father had been a pirate, too.
- _____ 26. His fathers death at the hands of the Manchus made Koxinga angry.
- _____ 27. He fought many battles against the Imperial Navys ships.
- _____ 28. The English pirate John Rackam’s wife was the pirate Anne Bonny.

► **Writing Link** Write five sentences about a visit to the beach. What would you like to see and do? Use apostrophes where needed.

Lesson 81

Hyphens

Use a **hyphen** to show the division of a word at the end of a line. Always divide a word between syllables.

The Big Dipper is probably the most familiar of all the constellations.

Use a hyphen in compound numbers from twenty-one through ninety-nine.

Use a hyphen or hyphens in certain compound nouns. Check a dictionary.

father-in-law sisters-in-law

► Exercise 1 Add hyphens where needed. Write *C* if the sentence needs no changes.

- C He peeled twenty-three apples for the pies.
- _____ 1. I have thirty-five dollars to spend.
- _____ 2. Drew's great grandmother knows a lot of interesting stories.
- _____ 3. Gregorio's dad turns thirty five tomorrow.
- _____ 4. Jack Benny always said he was thirty nine.
- _____ 5. This company produces fifty-seven kinds of soup.
- _____ 6. The latitude of Chicago is forty two degrees.
- _____ 7. The mother of my sister's husband is my sister's mother-in law.
- _____ 8. Did you climb all ninety-one steps?
- _____ 9. The produce store has twenty seven kinds of vegetables.
- _____ 10. The piano has eighty eight keys.
- _____ 11. Jeanna has exactly seventy-three cents in her pocket.
- _____ 12. The speed limit on the highway is fifty five miles an hour.
- _____ 13. The woman over there is my sister in law.
- _____ 14. She lives in Boonetown; he lives thirty-three miles away.
- _____ 15. There are thirty eight desks in the room.
- _____ 16. She's never been more than seventy five miles from home.

Lesson 82**Abbreviations I**

Use the abbreviations *Mr.*, *Mrs.*, *Ms.*, and *Dr.* before a person's name. Abbreviate *Junior (Jr.)* and *Senior (Sr.)* after a person's name. Abbreviate professional or academic degrees that follow a person's name.

Ida Ames, **Ph.D.** (doctor of philosophy) Sid Poff, **M.F.A.** (master of fine arts)

Use all capital letters and no periods for abbreviations that are pronounced letter by letter or as words. Exceptions are U.S. and Washington, D.C. which do use periods.

FBI (Federal Bureau of Investigation) **ROM** (read-only memory)
PSAT (Preliminary Scholastic Aptitude Test)

Use the abbreviations **A.M.** (*ante meridiem*, "before noon") and **P.M.** (*post meridiem*, "after noon") for exact times. For dates use **B.C.** (before Christ) and, sometimes, **A.D.** (anno Domini, "in the year of the Lord," after Christ.)

10:25 **A.M.** 4:30 **P.M.** 300 **B.C.** **A.D.** 50

Abbreviate calendar items (days of the week, months of the year) only when they appear in charts and lists.

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.			
Jan.	Feb.	Mar.	Apr.	Aug.	Sept.	Oct.	Nov.	Dec.	

► **Exercise 1** Complete each sentence with the abbreviation of the word or words in parentheses. Write *C* if no abbreviation should be used.

Samuel Smith **Jr.** is the principal's name. (Junior)

- _____ Alfredo will give you the information you need. (Mister)
- This piece of pottery dates back to 500 _____. (before Christ)
- _____ O'Malley is here to pick up his daughter. (Mister)
- Belinda is usually home at 6:15 _____ every day. (*post meridiem*)
- The tool dates from about _____ 618. (after Christ)
- _____, _____, and _____ are abbreviations for days of the week. (Friday, Saturday, Sunday)
- Alma Romero will be here at 3:00 _____ to take over. (after noon)

8. Alicia and Cheryl have birthdays in _____. (February)
9. This article was written by Brad Frank of _____. (United Press International)
10. The date on the letter was _____28, 1996. (October)
11. _____ Benito prescribed medicine for Sarah's sore throat. (Doctor)
12. My hat carries the insignia of _____. (National Aeronautics and Space Administration)
13. Marla Todd, _____, is how my mom's name is written on her business cards. (doctor of philosophy)
14. In 44 _____ Julius Caesar was assassinated. (before Christ)
15. Promptly at 7:10 _____ the bus arrives. (*ante meridiem*)

► **Exercise 2** Write the abbreviation for each italicized word or phrase.

- | | |
|--|--|
| 1. <i>Mister Adams</i> _____ | 15. <i>Public Broadcasting Service</i> _____ |
| 2. <i>Wednesday</i> _____ | _____ |
| 3. <i>Doctor DiFillipo</i> _____ | 16. <i>Barry Castwell, Master of Social Work</i> _____ |
| 4. 8:00 <i>ante meridiem</i> _____ | _____ |
| 5. <i>December</i> _____ | 17. <i>Thursday</i> _____ |
| 6. 952 <i>after Christ</i> _____ | 18. <i>North Atlantic Treaty Organization</i> _____ |
| 7. <i>Food and Drug Administration</i> _____ | _____ |
| _____ | 19. <i>Tuesday</i> _____ |
| 8. 3:00 <i>post meridiem</i> _____ | 20. <i>American Medical Association</i> _____ |
| 9. 22 <i>before Christ</i> _____ | _____ |
| 10. <i>Medical Doctor</i> _____ | 21. <i>Carl Cook Junior</i> _____ |
| 11. <i>Friday</i> _____ | 22. <i>Central Intelligence Agency</i> _____ |
| 12. <i>January</i> _____ | _____ |
| 13. <i>November</i> _____ | 23. 11:00 <i>in the evening</i> _____ |
| 14. <i>Juan Lopez Senior</i> _____ | 24. <i>International Olympic Committee</i> _____ |
| _____ | _____ |

Lesson 83

Abbreviations II

In charts, graphs, and tables abbreviate units of measure.

ounce(s) **oz.** pound(s) **lb.** yard(s) **yd.** mile(s) **mi.** gallon(s) **gal.**
 meter(s) **m** foot (feet) **ft.** inch(es) **in.** liter(s) **l** kilometer(s) **km**

On envelopes abbreviate the words that refer to street names.

Street **St.** Boulevard **Blvd.** Avenue **Ave.** Road **Rd.** Court **Ct.**

On envelopes use Postal Service abbreviations for the names of states.

Massachusetts **MA** Oregon **OR** West Virginia **WV** Iowa **IA**
 Wisconsin **WI** Ohio **OH** Maine **ME** Nevada **NV**
 Mississippi **MS** Indiana **IN** New York **NY** Texas **TX**

► **Exercise 1** Rewrite the following addresses, using abbreviations as they would appear on envelopes.

Juan Lopez _____
 1557 Rochester Boulevard _____
 Boston, Massachusetts 13799 _____

Susan Ming _____
 375 Fredericks Street _____
 Salem, Oregon 10227 _____

Adrien Frank _____
 879 Meander Court _____
 Youngstown, Ohio 11337 _____

► **Exercise 2** Using the form on the next page, rewrite the following chart, substituting abbreviations for the words in parentheses.

Approximate Equivalent Measurements

16 (ounces)	= 1 (pound)	= 453.6 (grams)
1 (gallon)	= 4 (quarts)	= 3.8 (liters)
12 (inches)	= 1 (foot)	= .3 (meter)
3 (feet)	= 1 (yard)	= .9 (meter)
5,280 (feet)	= 1 (mile)	= 1,609 (meter)
3,279 (feet)	= .62 (mile)	= 1 (kilometer)

Approximate Equivalent Measurements

16	= 1	= 453.6
1	= 4	= 3.8
12	= 1	= .3
3	= 1	= .9
5,280	= 1	= 1,609
3,279	= .62	= 1

▶ Exercise 3 Write the abbreviation for each italicized word.

3 pounds *lb.* _____

1. Galveston, *Texas* _____
2. Oak *Road* _____
3. Portland, *Maine* _____
4. Easy *Street* _____
5. 15 *miles* _____
6. 16 *yards* _____
7. Tuscon *Avenue* _____
8. 42 *inches* _____
9. Indianapolis, *Indiana* _____
10. Dayton, *Ohio* _____
11. 17 *liters* _____
12. Biloxi, *Mississippi* _____
13. 20 *kilometers* _____
14. Carson City, *Nevada* _____
15. Buffalo, *New York* _____

Lesson 84

Writing Numbers I

In charts and tables always write numbers as figures. However, in sentences numbers are sometimes spelled out and sometimes written as numerals.

Spell out numbers that can be written in one or two words.

There are **twenty-two** days until my birthday.

Use numerals for numbers of more than two words.

I think the answer is **333**.

Spell out any number that begins a sentence, or reword the sentence.

Five thousand two hundred people watched the eclipse from the park.

Write a very large number as a numeral followed by *million* or *billion*.

The sun is about **93 million** miles from Earth.

► **Exercise 1** Write the correct form of the number in each sentence. Write *C* if the sentence is correct.

- | | |
|---|---|
| <p>_____ thirteen _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Buffalo has won 13 games so far this year.</p> <p>1. Tickets to the game cost six dollars.</p> <p>2. The population of Avon is about four thousand.</p> <p>3. 14,000 people signed the petition.</p> <p>4. Last year the shelter found homes for six hundred eight cats.</p> <p>5. The blizzard dumped 4 feet of snow on our town.</p> <p>6. Light travels at about 186,000 miles per second.</p> <p>7. The planet Saturn is about 900 million miles from the sun.</p> <p>8. Crater Lake in Oregon is more than 1,950 feet deep.</p> <p>9. I've seen that movie 3 times.</p> <p>10. In 1990 this country imported about 2 million cars from Japan.</p> <p>11. The Grand Canyon is about one mile deep.</p> |
|---|---|

- _____ 12. Nevada is about 490 miles long from north to south.
- _____ 13. About five million people have seen this movie.
- _____ 14. The meeting room will hold 200 people.
- _____ 15. The Ohio River is about 981 miles long.

► **Exercise 2** Draw a line under the correct form.

(40, forty) minutes

1. (6, six) billion cats
2. (8, eight) cars
3. (20, twenty) inches
4. (642, six hundred forty-two) miles
5. (12, twelve) inches
6. (2, Two) bikes are parked there.
7. (3, three) million dollars
8. (81, eighty-one) feet high
9. (60, sixty) meters wide
10. (13, thirteen) years old
11. (20, twenty) minutes
12. (3, three) phone calls
13. (88,000, eighty-eight thousand) pounds
14. A yard is shorter than (1, one) meter.
15. Is the answer (15, fifteen) million or billion?

Lesson 85**Writing Numbers II**

If one number in a sentence must be written as a numeral, use all numerals, even though you might spell out one of the numbers if it appeared alone.

Jessica has **305** points, and Cleon has **300** points.

Spell out ordinal numbers (*first, second*, and so forth).

Alaina was **first** in line to buy tickets to the concert.

Use words for amounts of money that can be written in one or two words, for the approximate time of day, and for the time of day when A.M. or P.M. is not used.

ten cents **half past six** **a quarter past five** **two o'clock**

Use numerals for dates, for decimals, for house, apartment and room numbers, for street or avenue numbers, for telephone numbers, for page numbers, for percentages, for amounts of money involving both dollars and cents, to emphasize the exact time of day, or when A.M. or P.M. is used.

May 9, 1996 **20 percent** **\$45.75** **1:12 P.M.**

► **Exercise 1** Write the correct form of the number in each sentence. Write *C* if the sentence is correct.

- _____ **96** Central finished the game with ninety-six points, but South had 104 points.
- _____ 1. There will be a partial eclipse of the moon on May 15.
- _____ 2. The eclipse begins at 2:15 P.M.
- _____ 3. She was the 1st in her family to go to college.
- _____ 4. About forty-eight % of the students bring their lunches to school.
- _____ 5. This slice of bread has 120 calories; that one has sixty.
- _____ 6. I think she lives at 20 St. James Place.
- _____ 7. My grandmother lives in Apartment twenty-one.
- _____ 8. He dropped his books for the second time that day.
- _____ 9. The telephone number of the planetarium is 787-2112.
- _____ 10. Did you do the 3rd problem yet?

- _____ 11. Mom got home at around 6 o'clock.
- _____ 12. Alabama has 53 miles of coastline; Florida has 770.
- _____ 13. Please open your book to page fifty-three.
- _____ 14. When it's ten o'clock in Ohio, it's seven o'clock in California.
- _____ 15. I've seen that movie three times.
- _____ 16. Twenty-five percent of all our customers are under sixteen years old.
- _____ 17. Can you lend me 45 cents until tomorrow?
- _____ 18. Supper is at five-twenty-five P.M. sharp.
- _____ 19. Last night we had spaghetti for the 3rd time this week.
- _____ 20. Send your postcards to thirty-three Exchange St.
- _____ 21. Massachusetts entered the Union on February 6, 1788.
- _____ 22. Delaware was the 1st state to enter the Union.
- _____ 23. People began writing in about four thousand B.C.
- _____ 24. In A.D. one there were about 200 million people in the world.
- _____ 25. Is fifteen miles longer than 15 kilometers?
- _____ 26. This is the sixth episode of the show that I've seen.
- _____ 27. Is it 8 o'clock already?
- _____ 28. We are 100% ready.
- _____ 29. The movie starts at 6:20 P.M. and ends at eight o'clock.
- _____ 30. Confucius lived around 500 B.C.



Unit 12 Review

► **Exercise 1** Add punctuation marks where needed. Underline words or phrases that should be in italics.

Terri, you're in charge of refreshments for our next meeting.

1. Usually on Saturday nights my family eats at a restaurant goes to a movie or plays a board game at home
2. For the first time in his life he went to Disneyland
3. No he wasn't a bit afraid of the roller coaster
4. Terry wore a green-striped shirt and Jerry wore a polka-dotted one
5. The Childrens Hour is popular on our local cable channel
6. Get out of the way! yelled Jeff
7. December 1 1968 is Aunt Barbie's birthday
8. What an exciting movie
9. Gerald moved to Indianapolis Indiana just before school started
10. The grand total of Lias savings was twenty seven cents.
11. My oldest sister graduated on June 9 1995 and her title is now Jean Stewart M D
12. On New Years Eve I resolved the following get plenty of sleep exercise daily and eat nothing but chocolate for the rest of the day
13. I planned to get up at 600 A M I arose at seven
14. Mary asked Where are you going
15. Tranh's favorite movie is Angels in the Outfield
16. Alisha your mother is here to take you home
17. Why couldn't the coin's inscription be 4 B C
18. Mr Cline works at NASA as an engineer

Cumulative Review: Units 1–12

► Exercise 1 Draw a line under the correct word in parentheses.

I gave my sketches (to, two) Akira.

1. (Their, They're) flying to Canada next week.
2. We had (all ready, already) finished the homework.
3. Gene has (two, too) pet turtles.
4. I (accept, except) your apology.
5. Let's toast the marshmallows and (than, then) play cricket.
6. The problem is this (loose, lose) wire.
7. Put the bike (in, into) the garage.
8. (Its, It's) a shame that you missed the parade.
9. Karen went to (lay, lie) down.
10. I bought a tape that teaches Spanish because I like to (learn, teach) other languages.
11. Will you (let, leave) me go horseback riding with Steve?
12. Sophie was bobbing up and down (in, into) the pool.
13. (Beside, Besides) math, I enjoy band and science.
14. If I have to (choose, chose) the dog's name, it's going to be "Arfie."
15. Gail is (all ready, already) for the recital.
16. (Lay, Lie) the bottle of sunscreen on the beach.
17. Everyone in our family (accept, except) Alex had a cold last weekend.
18. A lilac bush grows (between, among) the house and the garage.
19. The sad-eyed puppy licked (its, it's) paw.
20. (Sit, Set) the box on top of the washer.

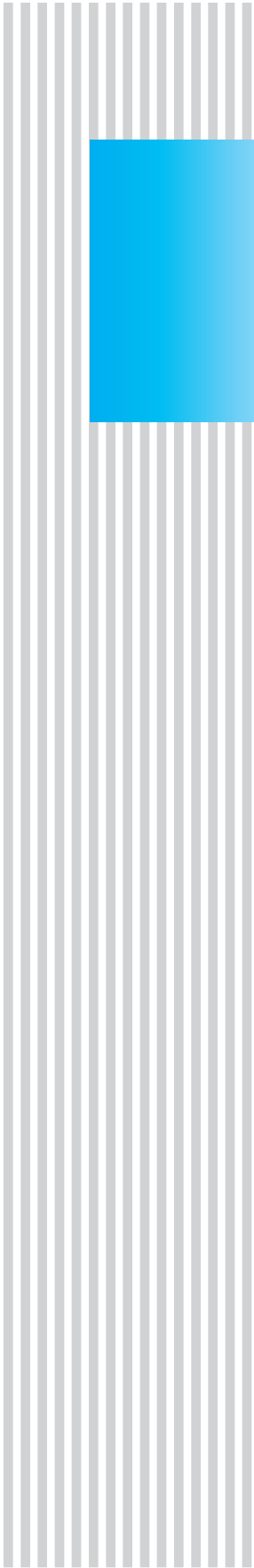
► **Exercise 2** Draw a line under each prepositional phrase and write whether it is used as an adjective (*adj.*) or adverb (*adv.*). Insert a comma if the sentence requires it.

- _____ **adv.** From the doorway I heard the phone ringing.
- _____ 1. After the movie we went to Burger Heaven.
- _____ 2. The newfallen snow glittered in the moonlight.
- _____ 3. The choir is singing at the mall.
- _____ 4. The song of whales is beautiful.
- _____ 5. The bay was filled with smog.
- _____ 6. Because of the storm we stayed inside.
- _____ 7. The sunset leaked gold accents across the deep purple sky.
- _____ 8. The car emerged from the garage.
- _____ 9. The lightning crashed into the tree.
- _____ 10. The dog from next door followed me home.
- _____ 11. The breeze carried Camilla’s voice across the lake.
- _____ 12. Melisa left the room before the bell.
- _____ 13. Carol, write a poem about our town.
- _____ 14. Do you see the colorful oriole in that big tree?
- _____ 15. East of town the circus will be held.
- _____ 16. The echoes of a faraway bell spread across the remote valley.
- _____ 17. The baby birds were chirping inside of their nest.
- _____ 18. The toddler spilled lemonade on Jenifer’s new slacks.
- _____ 19. Bart splashed the cool water against his face.
- _____ 20. Does anyone know why Victor is flying to Texas?
- _____ 21. I want the chair next to Gloria.
- _____ 22. The teapot with the broken lid was never used.
- _____ 23. After the rehearsal on Wednesday the director felt discouraged.
- _____ 24. Across the street rolled the empty wagon.
- _____ 25. The lion cub tumbled down the hill.

► Exercise 3 Place the correct punctuation mark after each sentence.

What do you think of my haircut?

1. We did it
2. Where did you put my eyeshadow
3. I left my bike under the shade tree
4. Madras is coming
5. Mr. Dubois is ready to judge the Science Fair
6. Gary, what did you do with my history book
7. Close the refrigerator door
8. Who ate all the fudge
9. I want to write like Roald Dahl
10. My parents decided to unplug the TV for one whole week
11. Did Tio Jorge call
12. Let Daniel come with us to Garcy Park to play baseball
13. Is that story about a Trojan horse based on fact
14. Henny Penny warned, “The sky is falling”
15. Get out of there fast
16. How can you not like that band
17. I’ve already read that book
18. The hamster got out
19. My bike needs new tires and a paint job
20. Eat healthful foods, and get plenty of exercise
21. The sailor in the crow’s nest shouted, “Land ahoy”
22. The kindergartners listened closely to Carlene’s story
23. Was first prize a computer
24. Tom added a Ted Williams card to his baseball card collection
25. First, line up in alphabetic order



Vocabulary and Spelling



Unit 13: Vocabulary and Spelling

Lesson 86

Building Vocabulary: Learning from Context

Context clues are words and sentences around an unfamiliar word that explain its meaning. Three types of context clues are definition, example, and general context. The definition, or meaning, of the unfamiliar word may be given in the sentence. Clue words such as *that is*, *in other words*, or *which means* tell you that a definition is following. Sometimes examples are given to explain an unfamiliar word. The clue words *like*, *for example*, *including*, or *such as* often come before an example. If there are no special clue words in the sentence, you can use the general context. That is, you can use the details in the words or sentences around the new word to determine its meaning.

Darla is a philatelist, *which means* that she collects stamps. (The clue words *which means* tell you that the word *philatelist* means “stamp collector.”)

Bovines, *including* domestic cattle and the American bison, are an important source of food for many cultures. (The word *including* introduces examples of bovines. From the examples you can guess that bovines are members of the cattle family.)

Armand took the rough stones to a lapidary. She was going to cut, grind, and polish the stones so that they could be set in silver bracelets. (The general context tells you that a lapidary has something to do with making jewelry. A lapidary is a person who works with gemstones.)

► **Exercise 1** Write in the blank the meaning of the word in italics.

Arnold is good at *ciphering*, which is an old way of saying he is good at math.

using numbers as in math

1. Wolves are *carnivores*, which means they are meat eaters. _____
2. Fina owns several large *implements* such as a tractor, a combine, and a baler.

3. Ms. Chien praised our *deportment*, or in other words, our behavior.

4. Jerry's father filled the spaces between the tiles with *grout*, that is, thin finishing plaster.

5. *Primates*, such as apes and humans, usually have well-developed brains.

6. The motel offered many *amenities*, such as a pool and free soda.

7. Marla grew up in a *parsonage*, that is, a minister's home.

8. The sisters cleaned the vacant lot *gratis*; in other words, they were not paid.

9. We just finished a unit on famous *edifices*, such as cathedrals and skyscrapers.

10. Jingdan is quite *meticulous*; that is, she pays attention to every detail.

11. Marco played several *percussion instruments*, including snare drum, tympani, and xylophone. _____

12. Chicago hosted a convention of *numismatists*, who are people who collect coins.

13. The crowd *guffawed*; in other words, they laughed loudly.

14. A good chef uses many *herbs*, such as basil and garlic.

15. Mr. Ramirez has sports *memorabilia* such as his ticket stub from the 1956 World Series.

16. The picnic grounds were very *tranquil*. No traffic noise interrupted us. The wind was calm. Even the birds were quiet. _____

Lesson 87

Building Vocabulary: Prefixes

A **prefix** is a word part that is added to the beginning of a word and changes its meaning. An understanding of prefixes and their meanings will help you learn new words.

The king was dethroned. (The prefix *de-* means “remove from” or “reduce”; therefore, the king was removed from his throne.)

PREFIX	MEANING	EXAMPLE	MEANING
<i>in-</i>	not	indirect	not direct
<i>non-</i>	without	nonstop	without stopping
	not	nonsalable	unable to be sold
<i>un-</i>	opposite of, not	unclean	not clean
	to reverse	untie	to loosen
<i>pre-</i>	before	prepay	to pay in advance
<i>de-</i>	remove from	dethrone	remove from the throne
	reduce	degrade	to make lower
<i>dis-</i>	opposite of, not	disagree	not agree

► **Exercise 1** Underline the prefix of each word. Using the meaning of the prefix, write in the blank the meaning of the word. Use a dictionary if you are uncertain of the meaning.

- | | | | |
|-------------------|-----------------------------|------------------|-------|
| <u>pre</u> select | <u>to select in advance</u> | | |
| 1. devalue | _____ | 11. nonsense | _____ |
| 2. disassemble | _____ | 12. preheat | _____ |
| 3. unfit | _____ | 13. deactivate | _____ |
| 4. preview | _____ | 14. undo | _____ |
| 5. inactive | _____ | | |
| 6. nonverbal | _____ | 15. discourage | _____ |
| 7. defrost | _____ | 16. insensitive | _____ |
| 8. unfold | _____ | 17. disadvantage | _____ |
| | _____ | 18. nonskid | _____ |
| 9. prewar | _____ | 19. involuntary | _____ |
| 10. disbud | _____ | 20. prejudice | _____ |

► **Exercise 2** Write in the blank a word with a prefix that means the same as the words in parentheses.

Achim was chosen to preview the new movie. (view in advance)

1. His actions were very _____. (not kind)
2. Mara's homework was _____. (not complete)
3. When playing this card game, after each turn you must _____. (remove a card from your hand)
4. Harold completed the job in one _____ session. (without stopping)
5. Does your mother always _____ the books that you read? (approve in advance)
6. Juan helped Teresa _____ the refrigerator. (remove the frost)
7. Detectives often travel in _____ cars. (no markings)
8. The man used _____ quotations in his speech. (not direct)
9. We agree to _____. (not agree)
10. The sauce was made with _____ milk. (fat removed)
11. Mr. Alvarez was very thin during his _____ years. (before teenage)
12. Passengers may _____ at gate forty-two. (remove themselves from the airplane)
13. The items at the bake sale were _____. (not priced)
14. The puppy was a victim of _____ treatment. (not humane)
15. The chilly wind added to his _____. (lack of comfort).

► **Writing Link** Write a paragraph about a relaxing Saturday afternoon. Use at least three words with prefixes and underline them.

Lesson 88

Building Vocabulary: Suffixes

A **suffix** is a word part that is added to the end of a word and changes its part of speech and its meaning. Adding the suffix *-er* to *read* (a verb) makes *reader* (a noun). Adding *-less* to *face* (a noun) makes *faceless* (an adjective).

SUFFIX	MEANING	EXAMPLE	MEANING
<i>-er</i>	one who that which	baker dicer	one who bakes a device that chops or dices vegetables
<i>-or</i>	more	stronger	more strong
<i>-ist</i>	one who	debtor clarinetist	one who owes a debt one who plays a clarinet
<i>-less</i>	without	changeless	without change
<i>-able</i>	can be having the quality of	washable valuable	can be washed having value
<i>-ible</i>	can be having the quality of	deductible sensible	can be deducted having sense
<i>-ness</i>	quality of state of being	gentleness greatness	quality of being gentle state of being great

► **Exercise 1** Write the word that is formed by adding the given suffix to each word. Then write a basic meaning of the new word. Be careful to check the spelling of the new word.

- | | | |
|-------------------------|---------------|---------------------|
| win + <i>-er</i> | <u>winner</u> | <u>one who wins</u> |
| 1. fault + <i>-less</i> | _____ | _____ |
| 2. advise + <i>-or</i> | _____ | _____ |
| 3. make + <i>-er</i> | _____ | _____ |
| 4. like + <i>-able</i> | _____ | _____ |
| 5. piano + <i>-ist</i> | _____ | _____ |
| 6. ready + <i>-ness</i> | _____ | _____ |
| 7. kind + <i>-ness</i> | _____ | _____ |

Name _____ Class _____ Date _____

8. freeze + *-er*

9. depend + *-able*

10. terror + *-ible*

11. weak + *-er*

12. mow + *-er*

13. match + *-less*

14. admire + *-able*

15. good + *-ness*

16. resist + *-ible*

17. defense + *-ible*

18. aware + *-ness*

19. grant + *-or*

20. type + *-ist*

21. wrestle + *-er*

22. laugh + *-able*

23. sure + *-er*

24. calm + *-ness*

25. force + *-ible*

26. burn + *-er*

27. thin + *-er*

28. cycle + *-ist*

29. ill + *-ness*

30. honor + *-able*

31. write + *-er*

32. fast + *-er*

33. damp + *-ness*

34. sleep + *-less*

35. teach + *-er*

Lesson 89**Synonyms and Antonyms**

Synonyms are words that have similar meanings. Knowing synonyms can help you understand new words. Some dictionaries list synonyms with the definition of a word. A thesaurus is a special dictionary that lists all synonyms. Because each synonym has a slightly different meaning, choosing the right one can help you say exactly what you mean.

The cat **sprang** at the ball of yarn. (Substituting a synonym such as *jumped* or *leaped* could help in understanding the unfamiliar word *sprang*.)

The man **walked** to the store. (*Ambled* and *trudged* are synonyms for *walked*. Using one of these synonyms would give a slightly different meaning to the sentence.)

Antonyms are words that have opposite or nearly opposite meanings. Knowing antonyms can also help you understand unfamiliar words. Common ones are *hot-cold*, *large-small*, and *love-hate*. Many antonyms can be formed by adding a prefix meaning *not*. Adding *un-* to *bending* makes *unbending*, the antonym to *bending*.

► **Exercise 1** Circle the best synonym for each italicized word. Use a dictionary if necessary.

Maria enjoyed the *placid* atmosphere of the library.

plastic quiet studious stressed

- The band has an *immense* following.
large intense crude silly
- Francisco *pleaded* with his mother for a new skateboard.
pulled argued asked begged
- If you want to *acquire* fame, do something better than anyone else.
buy get know allow
- Most birds go to roost at *dusk*.
bedtime night twilight afternoon
- Alan took good care of his *molars*.
clippers binoculars moles teeth
- Rabbits shed their *coats* four times a year.
jackets skin fur nails

7. Micah went shopping for sports *apparel*.
clothing equipment cards item
8. At the end of the race, Ke Min was *exhausted*.
happy upset tired last
9. Kim was proud of her *raven* hair.
brown blonde black red
10. Yoshin loved the *scent* of roses.
price beauty smell color
11. Renee has great *affection* for Pedro.
falsehood dislike candy love
12. I witnessed his *solemn* vow.
sad serious fame silent
13. The *mariner* prized his blue parrot.
seaman cook preacher master
14. How will you *conclude* that story for English class?
end produce copy write
15. Grandpa spent his entire life in *agronomy*.
pain teasing farming astronomy

► **Exercise 2** Write an antonym for each word by adding the proper prefix. Use a dictionary to check meaning and spelling.

happy unhappy

- | | | | |
|-------------|-------|---------------|-------|
| 1. appear | _____ | 11. compress | _____ |
| 2. direct | _____ | 12. infect | _____ |
| 3. complete | _____ | 13. support | _____ |
| 4. true | _____ | 14. dress | _____ |
| 5. sense | _____ | 15. pack | _____ |
| 6. equal | _____ | 16. mount | _____ |
| 7. own | _____ | 17. activate | _____ |
| 8. root | _____ | 18. essential | _____ |
| 9. hook | _____ | 19. place | _____ |
| 10. join | _____ | 20. welcome | _____ |

Lesson 90**Homonyms**

Homonyms are words that sound alike but have different meanings. Homonyms may have the same spelling or different spellings. Those that have different spellings can be tricky when writing. Be careful to choose the correct word for the meaning you want to use.

HOMONYM	MEANING
here	this place
hear	listen
through	in one side, out the opposite
threw	tossed
its	belonging to it
it's	contraction for <i>it is</i> or <i>it has</i>
to	in the direction of
too	also, in addition to
two	the number
principal	one in charge of a school
principle	a rule, guideline, or law
their	belonging to them
there	in that place
they're	contraction for <i>they are</i>
your	belonging to you
you're	contraction for <i>you are</i>

► **Exercise 1** Underline the homonym in parentheses that best completes each sentence.

Katya wrote a letter (while, wile) Lu Chan talked on the phone.

1. The (knight, night) wore shining armor.
2. Mrs. Chin (new, knew) that yesterday was my birthday.
3. I had eight (right, write, rite) answers out of ten.
4. Jason (through, threw) his jacket on the couch.
5. A blue jay perched on the lowest (bough, bow) of the tree.
6. Who will be the first to (break, brake) the piñata?
7. The tomato vines were tied to wooden (steaks, stakes).
8. Would you like a (peace, piece) of pie?

9. The man wore (wholly, holey, holy) gloves.
10. When (your, you're) all alone, the sound of the wind is frightening.
11. Aggie couldn't wait to (hear, here) the results of the election.
12. Billy and An-Li lost (there, their) homework.
13. (Its, It's) a wonderful story.
14. My brother likes going (too, to, two) the fair.
15. The contest was guided by the (principles, principals) of fair play.
16. (Who's, Whose) notebook is on the floor?
17. How many times does the (tied, tide) rise each day?
18. Carlos sanded his bicycle frame to the (bear, bare) metal.
19. Did Consuelo (tare, tear) her sleeve?
20. The wild (boar, bore) is a dangerous animal.
21. The storm delayed her departure for an (our, hour).
22. The cabin was located on a (hi, high) mountain.
23. The (cent, scent) reminded me of the woods.
24. Is that the (sight, site, cite) of the new mall?
25. Will Myra's apology (lesson, lessen) Merle's pain?
26. This discussion makes no (scents, cents, sense).
27. My quarter rolled off the curb and through the sewer (great, grate).
28. Does the fireplace need more (would, wood)?
29. Beethoven was (borne, born) on December 16, 1770.
30. I put a (pear, pair) in my backpack for a snack.

► **Writing Link** Write two or more sentences with homonym pairs.

15. change + *-able* _____ 18. mercy + *-ful* _____
 16. play + *-ful* _____ 19. craze + *-y* _____
 17. shoe + *-ing* _____ 20. merry + *-ment* _____

► **Exercise 2** Write the word in the blank that is formed by adding *ei* or *ie* to the incomplete word in each sentence.

- _____ **lei** _____ The Hawaiians gave me a necklace of flowers called a l__ .
- _____ 1. Ms. Kang will not stray from her bel__f.
- _____ 2. Wally did not bring his rec__pt with him.
- _____ 3. The v__n of ore ran for nearly three miles.
- _____ 4. How could anyone conc__ve of such a thing?
- _____ 5. Dowana worked hard to ach__ve honor-roll status.
- _____ 6. In the distance, we heard the whistle of a fr__ght train.
- _____ 7. Mr. Suzuki was appointed ch__f of staff.
- _____ 8. Father O'Brien had been a parish pr__st for forty years.
- _____ 9. Mario had __ght years of piano lessons.
- _____ 10. Duke learned to retr__ve a stick in only three days.
- _____ 11. Is Pam well enough to rec__ve visitors?
- _____ 12. Our sunflowers grew to a h__ght of eleven feet.
- _____ 13. I read __ght books this month.
- _____ 14. Sue's brother is conc__ted.
- _____ 15. How long did Alice gr__ve after Alejandra moved to Texas?
- _____ 16. What color shall we paint the c__ling?
- _____ 17. What kind of lace did Jana choose for her v__l?
- _____ 18. Be careful that his promises contain no dec__t.
- _____ 19. We went for a sl__gh ride.
- _____ 20. Athletes must maintain a certain w__ght.

Lesson 92

Basic Spelling Rules II

When a word ends in a single consonant following one vowel, double the final consonant if the word is one syllable. Also double the final consonant if the last syllable of the word is accented and the accent stays there after the suffix is added.

sit + *-ing* = sitting slap + *-ed* = slapped sad + *-er* = sadder
 refer + *-ed* = referred occur + *-ence* = occurrence deter + *-ing* = deterring

Do not double the final consonant if the suffix begins with a consonant, if the accent is not on the last syllable, or if the accent moves when the suffix is added.

hurt + *-ful* = hurtful pain + *-less* = painless great + *-ly* = greatly
 envelop + *-ed* = enveloped govern + *-ing* = governing motor + *-ize* = motorize
 refer + *-ence* = reference confer + *-ence* = conference

Do not double the final consonant if two vowels come before the final consonant or if the word ends in two consonants.

drain + *-ed* = drained moan + *-ing* = moaning keep + *-ing* = keeping
 start + *-er* = starter belong + *-ing* = belonging apart + *-ment* = apartment

When adding *-ly* to a word that ends in *ll*, drop one *l*.

dull + *-ly* = dully full + *-ly* = fully

When forming compound words, keep the original spelling of both words.

soap + box = soapbox fly + wheel = flywheel back + pack = backpack

► **Exercise 1** Write the word that is formed when the suffix given is added to each word.

- | | | |
|-------------------------|----------------|--------------------------|
| fan + <i>-ing</i> | <u>fanning</u> | |
| 1. pat + <i>-ed</i> | _____ | 8. confer + <i>-ence</i> |
| 2. expel + <i>-ing</i> | _____ | 9. glad + <i>-est</i> |
| 3. full + <i>-ly</i> | _____ | 10. main + <i>-ly</i> |
| 4. rain + <i>-ing</i> | _____ | 11. equip + <i>-ed</i> |
| 5. admit + <i>-ance</i> | _____ | 12. sharp + <i>-ly</i> |
| 6. shut + <i>-er</i> | _____ | 13. layer + <i>-ing</i> |
| 7. civil + <i>-ize</i> | _____ | 14. pad + <i>-ing</i> |

15. rebel + *-ed* _____ 18. tip + *-ing* _____
 16. loan + *-ed* _____ 19. smart + *-est* _____
 17. plant + *-ed* _____ 20. begin + *-er* _____

► **Exercise 2** Write the compound word formed from the words in parentheses. If the sentence is correct, write *C* in the blank.

screwdriver

Please hand me the smallest (screw driver).

- _____ 1. What did you use for a (steering wheel) on your go-cart?
 _____ 2. Micah does his studying in his (bed room).
 _____ 3. Marisha is proud of her (table manners).
 _____ 4. Yesterday, our class was a (bee hive) of activity.
 _____ 5. With a huge leap, Katarina caught the (line drive).
 _____ 6. Does your mother hire a (book keeper)?
 _____ 7. No one in our class has ever experienced an (earth quake).
 _____ 8. Mr. Sanchez wore gray (dress pants) with his blue blazer.
 _____ 9. Achim finished the test before (any body) else.
 _____ 10. Did you remember to bring your (fishing pole)?
 _____ 11. How many hours did the (snow storm) last?
 _____ 12. Do you think Mimi would like a (jewelry box) for her birthday?
 _____ 13. I know that book is (some where) in this room.
 _____ 14. Ms. Yedon has the most beautiful (flower garden) in the neighborhood.
 _____ 15. My favorite part of the meal was the (straw berry) and banana dessert.
 _____ 16. Please bring some (light bulbs) when you come home.
 _____ 17. Elijah has a new (sport coat) to wear to the program.
 _____ 18. Dad purchased our new television directly from the (ware house).
 _____ 19. Our (bird feeder) needs to be refilled.
 _____ 20. I was scared when the stone flew against the (wind shield).

Name _____ Class _____ Date _____

- | | | | |
|-----------------------|-------|-------------------|-------|
| 5. joy | _____ | 23. stress | _____ |
| 6. broomstick | _____ | 24. toy | _____ |
| 7. loaf | _____ | 25. Jones | _____ |
| 8. glass | _____ | 26. buzz | _____ |
| 9. box | _____ | 27. latch | _____ |
| 10. wish | _____ | 28. moose | _____ |
| 11. editor in chief | _____ | 29. mother-in-law | _____ |
| 12. Truax | _____ | 30. dish | _____ |
| 13. folly | _____ | 31. kangaroo | _____ |
| 14. crutch | _____ | 32. berry | _____ |
| 15. woman | _____ | 33. Martinez | _____ |
| 16. beach | _____ | 34. wedding ring | _____ |
| 17. McCandlish | _____ | 35. cuff | _____ |
| 18. proof | _____ | 36. mouse | _____ |
| 19. knife | _____ | 37. wife | _____ |
| 20. fifty | _____ | 38. handkerchief | _____ |
| 21. secretary-general | _____ | 39. stereo | _____ |
| 22. echo | _____ | 40. half | _____ |

► **Writing Link** Write a paragraph about a group of people. Use at least four plural words.

Lesson 94**Often Misspelled Words**

Some words do not follow basic spelling rules. This can make them hard to spell. One way to learn how to spell difficult words is to make a personal word list. List the words that you find especially difficult or that you often misspell.

Study the correct spellings. Use these words in your writing to remember how to spell them.

► Exercise 1 Underline the word in parentheses that is spelled correctly.

Brad could become a famous (athelete, athlete) someday.

1. Julia will (recommend, reccommend) a song for the celebration.
2. The Mayfield Middle School soccer team (garantees, guarantees) a victory in tomorrow's game.
3. Our school (chior, choir) practices three times a week.
4. Tanya found it difficult to choose a video because the store had such a wide (variety, vareity).
5. Steve and Jose ate lunch in the (cafiteria, cafeteria).
6. We are waiting for the committee to announce (definite, defanite) plans.
7. Mrs. Kwan introduced her (niece, neice) to the class.
8. Have you filled out your (skedule, schedule) for next semester yet?
9. Margaret painted a picture of a (beatiful, beautiful) sunset while on vacation in South Carolina.
10. The well-known scientist gave us a tour of her (labertory, laboratory).
11. Mom was (truely, truly) pleased with the birthday present.
12. Randy had several books to return to the (libary, library).
13. I hope Billy doesn't do anything to (embarass, embarrass) me.
14. Katrina is going to read her (original, orignal) story to us.
15. The festival will begin at twelve o'clock (Wednesday, Wenesday).
16. Todd's (abcense, absence) made it impossible for us to rehearse the play.

17. According to the weather forecaster, it will (probably, probable) rain tomorrow.
18. The entire family is going to Little Rock to see Uncle Luigi, who will be (fourty, forty) years old this Saturday.
19. Jake saw a (humerous, humorous) program on television.
20. Rachel and Joan have (similar, simaler) taste in clothing.

► **Exercise 2** Complete each word by filling in the missing letters.

accident a l ly (happening by accident)

1. traff (movement of cars along a road)
2. de end (to go from a higher place to a lower one)
3. rest rant (a place where people eat)
4. us lly (most of the time)
5. for gn (outside one's own country)
6. ne e sary (needed; required)
7. perm n nt (lasting; without change)
8. gramm r (the study of words and sentences)
9. advi r (a person who gives information or recommendations)
10. n ghborhood (the area in which one lives)
11. jew ry (rings, bracelets, necklaces)
12. li en e (a permit to do something)
13. bus n ss (a company or type of work)
14. immed te (right away; now)
15. h ght (the distance from the bottom to the top of something)
16. te nology (new knowledge or a new way of doing something)
17. rec nize (to know or be familiar with)
18. sep r te (distinct; apart)
19. ball (a classical dance)
20. gove ment (an organization formed to run a country)

Lesson 95**Easily Confused Words**

Some words are often confused because they sound similar, even though they have different spellings and meanings.

desert, dessert When the accent is on the first syllable, *desert* means “a dry, barren region.” When the accent is on the second syllable, *desert* means “to abandon.”

Dessert is a sweet course served at the end of a meal.

lessen, lesson *Lessen* means “to shrink in size or degree.” *Lesson* means “something to learn.”

passed, past *Passed* means “to have moved on or ahead.” *Past* means “time gone by” or “existed earlier.”

quiet, quite *Quiet* means “little or no sound.” *Quite* means “wholly, completely.”

weather, whether *Weather* means “the daily conditions of temperature, moisture, wind, and so on.” *Whether* is a conjunction often used in indirect quotations.

► **Exercise 1** Underline the word that best completes each sentence.

The doctor advised Mr. Wilson to (lessen, lesson) his intake of fat.

1. Jim’s cousins offered to show him (their, there) secret clubhouse.
2. Tina finished reading that story in one (hour, our).
3. Mom likes to drink English breakfast (tea, tee).
4. Louis cannot decide (weather, whether) to practice baseball or soccer.
5. Kim’s kite sailed (higher, hire) into the air than Bill’s kite.
6. Once the assembly began, everyone grew (quiet, quite).
7. Uncle Simon took pictures of his trip through the (desert, dessert).
8. Ling said the movie was so dull that he couldn’t (bare, bear) to watch it.
9. This book is about a poor girl who becomes (air, heir) to a fortune.
10. Calid (passed, past) Mr. Sokol on his way home from school.

11. Dad refused to let Tommy (peak, peek) at his birthday gifts before the party.
12. Mrs. Jenkins and her husband cooked (stake, steak) for the winners of the spelling bee.
13. Sara will (right, write) a letter to her friend after dinner.
14. Jean was (holy, wholly) surprised when she won the contest.
15. Dividing fractions was today's math (lessen, lesson).
16. Poloma ate the last (peace, piece) of blueberry pie.
17. Don't forget to bring (your, you're) camera.
18. My cat might (brake, break) that vase if I leave it on the windowsill.
19. Ramon (blew, blue) the trumpet, but no sound came out.
20. Jermaine saw several (dear, deer) in the park yesterday.
21. Grandmother (cent, sent) each of us a beautiful sweater.
22. Anne (wood, would) like to learn how to dance.
23. Larry bought a new computer game because it was on (sail, sale).
24. The bright sun cast (it's, its) rays across the meadow.
25. The Watsons are planning a vacation by the (sea, see).
26. What kind of ice cream do you want for (desert, dessert)?
27. The speaker began by stating her (main, mane) purpose.
28. Kendra borrowed (for, four) videotapes from Roger.
29. David went to the store to buy (meat, meet) and potatoes.
30. Belinda likes to (read, reed) historical novels.
31. Of all the people who live on our street, Ms. Romanoff receives the most (mail, male).
32. The gemstones we discovered in the treasure chest were (real, reel).
33. That comedian is very entertaining; he could never be a (boar, bore).
34. Kyle was extremely (soar, sore) after the hockey game.
35. Aunt Rita is in the kitchen making (moor, more) popcorn.

Lesson 96**Review: Building Vocabulary**

► **Exercise 1** Write the definition of the word in italics. If there are clue words, circle them.

The cooler's *buoyancy*, that is, its ability to float, saved the man from drowning.

ability to float

1. Jim works in a *haberdashery*. He sells men's shirts, socks, belts, and other accessories.

2. The pine tree is a *conifer*— that is, it bears cones.

3. Roses are *perennials*, which means that they live for many years.

4. The loser created a *spectacle*. He pouted, stamped his feet, and slammed his hat on the ground. _____
5. Juan is a *statistician*, in other words, he keeps track of data.

6. Reiko is *bilingual*, which means that she speaks two languages.

7. Diane shows traits of an *extrovert*. She makes friends easily, she participates in many activities, and the presence of strangers doesn't bother her.

8. In case of an emergency, our home has two *auxiliary* heating systems, including a wood stove and a kerosene heater. _____
9. Elaine practices excellent *hygiene*— that is, she is always neat and clean.

10. Mrs. Tadashi's greenhouse is full of *tropical* plants such as palms, orchids, and African violets. _____

11. The *dais* was well decorated, including the platform, the seats for the speakers, and the podium. _____
12. Having published the life stories of three movie stars, Miss Suzuki became a well known *biographer*. _____
13. Mr. Green is a valuable *custodian*. Our building is always clean, and its equipment is maintained regularly. _____
14. Some people believe they can break the law with *impunity*; that is, they believe they will never be punished. _____
15. That couch is called a *divan* because it has no back. _____
16. Amodahy's father repairs major *appliances* such as refrigerators, washers, and dryers. _____
17. Covering nearly three acres, the *concourse* was filled with people awaiting the arrival of *Air Force One*. _____
18. A little arrow, known as a *cursor*, is moved by a mouse to select items on a personal computer. _____
19. Watching television is a *secondary* activity for Timothy. Completing his homework is more important. _____
20. Barely six inches wide, the *miniatures* on the wall depicted covered bridges of Pennsylvania. _____

► **Exercise 2** Write *synonyms*, *antonyms*, or *homonyms* to describe each pair of words.

quick, fast

synonyms

- | | | | |
|-------------------|-------|----------------------------|-------|
| 1. terror, fright | _____ | 7. hour, our | _____ |
| 2. start, finish | _____ | 8. behold, look at | _____ |
| 3. weave, we've | _____ | 9. like, dislike | _____ |
| 4. ebony, black | _____ | 10. meat, mete | _____ |
| 5. hay, hey | _____ | 11. important, unimportant | _____ |
| 6. zip, unzip | _____ | 12. light, featherweight | _____ |

Lesson 97

Review: Basic Spelling Rules

► **Exercise 1** Correct each misspelled word. Write *C* in the blank if the word is spelled correctly. Use a dictionary if necessary.

- | | | |
|-----|-----------------|---------------|
| | allys | <u>allies</u> |
| 1. | terriblely | _____ |
| 2. | deciet | _____ |
| 3. | keyes | _____ |
| 4. | relyance | _____ |
| 5. | fully | _____ |
| 6. | kittens | _____ |
| 7. | potatos | _____ |
| 8. | changable | _____ |
| 9. | brother-in-laws | _____ |
| 10. | partly | _____ |
| 11. | joiful | _____ |
| 12. | muffes | _____ |
| 13. | reference | _____ |
| 14. | lonly | _____ |
| 15. | swimer | _____ |
| 16. | pianoes | _____ |
| 17. | riegn | _____ |
| 18. | offerring | _____ |
| 19. | soft drinks | _____ |
| 20. | concieve | _____ |
| 21. | neighbor | _____ |
| 22. | friing | _____ |

Name _____ Class _____ Date _____

- 23. leafs _____
- 24. losses _____
- 25. releif _____
- 26. neither _____
- 27. childs _____
- 28. trainnable _____
- 29. sheeps _____
- 30. liesure _____
- 31. preist _____
- 32. moveing _____
- 33. halfs _____
- 34. serieses _____
- 35. containning _____
- 36. flurrys _____
- 37. oxes _____
- 38. freing _____
- 39. vien _____
- 40. watchs _____
- 41. toeing _____
- 42. crispper _____
- 43. peanut _____
- 44. crazyer _____
- 45. eighteen _____
- 46. boxs _____
- 47. maping _____
- 48. wieghtier _____
- 49. chief of staffs _____
- 50. pigpen _____



Unit 13 Review

► **Exercise 1** Underline the word in parentheses that best completes each sentence.

We studied (prewar, postwar) America—that is, America before the war.

1. No one can rely on Randy's (changeable, changeless) personality.
2. The auditorium had a sufficiently (large, small) stage for the big production.
3. Julian (threw, through) his cap in the air.
4. Laura and Harry could not (beleive, believe) they had won the doubles tournament.
5. The book you are looking for is (siting, sitting) on a shelf.
6. This movie shows the (lifes, lives) of several famous people.
7. Dr. Kotlinski's (neice, niece) will accompany us to the museum.
8. Sheila and her mother are making cheesecake for (desert, dessert).
9. When I learn Spanish, I will be bilingual; that is, I will speak (two, three) languages.
10. The happy people sang a (joiful, joyful) song as they worked.
11. The tickets have to be paid for in advance, which means we must (prepay, postpay).
12. Early in the morning, the beach is a placid, or (loud, quiet), place.
13. Jennifer adored the characters, so I think she (liked, disliked) the play.
14. If George didn't run to the park, maybe he (raced, walked).
15. (There, They're) planning to go to the zoo on Saturday.
16. Everyone agreed it was a (lovely, lovly) day for a picnic.
17. Uncle Keith is attending a (conference, conferrence) in New Orleans.
18. The Carleys have three (radioes, radios) in their house.
19. Miki is a scholar and an (athelete, athlete).
20. The (weather, whether) will change greatly next week.
21. Dad asked the tailor to change the (cuffs, cuffes) on his shirt.
22. Two former (secretaries of state, secretary of states) attended the meeting.

Cumulative Review: Units 1–13

► **Exercise 1** Write the part of speech above each italicized word: *N* (noun), *V* (verb), *pro.* (pronoun), *adj.* (adjective), *adv.* (adverb), *prep.* (preposition), *conj.* (conjunction), or *int.* (interjection).

V

N

Georgia *visits* the lakeshore in the *summer*.

1. Uncle *Andrew* is famous *for* his roses.
2. Sam *and* Patrick are working *on* a science fair project.
3. A *red* cardinal flew *gracefully* over the trees.
4. *Wow!* Look at that *beautiful* rainbow.
5. Celeste gave *them* a tour of the radio *station*.
6. The story *began* with a trip to an *unusual* castle.
7. Rachel often meets Marta in the park, *and* they fly *their* kites there.
8. The baseball player *quickly* ran *around* the bases.
9. *She* hopes to play the *piano* in the spring talent show.
10. *Whew!* It's *very* hot today.
11. Carter *will* demonstrate his new invention, *but* we cannot touch it.
12. A *silvery* brook *ran* down the mountainside.
13. Either Tyler *or* Rick will meet *us* at the ice cream shop.
14. The drama *club* is presenting a *funny* play next week.
15. Sun *drenched* the *sandy* beach.
16. *He* borrowed three books *from* the library.
17. We are *going* to the pet store *tomorrow*.
18. *Grandfather* told us about his *adventures* at the carnival.

19. Last night *I* had a *strange* dream.
20. *Dad* is making lasagna *for* dinner.

► **Exercise 2** Underline the word in parentheses that best completes each sentence.

I hope our team does not (loose, lose) the game.

1. The cat lost control of (its, it's) ball of yarn.
2. Sven (all ready, already) programed the videocassette recorder.
3. The members of the group brought (too, two) many desserts to the meeting.
4. Janna will (choose, chose) which song to play first.
5. Geoff hopes to (learn, teach) German from his great-aunt.
6. No one (accept, except) Michael would try the new amusement park ride.
7. It is Carol's turn to (raise, rise) the school flag.
8. (Beside, Besides) field hockey, Keshia also likes to play tennis.
9. Does anyone know (who's, whose) jacket this is?
10. Peter can't decide (among, between) the cherry pie and the peach pie.
11. Dr. Skybo is (all together, altogether) certain nothing is wrong.
12. (Lay, Lie) the newspaper on the kitchen table.
13. The guests moved from the living room (in, into) the dining room.
14. Where should we (set, sit) for the picnic?
15. After buying the magazine, Tamara had (a lot of, sixteen) dollars left.
16. The bus will (leave, let) at one o'clock.
17. (Its, It's) amazing how much we accomplished in such a short time.
18. Mr. Lombardo doesn't know what time (their, they're) plane arrives.
19. Are you going (to, too) the theater tonight?
20. First mix the batter; (than, then) pour it into the cake pans.

► **Exercise 3** Add any missing punctuation to each sentence.

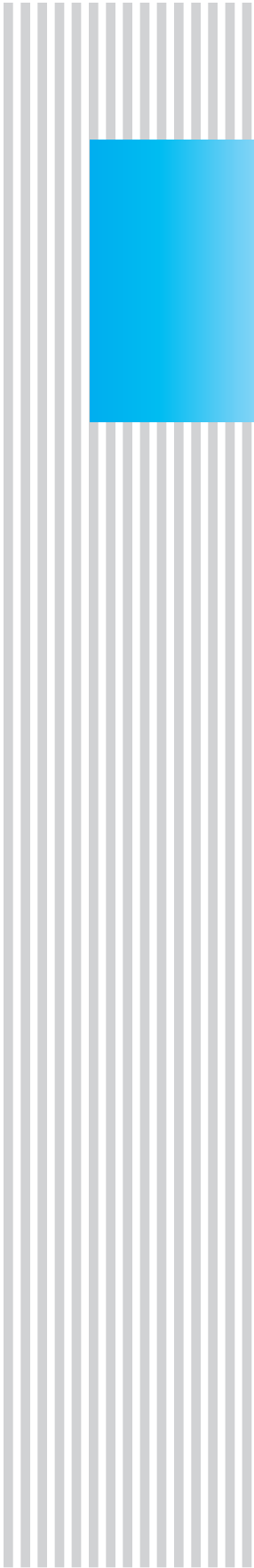
Clara, of course, was the director's first choice for the role of Anna.

- Mom asked us to buy bread milk and tomatoes.
- Watch out for that falling tree limb
- In the last scene of the movie the hero saves the planet
- Green is Louie's favorite color purple is Taylor's favorite color.
- The following issues will be discussed goals costs and publicity.
- Carlo did you see the eclipse
- My dream, Katia said, is to have my own store.
- Take these pictures to Mrs. Jackson's office
- Fortyseven persons volunteered to help with the project.
- March 18 1995 is a day I will never forget.

► **Exercise 4** Complete each word by filling in the missing letters.

bel i e ve (to have faith)

- | | |
|---|--|
| 1. tr ___ ___ d (attempted) | 11. ___ ___ ght (4 + 4) |
| 2. lov ___ ___ y (beautiful) | 12. tri ___ ___ ed (stumbled) |
| 3. hop ___ ng (longing) | 13. deligh ___ ful (full of delight) |
| 4. knowledg ___ ___ ble (full of knowledge) | 14. trai ___ ing (teaching) |
| 5. cano ___ ___ ng (rowing) | 15. catcher ___ (plural of <i>catcher</i>) |
| 6. fr ___ ___ s (plural of <i>fry</i>) | 16. cherr ___ ___ (plural of <i>cherry</i>) |
| 7. sa ___ ___ ng (to say) | 17. radio ___ (plural of <i>radio</i>) |
| 8. repl ___ ___ d (answered) | 18. shel ___ ___ (plural of <i>shelf</i>) |
| 9. n ___ ___ ce (the daughter of one's brother or sister) | 19. Thomas ___ ___ (plural of <i>Thomas</i>) |
| 10. rec ___ ___ ve (to be given something) | 20. secretar ___ ___ (plural of <i>secretary</i>) |
| | 21. Mary ___ (plural of <i>Mary</i>) |



Composition



► **Exercise 2** For each general topic, list two narrower topics related to it that interest you.

Volunteering Why do people like to volunteer?

Volunteering at the cat shelter.

1. Dancing _____

2. Junk food _____

3. Your community _____

4. Pets _____

5. Math _____

6. Privacy _____

7. Self-confidence _____

8. Field trips _____

9. Movies _____

10. Computers _____

11. Jokes _____

12. Winter _____

Lesson 99**The Writing Process: Prewriting II**

During prewriting, you also choose a **purpose**—the goal you want to accomplish by writing about your topic. Your purpose might be to inform, to persuade, to entertain, to create a work of art, or perhaps a combination of these. Finally, you select and analyze your **audience**, those who will read or hear your work. Knowing your audience will help you decide what information to include and what writing style to use, such as formal or informal.

► **Exercise 1** Rewrite each word, phrase, or sentence for the audience named in parentheses.

The new rule at school really bugs me. (Rewrite for an audience of parents.)

The new rule at school is very unfair.

1. Manuel hit a homer in the bottom of the ninth inning to win the game. (Rewrite for an audience who knows nothing about baseball.) _____

2. Listen up, dudes. (Rewrite as a statement to a noisy roomful of students during a class.)

3. During the 1995 annual period, the corn crop had an extremely high yield. (Rewrite as an explanation for a fellow student.) _____
4. No suds. No clean duds. (Rewrite as a note for someone about to go to the laundry.)

5. This bread is made with 3 cups of flour, a stick of melted butter, 2 beaten eggs, 1 teaspoon of vanilla, and 2 teaspoons of cinnamon. (Rewrite as a description for someone who does not intend to make the bread.) _____

6. Give the dog some drops of this medicine in his ears. (Reword as a veterinarian's instructions to the dog's owner. Invent any missing details.)

7. That cap is radical, man. (Rewrite as a statement to a teacher.) _____

8. Send me some stuff about Egyptian mummies. (Rewrite for a letter to the head of the education department at a natural history museum.) _____

► **Exercise 2** Write the purpose of each of the following types of writing: *to inform, to persuade, to entertain, or to create a work of art*. Some items may have more than one purpose.

a retelling of a funny scene from a movie **to entertain, to inform** _____

1. an account of what happens during one scene of a play _____

2. a short story about a frog-jumping contest _____

3. several paragraphs in which the speaker pretends to be a speck of dust _____

4. a speech you will read to a community group about why your school needs more classrooms _____

5. a riddle _____

6. a note giving instructions on where to find a hidden object _____

7. a review of a movie _____

8. a letter to a college that is sent along with an application _____

9. a poem about a historical event _____

10. a composition comparing funny jokes and jokes that aren't funny _____

11. a report on how different animals hibernate _____

12. an announcement in a magazine about a writing contest _____

13. an editorial in the school paper about student safety at school _____

14. a newspaper article about last Friday's basketball game _____

15. a paragraph written for a parent explaining why the writer should get a larger allowance _____

16. a speech made by a candidate for mayor _____

Lesson 100**The Writing Process: Drafting I**

After you have decided on your topic and purpose and gathered ideas and details for writing, you can begin drafting. **Drafting** is writing about your topic in paragraph form.

The first paragraph of your draft should include a **thesis statement**, which is a sentence that presents the **theme**, or main point you want to make. The other paragraphs each develop a main idea related to the theme.

► Exercise 1 Underline the thesis statement that best expresses each theme.

Theme: the appeal of computer games

Computer games can be very expensive.

My favorite computer game is Donkey Kong.

Someday I hope to design a computer game.

Computer games involve the hand, the eye, and the mind.

1. Theme: the benefits of some bacteria

Some bacteria are harmful.

Many kinds of bacteria are useful to humans.

Bacteria are very tiny, single-celled organisms.

Some helpful bacteria live in the human digestive tract.

2. Theme: the satisfactions of volunteering at the cat shelter

Sign up at the front desk if you want to volunteer at the cat shelter.

The cat shelter is a place where you can go to adopt a cat or kitten.

I like cats because they are like miniature lions.

I like volunteering at the cat shelter because I know I'm helping animals as well as our community.

3. Theme: the health benefits of cross-country skiing

Cross-country skiing offers fun for people of all ages.

Cross-country skiing develops the heart and lungs as well as the body.

Cross-country skiing is an extremely popular sport in Norway.

Cross-country skiing is much safer than downhill skiing.

4. Theme: the importance of wearing a bicycle helmet

Bicycle helmets are not suitable for motorcyclists.

Most bicycle helmets have a sleek shape to lower wind resistance.

Bicyclists who have their heads on straight always wear helmets.

Bicyclists who are safe riders always use hand signals when making turns.

5. Theme: the humor in a movie you saw recently

Half of the characters in the movie *Bonzo Goes Bananas* are apes.

Bonzo Goes Bananas is funnier than *Bonzo Goes Ape*.

If you like slapstick humor, you'll love the movie *Bonzo Goes Bananas*.

The movie *Bonzo Goes Bananas* won't appeal to everyone.

► **Exercise 2** Underline the three main ideas that support the thesis statement provided.

Thesis statement: My first trip in an airplane went smoother than I expected.

Main ideas: Airports are busy places these days.

I was a little nervous at first.

I spent the middle part of the trip studying the landscape far below.

The descent and landing were exciting.

1. Thesis statement: Building a bluebird house is not difficult.

Main ideas: Assemble your materials.

Construct the house.

Paint or stain the house.

Feed the bluebirds.

2. Thesis statement: This model is a replica of a medieval castle.

Main ideas: The design is typical of twelfth-century English castles.

Women in medieval society were in charge of household tasks.

The rooms are authentically furnished and decorated.

The tiny figures represent the royal family, their knights, and servants.

Lesson 101

The Writing Process: Drafting II

Each paragraph has a topic sentence which states the main idea. Other sentences in the paragraph contain details that support the main idea.

► **Exercise 1** Write three related sentences that provide details to support the topic sentence.

1. Immigrants to the United States sometimes have difficulty adjusting to their new country. _____

2. The Underground Railroad was a secret network that allowed slaves to travel north to freedom. _____

3. Sometimes a younger brother or sister can be a bother. _____

Name _____ Class _____ Date _____

4. Native Americans are sometimes called the first Americans. _____

5. A sixth grader needs to have some private time. _____

6. Black Studies Week is a time to celebrate the accomplishments of African Americans.

7. Students and teachers should treat one another with respect. _____

8. You can catch more flies with honey than with vinegar. _____

Lesson 102

The Writing Process: Revising I

After you complete a first draft, you will want to **revise**, or improve your writing. Begin by looking at each individual paragraph. The topic sentence should clearly state what the paragraph is about. Each of the other sentences should support the topic sentence and work together to develop the topic in a clear, interesting way.

If you find a sentence in your paragraph that does not support the topic, either move it to a paragraph where it would make sense or do not use it at all. If your sentences fit the topic but do not flow together smoothly, try adding a transition word such as *first*, *next*, or *finally*.

Greta had a busy day. She played tennis all morning. She had lunch with Aunt Susan. She visited the aquarium in the afternoon, and she called me tonight.

Greta had a busy day. **First**, she played tennis all morning. **Next**, she had lunch with Aunt Susan. She visited the aquarium in the afternoon, and, **finally**, she called me tonight.

► **Exercise 1** Revise the following paragraph.

The Venus flytrap is a plant that can be grown indoors. The Venus flytrap is a plant that can move fast to catch insects. If you want help catching insects in your home, you might want to get a Venus flytrap. I have a cactus. The tip of each leaf of the Venus flytrap has two pads that hinge at the base. Each pad has sensitive hairs on its surface. When an insect lands on a pad, these hairs move slightly, causing the pads to snap shut. The long “teeth” at the edges of the pad interlock to keep the insect from escaping.

Lesson 103**The Writing Process: Revising II**

Once you have revised the content of your paragraphs, you can revise the structure. The idea is to create sentences that make your paragraphs lively and interesting to read. Each sentence should flow smoothly into the next. Varying the length of your sentences can help. Rather than writing all long sentences or all short ones, try to create a balance. Divide a long sentence into two short ones to grab a reader's attention. Combine two or three short sentences into one longer, flowing sentence by using a connecting word such as *or*, *and*, or *but*. Read your sentences aloud to hear how they sound. A combination of long and short sentences will form a pleasing pattern.

► **Exercise 1** Combine the short sentences into one longer sentence. Divide the longer sentences into two or three short ones.

Sue had roast beef for dinner. Sue had potatoes for dinner. **Sue had roast beef and potatoes for dinner.**

1. Kyle likes to play football. Kyle likes to play baseball. _____

2. We met Cindy at the park. We met Jan at the park. We met Bobby at the park.

3. The wind whistled through the trees while the young girl made her way through the deep, dark forest. _____

4. I tried strawberry ice cream. I like chocolate better. _____


5. The first television program was fast-paced and exciting, and the second television program was slower and rather dull. _____

Lesson 104



The Writing Process: Editing


After you have made a clean copy of your revised draft, you should proofread it for errors in spelling, grammar, usage, and mechanics. Check for correct subject-verb agreement, correct verb tenses, and clear pronoun references. Also check for run-on sentences and sentence fragments. Use the following proofreading marks to make corrections. If you replace words or phrases, draw a line through them and write the new words just above them.

MEANING

insert 


delete 

insert space  

close up space 

capitalize 

make lowercase /

check spelling  ^{sp}

switch order 

new paragraph 

EXAMPLE

one ^t ~~a~~ a time 

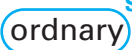
thee 

blue[#]whale 

bee hive

dear sir:

~~M~~other

ordinary^{sp}

you do

... game ended. Afterward ...

► **Exercise 1** Edit each sentence for correct spelling, grammar, usage, and mechanics.

What ^{will} ~~did~~ you do tomorrow?

- To a botanist, a tomato are a fruit.
- You, to, can learn Japanese calligraphy.
- The boy holding the white persian cat is my brother.
- Nathaniel Jacob and play in the YMCA Basketball League.
- I didn't care for the television show, so I altered the channel.
- My best friend be Troy.

7. Mary watched the Experiment with great interest.
8. The car I really like is the Porsche it's very sleek.
9. Pre writing is the first stage of the writing progress.
10. Prewriting is a time for gathering writingideas.

► **Exercise 2** Edit the paragraph for correct grammar and word usage.

Last Saturday knight I went on an owl walk for the first time. February is the matingseason for Owls in this part of the state, so we herd many owls calling. If you imitate an owl's call, some times it calls back.

► **Exercise 3** Proofread each sentence to correct spelling, punctuation, and capitalization errors.

In my neighbors' small orchard, you can find apples, peaches, and pears.

1. dogs seem to understand what wee say to them.
2. Ben is president of the agassiz club, our school science club.
3. Because the night sky was so clear, we could see the constellations.
4. Do porposses swim with a sense of purpose?
5. The Great Saltlake in Utah is a beautiful place.
6. Mr. Decker's tree farm has white pines, and blue spruce s.
7. Jean said, "Please, mother, let me get my ears peirced.
8. Autum not spring, is my favorite season.
9. Tiffanys swaeter matches our school colors.
10. I looked for the lost key on my dresser in the car and in my cote pockets.

Lesson 105**The Writing Process: Presenting**

When you have completed a piece of writing, you may decide to present your work to others. How you will present your writing depends on the audience you selected during prewriting and the nature of the material.

An outlet for presenting your writing to a specific audience is called a *market*. Many different markets are available to sixth-grade students. Among these are school newspapers and classroom presentations; community groups, newspapers, and radio stations; local and national contests; and magazines that feature the work of young people. *The Market Guide for Young Writers*, available in many libraries, can give you some ideas for marketing your work.

To decide how to present your piece, analyze your audience; then search for an outlet that serves that audience. Some outlets, such as radio programs or speech contests, offer a chance for oral presentation. In these cases, visual aids may add to your presentation.

► **Exercise 1** Suggest an outlet or market for each piece of writing described below.

- a poem about school spirit school newspaper
1. a speech about democracy _____
 2. an opinion piece about the quality of school lunches _____
 3. an essay about how the first day of spring makes you feel _____

 4. words for a song _____
 5. a set of ten tongue twisters _____
 6. a one-page short story _____
 7. a scary story with numerous sound effects _____
 8. a book review _____
 9. an opinion piece about whether community basketball courts should be repaired

 10. a poem about a historical event _____

► **Exercise 2** Suggest a visual aid that could increase the effectiveness of each presentation below.

1. a speech to a science class about the 1994 flood of the Mississippi River _____

2. a profile of your school for new students _____

3. an original cowboy song presented at a school talent show _____

4. an oral reading of a poem that has animal characters _____
5. a classroom presentation about smoking among teenagers _____

6. an oral presentation about foods from India _____
7. an original speech by Sir Winston Churchill _____

8. a report on how lawn mowers contribute to air pollution _____

► **Exercise 3** Think of an idea for a piece of writing intended for a specific audience. Then, in a short paragraph, describe how you would present the piece.

Idea: nursery rhymes rewritten with new, humorous endings

Intended audience: students in grades 2–6

Form of presentation: The rhymes will be presented as short plays. Then the narrator will recite the poem while the actors mime their parts. The characters will carry a simple prop or wear an article of clothing that identifies them. The plays would be presented in individual classrooms at different grade levels.

Idea: _____

Intended audience: _____

Form of presentation: _____

Lesson 106

Outlining

During prewriting you generate ideas. **Outlining** gives you a way to organize those ideas before you begin drafting. One way to make an outline is to write pieces of information from your prewriting material on index cards. You can then arrange the cards by *main topic* and *supporting details*. When writing an outline, use roman numerals for the main topics. Use capital letters for subtopics. Under each topic, list details using regular numerals. If you include details for a topic or subtopic, always give at least two items. An outline for an account of a rafting trip might look like this:

- I. Beginning
 - A. Floating calmly
 - B. Sights along river
 - 1. Birds fishing
 - 2. Fish jumping
- II. Middle
 - A. Shooting the rapids
 - 1. Quick reactions of guide
 - 2. Excitement of passengers
 - B. Stopping for picnic lunch

► **Exercise 1** Organize the following subtopics and details into an outline for a paragraph about a trip in a hot air balloon. The main topics are provided.

- | | |
|----------------------------|--------------------------------------|
| Ended near Calgary, Canada | Flight lasted four days |
| Length of trip | Balloonist endured zero temperatures |
| More than 6,000 miles | Started in Seoul, South Korea |
| Two heaters failed | Route of trip |

I. First solo balloon flight across Pacific Ocean

- A. _____
 - 1. _____
 - 2. _____
- B. _____
 - 1. _____
 - 2. _____

Lesson 107

Writing Effective Sentences I

Here are some tips for making your sentences more effective.

- **Vary the length of your sentences.** Avoid using all long sentences or all short sentences.
 - **Vary the structure of your sentences.** Avoid using the same pattern for all sentences.
-

► **Exercise 1** Combine the repetitious short sentences into a longer, more interesting sentence. Reword as needed.

- a. The sun was setting.
- b. It was setting behind the barn.
- c. The barn is red.
- d. The swallows began to feed.

The sun was setting behind the red barn as the swallows began to feed.

1.
 - a. Fumio plays on a team.
 - b. The team is a soccer team.
 - c. Fumio is the goalie.
 - d. The team's name is the "Jets."
-

2.
 - a. Fall is a beautiful time of year.
 - b. Fall is a somewhat sad time, too.
 - c. The trees will soon be bare.
 - d. The grass will turn brown.
-
-

- 3. a. Alice is a curious girl.
- b. She is intelligent.
- c. Alice is the main character in *Alice in Wonderland*.
- d. Her adventures in a make-believe world are humorous.

- 4. a. This fable is by Aesop.
- b. The title is “The Lion and the Mouse.”
- c. The story is about good deeds.
- d. In the story a good deed is rewarded.

- 5. a. Nils keeps a journal.
- b. He uses a blue pen for all journal entries.
- c. The journal is a notebook.
- d. The notebook is spiral-bound.

► **Exercise 2 Rewrite the paragraph, changing some of the sentence patterns.**

Lek and I had nothing to do. We rode our bikes down the street. We came to the old park. We used to play baseball in the old park. We saw a shed in the old park. The shed looked empty. We looked into a window of the shed. We saw a mother dog and her puppies on the floor. We opened the door to the shed. We went in. We played with the dogs. Finally, we went home.

Lesson 108**Writing Effective Sentences II**

- **Lead with an interesting topic sentence.** Word the sentence so that it “hooks” your readers and makes them want to read on.
- **Use active verbs primarily.** In a sentence with an active verb, the subject performs the action (e.g., He speaks). In a passive-verb sentence, the subject is acted upon (e.g., He is spoken to). Active verbs generally make a stronger impression than passive verbs. Use a passive verb when the “doer” of an action is unknown or unimportant.

► **Exercise 1** Underline the topic sentence that best hooks the reader.

Toonia, my new pen pal, lives with her grandmother in Bangkok, Thailand.

Having a pen pal is one way to learn about another country.

I know more about Thailand than I used to know.

Amid the bright colors and noisy streets of Bangkok lives my new pen pal, Toonia.

1. That stubborn girl who prefers MegaMedia over the new MultiMedia is none other than my sister!

My sister and I never agree on anything.

My sister and I like two different, but similar, stores that sell books and tapes.

I like the new store MultiMedia, but my sister prefers MegaMedia.

2. Twelve inches of snow fell yesterday, but it all melted today.

Not the usual one or two inches of snow fell yesterday.

How could we have ever guessed that twelve whole inches of snow would disappear almost overnight?

Due to temperatures rising to 60°, all the snow that fell yesterday melted today.

3. Here is what I think about smoking: Kids shouldn’t smoke because smoking is bad for their health and it becomes a habit that is nearly impossible to break.

Kids shouldn’t smoke because it is bad for their health and it is a hard habit to break.

Coughing every few minutes and pausing for an extra gasp of air, the speaker warned students about the dangers of smoking.

Lesson 109

Writing Effective Sentences III

- **Create special effects.** You can repeat certain words or phrases for emphasis or to create a certain effect. You can also use interruption for emphasis. A sudden break in thought can call attention to an important point. Another way to emphasize is to use a different kind of sentence that stands out from all the others.

► **Exercise 1** Use the list to identify how the sentence or sentences below were made more effective. Some may have more than one answer.

- | | |
|----------------------------|-------------------------------------|
| interesting topic sentence | repetition for emphasis |
| varied sentence length | varied sentence structure |
| interruption for emphasis | unusual sentence for special effect |

1. Did you know that 1 in 3 families today has a single parent? The situation was very different 25 years ago. At that time, only about 1 in 10 families had a single parent.

2. Some people think that if you don't learn how to ride a bike when you're a child that you can never learn. It's not true. My father learned to ride when he was 33 years old.

3. I don't have a ride. I don't have any money. How can I possibly go to the concert?

Lesson 110**Building Paragraphs I**

You can arrange the supporting details in a paragraph in several ways. One way is based on time. **Chronological order** places events in the order in which they happened. An easy way to order chronologically the events you are writing about is first to make a timeline of them. Make use of words that signal chronological order. These include the following: *first, while, then, after, when, immediately, suddenly, finally, and last*. Notice some of these words in the following paragraph:

I took my usual walk in the park today with Fifi. First we strolled through the rose garden. Then we stopped at the green bench for a brief rest. After resting a while, we walked all the way around the pond and back down Plum Street. Eventually we became hungry, so we stopped for a lunch break under a big elm tree. Feeling full and content, I lay down for a nap in the grass. When Fifi's barking woke me suddenly, I sat up, rubbed the sleep from my eyes, and looked around. The sun was setting, signaling that it was time to go home. Once again, Fifi and I took off walking. This time, however, we headed straight for the park entrance. Walking quickly down the sidewalk, we finally arrived at our apartment.

► **Exercise 1** Write the words that signaled chronological order in the paragraph above.

► **Exercise 2** Write the following list of events in paragraph form. Be sure the chronological order makes sense.

The water felt cold.
Then we took off our shoes and shorts.
First we put on our bathing suits under our shorts.
Once we got used to the water, we played in it for about an hour.
Then we walked to the beach.
Finally, it was time to go home.
While walking barefoot on the beach, we noticed seashells.
When we arrived, we spread out our towels.
On our walk home, we talked about the wonderful day.
After collecting shells, we waded into the water.

Lesson 111**Building Paragraphs II**

Another way to order details in a paragraph is by using spatial order. When you use **spatial order**, you arrange details by their location or position. There are different ways to arrange details in spatial order. For example, your description may go from near to far, left to right, or low to high.

Some words that help show spatial order include the following: *next to, on, below, above, across, near, far, out, by, through, over, between, away, left, and down*. These words may appear as prepositions, adjectives, or adverbs.

The teapot **on** the stove whistled. (preposition)

The dog ran **in** a **nearby** field. (preposition, adjective)

The following paragraph is arranged in spatial order.

As I sat in the park on the green bench, I looked at Fifi to my right. Her paws were muddy from the dirt around the bench. She started barking when she noticed a German shepherd in the nearby field. The dog approached us and sat in front of the bench. I threw a stick and both dogs went running across the field. I watched them for a while from the bench, waiting to see which would return with the prize.

► **Exercise 1** Write the words that signaled spatial order in the above paragraph.

► **Exercise 2** Write the following details in paragraph form. Use spatial order that moves from near to far.

Farther to the right was the audio-visual section.

Near the entrance to the left was the circulation desk.

I stood at the entrance to the library.

At the end opposite the library's entrance were stairs leading down to the nonfiction books and up to the magazine area.

Just beyond the stairs was the back entrance, filled with works of art by local patrons.

To the right of the front door was the children's room.

Past the circulation desk on the left were the reference room and the reading room.

Behind the circulation desk was the librarian's office.

Lesson 112

Building Paragraphs III

In **compare/contrast** order, present details about two subjects by describing their similarities and differences. This can be done in two ways. You can discuss all the details about one subject and then about the other subject:

Fifi is a small black poodle. She has very short, curly hair. She is very quiet and stays away from people. She loves to be lazy and lie outside in the sun. Rex is a large brown and white collie. He has long, thick fur. He is very friendly and barks loudly. He loves to play fetch with a stick in the backyard.

Or you can do comparisons detail-by-detail, writing about both subjects at the same time:

While Fifi is a small black poodle, Rex is a large brown and white collie. Fifi has short curly hair and Rex has long thick fur. Fifi is very quiet and stays away from people. Rex is very friendly and barks loudly. While Fifi loves to be lazy and lie in the sun, Rex prefers to play fetch with a stick.

► **Exercise 1** Write the following details in paragraph form. Use compare/contrast order.

- Bony fish are more common.
- Fish can be divided into two groups: bony fish and cartilage fish.
- Cartilage fish have skeletons made of cartilage.
- The end of your nose is cartilage.
- Bony fish have skeletons like human bones.
- Both kinds of fish have fins and gills.
- Only the teeth of cartilage fish are calcified like bones.

Grandma Nora is quiet and dignified.
Grandma Hazel plays the piano.
Grandma Hazel works for a political organization.
Grandma Nora sings with a band.
Grandma Hazel is talkative and fun.
Grandma Hazel lives in Phoenix.
Grandma Nora lives in Chicago.
Grandma Nora works for a government agency.

► **Exercise 2** Write a paragraph that compares and contrasts your own interests and abilities with those of a friend.

Lesson 113**Paragraph Ordering**

Just as you needed to choose an order for your sentences, you need to choose an order for the paragraphs in your writing. When you are revising, check that each sentence tells something about the topic of that paragraph. Cross out any sentences that do not. Be sure your paragraphs follow one another in a way that makes sense. Finally, check that you have transition words between the last sentence of one paragraph and the first sentence of the following paragraph.

FIRST DRAFT:

The second day we went to the beach. The sun came out, the water was cool, and we had a great time. The sky was blue. We made huge sand castles. We went swimming and waterskiing.

The first day of our vacation was a big disappointment. We had to stay indoors. It rained all day long. There were thunder and lightning, too.

The weather was perfect the rest of the week. I'm glad I didn't go home after the first day!

REVISED DRAFT:

The first day of our vacation was a big disappointment. It rained all day long. There were thunder and lightning, too, so we had to stay indoors.

The second day we went to the beach. The sky was blue, and the sun came out. First we made huge sand castles; then we went swimming and waterskiing. We had a great time.

The weather was perfect the rest of the week. I'm glad I didn't go home after the first day!

► **Exercise 1** Write 1, 2, or 3 in the blank in front of each paragraph to show how the three paragraphs should be ordered.

_____ Finally, Aunt Susan offered to bake some of her famous cherry pies. With all that food to sell, we were certain to raise enough money to go to Toronto.

_____ My soccer team was invited to play in a tournament in Toronto, Canada. Unfortunately, we did not have enough money to rent a bus to take us there. We really wanted to go, so we decided to have a bake sale to raise some of the money.

_____ The morning of the bake sale, we realized we did not have enough food. Kelly, who was in charge of donations, was especially upset. Since she was scheduled to work at the sale all morning, she didn't know how she was going to get more food. I called my friend Lois, who was not scheduled to work until afternoon. She said she and her grandfather could make another four dozen cookies. Then I called my sister Kate. She asked the owner of the bakery where she works if he would donate some pastries. Meanwhile, I went home to bake two more cakes.

► Exercise 2 Revise the following paragraphs. Rewrite them in the space provided.

Admission is free, but seating is limited—so come early and enjoy! Polk Middle School is announcing its spring production, *Images*. It includes songs, dances, and sketches of life as a sixth grader. This is a new play written by the students themselves.

There will also be an afternoon performance at 2:00 P.M. on June 2. Everyone in the community is invited to attend. The play will be performed at 8:00 P.M. June 1 and 7:30 P.M. June 2.

Lesson 114

Personal Letters I

A **personal letter** is an informal letter to a person that you know well. Personal letters have a tone similar to friendly conversation. They describe recent events in your life and your reactions to them. They also ask the recipient of the letter for news. In a personal letter, the heading and the closing are usually indented, as is each paragraph in the body of the letter.

► **Exercise 1** Read the following personal letter. Answer each question.

2496 Harrison Avenue
 Worthington, Ohio 43085
 March 3, 1996

Dear Yvonne,

I was really happy to get your last letter. What a funny family you have. I laughed out loud when I read about how you and your dad had to carry a ladder on the subway to your new apartment.

Things have been pretty quiet here, but I do have one piece of news. Our jump rope team entered the all-school jump rope competition, and we came in second! Boy, were we nervous. But we kept our cool and just kept jumping. The next time you visit I'll show you our routine.

When you come, be sure to bring your swimsuit. The new community pool is finally finished. By the way, how did you ever get that ladder up seven flights of stairs?

Your good friend,
Angie

1. Who is Yvonne? _____

2. What lines show that Angie is interested in what is happening in Yvonne's life?

3. Which paragraph gives Yvonne some news about what Angie has been doing?

Lesson 116

Personal Letters III

If you want to write to an author or a performer that you admire, you should write a **personal letter**. When you write to a celebrity, use a respectful tone and a semiformal writing style. Be sure to state clearly how the author’s work has affected you. Celebrities cannot respond to each and every letter. However, if your letter catches the author’s interest, you might receive a letter in return.

► **Exercise 1** Read the following letter. Then answer each question.

Dear Jean,

Mrs. Fritz, I have read all your books. The book I like best is the one about growing up in China. The things you wrote about China made me want to visit it some day. I understood how homesick you felt because once I had to spend the entire summer in Arizona, far away from my family in New Jersey.

I’ve learned a lot about United States history from your biographies. I feel as if I have met each of your subjects in person. Could you please send me an autographed copy of one of your books? It doesn’t matter which one.

Your friend,

Janine Janiewicz

1. Did the writer use an appropriate salutation? Why or why not? _____

2. Was the writer clear about which book she admires the most? Explain. _____

3. Explain whether the style and tone of the first paragraph is appropriate. _____

Lesson 117

Business Letters: Letters of Request or Complaint

Business letters are letters sent to an organization to achieve a specific purpose. One common type of business letter is the **letter of request**. A letter of request asks for information or service. In this type of letter, begin by identifying yourself. Then explain what information you need and why you need it. Also, be clear about where the information should be sent. Since you are asking for a favor, always show courtesy in your request.

Business letters are usually written in block form or semiblock form. In block form, all parts of the letter are lined up at the left margin. In semiblock form, the heading, closing, and signature are aligned on the right side of the page. The recipient of a business letter is usually a stranger, so the letter should be formal in style and respectful in tone.

► **Exercise 1** Read the following letter of request. Then answer each question below.

Dear Mr. Holbrook:

I am a sixth grader at Horatio Alger Middle School. Could you send me some information about the national parks in the West? Thanks tons.

Sincerely,
Pramode Pirakh

1. Are the salutation and closing appropriate? _____
2. Does the letter writer identify himself? _____
3. Does the letter writer explain why he needs the information? _____
4. Is the writer specific enough about the information he wants? _____
5. Is the letter courteous in tone? _____
6. Is the letter appropriately formal in style? _____

► **Exercise 2** Rewrite the above letter to make it better. Refer to your evaluation, and add new information as needed. Sign your own name to the letter.

Another common type of business letter is the **letter of complaint**. A letter of complaint informs someone about a problem and usually requests some type of action. In your letter state the problem and how it has affected you. Use supporting details to explain the problem. End your letter by stating what you want done. Be firm but polite. If you let your anger burst out, you are less likely to get help in solving the problem.

► **Exercise 3** Read the following letter of complaint. List three weak points of the letter below.

Dear Sir or Madam:

The other day I decided I finally needed a new daypack, so I went to three different stores at the mall. Then I saw your daypacks and bought one. Your daypacks are really crummy. I bought the daypack two weeks ago and the back pocket is already coming off! I use the pocket to hold little things like my eraser and pencil sharpener and house key. Yesterday my key fell out because of the hole in the seam of the pocket! I shouldn't have to mend a new pack. I demand a full refund of my money!

The money or else . . .

Inez Garcia

1. _____
2. _____
3. _____

► **Exercise 4** Rewrite the letter of complaint above to make it more effective.

Lesson 118**Business Letters: Letters of Opinion**

A **letter of opinion** is a letter that voices your thoughts and ideas on a particular issue. You might write a letter of opinion to the school newspaper about a new policy or program. You might write to a public official to comment on a community or national issue. Or you might write to a magazine to react to a recent article.

Here are some guidelines for writing a good letter of opinion.

- Try to put your main idea into a single sentence.
- Provide details to support your opinion.
- If possible, suggest a solution to the problem.
- Use a courteous tone: avoid name-calling or broad generalizations.

► **Exercise 1** Read the following letter of opinion. Then answer the questions that follow.

Dear Mayor Farmer:

The downtown recreation center is a great idea, but the plan for it could be improved. According to the current plan, there will be room for four basketball courts, which can also serve as volleyball courts. It's true that the youth basketball leagues need more space for their games. However, our city does not have a single indoor tennis court. More than two hundred young people take part in summer tennis tournaments in Mount Airy, but they have no place to practice during the winter. Many adults fill the five outdoor courts in summer. They, too, would benefit from an indoor facility. The new recreation center should appeal to many different groups in our community. I strongly urge you to include at least one tennis court in the plan for the new facility.

Sincerely,
Demar Johnson

1. What sentence states the specific problem the writer is addressing? _____

2. What details does the writer include to support his point of view? _____



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