Grammar & Punctuation
GRADE 6

Provide regular practice with important grammar and punctuation rules and watch your students’ writing improve!

Grammar and Punctuation, Grade 6 presents 25 grade-appropriate rules followed by three activity sheets for practicing each rule.

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About the Book

The features of Grammar and Punctuation, Grade 6 include:

**25 Rule Charts**
Reproduce these charts on overhead transparencies for ease of presentation.
Choose the rules and the order of use that are appropriate to the needs of your students.
Review the charts regularly.

**3 Practice Pages for Each Rule**
Use as many reproducible practice pages as appropriate for your students. These pages may be used with the whole class or as independent practice. You may wish to do a single practice page each time you review a rule.

**Answer Key**
A complete answer key begins on page 105.

About the CD-ROM

**Loading the Program**

1. Put the CD in your CD drive. This CD-ROM contains both Windows and MacOS programs.
   Your computer will recognize the correct program.

2. On some computers, the program will automatically start up. If the program does not start automatically:
   - **Windows**—go to My Computer, double click on the CD drive, then double click on Begin.exe.
   - **MacOS**—double click on the CD icon on your desktop, then double click on Begin.

3. After the program starts, you will arrive at the main menu.
Main Menu Features

Choose a Rule
It’s never been more fun to practice grammar and punctuation! The 25 rule charts found in the book are presented in full-color with an interactive element. To present a whole-class lesson, connect your computer to a projection system. As a review, students may be instructed on how to access specific rule charts during their computer time.

1. Click the Choose a Rule button to display the list of rules.
2. Click on a rule in the list of rules. The rule will be displayed.
3. Click on the arrow button. Rule explanations and examples will be displayed.
4. When you’re finished, click on to go back to the rules list or click on to go back to the main menu.

View the E-Book

- The rule charts, practice pages, and answer key are presented in a printable electronic format. You must have Adobe® Acrobat® Reader™ installed to access the e-book. (See installation instructions in sidebar.)
- You may scroll through the entire book page by page or open the “Bookmarks” tab for a clickable table of contents.

Hint: This symbol, + for Windows or for MacOS, means that you can click there to expand this category.

- To print pages from the e-book, click on the printer icon. A print dialog box will open. Enter the page or pages you wish to print in the print range boxes. (At the bottom of the screen, you can see which page of the e-book you are viewing.)
- To exit the e-box, simply “X” out until you return to the main menu.

E-Book Bonus

- Grammar and Punctuation Review
  This four-page review provides a means of evaluating your students’ acquisition of the grammar and punctuation skills presented.
- Student Record Sheet
  On the student record sheet, the grammar and punctuation skills are keyed to the practice pages and the test items.
- Reproducible Rules Handbook
  Each rule is shown with room for students to write their own examples of the rule.

Exit
This button closes the program.

Installing Adobe® Acrobat® Reader™
You need to have Acrobat Reader installed on your computer to access the e-book portion of the CD-ROM. If you do not have Acrobat Reader, go to the main menu of the CD and follow these instructions:
1. Place your cursor over the Click Here link. Wait for the hand and then click.
2. When you see the Acrobat Reader Setup Screen, click the “Next” box.
3. When you see the Destination Location Screen, click the “Next” box.
4. When you see the Setup Complete Screen, click “finish.”

Your system will now shut down in order to install Acrobat Reader. Some systems will automatically restart. If yours does not, start it up manually.
There are four kinds of sentences. Each kind requires a specific ending punctuation.

- A **declarative sentence** is a statement. It ends with a period (.)
  
  *Many kinds of penguins are found in Antarctica.*

- An **interrogative sentence** asks a question. It ends with a question mark (?).
  
  *Do all penguins live on that icy continent?*

- An **imperative sentence** commands someone to do something. It ends with a period (.)
  
  *Sit down here and listen to me.*

- An **exclamatory sentence** shows strong feeling. It ends with an exclamation mark (!).
  
  *What a big surprise!*
End It Right

declarative – tells something
interrogative – asks something
imperative – commands or requests something
exclamatory – expresses strong feeling

Add the correct end punctuation to each sentence. Identify each sentence by type.

1. School Web sites are cool

2. Many schools have fascinating and informative Web sites

3. Does your school have a Web site

4. Creating a school Web site is fun

5. Create one for your school

6. Your school’s computer teacher can help you get started

7. Start by creating a colorful home page

8. Some school Web sites include information on school events, special class projects, and school policies

9. What would you like to see on your school’s Web site

10. Make it happen
Wartime Inventions

1. Have you ever wondered about the origins of common household products.

2. It’s amazing how many popular products grew out of wartime inventions.

3. Consider canned foods. Foods were first preserved in tin cans for use by the British navy during the Napoleonic Wars.

4. Many other products claim military births. The material in Kleenex™ tissues was first used to make air filters in gas masks for World War I soldiers.

5. Both the Slinky™ and Silly Putty™ grew out of World War II research.

6. Study the history of some of your favorite products. Were they wartime inventions too?
Write All About It

Practice writing each kind of sentence below using the given topics. Be sure to use correct end punctuation. The following sentences have been completed for you as an example.

Write one of each kind of sentence about **movies**.

- **declarative:** Beauty and the Beast is a Disney movie.
- **interrogative:** What is your favorite movie?
- **imperative:** Tell me about the best music score you’ve ever heard in a movie.
- **exclamatory:** Wow, the special effects in that movie were awesome!

Write one of each kind of sentence about **music**.

- **declarative:** ________________________________
- **interrogative:** ________________________________
- **imperative:** ________________________________
- **exclamatory:** ________________________________

Write one of each kind of sentence about **sports**.

- **declarative:** ________________________________
- **interrogative:** ________________________________
- **imperative:** ________________________________
- **exclamatory:** ________________________________
Every complete sentence has a subject and a predicate.

- **Subject**—names the person, place, or thing the sentence is about.
  The *complete subject* contains all the words that tell who or what the sentence is about.
  The *simple subject* is the main noun or pronoun in the subject.

  ![Example Sentence]

- **Predicate**—tells what the subject is or does.
  The *complete predicate* contains all the words that tell what the subject is or does.
  The *simple predicate* is the verb of the sentence.

  ![Example Sentence]
Find the Subject

Underline the complete subject in each sentence. Circle the simple subject in each sentence.

2. Her name is Roongthip.
3. Roongthip’s name means “Rainbow” in Thai.
4. Roongthip’s culture is different from mine.
5. Thai money looks different from United States money.
6. The Thai language uses a different alphabet.
7. Thai foods use different spices from those I am used to.
8. Thai cities are filled with intricate architecture.
9. Roongthip’s world is different from mine.
10. My friend and I love learning about each other’s cultures.
Find the Predicate

Underline the complete predicate in each sentence. Circle the simple predicate in each sentence.

1. My school offers many extra clubs and classes.

2. My brother plays chess with the chess club.

3. My friend Sam plays baseball.

4. I sing with the school choir.

5. Members of the Community Service Club visit elderly people who live alone.

6. They also pick up litter around our town.

7. Members of the journalism class write our school newspaper.

8. The school marching band marches in parades.

9. The pep band plays at football games.

10. Everyone participates in something special at our school.
Sentence or Not?

Decide whether each group of words below is a complete sentence. If the group of words is a complete sentence, capitalize the first letter of the first word and add the correct end punctuation. If the group of words is not a complete sentence, add a subject or predicate to create a complete sentence using the group of words presented.

1. living in Texas
   
2. karen is going to Disneyland this summer
   
3. i love strawberries
   
4. my uncle and my cousins
   
5. fifteen students from Mr. Fitch’s class
   
6. write poetry and sing songs
   
7. plays computer games after school
   
8. the greatest country in the world
   
9. he’s lost
   
10. it’s basketball season

A compound sentence is made by putting together two or more simple sentences containing related information.

- The parts are usually joined by a conjunction such as **and**, **or**, or **but**.*
- A comma is placed before the conjunction.

---

**Simple sentences:**

- *It began to rain.*
- *Our field trip was canceled.*

**Simple sentences:**

- *I have been studying the spelling words every night.*
- *I expect to get a good grade on the test Friday.*

**Compound sentence:**

- *It began to rain, and our field trip was canceled.*

**Compound sentence:**

- *I have been studying the spelling words every night, and I expect to get a good grade on the test Friday.*

---

*See Notes to the Teacher on page 103 for additional information.*
Underline the complete subject once and the complete predicate twice in each part of the compound sentences. Circle the conjunction in each sentence.

1. Movies are exciting, but books are better.

2. I like summer vacation, yet I am always glad when school starts again.

3. We enjoy the beautiful sights in San Francisco, so we chose to vacation in that city.

4. I went to the bank, and then I did my shopping.

5. Art museums are fun to visit, but you need to be prepared to spend the day in them.

6. Beautiful flowers blossom, and then they fade away.

7. Race dogs are fast, but race horses are faster.

8. English class is hard for me, but math class is easy.

9. Frightening tornadoes destroy property, and earthquakes are devastating too.

10. Martha and Jerry will go to the beach today, or the friends will watch a movie.
Create Compound Sentences

Rule 3

Use conjunctions to combine each pair of simple sentences into a compound sentence. Place a comma before each conjunction.

1. I love hamburgers. I hate hot dogs.

____________________________________________________________________________
____________________________________________________________________________

2. I may go to Mexico this summer. I may go to France.

____________________________________________________________________________
____________________________________________________________________________

3. After school I’m going shopping. I’m going to buy a new backpack.

____________________________________________________________________________
____________________________________________________________________________

4. Christmas is my favorite holiday. I also enjoy Thanksgiving.

____________________________________________________________________________
____________________________________________________________________________

5. Your birthday is on Monday. We’ll celebrate this Sunday afternoon.

____________________________________________________________________________
____________________________________________________________________________

6. The Little Mermaid is a great book. The Frog Prince is even better.

____________________________________________________________________________
Simple or Compound?

Sometimes conjunctions appear in simple sentences. Decide whether each of the sentences is simple or compound. Circle your response. Remember, compound sentences contain two simple sentences connected by a conjunction.

1. In his lifetime, Jefferson Davis worked both for and against the United States of America.
   - Simple
   - Compound

2. He served in the army and as a congressman, senator, and secretary of war.
   - Simple
   - Compound

3. As a senator, Jefferson Davis spoke in favor of slavery and states’ rights, but he did not support the idea of secession from the Union.
   - Simple
   - Compound

4. Then his home state of Mississippi seceded, and he resigned his position as senator.
   - Simple
   - Compound

5. He ordered the South's attack on Fort Sumter, and he became president of the Confederate States of America.
   - Simple
   - Compound

6. He was elected for a six-year term, but he was not popular with many of the people who voted for him.
   - Simple
   - Compound

7. His leadership and his war tactics were questioned.
   - Simple
   - Compound

8. In 1865 Jefferson Davis was captured and imprisoned.
   - Simple
   - Compound

9. Eventually, he was indicted for treason, but the United States government dropped the charges.
   - Simple
   - Compound
A noun names a person, place, thing, or idea.

- A **common noun** names any person, place, thing, or idea.
  
  relative  country  boat  freedom

- A **proper noun** names a specific person, place, thing, or idea.
  
  A proper noun begins with a capital letter.
  
  Uncle Elton  New Zealand  Bill of Rights

- **Singular nouns** name one person, place, thing, or idea.
  
  runner  city  bear  happiness

- **Plural nouns** name more than one.
  
  workers  schools  horses
Define the Nouns

Decide whether each of the nouns below is proper or common and plural or singular. Circle your responses.

1. women proper / common plural / singular
2. Canada proper / common plural / singular
3. universities proper / common plural / singular
4. Butte Falls proper / common plural / singular
5. Dr. Jones proper / common plural / singular
6. libraries proper / common plural / singular
7. Neptune proper / common plural / singular
8. city proper / common plural / singular
9. mice proper / common plural / singular
10. Mickey Mouse proper / common plural / singular
11. books proper / common plural / singular
12. Al Daniels proper / common plural / singular
Rule 4

Capitalize Properly

Write all the proper nouns from the sentences. Remember to capitalize each proper noun.

1. Doris Cooksey works for the American Family Insurance Company.

2. Her office is in Denver, Colorado.

3. Since she lives in Bailey, Colorado, she commutes to work.

4. Doris drives a Colt Vista to work each day.

5. She picks up her co-workers Dennis, Francisco, and Ramona along the way.

6. From the train station, the commuters take Peterson Street to reach their office.

7. For lunch, Doris and her friends often walk to a nearby burger hut.

8. Francisco and Dennis always order a mega burger.

9. Doris and Ramona usually eat salads.

10. Doris and her co-workers enjoy their jobs in Denver and their homes in Bailey.
Locate the Nouns

Underline all the nouns in the sentences below. Then rewrite the proper nouns on the lines. Be sure to capitalize the proper nouns. Some sentences may contain no proper nouns.

1. Tobias and nolan like to listen to the oldies.

2. Nolan’s favorite group is the beach boys.

3. Tobias likes simon and garfunkel.

4. The boys like to watch old movies too.

5. Nolan’s favorite actor is james stewart.

6. Tobias likes to watch Joan crawford movies.

7. Nolan and tobias like to visit old ghost towns.

8. They also like to play old card games like old maid and go fish.

9. The boys’ favorite books are all classics like Tom sawyer.

10. Maybe tobias and nolan will be historians when they grow up.
Use these rules to make plural nouns.

- To make the plural of most nouns, add *s*.  
  - *automobiles*

- If a noun ends in *s*, *sh*, *ch*, *x*, or *z*, add *es*.  
  - *benches*

- If a noun ends in a consonant followed by a *y*, change *y* to *i* and add *es*.  
  - *berries*

- If a noun ends in *f* or *fe*, 
  - add *s* to some;  
  - change *f* to *v* and add *es* to others.  
  - *chiefs*  
  - *loaves*

- Some nouns do not change when they become plural.  
  - *deer*  
  - *sheep*  
  - *moose*  
  - *salmon*

- Some nouns have irregular plural forms.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>child</td>
<td>children</td>
</tr>
<tr>
<td>goose</td>
<td>geese</td>
</tr>
<tr>
<td>mouse</td>
<td>mice</td>
</tr>
<tr>
<td>tooth</td>
<td>teeth</td>
</tr>
<tr>
<td>ox</td>
<td>oxen</td>
</tr>
</tbody>
</table>

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Complete the paragraph using the plural forms for the missing nouns.

Michaela and her mother shopped at three _______ on Christmas Eve.

At the first stop, they bought six Christmas _______. Their six _______ took up two shopping _______. At the next stop, Michaela looked at a set of _______ for her bedroom, but she didn’t buy them. In front of the third store, _______ sat beside them. Finally, Michaela and her mother made their last stop.

They went into the toy store to buy a barrel of _______ for Michaela’s little brother.

At last, Michaela and her mother went home to wrap their _______ and bake Christmas _______ before the big holiday.
### Irregular Plurals

**A** Write the plural form of these words that do not follow the common rules of making plurals. You may use a dictionary to help you.

<table>
<thead>
<tr>
<th>Plural Form</th>
<th>Plural Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. deer</td>
<td>7. woman</td>
</tr>
<tr>
<td>2. moose</td>
<td>8. man</td>
</tr>
<tr>
<td>3. person</td>
<td>9. sheep</td>
</tr>
<tr>
<td>4. cactus</td>
<td>10. axis</td>
</tr>
<tr>
<td>5. hypothesis</td>
<td>11. series</td>
</tr>
<tr>
<td>6. crisis</td>
<td>12. foot</td>
</tr>
</tbody>
</table>

**B** Now make up nouns of your own to name the five things listed below. Invent the singular and plural form of each new word. Circle *regular* if your new plural noun is regular or *irregular* if it is irregular.

<table>
<thead>
<tr>
<th>I’ll call it a…</th>
<th>The plural form will be…</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. an underwater roller coaster</td>
<td>regular</td>
</tr>
<tr>
<td>2. a newly discovered fish breed</td>
<td>irregular</td>
</tr>
<tr>
<td>3. a new food</td>
<td>regular</td>
</tr>
<tr>
<td>4. a rock type found on Mars</td>
<td>irregular</td>
</tr>
<tr>
<td>5. a coin worth five dollars</td>
<td>regular</td>
</tr>
</tbody>
</table>
Put Together Plurals

Write sentences using the plural forms of the following words.

1. party cake
   ________________________________________________________________

2. cow calf
   ________________________________________________________________

3. wish belief
   ________________________________________________________________

4. strawberry patch
   ________________________________________________________________

5. series game
   ________________________________________________________________

6. rule policy
   ________________________________________________________________

7. dentist tooth
   ________________________________________________________________

8. duck goose
   ________________________________________________________________

9. man woman
   ________________________________________________________________

10. foot child
   ________________________________________________________________
A verb is a word in the predicate that tells physical or mental action or a state of being.

• There are three kinds of verbs:

<table>
<thead>
<tr>
<th>Action verbs</th>
<th>Linking verbs</th>
<th>Helping verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>tell what the subject is doing.</td>
<td>link a subject to a noun or an adjective that names or describes it.</td>
<td>come before the main verb. Helping verbs help state the action or show time.</td>
</tr>
</tbody>
</table>

- **We played until it was dark.**
- **Everyone laughed at the funny movie.**
- **Their dog is a Saint Bernard.**
- **The buttered popcorn smells delicious.**
- **Arnold will paint the door tomorrow.**
- **He has been painting the frame today.**

• The verb in a sentence must agree in number with the subject.
- If the subject is singular, the verb must be singular.
  
  \[ \text{Iced lemonade is refreshing on a hot day.} \]
- If the subject is plural, the verb must be plural.
  
  \[ \text{Apple pies are delicious with vanilla ice cream.} \]
Identify Verb Types

Circle all the action verbs in the sentences. Underline all the linking verbs. Draw a box around all the helping verbs.

1. Mrs. Baker is forty-two years old.
2. She works at an automobile manufacturing plant in Michigan.
3. She has been working there for twenty years.
4. In twenty more years, she will retire.
5. Mr. Baker was forty-two years old last year.
6. He is a year older than Mrs. Baker.
7. He is employed at a school library.
8. He finds books for students.
9. He has been helping students for fifteen years.
10. He likes his job.
11. He will work in the library for twenty more years.
12. Then he and Mrs. Baker will travel around the country.
Some verbs can be used as either a linking or an action verb. Decide how the verbs in the sentences below are used. Circle your responses.

1. Bill feels uncomfortable giving speeches. action linking

2. Karena looked for her lost book all morning. action linking

3. Sandy turned the corner at Fifth Street. action linking

4. The magician made the coin appear behind my ear. action linking

5. It grew quiet in the house after the kids went to bed. action linking

6. The tacos at the restaurant tasted good. action linking
Subject-Verb Agreement

Circle the verb in each sentence that agrees in number with the subject.

1. Thanksgiving (has  have) always been my favorite holiday.
2. My entire family (get  gets) together on Thanksgiving.
3. We all (enjoys  enjoy) a huge feast.
4. Aunt Mary (bring  brings) the hot rolls.
5. Grandma and Grandpa (bake  bakes) the pumpkin pies.
6. My cousin Tony always (gives  give) me his cranberry sauce.
7. He (let  lets) my brother eat his applesauce.
8. Sauces (is  are) not Tony’s favorite part of the meal.
9. My aunts (takes  take) turns washing dishes after dinner.
10. Then the whole gang (play  plays) games for hours.
11. Tony and my brother (likes  like) to play chess.
12. I always (plays  play) cards with my aunts and uncles.
13. Mom and Dad usually (throw  throws) darts.
14. Everyone (find  finds) something fun to do.
15. My family never (want  wants) to go home on Thanksgiving.
Rule 7

The tense of a verb tells when an action occurs—present, past, or future.

- **present**—the action is happening now.
  
  *Mieko is practicing the piano.*

- **past**—the action already happened.
  
  *She played for her teacher yesterday.*

- **future**—the action is going to happen.
  
  *She will give a concert when she learns three more pieces.*

Verb Tenses
When Did It Happen?

Underline the verb or verb phrase in each sentence below. Write the tense of the underlined verb on the line.

Verb Tense

1. A.A. Milne lived from 1882 until 1956.

2. He was an author of plays, essays, short stories, and adult and children’s fiction.

3. Milne is remembered for his characterization of Winnie the Pooh.

4. Pooh and his friends Tigger, Eeyore, and Piglet are loved by children and adults alike.

5. Winnie the Pooh stories are classics.

6. They will continue to be popular in the future.

1. Judy Blume is another author who writes for both children and adults.

2. Her children’s stories are known more than her adult novels.

3. Tales of a Fourth Grade Nothing was written in 1972.

4. It was very popular when it first came out.

5. It is still popular today.

6. People will call it a classic in the future.
Tense Writing

Use context clues to help you select the correct verb tense in these sentences.

1. Mr. Parker (worked  works) in a bank for forty years before he retired last month.

2. Now he (hopes  will hope) to catch up on his woodworking projects.

3. He (has  will have) always liked to build furniture.

4. For his son’s birthday in three months, he (hopes  hoped) to have a bookshelf built.

5. He (builds  built) his son a desk for his last birthday.

6. He will have more time to work on this year’s gift since he (has  had) retired.

1. School (did  will) let out for summer in six weeks.

2. Then kids in the neighborhood (will spend  are spending) their time at the town’s swimming pool.

3. Every year the pool (is  was) especially crowded on the first day of summer.

4. Kevin (moved  moves) to the neighborhood three months ago.

5. He (has  will have) never been to the pool before.

6. He (hopes  hoped) to swim often this summer with his new friends.
Locate the Verbs

Underline the verbs in the paragraphs below. Write a P above the verb if it happened in the past. Write PR above the verb if it happens in the present. Write an F above the verb if it will happen in the future.

Thomas loves to play the piano. He took his first lesson at the age of five. He practices for an hour each day. He especially likes to play classical music. He first heard classical music when he began his lessons. At a concert tomorrow night, he will play his favorite piece, Mozart’s “Allegro.” The audience will enjoy the concert because Thomas is an excellent pianist.

Stacy is in her town’s parade every July. Last year she marched with her school band. This year she is riding her horse. Next year she will find something else to do because she loves to be a part of the parade.

Dana is organizing a talent show at her school. She invited her brother to emcee the event. She asked five of her teachers to judge the show. Now she is getting her friends to sign up for different acts. So far, people have signed up for three singing acts, one comedy performance, and two dancing routines. There will be more sign-ups before the night of the show. Audience and performers alike will have a great time at the show!
Endings are added to verbs to change the tense.

**Present**
- add *s* to most verbs* plays
- add *ing* and use a present tense helping verb is playing
- verbs ending in *s, ch, sh, x,* or *z*—add *es* watches
- verbs ending in *y*—change *y* to *i* and add *es* marries

**Past**
- add *ed* to most verbs planted
- add *ed* and use a past tense helping verb was planted
- verbs ending in a single vowel and consonant—planned
  double the final consonant and add *ed*
- verbs ending in *e*—drop the *e* and add *ed* raced
- verbs ending in *y*—change *y* to *i* and add *ed* buried

**Future**
- use the main verb with *will* or *shall* will perform
  shall visit

**Irregular verbs** do not follow a set rule to form the past tense.

<table>
<thead>
<tr>
<th>eat</th>
<th>ate</th>
<th>give</th>
<th>gave</th>
</tr>
</thead>
<tbody>
<tr>
<td>write</td>
<td>wrote</td>
<td>sing</td>
<td>sang</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
<td>know</td>
<td>knew</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
<td>say</td>
<td>said</td>
</tr>
</tbody>
</table>

*See Notes to the Teacher on page 103 for additional information.*
Regular Verb Tense Changes

Rules for changing the tenses of verbs are listed below. After each verb is an example. Provide one more example that follows each rule.

### Present Tense Rules

1. Add *s* to most verbs.  
   - *sits*  
2. Add *ing* and use a present tense helping verb.  
   - *is eating*  
3. Add *es* to verbs ending in *s, ch, sh, x, or z.*  
   - *wishes*  
4. Change the *y* to an *i* and add *es* to verbs ending in *y.*  
   - *tries*

### Past Tense Rules

1. Add *ed* to most verbs.  
   - *rocked*  
2. Add *ed* and use a past tense helping verb.  
   - *had talked*  
3. Double the consonant and add *ed* to verbs ending in a single vowel and consonant.  
   - *trotted*  
4. Drop the *e* and add *ed* to verbs ending in *e.*  
   - *lied*  
5. Change the *y* to an *i* and add *ed* to verbs ending in *y.*  
   - *married*

### Future Tense Rule

1. Use the main verb with *will* or *shall.*  
   - *will sing*
**Regular or Irregular?**

Write the past tense of each verb below. Decide whether the verb is regular or irregular. Remember that irregular verbs do not follow the regular set of rules for changing tenses.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Past Tense</th>
<th>Regular</th>
<th>Irregular</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ride</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. hit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. duck</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. spy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. buy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. run</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. stand</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. fan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. cry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. trade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. look</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. tell</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. track</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. try</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Hank Aaron ____________ a name you ______________ in a list of baseball’s hall of
 famers. Hank was ______________ The Hammer because of his skill at batting. He
 ______________ down in history as the man who ______________ Babe Ruth’s home run record.
 He ______________ 715 home runs in 1974. Many other records ______________ on lists of his
 baseball accomplishments. At the time of his retirement, he ______________ records for most
 home runs, total bases, extra-base hits, runs batted in, and times at bat, among others. Some
 of his records no longer ______________, but Hank Aaron ______________ remembered as
 a great baseball player for as long as the game ______________ played.
There are several types of pronouns.

- **Subject pronouns** replace a noun used as the subject of the sentence.
  
<table>
<thead>
<tr>
<th>I</th>
<th>they</th>
<th>you</th>
<th>he</th>
<th>she</th>
<th>it</th>
<th>we</th>
</tr>
</thead>
</table>

  *They will arrive shortly.*

  *She and he are cousins.*

  *You and I were the first to finish the assignment.*

- **Object pronouns** replace a noun used after an action verb or a preposition.
  
<table>
<thead>
<tr>
<th>me</th>
<th>us</th>
<th>him</th>
<th>them</th>
<th>you</th>
<th>her</th>
<th>it</th>
</tr>
</thead>
</table>

  *Please give the game to him when you have finished with it.*

  *The principal picked her to lead the “Pledge of Allegiance.”*

  *Oscar tried to catch the leaves as they were falling all around us.*

- **Reflexive pronouns** refer back to the subject.
  
<table>
<thead>
<tr>
<th>myself</th>
<th>yourself</th>
<th>himself</th>
<th>herself</th>
<th>itself</th>
</tr>
</thead>
<tbody>
<tr>
<td>ourselves</td>
<td>yourselves</td>
<td>themselves</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

  *I looked at myself in the mirror.*

  *Mary did this project all by herself.*

  *The hikers found themselves far from camp.*
What Kind of a Pronoun Is It?

Underline the pronouns in the sentences below. Write the type of pronoun (subject, object, or reflexive) on the line.

1. Completing a big project is hard to do by yourself. _________________________
2. You will have an easier time working with friends. _________________________
3. You can individually complete a part of the overall project. _________________________
4. It will be easier to finish that way. _________________________

1. Reading a book by myself is enjoyable. _________________________
2. I also like to read to my little brother. _________________________
3. He likes stories about monsters. _________________________
4. Reading Where the Wild Things Are to him was fun. _________________________
5. Mom likes to watch us read together. _________________________

1. I am going to Grandma’s house for the weekend. _________________________
2. We will probably bake cookies for Grandpa. _________________________
3. Hopefully, Grandpa will not eat them all. _________________________
4. Eating a few myself might be nice. _________________________
Pick the Proper Pronoun

Circle the correct pronoun or pronouns in each of the sentences.

1. Tim and (I me) had a great time at Disneyland.

2. (We Us) rode on long, winding roller coasters.

3. (They Them) didn’t scare (us ourselves), though!

4. (He and I Him and me) ate cotton candy and snowcones too.

5. I bought (me myself) a few souvenirs.

6. (We ourselves) both hope to visit Disneyland again some day.

1. Marty bought (myself me) a new CD for my birthday.

2. (It Itself) has my favorite songs on it.

3. (I Me) got a card and money from (my me) grandma.

4. Mom gave (I me) a gift certificate to a restaurant.

5. (She and I Her and me) are going to go out to dinner one night next week.

6. I like to go places just with (her she).
Place the Pronouns

Complete the sentences by adding a pronoun from the box to each blank.

us  we  themselves  them  they  he  their  her  I  his  ourselves  she

1. Fifteen hikers found ________________ lost in the woods.
2. __________ talked about the best way to find their way back to camp.
3. Kevin said __________ had an idea.
4. __________ idea was to break off into pairs and look for camp.
5. Pandora suggested, “We’ll get ________________ more lost that way!”
6. Kevin decided __________ was right.
7. All the hikers remembered words from __________ leader, then.
8. “__________ need to stay where we are and let our camp leader find us,” Raymond declared.
9. “__________ have some trail mix to share while we wait,” offered Tracy.
10. Linda said she would share __________ jerky.
11. “Read __________ stories from the book you brought, Raymond,” said Kevin.
12. The hikers stayed put, and within an hour, the camp leader had found __________.
There are more types of pronouns.

- **Indefinite pronouns** do not name the words they replace.

<table>
<thead>
<tr>
<th>everyone</th>
<th>other</th>
<th>everything</th>
<th>each</th>
<th>anybody</th>
</tr>
</thead>
<tbody>
<tr>
<td>nothing</td>
<td>somebody</td>
<td>something</td>
<td>no one</td>
<td>none</td>
</tr>
</tbody>
</table>

  *Anybody* can see that the lamp is broken.

  *No one* was home, so we left a note.

  *Somebody* should pick up the dog’s toys.

- **Demonstrative pronouns** point out a noun without naming it.

  | this | that | these | those |

  *That* is a terrific idea!

  *These* are the best ones.

- **Interrogative pronouns** are used in asking a question.

  | who | whose | whom | which | what |

  *What* was that noise?

  *Who* will be introducing the speaker?

  *With whom* are you talking?

  *Which* is your house?
Write an indefinite pronoun from the box below in each blank.

_______________ was excited about the trip to the rainforest. _______________

in the class had ever been so far away from home. A _______________ students were

nervous about flying in an airplane. _________________ of us couldn’t wait to get on

board.

Students could take _________________ that would fit in one suitcase and a small

carry-on bag. _________________ else had to be left at home. _______________ of the

cases together could not weigh more than fifty pounds.

everybody    both    anything    no one    few    everything    none    many    several
Identify Pronoun Types

Identify each of the words in bold as an indefinite, demonstrative, or interrogative pronoun. Write your response on the line.

1. “What was that noise?” Mom asked.
   ____________________________________________

2. No one volunteered a response.
   ____________________________________________

3. “Didn’t anybody hear that crashing sound?” she asked again.
   ____________________________________________

4. “That was a pretty loud noise,” she continued.
   ____________________________________________

5. “Who broke my flower vase?” she demanded, as she entered the study.
   ____________________________________________

6. But nobody was even in the room except a guilty-looking cat!
   ____________________________________________

1. This is the time of year for spring cleaning.
   ____________________________________________

2. Everyone joins in the effort to spruce up the house and yard.
   ____________________________________________

3. Everything starts looking better in no time.
   ____________________________________________

4. What better time of year is there to make things look nice?
   ____________________________________________

5. After all, this is the season when Grandma comes to visit!
   ____________________________________________
Underline the indefinite, demonstrative, and interrogative pronouns in the paragraph. Then write each of the underlined pronouns in the correct categories below.

Are you afraid of public speaking? When you have to give a speech, you may think, “What if my audience is bored?” or “Which opening statement will be the best to use?”

Anyone can get nervous. Being prepared is the best way to calm yourself. Consider facial expressions, gestures, and visual aids. These can add to the effectiveness of your speech.

Practice varying your vocal tones so everyone in your audience will stay awake. Think about your audience. Find ways to involve them in your presentation. Above all, don’t panic! Prepare early and practice often, and you’ll impress everyone in your audience.

<table>
<thead>
<tr>
<th>Indefinite Pronouns</th>
<th>Demonstrative Pronouns</th>
<th>Interrogative Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Rule 11

The antecedent of a pronoun is the noun or nouns to which the pronoun refers.

After Marcus brushed his teeth, he went to bed.

• The antecedent doesn’t have to be in the same sentence as the pronoun.

Phyllis was excited to get a new computer. It was a great gift.

• A pronoun must agree with the antecedent in both gender and number.

Correct:
Ramon has a new skateboard.
He took it to the skate park.

Incorrect:
Ramon has a new skateboard.
She took them to the skate park.
Locate the Pronouns

A

Circle the pronouns in these sentences. Draw a line from each pronoun to its antecedent.

1. Cathy is going camping with her friends this weekend.
2. Cathy and her friends are excited. They have never camped before.
3. Cathy is packing a tent and a sleeping bag. She has put them in her car.
4. Cathy’s dad is driving to the campground. Then he will help set up the tent.
5. After Cathy’s friends pack, her dad will pick them up at their houses.
6. Cathy forgot her bug spray, but her dad picked it up.
7. Now Cathy and her dad are ready to go. They have packed all they will need.

B

Write a pronoun for each of these nouns.

1. Cathy ___________________  5. campers ___________________
2. Dad ___________________  6. Mom and I ___________________
3. Cathy and her friends ___________________  7. Sister and me ___________________
4. a tent ___________________  8. hiking boots and socks ___________________
Pronoun Replacements

Rewrite each of the sentences. Replace the word in bold with a pronoun.

1. Jonathan has played the saxophone and the drums for three years.
   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

4. Jonathan listens to Mrs. Kelsey and plays Jonathan’s instruments every day.
   ________________________________________________________________

5. Jonathan enjoys playing the saxophone and the drums.
   ________________________________________________________________

6. Jonathan’s favorite instrument is the saxophone.
   ________________________________________________________________

7. Jonathan hopes to play the saxophone in a band one day.
   ________________________________________________________________
Henry Barnard (1811–1900) was a busy man. (He  She) was an educator, author, lawyer, and politician. (They  He) served in the Connecticut legislature and as president of a number of colleges. In all of (his  their) positions, (he  she) worked to reform America’s educational system. (They  He) saw many ways to improve (them  it).

First (she  he) pushed for the establishment of free high schools. (They  He) were important, (it  he) thought, because people of all classes should be educated. Then (they  he) organized the Bureau of Education. (Its  Their) function was to conduct educational research. Additionally, (he  they) wrote books and published journals on educational topics. (They  It) were influential publications that shaped the educational system in this country.
## Rule 12

### Possessive nouns need an apostrophe.

Possessive pronouns do not need an apostrophe.

- To make a **singular** noun show ownership, add an apostrophe (’)
  and **s**.

- To make the possessive of a **plural** noun that ends in **s**, add
  an apostrophe (’).

- To make the possessive of a **plural** noun that does not end in **s**, add
  an apostrophe (’) and **s**.

- When several people share a possession, add apostrophe (’) **s** to
  the last noun.

### Possessive pronouns do not require an apostrophe.

Used before a noun—**my** your his her our their

- our school
- my new kitten
- his old truck

Stand alone—mine yours his hers its ours theirs

- The notebook is **mine**.
- Is that one **yours**?  No, it is **hers**.
Who’s the Owner?

Underline the possessive words in these sentences. Add apostrophes where they are needed to show ownership.

1. My family is going on a picnic in the park on Saturday.
2. Grandpa will carry Grandmas picnic basket full of food.
3. Moms tuna sandwiches will be placed in Dads cooler along with the drinks.
4. My brother is bringing his football.
5. Childrens games will include tag and water balloon wars.
6. Those who want to play the sport will bring baseball players equipment.
7. My nature-loving mother will look for bees hives and geeses nests.
8. Dad will likely read his book after lunch.
9. Uncle Todd and Aunt Darlas fishing poles will be used by all the kids.
10. Womens activities will include playing tennis and hiking the hills.
11. Younger kids will play on the parks playground equipment.
12. The Wonderstads family picnic is always lots of fun.
Possessive Nouns and Pronouns

Circle the plural nouns in each sentence. Underline the possessive nouns. Add apostrophes where they are needed. Some nouns are plural and possessive.

1. Zach's birthday piñata was filled with candies.
2. Karla's stick hit the piñata first.
3. Next, John's stick hit the piñata.
4. The piñata finally broke with a hit from Zach's stick.
5. Birthday candies flew everywhere.
6. Zach's birthday guests picked up the candies.
7. Zach's neighbors came to join in the fun.
8. Even the dogs from down the street made their way to Zach's backyard.
9. The birthday guests, neighbors, and dogs all had a great time.
10. The afternoon's game was a big hit.
11. Zach can't wait to go to all his friends' birthday parties next!
Write the correct word in each sentence.

1. I spent one ____________ worth of allowance money at the movies last week.
2. It would cost three ____________ worth of allowance money to buy my favorite CD.
3. The ____________ ball was lost after she hit it over the fence.
4. Three ____________ bikes were parked outside Sally's house.
5. Bring five ____________ to the game Friday night for snacks.
6. My five ____________ worth of penny candy lasted a long time!
7. That ____________ dress looks just like my mother's.
8. The Princeville ____________ club took home the most awards from the fair.
9. My ____________ fungal problem has finally gone away.
10. The school bus stops twenty ____________ from my front door.
11. The ____________ bell rings each Sunday morning at 9:00 a.m.
12. Five area ____________ work together to collect food for the local food bank.
Adjectives describe nouns or pronouns.

• An **adjective** can tell what kind, which one, or how many.

  The mighty elephant pushed aside the large boulder.

  Several **migrating** birds landed in the tree.

  Those **three** girls created a **colorful** mural.

• **Demonstrative adjectives** point out a specific person, place, or thing.

  **This** bike belongs to me.

  I bought **that** coat last week.

  **These** books are mine.

  I don't like **those** shoes.
In 1901 the determined Dr. Rupert Blue set out to kill every rat in San Francisco. The beautiful city had been struck with the deadly bubonic plague. Dr. Blue planned to destroy the frightening disease by killing the pesky rats that carried it. He decided to get rid of ugly dirt and garbage that served as the foul rats’ homes and food sources. Many people in the large city helped him. Busy merchants cleaned their crowded stores. Concerned homemakers covered smelly household garbage in airtight metal cans. City workers poisoned sewer rats. School children scrubbed and mopped their classrooms. Butchers concreted the dirt floors of their meat plants. After seven years of work, city officials hosted an outdoor banquet to prove their city streets were now “clean enough to eat from.” By 1909, about two million rats had been killed. The happy city was declared free of the horrible bubonic plague.
Use Adjectives

A Complete these sentences by filling in the blanks with adjectives of your choice.

1. ________________ ________________ boats glide smoothly across the ________________ surface of the lake.

2. A ________________ ________________ tree sways in the breeze outside my ________________ window.

3. Karen's ________________ and ________________ father likes ________________ children and ________________ animals.

4. The ________________ racehorse often wins his races.

5. The ________________ test worried the ________________ children who did not study.

B Complete these sentences with the correct demonstrative adjectives. this that those these

1. ________________ can opener works better than that one.

2. Do you know ________________ people who waved to us?

3. Sara's office is in ________________ building over there.

4. ________________ shoes fit me the best of any I own.
Describe Nouns and Pronouns

Circle the adjectives in the sentences. Draw an arrow to the noun or pronoun each adjective tells about. Don’t forget to include possessive pronouns.

1. Jordan plays on the soccer team.
2. I like that flavor the best.
3. Kirby painted those beautiful landscapes.
4. Two full truckloads of sand were dumped in the playground under the swings.
5. My favorite soup is French onion topped with Swiss cheese.
6. The football game will take place this Sunday.
7. That friend of Jake’s has two tickets to the game.
8. My favorite aunt wore a long white veil at her wedding.
9. Kingston likes many fast and handsome cars.
10. Leah completed three pages of hard homework last night.
11. Marlene practiced two difficult songs on the piano.
12. Altona, Indiana, is a small and friendly town.
Adjectives can make comparisons.

- **Comparative**—Most adjectives add *er* to compare two nouns. Some adjectives with two or more syllables use *more* or *less*.

  An orca is *smaller* than a blue whale.

  The ballerina was *more graceful* than any other dancer.

- **Superlative**—Most adjectives add *est* to compare three or more nouns. Some adjectives with two or more syllables use *most* or *least*.

  Sarah is the *youngest* child in her family.

  She is the *least able* to do things for herself.
Find Comparisons

Circle the comparison adjectives in the following sentences. Decide whether each word or word phrase is a **comparative** or **superlative** adjective. Write your response on the line.

1. That was the most frightening lightning storm I have ever experienced.  
2. Of the two, Kelly is the better flute player.  
3. Nellie is the oldest child in her class.  
4. Sam is the least likely to join the choir because he doesn’t like to sing.  
5. Ryan is shorter than Mike.  
6. Tyler is less active than his athletic big brother.  
7. I watched the most exciting movie ever last night.  
8. Terri was happier than Timmy to be going to the zoo.  
9. Sissy is the hardest worker in her group.  
10. Watching a movie is more fun than reading a book.
Make Comparisons

Write the correct adjective in each sentence. Use the endings er or est and use more or most when they are needed. When you have finished, go back and write a C above every comparative adjective and an S above every superlative adjective.

1. Tina is the ____________________ piano player I know. (wonderful)

2. Tammy is a ____________________ runner than her friend Steve. (fast)

3. That is the ____________________ painting I've ever seen. (beautiful)

4. Riding a bike to school is ____________________ than walking there. (fun)

5. A swan's movements are ____________________ than those of a duck. (graceful)

6. Karen is the ____________________ student in her class. (young)

7. Leroy, the poodle, is the ____________________ of the Jacksons' two dogs. (small)

8. Ken is the ____________________ of the Carlton twins. (athletic)

9. The post office is ____________________ than the bank this afternoon. (busy)

10. The Cook-fast 2002 is the ____________________ of all the microwave models on display at Bob's Appliances on Sixth Street. (expensive)
Rule 14

Use Comparisons

Use the following adjectives and their comparative and superlative forms in sentences of your own.

1. pretty
   comparative ____________________________
   superlative ____________________________

2. loud
   comparative ____________________________
   superlative ____________________________

3. soft
   comparative ____________________________
   superlative ____________________________

4. careful
   comparative ____________________________
   superlative ____________________________

5. bad
   comparative ____________________________
   superlative ____________________________
An adverb is a word that describes a verb, an adjective, or another adverb.

Adverbs can tell:

- **how:** We did our homework *carefully*.
- **when:** They *often* play music together.
- **where:** We went *away* to camp for a week.
- **to what extent:** He *really* likes to play soccer.

**Adverbs** can be used to make comparisons. They are changed in several ways:

- **Add** *er* or *est* to most short adverbs.
  
  soon:  *Come home soon.*
  
  sooner:  *The sooner they arrive, the sooner we can serve dinner.*
  
  soonest:  *Saturday is the soonest I can be there.*

  
  hard:  *Dad works hard to make the lawn look nice.*
  
  harder:  *Zippy, the puppy, plays harder than Rags, the old dog.*
  
  hardest:  *I study hardest just before a test.*

- **Use** *more* or *most* with most adverbs of two or more syllables and adverbs that end in *ly*.

  
  carefully  more carefully  most carefully
  
  often  more often  most often

- **Some adverbs have special forms of comparison.**

  
  well  better  best
  
  badly  worse  worst
Underline the adverb in each sentence. Write how, when, where, or to what extent on the line to indicate what question each adverb answers.

1. Roger worked hard on his persuasive speech. ____________________________
2. He researched late into the night. ____________________________
3. He looked everywhere for information. ____________________________
4. He wrote feverishly to complete his report on time. ____________________________
5. On the day of the report, he arrived at school early. ____________________________
6. When he was called on, Roger read his speech loudly. ____________________________
7. He spoke clearly. ____________________________
8. He used hand gestures frequently. ____________________________
9. He wisely remembered to include audiovisual props. ____________________________
10. He even engaged his audience often with interesting questions. ____________________________
11. Roger thought he did a very good job overall. ____________________________
12. Roger’s teacher agreed that Roger presented an exceptionally effective speech. ____________________________
Make Adverb Comparisons

Write the correct adverb in each sentence. Use more or most when they are needed.

1. My mom drives __________________ than my dad. (carefully)

2. I scored __________________ on my math paper than I did on my history report. (well)

3. I did __________________ in my health class than I did in science this semester. (badly)

4. Tiasha works __________________ than her friend Sissy. (quickly)

5. That bird sings __________________ than your other one. (sweetly)

6. Keith asked __________________ of all to be excused to lunch. (politely)

7. Sally asked to get a drink __________________ of all the kids in our class. (often)

8. Mrs. Smith’s class walked to the gym __________________ than Mr. Dean’s class. (noisily)
What Is Described?

A On the lines provided, state whether each underlined adverb describes a verb, an adjective, or another adverb.

1. Kenny really likes to play baseball. ____________________________
2. Susie exercises daily. ____________________________
3. We will leave very early Saturday morning for the beach. ____________________________
4. Mr. Kern writes a report about Tina’s progress daily. ____________________________
5. That was an incredibly beautiful sunset. ____________________________
6. The bus driver drives to school carefully each day. ____________________________
7. There was an extremely difficult word problem on last night’s math homework. ____________________________
8. Serge laughed loudly at the funny clowns in the parade. ____________________________
9. Ask politely and you are more likely to get a good response. ____________________________
10. Mavis worked really hard on her flute solo. ____________________________
11. Clint never eats anything green. ____________________________

B On the lines provided, write whether each underlined word is an adjective or an adverb. Remember that an adjective describes a noun. An adverb describes a verb, adjective, or adverb.

1. Sandra is a fast runner. ____________________________
2. Larry runs fast. ____________________________
3. The early bird catches the worm. ____________________________
4. I will be at the meeting early. ____________________________
Prepositions and prepositional phrases relate a noun or pronoun to another word in the sentence.

• A **preposition** is used to show the relationship of a noun or pronoun to another word in the sentence. Here are some common prepositions:

```
about    behind    during    inside    through
above    below     for       of        to
after    between   from      off       under
at       down      in        on        with
```

• A **prepositional phrase** is made up of a preposition, its object, and all the words in between. The object of the preposition is the noun or pronoun that follows the preposition.

- **The pirates buried their treasure under a tree.**
  - preposition: *under*
  - object: *a tree*

- **I kicked the ball between the goalposts.**
  - preposition: *between*
  - object: *the goalposts*
Complete the sentences below by writing a prepositional phrase from the box in each blank.

in the front     across the street     after school     behind the counter
of cake         under the bridge     for breakfast     down the hill
at the park     from my big brother   of the tree      during summer vacation

1. Kerry likes to play ____________________________.
2. The man _______________________________ sold me this ice-cream bar.
3. _______________________________ on Fridays, Kayla goes to dance class.
4. The teacher’s desk is __________________________ of the classroom.
5. I ate a piece ______________________________ for dessert.
6. The river water rushed __________________________ after the first snowmelt.
7. My best friend lives just __________________________ from me.
8. I like to eat cereal ____________________________.
9. I plan to go to Pennsylvania __________________________.
10. The limb ______________________________ broke off in the ice storm.
11. My brother and I raced __________________________ on our sleds.
Use Prepositional Phrases

Write a sentence using each of these prepositional phrases.

1. in the end

__________________________________________________________________________________
__________________________________________________________________________________

2. through the back gate

__________________________________________________________________________________
__________________________________________________________________________________

3. from you

__________________________________________________________________________________
__________________________________________________________________________________

4. into the end zone

__________________________________________________________________________________
__________________________________________________________________________________

5. to my grandmother's house

__________________________________________________________________________________
__________________________________________________________________________________

6. around the world

__________________________________________________________________________________
__________________________________________________________________________________

Now go back and underline the preposition in each phrase. Write an O above the object of the preposition.
Find the Prepositional Phrases

Underline the prepositional phrases in the paragraphs. Circle the object of each preposition.

Mendoza is an important city in western Argentina. It sits at the foot of the Andes Mountains. A highway and railroad both cross the Andes from Mendoza into Chile. Much of the wine and fruit produced in Argentina comes from Mendoza. Mendoza is also home to two large universities.

Santiago is the capital city of Chile. It is also the cultural center of Chile. There are many universities, cathedrals, zoos, government buildings, and museums in the city. Tourism is important to Santiago’s economy. Over the years, Santiago has survived the destructiveness of earthquakes, floods, and civil unrest. Today it is a popular city to visit.

Honduras is home to the city of Puerto Cortés. Puerto Cortés lies in northwestern Honduras. It was established in 1525. Bananas and coffee are shipped around the world from this port city. The economy of Puerto Cortés relies on manufactured and traded goods.
A prepositional phrase can act as an adjective or an adverb.

- **Adjective phrases** tell what kind or which one.

  She lives in a house **with a red door**.

  The boy in **the backseat** was yelling loudly.

- **Adverbial phrases** tell how, when, or where.

  Tell the story in **your own words**.

  Mr. Kim jogs in **the afternoon**.

  She ran behind **the house**.
Adjective or Adverb Phrase?

Underline the prepositional phrase in each sentence. Write adjective if it is an adjective phrase or adverb if it is an adverbial phrase.

1. The winner of the contest won a big prize.

2. After breakfast the farmer feeds the cows.

3. Paddle boats moved along the Missouri River.

4. The frightened puppy hid under the back porch.

5. The birthday candles with red stripes were flickering.

6. The thirsty boy drank the juice in one swallow.

7. All the ice in the lemonade began to melt.

8. Jamal does his homework before dinner.

9. Please handle the kittens with great care.

10. Colorful flowers bloom in my garden.
Add Adjective Phrases

Rewrite the sentences by adding an adjective phrase after each noun in bold. The first one has been completed for you as an example.

1. Our new **neighbors** will join us for dinner tonight.
   **Our new neighbors from Michigan will join us for dinner tonight.**

2. The **boy** is my best friend.

3. The **cornfield** is 35 acres wide.

4. My grandmother lives in the **house**.

5. Summer **temperatures** frequently reach 100 degrees.

6. The **shade** provides some relief.

7. The **cookie store** sells warm, delicious cookies.

8. **Everyone** had a great time.
Find Adverb Phrases

Underline the adverb phrase in each sentence. On the lines provided, indicate whether each phrase answers the question how, when, where, or how long.

1. Tim has math class in the morning. ________________________________

2. Donna has dance lessons on Saturdays. ________________________________

3. The cake baked for thirty-five minutes. ________________________________

4. In the barn you will find the shovel. ________________________________

5. The game was postponed for an hour. ________________________________

6. She notified everyone by e-mail. ________________________________

7. For fifty years, Grandpa and Grandma have been married. ________________________________

8. Sara rode her favorite horse in the pasture. ________________________________

9. Spend about an hour a day practicing the piano. ________________________________

10. After school, let’s go ice-skating. ________________________________
Words in a series, equal adjectives, and long dependent clauses need commas to separate them.

- to separate three or more words or phrases in a series.

  *We ate pizza, chicken wings, and cake at his party.*

  *Sixteen students, two parents, and the teacher went on the field trip.*

- to separate two or more adjectives that equally modify the same noun.*

  *Use a comma:*

  *It’s time to get rid of those smelly, old sneakers.*

  *She always asks interesting, intelligent questions.*

  *Don’t use a comma:*

  *Three big dogs are digging in the sand.*

  *Huge black clouds loomed over the mountains.*

- to separate a long dependent clause from the independent clause that follows it.

  *Because it was so hot, we decided to stay indoors to play.*

  *If you wish to know the answer, I will tell you.*

*See Notes to the Teacher on page 103 for additional information.*
Add Commas

Place commas properly in these sentences. Some sentences will require no commas.

1. Professional photographers take pictures of people landscapes historical landmarks and important events.

2. They may work for the media for a commercial firm or for themselves.

3. Photographers may work in the arts the sciences or the social sciences.

4. Ansel Adams took pictures of the rugged and wild American West.

5. Because he was a media photographer during the 1930s Walker Evans recorded on film scenes of the Great Depression.

6. Once a fashion photographer for Vogue magazine Cecil Beaton also worked as the official photographer of the British royal family.

7. Edwin Land invented the clever convenient Polaroid for his three-year-old daughter.

8. Edwin Land’s daughter wondered why she couldn’t see a photograph of herself as soon as her father took a picture of her.

9. Edwin Land worked hard and long to create the Polaroid.

10. If you like to take pictures you might consider becoming a professional photographer.
Add and Subtract Commas

Add or delete commas in the following sentences. Some sentences require no corrections.

1. Elaine read a long intriguing novel last month.
2. It was the story of three boys, and their father.
3. Because the boys and their father went camping the story was set in the woods.
4. An angry bear, a violent thunderstorm, and a surprise visitor made the story a thriller.
5. Because she enjoyed the novel so much, Elaine recommended it to her friends.
6. Marcy Nancy and Taylor all enjoyed the story.

1. Kimberly likes to listen to soft, rock music.
2. She also likes country pop and hard rock tunes.
3. She likes the grand majestic sound of classical music as well.
4. While she does chores around the house Kimberly listens to music.
5. Listening to music somehow makes her work easier, and more fun.
Write sentences containing the words or phrases below in the order in which they appear. Add commas where they are needed.

1. five happy
   
   

2. After he finished washing the dishes
   
   

3. eager excited and determined
   
   

4. pretty little
   
   

5. drove to the store picked up the pizzas and returned to the house
   
   

6. While he waited in the lobby
   
   

7. balloons streamers and banners
   
   

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A comma is used after introductory words and to set off the name of a person being spoken to.

- after introductory words such as yes, no, and well at the beginning of a sentence.

  Yes, that is Angela's little sister.
  No, you can't have dessert until you eat your broccoli.
  Well, I guess it's not too late to watch a movie.

- to set off the name of a person being spoken to.

  Austin, will you bring me that book?
  Come here, Steven, and pick up your report card.
  Did I see you at the game yesterday, Allen?
Introductory Commas

Add commas where they are needed to the dialog.

Kevin I didn’t expect to see you here. What a surprise!

Yes I’m meeting some of my friends from school for dinner.

Well do you come here often?

Yes as a matter of fact I do. I just love their desserts. You’ve got to try their blueberry pie Rhonda.

No I have my heart set on the chocolate chip cheesecake tonight.

Okay but next time you’ll have to try the pie. It is absolutely awesome!

I promise you Kevin I’ll try the blueberry pie next time I come.

You won’t regret it Rhonda. Look there’s Gordon!

Wow I haven’t seen him in such a long time!

Hey is that Micah? I hope so because I’m ready to eat!

Well it was nice to see you Kevin. Have fun with your friends tonight.

Thanks! I will. See you later Rhonda.
Questions and Commas

Answer the following questions in complete sentences, using one of the introductory words given. Add commas where they are needed.

1. Is your birthday during the summer?
   Yes ____________________________________________________________
   No ____________________________________________________________

2. What do you consider your favorite food?
   Well ____________________________________________________________

3. How might you explain to a neighbor that you’ve hit a baseball through his window?
   Sir ____________________________________________________________

4. How might you ask your dad for a raise in your allowance?
   Dad ____________________________________________________________

5. Do you like apple pie?
   Yes ____________________________________________________________
   No ____________________________________________________________

6. What would you say if your friend asked you to go water-skiing?
   Well ____________________________________________________________
   Okay __________________________________________________________

7. Do you know how to balance a checkbook?
   Actually _______________________________________________________
Rephrase It

Restate the following sentences twice. In the first restatement, move the name to the middle of the sentence. In the second restatement, move the name to the end of the sentence. Remember to place commas where they are needed. The first one has been completed for you as an example.

1. Mom, please turn on the light.
   Please, Mom, turn on the light.
   Please turn on the light, Mom.

2. Grandma, may I help you bake a cake?
   __________________________________________________________
   __________________________________________________________

3. Thomas, I think your fever has finally broken.
   __________________________________________________________
   __________________________________________________________

   __________________________________________________________
   __________________________________________________________

5. Daniel, please come in from the rain.
   __________________________________________________________
   __________________________________________________________

6. Stanley, imagine a world with no wars.
   __________________________________________________________
   __________________________________________________________
Commas and colons are used in specific instances.

**Commas** are used

- between the day of the month and the year.*
  
  March 9, 2001      December 7, 1941

- between the name of a city and the state, province, or country.*
  
  Denver, Colorado      Toronto, Ontario      Cairo, Egypt

- after the greeting and closing in a friendly letter.
  
  Dear Alice,      Your friend,

**Colons** are used

- to separate the hour and minutes in time.
  
  9:15      12:00

- after the greeting in a business letter.
  
  Dear Mrs. Jacobs:

- before writing a list.
  
  Buy these at the store:
  
  cat food
  kitty litter
  flea collar

*See Notes to the Teacher on page 104 for additional information.
1301 W. Quincy Street
Garrett Indiana
August 12 2001

Dear Grandma

Thanks for inviting my friends and me to your house next week. Mary Lisa and I expect to arrive around 6:00 p.m. on Sunday night. We will leave home around 6:00 a.m. on Saturday morning. Mary will drive from Denver Colorado to Omaha Nebraska. We’ll find some place to clean up, eat dinner and sleep a few hours. We should be back on the road by 6:00 a.m. Sunday morning. Lisa will drive from Omaha to Garrett. Because we’ll be arriving around suppertime, we’ll bring fast food from Charlie’s Burgers in Garrett to share with you.

Last time we spoke you asked what we might like to do while vacationing in the Midwest. The following is a list of places we would like to visit:

Auburn Cord-Duesenberg Museum
Sandusky’s sand dunes
Cedarpoint Amusement Park

Although we would like to go to all the places on the list, we really just want to spend time with you. Can’t wait to see you!

Love

Doris
Punctuate a Schedule of Events

Add commas and colons where they are needed to this schedule of events.

Planned Events of the Ninth Annual
Young Writers’ Conference
Dana College
Blair Nebraska

February 2 2002
830–930 Breakfast
930–1030 Keynote Speaker Terry Willard from Seattle Washington
1030–1200 Choose one of the following writing sessions
   Developing Characters with Linda Algar from Ontario Canada
   Playful Poems with Thomas Timmer from Milwaukee Wisconsin
   Who Done It? with Sherry Hartley from Cove Oregon
   Setting the Scene with Jerry Brown from Pittsburgh Pennsylvania
1200–100 Lunch
100–230 Choose one of the following writing sessions
   Writing Nonfiction with Tyler Young from San Francisco California
   Newspaper Reporting with Duane Heffelfinger from Blair Nebraska
   Selling Script Ideas with Alfred Hurston from Los Angeles California
   Using Storyboards with Walter Disby from Riverton Wyoming
230–500 Critical Review Sessions
500–600 Dinner
600–1000 Viewing of Shakespearean play in Lincoln Nebraska
Comma or Colon?

Fill in each blank below with a comma or a colon.

1. Isaac Asimov was born on January __ 1920.

2. Although he spent his adult years in America, he was born in Petrovichi, Russia.

3. Isaac Asimov was both a scientist and an author. A typical workday for the busy man might have looked like this:
   - 9:00–12:00 Work on latest book
   - 1:00–3:00 Teach science class at Boston University of Medicine
   - 3:00–6:00 Conduct scientific research

4. Isaac Asimov’s writings included the following: science fiction, humor, history, mysteries, and classical translations.

5. Because he was able to entertain and inform, his four hundred plus books were immediately successful.

6. Isaac Asimov titles include the following: The Foundation Trilogy, Foundation and Earth, and The Naked Sun.

Use commas to set apart an appositive from the rest of the sentence.

An appositive is a word or phrase that renames the noun or proper noun before it.

Mrs. Burton, a high school teacher, was at the ceremony.

Carter, a math whiz, won an award.

Our principal, Mr. Grant, presented the awards.
Set Apart Appositives

Set apart the appositives in these sentences by adding commas where they are needed.

1. Mary Dyer, a Quaker, was killed in 1660 for living in Boston, a city that once prohibited Quaker residency.

2. The 1931 Nobel Peace Prize winner, Jane Addams, founded Hull House, a social service settlement in Chicago.

3. Dorothy Day, the author, established “hospitality houses” for Great Depression victims during the 1930s.

4. *Aesop's Fables*, animal-based stories with morals, are the most widely read fables in the world.

5. A book of the teachings of Confucius, *Lun Yü*, has influenced both Eastern and Western thinkers.

6. The Hippocratic Oath, an oath written by the Greek physician Hippocrates, continues to be used in the medical field today.

7. Andorra, a country located in southwestern Europe, covers 181 square miles.

8. A group of ten islands southwest of Africa, the Cape Verde Islands, are volcanic in origin.

9. Kiribati, formally the Gilbert Islands, is comprised of 33 islands in the west central Pacific Ocean.

10. Mauritania, rich in iron ore and poor in plants and animals, is located in the Sahara Desert.
Locate Appositives

Circle the appositives in the paragraphs below.

Dekalb High School, my sister’s school, celebrated graduation last Saturday. My sister was not in the graduating class, but her friend, Tamara White, was. My sister and I attended the ceremony. Mr. Dean, the president of a local college, gave a speech, “Life on the Outside.” It was a humorous look at being a young adult.

Following Mr. Dean’s speech, awards were presented. The school’s computer whiz, Martin Elliott, won an academic award. Linda Baker, student body president, won a spirit award. The winner of the community service award was my sister’s friend, Tamara, who set up programs at the school for recycling, visiting the elderly, and beautifying the campus.

Finally Mr. Kraft, the principal, presented diplomas. Because Tamara’s last name, White, is at the end of the alphabet, she received her diploma last. Then the graduates tossed their hats, and my sister and I clapped loudly for Tamara, a good friend of my sister.
Write with Appositives

The sentences below all contain spaces for appositives and other information. Fill in the spaces based on facts from your own life. The first one has been completed for you as an example.

1. My mom, Doris Cooksey, lives in Colorado.

2. My favorite movie, ____________________________, stars ____________________________.

3. My favorite holiday, ________________________, occurs in the month of ____________________.

4. My favorite pet, a ________________________, is named ________________________.

5. My favorite television show, ____________________________, is broadcast at ________________ o’clock.

6. One of my best friends, ________________________, is really good at ____________________________.

7. An author whom I enjoy, ____________________________, wrote a book entitled ____________________________.

8. ____________________________, a book by ____________________________, is one of my favorites.

9. My favorite type of music, ________________________, is also loved by ________________________.

10. My teacher, ____________________________, has ________________________ eyes.
A direct quotation has specific rules of punctuation and capitalization.

- **Quotation marks** are placed before and after a speaker’s exact words.
  “What a wonderful surprise!” exclaimed Mr. Chang.
  “Did you make that mess in the kitchen?” asked Dwight’s mother.

- Capitalize the first word of each sentence in a quotation.
  Roberto chanted, “We won the game! We won the game!”
  “You boys should be very proud of yourselves,” the coach remarked.
  “You have practiced very hard.”

- We usually use a comma to separate the quotation from the rest of the sentence.
  “This is a good book,” stated Tony.
  Tony stated, “This is a good book.”
Add Quotation Marks

Add quotation marks to these sentences. Underline the speaker.

1. Tom asked, Did you write this story, Jim?
2. Yes, Jim replied. It was an assignment for English class.
3. It is a very good story, Jim, Tom said. Do you mind if I share it with my friends?
4. While smiling shyly, Jim stammered, That would be fine, Tom.

1. Would you like to come to my birthday party, Shelly? asked Katie.
2. That would be fun, Shelly responded. What would you like as a gift?
3. I like arts and crafts supplies, Katie replied.
4. Then I know just the gift for you! Shelly exclaimed.

1. Where have you been? complained Jacob. We have all been waiting for you!
2. I had to take care of my little brother, Tyler explained.
3. Oh, I forgot about that! Nelson said. I was supposed to tell you that before, Jacob. I’m sorry I forgot to relay your message, Tyler.
4. That’s okay, said Tyler. I’m here now, so let’s start the movie.

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Correct Quotations

Rewrite each sentence, adding quotation marks around each person’s exact words. Use capital letters and other punctuation marks where they are needed.

1. when does the dinner party start mom asked larry

2. that was the best movie i’ve ever seen exclaimed marcus.

3. before the big test my teacher reminded us erase your first choice completely if you decide to change your answer.

4. marty said she would be here by three o’clock cecil reported.

5. royal said i like to play table tennis

6. the whole team chanted we are the champions we are the champions

7. have you ever been to this restaurant before tiasha cindy asked

8. you will get a good grade on today’s test i told myself.
To Quote or Not to Quote?

Some of the following sentences contain direct quotes. Some of them do not. Add capital letters, commas, and quotation marks only where they are necessary. Some sentences require no changes.

1. Mr. Fires said he should have our car fixed by Friday afternoon.

2. Mrs. Fields reminded me you don’t have to get a perfect score; you just have to do your best.

3. Candy explained I was named after my aunt, not after a food!

4. Tony asked if I could help him with his homework.

5. Fred told me never to touch an electrical appliance with wet hands.

6. Samatha told me my grandmother will be in town next week.

7. This is an excellent CD Anthony proclaimed.

8. Uncle Jack told me he would be in town next week.

9. Mom told me don’t tell Dad what we got him for Christmas.

10. Nancy said she was planning to attend the Petersons’ housewarming party.
Titles of books, movies, plays, and magazines, songs, stories, etc., are treated in specific ways.

- Capitalize the first word, the last word, and every word in between except for articles (*the, a, an*), short prepositions, and short conjunctions.

  - Night of the Twisters
  - In the Year of the Boar and Jackie Robinson
  - A Pizza the Size of the Sun

- When you write in handwriting, underline the titles of books, movies, plays, and television programs, and the names of newspapers and magazines.

  - The Lost World (movie)
  - Smoky Night (book)
  - National Geographic (magazine)

- If you are using a word processor, use italics instead of underlining.

  - The Lost World (movie)
  - Smoky Night (book)
  - National Geographic (magazine)

- Use quotation marks around the titles of stories, magazine articles, essays, songs, and most poems.

  - “America” (song)
  - “Kayaking in Canada” (article)
  - “The Highwayman” (poem)
Punctuate Titles

Rewrite these sentences using the correct punctuation for each title.

1. The book called Three by Finney by Jack Finney includes the stories The Woodrow Wilson Dime, Marion’s Wall, and The Night People.

2. Moonlight Bay, a song written in 1912, was written by Edward Madden and Percy Wenrich.

3. This month’s addition of Stellar Students magazine contains an excellent article entitled Test-taking Tricks.

4. My local newspaper is called The Fairfield Press.

5. The Shel Silverstein book Where the Sidewalk Ends contains a poem entitled Where the Sidewalk Ends.

6. Last weekend I attended a play called Johnny Came Marching Home.
Rewrite the sentences using the correct capitalization.

1. Rita watched the movie *Honey, I Shrunk the Kids* for the fourth time last night.

2. My class sang “By the Light of the Silvery Moon” for Grandparents’ Day.


4. Sarah’s essay, “Why We Have to Learn Math,” was well researched.

5. During career day, a reporter from *The Market Valley Press* shared his latest story, “Teens and Teaching,” with our class.

6. I wrote a poem called “Mine,” which will be included in our school’s literary journal, *Panther Pride*.
Write Titles

Complete these sentences by writing titles. Be sure to underline titles of books, magazines, newspapers, movies, and television shows. Use quotation marks for stories, magazine articles, essays, songs, and poems.

1. If I wrote a poem about sunlight, I would call it ________________________________.
2. ________________________________ would be a great name for a song about traveling.
3. One of my favorite movies is entitled ________________________________.
4. A magazine article about training horses might be entitled ________________________________.
5. A magazine dedicated to medical issues might be entitled ________________________________.
6. ________________________________ is the name of a newspaper available to people who live in my community.
7. I once wrote a story in school called ________________________________.
8. Someone I know loves to watch the television program ________________________________.
9. An essay on the importance of cooperation might be called ________________________________.
10. One of my favorite books is entitled ________________________________.
Rule 24

Negative words and the pronouns **I**, **me**, **they**, and **them** follow specific usage rules.

A **negative** is a word that means *no* or *not*. Use only one negative in a sentence.

**Correct:**

\[
\begin{align*}
I & \text{ didn’t bring any lunch today.} \\
I & \text{ have no lunch today.}
\end{align*}
\]

**Incorrect:**

\[
\begin{align*}
I & \text{ didn’t bring no lunch today.}
\end{align*}
\]

Use **I** and **they** in the subject.

\[
\begin{align*}
\text{I need to be home by six o’clock.} \\
\text{They won’t be able to come to the game.}
\end{align*}
\]

Use **me** and **them** in the predicate or after a preposition.

\[
\begin{align*}
\text{Will you help me bake some cookies?} \\
\text{George took a trip to Marine World with them.}
\end{align*}
\]

Name yourself last.

\[
\begin{align*}
\text{Morris and I like to build unusual kites.} \\
\text{Would you like to go to the park with Sam and me?}
\end{align*}
\]
A

There is an error in each of the sentences below. Rewrite each sentence correctly.

1. I didn’t bring no lunch money to school today.

___________________________________________________________________________________

2. I and my brother like to play football together.

___________________________________________________________________________________

3. Me and Anthony are best friends.

___________________________________________________________________________________

4. Them don’t think they can make it to class today.

___________________________________________________________________________________

5. They’ve been waiting longer, so serve they first.

___________________________________________________________________________________

6. The postmaster gave the package to Mom and I.

___________________________________________________________________________________

B

Decide whether each sentence below contains an error. Write correct or incorrect on the line.

1. Marty and me are going to the concert Saturday night. _______________________________

2. Stella likes to go to the store with him and me. _______________________________

3. Krista has given them a gift certificate. _______________________________

4. She don’t like no mushrooms in her salad. _______________________________

5. Would you like to bake cookies with me and Grandma? _______________________________
Pick the Proper Word

Circle the correct word in each sentence below.

1. Ted and (me  I) are in the same class this year.

2. I want to go with (they  them) to the ice-skating rink.

3. Their grandfather lives with (they  them).

4. I (ain’t  am not) going to the track meet.

5. I don’t have (any  no) extra pencils in my bag today.

6. Dad is meeting Mom and (I  me) at the airport.

7. (They  Them) are excellent neighbors.

8. I don’t want (no  any) dressing on my salad.

9. When my pizza comes with olives, I pick (they  them) off.

10. Randolph, Ryder, and (I  me) are working on a project together.

11. (Them  They) are very artistic.

12. I haven’t gotten (no  any) letters from (they  them) all month.
Write It Right

Using the following words correctly, write sentences of your own.

1. I ____________________________________________________________
2. they _________________________________________________________
3. me __________________________________________________________
4. them _________________________________________________________
5. didn’t ________________________________________________________
6. don’t _________________________________________________________
7. no __________________________________________________________
8. not __________________________________________________________
9. never _________________________________________________________
10. none _________________________________________________________
11. nothing _____________________________________________________
12. won’t _________________________________________________________
Some words are easily confused. Take care to use **can/may**, **sit/set**, **lie/lay**, **good/well**, and **who’s/whose** correctly.*

<table>
<thead>
<tr>
<th><strong>can—may</strong></th>
<th><strong>sit—set</strong></th>
</tr>
</thead>
</table>
| Use *can* to tell that someone is able to do something.  
  *Norman can* hit the ball really far.  
Use *may* to ask or give permission to do something.  
  *May I* have another piece of pie? | Use *sit* to mean “stay seated.”  
  *Please sit* in the green chair.  
Use *set* to mean “to put or place.”  
  *She set* her homework on the desk. |

<table>
<thead>
<tr>
<th><strong>lie—lay</strong></th>
<th><strong>good—well</strong></th>
</tr>
</thead>
</table>
| Use *lie* to mean “to rest or recline.”  
  *I like to lie* in the shade of the tree.  
Use *lay* to mean “to put or place.”  
  *Did you lay* the box on the bench? | Good is an adjective. Use *good* to describe nouns.  
  *Mom looks good* in her new dress.  
Well is an adverb. Use *well* to describe verbs.  
  *It fits her well.* |

| **who’s—whose** | | |
|----------------|-------------------|
| Use *who’s* to mean “who is.”  
  *Who’s* banging on the front door? | |
| Use *whose* to show ownership.  
  *Whose* backpack is that? | |

*See Notes to the Teacher on page 104 for additional information.
Catch the Errors

Decide which sentences have errors. Cross them out and rewrite them correctly on the lines below.

1. Audrey can sing like an angel.
2. Can I have an ice-cream cone?
3. You may sharpen your pencil before the bell rings.
4. Set down at your desk and begin your work.
5. If Randy sets on top of that counter, he will break it.
6. Set your books under your desk until the test is over.
7. Good posture requires you to sit up straight.
8. If you are not feeling well, you should lie down.
9. Lay your backpack on the table so you will remember to take it to school.
10. Sally is a good soccer player.
11. Ted also plays pretty good.
12. Whose your teacher this year?
13. Who’s going to be at the lake this summer?
14. Who’s cat keeps coming to our front door?

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________
Complete the Sentences

Complete each sentence by filling in the blank with a word from the box.

| can | may | sit | set | lie | lay | good | well | who’s | whose |

1. Mom, __________ I go to the park with Ricky?
2. __________ your tools on the workbench when you finish the job.
3. Teresa plays the piano __________.
4. __________ house is on the corner by the mall?
5. My brother __________ eat more pizza in one sitting than anyone I know.
7. __________ that new boy in Mr. Baker’s class?
8. I will __________ in the back row if there are no other seats available.
9. That’s a __________ pizza your mom baked.
10. You can __________ your books on the table by the door.
Which One Works?

Circle the correct word in each sentence.

1. That’s Daniel, (whose who’s) my brother’s friend.

2. The play we attended at school was (good well).

3. We always [sit set] the video that needs to go back to the store on top of the kitchen table.

4. I [can may] do twenty-five push-ups.

5. The teacher said we [can may] use a calculator on problems 20 through 25.

6. I will [lie lay] your notebook on your desk after I copy the notes I missed yesterday.

7. Nellie speaks [good well] but she is uncomfortable in front of large crowds.

8. You can [lie lay] down for a quick nap before dinner if you are tired from the drive.

9. [Who’s Whose] car is that parked beside your fence?

10. My five-month-old brother already [sits sets] up by himself.
Notes to the Teacher

Rule 3, page 11

The rule states that compound sentences are usually joined by conjunctions. A semicolon may also replace a comma and conjunction in a compound sentence.

Simple sentences:
- He broke the window.
- It was an accident.

Compound sentence: He broke the window; it was an accident.

Rule 8, page 31

The present tense endings s and es are used only with third person singular nouns and pronouns (he, she, it, Grandma, Mr. Jones, etc.). The distinction between first person and third person may need to be explained to non-native speakers.

Rule 18, page 71

1. Note that the use of a comma to separate the two independent clauses of a compound sentence is addressed in Rule 3.
2. Here are two tests to use to determine if adjectives are modifying a noun equally:
   - Put and between the adjectives. If the sentence sounds correct, use a comma.

   *It’s time to get rid of those smelly, old sneakers.*
   *It’s time to get rid of those smelly and old sneakers.*
   *(and sounds OK, so use a comma)*

   *Three big dogs are digging in the sand.*
   *Three and big dogs are digging in the sand.*
   *(and sounds odd, so do not use a comma)*

   - Switch the order of the adjectives. If the sentence sounds correct, the adjectives modify equally.

   *It’s time to get rid of those smelly, old sneakers.*
   *It’s time to get rid of those old, smelly sneakers.*
   *(sounds OK; use a comma)*

   *Three big dogs are digging in the sand.*
   *Big three dogs are digging in the sand.*
   *(sounds odd; do not use a comma)*
Rule 20, page 79

In running text, a comma follows as well as precedes both the year and the state, province, or country.

The events of April 18, 1775, have long been celebrated in song and story.
The electrical storms in Flagstaff, Arizona, are no less than spectacular.

Rule 25, page 99

Well is often confused with good.

- Good is an adjective, and well is usually an adverb.

  She is a good musician.
  She plays both the piano and the guitar well.

  I received a good grade on the social studies test.
  All the time spent studying served me well.

- Both well and good are correct in this instance.

  “After all that food, I don’t feel well,” groaned Melvin.
  “I don’t feel good, either,” complained Marvin.

- Although both well and good are correct here, the meaning in sentence two may be unclear.

  You don’t look well. (You look sick.)
  You don’t look good. (It could be that you look sick, or it could be that your appearance isn’t appealing.)
5. Art museums are fun to visit, but you need to be prepared to spend the day in them.

6. Beautiful flowers blossom, and then they fade away.

7. Race dogs are fast, but race horses are faster.

8. English class is hard for me, but math class is easy.

9. Frightening tornadoes destroy property, and earthquakes are devastating too.

10. Martha and Jerry will go to the beach today, or the friends will watch a movie.

1. I love hamburgers, but I hate hot dogs.

2. I may go to Mexico this summer, or I may go to France.

3. After school I’m going shopping, and I’m going to buy a new backpack.

4. Movies are exciting but books are better.

5. I like summer vacation, yet I am always glad when school starts again.

6. We enjoy the beautiful sights in San Francisco, so we chose to vacation in that city.
Page 16
1. common, plural
2. proper, singular
3. common, plural
4. proper, singular
5. proper, singular
6. common, plural
7. proper, singular
8. common, singular
9. common, plural
10. proper, singular
11. common, plural
12. proper, singular

Page 17
1. Doris Cooksey, American Family Insurance Company
2. Denver, Colorado
3. Bailey, Colorado
4. Doris, Colt Vista
5. Dennis, Francisco, Ramona
6. Peterson Street
7. Doris, Burger Hut
8. Francisco, Dennis, Mega Burger
9. Doris, Ramona
10. Doris, Denver, Bailey

Page 18
1. Tobias, Nolan, oldies
2. Nolan’s, group, Beach Boys
3. Tobias, Simon and Garfunkel
4. boys, movies
5. Nolan’s, actor, James Stewart
6. Tobias, Joan Crawford, movies
7. Nolan, Tobias, towns
8. games, Old Maid, Go Fish
9. books, classics, Tom Sawyer
10. Tobias, Nolan, historians

Page 20
stores, gifts, boxes, carts, shelves, benches, ladies, babies, monkeys, presents, goodies

Page 21
1. deer
2. moose
3. people
4. cacti
5. hypotheses
6. crises

Page 21 (continued)
7. women
8. men
9. sheep
10. axes
11. series
12. feet

Answers will vary, but all plural forms that follow the stated rules should be identified as regular, and those that don’t should be called irregular.

Page 22
Sentences will vary, but should include the following plurals:
1. parties, cakes
2. cows, calves
3. wishes, beliefs
4. strawberries, patches
5. series, games
6. rules, policies
7. dentists, teeth
8. ducks, geese
9. men, women
10. feet, children

Page 24
1. Mrs. Baker is forty-two years old.
2. She works at an automobile manufacturing plant in Michigan.
3. She has been working there for twenty years.
4. In twenty more years, she will retire.
5. Mr. Baker was forty-two years old last year.
6. He is a year older than Mrs. Baker.
7. He is employed at a school library.
8. He finds books for students.
9. He has been helping students for fifteen years.
10. He likes his job.
11. He will work in the library for twenty more years.
12. Then he and Mrs. Baker will travel around the country.

Page 25
1. linking, action
2. action, linking
3. action, linking
4. action, linking
5. linking, action
6. linking, action

Page 26
1. has
2. gets
3. enjoy
4. brings
5. bake
6. gives
7. lets
8. are
9. take
10. plays
11. like
12. play
13. throw
14. finds
15. wants

Page 28
1. lived—past
2. was—past
3. is remembered—present
4. are loved—present
5. are—present
6. will continue—future

Page 29
1. worked
2. hopes
3. has
4. hopes
5. built
6. has

Page 29
1. will
2. will spend
Page 29 (continued)
3. is
4. moved
5. has
6. hopes

Page 30
Some students may also identify infinitives such as to play, to judge, etc.
Thomas loves to play the piano. He took his first lesson at the age of five.
He practices for an hour each day. He especially likes to play classical music.
He first heard classical music when he began his lessons. At a concert tomorrow night, he will play his favorite piece, Mozart’s “Allegro.” The audience will enjoy the concert because Thomas is an excellent pianist.

Page 30 (continued)
sign-ups before the night of the show. Audience and performers alike will have a great time at the show!

Page 32
Answers will vary, but should follow the stated rules.

Page 33
1. rode—irregular
2. hit—irregular
3. ducked—regular
4. spied—regular
5. bought—irregular
6. ran—irregular
7. stood—irregular
8. fanned—regular
9. cried—regular
10. traded—regular
11. looked—regular
12. told—irregular
13. tracked—regular
14. tried—regular

Page 34
is, will find, nicknamed, will go, broke, hit, appear, held, stand, will be, is

Page 36
1. yourself—reflexive
2. You—subject
3. you—subject
4. It—subject
1. myself—reflexive
2. I—subject
3. He—subject
4. him—object
5. us—object
1. I—subject
2. We—subject
3. them—object
4. myself—reflexive

Page 37
1. I
2. We
3. They, us

Page 37 (continued)
4. He and I
5. myself
6. We
1. me
2. It
3. I, my
4. me
5. She and I
6. her

Page 38
1. themselves
2. They
3. he
4. His
5. ourselves
6. she
7. their
8. We
9. I
10. her
11. us
12. them

Page 40
Indefinite pronouns should be written in this order:
Everybody
No one
few
Many OR Several
anything
Everything
Both

Page 41
1. demonstrative
2. indefinite
3. indefinite
4. demonstrative
5. interrogative
6. indefinite
1. demonstrative
2. indefinite
3. indefinite
4. interrogative
5. demonstrative
Page 42

These words should be underlined:
What, Which, Anyone, These, everyone, everyone

Indefinite Pronouns
Anyone
everyone
everyone

Demonstrative Pronouns
These

Interrogative Pronouns
What
Which

Page 44
1. her → Cathy
2. her → Cathy
   They → Cathy, her friends
3. She → Cathy
   them → tent, sleeping bag
4. he → dad
5. her → Cathy
   them, their → friends
6. her, her → Cathy
   it → bug spray
7. her → Cathy
   They, they → Cathy, her dad
1. she OR her
2. he, his, OR him
3. they OR them
4. it
5. they OR them
6. we
7. us
8. they OR them

Page 45
1. He
2. She, him
3. He, her
4. He, her, his
5. He, them
6. His
7. He, it

Page 45 (continued)
5. He, them
6. His
7. He, it

Page 46
He, He, his, he, He, it,
he, They, he, he, Its, he, They

Page 48
These words should be underlined, with apostrophes added as indicated:
1. My
2. Grandma’s
3. Mom’s, Dad’s
4. My, his
5. Children’s
6. players’
7. My, bees’, geese’s
8. his
9. Darla’s
10. Women’s
11. park’s
12. Wonderstads’

Page 49
1. Zach’s birthday piñata was filled with candies.
2. Karla’s stick hit the piñata first.
3. Next, John’s stick hit the piñata.
4. The piñata finally broke with a hit from Zach’s stick.
5. Birthday candies flew everywhere.
6. Zach’s birthday guests picked up the candies.
7. Zach’s neighbors came to join in the fun.
8. Even the dogs from down the street made their way to Zach’s backyard.
9. The birthday guests picked up the candies.
10. The afternoon’s game was a big hit.
11. Zach can’t wait to go to all his friends’ birthday parties next!

Page 50
1. week’s
2. weeks’
3. girl’s
4. girls’
5. dollars
6. dollars’
7. lady’s
8. ladies’
9. feet’s
10. feet
11. church’s
12. churches

Page 52
These words should be circled:
determined, every, beautiful, deadly, bubonic, frightening, pesky, ugly, foul, food, Many, large, Busy, crowded, Concerned, smelly, household, airtight, metal, City, sewer, School, dirt, meat, seven, city, outdoor, city, clean, two million, happy, horrible, bubonic

Page 53
Answers will vary.
1. This
2. those
3. that
4. Those OR These

Page 54
1. soccer → team
2. that → flavor
3. those, beautiful → landscapes
4. Two, full → truckloads
5. My, favorite → soup
   French → onion
   Swiss → cheese
6. football → game
   this → Sunday
7. That → friend
two → tickets
8. My, favorite → aunt
   long, white → veil
   her → wedding
9. many, fast, handsome → cars
10. three → pages
    hard → homework
    last → night
11. two, difficult → songs
12. small, friendly → town

Page 56
1. most frightening—superlative
2. better—comparative
Page 56 (continued)
3. oldest—superlative
4. least likely—superlative
5. shorter—comparative
6. less active—comparative
7. most exciting—superlative
8. happier—comparative
9. hardest—superlative
10. more fun—comparative

Page 57
1. most wonderful S
2. faster C
3. most beautiful S
4. more fun C
5. more graceful C
6. youngest S
7. smaller C
8. more athletic C
9. busier C
10. most expensive S

Page 58
Sentences will vary, but should contain the following words:
1. pretty, prettier, prettiest
2. loud, louder, loudest
3. soft, softer, softest
4. careful, more careful, most careful
5. bad, worse, worst

Page 59
1. hard—how
2. late—when
3. everywhere—where
4. feverishly—how
5. early—when
6. loudly—how
7. clearly—how
8. frequently—when
9. wisely—how
10. often—when
11. very—to what extent
12. exceptionally—to what extent

Page 61 (continued)
4. more quickly
5. more sweetly
6. most politely
7. most often
8. more noisily

Page 62
1. verb
2. verb
3. adjective
4. verb
5. adjective
6. verb
7. adjective
8. verb
9. verb
10. adverb
11. verb
12. adverb

Page 65 (continued)
6. around the world

Page 66
Mendoza is an important city in western Argentina. It sits at the foot of the Andes Mountains. A highway and railroad both cross the Andes from Mendoza into Chile. Much of the wine and fruit produced in Argentina comes from Mendoza. Mendoza is also home to two large universities.

Santiago is the capital city of Chile. It is also the cultural center of Chile. There are many universities, cathedrals, zoos, government buildings, and museums in the city. Tourism is important to Santiago's economy. Over the years, Santiago has survived the destructiveness of earthquakes, floods, and civil unrest. Today it is a popular city to visit.

Honduras is home to the city of Puerto Cortés. Puerto Cortés lies in northwestern Honduras. It was established in 1525. Bananas and coffee are shipped around the world from this port city. The economy of Puerto Cortés relies on manufactured and traded goods.

Page 68
1. by the contest—adjective
2. after breakfast—adverb
3. along the Missouri River—adverb
4. under the back porch—adverb
5. with red stripes—adjective
6. in one swallow—adverb
7. in the lemonade—adverb
8. before dinner—adverb
9. with great care—adverb
10. in my garden—adverb

Page 69
Answers will vary, but should contain adjective phrases.

Page 70
1. in the morning—when
2. on Saturdays—when
3. for thirty-five minutes—how long
Page 70 (continued)
4. In the barn—where
5. for an hour—how long
6. by e-mail—how
7. For fifty years—how long
8. in the pasture—where
9. about an hour—how long
10. After school—when

Page 72
1. Professional photographers take pictures of people, landscapes, historical landmarks, and important events.
2. They may work for the media, for a commercial firm, or for themselves.
3. Photographers may work in the arts, the sciences, or the social sciences.
4. No change
5. Because he was a media photographer during the 1930s, Walker Evans recorded on film scenes of the Great Depression.
6. Once a fashion photographer for Vogue magazine, Cecil Beaton also worked as the official photographer of the British royal family.
7. Edwin Land invented the clever, convenient Polaroid for his three-year-old daughter.
8. No change
9. No change
10. Marcy, Nancy, and Taylor all enjoyed the story.

Page 73 (continued)
3. She likes the grand, majestic sound of classical music as well.
4. While she does chores around the house, Kimberly listens to music.
5. Listening to music somehow makes her work easier and more fun.

Page 73
1. Elaine read a long, intriguing novel last month.
2. It was the story of three boys and their father.
3. Because the boys and their father went camping, the story was set in the woods.
4. No change
5. No change
6. Marcy, Nancy, and Taylor all enjoyed the story.
7. Kimberly likes to listen to soft rock music.
8. She also likes country, pop, and hard rock tunes.

Page 74
Answers will vary, but should contain the suggested words or phrases and appropriate punctuation.

Page 75
Kevin, I didn’t ...
Yes, I’m meeting...
Well, do you...
Yes, as a matter of fact, I do...try their blueberry pie, Rhonda.
No, I have...
Okay, but next...
I promise you, Kevin....
You won’t regret it, Rhonda...Look, there’s Gordon!
Wow, I haven’t...
Hey, is that Micah? I hope so, because...eat!
Well, it was nice to see you, Kevin.
Thanks! I will. See you later, Rhonda.

Page 77
Answers will vary. Commas should follow all introductory words.

Page 78 (continued)
6. Imagine, Stanley, a world with no wars.
Imagine a world with no wars, Stanley.

Page 78
1301 W. Quincy Street
Garrett, Indiana
August 12, 2001
Dear Grandma,
Thanks for inviting my friends and me to your house next week. Mary, Lisa, and I expect to arrive around 6:00 p.m. on Sunday night. We will leave home around 6:00 a.m. on Saturday morning. Mary will drive from Denver, Colorado, to Omaha, Nebraska. We’ll find some place to clean up, eat dinner, and sleep a few hours. We should be back on the road by 6:00 a.m. Sunday morning. Lisa will drive from Omaha to Garrett. Because we’ll be arriving around suppertime, we’ll bring fast food from Charlie’s Burgers in Garrett to share with you.

Last time we spoke, you asked what we might like to do while vacationing in the Midwest. The following is a list of places we would like to visit:
Auburn Cord-Duesenberg Museum
Sandusky’s sand dunes
Cedarpoint Amusement Park

Although we would like to go to all the places on the list, we really just want to spend time with you. Can’t wait to see you!

Love,
Doris

Page 81
Planned Events of the Ninth Annual Young Writers’ Conference
Dana College
Blair, Nebraska
February 2, 2002
8:30–9:30 Breakfast
9:30–10:30 Keynote Speaker Terry Willard from Seattle, Washington
10:30–12:00 Choose one of the following writing sessions:
   Developing Characters with
Page 81 (continued)
Linda Algar from Ontario, Canada
Playful Poems with Thomas Timmer from Milwaukee, Wisconsin
Who Done It? with Sherry Hartley from Cove, Oregon
Setting the Scene with Jerry Brown from Pittsburgh, Pennsylvania
12:00–1:00 Lunch
1:00–2:30 Choose one of the following writing sessions:
Writing Nonfiction with Tyler Young from San Francisco, California
Newspaper Reporting with Duane Heffelfinger from Blair, Nebraska
Selling Script Ideas with Alfred Hurston from Los Angeles, California
Using Storyboards with Walter Disby from Riverton, Wyoming
2:30–5:00 Critical Review Sessions
5:00–6:00 Dinner
6:00–10:00 Viewing of Shakespearean play in Lincoln, Nebraska

Page 82
1.
2. Both blanks filled with.
3. All blanks filled with:
4. First blank: all others.
5.
6. First blank: all others.
7.

Page 84 (continued)
widely read fables in the world.
5. A book of the teachings of Confucius, Lun Yu, has influenced both Eastern and Western thinkers.
6. The Hippocratic Oath, an oath written by the Greek physician Hippocrates, continues to be used in the medical field today.
7. Andorra, a country located in southwestern Europe, covers 181 square miles.
8. A group of ten islands southwest of Africa, the Cape Verde Islands, are volcanic in origin.
9. Kiribati, formally the Gilbert Islands, is comprised of 33 islands in the west central Pacific Ocean.
10. Mauritania, rich in iron ore and poor in plants and animals, is located in the Sahara Desert.

Page 85
The following should be circled:
my sister’s school, Tamara White, the president of the local college, “Life on the Outside”
Martin Elliott, student body president, Tamara
the principal, White, a good friend of my sister

Page 86
Answers will vary, but should use appositives correctly.

Page 88 (continued)
as a gift?”
3. “I like arts and crafts supplies,” Katie replied.
4. “Then I know just the gift for you!” Shelly exclaimed.

Page 89
1. “Where have you been?” complained Jacob. “We have all been waiting for you!”
2. “I had to take care of my little brother,” Tyler explained.
3. “Oh, I forgot about that!” Nelson said. “I was supposed to tell you that before, Jacob. I’m sorry I forgot to relay your message, Tyler.”
4. “That’s okay,” said Tyler. “I’m here now, so let’s start the movie.”

Page 88
1. Tom asked, “Did you write this story, Jim?”
2. “Yes,” Jim replied. “It was an assignment for English class.”
3. “It is a very good story, Jim,” Tom said. “Do you mind if I share it with my friends?”
4. While smiling shyly, Jim stammered, “That would be fine, Tom.”
1. “Would you like to come to my birthday party, Shelly?” asked Katie.

Page 90
1. No changes
2. Mrs. Fields reminded me, “You don’t have to get a perfect score; you just have to do your best.”
3. Candy explained, “I was named after my aunt, not after a food!”
4. No change
5. No change
6. No change
7. “This is an excellent CD!” Anthony proclaimed.
Page 90 (continued)
8. No change
9. Mom told me, “Don’t tell Dad what we got him for Christmas.”
10. No change

Page 92
2. “Moonlight Bay,” a song written in 1912, was written by Edward Madden and Percy Wenrich.
3. This month’s addition of Stellar Students magazine contains an excellent article entitled “Test-taking Tricks.”
4. My local newspaper is called The Fairfield Press.
6. Last weekend I attended a play called Johnny Came Marching Home.

Page 93
1. Rita watched the movie Honey, I Shrunk the Kids for the fourth time last night.
2. My class sang “By the Light of the Silvery Moon” for Grandparents’ Day.
4. Sarah’s essay, “Why We Have to Learn Math,” was well researched.
5. During career day, a reporter from The Market Valley Press shared his latest story, “Teens and Teaching,” with our class.
6. I wrote a poem called “Mine,” which will be included in our school’s literary journal, Panther Pride.

Page 94
Answers will vary, but titles should be punctuated correctly.

Page 96
1. I didn’t bring any lunch money to school today.
2. My brother and I love to play football together.
3. Anthony and I are best friends.
4. They don’t think they can make it to class today.
5. They’ve been waiting longer, so serve them first.
6. The postmaster gave the package to Mom and me.
1. incorrect
2. correct
3. correct
4. incorrect
5. incorrect

Page 97
1. I
2. them
3. them
4. am not
5. any
6. me
7. They
8. any
9. them
10. I
11. They
12. any, them

Page 98
Answers will vary, but they must use the supplied word correctly.

Page 100
The following sentences should be rewritten as indicated:
2. May I have an ice-cream cone?
4. Sit down at your desk and begin your work.
5. If Randy sits on top of the counter, he will break it.
11. Ted also plays pretty well.
12. Who’s your teacher this year?
14. Whose cat keeps coming to our front door?
Delana Heidrich writes professional resource books for elementary and middle school teachers. Additionally, she tutors emotionally disabled middle and high school students, instructs classes at Klamath Community College, and substitute teaches at her children’s school in Bonanza, Oregon. Delana received undergraduate training at Dana College in Blair, Nebraska, and earned a bachelor’s degree in psychology and a master’s degree in curriculum and instruction from Dominican College in San Rafael, California.
There are four kinds of sentences. Each kind requires a specific ending punctuation.

A **declarative sentence** is a statement. It ends with a period (.).

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

An **imperative sentence** commands someone to do something. It ends with a period (.).

An **exclamatory sentence** shows strong feeling. It ends with an exclamation mark (!).
Every complete sentence has a subject and a predicate.

**Rule 2**

**Subject**—names the person, place, or thing the sentence is about.
The **complete subject** contains all the words that tell who or what the sentence is about.
The **simple subject** is the main noun or pronoun in the subject.

**Predicate**—tells what the subject is or does.
The **complete predicate** contains all the words that tell what the subject is or does.
The **simple predicate** is the verb of the sentence.

A compound sentence is made by putting together two or more simple sentences containing related information.

The parts are usually joined by a conjunction such as **and**, **or**, or **but**.
A comma is placed before the conjunction.

©2002 by Evan-Moor Corp.
A noun names a person, place, thing, or idea.

A **common noun** names any person, place, thing, or idea.

A **proper noun** names a specific person, place, thing, or idea. A proper noun begins with a capital letter.

**Singular nouns** name one person, place, thing, or idea.

**Plural nouns** name more than one.

Use these rules to make plural nouns.

To make the plural of most nouns, add **s**.

If a noun ends in **s**, **sh**, **ch**, **x**, or **z**, add **es**.

If a noun ends in a consonant followed by a **y**, change **y** to **i** and add **es**.

If a noun ends in **f** or **fe**, add **s** to some; change **f** to **v** and add **es** to others.

Some nouns do not change when they become plural.

Some nouns have irregular plural forms.
A verb is a word in the predicate that tells physical or mental action or a state of being.

There are three kinds of verbs:

**Action verbs** tell what the subject is doing.

**Linking verbs** link a subject to a noun or an adjective that names or describes it.

**Helping verbs** come before the main verb. Helping verbs help state the action or show time.

The verb in a sentence must agree in number with the subject.

The tense of a verb tells when an action occurs—present, past, or future.

**Present**—the action is happening now.

**Past**—the action already happened.

**Future**—the action is going to happen.
Endings are added to verbs to change the tense.

**Present**
- add *s* to most verbs
- add *ing* and use a present tense helping verb
- verbs ending in *s, ch, sh, x, or z*—add *es*
- verbs ending in *y*—change *y* to *i* and add *es*

**Past**
- add *ed* to most verbs
- add *ing* and use a past tense helping verb
- verbs ending in a single vowel and consonant—double the final consonant and add *ed*
- verbs ending in *e*—drop the *e* and add *ed*
- verbs ending in *y*—change *y* to *i* and add *ed*

**Future**
- use the main verb with *will* or *shall*

There are several types of pronouns.

**Subject pronouns** replace a noun used as the subject of the sentence.

**Object pronouns** replace a noun used after an action verb or a preposition (*to, of, in, on, with*, etc.).

**Reflexive pronouns** refer back to the subject.
There are more types of pronouns.

**Indefinite pronouns** do not name the words they replace.

**Demonstrative pronouns** point out a noun without naming it.

**Interrogative pronouns** are used in asking a question.

The antecedent of a pronoun is the noun or nouns to which the pronoun refers.

The antecedent doesn’t have to be in the same sentence as the pronoun.

A pronoun must agree with the antecedent in both gender and number.
Possessive nouns need an apostrophe. Possessive pronouns do not need an apostrophe.

To make a **singular** noun show ownership, add an apostrophe (’) and **s**.

To make the possessive of a **plural** noun that ends in **s**, add an apostrophe (’).

To make the possessive of a **plural** noun that does not end in **s**, add an apostrophe (’) and **s**.

When several people share a possession, add apostrophe (’) **s** to the last noun.

**Possessive pronouns** do not require an apostrophe.

Adjectives describe nouns or pronouns.

An **adjective** can tell what kind, which one, or how many.

**Demonstrative adjectives** point out a specific person, place, or thing.
Adjectives can make comparisons.

**Comparative**—Most adjectives add **er** to compare two nouns. Some adjectives with two or more syllables use **more** or **less**.

---

**Superlative**—Most adjectives add **est** to compare three or more nouns. Some adjectives with two or more syllables use **most** or **least**.

---

An adverb is a word that describes a verb, an adjective, or another adverb.

Adverbs can tell:

- **how**
- **when**
- **where**
- **to what extent**

Adverbs can be used to make comparisons. They are changed in several ways:

Add **er** or **est** to most short adverbs.

---

Use **more** or **most** with most adverbs of two or more syllables and adverbs that end in **ly**.

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Some adverbs have special forms of comparison.
A preposition is used to show the relationship of a noun or pronoun to another word in the sentence.

A prepositional phrase is made up of a preposition, its object, and all the words in between. The object of the preposition is the noun or pronoun that follows the preposition.

A prepositional phrase can act as an adjective or an adverb.

Adjective phrases tell what kind or which one.

Adverbial phrases tell how, when, or where.
Words in a series, equal adjectives, and long dependent clauses need commas to separate them.

Use a **comma** to separate three or more words or phrases in a series.

Use a **comma** to separate two or more adjectives that **equally** modify the same noun.

Use a **comma** to separate a long dependent clause from the independent clause that follows it.

A comma is used after introductory words and to set off the name of a person being spoken to.

Use a **comma** after introductory words such as **yes**, **no**, and **well** at the beginning of a sentence.

Use a **comma** to set off the name of a person being spoken to.
Commas and colons are used in specific instances.

Use a **comma** between the day of the month and the year.

Use a **comma** between the name of a city and the state, province, or country.

Use a **comma** after the greeting and closing in a friendly letter.

Use a **colon** to separate hour and minutes in time.

Use a **colon** after the greeting in a business letter.

Use a **colon** before writing a list.

Use commas to set apart an appositive from the rest of the sentence.
A direct quotation has specific rules of punctuation and capitalization.

Quotation marks are placed before and after a speaker’s exact words.

Capitalize the first word of each sentence in a quotation.

We usually use a comma to separate the quotation from the rest of the sentence.

Titles of books, movies, plays, and magazines, songs, stories, etc., are treated in specific ways.

Capitalize the first word, the last word, and every word in between except for articles, short prepositions, and short conjunctions.

When you write in handwriting, underline the titles of books, movies, and television programs, and the names of newspapers and magazines. If you are using a word processor, use italics instead of underlining.

Use quotation marks around the titles of stories, magazine articles, essays, songs, and most poems.
Negative words and the pronouns **I, me, they,** and **them** follow specific usage rules.

A **negative** is a word that means *no* or *not.* Use only one negative in a sentence.

Use **I** and **they** in the subject.

Use **me** and **them** in the predicate or after a preposition.

Name yourself last.

Some words are easily confused. Take care to use **can/may,** **sit/set,** **lie/lay,** **good/well,** and **who’s/whose** correctly.

Use **can** to tell that someone is able to do something. Use **may** to ask or give permission to do something.

Use **sit** to mean “stay seated.” Use **set** to mean “to put or place.”

Use **lie** to mean “to rest or recline.” Use **lay** to mean “to put or place.”

**Good** is an adjective. Use **good** to describe nouns. **Well** is usually an adverb. Use **well** to describe verbs.

Use **who’s** to mean “who is.” Use **whose** to show ownership.
Grammar and Punctuation Review
Part A, Rules 1–12

Circle the letter for each correct answer.

A1. Which of these is an exclamatory sentence?
   A  Take your jacket to the game.
   B  Which road should I take?
   C  Stop shouting!

A2. In which sentence is the simple subject underlined?
   A  The morning sun lit up the sky.
   B  The new student sat quietly at her desk.
   C  He chopped firewood for his neighbors.

A3. In which sentence is the complete predicate underlined?
   A  All of my friends know how to ski.
   B  Autumn leaves crunched under his feet.
   C  The careful mountain climber reached the summit.

A4. Which of these is a compound sentence?
   A  Nate and Mia have a new kitten.
   B  The kitten has black fur, but his feet are white.
   C  They feed the kitten in the morning and in the afternoon.

A5. Which of these should be capitalized?
   A  volunteer  B  democracy  C  united nations

A6. Which of these is the plural form of the noun thief?
   A  thieves  B  thiefes  C  thieves

A7. Which kind of verb is underlined?
Which painting is yours?
   A  action verb  B  linking verb  C  helping verb

A8. In which sentence does the subject agree with the verb?
   A  The referee call a foul.
   B  The night sky was filled with stars.
   C  All of the student work together.
Grammar and Punctuation Review
Part A, Rules 1–12 (continued)

A9. Which verb tense is used in this sentence?
The band will march in the parade.
A past tense    B future tense    C present tense

A10. Which of these is the present tense of the verb apply?
A applies        B applyes     C applys

A11. Which of these is a past tense verb?
A eat          B knew        C think

A12. Which of these is a subject pronoun?
A we          B her          C them

A13. Which of these is a reflexive pronoun?
A him          B they        C myself

A14. Which of these is an interrogative pronoun?
A who          B these      C somebody

A15. What is the antecedent of the underlined word?
Joaquim wrote a poem. It was about a lake.
A Joaquim      B poem        C lake

A16. Which of these is a possessive pronoun?
A yours        B men’s       C Karla’s
Grammar and Punctuation Review
Part B, Rules 13–25

Circle the letter for each correct answer.

Which words are adjectives?

B1. A those B annoy C chemist
B2. A lather B career C thinner

Which word is an adverb?

B3. A rely B pulley C generally

Which word should go in the blank?

Hiroko rides her bike __________ than Judy.

B4. A carefully B more carefully C most carefully

Which of these is a prepositional phrase?

B5. A a glorious day C poisonous snakes
     B through the garden gate

What does the underlined prepositional phrase tell?

The rabbit hopped away from the tree.

B6. A where B when C how

Which of these uses commas correctly?

B7. A A bright, shining moon rose over the hill.
     B A bright, shining, moon rose over the hill.
     C A bright, shining, moon, rose over the hill.

B8. A Because Kenny was late he missed the bus.
     B Because Kenny was late, he missed the bus.
     C Because, Kenny was late, he missed the bus.
Grammar and Punctuation Review
Part B, Rules 13–25 (continued)
Circle the letter for each correct answer.
Which of these uses commas correctly?

B9.  A    Well I never would have thought of that Tom.
     B    Well, I never would have thought of that Tom.
     C    Well, I never would have thought of that, Tom.

B10.  A    They moved into a new house on March 23, 1999.
        B    Their new street address is 2368, Sunset Drive.
        C    Their new home is in Sierra, Vista Arizona.

        B    My best friend, Celia lives next door.
        C    My best friend, Celia, lives next door.

Which of these is correct?

B12.  A    Scott asked, “Have you seen my backpack?”
        B    Scott asked “Have you seen my backpack?”
        C    Scott asked, “have you seen my backpack?”

B13.  A    “People” is Cory’s favorite magazine.
        B    “Moon River” is Allison’s favorite song.
        C    “Good Night Moon” is my sister’s favorite book.

B14.  A    They didn’t ask I any questions.   C    They didn’t ask me any questions.
        B    They didn’t ask me no questions.

B15.  A    Can I sit on the couch?    C    May I set on the couch?
        B    May I sit on the couch?

B16.  A    Who’s dog is setting in my favorite chair?
        B    Whose dog is sitting in my favorite chair?
        C    Whose dog is setting in my favorite chair?
Grammar and Punctuation Review

Answer Key

A1. C  B1. A
A3. A  B3. C
A5. C  B5. B
A6. C  B6. A
A7. B  B7. A
A10. A B10. A
A12. A B12. A
A15. B B15. B
## Grammar and Punctuation

### Student Record Sheet

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