

DoDEA

**SKILL BUILDER:
GRAMMAR, USAGE,
and MECHANICS
BLACKLINE MASTERS**





DoDEA

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Name _____

A proper noun names a particular animal, person, place, thing, or idea. Proper nouns are capitalized. A common noun refers to any person, place, thing, or idea.

Proper Nouns

Circle the common nouns and underline the proper nouns in each sentence. Then, on the lines provided, rewrite each proper noun correctly. If there are no proper nouns in the sentence, write *no*.

1. Last friday, ms. chin's social studies class went to the museum of natural history. _____
2. The museum is near central park in new york city. _____
3. A scientist at the museum, professor lee dang, spoke to the students about our planet, earth. _____
4. The scientist teaches at columbia university. _____
5. "One environment is the desert—like the mojave desert in california," the professor said. _____
6. "Can you name some other environments?" the teacher asked. _____
7. "I've been to the rain forests of brazil," anita jackson said. _____
8. "What about the atlantic ocean?" asked another student, ted greenberg. _____
9. "Yes, those are environments," replied the scientist. _____
10. "And then there's our special environment—city park high school!" the students said, laughing. _____

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Think of a place you have visited or heard about. Write five sentences describing this place. Use proper nouns in your description. Be sure to capitalize the proper nouns.

Name _____

A proper noun names a particular animal, person, place, thing, or idea. Proper nouns are capitalized. A common noun refers to any person, place, thing, or idea.

Proper Nouns

A. List the nouns in the box below in the correct columns. Remember to capitalize proper nouns.

People	Places	Things	Ideas
maria tallchief soccer team abraham lincoln aunt lucille	seattle airport arizona national park beach	basketball february statue of liberty book	freedom buddhism belief truth

Common Nouns

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Proper Nouns

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

B. Look at the common nouns below. Next to each, write a proper noun that is an example of the common noun. The first one is done for you.

man George Washington

18. river _____

17. ocean _____

19. state _____



Imagine that you are wilderness hiking in Peru. You are high in the Andes Mountains. But your group has become lost. Write a journal entry about the experience. Use at least three proper nouns in your journal entry.

A conjunction connects individual words or groups of words and is used to make compound subjects, predicates, and sentences. The most commonly used conjunctions are *and*, *but*, and *or*.

Conjunctions

Read each sentence below. Underline the conjunction. Then, on the lines provided, indicate whether the sentence contains a compound subject or a compound predicate, or is a compound sentence.

1. Mark's grandmother lives in a retirement community in Florida and seems very happy there. _____
2. The community is a comfortable place for older people, and it offers many services. _____
3. A nurse or a doctor is on duty in Mrs. Erin's building all the time.

4. The recreation director arranges trips to museums and organizes concerts in the evening. _____
5. Mrs. Erin often goes swimming in the pool or tutors a group of sixth graders from the Boys' Club. _____
6. Mrs. Erin's friends plan many activities during the day but usually don't go out at night. _____
7. Mark and his father live in a faraway city. _____
8. Mark would like to visit his grandmother, but travel is expensive.

9. Should Mark visit his grandmother in November, or should he wait until the early winter? _____
10. Sometime before spring, Mark or another grandchild will visit Mrs. Erin in her retirement community. _____



Think about an older person you know or have read about. Write a brief description of this person. Include compound subjects, compound predicates, and compound sentences in your description.

Name _____

A conjunction connects individual words or groups of words and is used to make compound subjects, predicates, and sentences. The most commonly used conjunctions are *and*, *but*, and *or*.

Conjunctions

A. Use a conjunction to turn each pair of sentences into a single sentence with a compound subject. Write the new sentences on the lines. The first one is done for you.

Victor is going to a new school. Michael is going to a new school.

Victor and Michael are going to a new school.

1. Teresa is in French class. Victor is in French class.

2. A janitor could fix the water fountain. A plumber could fix the water fountain.

B. Use a conjunction to turn each pair of sentences into a single sentence.

3. Teresa waited with the homeroom teacher. Teresa talked with the homeroom teacher.

4. Girls walked by as Michael scowled. Girls looked at Michael's scowl.

5. For a language class, Victor could take Spanish. He could take French.

6. Victor looked around the cafeteria for Teresa. He didn't see her anywhere.



Write a paragraph about a time you did something silly. Include compound sentences in your paragraph.

Conjunctions

A. Circle the conjunction in each sentence. On the line, write whether the conjunction is used to form a compound subject, a compound predicate, or a compound sentence.

1. Victor and Michael had decided to take different language classes.

2. During the summer, Victor picked grapes and did other jobs.

3. Victor pretended to study, but he was really looking for Teresa.

4. Teresa sat beneath a plum tree, and Victor moved to a table nearby.

5. Victor had to count on Mr. Bueller, or he would have been very embarrassed.

B. Read this paragraph a student wrote about *Seventh Grade*. Correct five wrong conjunctions.

Victor is my favorite character, or Mr. Bueller is LeShon's. Victor knows the truth, or Mr. Bueller knows it too. Teresa or Mr. Bueller both made Victor feel good on his first day of school. Victor is fond of Teresa, and he isn't sure how to get to know her better. Mr. Bueller can remember a time when he wanted to impress a girl, but he doesn't expose Victor's imitation of French.

Name _____

A compound sentence is formed by joining two simple sentences with a comma and the words *or*, *and*, or *but*.

Compound Sentences

Read each pair of simple sentences below. Then make a compound sentence by joining the two sentences with a comma and a conjunction. Write your sentences on the lines provided.

1. Perhaps you're a fan of fairy tales and fables. Maybe you prefer fiction.

2. Many young children learn nursery rhymes. They enjoy reciting these nonsense poems over and over. _____

3. Some students may not know the difference between fairy tales and folk tales. The two are different. _____

4. Fairy tales are mostly about imaginary creatures. Folk tales describe the adventures of heroes and ordinary people. _____

5. Some stories recount the heroic deeds of brave animals. They may use animals to teach a lesson, as in Aesop's Fables. _____

6. There's certainly no shortage of books. All you need is the curiosity to explore this fabulous world! _____



Write a brief conversation you might have with the school librarian. Include compound sentences in your conversation.

Name _____

A compound sentence is formed by joining two simple sentences with a comma and the words *or*, *and*, or *but*.

Compound Sentences

Read the sentences. After each, write whether it is *simple* or *compound*. If it is a compound sentence, underline the two parts (clauses) it contains.

1. Yoshiko wrote diary entries and stories. _____
2. Yoshiko believed Brownie could be cured, but he was too sick. _____
3. Writing was a way to create a better ending to some events in her life.

4. She wrote about some sad things, but she was able to write about happy moments, too. _____
5. Yoshiko's parents wrote letters to all kinds of people, and the people wrote back. _____
6. The day the family got a refrigerator was memorable. _____
7. One corner of Yoshiko's mother's bureau was piled high with books, but her mother rarely found the time to read them. _____
8. There were no babysitters in Yoshiko's world, and she and her sister went everywhere with her parents. _____
9. Yoshiko's mother liked to go to art museums, but her father preferred to hear music. _____
10. Yoshiko wrote in her diary, but her vocabulary began to seem inadequate.



Write a paragraph of a diary entry describing one hour of a perfect day. Write at least three compound sentences as you describe what made that hour perfect.

A prepositional phrase is made up of a preposition (such as *to*, *with*, *of*, *in*, *from*), its object (a noun or pronoun), and any words that come in between.

Prepositional Phrases

In the following sentences, underline the prepositional phrase and circle the preposition. Some sentences have more than one prepositional phrase.

1. I'd like to welcome you to our neighborhood.
2. Do you like the displays in the windows on Main Street?
3. Some of the shops sell clothing and jewelry from foreign countries.
4. Our school is across the street from the YMCA.
5. We sometimes go swimming there after school.
6. There's a basketball court near the school, too.
7. Down the road is the Museum of Early American Crafts.
8. The museum has an exhibit of pottery made by Native Americans before the arrival of Columbus.
9. The gift shop sells books about the history of the town.
10. Now you can take a good look around our neighborhood.
11. Behind the museum is a special school for children with hearing problems.
12. I'd like to do volunteer work there during the summer.
13. I can ride my bike through the schoolyard and park it beside the school.
14. Until June, though, I've got to study hard!



Write five sentences describing your neighborhood. Use prepositional phrases in your description.

Name _____

A prepositional phrase is made up of a preposition (such as *to*, *with*, *of*, *in*, *from*), its object (a noun or pronoun), and any words that come in between.

Prepositional Phrases

In the following sentences, underline the prepositional phrase and circle the preposition. Then write the object of the preposition on the line. Some sentences have more than one prepositional phrase. The first one is done for you.

There is a streetlight in front of our apartment building. building

1. I like to sit under the big willow tree near the pond. _____

2. Last night we saw brief glimpses of the stars between the clouds.

3. When my dog and I go for a walk, he always carries a toy in his mouth.

4. Immigrants come to the United States from many countries around the world.

5. Before the start of the game, the team warmed up. _____

6. We all huddled over the injured cat. _____

7. Fortunately, the cat recovered from its injuries. _____

8. I keep my favorite books on a shelf in my bedroom. _____

9. I dived into the cool water with great pleasure. _____

10. The water feels great on my face. _____

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Write a paragraph describing several details about the route you take from home to school. Use prepositional phrases to make your descriptions as exact as you can.

Compound Sentences

A. Read the sentences below. Circle the two simple sentences that make up each compound sentence.

1. Friends are important, and they make life more fun.
2. People go through changes, and sometimes they have to move far away.
3. Not everyone has a best friend, and Ann was lonely when Cari moved.
4. Ann's best friend moved away, but she promised to visit her.
5. You can make new friends, but you can also keep in touch with old ones.

Prepositional Phrases

B. Underline the prepositional phrases in these sentences. A sentence may have more than one prepositional phrase.

6. World War II was a terrible war that was fought around the world.
7. Millions of people from many nations were involved in World War II.
8. The war began in 1939 and did not end everywhere until 1945.
9. The reasons for the war were complicated.
10. The United States became involved in World War II on December 7, 1941.

Name _____

Irregular verbs change in unusual ways to form past participles, and to show past tense. They do not add *-ed*.

Irregular Verbs

Identify the correct past participle or past-tense form of the irregular verb in parentheses in the following sentences. Write your answers on the lines provided.

1. When she played, Allegra sometimes (lose) her place. _____
2. Mr. Kaplan had always (give) her advice when she needed help.

3. As she concentrated on the music, Allegra (forget) about her audience.

4. Before the concert she had (take) her violin from its case. _____
5. The student was sure she (know) the music perfectly. _____
6. Allegra was pleased that the audience had (break) into applause.

7. "What have I (do) to deserve this?" Allegra asked herself. _____
8. She had (spend) the summer practicing for the concert. _____
9. Her teacher (say) she would never learn the piece by September.

10. At times she (think) she would never learn the piece. _____
11. She had (understand) the importance of practice. _____
12. After long hours of practice, she (begin) to feel more confident.

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Write a brief paragraph about music you like to listen to or play. In the paragraph, use irregular past-tense and past-participle verb forms.

Name _____

Irregular verbs change in unusual ways to form past participles, and to show past tense. They do not add *-ed*.

Irregular Verbs

A. On the line, write the correct past tense form of the irregular verb in parentheses ().

1. Allegra sometimes (grow) tired of practicing. _____
2. Still, she (bring) her violin everywhere with her. _____
3. She (take) great care of the instrument. _____
4. As Allegra performed, she (find) the music inside of her. _____
5. Mr. Kaplan (draw) out Allegra's talent. _____

B. On the line, write the correct past participle form of the irregular verb in parentheses.

6. Allegra sometimes has (grow) tired of practicing. _____
7. Still, she has (bring) her violin everywhere with her. _____
8. She has (take) great care of the instrument. _____
9. As Allegra has performed, she has (find) the music inside of her.

10. Mr. Kaplan has (drew) out Allegra's talent. _____



Write a paragraph about things your friends have done in their spare time. Use at least five irregular past-tense or past-participle verb forms.

Name _____

A semicolon may be used instead of a comma and a conjunction to join two independent clauses into one compound sentence.

Semicolons

Read each pair of sentences. Use a semicolon to combine the sentences into one compound sentence. Write the new sentences on the lines provided. Remember to use a small letter to begin the clause after the semicolon.

1. Mary Church Terrell was born in 1863. She died in 1954.

2. Terrell believed in civil rights for all Americans. She worked hard for this cause.

3. Mary understood the importance of education. She wanted to make something of her life.

4. Terrell attended Oberlin College. She graduated in 1884.

5. After college Terrell moved to Washington. There she fought for the rights of African Americans.

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Think of a person you admire. Write a brief paragraph about this person. Write at least three sentences in which two clauses are joined by a semicolon.

A semicolon may be used instead of a comma and a conjunction to join two independent clauses into one compound sentence.

Semicolons

Semicolons are missing from the following sentences. Use a semicolon to connect the independent clauses in each sentence.

1. Allegra was excited about playing with an orchestra she was a little nervous, too.
2. During rehearsal, Allegra turned to look at Margaret the conductor was frowning.
3. Jessica was due back from Hong Kong in a few days Sarah was returning from ballet camp in a week.
4. Little kids often know the first part of a piece of music well they're always starting over at the beginning.
5. Allegra knew how the orchestral accompaniment sounded she knew she could close her eyes if the audience made her nervous.
6. Allegra doubled her practice time she hid the music from herself so she would play from memory.
7. Mr. Kaplan took Allegra to the rehearsal they had to drive about 70 miles.
8. Allegra felt the responsibility of leading the orchestra the conductor's baton would follow her.
9. Allegra became lost in the pleasure of playing she felt alone with the music.
10. At the end of the performance, the orchestra erupted in applause Allegra clapped for them in return.



Write a friendly letter to a friend, telling him or her about your last birthday. Include at least three compound sentences in which a semicolon separates the independent clauses.

Irregular Verbs

A. Complete the chart below by adding the past-tense and past-participle form for each verb.

Verb	Past Tense	Past Participle (with <i>have</i> or <i>had</i>)
1. begin		
2. come		
3. freeze		
4. grow		
5. think		

B. Read the sentences below. Underline the verb in each one. Write *P* on the line if the verb is past tense. Write *PP* on the line if it is a past participle.

6. The farm animals always have risen before dawn. _____
7. She wore that cap to every game last year. _____
8. They sat quietly on the bus. _____
9. Yesterday she had sat in the doctor's office for one hour. _____
10. At meets, he has swum well in all his events. _____

An adjective describes or modifies a noun. Adjectives tell what kind, how many, or which one.

Adjectives

Underline the adjective in each sentence. Circle the noun the adjective modifies, or describes. Then, on the line, write whether the adjective tells what kind, how many, or which one.

1. Can you smell the delicious food? _____
2. There are several restaurants on the block that we'd like to try.

3. Let's go into this restaurant for breakfast. _____
4. We'd love the taste of a fresh bagel. _____
5. Bagels, a popular bread, are baked in the kitchen here every morning.

6. Mandy ordered a plain bagel from the waiter. _____
7. Binh wanted to taste another type of bagel. _____
8. Bagels are flavored with different ingredients, such as onion, garlic, and poppy seed. _____
9. The first bagels in the United States were baked by immigrants from Europe. _____
10. Now people from many backgrounds like bagels. _____
11. Do you have a favorite flavor? _____
12. With the bagels we ordered seltzer, a bubbly drink. _____
13. A waiter in a white apron brought us the order. _____
14. For lunch, we'll try the next restaurant on the block. _____



Think of a food you particularly like (or dislike). Write a brief paragraph describing this food. Use adjectives that vividly describe the food.

An adjective describes or modifies a noun. Adjectives tell what kind, how many, or which one.

Adjectives

In each sentence, add an adjective to modify the underlined noun. Do not use the articles *a*, *an*, or *the* to fill any line.

1. Last Saturday, I went with my _____ friends and family to the carnival.
2. My friends wanted to get _____ cotton candy.
3. One refreshment stand had _____ lemonade.
4. I thought the _____ roller coaster would be fun, but my _____ sister was frightened.
5. She smiled when she saw a _____ clown walking on _____ stilts.
6. _____ people threw baseballs at _____ targets and _____ bottles.
7. If you could knock down the bottles, you won _____ prizes.
8. Some of my friends tried, but the _____ bottles always stayed where they were.
9. After a _____ afternoon, we left for home.
10. It had been a _____ day!



Write three sentences about the sport you most enjoy to watch or play. Describe what about the sport you enjoy the most. Use adjectives to make your explanation precise and exciting.

A contraction is a word formed by joining two words and shortening the second word. An apostrophe replaces the omitted letter or letters.

Apostrophe in Contractions

Each of the following sentences contains a contraction. Underline the contraction. Then, on the line, write the two words that form the contraction.

1. I have a neighbor, Alicia, who's blind. _____
2. She's been blind since she was a teenager. _____
3. She had an illness of the eye that couldn't be cured. _____
4. However, Alicia didn't let this disability stop her. _____
5. Her parents thought she'd do well at a special school for the blind and visually impaired. _____
6. Now there's almost nothing that Alicia cannot do. _____
7. She is not embarrassed to say, "I'll be seeing you!" _____
8. "I'm not going to let my disability prevent me from living a normal and happy life," Alicia says with a big smile. _____
9. "Sure, I can't drive a car, but I love to travel and I have a great job!" she adds. _____
10. On her job, Alicia helps young people who aren't coping well with life. _____
11. She gives these young people advice when they're feeling confused about themselves. _____
12. "Wouldn't it be great if everyone had someone like Alicia as a friend?" one of the young people asked. _____
13. He's certainly right! _____



Think about someone you would like to meet. Write a brief description of this person. Use contractions in your description.

A contraction is a word formed by joining two words and shortening the second word. An apostrophe replaces the omitted letter or letters.

Apostrophe in Contractions

Read the following sentences. Write the contraction for the underlined words.

1. On my street, there is an unbelievably friendly cat. _____
2. He is named Charlie. _____
3. You would not believe how pleasant and charming Charlie can be. _____
4. Charlie loves to walk about a block to the playground, where there will be children. _____
5. One day, Charlie sat beneath the basketball net, waiting to be petted, and the teams could not play until he moved. _____
6. "What is the story with this cat?" a man asked me one morning. _____
7. I answered that I did not know why Charlie is so sweet, but that everyone likes him. _____
8. I have never seen a cat as friendly as Charlie. _____
9. We are located near a train stop, and many people walk by every evening. _____
10. Charlie rushes out to greet everyone who is walking home. _____
11. Charlie is not shy with strangers and rubs against anyone who passes by. _____
12. But he will not stay long with anyone, because someone new is always coming along. _____
13. None of the passersby knows Charlie's name, but they are always in a better mood when they continue their walk home. _____



Write a friendly letter to a relative describing an animal that lives in your neighborhood. Use contractions in your description.

Adjectives

Read the sentences. Underline each adjective. A sentence may contain more than one adjective. Draw an arrow from each adjective to the noun it modifies.

1. Dogs come in a huge variety of shapes and sizes.
2. Beagles, for example, are bred in two sizes.
3. The smallest dogs weigh less than five pounds, and the largest can weigh more than two hundred pounds.
4. No one knows when dogs became loyal companions for people, but it was in prehistoric times.
5. Many people enjoy the lively company of active dogs.
6. In general, different breeds were intended for specific purposes.
7. A dog like a greyhound, for example, was bred for great speed.
8. Terriers were bred to dig into the ground in pursuit of pest animals, called varmints.
9. Collies and other breeds are herding dogs, used to guard sheep and cattle.
10. Other breeds, like toy poodles, are simply loving pets for people.

Name _____

The complete subject consists of the simple subject and all the words that go with it. The complete predicate is everything in the sentence that is not the complete subject.

Complete Subject and Predicate

In the following sentences, underline the complete subject once and the complete predicate twice.

1. Some of the students in our class are from Ecuador.
2. The name of the country comes from the word *equator*.
3. This imaginary line around the globe runs through Ecuador.
4. Many of the people in Ecuador are farmers.
5. Bananas are a major crop in this South American country.
6. The Native Americans in Ecuador live in small houses made of adobe, a kind of brick.
7. These people speak Spanish or their own Native American language.
8. Skilled weavers in the village make clothing.
9. Have you ever seen a woven shirt from Ecuador?
10. Village children learn the work from their parents.
11. Some of the children aren't able to go to school.
12. A special event in the life of the village is the fiesta.
13. It is usually a religious celebration.
14. Our Ecuadorian classmates have taught us a lot about their country.
15. Would you like to visit Ecuador someday?

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Write a brief paragraph about a country you would like to visit. In each sentence, underline the complete subject once and the complete predicate twice.

Name _____

The complete subject consists of the simple subject and all the words that go with it. The complete predicate is everything in the sentence that is not the complete subject.

Complete Subject and Predicate

Read each incomplete sentence. Decide if a complete subject or a complete predicate is needed. Write the sentence with a complete subject and a complete predicate on the line.

1. some large animals

2. galloped off into the sunset

3. jumped up, spun around, and stared at the sky

4. the man down the street

5. my sister's best friend

6. sang as loudly as he could

7. fleas, ticks, and gnats

8. just yesterday I

9. most of us

10. is among the world's most dangerous animals



Write a paragraph describing what you think it would be like to orbit the Earth. In each sentence, circle the complete subject and underline the complete predicate.

Name _____

The object of the preposition is the noun or pronoun that follows the preposition.

Object of Preposition

In each sentence below, underline the preposition or prepositions. Circle the object of each preposition. On the line, write whether each object is a noun or a pronoun.

1. The class was doing a project on the history of baseball. _____
2. "Has anybody heard of Sandy Koufax?" Tanya asked the class.

3. "I know about him," answered Selina. "He played for the Dodgers years ago."

4. "The Dodgers moved from Brooklyn to Los Angeles," Kezia added.

5. "With Koufax on the team," Darryl said to her, "the Los Angeles Dodgers captured the World Series twice in three years." _____
6. "Here's a picture for you! Koufax, with his famous left arm, is hurling the ball toward the batter." Ms. Stankowski tacked the photo onto the bulletin board.

7. "Look at the crowds cheering behind Koufax in the stands!" Rosalie said admiringly. _____
8. Other students stood around them, examining the photo. _____
9. If you visit the National Baseball Hall of Fame, you can walk through exhibits of all the great players. _____
10. Koufax certainly was among the heroes of baseball. _____

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Read a sports article in a newspaper or magazine. Make a list of the prepositional phrases you find. Use at least five of these phrases in sentences of your own.

Name _____

The object of the preposition is the noun or pronoun that follows the preposition.

Object of Preposition

In each sentence below, circle the preposition.
Draw an arrow to the object of the preposition.
Some sentences contain more than one prepositional phrase.

1. The life of a movie actor can be very difficult at times.
2. The working day may begin very early in the morning.
3. It can get hot under all that makeup!
4. Memorizing lines from a script takes all of the actor's free time.
5. Often, filming occurs in remote locations.
6. At times, the actor is away from home for long periods.
7. Besides the travel, an actor spends a lot of time just waiting for the next scene.
8. If the director is unhappy with a scene, it may be shot again and again.
9. There are rewards in the acting profession, also.
10. The satisfaction that comes when people praise the film throughout the country makes the effort worthwhile.



Write a short poem about your ancestors and background. Use prepositional phrases in your poem.

Object of Preposition

A. In each sentence below a word has been underlined. Write *Object* on the line if the underlined word is the object of a preposition. Next to *Object* identify whether the word is a noun or pronoun. If the word is not the object of the preposition, write *no*.

1. The Crown Dancers weave a path around the flickering fire.

2. A Pima poet thinks about how beautiful the land is.

3. Inside a Navajo house there's love and good laughter.

4. The White Earth Reservation is home to me.

5. Wanting to keep their old ways, the Apache people study their heritage.

B. Underline the prepositional phrase in each sentence. Write the object of the preposition on the line.

6. The Pima, Apache, and Navajo nations lived throughout the Southwest.

7. Traditionally, Apache people lived inside dwellings called hogans.

8. Today, the Hopi nation is within Navajo lands.

9. Apache groups traveled freely across the border of the United States and Mexico. _____
10. Poetry concerning the homelands of native peoples helps us understand their cultures. _____

A possessive pronoun is a pronoun that shows ownership.

Possessive Pronouns

In the sentences below, underline the possessive pronouns. If a sentence has no possessive pronouns, write *none* after the sentence.

1. "This picture of your mother is lovely," Nikki said to Min-Ling.
2. Min-Ling told her friend, "My mother's life has been quite exciting."
3. "Anything would be exciting compared with mine!" Nikki complained.
4. "Well, ours isn't very exciting, is it? Do you know what happened to my mother?" Min-Ling asked.
5. "Not really. Tell me about her, please!" begged Nikki.
6. "When she was about five, her parents left their families in China and moved to the United States."
7. Min-Ling continued the story. "My grandparents weren't like yours. They didn't want her to go to school."
8. "Later, my grandfather changed his mind and said she could go to college."
9. "She did so well that the university sent her to study the village in China where she was born."
10. "The village sent its most important citizens to meet her at the airport."
11. "In that village she met some relatives of hers that she hadn't seen since she was a baby."
12. "One of the relatives told her about a photographer from the village."
13. "She saw some beautiful photographs of the village and knew they were his."
14. "Then they met, and he told her about his life and she told him about hers."
Min-Ling paused for a moment.
15. "Then they got married, and he's your father!" said Nikki.

A possessive pronoun is a pronoun that shows ownership.

Possessive Pronouns

Supply the missing possessive pronouns in the following sentences.

1. Zlata Filipovic wrote _____ diary in September 1991.
2. She confides to _____ diary, "Dear Mimmy, _____ pages are the only place where I can say what I really think."
3. It is amazing to realize that the harrowing life described in the diary is _____.
4. "I spend my days in the cellar. That's _____ wartime childhood," says Zlata.
5. When she hugged Granddad, _____ body was thinner than it had been before the war.
6. "_____ lives are so different from _____," Zlata thinks, as she considers people in the outside world.
7. After a television crew visits her, Zlata recalls, "They filmed me in _____ room, by the piano, with _____ parents."
8. The school was hit by a shell, and _____ top floor was destroyed.
9. She and _____ parents left _____ home in Sarajevo and now live in Paris.



Write a letter to someone in another country. Describe your home and family in the letter.

A pronoun that is used as a subject is a subject pronoun. A pronoun that is used as an object is an object pronoun.

Using Subject and Object Pronouns

In the following sentences, circle the correct pronoun from the two in parentheses (). On the line after each sentence, write whether the pronoun you chose is a subject or an object pronoun.

1. My brother Sean and (I, me) were deciding which video to see tonight.

2. (He/Him) and I usually have different tastes in videos. _____
3. Dad told Sean and (I, me) to be ready to go to the video store by noon.

4. "Sean and (I/me) can't agree on a movie," I told Dad. _____
5. "I expect you and (he/him) to decide on a movie you want," Dad said.

6. "Yes, Dad," Sean replied. "(We/Us) will agree this time." _____
7. "Dad," I said, "I have an idea. Will you let Sean and (I/me) rent a Tom Hanks movie?" _____
8. "Oh, yeah!" Sean was excited, too. "(Him/He) is my favorite actor." _____
9. "As long as you are asking your mother and (I/me) first, it's okay," Dad told us.

10. "(Them/They) are good kids," Dad said to Mom. _____



Write a conversation between two friends about a favorite book. Underline the subject and object pronouns you use.

Name _____

A pronoun that is used as a subject is a subject pronoun. A pronoun that is used as an object is an object pronoun.

Using Subject and Object Pronouns

A. Create sentences of your own using the following subjects that contain pronouns. Write the sentences on the lines.

1. Noemi and I

2. her sister and she

3. we players

4. they and their pets

5. you boys and we girls

B. Underline the object pronouns in the sentences below.

6. Zlata missed Granddad because she had not seen him lately.

7. Her parents gave her new ski bindings and poles.

8. People hoped no one would attack them.

9. "Why do they hate us?" Zlata wondered.

10. A shell hit the school and damaged it.



Write three sentences about how you think you would feel in a war zone, like Zlata's home. Use both subject and object pronouns.

Using Subject and Object Pronouns

Write the correct pronoun on the line.

1. Carl thought _____ was at the door. (she/her)
2. Did you give the book to _____? (she/her)
3. I discovered Alex and _____ working quietly in the next room. (he/him)
4. Uncle Zack accompanied Juan and _____ to the movies. (I/me)
5. Neither _____ nor Phil knows anything about the problem. (he/him)
6. _____ believe our school's team will win. (We/Us)
7. My twin sister Sue and _____ always ask for chocolate cake on our birthday. (I/me)
8. That uniform fits both Harold and _____. (I/me)
9. Doesn't he believe _____? (we/us)
10. Why do _____ and Margie want to go outside? (she/her)

A subject pronoun replaces a noun in the subject of a sentence. An object pronoun replaces a direct object or comes after a preposition.

Subject and Object Pronouns

Replace each underlined noun with a suitable pronoun. If the noun is used as a subject, use a subject pronoun. If the noun is used as a direct object or the object of a preposition, use an object pronoun. Write your answers on the lines.

Subject Pronouns

I, you, he, she, it, we, they

Object Pronouns

me, you, him, her, it, us, them

1. Mr. Lopez and his students were rehearsing for the class play. _____
2. "Maria," Mr. Lopez told one of the students, "please stand in front of Carlos and Sandra." _____
3. One of the students in the back of the room said, "Cassandra and Felix can't hear." _____
4. Mr. Lopez spoke to Maria and Carlos. "Please try to speak your lines more clearly." _____
5. "Now, Sandra, you have to walk between the table and Carlos and Maria," Mr. Lopez continued. _____
6. Sandra, Carlos, and Maria followed the teacher's directions. _____
7. Mr. Lopez and the students in the audience applauded. _____
8. As the students were leaving, Mr. Lopez said, "Please give your copies of the play to Felix." _____



Write four sentences about a class activity. Underline one noun in each sentence. Have a partner change each underlined noun to a suitable pronoun.

A subject pronoun replaces a noun in the subject of a sentence. An object pronoun replaces a direct object or comes after a preposition.

Subject and Object Pronouns

A. Read the pairs of sentences carefully. Underline the subject or object pronoun in the second sentence.

1. Elephant, Shark, and Hawk were the mightiest animals. They ruled the kingdoms of the forest, sea, and air.
2. Humans did not immediately control the world. When people arrived, other animals laughed at them.
3. People avoided the forest for fear of Elephant. Elephant might crush them.
4. Hawk was captured with a vine noose. The noose trapped it when it landed.
5. Shark refused to share the sea with people. Shark threatened to bite them.
6. The people thought of a way to control Shark. People snared him in a net.

B. Read the sentences below. Choose the correct pronoun for the second sentence. Underline the correct pronoun in parentheses ().

7. First, the people helped Elephant. (He/Him) was trapped in a pit.
8. People thought of a mat one woman had woven. The design of the mat led (they/them) to think of a net.
9. The people captured and later released Shark. After that, they never feared (him/his) again.
10. The last ruler to be overcome was Hawk. Hawk was captured when (he/him) landed near a baobab tree.
11. The story warmed in the minds of the people. (They/Them) knew it was good.



Choose the kingdom of the forest, the air, or the sea. Describe how Elephant, Hawk, or Shark ruled the kingdom. Use subject and object pronouns in your description.

Name _____

Never use a double negative! A double negative is formed when two negatives are used in a sentence.

Double Negatives

On the lines provided, correct any sentences that contain double negatives. If a sentence is correct as written, write "no double negative" on the line.

1. I didn't know nothing about "Lucky Lindy" before I read this book about him.

2. "Charles Lindbergh won't never make it across the ocean," people said in 1927.

3. Lindbergh got his start as an airmail pilot, but there wasn't hardly much money in that work.

4. A wealthy businessman, saying that the flight shouldn't be too difficult, offered a prize of \$25,000.

5. Nobody couldn't stop Lindbergh from seeking that prize!

6. When Lindbergh finally landed in Paris, nobody could talk about anything else.

Name _____

Never use a double negative! A double negative is formed when two negatives are used in a sentence.

Double Negatives

Read the sentences. If there is a double negative in the sentence, circle the negatives and rewrite the sentence so it will make sense. If the sentence does not contain a double negative, write *correct* on the line.

1. I can't hardly see over the fence. _____

2. Don didn't do no work today. _____

3. It makes no difference to me. _____

4. Nothing I do seems to make no difference. _____

5. We had scarcely enough juice for the class. _____

6. We've looked all day, but we haven't found nothing. _____

7. I haven't ever seen no pandas. _____



Write two sentences about an animal. Make a statement in the first sentence. In the second sentence, use a negative to give the sentence the opposite meaning of the first sentence.

Subject and Object Pronouns

Fill in the bubble next to the correct pronoun for the underlined words.

1. Modern humans became good hunters.
 A They
 B Them
 C He
 D We
2. The woman spent a lot of time looking for food.
 F She
 G Her
 H Those
 J They
3. A tree formed a shelter.
 A They
 B Those
 C It
 D She
4. Joseph built a toy-car ramp.
 F Him
 G He
 H Us
 J Them
5. He gave the ramp to Sally and me.
 A we
 B them
 C us
 D her

The simple predicate is the verb that describes what the subject does or is. The simple predicate may consist of a verb of two or three words.

Simple Predicate

Underline the simple predicate in each of the following sentences.

1. Eleanor Roosevelt might be called a genuine American hero.
2. She was married to a distant cousin, Franklin Roosevelt.
3. The couple raised five children, four sons and a daughter.
4. Then Franklin was crippled by polio, a serious illness.
5. Their lives were changed forever.
6. Despite his illness, Franklin Roosevelt was elected President of the United States in 1932.
7. Millions of people had lost their jobs since 1929.
8. A visit by Eleanor Roosevelt pleased many poor people.
9. Perhaps you have seen a television documentary of those difficult times in U.S. history.
10. The nation and the world would be faced with even greater problems.
11. The United States entered World War II in December 1941.
12. During the war, Eleanor Roosevelt acted as her husband's "eyes and ears."
13. Tirelessly, she comforted men and women in the U.S. armed forces around the world.
14. She also believed in equal rights for all people.
15. Eleanor Roosevelt is remembered for her service to her country during its most troubled years.



Write a brief paragraph about a person you admire. Underline the simple predicates in your sentences.

Name _____

The simple predicate is the verb that describes what the subject does or is. The simple predicate may consist of a verb of two or three words.

Simple Predicate

Read each sentence. Complete the table by writing the complete predicate in the center column. Then write the simple predicate in the right-hand column.

Sentence	Complete Predicate	Simple Predicate
1. People worked side by side around the clock.		
2. Exhausted teams threw sandbag after sandbag against the levee.		
3. For two hours, a tree became Cathy Johnson's lifesaver.		
4. Countless people pitched in to fight the rising water.		
5. In Missouri, at least 19,000 people were evacuated.		
6. Human chains formed to throw sandbags onto the levees.		

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Write three sentences telling what you think it would be like to fight a flooding river. Underline the complete predicate in each sentence. Circle the simple predicate.

Name _____

A comma tells where to pause in a sentence and helps make the meaning clear. Commas are used after introductory phrases, between items in a series, and with direct quotations.

Commas

Rewrite each sentence, adding commas where they belong.

1. Alligators are noted for their sharp teeth short legs and long tails.

2. As part of a science project the class was studying alligators.

3. "I don't know what I'd do if I met an alligator" Jamal remarked.

4. Unfortunately for alligators they have been hunted for their skins.

5. In fact these reptiles were once on the endangered species list.

6. "Now" said Katina "alligators aren't as scarce as they once were."



Write a few sentences about an animal that interests you. Use commas to set off direct quotations, to separate items in a series, and to follow introductory phrases.

A comma tells where to pause in a sentence and helps make the meaning clear. Commas are used after introductory phrases, between items in a series, and with direct quotations.

Commas

A. Rewrite the sentences below, using commas to separate the items in the series. The first one is done for you.

Rain made the river swell overflow and break through the levees.

Rain made the rivers swell, overflow, and break through the levees.

1. The Missouri Illinois and Des Moines Rivers all feed into the Mississippi River.

2. The states that were hardest hit by the 1993 flood were Illinois Iowa Minnesota and Missouri.

3. Fear sympathy and bravery are all feelings that people experience during a flood.

4. People fill sandbags rescue people and animals and hand out emergency supplies to try to fight the flood.

B. Commas are missing in the following sentences. Insert the missing commas.

5. "We had to abandon our car and climb a tree" said one woman in Missouri.

6. As the river kept rising people called for help to fill sandbags.

7. To find volunteers all you needed to do was follow hand-written signs.

8. The radio announcer said "We need help today!"

9. As soon as the team of teenagers arrived they immediately started filling sandbags.

10. "I'm amazed that people can pull together like this" one young man said.



Write a brief conversation between two National Guardsmen who fought the flood of 1993. Include items in a series, introductory phrases, and direct quotations.

Commas

A. Rewrite each sentence to punctuate it correctly with commas.

1. On the rise at the top of the levee people filled sandbags.

2. "We just watched, helpless, as the barn washed away" said the farmer.

3. The river rose to the edge washed away the crest and flooded through the opening.

4. Relief workers struggled through pouring rain high heat and ever-deeper mud.

5. Fearing for their lives thousands of people abandoned their homes.

B. Read this paragraph a student wrote about *The Great Flood of 1993*. The writer made five comma errors. Cross out commas that should not be there and add those that should.

One volunteer laughed "I've never been so tired so wet or so hungry." To save the city volunteers worked tirelessly, to shore up the levee. In the end, there was nothing anyone could do to save the old farmhouse.

Name _____

A sentence fragment is a word group that has no subject or predicate or does not express a complete thought. A run-on sentence consists of two or more sentences joined without a conjunction.

Fragments and Run-on Sentences

The following items are either sentence fragments or run-on sentences. On the lines provided, rewrite the item correctly. When you separate a run-on sentence into two sentences, be sure to use correct punctuation and capitalization.

1. I've been reading this book from the library it's about funny inventions.

2. Describes inventions of things that nobody wanted.

3. One example is the parachute hat it was a parachute you wear on your head.

4. Not sure who would actually wear this thing.

5. The pencil clip was another odd invention the pencil clipped on your hand.

6. Could scratch your eye by mistake with a thing like that!



Think about an invention or machine you would find useful. Describe it in a brief paragraph. Make sure you don't use any run-on sentences or fragments.

Name _____

A sentence fragment is a word group that has no subject or predicate or does not express a complete thought. A run-on sentence consists of two or more sentences joined without a conjunction.

Fragments and Run-on Sentences

A. Read each group of words carefully. Identify each as a fragment or a correct sentence.

1. Annie Smith Peck pushed open. _____
2. Past the fields of wheat and corn. _____
3. No one had ever climbed it to the top. _____
4. To give way to a passion for mountain climbing. _____
5. Food was in a fourth bag. _____

B. Read each group of words carefully. Identify each as a run-on or as a correct sentence.

6. She became instantaneously famous people marveled at her courage and endurance. _____
7. Annie Smith Peck dressed like a lady, but she refused to wear a long skirt when she climbed mountains. _____
8. It was dangerous to exert oneself at elevations above 19,000 feet.

9. Annie used an ice bridge to cross a crevasse sometimes climbers have to rely on only their ropes. _____
10. Annie's irons were too tight, hindering circulation, and some toes and the top of one foot were frostbitten. _____



Write a paragraph about Annie Smith Peck that would encourage someone to read more about her. Be sure to use complete sentences.

Name _____

A proper noun names a particular animal, person, place, or thing.

Capitalization of Proper Nouns

On the lines provided, rewrite each proper noun in the sentences. Be sure to capitalize them.

1. Last week jose wrote a letter to his pen pal, juan, in argentina.

2. "My spanish isn't very good yet, so I'm writing in english for now," jose wrote.

3. "My teacher, ms. rodriguez, is taking us to a play," jose continued.

4. "And on saturday I'm going to a concert at oakdale park by a new band called techno geeks."

5. "I'm going with my friend terry and my brother, whose name is donald."

6. "My cousin and I belong to the northshore wilderness society, and we go hiking from bear mountain to the elm river."

7. "Tell me what school is like in your city, buenos aires."

8. "I'd love to visit you in june."

9. "Maybe I'll get a job at food city and save money for the trip."

10. At the end of the letter, jose asked juan to write soon.

Name _____

A proper noun names a particular animal, person, place, or thing.

Capitalization of Proper Nouns

Circle the proper nouns in each sentence. Write the proper nouns with correct capitalization on the lines.

1. The geographical society of lima named the north peak of huascarán after annie smith peck.

2. She received a master's degree in greek from the university of michigan.

3. annie trained on mountains in greece, switzerland, and california.

4. Two men, gabriel zumtaugwald and rudolf taugwalder, served as annie's guides on huascarán.

5. She received assistance from admiral peary, the famous arctic explorer.

6. The government of peru gave annie a gold medal.

7. The north peak of huascarán is still called ana peck.

8. annie smith peck was disappointed that fanny bullock workman still held the altitude record for a woman climber.



Write two facts about mountain climbers, other adventurers, or explorers. Be sure to capitalize all proper nouns in your sentences.

Capitalization of Proper Nouns

Read each sentence. On the line, write a proper noun that corresponds to each underlined common noun.

1. I live in a nice town. _____
2. It would be interesting to visit another country. _____
3. Would you like to climb a mountain? _____
4. Who was your teacher last year? _____
5. In 1874, very few women went to college. _____
6. The tallest mountain in North America is in the state of Alaska.

7. Mountain climbers rely on friends for help. _____
8. Admiral Peary was a famous explorer. _____
9. What river is closest to your home? _____
10. The United States has two ocean shores. Which is closer to you?

Name _____

A verb changes its form to show action occurring in the past, present, or future. Many past-tense verbs end with *-ed*. The helping verb *will* shows future tense.

Past, Present, and Future Tenses

Underline the verb in each sentence below. On the line, tell whether the verb is in the past, present, or future tense.

1. A garden provides beauty as well as nourishment. _____
2. Marissa and her friends will plant a garden in the vacant lot next to their apartment building. _____
3. First, Marissa, Jose, and Kenisha selected their favorite plants.

4. Then they sketched a plan for the garden. _____
5. In the sketch, they gave each plant enough space. _____
6. Different kinds of plants need different amounts of room. _____
7. The three friends will grow both flowers and plants in their garden.

8. Soon they will shop for spring flowers, such as tulips and daffodils.

9. Vegetables, such as onions, cabbages, and peas, will appear in early summer.

10. Then they will put in some summer and fall vegetables, such as beans, eggplants, and peppers. _____
11. Planting different crops makes the best use of the garden space.

12. They also need a watering can, a hoe, and a rake. _____
13. The results will show their efforts. _____



Write a paragraph of at least five sentences about how you would improve your neighborhood. Use past, present, and future verb tenses.

Name _____

A verb changes its form to show action occurring in the past, present, or future. Many past-tense verbs end with *-ed*. The helping verb *will* shows future tense.

Past, Present, and Future Tenses

A. Complete the missing parts of the chart to show the present, past, or future tense of each verb.

Present	Past	Future
design		
	wore	
		will come
	bought	
sell		
		will find

B. Write *present*, *past*, or *future* on the line to identify the tense of the underlined verb in each sentence.

1. They follow a steep trail through Ptarmigan. _____
2. Moose are always dangerous. _____
3. He hitched up the team of dogs. _____
4. It will stop snowing in a few hours. _____
5. Close to dusk he came upon a third team. _____
6. Once they were on the trail again, he glanced back. _____
7. The bull moose gallops over the hill. _____
8. A pack of wolves will kill a moose if they catch it. _____
9. Oteg lost the trail in a swamp. _____
10. The team will eat at the camp. _____



Write an ad for the perfect pair of pants. Why should people buy them? Include your ideas about what makes these pants so perfect. Use verbs in different tenses in your ad.

Name _____

An abbreviation used with a proper noun begins with a capital letter.

Capitalization: Abbreviations

Circle each abbreviation that should be capitalized in the sentences below. Then, on the line following each sentence, write the meaning of each abbreviation.

1. The reception was attended by capt. Alphonse Didario and adm. Lester Coombs.

2. Malvina Rogers, r.n., has worked at Lincoln Hospital since 1995.

3. The letter was sent to Maple st. instead of Maple rd.

4. After climbing mt. Hood, Wendy Lopez went to work for the Peachy Computer co.

5. Isn't the Weldon corp. located in the Grayling bldg. on Northern blvd.?

6. In 1996, gov. Tanaka was elected to her third term.

7. Soon dr. Felson will begin working for the dept. of Environmental Preservation.

8. Will both sen. Roebling and rep. Petersen be at the state convention?

9. The speaker was sgt. Lucinda Wong.

10. Was the package addressed to Springfield, ma; Springfield, il; or Springfield, mo?



List the names, addresses, and birthdates of five friends and relatives. Use abbreviations.

Name _____

An abbreviation used with a proper noun begins with a capital letter.

Capitalization: Abbreviations

A. In the chart below are some words that can be abbreviated. Fill in the chart with the correct abbreviations, using correct capitalization and punctuation. Some words have already been abbreviated for you.

Abbreviation		Abbreviation	
1. doctor Chang		11. pres Kennedy	
2. mr Brian White jr		12. apr 1, 2004	
3. 10 Thoreau rd		13. monday, august 9	
4. Hanscom blvd		14. mrs Baum	
5. Oak avenue		15. route 109	
6. ms Houston		16. Madison avenue	
7. prof Dayton		17. mister Oteg	
8. rev King		18. dr Katz sr	
9. Elm street		19. Juarez road	
10. sen Douglas		20. capt. Frankel	

B. Rewrite this address correctly. Use abbreviations wherever possible.

21. doctor Noemi Rodriguez _____
22. suite 12 _____
23. 842 west Hudson avenue _____
24. San Antonio, texas _____



Write a short letter to a friend describing the location of your home. Address the letter, and use abbreviations to name the streets and roads.

Past, Present, and Future Tenses

A. Underline the verbs in the sentences below. On the line, tell whether each verb is in the present, past, or future tense.

1. Warm lights shine through the window. _____
2. The dogs will strain against their traces. _____
3. His feet feel like lumps of ice. _____
4. He won the race. _____

B. Fill in the bubble that shows the correct tense of each verb below.

5. will come

- A present tense
 B past tense
 C future tense

8. shout

- A present tense
 B past tense
 C future tense

6. disappeared

- A present tense
 B past tense
 C future tense

9. will freeze

- A present tense
 B past tense
 C future tense

7. flew

- A present tense
 B past tense
 C future tense

10. sees

- A present tense
 B past tense
 C future tense

Adverbs can compare two or more actions. To compare two actions, comparative adverbs use *-er* or *more*. To compare three or more actions, superlative adverbs use *-est* or *most*.

Comparative and Superlative Adverbs

A. Draw one line under each comparative adverb and two lines under each superlative adverb in the sentences below.

1. The travel agent has planned the trip most carefully.
2. Although a plane would get us there faster, buses leave more frequently.
3. Of all the types of transportation, we can send our equipment most easily by train.
4. If we travel more slowly, we will also see the countryside more completely.
5. We can get to the train station most quickly by car.
6. We look forward to our trip most eagerly.

B. On the line provided, write the correct form of each adverb in parentheses.

7. Of all the performers, Jerome tried _____ . (hard)
8. He played the piano piece _____ than Emmitt. (carefully)
9. Emmitt played the _____ of all the pianists. (nervously)
10. Afterward, he ran off the stage the _____ of all. (quickly)
11. Maybe now he will practice _____ than he did before. (often)
12. Then he will continue performing _____ than he had before.
(successfully)



Write several sentences about something you can do better now than you could when you were younger. Use comparative and superlative adverbs.

Name _____

Adverbs can compare two or more actions. To compare two actions, comparative adverbs use *-er* or *more*. To compare three or more actions, superlative adverbs use *-est* or *most*.

Comparative and Superlative Adverbs

Complete the chart. Then write the correct form of the adverb in parentheses on the line.

Adverb	Comparative	Superlative
well		best
badly	worse	
little		least
much	more	

1. Of all the sports announcers, Jerome does (well) _____.
2. He tries (hard) _____ than anyone.
3. He announces the games (carefully) _____ than the others.
4. He sounds (little) _____ nervous than the others as well.
5. Timing is important for a sports announcer, and Jerome does this (well) _____ than most announcers.
6. He is the (little) _____ likely of anyone to let even a boring game sound dull.
7. This is probably because he practices (much) _____ than most people.
8. He works (frequently) _____ than anyone else in our city.
9. If other announcers want to compete with him they will have to practice (often) _____ than they did before.
10. Even then, I doubt anyone will call games (successfully) _____ than Jerome.



Write a short paragraph that compares three things, such as three sports. Use comparative and superlative adverbs to describe the differences between the three things.

Name _____

Irregular verbs do not add *-ed* to show past action. Their past and past-participle forms change spelling in unpredictable ways.

Using Irregular Verbs

A. Complete the chart below by adding the past and past-participle form for each verb.

Present	Past	Past Participle (with <i>have</i> or <i>had</i>)
1. begin		
2. blow		
3. catch		
4. choose		
5. come		
6. drink		
7. eat		
8. go		
9. meet		
10. ride		
11. speak		
12. write		

B. Write three sentences using past or past-participle forms of three verbs on the chart.

13. _____

14. _____

15. _____



Think of three other irregular verbs that would fit into a short paragraph. Write the paragraph, leaving blanks, and challenge your partner to fill in the correct form of each verb you've chosen.

Irregular verbs do not add *-ed* to show past action. Their past and past-participle forms change spelling in unpredictable ways.

Using Irregular Verbs

Write the correct form of the verb in parentheses () to complete each sentence below.

1. (fly) Brian never _____ in a small plane before.
2. (swim) He had _____ in deep water before.
3. (break) The crash landing had _____ the plane's windshield.
4. (run) He _____ through the dense underbrush.
5. (eat) Very hungry, he _____ whatever he could find.
6. (steal) Perhaps someone had _____ parts from the plane.
7. (do) Brian _____ everything he could to survive.
8. (write) He _____ down a record of his days at the lake.
9. (give) He remembered all of the advice his father had _____ him.
10. (bring) Over a period of days, he _____ everything useful out of the plane.
11. (sink) What would he do if the plane _____ before he was done?
12. (take) Brian _____ a last look at the camp when he left.



Write three sentences about surviving in the wilderness with just a single tool. Use past and past-participle forms of verbs in your sentences.

Comparative and Superlative Adverbs

A. Complete the table with the comparative and superlative forms of the adverbs.

Adverb	Comparative	Superlative
1. safely		
2. wisely		
3. lovely		
4. reasonably		
5. late		

B. Read this paragraph a student wrote about *Hatchet*. Correct five errors with forms of adverbs.

The plane slid slowest toward the lake. It more finally crashed into the water. Brian was able to save himself, but he was left with only the soaked clothes he was wearing—and a hatchet. That’s probably why the author more smartly named his book *Hatchet*. His mother had more wisely given Brian the hatchet. It became the tool that saved him. After the plane crash, Brian had to remind himself most forcefully that the first thing he had to do was think about food.

Name _____

A possessive noun tells who or what owns something. When possessive nouns are singular, they end in 's. When they are plural, they end in s', except in cases of irregular plurals.

Possessive Nouns

Underline the possessive nouns in each sentence. On the line provided, tell whether each possessive is singular or plural.

1. Birds' feathers make these animals special. _____
2. The male's feathers are usually more brightly colored than the female's.

3. The rich colors of a bird of paradise's feathers are especially beautiful.

4. Our class's collection of facts about birds always fascinates me.

5. African ostriches' height (8 feet) and weight (300 pounds) make them the world's largest birds. _____
6. These birds' great size prevents them from flying, so they walk and run.

7. A penguin's wings don't help it fly, either; penguins use their wings for swimming. _____
8. Arctic terns' travels between the Arctic and the Antarctic cover 11,000 miles each way. _____
9. A ptarmigan's color protects it from its enemies. _____
10. In winter, this bird's feathers are white like the snow. _____



Find and write some interesting facts about birds or other animals. Use a possessive noun for each fact you write.

A possessive noun tells who or what owns something. When possessive nouns are singular, they end in 's. When they are plural, they end in s', except in cases of irregular plurals.

Possessive Nouns

A. On the line provided, write the correct possessive form of the noun in parentheses ().

1. Look at our (class) _____ collection of adventure stories.
2. One of the books in the collection is (Brian) _____ *Winter*.
3. It is one of (Paulsen) _____ follow-up novels to *Hatchet*.
4. (Horn Book) _____ review of this novel is favorable.
5. (Doris) _____ favorite book in the collection is called *Second Chance*.
6. It is two (authors) _____ adventure novel.
7. That is also (Marcus) _____ favorite.
8. The (boys) _____ favorites, in general, include more nonfiction.
9. For example, *Adrift: Seventy-Six Days Lost at Sea* was the Boy (Scouts) _____ book of the month.
10. The girls liked *Albatross: The True Story of a (Woman)* _____ *Survival at Sea*.

B. Rewrite each phrase using a possessive noun.

11. the house belonging to the Suarezes _____
12. the dog the Eckers own _____
13. the fields used by the Little League _____
14. the center of Cincinnati _____
15. the toys belonging to the children _____



Find and write some facts about finding your way through a wilderness. Use possessive nouns in each fact you write.

Name _____

A preposition connects its object to another word in a sentence. Prepositions can show time (*after lunch*), location (*under the bed*), direction (*toward the beach*), or a relationship (*with Leslie*).

Prepositions

For each sentence below, add a preposition that makes sense. Choose the prepositions from the box.

Prepositions

at before during from in over through to under until

1. The chair is _____ the table.
2. Please give this book _____ the teacher.
3. I can't wait _____ Jan's party!
4. Do you know the way home _____ her house?
5. _____ recess we played basketball.
6. To keep warm, wear a hat _____ your ears.
7. The secret ingredient _____ this cake is orange.
8. Mom's birthday comes _____ Dad's.
9. We looked all _____ the house but couldn't find the chalk.
10. The program starts exactly _____ eight o'clock.



Look up some facts about an American hero or heroine. Then write five sentences about that person. Circle the prepositional phrases you use.

Name _____

A preposition connects its object to another word in a sentence. Prepositions can show time (*after lunch*), location (*under the bed*), direction (*toward the beach*), or a relationship (*with Leslie*).

Prepositions

Circle the prepositions in the sentences below. A sentence may include more than one preposition.

1. We all climbed aboard the raft.
2. The river roared through the canyon.
3. Mom laughed and screamed as water poured over the sides.
4. As we swept down the rapids, we splashed between tall rocks.
5. Everyone seemed happy during the trip except my sister.
6. She looked as if she wanted to hide beneath the seats.
7. We finally floated into calm water.
8. The guide steered the raft to the bank.
9. Everyone climbed onto the gravel and sat down.
10. I don't know how we came over the rapids without damage.
11. I looked up the river at the next set of rapids.
12. It would be a long time before my sister went on a raft again.

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Describe how a person could find the way from your school to your home. Use prepositions to make your directions clear.

Possessive Nouns

A. Rewrite each phrase below to include a possessive noun.

1. the senses of a human _____
2. the vision of an eagle _____
3. the eyes of many insects _____
4. the whiskers of a walrus _____
5. the fingers of people _____

Prepositions

B. Complete each sentence with a preposition that makes sense. Choose the prepositions from the box.

against around over to across through

6. Migrating birds pass _____ cities.
7. Many crash _____ buildings at night, and some buildings are lighted to help them.
8. The idea is to show the birds a way _____ the obstacles.
9. For some birds, the distance _____ their summer homes is great.
10. Even some tiny hummingbirds fly _____ the Caribbean Sea when they migrate.

Name _____

Four Types of Sentences

A declarative sentence tells something. It ends with a period. An interrogative sentence asks something. It ends with a question mark. An imperative sentence gives an order. It ends with a period or with an exclamation mark if strong feeling is expressed. An exclamatory sentence expresses strong feeling. It ends with an exclamation mark.

A. Write the correct punctuation mark at the end of each sentence. Then tell what kind of sentence it is.

1. How many different kinds of businesses are there in the mall

2. Research a type of business that interests you _____
3. Some young people have been successful in marketing products or services

4. Can you think of a product to sell to the public _____
5. Think of a service, such as house-sitting, that you could perform

6. What a thrill it would be to earn money _____
7. You could save some of your profits to finance your college education

8. How do I start my own business _____
9. Getting started is the hardest part _____
10. I can hardly wait _____

B. Circle *declarative*, *interrogative*, *exclamatory*, or *imperative* to describe each sentence.

- | | | |
|--|----------------------|--------------------|
| 11. Survey people to find out what they need. | <i>imperative</i> | <i>declarative</i> |
| 12. I like the idea of having my own business. | <i>interrogative</i> | <i>declarative</i> |
| 13. I have a fantastic idea for a business! | <i>declarative</i> | <i>exclamatory</i> |
| 14. Would you like to have a partner? | <i>interrogative</i> | <i>exclamatory</i> |
| 15. I want to own and run a business. | <i>imperative</i> | <i>declarative</i> |

Name _____

Four Types of Sentences

A declarative sentence tells something. It ends with a period. An interrogative sentence asks something. It ends with a question mark. An imperative sentence gives an order. It ends with a period or with an exclamation mark if strong feeling is expressed. An exclamatory sentence expresses strong feeling. It ends with an exclamation mark.

A. Write the correct type of sentence for each topic.

1. selling a new product (declarative)

2. a business idea (interrogative)

3. tooth care (imperative)

4. different toothpaste flavors (exclamatory)

B. Write a proposal for a business you would like to start. What sort of product would you sell? Who would you sell it to? Why would people want to buy it? How would you let people know about the product? Your product can be imaginary. Use each of the four types of sentences at least once in your proposal.



Write a company history of Rufus's success selling toothpaste. Use each of the four types of sentences at least once in your history.

Name _____

A colon is used to separate the greeting from the body of a business letter or to introduce a list. A hyphen joins two-part numbers or goes between two or more words to create a compound noun or adjective.

Colons and Hyphens

Rewrite each sentence below, placing a colon or a hyphen wherever it belongs.

1. The grand opening of my father's store will take place on the twenty second of October.

2. Dear Mr. Sanchez
I am writing in response to your ad in Sunday's paper.

3. Please enclose your filled out order form and your payment, including seventy five cents for postage.

4. We carry the following art supplies paints, brushes, paper, pastels, markers, charcoal, and more!

5. Dear Sirs
Congratulations on your twenty fifth year in business!

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Write a list of things the average sixth grader should keep in his or her desk, locker, or backpack. Precede the list with a colon, and include some hyphenated words.

Name _____

Colons and Hyphens

A colon is used to separate the greeting from the body of a business letter or to introduce a list. A hyphen joins two-part numbers or goes between two or more words to create a compound noun or adjective.

A. Read the sentences. If the sentence is missing a colon or hyphen, rewrite it correctly on the line. If the sentence is not missing a colon or hyphen, write *correct* on the line.

1. Rufus was sure he could make a gallon of toothpaste for seventy nine cents. _____
2. Even though sixty nine cents for eye shadow was a sale price, it seemed expensive. _____
3. Rufus liked the taste of bicarb and said it was like a soft drink without a lemon lime flavor. _____

4. Rufus decided to try different flavors peppermint, vanilla, cloves, almond, and even curry. _____

B. Read the letter. Insert the missing colons and hyphens.

Dear Sir

I'm writing to tell you about the best new product since sliced bread. The product is toothpaste, the best cleaning toothpaste you've ever used! We're selling shares in these amounts 1, 10, 100, or 1000. Each share costs only fifty five cents. It's a million dollar idea you can't afford to miss!

Sincerely,
Rufus



Write a letter listing the prices of low-cost products you buy on a regular basis. Use colons and hyphens in your letter.

Four Types of Sentences

A. Fill in the bubble next to the word that identifies what kind of sentence each is.

- | | |
|---|---|
| 1. That's crazy! | 4. Use baking soda in your toothpaste. |
| Ⓐ declarative | Ⓕ declarative |
| Ⓑ interrogative | Ⓖ interrogative |
| Ⓒ imperative | Ⓖ imperative |
| Ⓓ exclamatory | Ⓙ exclamatory |
| 2. What made you think of a new way to make toothpaste? | 5. Can you make toothpaste taste like broccoli? |
| Ⓕ declarative | Ⓐ declarative |
| Ⓖ interrogative | Ⓑ interrogative |
| Ⓖ imperative | Ⓒ imperative |
| Ⓙ exclamatory | Ⓓ exclamatory |
| 3. I can make better toothpaste. | 6. No, I don't think so. |
| Ⓐ declarative | Ⓕ declarative |
| Ⓑ interrogative | Ⓖ interrogative |
| Ⓒ imperative | Ⓖ imperative |
| Ⓓ exclamatory | Ⓙ exclamatory |

Colons and Hyphens

B. Read this paragraph. Add colons and hyphens where they are needed.

Rufus must have had twenty five different reasons why he thought he could make a new kind of toothpaste. He got some strange ingredients curry powder, almond flavoring, and bicarbonate of soda. He wanted to find out how many cubic inches were in a tube of toothpaste, but he couldn't figure out how to make a cube shaped tube. Rufus set up his toothpaste factory jars, tables, toothpaste ingredients, and lots of people to help him.

A compound subject is two or more simple subjects that have the same verb. A compound predicate is two or more verbs that have the same subject.

Compound Subject and Compound Predicate

Read the sentences carefully. Draw one line underneath the compound subjects and two lines underneath the compound predicates. Sentences may contain compound subjects or compound predicates or both.

1. Rick Hoyt can't walk or speak, due to cerebral palsy.
2. However, he entered and completed 70 marathon races.
3. Rick and his father heard about the Boston Marathon back in 1980.
4. The Hoyts went to Boston and tried to enter their first marathon.
5. The race officials, however, frowned and shook their heads.
6. So father and son simply appeared at the starting line and began with everyone else.
7. Soon Rick and his father were competing in and finishing both marathons and triathlons.
8. In 1992, the Hoyts pedaled 4,000 miles across the country and raised money for ramps and doorways for people in wheelchairs.
9. Children and adults are inspired by the Hoyts.
10. Rick and his father are wonderful role models for people throughout the world.
11. Because of the Hoyts, John Draper and his father decided to run in a marathon.
12. They trained and practiced for months.
13. On the big day, they woke up early and were eager to get started.
14. The day of the race was sunny and felt warm.
15. John and his father finished the race.

Name _____

A compound subject is two or more simple subjects that have the same verb. A compound predicate is two or more verbs that have the same subject.

Compound Subject and Compound Predicate

A. Underline the compound subject or compound predicate in each sentence.

1. Ben and Jerry first learned how to make ice cream.
2. They talked and debated many new business ideas.
3. Jerry and Ben tested new flavors and watched their waistlines grow.
4. In their new office, they swept, filled holes, and cleaned the walls.

B. Add a compound subject or a compound predicate to the following to make a complete sentence.

5. _____ decided together that they wanted to start an ice-cream business.
6. It started when they _____
7. After Jerry suggested ice cream, Ben _____
8. _____ were just two of the new flavors they invented.

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Write three sentences suggesting new flavors of ice cream. Use a compound subject or a compound predicate in each sentence.

Adjectives: Comparative and Superlative Forms

Write the correct form of the adjective in parentheses on the line.

Adjective	Comparative	Superlative
good	better	best
bad	worse	worst

When comparing two items, many adjectives add *-er* or use the word *more*. When comparing three or more items, many adjectives add *-est* or use the word *most*. The adjectives *good* and *bad* have special comparative and superlative forms.

1. Carlo was sure that his team had the (magnificent) _____ uniforms of any soccer team in the league.
2. Kim thought that they had the (good) _____ runners and kickers of all the teams.
3. They both thought that their team had a (good) _____ chance to win the championship game than the Bluebirds.
4. The day of the championship game was (beautiful) _____ than the day before.
5. During the game, Kim was the (fast) _____ runner of any player that day.
6. She scored three goals, the (high) _____ number she'd ever made.
7. The other team was playing the (bad) _____ game they'd ever played.
8. Their goalie's game had been (bad) _____ on the previous day, but he still could not keep the ball out of the goal.
9. Carlo played his (fine) _____ game ever.
10. The final score was 5–1. The whole team got together and gave the (loud) _____ cheer they could.



Write four sentences using the comparative and superlative forms of the adjectives *good* and *bad*.

Name _____

Adjectives: Comparative and Superlative Forms

A. Complete the table with the correct form of each adjective.

When comparing two items, many adjectives add *-er* or use the word *more*. When comparing three or more items, many adjectives add *-est* or use the word *most*. The adjectives *good* and *bad* have special comparative and superlative forms.

Adjective	Comparative	Superlative
1. good		
2.	worse	
3.		greatest
4.	more splendid	
5. fantastic		
6.		iciest
7.	longer	
8. fine		

B. Choose the form of the adjective in parentheses that best completes each sentence. Write the adjective on the line.

- The Rocky Mountains are (higher, highest) than the Alps. _____
- Ice cream is one of the five (more popular, most popular) snacks in the United States. _____
- This is the (larger, largest) company in the Midwest. _____
- The company's goal was to create the (better, best) ice cream in the country.



Write an imaginary debate between two ice cream executives. Use comparative and superlative adjectives in each character's arguments.

Compound Subject and Compound Predicate

Read the sentences carefully. Draw one line underneath the compound subjects and two lines underneath the compound predicates. Sentences may contain compound subjects or compound predicates or both.

1. Hiro and Maria baked the cookies.
2. Hurricanes and tornadoes produce high winds and cause extensive damage.
3. During the performance, LeShon stretched, yawned, and tried to stay awake.
4. The river rose, broke through the levee, and roared through the town.
5. Crows and parrots are very long-lived birds.
6. Between noon and 1 o'clock I'll either swim at the pool or play tennis.
7. Rabbit's feet and broken mirrors don't bring good or bad luck.
8. I save the magazines but recycle the newspapers.
9. The ball shot in the air and flew out of the stadium.
10. Soccer, basketball, and football are strenuous sports.

When a verb is made up of more than one word, the most important word is called the main verb. The other word is called the helping verb. It helps the main verb express tense.

Main Verbs and Helping Verbs

Read the following sentences. Underline each main verb. If a sentence contains a helping verb, circle it.

1. Callie is taking a cooking class during the summer.
2. Her brother Leo has learned a lot about business this year.
3. The two will open a catering business in the fall.
4. They can provide food for parties, picnics, and other special occasions.
5. Callie wants her friend Paolo in the business.
6. Everyone loves Paolo's spicy recipe for black beans and rice.
7. Paolo will not participate right away, though.
8. He has won a science prize for his chemistry experiment.
9. He will display his experiment in Washington, D.C.
10. Maybe Paolo can help Callie and Leo next winter.
11. It will be a real challenge for Callie and Leo.
12. However, they will open their business this fall without Paolo's help.
13. Both Callie and Leo have collected many recipes.
14. They can cook almost anything.
15. We all hope their business will be a success.



Write a paragraph about a business you would like to start in the future. Circle the helping verbs and underline the main verbs.

Name _____

When a verb is made up of more than one word, the most important word is called the main verb. The other word is called the helping verb. It helps the main verb express tense.

Main Verbs and Helping Verbs

Read the sentences below. Circle each main verb. If the sentence contains a helping verb, write it on the line.

1. We should tell them where he is. _____
2. My books were stolen. _____
3. No one could tell me where my dog was. _____
4. The bus is leaving right now. _____
5. Different businesses provide all sorts of services. _____
6. Some companies are very specialized. _____
7. You can learn a lot in school about how to run a business.

8. Did you see a movie last weekend? _____
9. My dog will eat anything I give him. _____
10. Vandals had broken into the school. _____



Write two or three sentences about a problem that you think could be solved by a new business. List the main verbs and helping verbs you use in your sentences.

Name _____

Place a period after most abbreviations and initials. Initials and the first letter of an abbreviation are capitalized.

Periods in Initials and Abbreviations

A. Look at these business cards. Place periods where they are needed.

Dr William T Moreno, D D S
2241 La Cienaga Blvd
Los Angeles, California 90036

Office Hours: 9 A M to 5 P M

Kelly S Brown, C P A
401 E Sixth St
New York, New York 10003

Ti-Hua Chin, Ph D
Rm 112, Dealy Hall
Weston Univ
Madison, Wisconsin 77044

WINSTON KRAMER, JR , J D
NELSON, KRAMER, PAKULA, INC
440 STATE ST
TAMPA, FLORIDA 33697

B. Write the abbreviation next to each word listed below.

- | | | | |
|-------------|-------|------------|-------|
| 1. Mister | _____ | 6. Tuesday | _____ |
| 2. Governor | _____ | 7. Friday | _____ |
| 3. Senator | _____ | 8. March | _____ |
| 4. December | _____ | 9. Place | _____ |
| 5. Avenue | _____ | 10. Senior | _____ |



Imagine you have the job of your dreams. Create your own business card, using periods with abbreviations and initials.

Name _____

Place a period after most abbreviations and initials. Initials and the first letter of an abbreviation are capitalized.

Periods in Initials and Abbreviations

A. Complete the table by writing the abbreviation for each word.

Word	Abbreviation	Word	Abbreviation
1. President		6. Junior	
2. February		7. Friday	
3. Representative		8. Reverend	
4. Doctor		9. Drive	
5. Massachusetts		10. Boulevard	

B. Look at the sheet of mailing labels. Place periods where they are needed.

11. Wei-lin D Chin, Asst Editor
Morehead Publishing Inc
Ste 101
1832 Ravenswood Ave
Chicago, Illinois 60614

13. The Hon Julio M Vargas
State Senate, Rm 914
P O Box 10558
Tallahassee, Florida 33590

12. Mr A E Housman, Esq
1532 Eighth Pl
San Antonio, Texas 80005

14. Ms Eloise Glassman, C E O
Labtech Corp
334 Northland Pl
Yonkers, New York 10225



Make a short list of four or five family members' or friends' addresses. Use initials to abbreviate their first and middle names and abbreviate their addresses.

Main Verbs and Helping Verbs

Read the following sentences. In the table below, list the helping verb and the main verb for each sentence in the correct columns.

1. Eddie and his friends were determined to start their own business.
2. The business could solve a problem.
3. He would write their name, address, and phone number on his roster.
4. Each had paid a dime for the contract.
5. The friends always could count on a profit.
6. Already parents were asking for sitters for New Year's Eve.
7. Roger was smiling broadly about his present.
8. The cake and ice cream were served without Roger.
9. Eddie should sit if no one else can.
10. Business was booming after all their hard work.

Helping Verb	Main Verb	Helping Verb	Main Verb
1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

Name _____

A comma is used before a conjunction (*and*, *or*, or *but*) that joins two or more simple sentences into one compound sentence.

Commas in Compound Sentences

Rewrite each pair of sentences as one compound sentence. Use a comma and the conjunction given in parentheses ().

1. (a) I wanted to start my own T-shirt-painting business.
(b) I wasn't sure how to do it. (but)

2. (a) We made up flyers describing our business.
(b) We posted the flyers in stores. (and)

3. (a) Mi Won took the orders.
(b) I painted the shirts. (and)

4. (a) It was hard work.
(b) It was fun. (but)

5. (a) I might put my profits from the business toward a new bike.
(b) I might save the money for the future. (or)



Write about a business you'd like to start with a friend.
Use compound sentences.

Name _____

A comma is used before a conjunction (*and*, *or*, or *but*) that joins two or more simple sentences into one compound sentence.

Commas in Compound Sentences

Correctly punctuate the following compound sentences by rewriting them on the lines.

1. We keep our eyes open to see people's clothes and we check out the New York stores. _____

2. We might want to add something to the jeans but we can't add too much.

3. The product manager adds notes about fit or color or he'll think about fabric treatment. _____

4. The designers gather all the information and they plug it into a computer.

5. It's a good idea to keep the same models but that isn't always possible.

6. The marketers meet with merchandisers and sales people and they plan ads.

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Write two sentences that have related ideas. Trade your sentences with a partner, and combine the sentences into compound sentences using commas and conjunctions.

Name _____

A noun is a naming word. Nouns name animals, people, places, and things. Proper nouns—the names of specific people, places, and things—begin with capital letters.

Naming Words

Read the sentences. Underline all the nouns. Rewrite proper nouns correctly on the line.

1. In 1518, a navigator from portugal, ferdinand magellan, received money from king charles I of spain.

2. His five ships set off across the atlantic ocean in 1519.

3. Only three made a safe voyage around south america and started across the pacific ocean.

4. The famous leader of the expedition died on an island that is now part of the philippine islands.

5. One of the ships, the *victoria*, returned to europe in 1522.

6. Magellan's crew was the first to sail around the world.

7. Based on their voyage, spain claimed land in the western hemisphere.

8. Other countries in europe were jealous of spain's success.

9. Before long, they sent out explorers to start colonies in north america.

10. The explorations brought tremendous change for the native americans living in north america.

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Name _____

A noun is a naming word. Nouns name animals, people, places, and things. Proper nouns—the names of specific people, places, and things—begin with capital letters.

Naming Words

Read the sentences. Circle all the nouns. Capitalize any proper nouns correctly on the line.

1. Courtney conner works for gitano jeans.

2. The merchandisers check out the big stores in new york and los angeles.

3. A man named levi strauss made the very first pair of jeans in san francisco.

4. Six years earlier, strauss left bavaria, germany.

5. He sailed around cape horn to california to sell goods to miners.

6. The united states patent office couldn't decide whether to give strauss a patent for his jeans.

7. His brothers, jonas and louis, were his partners.

8. Today presidents, movie stars, and many, many other people wear levi's and other brands of jeans.

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Write a family tree for your own family or a friend's family. Be sure to capitalize all proper nouns.

Commas in Compound Sentences

Read the story a student wrote about *The Jeans Team*. Then answer the questions.

(1) Jeans are popular they aren't OK for formal occasions. (2) An ad campaign takes months and, the ads must be completed when the jeans reach the stores. (3) A team cuts the jeans. (4) Then they go out for processing. (5) People want a new style. (6) A change will be made.

1. What's the best way to write Sentence 1?
 - (A) Jeans are popular and they aren't OK for formal occasions.
 - (B) Jeans are popular, but they aren't OK for formal occasions.
 - (C) Jeans are popular or they aren't OK for formal occasions.
 - (D) Best as it is.
2. What's the best way to write Sentence 2?
 - (F) An ad campaign takes months, and, the ads must be completed when the jeans reach the stores.
 - (G) An ad campaign takes months, and the ads must be completed when the jeans reach the stores.
 - (H) An ad campaign takes months but the ads must be completed when the jeans reach the stores.
 - (J) Best as it is.
3. What's the best way to write Sentences 3 and 4?
 - (A) A team cuts the jeans, but then they go out for processing.
 - (B) A team cuts the jeans, and then they go out for processing.
 - (C) A team cuts the jeans but then they go out for processing.
 - (D) Best as it is.
4. What's the best way to write Sentences 5 and 6?
 - (F) People want a new style, but a change will be made.
 - (G) People want a new style, and a change will be made.
 - (H) People want a new style, or a change will be made.
 - (J) Best as it is.

Name _____

A linking verb connects the subject to other words in the sentence. Linking verbs do not show action. They just say that someone or something is, was, or will be. Linking verbs include: *am, are, is, was, were, be, being, been, feel, appear, look, sound, and seem.*

Linking Verbs

A. Underline the linking verb and circle the two words each linking verb connects.

1. My grandfather was a farmer in the Midwest.
2. The crops on the farm were always bountiful.
3. The clover smelled sweet in the spring.
4. It grew delightfully green.
5. A farmer's responsibilities seem endless.
6. At the end of each day, farmers are exhausted.
7. However, farming is a satisfying lifestyle.
8. Freshly harvested crops smell delicious.
9. The crops become food for many people.
10. Farmers are important to everyone.

B. Underline the linking verb in each sentence.

11. Hot, buttery corn tastes wonderful.
12. The cherry tomatoes are huge.
13. The lettuce is bright green.
14. The harvest seems plentiful this year.
15. The herbs smell sweet and fragrant.



Write a paragraph about something you have made or grown. Underline the linking verbs in your paragraph.

Name _____

A linking verb connects the subject to other words in the sentence. Linking verbs do not show action. They just say that someone or something is, was, or will be. Linking verbs include: *am, are, is, was, were, be, being, been, feel, appear, look, sound,* and *seem*.

Linking Verbs

A. Write sentences using the following linking verbs.

1. appears

2. feels

3. seem

4. became

B. Write a short letter or note to Willie Adams and his family. What would you like to ask them? What would you like to tell them about your life? Try to use linking verbs in your note.



Write a short paragraph to describe what you think it feels like to milk a cow by hand. Use linking verbs in your paragraph.

Name _____

A *semicolon* is sometimes used instead of a comma and a conjunction to join two simple sentences into one compound sentence.

Semicolons

Combine each pair of sentences into one compound sentence by using a semicolon. Write the new sentence on the line.

1. (a) Texas stretches across the southwestern United States.
(b) However, it is not the largest state in the country.

2. (a) Alaska covers over half a million square miles.
(b) Texas covers just over 262,000 square miles.

3. (a) Texas comes from a Native American word meaning *friends*.
(b) Its history reflects the heritage of many countries.

4. (a) The bluebonnet is the state flower.
(b) The pecan tree is the state tree.

5. (a) Houston, Dallas, and San Antonio are all major cities.
(b) However, much of Texas is still made up of wide-open spaces.



Work with a partner. Choose a state, and collect some facts and information about it. Write a paragraph, combining sentences that both you and your partner have written. Use semicolons in at least two of the sentences.

A *semicolon* is sometimes used instead of a comma and a conjunction to join two simple sentences into one compound sentence.

Semicolons

Change the following compound sentences formed with a conjunction and a comma into compound sentences formed with semicolons. Write the new compound sentence on the line.

1. Willie's grandfather took ill, and things had to change on the farm.

2. You have to feed chickens properly, and you must keep them healthy.

3. Linda Adams works on the farm, and she also works in a sock factory.

4. Most of the farmers' wives have jobs, and none of them can afford to hire help.

5. Willie formed a cooperative, and the co-op is like an extended family.

6. Melvin Cunningham repaired Willie's tractor, and in return, Melvin will use the tractor on his own land.

7. Frank Smith raises chickens and cattle, and Leroy Cooper raises chickens and hogs.

8. Charlie Lemar taught his son, Roger, the business, and Roger has expanded it threefold.



Write two compound sentences about ways you cooperate with friends, family members, or acquaintances. Use semicolons to form the compound sentences.

Linking Verbs

A. Read the sentences below. Underline the linking verb(s) in each sentence.

1. Willie Adams and his grandfather were farmers in Georgia.
2. When Willie was fifteen, his grandfather became ill.
3. At the time, things looked bad for the family.
4. Farming the family's ninety-two acres was a hardship for Willie alone.
5. Switching to livestock seemed strange at first.

B. Read each sentence carefully. Underline the subject. Circle the linking verb.

6. The Adams's farm is a success.
7. All of the family members are workers.
8. Willie is a member of a farm cooperative.
9. Dairy farming is Willie's dream.
10. A dairy farm sounds noisy in the morning.

The *direct object* is the noun or pronoun that receives the action of the verb. It answers the question *what* or *whom*.

Direct Object

Read the following sentences. Underline the direct object(s) in each sentence.

1. Every summer the people on Ridge Road hold a block party.
2. For months beforehand, the organizers develop their plans.
3. They contact schools and community centers.
4. They choose the date carefully.
5. Usually, the party committee selects a theme.
6. One year they used a Mexican theme.
7. They hung piñatas all along the block.
8. The cooks prepared tacos and tortillas.
9. Last year the committee chose the theme of "Alaska."
10. Workers turned telephone poles into totem poles.
11. The cooks prepared sourdough bread and ice cream.
12. The block party serves two purposes.
13. First, neighbors meet each other.
14. Second, the event raises funds for neighborhood groups.
15. People buy tickets at the booths.
16. They trade them for food or a game.
17. People donate most of the materials.
18. The earnings bring a profit, so everyone wins!
19. The residents on Ridge Road enjoy the party.
20. You can hear their laughter all along the street.

Name _____

The *direct object* is the noun or pronoun that receives the action of the verb. It answers the question *what* or *whom*.

Direct Object

A. Read the sentences below. Underline the direct object(s) in each sentence.

1. Mr. Skinner lost his job.
2. Together the family started a business.
3. They ate beans and rice.
4. Everyone distributed flyers.
5. Mom gave her watch to Rick.
6. Jenny held a cup of hot chocolate.

B. Complete each of the following with a direct object.

7. Jenny and Marcia wore _____.
8. The family made _____.
9. Jason knew _____.
10. Jenny's father clapped _____.

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Write a flyer for an imaginary service. What will you do? Why should people pay you to do it? Use action verbs with direct objects in your flyer.

Name _____

Dashes are used to indicate a sudden break in a sentence, to emphasize a word, or to add more information.

Dashes

Rewrite the sentences below, adding dashes where they belong.

1. My mother you remember her from the PTA will not be able to cater the party.

2. The rain was pouring I mean it was really coming down right as I got to his house.

3. Why don't we have a business that takes care of people's pets maybe even their children while they are out of town?

4. As Jenny walked in the rain, she thought, "I'd rather be cleaning attics even washing the clothes than doing this."

5. "Why couldn't the grown-ups they know what they're doing run the business?" Jenny complained.



Write a few sentences about a movie or book you read recently. Use dashes to emphasize words or to indicate where you have added information.

Dashes are used to indicate a sudden break in a sentence, to emphasize a word, or to add more information.

Dashes

Read the sentences below. Look for a place where a dash would make the meaning clearer. Rewrite the sentence to include the dash. One sentence uses more than one dash.

1. The Skinners opened a family business a service business.

2. Ben wanted to create the database whatever he meant by that.

3. Jason knew Jenny's phone number he'd never called, but he knew the number!

4. Mom insisted everyone wear a winter hat not easy in the Skinner household.

5. The most important rule was the same as always never get into a car with a stranger.

6. Dad got upset at Rick really upset, more upset than ever before.

7. Jenny tried sticking the flyer under the door no luck.

8. They walked through the rain what an unlucky day freezing the whole way.

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Write a short paragraph describing the coldest or wettest you have ever felt outside. Use dashes to emphasize the worst moments.

Direct Object

Read the sentences below. Underline the direct object that follows an action verb in each sentence. Some sentences have more than one direct object.

1. Jenny finished breakfast early that morning.
2. Because she asked a question in math class she then understood the answer better.
3. Her father knows the answers to many questions.
4. The teacher wrote the problem on the board, and the class solved it on paper.
5. Most customers like the service.
6. Ben interviews people and writes stories for the school paper.
7. She hated the cold weather.
8. Everyone watched the program.
9. Ben carried groceries to people's cars.
10. Mom made lunch for everyone before noon, but ate her own meal much later than everyone else.

The three principal parts of a verb are the present, past, and past participle. The past participle of a regular verb is formed by adding *-ed* and using the helping verb *has, had,* or *have*. Irregular verbs form their past participles in different ways.

Verbs: Participles

Complete each of the following sentences by changing the present-tense form of the verb in parentheses () to the past tense or the past participle. Write your answers on the lines provided.

1. Have you (hear) _____ any of the Greek myths?
2. In ancient Greece, storytellers (describe) _____ the birth of Zeus, who (become) _____ the most important god.
3. The baby Zeus was in danger, so his mother had (hide) _____ him on an island.
4. After Zeus had (win) _____ a battle against his enemies, he (send) _____ the enemies away.
5. Zeus and his followers (make) _____ their home on Mount Olympus, in Greece.
6. According to the myths, each of the gods and goddesses (contribute) _____ something valuable to people's lives.
7. For instance, the Greeks (think) _____ that the goddess of agriculture (bring) _____ them a good harvest.
8. Athena, the goddess of wisdom, (teach) _____ the Greeks respect for learning.
9. As a symbol of their respect for Athena, the Greeks had (build) _____ a temple in her honor.
10. Travelers to modern Greece have (write) _____ about the beautiful capital city, Athens.



Write a descriptive paragraph about a character from a favorite book, movie, or story. Use the past-tense and past-participle forms of the verbs in your description.

Name _____

The three principal parts of a verb are the present, past, and past participle. The past participle of a regular verb is formed by adding *-ed* and using the helping verb *has, had, or have*. Irregular verbs form their past participles in different ways.

Verbs: Participles

A. Complete the following table by writing the past or past-participle form of the verb.

Present Tense	Past Tense	Past Participle (with <i>has, have, had</i>)
1. do	did	
2. throw		thrown
3. sleep		slept
4. think	thought	
5. leave	left	
6. speak		spoken

B. Complete each of the following sentences by changing the present-tense form of the verb in parentheses () to the past tense or past participle. Write your answers on the lines.

7. Myths (give) _____ the ancient Greeks ways to explain the world.
8. The myth of Persephone (explain) _____ why winter comes every year.
9. Persephone (be) _____ the daughter of Demeter.
10. Demeter was the goddess who (make) _____ the harvest good.
11. Hades had (take) _____ Persephone to the Underworld with him.
11. Demeter had (search) _____ everywhere for Persephone.
12. The earth had (become) _____ dry and cold while Demeter was gone.
13. Demeter finally (find) _____ her daughter, but Persephone (have) _____ to stay with Hades for half of every year.



Write a myth to explain something in your daily life. Use the past-tense and past-participle forms of the verbs in your myth.

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Some words with related but different meanings are easily confused. Verb pairs that are often mistaken for one another include *let/leave, lie/lay, sit/set*.

Troublesome Verb Pairs

Underline the verb in parentheses () that correctly completes each sentence. Use the chart below to help you.

Present	Past	Past Participle
lie (rest)	lay	(has) lain
lay (put)	laid	(has) laid
sit	sat	(has) sat
set (put)	set	(has) set
let (allow)	let	(has) let
leave (go)	left	(has) left

1. After the goddess had finished her weaving, she (lay/laid) the work on the table.
2. Then she (set/sat) down and said, "(Leave/Let) me be the world's best weaver!"
3. Suddenly, a nymph came and (set/sat) a basket of yarn on the table.
4. "You've (laid/lain) around long enough with your bragging," the nymph said.
5. "I've (lay/laid) the yarn there to prove I'm the best weaver," the nymph said.
6. The goddess spoke up. "If you (let/leave) me have some yarn, I'll make a beautiful cape."
7. "Please," continued the goddess, "(lie/lay) the yarn by the loom."
8. "The yarn that I have (let/left) on the table is special," the nymph said.
9. "(Sit/Set) down, nymph," cried the goddess. "I must try your yarn."
10. But the goddess could not weave the special yarn that had (lain/laid) in her lap.



Write a brief account of a character who brags. Use some of the verbs from the chart above. Be sure to use them correctly.

Some words with related but different meanings are easily confused. Verb pairs that are often mistaken for one another include *let/leave, lie/lay, sit/set*.

Troublesome Verb Pairs

Underline the verb in parentheses () that correctly completes each sentence. Use the chart below to help you.

Present	Past	Past Participle
bring (come carrying)	brought	(has) brought
take (go carrying)	took	(has) taken
discover (be first to see)	discovered	(has) discovered
invent (be first to make)	invented	(has) invented
rise (go up)	rose	(has) risen
raise (move something up)	raised	(has) raised

- When you come to the party, please (bring/take) some napkins.
- I watched as the hot-air balloons (rose/raised) above the trees.
- Do you know how computers were (discovered/invented)?
- The instructor asked all the students to (rise/raise) their hands.
- Marie Curie was the scientist who (discovered/invented) radium.
- Explorers (brought/took) all the supplies they needed when they left their homes.
- Everyone who attended Saturday's game was given a souvenir to (take/bring) away with them.
- How many new plants and animals do you think scientists will (discover/invent) in the rain forests and oceans?
- Even though I asked them not to, everyone has (brought/taken) a gift to my birthday party.
- As the flag (rises/raises), we'll sing the national anthem.



Write a paragraph describing a new science exhibit. Use verbs from the chart above in your paragraph. Be sure to use them correctly.

Troublesome Verb Pairs

A. Read the sentences below. If the underlined verb is used correctly, write *correct* on the line. If the verb is not used correctly, write the correct verb on the line.

1. I'm so tired that I have to lay down for a while. _____
2. Sarah said, " Leave me bring potato salad to the picnic." _____
3. Grandma said she needs to sit and rest. _____
4. Yesterday Tony lay the book down somewhere, and now he can't find it.

5. Roberta sat her backpack on the table. _____

B. Read this paragraph a student wrote about *The Weaving Contest*. Correct five errors the writer made with troublesome verb pairs. Cross out each wrong word and write the correct one above it.

For the weaving contest, the servants hurriedly sit up two looms. They expected Minerva to learn Arachne a real lesson in weaving. Both weavers raised from their chairs when they were finished. The servants lie down their work to see what was going to happen. Minerva agreed to leave Arachne live, but in a very changed form.

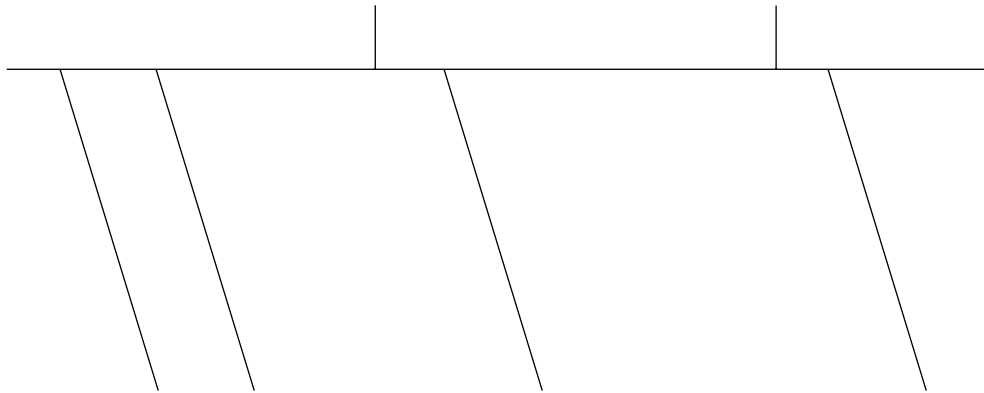
Name _____

A sentence diagram shows the relationship between the words in a sentence.

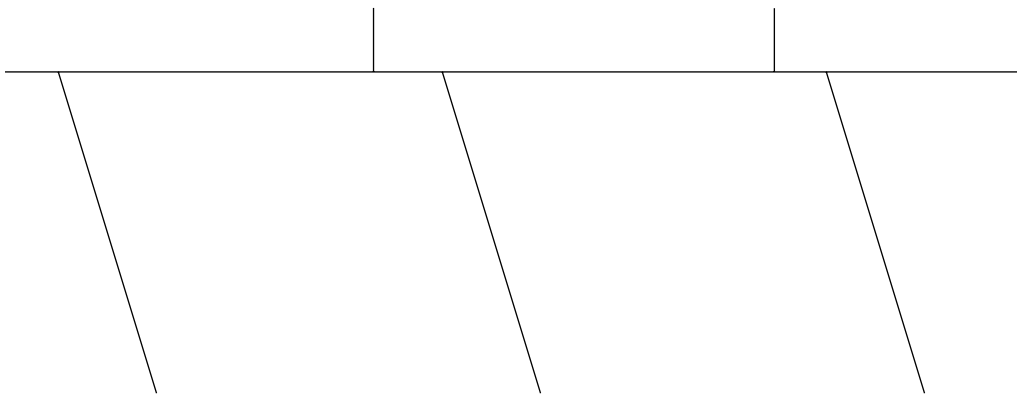
Diagramming Sentences

Diagram the two sentences below.

1. The wise owl carefully spelled the words.



2. The turtle slowly sailed a boat.



Look at your own writing. Choose three sentences. Diagram each sentence.

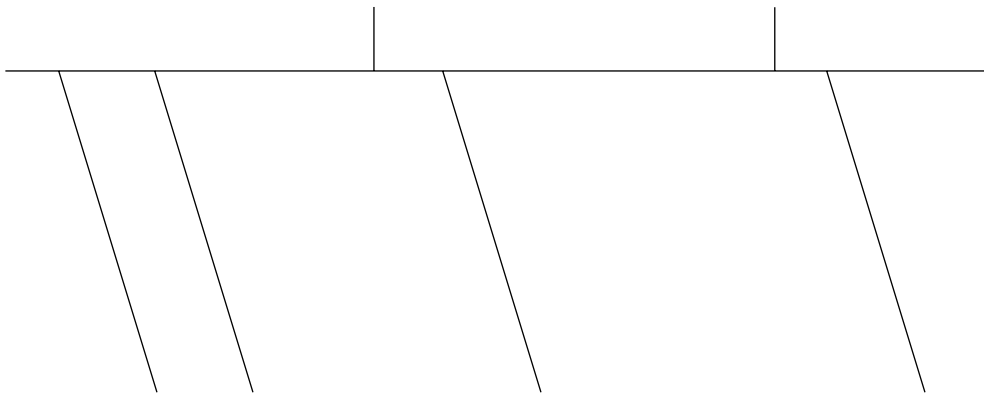
Name _____

A sentence diagram shows the relationship between the words in a sentence.

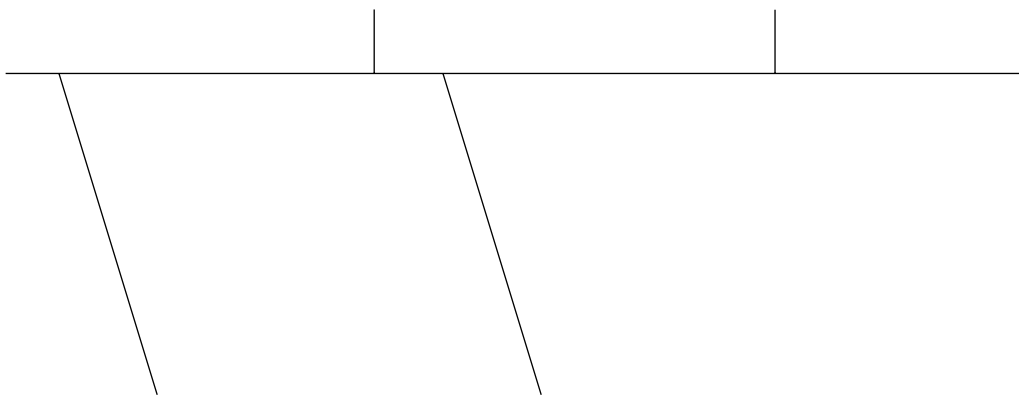
Diagramming Sentences

Diagram each sentence.

1. A Greek fable usually has a moral.



2. My friend reads fables well.



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Write three sentences about a fable you know. Include at least one simple sentence that has a linking verb, adverb, and adjective. Diagram one of the sentences you wrote.

Name _____

Quotation marks are used to set off a speaker's exact words. A comma is used to separate the speaker's words from the words that identify the speaker.

Direct Quotations

Rewrite each of the sentences below, putting quotation marks and commas where they are needed.

1. The country of Ghana is in the western part of Africa Mr. Lobello told the class.

2. Angela, please tell us who the Ashanti are the teacher said.

3. Angela replied The Ashanti are a group of people in Ghana.

4. They have lived in what is now Ghana for many centuries she went on.

5. In 1957 Ghana gained its independence from Britain, which had occupied the area for many years said Mr. Lobello.

6. Mr. Lobello continued The people of Ghana are working to make their economy strong.



Imagine that a class is discussing where in the world each student might like to live. Write the discussion, using quotation marks and commas correctly to indicate what each speaker said.

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Quotation marks are used to set off a speaker's exact words. A comma is used to separate the speaker's words from the words that identify the speaker.

Direct Quotations

Read the sentences below. Add quotation marks and commas wherever they are needed.

1. Fables and folktales are told all over the world said Ms. Juarez.
2. She asked Can anyone tell me why people have made up these kinds of stories?
3. Some are simply fun she explained.
4. Many folktales also explain why things in the natural world happen as they do she continued.
5. Folktales from different sides of the world sometimes have similar features Ms. Juarez added.
6. For example, tales from both Europe and Southeast Asia include dragons she noted.
7. Ms. Juarez asked What else might you expect folktales the world over to explain?
8. Fuji answered They might explain natural things, like the sun rising or the change of seasons.
9. They might also tell stories about animals that live around the people he went on.
10. Ms. Juarez concluded Folktales are just one of the many ways people have tried to understand the world.



Imagine that two people are debating the moral of *The Fox and the Grapes*. Write the debate, using quotation marks and commas correctly to indicate what each speaker says.

Direct Quotations

Read the story a student wrote about "The Fox and the Grapes."
Then answer the questions.

(1) When the fox saw the grapes, he said "Dinner at last!"
(2) He continued, These are the grapes I crave the most.
(3) He jumped for the grapes and missed. (4) Oh, blast! the fox
shouted. (5) When he couldn't reach the grapes at all, he cried,
"I'll look someplace else." (6) Then he added I'm sure those
grapes were sour anyway.

1. What's the best way to write Sentence 1?
 - (A) When the fox saw the grapes, he said, "Dinner at last!"
 - (B) When the fox saw the grapes, he said Dinner at last!
 - (C) When the fox saw the grapes, he said, "Dinner at last!"
 - (D) Best as it is.
2. What's the best way to write Sentence 2?
 - (F) He continued These are the grapes I crave the most.
 - (G) He continued "These are the grapes I crave the most."
 - (H) He continued, "These are the grapes I crave the most."
 - (J) Best as it is.
3. What's the best way to write Sentence 4?
 - (A) "Oh, blast!" the fox shouted.
 - (B) "Oh, blast!," the fox shouted.
 - (C) Oh, blast! the fox shouted.
 - (D) Best as it is.
4. What's the best way to write Sentence 6?
 - (F) Then he added, "I'm sure those grapes were sour anyway."
 - (G) Then he added I'm sure those grapes were sour anyway."
 - (H) Then he added, I'm sure those grapes were sour anyway.
 - (J) Best as it is.

A pronoun is a word that takes the place of a noun. The noun that a pronoun replaces is called its antecedent.

Pronoun Antecedents

In each of the following pairs of sentences, underline the pronoun and write its antecedent on the line.

1. The class was studying two nineteenth-century painters. They were Mary Cassatt and Edgar Degas. _____
2. Cassatt was born in Pennsylvania in 1845.
She studied art in Philadelphia and then traveled to France. _____
3. Many artists lived and worked in France.
Its capital, Paris, was an exciting place to be. _____
4. Cassatt liked to paint simple scenes.
For instance, they may show mothers and children. _____
5. Degas was born in France in 1834.
Cassatt met him and other artists in Paris. _____
6. Degas sometimes made small figures from bronze.
It is a metal often used by sculptors. _____
7. Like Cassatt, Degas preferred to paint familiar scenes.
Among them are pictures of dancers practicing. _____
8. In the nineteenth century, Degas was more famous than Cassatt.
Today her work is in many museums. _____



Look carefully at a painting, photograph, or picture in a magazine. Describe it in a short paragraph. Use pronouns, and be sure that your reader can tell what nouns they replace.

A pronoun is a word that takes the place of a noun. The noun that a pronoun replaces is called its antecedent.

Pronoun Antecedents

Read the sentences below. Circle each pronoun. Draw an arrow from the pronoun to its antecedent(s).

1. Vincent Van Gogh is considered one of the world's greatest artists. Yet he sold only one painting.
2. For a time, Van Gogh lived with another great artist, Paul Gauguin. They shared a studio in southern France.
3. Gauguin painted some of his greatest works in Tahiti.
4. Gauguin loved the lush tropical vegetation of the Pacific Islands. It inspired many of Gauguin's paintings.
5. Both artists got their inspiration from the Impressionists.
6. Impressionism was a new style of painting noted for its way of showing light and color.
7. Mary Cassatt and Edgar Degas were Impressionists. They painted earlier in the nineteenth century than Van Gogh or Gauguin.



Think of a place that you really love. Describe the place as if you were making a painting of it. Use pronouns in your description, and be sure that it is clear what nouns they replace.

Name _____

Homophones are words that sound alike but are spelled differently and have different meanings.

Homophones

Circle the word in parentheses () that correctly completes each of the following sentences. Then, on the line, write a new sentence using the word you did not choose.

1. Keep your foot on the (break/brake).

2. Does the table go (here/hear) or over there?

3. She flew in a (plain/plane) to meet me.

4. The Senate was meeting in the (Capitol/capital) building.

5. Elana walked (threw/through) the house.

6. The (principal/principle) of our school is Ms. Sabani.

7. The bruise should (heal/heel) soon.

8. The teacher called the (role/roll).

9. We put a (pair/pear) in the fruit salad.

10. Have you (seen/scene) my new coat?



Think of three pairs of homophones not included in the exercise above. Write a sentence using each homophone correctly.

Homophones are words that sound alike but are spelled differently and have different meanings.

Homophones

Complete each sentence below using the correct homophones. Write the words on the lines.

1. We were _____ tired _____ finish painting the _____ rooms. (to/too/two)
2. I wrote a tall _____ about my dog's _____. (tail/tale)
3. I need to _____ the instructions before I can fit the _____ in my clarinet. (reed/read)
4. We never _____ food in my house, but now the _____ of my pants is too tight. (waste/waist)
5. The painters spent a day _____ the room's windows before they painted the _____. (sealing/ceiling)
6. I don't care _____ you like it hot or cold, there's nothing you can do to change the _____. (weather/whether)
7. Tim and Marta said _____ planning to visit _____ relatives in Ireland. (they're/their)
8. Can you imagine that anyone would try to _____ a huge bridge made of _____? (steel/steal)
9. I spent such a long time watching the eagle _____ that my neck got _____. (sore/soar)
10. No matter how hard I tried, I could _____ untangle the _____ in the rope. (knot/not)



Write two riddles that use a pair of homophones each. Trade riddles with a partner.

Pronoun Antecedents

A. In each of the following pairs of sentences, underline the pronoun and write its antecedent on the line.

1. Samir and some friends were going camping.
They were Roger, Marc, and Rashid. _____
2. A new business is very hard to establish.
It has only a three-in-ten chance of succeeding. _____
3. Jackie Joyner-Kersey was a great Olympic athlete.
She won a Gold Medal in the long jump in 1988. _____
4. Ulysses S. Grant was the 18th President of the United States.
Ulysses was not his name at birth. _____
5. Japan is a very densely populated country.
Tokyo, its capital, is expected to have 26 million people in 2015. _____

Homophones

B. Underline the word in parentheses () that correctly completes each of the following sentences.

6. When I saw the mess I had to clean up, it made me (groan/grown).
7. To bake bread, you must (knead/need) the dough.
8. Many people look for a (sale/sail) price when they go shopping.
9. The projectionist at a theater used to wind the film onto a (real/reel) after each movie.
10. Last summer, bats (flue/flew) under the trees in our backyard.

A proper noun used as an adjective is called a proper adjective. Proper adjectives are always capitalized.

Proper Adjectives

A. On the line after each sentence, write the word from the sentence that is a proper adjective. Be sure to capitalize the word.

1. Some of the earliest works of science fiction were by greek storytellers. _____
2. Many years later, an english writer imagined scientific discoveries of the future. _____
3. Another british writer, Mary Shelley, is famous for her book *Frankenstein*, which is about a monster made in a laboratory. _____
4. Have you read any of the unusual tales by the american author Edgar Allan Poe? _____
5. Science fiction stories have also been written in the russian language. _____
6. If you are familiar with french literature, you may have heard of Jules Verne's tales. _____

B. Fill in the blanks to complete the sentences.

7. The proper adjective made from *England* is *English*; the proper adjective made from *Ireland* is _____.
8. The proper adjective made from *America* is *American*; the proper adjective made from *Bolivia* is _____.
9. The proper adjective made from *Canada* is *Canadian*; the proper adjective made from *Florida* is _____.
10. The proper adjective made from *China* is *Chinese*; the proper adjective made from *Japan* is _____.

Name _____

A proper noun used as an adjective is called a proper adjective. Proper adjectives are always capitalized.

Proper Adjectives

A. In the first column, write the proper noun that matches each of the proper adjectives listed. Then write a proper adjective for each of the proper nouns listed in the second column. Be sure to capitalize the word.

- | | |
|---------------------|--------------------|
| 1. Italian _____ | 7. Nicaragua _____ |
| 2. Ethiopian _____ | 8. Ethiopia _____ |
| 3. Sudanese _____ | 9. Turkey _____ |
| 4. Nicaraguan _____ | 10. Scotland _____ |
| 5. Scottish _____ | 11. Italy _____ |
| 6. Turkish _____ | 12. Sudan _____ |

B. Underline the proper adjective in each sentence. Write the proper adjective correctly on the line.

13. H.G. Wells, an english science fiction writer, wrote *War of the Worlds*.

14. *War of the Worlds* is a book about martian invaders. _____

15. Ray Bradbury, a native illinoisan, was a very popular science fiction writer.

16. One science fiction movie, *E.T.*, involves a family of californians.

17. The very first science fiction movie was made by Auguste and Louis Lumière, who were parisians. _____



Write a brief story for a movie about invaders from space. Describe how people from all over the world band together to save the planet. Use proper nouns and proper adjectives in your paragraph.

Name _____

When writing a conversation, use quotation marks to show the exact words of each speaker. Begin a new paragraph for each speaker.

Quotation Marks

Rewrite the following sentences, inserting quotation marks to show the exact words of the speakers. Remember to begin a new paragraph for each speaker.

1. Do you think the spacepeople are visiting us? Will asked his sister, Jenna.
2. No, I think they are looking for their lost dog, she answered.
3. Well, I still think they have something to tell us, he said.
4. Jenna stared at Will. What about that puppy we saw by the lake? It looked lost to me, she said.
5. Maybe they just sent the dog to make us feel friendly toward them, Jenna continued.
6. You could be right, but the puppy looked so sad, her brother said.
7. I can't wait to see what happens next.



Write a conversation between two people. Be sure to use quotation marks to show their exact words. Begin a new paragraph for each speaker.

Name _____

When writing a conversation, use quotation marks to show the exact words of each speaker. Begin a new paragraph for each speaker.

Quotation Marks

The paragraph below is a conversation between two people. Rewrite the paragraph, inserting quotation marks to show the exact words of each speaker. Begin a new paragraph each time the speaker changes.

I just saw a great science fiction movie called *War of the Worlds* Izzy said. Luisa looked up from her book. What's it about? she asked. Invaders from Mars attack the earth, and no one can stop them Izzy answered. It sounds scary Luisa said. Izzy laughed. In the end, the Martians are defeated by Earth germs he replied. It really wasn't very scary.

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Write a family tree for your own family or a friend's family. Be sure to capitalize all proper nouns.

Quotation Marks

The following sentences are model dialogue from a science fiction story. Insert quotation marks and commas in the sentences to show the exact words of the speakers.

1. Have you heard about crop circles? Tomas asked his friend Hiro.
2. Hiro shook his head. No he said.
3. But they sound pretty spooky to me. What are they?
4. They are circles in wheat fields. The wheat is flattened in a circle, but no footprints lead to it or away from it said Tomas, staring at Hiro.
5. What makes these crop circles? Hiro wondered, shaking his head.
6. I don't know. Some people think teenagers make them replied Tomas.
7. Other people think the farmers are playing a joke he added.
8. I bet they are a joke Hiro laughed a little nervously.
9. Hiro stared at Tomas. Why are you telling me about them? he said at last.
10. Because there's one in our backyard! Tomas shouted.

A predicate adjective is an adjective that follows a linking verb and describes the subject of the sentence.

Predicate Adjectives

A. In the following sentences, underline the linking verb and circle the predicate adjective. Some sentences may contain more than one predicate adjective.

1. Special effects on television may seem dramatic and fantastic.
2. Without computers, special effects would be impossible.
3. The images on the TV screen are different from ordinary pictures.
4. With computer graphics, the images become surprising and delightful.
5. For instance, the color of a television picture is changeable through computer technology.
6. In the early days of television, weather reports were not very interesting.
7. Today, a weather map of the United States grows colorful, even beautiful, to viewers.
8. Sunshine and snowstorms appear vivid even on a small screen.
9. Perhaps some viewers even feel warm or cold from the swirling images on the forecaster's map.

B. Complete each of the following sentences by supplying a predicate adjective that fits the sentence.

10. The special effects on comedy shows are _____
11. On more serious shows, special effects would probably be _____
12. To viewers, special effects are _____



Write a brief paragraph about a favorite television program. You may include descriptions of special effects. Use several predicate adjectives in your paragraph.

A predicate adjective is an adjective that follows a linking verb and describes the subject of the sentence.

Predicate Adjectives

A. Underline the linking verb in the following sentence parts. On the line, write a predicate adjective that will complete the sentence. Use words from the box.

real	useful	huge
better	clear	colored

1. Special effects on television look _____.
2. With computer graphics, the weather map seems _____.
3. Movies that were black and white now appear _____ on TV.
4. News film footage is _____ thanks to digitized transmissions.
5. Newscasters' voices sound _____ because they are improved in the studio.
6. Computers are _____ in creating modern special effects.

B. Circle the linking verb. Underline the predicate adjective. Some sentences may have more than one.

7. When I watch movies with special effects, even the popcorn tastes better.
8. A person can grow weary of special effects if a movie has too many.
9. Audiences feel frightened if a movie monster is realistic.
10. Special effects are necessary to win audiences.



Write a description of the best special effects you have seen in a movie. Use linking verbs and predicate adjectives in your description.

Name _____

A pronoun that replaces a subject is a subject pronoun. A pronoun that replaces a direct object or the object of a preposition is an object pronoun.

Pronouns: Subject and Object

Rewrite each sentence below. Replace underlined subjects or underlined objects with pronouns that fit each sentence. Select the pronouns from the chart.

Subject Pronouns	Object Pronouns
I, you, he, she, it, we, they	me, you, him, her, it, us, them

1. Michelle showed the cartoon she was drawing to Abe.

2. Then Michelle decided to draw a cartoon of Abe.

3. Mrs. Dean, their mother, was watching Abe and Michelle.

4. "Perhaps you would like to start your own comic book business," Mrs. Dean said.

5. "Some of the kids at school would make good cartoon characters," Michelle said.

6. "Yeah," said Abe. "Pete Klose is really funny."

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Describe a comic book character you like or a cartoon character you would like to draw. Use subject and object pronouns in your description.

A pronoun that replaces a subject is a subject pronoun. A pronoun that replaces a direct object or the object of a preposition is an object pronoun.

Pronouns: Subject and Object

A. Read the pairs of sentences carefully. Underline the subject or object pronoun in the second sentence.

1. The three old friends met one afternoon. They shared a love of adventure.
2. The path led up the hill. It ended at a narrow ledge.
3. A woman went into the cave first. She crawled to the end of a passage.
4. Moments later she saw a pile of strange space suits. A person could almost touch them.
5. Then the movie had a special-effects explosion, and the audience screamed. The sudden change startled them.
6. The loud volume of the sound track helped create the effect. The theater was filled by it.

B. Read the sentences below. Underline the correct pronoun in parentheses () for the second sentence.

7. Next, the scene changed to an ordinary house. (It/He) was quiet and peaceful.
8. A man walks through the door into the sunlight. (He/They) seems to be on his way to work.
9. But the audience knows something is wrong with the man. Earlier in the movie, (we/he) was wearing a space suit.
10. The people in the movie do not know what the audience knows. (We/They) still trust the character.
11. Jose and I feel tense, wondering what the man will do. (We/He) can hardly bear the suspense.



Describe an idea for a funny or scary movie and the characters that would be in the movie. Use subject and object pronouns in your description.

Predicate Adjectives

In each sentence, identify the linking verb and the predicate adjective that follows it. Fill in the bubble next to the correct answer.

- Perry's face grew bright red when he ran the race.
 A ran/race
 B grew/red
 C he/ran
 D grew/bright
- You are right to want to turn the knob.
 F are/right
 G want/turn
 H turn/knob
 J right/want
- I am afraid the new story will have a sad ending.
 A will/sad
 B am/afraid
 C story/new
 D afraid/story
- Aunt Jean's roast smells good when it cooks long and slowly.
 F cooks/slowly
 G smells/roast
 H cooks/long
 J smells/good
- After she runs free in our yard, our dog always seems happy.
 A seems/happy
 B always/seems
 C runs/free
 D runs/after

Name _____

Articles *A, An, The*

Complete each sentence by writing *a, an, or the* in the blank. Be sure the article makes sense in the sentence.

The words *a, an,* and *the* are special adjectives called articles. They signal that a noun follows.

1. Would you like to become _____ artist?
2. To answer _____ question, think about what interests you.
3. Since you are _____ student, you may be lucky.
4. _____ teacher in your school may be able to help you.
5. You might want to look at _____ paintings of famous artists.
6. Is there _____ museum near you that has paintings?
7. Do you know _____ name of that museum?
8. You can also read _____ book about _____ well-known artist.
9. Perhaps you already have _____ materials you need for doing artwork.
10. If you dream of being _____ famous artist, maybe you will be someday.



Write a brief description of a simple, everyday object. Use interesting details. Underline the articles *a, an,* and *the*.

Name _____

The words *a*, *an*, and *the* are special adjectives called articles. They signal that a noun follows.

Articles *A*, *An*, *The*

Read the following sentences carefully. Complete each sentence by writing *a*, *an*, or *the* on the lines.

1. There was a time when _____ comic-book illustrator worked only with paint and ink.
2. _____ illustrator may still work that way.
3. But _____ days when all illustration is done by hand are over.
4. Everything was changed by _____ computer.
5. Now, _____ artist can create animation without drawing a line.
6. Some of today's most successful cartoons are _____ products of computer animation.
7. Animated movies were _____ result of countless hours of drawing.
8. Each time _____ cartoon character moved on screen, it was because _____ animator had made dozens of drawings.
9. Each drawing had just _____ tiny change from the one before.
10. Today, instead of drawing one picture at _____ time, a computer program helps develop _____ animation.

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Write directions for making something in four or five steps, such as folding a paper airplane. Circle the articles *a*, *an*, and *the* in your directions.

A singular subject takes a singular verb, and a plural subject takes a plural verb. Compound subjects joined by **and** take a plural verb.

Subject-Verb Agreement

A. Underline the verb in parentheses that is correct in each sentence.

1. The members of the class (is/are) having a discussion about their favorite movies.
2. Mrs. Goldstein (asks/ask) the students to listen politely to their classmates.
3. Vanessa and Martha (raises/raise) their hands to be called on.
4. "I (likes/like) movies like *E.T.* They (makes/make) you feel good about yourself," Vanessa (says/say).
5. Mrs. Goldstein (thank/thanks) Vanessa and then (call/calls) on Martha.
6. For Martha, the best movies (is/are) about families.
7. Then Daniel (speak/speaks). "Well, Martha and Vanessa (enjoys/enjoy) movies about families. I (does/do), too."
8. Mrs. Goldstein and the class (agrees/agree) to watch a video soon.

B. Read each pair of sentences. In the second sentence, use the underlined verb from the first sentence. Change the form of the verb so that it makes sense in the sentence. An example has been provided.

Paul and his sister watch television. Paul watches television.

9. Karen and Julia laugh. Karen _____.
10. Samson walks the dog. Samson and Dad _____ the dog.
11. Brad finishes his homework. Peter and Brad _____ their homework.
12. Selena and Claudine work hard. Claudine _____ hard.



Briefly describe an activity you and your friends enjoy. Be sure that the subjects and verbs agree.

Name _____

A singular subject takes a singular verb, and a plural subject takes a plural verb. Compound subjects joined by **and** take a plural verb.

Subject-Verb Agreement

A. In the chart, write the correct present-tense form of the verb *to be*.

Subject	Verb
I	
You	
We	
Jan and Tim	

B. On the line, write the form of the verb in parentheses () that agrees with the subject.

1. Lauren (have/has) the book. _____
2. Zach and Tom (do/does) the work. _____
3. We (be/are) on the bus. _____
4. The ball (go/goes) a long way. _____
5. I (be/am) the captain. _____
6. Frieda, Raquel, and Stephanie (holds/hold) each other. _____
7. Ingrid (carries/carry) a briefcase every day. _____
8. My pets (are/is) a lot of fun. _____

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Write about some things you prefer to do with friends and some things you prefer to do alone. Be sure your subjects and verbs agree.

Subject-Verb Agreement

A. Underline the verb in each sentence. If it agrees in number with the subject, write *Correct* on the line. If the verb does not agree, write the correct verb form on the line.

1. Everyone seem to love comic books. _____
2. Many adults still read comic books. _____
3. My younger brother collect comic books. _____
4. Modern comic books was first invented in 1933. _____
5. Now some comic books sells for hundreds of dollars. _____

B. Read this paragraph a student wrote about *Comic Books for Fun and Profit*. Correct five errors the writer made with subject-verb agreement. Cross out each wrong verb form and write the correct one above it.

I loves my dad's comic book collection. He let me read one every week. My favorites is *Superman* and *Captain America*. Most of my friends doesn't know anything about Captain America. Maybe that's why I likes the character!

A predicate nominative is a noun that follows a linking verb and renames the subject of the sentence.

Predicate Nominatives

Most of the following sentences contain a linking verb and predicate nominative. Underline the predicate nominative and circle the subject. Then, on the line, write the linking verb. If the sentence has no predicate nominative, write *no*.

1. Before the 1800s, the only oceangoing vessels had been sailing ships.

2. In the early 1800s, Robert Fulton became a famous American.

3. He designed the first steamship. _____
4. The name of that early vessel was the *Clermont*. _____
5. A later invention would be the steam turbine. _____
6. Turbine-powered vessels became the fastest ships to cross the Atlantic Ocean.

7. Another important development in seagoing vessels was the nuclear submarine.

8. In the 1950s, the U.S. Navy became the first military service with nuclear vessels. _____
9. Today, more people are passengers on airplanes than on ships.

10. Even Robert Fulton would probably be an air traveler. _____



Pretend that you are taking a trip by boat. In a brief paragraph describe your voyage and the ship. Use predicate nominatives in some of your sentences.

A predicate nominative is a noun that follows a linking verb and renames the subject of the sentence.

Predicate Nominatives

Read the following sentences. Underline the linking verb in each and circle the predicate nominative.

1. The *Titanic* was a British luxury ship.
2. The owner of the *Titanic* was the White Star Line.
3. Its fate was a terrible tragedy.
4. *Titanic's* sinking became the subject of many books and films.
5. The cause of the disaster was an iceberg.
6. John Jacob Astor and Benjamin Guggenheim were victims of the disaster.
7. The two men were famous American millionaires.
8. The cause of the ship's sinking was a small hole.
9. The damage was not a huge gash in the hull.
10. The sinking of the *Titanic* became a legend almost immediately.



Imagine that you are a reporter covering the discovery of a sunken ship. Write a brief paragraph describing the discovery. Use predicate nominatives in some of your sentences.

Name _____

People's initials are capitalized. The first letters of titles, and abbreviations of titles, are also capitalized.

Capitalization: Titles and Initials

Read the following sentences. On the line, rewrite correctly each name, title, or abbreviation that should be capitalized.

1. Will professor alison p. saunders give a lecture today?

2. On yesterday's *This Morning* show, mayor sylvia r. jackson talked about her program for young people. _____
3. We called selina arrington, r.n., to ask how Mom was feeling.

4. After World War II, general dwight d. eisenhower became president eisenhower. _____
5. Today ronaldo t. rodriguez, m.s.w., received an award for his work with teenagers. _____
6. The meeting was attended by the reverend william n. smith and rabbi robert s. goodstein. _____
7. Please address the letter to ms. cecily d. armstrong. _____
8. Last summer we visited Hyde Park, which was the home of president franklin d. roosevelt. _____

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Write a brief paragraph about imaginary or real people. Be sure to capitalize properly all names of people and their titles or abbreviated titles.

Name _____

Capitalization: Titles and Initials

People's initials are capitalized. The first letters of titles, and abbreviations of titles, are also capitalized.

Correct the phone-book entries. Circle each name, title, or abbreviation that should be capitalized.

prof. mariam k. alvarez, ph.d.
dept. of history
Texas a. & m. University
888-555-1010

reverend morris b. leroy
1st United Church
999-000-1111

senator George f. Hosokawa
Capitol bldg.
333-444-5555

dr. ronald h. novy, m.d.
Pathology dept.
County hosp.
222-333-4444

major candace h. monroe
u. s. Army reserve
666-777-8888

Sarah m. Parke, d.d.s.
Oral Surgery Office
555-601-8543

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Write an e-mail to a friend who needs your advice about choosing a doctor and a dentist. Be sure to capitalize the names of the people you recommend and their titles or abbreviated titles.

Predicate Nominatives

Each of the following sentences contains a linking verb and a predicate nominative. Underline the subject in each and circle the predicate nominative. Write the linking verb on the line.

1. Alicia and Keiko were friends who formed a business together. _____
2. Their business would be a partnership. _____
3. The idea was birdbaths—building unique, interesting birdbaths. _____
4. Alicia and Keiko’s birdbaths became favorites with many people. _____
5. Their first shop was an old warehouse. _____
6. At first, the warehouse was a mess. _____
7. But they are hard workers. _____
8. The business was a success almost from the first day. _____
9. Soon, Alicia and Keiko were supervisors of many employees. _____
10. Their idea became a big business. _____

An adjective is used to describe a noun or pronoun. An adverb is used to describe a verb, adjective, or another adverb.

Adjective/Adverb Confusion

In each of the following sentences, circle the word in parentheses () that correctly completes the sentence. Then, on the line, write whether the word you circled is an adjective or an adverb.

1. You have (sudden/suddenly) been selected to make a spaceflight.

2. Training with the other astronauts, you are (eager/eagerly) learning about space travel. _____
3. One subject that is (important/importantly) to know is how to be safe in space.

4. A particularly (dangerous/dangerously) time for astronauts occurs during takeoff and reentry. _____
5. During these times, astronauts move (clumsy/clumsily) around the spacecraft.

6. Although the spaceship works (automatic/automatically) during takeoff, astronauts must be able to deal with emergencies. _____
7. Spacesuits that are (easy/easily) to put on help protect the astronauts.

8. Temperatures in space vary (wide/widely), so the astronauts need protection.

9. Another (serious/seriously) danger comes from space dust. _____
10. Like all astronauts, you'll have to be (careful/carefully) when you travel in space. _____



Describe a spaceflight you are on. Be sure to use adjectives and adverbs correctly.

An adjective is used to describe a noun or pronoun. An adverb is used to describe a verb, adjective, or another adverb.

Adjective/Adverb Confusion

Complete each sentence with one of the words in parentheses (). Use the adjective or the adverb according to the direction at the beginning of the sentence.

- 1. adjective** Nothing is (simple/simply) _____ about space exploration.
- 2. adverb** Every detail must be (cautious/cautiously) _____ considered and reconsidered.
- 3. adjective** This is particularly (crucial/crucially) _____ when people are going to be on a spacecraft.
- 4. adjective** But it is very (important/importantly) _____ with unmanned probes as well.
- 5. adverb** If the planning is not done very (precise/precisely) _____, a mission can fail.
- 6. adjective** With space exploration, failure is (expensive/expensively) _____.
- 7. adverb** So many rockets have been launched, we start to think it is (routine/routinely) _____ done.
- 8. adjective** Yet no launch is a (casual/casually) _____ event.
- 9. adverb** Each time a mission is underway, scientists and engineers watch each stage (nervous/nervously) _____.
- 10. adverb** At any moment, something can go (instant/instantly) _____ wrong.



Write a brief paragraph describing what you think it would be like to visit another planet. Use adverbs and adjectives in your description.

A proper adjective comes from a proper noun that is used as an adjective. Like a proper noun, it is always capitalized.

Proper Adjectives

The following sentences contain proper adjectives. On the lines provided, rewrite each proper adjective using correct capitalization.

1. The students in Ms. Spring's english class were discussing their families' origins. _____
2. "My parents are russian immigrants," Katrina said. _____
3. Myra said, "My family lived on an israeli kibbutz—it's like a cooperative community." _____
4. Myra told her classmates that Israel is a small middle eastern country.

5. "If you lived where my grandparents live, you'd probably belong to the muslim religion," said Thomas. _____
6. "They live in Indonesia, which is an asian country," he added.

7. "My family is from Kenya, an african country," said Jomo. _____
8. "In the vietnamese town where my family lived, we worked on a farm," Donh said. _____
9. "Do we have any latin american students here?" Ms. Spring asked.

10. "Yes, I am," answered Letitia. "My family came from a colombian village."

11. "My mother was brazilian, but she grew up in Los Angeles, so I guess I'm part californian," Pedro said. _____
12. "And here you all are in the same english class!" said Ms. Spring.



Write a few sentences describing students you know or have read about who were born in countries other than the United States. You may wish to write about yourself. Use proper adjectives and capitalize them correctly.

A proper adjective comes from a proper noun that is used as an adjective. Like a proper noun, it is always capitalized.

Proper Adjectives

A. On the line after each sentence, write the word from the sentence that is a proper adjective. Be sure to capitalize the word.

1. The planets of our solar system are all named after roman gods.

2. Galileo Galilei, an italian astronomer, discovered many objects in the solar system. _____
3. In recent decades, american scientists have sent probes to other planets.

4. One was sent to Mars, where it took photographs of the martian surface.

5. In 2003, a japanese probe was also sent to Mars. _____

B. Rewrite each sentence with correct capitalization of proper adjectives. Write your sentences on the lines.

6. The proper adjective *vietnamese* comes from *Vietnam*, and *lebanese* comes from *Lebanon*. _____

7. The proper adjective made from *Cuba* is *cuban*. _____

8. The proper adjective *iowan* comes from *Iowa*, and the proper adjective *minnesotan* comes from *Minnesota*. _____



Write a short science fiction story about aliens from a planet in our solar system. Use proper adjectives to describe the visitors and the places they arrived on Earth.

Adjective/Adverb Confusion

In each of the following sentences, circle the word in parentheses () that correctly completes the sentence. On the line, write whether the word you circled is an adjective or an adverb.

1. The planets of our solar system come in many (different/differently) sizes.

2. Compared to some of the planets, our Earth is (relative/relatively) small.

3. But Earth is the (perfect/perfectly) size and distance from the sun.

4. No other planet is (able/ably) to support life like Earth. _____
5. Venus is (near/nearly) the same size as our planet. _____
6. Some planets have (large/largely) numbers of moons. _____
7. Seen from Earth, Saturn's rings shine (beautiful/beautifully). _____
8. In Jupiter's atmosphere, great storms rage so (violent/violently) that they can be seen from Earth. _____
9. After the sun, the most (massive/massively) body in our solar system is Jupiter.

10. Jupiter is a (huge/hugely) planet, almost 318 times the mass of Earth.

Name _____

Compound sentences are formed by joining two or more simple sentences with a comma and the conjunction *or*, *and*, or *but*, or with a semicolon.

Compound Sentences

Combine each pair of simple sentences to make one compound sentence. Use a comma and the conjunction *or*, *and*, or *but*, or use a semicolon. Write your sentences on the lines provided.

1. Foreigners use the name China. The Chinese call their land the Middle Country.

2. Farm families may own small plots of land. They may rent fields from wealthy people.

3. In the cities, many of the people live in apartment houses. They work in factories nearby.

4. Some of the people can afford to buy cars. Most people in the cities ride bicycles.

5. Young people in China may study to be teachers. They may decide to be farmers.

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Write a brief paragraph describing a place you have visited, heard about, or read about. Use compound sentences in your paragraph.

Name _____

Compound sentences are formed by joining two or more simple sentences with a comma and the conjunction *or*, *and*, or *but*, or with a semicolon.

Compound Sentences

Combine each pair of simple sentences to make one compound sentence. Use a comma and a conjunction or use a semicolon. Write your sentences on the lines provided.

1. China is a giant country. It is home to more than a billion people.

2. For a long time, Hong Kong was controlled by the British. The city is now part of China.

3. The Chinese civilization is ancient. Its origins go back nearly 5,000 years.

4. Mongolia is to the north of China. To the east and west of Mongolia is China's border with Russia.

5. The people of China may live in the large cities. They may live in the countryside.



Write a brief paragraph describing your home and neighborhood. Use compound sentences.

The antecedent of a pronoun is the noun it replaces. Pronouns must agree with their antecedents in number and gender.

Agreement of Pronoun and Antecedent

For each underlined antecedent, write a pronoun that agrees in gender and number. Put your answers on the lines provided.

1. Have you ever heard of The Great Train Robbery? _____ was one of the first "real" movies, and was made in 1903.
2. Soon the nation had many movie houses. _____ were called nickelodeons and charged five cents admission.
3. In a film like *The Great Train Robbery*, the actors didn't speak. _____ actions and expressions helped tell the story.
4. Around 1910, filmmakers chose Hollywood as the home of the movie industry. _____ thought the city was beautiful.
5. An early filmmaker was D. W. Griffith. _____ developed many techniques that are used today.
6. In 1927 the first "talkie" movie was released. _____ was very popular.
7. After that movie, no one wanted to see silent films. _____ had been replaced by the more entertaining talkies.
8. Vivien Leigh starred in *Gone With the Wind*. _____ was one of the most famous actresses of her time.
9. Would you like to see Gone With the Wind? Perhaps you can rent _____.



Briefly describe a movie you have seen or heard about. Use several pronouns. Underline them and circle their antecedents.

The antecedent of a pronoun is the noun it replaces. Pronouns must agree with their antecedents in number and gender.

Agreement of Pronoun and Antecedent

Read the following sentences. Circle the pronoun in parentheses () that agrees in gender and number with the underlined antecedent.

1. Early people made (their/his) own tools and weapons.
2. A specialized tool was used for engraving. (It/They) had a fine-pointed end.
3. "Lucy" is one of the oldest fossils of a human. (Her/His) bones were found in Africa.
4. Early humans are believed to have migrated out of Africa. (It/They) populated Asia and Europe.
5. People followed animals in search of food. Groups pursued (it/them) for miles.
6. The bone of an animal might have many uses. (He/It) might be used as a musical instrument.
7. In Europe, modern humans and Neanderthals came into contact. At first, things were equal between (him/them).
8. Gradually, Neanderthals disappeared. No one knows precisely why modern humans replaced (them/it).
9. Modern humans are the people who live everywhere today. (We/He) survived when the Neanderthals did not.



Write a paragraph describing how you think it felt to be among the last Neanderthals. How did they feel about modern humans? Use pronouns. Be sure each pronoun agrees with its antecedent.

Agreement of Pronoun and Antecedent

A. For each underlined antecedent, write a pronoun that agrees in gender and number. Write your pronouns on the lines.

1. Bernie and Sasha went hiking one afternoon. _____ decided to climb into the hills above the lake.
2. The trail led through the hills and across the river. Bernie and Sasha guessed they would be on _____ for three or four hours.
3. The weather was warm and sunny when they set out. They saw no reason to worry about _____.
4. As Bernie and Sasha hiked, though, the sky became cloudy. They had no raincoats in _____ backpacks.
5. As the clouds gathered, Sasha stared up at the sky. _____ didn't like the way the clouds looked.

B. Read the following paragraph that continues the story of Bernie and Sasha. Correct the wrong pronoun antecedents.

Bernie agreed. Turning around seemed like a good idea to her. They had just started back down the trail when rain began to fall. Within moments, she was pouring down in sheets. Soaked to the skin, Bernie and Sasha looked for shelter. She finally found a small cave. As they ran toward the cave, Bernie slipped. Their ankle was twisted when he fell. Sasha was able to get help. He found a ranger at the park station.

Name _____

All the words that tell who or what a sentence is about make up the complete subject. All the words that tell what the subject does or is make up the complete predicate.

Complete Subject and Predicate

Read each sentence. Underline the complete subject once. Underline the complete predicate twice.

1. My favorite section of the newspaper is the front page.
2. The front page tells about events in our town and around the world.
3. An exciting photograph can make a story more vivid.
4. Some newspaper readers turn to the sports pages first.
5. This part of the paper offers interesting stories about major athletes.
6. Do you read the editorials first?
7. All kinds of issues are discussed in editorials.
8. Readers with strong opinions can write letters to the editor.
9. Local news is important, too.
10. Younger reporters sometimes write local stories.
11. I might become a newspaper reporter someday.
12. My name may be on the front page.



Write a paragraph explaining why you think newspapers are important. In each sentence, underline the complete subject once. Underline the complete predicate twice.

Name _____

All the words that tell who or what a sentence is about make up the complete subject. All the words that tell what the subject does or is make up the complete predicate.

Complete Subject and Predicate

Read each sentence. Draw a line to separate the complete subject from the complete predicate. Label the complete subject *CS*. Label the complete predicate *CP*.

1. The sales team tries to persuade advertisers to put ads in the newspaper.
2. Each salesperson has a different territory.
3. Advertisers decide if the newspaper is a good place for their ads.
4. Different sizes of ads cost different amounts of money.
5. Newspapers depend on advertising to remain profitable.
6. The money that readers pay for the newspapers isn't enough to cover expenses.
7. Some newspapers make all of their money from advertisers.
8. These papers are free to readers in their communities.
9. Each paper is filled with interesting articles about the community.
10. My picture actually appeared on the front page of the last issue!

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Write three sentences about the newspaper in your community. In each sentence, underline the complete subject and circle the complete predicate.

Name _____

A paragraph is a group of sentences about one idea. The first word of a paragraph is always indented.

Indenting

Reorder the sentences below into a two-paragraph essay. First number the sentences in the correct order, from 1 to 6. Then write the essay on the lines.

- ___ One reason is that newspapers can cover stories in much greater detail than most radio or television broadcasts can.
- ___ I believe that newspapers are a better source of news than radio or television.
- ___ Newspapers also offer more local news and special features, such as book reviews.
- ___ They also argue that radio and television can reach more people.
- ___ Other people think that television and radio news is better.
- ___ Television and radio can broadcast an important story more quickly than a newspaper can print it.



Pick a subject that can be briefly argued from two points of view. Write a two-paragraph essay stating both points of view.

Name _____

A paragraph is a group of sentences about one idea. The first word of a paragraph is always indented.

Indenting

Reorder the sentences below into a two-paragraph newspaper article. First number the sentences in correct order, from 1 to 8. Then write the article on the lines.

- ___ The second group of scientists believes that pollution in fresh water is killing the sea grasses.
- ___ They argue that the sea grasses can handle much saltier water than what is now in Florida Bay.
- ___ The first group says the water in Florida Bay is too salty, and more fresh water must reach the Bay.
- ___ They believe more fresh water must be released through the Everglades to save Florida Bay.
- ___ The second group argues that no more fresh water should be released until pollution is controlled.
- ___ Sea grasses in Florida Bay are dying, and two groups of scientists disagree about how to solve the problem.



Write a brief news story about something that recently happened to you. Write two paragraphs to tell what happened first and how the event ended.

Complete Subject and Predicate

Read the following sentences. In each, underline the complete subject once. Underline the complete predicate twice.

1. A school field trip can often be an exciting adventure.
2. The teacher calls the roll at the start of the trip.
3. The bus driver, one of the most patient people on the planet, deserves a medal.
4. Destinations such as museums and zoos might seem ordinary at first but have hidden treasures.
5. New discoveries are made, and new information can be learned.
6. Many field trips include a stop for lunch.
7. Brochures, pamphlets, and souvenirs are an added bonus of school trips.
8. A day spent on a field trip usually doesn't feel like school at all.
9. Students are often eager to tell their families about the outing when they get home.
10. Museums hope students will enjoy their field trips so much that they return with their families.

A verb shows action or being. Action verbs can describe actions that are physical or mental.

Verbs

A. Complete each sentence by writing an action verb that shows physical activity. Write your answers on the lines.

1. On the night of the big broadcast, Jamie _____ all the way home.
2. At the corner of his street, he _____ on an old tin can.
3. Just then his big brother, Robbie, _____ by in a car.
4. Jamie _____ to get Robbie's attention.
5. After checking Jamie's knee, Robbie _____ Jamie to the car.
6. At home, Jamie _____ into the family room.

B. Complete each sentence by writing an action verb that shows mental activity. Write your answers on the lines.

7. Jamie _____ he hadn't missed any of the broadcast.
8. He _____ listening to the radio more than anything.
9. Sometimes, he _____ that he was one of the characters in the program.
10. Then, while he was sleeping, he _____ about his favorite programs.
11. He _____ radio was the greatest invention ever.
12. He had _____ about the inventor of the radio, Marconi.



Write about something exciting or interesting you would like to do. Use both physical and mental action verbs. Circle them.

Name _____

A verb shows action or being. Action verbs describe actions that are physical or mental.

Verbs

Underline the action verb in each sentence. On the line below each sentence, write two other action verbs that make sense in the sentence.

1. Thieves broke into the county museum last night.

2. They first disarmed the alarm system.

3. One or more of the robbers crawled in through an air vent.

4. Police found a ladder against the building.

5. Still, someone scaled the wall with a rope.

6. The police believe the thieves had help.

7. Someone knew how to bypass the alarm.

8. The thieves damaged several exhibits during the break-in.

9. The museum director hopes the most valuable items are still there.

10. Tomorrow she will determine what is missing.



Write a short account of the end of an exciting game. Use both physical and mental action verbs to describe the tension and play. List the action verbs you use.

A preposition shows the relationship between a noun or pronoun and another word in the sentence. Prepositions, such as *near*, *to*, or *until*, show location, direction, or time.

Using Prepositions

Underline the preposition in each sentence.

1. There are nine planets in our solar system.
2. Each planet travels around—or orbits—the sun.
3. However, every planet orbits the sun at a different rate.
4. The planets closest to the sun orbit the sun more frequently.
5. Earth completes its orbit once during each year, or every 365 days.
6. Mercury, the closest planet to the sun, orbits the sun every 88 days.
7. Pluto, the farthest planet from the sun, orbits the sun every 90,700 days.
8. Earth is between Venus and Mars.
9. Mercury, Venus, Mars, Jupiter, Saturn, and Uranus can be seen without a telescope.
10. The planets near the sun, such as Mercury, Venus, and Earth, receive the most heat and light.
11. Scientists have studied the planets throughout history.
12. However, the theory that the planets orbit the sun was not developed until the 1500s.
13. Before the 1500s, scientists generally believed that the sun and planets orbited Earth.



Imagine that you have traveled to one of the planets in the solar system. In a brief paragraph, write about what you might find there. Underline all the prepositions you use.

Name _____

A preposition shows the relationship between a noun or pronoun and another word in the sentence. Prepositions, such as *near*, *to*, or *until*, show location, direction, or time.

Using Prepositions

Circle the preposition or prepositions in each sentence. A sentence may contain more than one preposition.

1. *The War of the Worlds* is a novel written by H.G. Wells in 1898.
2. The book tells the story of a Martian invasion of Earth.
3. The book was made into a movie in 1953.
4. In the movie, a meteor falls to the ground in California.
5. Soon, Martian machines with death-ray weapons rise out of the crater.
6. The Martian weapons destroy everything around them.
7. In addition, the Martian ships are protected by force fields, and humans cannot get near them.
8. After weeks of war, the Martians are defeated by germs.
9. A famous actor, Orson Welles, turned *The War of the Worlds* into a radio broadcast in 1938.
10. The broadcast was so realistic that people throughout the country thought an attack was really happening.



Write a brief paragraph about a panic like the one Orson Welles caused with his radio broadcast. Use prepositions to show location, direction, or time.

Verbs

Chose a word from the box to complete each sentence and write it on the line. Then find another action verb in the box that could also complete the sentence. Write it on the line following the sentence.

rode	hoped	grinned	peered
loved	expected	lifted	admitted
locked	felt	smiled	yearned
pedaled	crept	arrived	looked
enjoyed	landed	thought	
put	said	raised	

- Anju _____ her bike to the park. _____
- She _____ sitting and reading more than anything else. _____
- Anju _____ her bike in the bike rack, smiling and carefree. _____
- It was a beautiful day, and she _____ to enjoy all of it. _____
- Suddenly, a spaceship _____ in the park! _____
- A tall, slim alien with silver skin and glowing green eyes _____ from the hatch. _____
- Anju _____ she would faint on the spot! _____
- The creature _____ slowly and _____ a three-fingered hand.

- Anju _____ to disappear. _____
- The alien _____ down at Anju and _____, "We're lost. Can you tell me which way to turn to get to Saturn?" _____

Name _____

An adjective phrase is a group of words that begins with a preposition (*of, with, to, for*) and modifies or describes a noun or pronoun.

Adjective Phrase

Each of the following sentences contains at least one adjective phrase. Underline each phrase. Then, on the line, write the word that the phrase describes.

1. The sounds of radio are everywhere. _____
2. A radio in the kitchen makes work easier. _____
3. Some people prefer a radio with headphones. _____
4. Listeners to public affairs programs may hear speakers with interesting ideas.

5. Topics include information for young people. _____
6. Weather reports help listeners make plans for the weekend. _____
7. Reports by sportscasters present descriptions of important games.

8. News reports from many locations keep listeners informed. _____
9. Perhaps you would like to get a job in radio. _____
10. Large radio stations hire several types of workers. _____



Write a brief paragraph about one of your favorite programs, either on radio or television. Use adjective phrases to modify some of the nouns or pronouns.

Name _____

An adjective phrase is a group of words that begins with a preposition (*of, with, to, for*) and modifies or describes a noun or pronoun.

Adjective Phrase

In each of the sentences below, an adjective is underlined. Rewrite the sentence to change the adjective into the object of a preposition in an adjective phrase. The first one has been done for you.

The Chicago team won the playoffs.

The team from Chicago won the playoffs.

1. You'll need a tour guide.

2. The kitchen table wobbles.

3. We admired his CD collection.

4. Yesterday was a perfect June day.

5. Jack works on the school newspaper.

6. The hallway floor is slippery.

7. Did you get the concert tickets?

8. Leave the dog leash by the stairs.

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Write a short description of a school field trip. Use adjective phrases to modify some of the nouns you write.

A contraction is formed by joining two words, dropping one or more letters, and replacing the omitted letter(s) with an apostrophe.

Apostrophe in Contractions

A. Some of the following sentences contain contractions. Underline the contractions and write the two words that form each contraction on the line. If the sentence has no contraction, write *no*.

1. There's a branch of journalism called photojournalism that uses mostly pictures. _____
2. Since its invention in 1826, the camera has played a major role in journalism. _____
3. It's usually easy to spot these articles, which are called photo essays. _____
4. If you're not sure whether an article is a photo essay, look for unusual pictures and few words. _____
5. Certain topics make good photo essays; they're war and poverty. _____
6. Many people have earned their living as photojournalists. _____
7. One was Dorothea Lange, whose photographs showed the effects of poverty. _____
8. Another was Margaret Bourke-White, who's best remembered for her photographs of World War II. _____

B. In the following sentences, underline the two words that can be made into a contraction. Write the contraction on the line.

9. What is the purpose of photojournalism? _____
10. When photojournalists take pictures, they are capturing an event. _____
11. The "message" of a photo depends on who is taking the picture. _____

A contraction is formed by joining two words, dropping one or more letters, and replacing the omitted letter(s) with an apostrophe.

Apostrophe in Contractions

A. Underline the contraction in each sentence. Then write the two words from which each contraction is formed.

1. There's something fascinating about Stone Age caves. _____
2. We don't even know how many there are in the world. _____
3. Some of the objects in them haven't even been seen. _____
4. Here's one carved from ivory and bone. _____
5. What's this one made from? _____
6. Scientists believe they'll continue to find new caves. _____

B. Read the sentences below. Write the contraction for the underlined words.

7. What is shown in the first cave? _____
8. The Stone Age artists did not know they would be famous. _____
9. I hope that I will be able to see cave paintings someday. _____
10. You are lucky to have seen them yourself. _____
11. They will have to work harder. _____
12. Here is a treasure for sure! _____



Write an informal note to a friend telling him or her about a team's winning effort in a big game. Use contractions in your note.

Adjective Phrase

Underline the adjective phrases in the following sentences. A sentence may include more than one adjective phrase. Draw an arrow from the adjective phrase to the noun it describes.

1. Students in journalism school learn to ask questions.
2. A story about a robbery might require an interview with a witness.
3. Deadlines for stories often keep a reporter working late.
4. If a story is over the space limit, it will have to be shortened.
5. Late-breaking news of high interest could cause someone else's story to be cut.
6. A story's placement on the front page can indicate its importance.
7. Headlines above the fold are more important ones.
8. Feature articles about specific topics like cooking will go in a section of the big weekend newspaper.
9. Newspaper editors in movies often yell "Stop the presses!" but that never happens in real life.
10. Loyal readers say the coverage of stories is more thorough in newspapers than on TV.

Name _____

Principal Parts of Regular Verbs

On the line, write whether the underlined verb(s) is the present-tense form, the past-tense form, or the past participle.

A verb has three main parts: the present, past, and past participle. In regular verbs, the past-tense form is made by adding *-ed*. The past participle uses the past-tense form with the helping verb *has, have, or had*.

1. My mother served on a jury last week. _____
2. She teaches at a middle school in our town. _____
3. She had wanted to be a juror before. _____
4. A jury contains six jurors or twelve jurors. _____
5. In this trial, a young man had blamed a shoe company. _____
6. The young man tripped in a train station and injured his leg.

7. According to his lawyer, the company had manufactured dangerous shoes.

8. According to the company's lawyer, the injury happened for other reasons.

9. "The young man had hurried after the train, and then he slipped on the track," this lawyer said. _____
10. After the main part of a trial, the jury votes and decides which side is correct.

11. This jury believed the young man's story. _____
12. I hope to be a juror someday, when I'm old enough. _____

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Pretend you are a lawyer for a person who has been injured. Write a short statement that you could make to a jury, explaining how the injury occurred. Underline the regular verbs you use.

Name _____

Principal Parts of Regular Verbs

Underline the verbs in the sentences below. Write each verb in the column of the table to show whether the verb is the present-tense, past-tense, or past-participle form. The first one has been done for you.

A verb has three main parts: the present, past, and past participle. In regular verbs, the past-tense form is made by adding *-ed*. The past participle uses the past-tense form with the helping verb *has, have, or had*.

Roberto is a huge fan of baseball.

1. Agnes traveled to her first major-league baseball game last Saturday.
2. She always had wanted to see a game.
3. Agnes loves baseball.
4. Agnes and her father had purchased tickets at the stadium.
5. Thousands of people filed through the gates.
6. Vendors sell scorecards, programs, souvenirs, and all kinds of food.
7. Each team fields nine players at a time.
8. Earlier Agnes had learned how to keep a box score.
9. She filled out the box score with the players' numbers.

Present Tense	Past Tense	Past Participle
is		



Write an account of one inning of a baseball game. Underline the verbs you use, and write whether each is in the present-tense, past-tense, or past-participle form.

To make a singular noun possessive, add an apostrophe and -s ('s). To make a plural noun possessive, add an apostrophe after the -s (s').

Apostrophe in Possessives

The underlined phrase in each sentence shows possession, or ownership. Change each phrase to a noun with an apostrophe.

1. The grin of the Cheshire cat made Alice uneasy. _____
2. As she listened to the questions of the King, she began to fidget.

3. Suddenly the King was interrupted by the applause of the beasts.

4. "Stop the chatter and rattle of those silly animals!" demanded the King.

5. When the Gryphon read the names of the jurors, Alice began to laugh.

6. "If you don't stop laughing, I'll have you sent to the store of the Hatter," the King threatened. _____
7. "That store is really the nest of the birds, and the Hatter is nothing but an egg," cried one of the beasts. _____
8. "Enough nonsense!" exclaimed the Queen. "The legs belonging to Alice are too long already." _____
9. The words of the witness indicated that Alice might be called by the King.

10. Of course, the evidence of the guinea pigs suggested that the March Hare would be next. _____



Write a brief nonsense story in which the characters seem to be living in a dream. Use possessive nouns with apostrophes to show ownership.

Name _____

To make a singular noun possessive, add an apostrophe and -s ('s). To make a plural noun possessive, add an apostrophe after the -s (s').

Apostrophe in Possessives

A. Underline the possessive noun in each sentence. Then write *singular* or *plural* on the line to identify each example.

1. The limb's branches were caught in the sand. _____
2. Brian could hear the crowd's cheers. _____
3. I examined the book's cover. _____
4. The sun's warmth was like a blanket on my shoulders. _____
5. The waves' beauty in the evening light was breathtaking. _____

B. Rewrite the underlined phrase in each sentence to show ownership with a noun and an apostrophe.

6. The scales of the fish were shiny. _____
7. The gloves belonging to Ryan were frozen in the ice. _____
8. I love to hear violin playing by my sister. _____
9. All the managers of the teams met before the season started. _____

10. The leashes of the dogs were tangled together. _____



Write the copy for a poster advertising a fantastic play based on *Alice in Wonderland*. Use possessive nouns with apostrophes in your poster.

Principal Parts of Regular Verbs

A. Read each sentence. Fill in the bubble next to the form of each underlined verb.

- Every night I remember my day in school.
 A present tense
 B past tense
 C past participle
- Alice followed the White Rabbit's trail.
 A present tense
 B past tense
 C past participle
- My uncle tells stories very well.
 A present tense
 B past tense
 C past participle
- He has earned money as a storyteller.
 A present tense
 B past tense
 C past participle
- My mother attended college in Ohio.
 A present tense
 B past tense
 C past participle
- Right after college, she had worked in an advertising agency.
 A present tense
 B past tense
 C past participle

B. Read this paragraph. The student who wrote it made mistakes in four verb forms. Draw a line through each mistake and write the correct word above it.

I have like the book *Alice in Wonderland* since the first time I read it. Alice called out to me every time I see her in my imagination. She has want me to keep her company during her adventures! Now I considered her a real friend of mine.

Name _____

A common noun names an animal, a person, place, or thing. A proper noun names a particular person, animal, place, or thing. A proper noun is capitalized.

Common and Proper Nouns

A. For each common noun in the chart below, give a proper noun in the same category. For each proper noun, give a common noun in the same category. Be sure to capitalize proper nouns. Two samples have been done.

Common Noun	Proper Noun	Common Noun	Proper Noun
boy	James	teacher	Mr. Calhoun
1.	Sandra	5. month	
2. dentist		6.	Chicago
3. dog		7. river	
4.	Mrs. Alter	8.	Eddie

B. In the following sentences, underline the common nouns and circle the proper nouns. Then, on the line, correctly capitalize the proper nouns. If a sentence has no proper nouns, write *no*.

9. At the park street school in lakeside, virginia, students come from many countries. _____
10. One student, manuel garcia, comes from cuba.

11. He's in mr. darrow's class, where all the pupils are learning english.

12. The students are learning other subjects, too—like math and social studies.

13. Every thursday, parents meet with the principal, dr. mitsuko.

14. The teachers are learning, too, from students like roland from romania and kiki from japan. _____

Name _____

A common noun names an animal, a person, place, or thing. A proper noun names a particular person, place, or thing. A proper noun is capitalized.

Common and Proper Nouns

In the following sentences, underline the common nouns and circle the proper nouns. On the lines, rewrite the sentences to capitalize correctly the proper nouns.

1. The hazelwood sculpture trail is near the lake.

2. The peaks of the ox mountains are visible above clear lake.

3. William butler yeats was a great poet from ireland.

4. We met some tourists from Australia when we visited the grand canyon.

5. I would love to see the national parks of kenya.

6. Dr. sanchez makes a trip to the Aleutian islands every year.

7. The land in peru becomes rugged when you enter the andes mountains.

8. One of my classmates, ricardo, is going to japan this summer.

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Write three sentences introducing three generations of a family. Be sure to capitalize the proper nouns in your sentences.

Name _____

Commas are used to separate the day of the month from the year in dates, and in quotations to separate the words spoken from the name of the speaker.

Commas

Rewrite each of the sentences, placing commas where they belong.

1. "July 20 1969 was a famous day in U.S. history" our teacher told us.

2. "On that day, the first humans walked on the moon" said Rebecca.

3. Michael added "Astronauts Neil Armstrong and Edwin Aldrin landed their spaceship there." _____

4. "October 4 1957 was another famous day in space" Ms. Berkow went on.

5. Cindy said "That was the day the first artificial satellite went around the earth."

6. "An artificial satellite is made by humans" explained Ms. Berkow.

7. "And on June 23 2020 I hope to go into space" said Katie. _____



Write a conversation between two friends about activities they are planning to do during the year. Use commas correctly with quotation marks and in dates to separate the day of the month from the year.

Commas are used to separate the day of the month from the year in dates, and in quotations to separate the words spoken from the name of the speaker.

Commas

A. Commas are missing from the following sentences. Insert commas where they are needed.

1. The teacher asked the class "Can you tell me anything about the United States Supreme Court?"
2. Juanita replied "It's located in Washington, D.C."
3. "I know it has nine justices" Don added "and they can serve on the Court for life."
4. Shawn interrupted "The first woman to serve on the Supreme Court was Sandra Day O'Connor."
5. "A case that has been tried in a lower court can be appealed to the Supreme Court" said Samantha.
6. "The Supreme Court begins every year on the first Monday in October" added Jay.

B. Complete the following sentences. Write the complete dates on the lines. Use commas correctly in the dates.

7. I will celebrate my birthday on _____ with my family.
8. This year the last day of school will be _____.
9. On _____ will you send me a Valentine's card?
10. New Year's Eve will next be observed on _____.



Write an imaginary dialogue between a lawyer and a witness about a bank robbery. Use dates and direct quotations in your dialogue. Remember to use commas correctly.

Common and Proper Nouns

A. For each common noun in the chart below, write a proper noun in the same category. For each proper noun, write a common noun in the same category. Remember to capitalize all proper nouns.

Common Noun	Proper Noun
1. woman	
2.	Clarence
3.	Venezuela
4. city	
5. building	

Commas

B. Read this paragraph. Cross out commas that do not belong and add those that do.

“Let’s name some important dates in United States history” said Mrs. Hanson.

Maria answered “I’ll choose July, 4 1776. That’s the day the Declaration of Independence was adopted.”

“My choice is June, 1964. That is when the Civil Rights Act was passed,” added Gina.

Name _____

The complete subject is made up of all the words that tell who or what the sentence is about. The complete predicate is made up of all the words that tell what the subject does or is.

Complete Subject and Complete Predicate

A. The following items contain either a complete subject or a complete predicate. For each item, add the missing complete subject or complete predicate to make a complete sentence.

1. Children at school _____.
2. _____ thought about sending a message.
3. A cage full of canaries _____.
4. _____ jumped and clapped with excitement.

B. In the following sentences, underline the complete subject once and the complete predicate twice.

5. Printing was first done in China, hundreds of years ago.
6. Wooden blocks with special designs were pressed against paper.
7. Monks in Europe copied long pages by hand.
8. Few people could read these long works.
9. A printing press was later invented in Germany.
10. Each letter of the alphabet was carved onto a block.
11. Words and sentences could be formed from the letter blocks.
12. The machine would then press the blocks against paper.
13. The word *press* comes from this process.
14. Millions of people have learned to read as a result of the printing press.

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Design your own alphabet. Write out ten letters of the alphabet. For each one, create a special design.

Name _____

Complete Subject and Complete Predicate

Read each sentence below. Circle the complete subject. Underline the complete predicate.

The complete subject is made up of all the words that tell who or what the sentence is about. The complete predicate is made up of all the words that tell what the subject does or is.

1. Daniel had thoroughly cleaned the stable.
2. My favorite aunt, Teresa, lives on a farm in Kentucky.
3. Beautiful horse pastures are all around her farm.
4. The house and its furnishings are very clear in my memory.
5. Aunt Teresa once raised horses.
6. One of the greatest horses of all time was named Seabiscuit.
7. Seabiscuit became a national hero in the 1930s.
8. He was short and had odd-looking legs.
9. Seabiscuit was faster than any other horse.
10. The president of the United States listened to Seabiscuit's races on the radio.



Write a brief paragraph about a race between two horses. Underline the complete predicate in each sentence you write.

Name _____

A possessive pronoun is used in place of a noun to show ownership. Some possessive pronouns and contractions sound alike, and it is easy to get them confused. In a contraction, an apostrophe takes the place of letters omitted when two words are joined.

Pronouns and Contractions

Circle the word in parentheses () that correctly completes each sentence.

1. Daniel, (who's/whose) studying to be a veterinarian, knows a lot about animals.
2. Daniel works in a large zoo, and (his/he's) learning how animals behave.
3. If (your/you're) interested in animal behavior, Daniel can tell you some things.
4. Many animals depend on (they're/their) sense of hearing.
5. (Its/It's) certainly true that the elephant has the largest ears of any animal.
6. The ears allow this big creature to hear well; (they're/their) also important in keeping the elephant cool.
7. Through (its/it's) giant-sized ears, the elephant loses a lot of heat.
8. Animals such as rabbits, (whose/who's) ears can move in different directions, also have good hearing.
9. Daniel says that one of (his/he's) favorite animals to study is the bat.
10. Bats make a special sound, and then (their/they're) ears hear an echo.
11. From the echoes, a bat can tell whether (it's/its) going to fly into an object.
12. "For humans," Daniel says, "ears are important, too—more than just a place to put (you're/your) glasses."

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Briefly describe an animal you know or have heard about. In your description, use possessive pronouns and contractions.

Name _____

A possessive pronoun is used in place of a noun to show ownership. Some possessive pronouns and contractions sound alike, and it is easy to get them confused. In a contraction, an apostrophe takes the place of letters omitted when two words are joined.

Pronouns and Contractions

A. Combine the pronouns and state-of-being verbs to form contractions.

Pronoun	Verb	Contraction
1. I	am	
2. who	is	
3. he	is	
4. you	are	
5. they	are	
6. we	are	
7. it	is	

B. Write the word in parentheses () that correctly completes each sentence.

8. I always enjoyed Thanksgiving; _____ my favorite holiday. (its/it's)
9. My whole family goes to my aunt's house, and I love it when _____ all together. (we're/we'll)
10. Everyone brings food, and my aunt never knows what _____ bringing. (their/they're)
11. _____ never a surprise _____ bringing pie, though, because my grandmother always makes the dessert. (Its/It's; whose/who's)
12. My uncle says the pie is _____ favorite part of the meal. (he's/his)
13. Someday, he says, _____ going to learn how she makes them so tasty. (he's/his)
14. What is _____ favorite holiday? (your/you're)



Write a brief paragraph telling your favorite holiday and why it is your favorite. Use possessive pronouns and contractions in your paragraph.

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Complete Subject and Complete Predicate

Read the sentences below. Circle the complete subject in each sentence. Then underline the complete predicate.

1. My bruised foot made it hard to walk.
2. The additional charge for tickets seems completely unnecessary.
3. Tamra and her little sister rolled down the hill.
4. Each had paid her lunch money to Ivan's mother.
5. An overturned rowboat floated slowly downstream.
6. A large flock of pigeons soared high above the buildings.
7. The Perri Pizza Factory tripled its sales in one year.
8. The cake and ice cream were served at the party after all the presents were opened.
9. The loud music trailed off into the air as the car sped away.
10. The youth campground was surrounded by dense trees.

A noun can be singular or plural. Most nouns end in -s or -es in the plural. Some nouns are the same in the singular and the plural, and others form the plural in special ways.

Singular and Plural Nouns

On the lines provided, complete the sentences.

1. The class was studying the many endangered species.
The word *species* is plural. The singular is _____.
2. One is the giant panda, which eats bamboo and other grasses.
The word *grasses* is plural. The singular is _____.
3. The endangered walrus has large whiskers on its face to help it find food.
The word *walrus* is singular. The plural is _____.
4. The snow leopard, another endangered animal, lives in the mountains of Asia.
The word *mountains* is plural. The singular is _____.
5. This animal has big feet to help it walk on ice and snow.
The word *feet* is plural. The singular is _____.
6. Because people have feared the gray wolf, this animal is also endangered.
The word *wolf* is singular. The plural is _____.
7. However, the wolf hunts animals like the moose; it doesn't hunt humans.
The word *moose* here is singular. The plural is _____.
8. How can humans help animals whose lives are threatened?
The word *lives* is plural. The singular is _____.
9. People can urge the men and women in Congress to support conservation.
The words *men* and *women* are plural. The singular forms are _____ and _____.



Write a letter to an elected official. Discuss an issue of concern to you. You may want to tell this official how you would like him or her to vote on the issue. Mail the letter.

Name _____

A noun can be singular or plural. Most nouns end in -s or -es in the plural. Some nouns are the same in the singular and the plural, and others form the plural in irregular ways.

Singular and Plural Nouns

Fill in the chart with the plural form of each noun.

Noun	Plural	Noun	Plural
1. turkey		11. bus	
2. toy		12. cloud	
3. child		13. watch	
4. family		14. bush	
5. box		15. wrench	
6. trout		16. deer	
7. stitch		17. teacher	
8. class		18. injury	
9. person		19. leaf	
10. plan		20. louse	

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Write about a problem or a solution to a problem that you know about. Use plural nouns.

Name _____

There are four types of sentences: declarative (makes a statement), interrogative (asks a question), exclamatory (expresses strong feeling), and imperative (makes a request or gives a strong order).

Four Sentence Types

For each of the following sentences, write on the line whether it is declarative, interrogative, exclamatory, or imperative. Then put in the correct end punctuation.

1. What do you know about the Native American people

2. Please look at the map on the wall _____
3. Many different groups of Native Americans live in the United States

4. Which of the groups should we learn about first _____
5. The Sioux people were from the Great Plains _____
6. Tell us more about them, please _____
7. Most of the Native people on the Great Plains were farmers and hunters

8. Make a list of the other Native American groups of the Plains

9. What event had the greatest effect on the Plains Indians

10. Oh, that's an easy question to answer _____
11. It was the arrival of the European settlers _____
12. Well, the Native peoples' lives were certainly changed forever

13. Didn't the settlers also learn a lot from the Indians _____
14. For tomorrow's class, read the next chapter _____



Write four sentences about a Native American group. Use each of the four types of sentences.

Name _____

There are four types of sentences: declarative (makes a statement), interrogative (asks a question), exclamatory (expresses strong feeling), and imperative (makes a request or gives a strong order).

Four Sentence Types

A. Read the sentences. On the line, add end punctuation and write the sentence type.

1. Never give up _____
2. How many teams are entered in the tournament _____
3. How the freeway traffic frightens me _____
4. The United States was involved in World War II from 1941 through 1945

5. Will the ship sail at dawn _____
6. Go outside and play _____

B. Write a sentence for each topic, using the sentence type in parentheses ().

7. working (interrogative)

8. teamwork (exclamatory)

9. taking risks (imperative)

10. results of an election (declarative)

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Write a brief news account of a close election. Use each of the four types of sentences at least once in your account.

Singular and Plural Nouns

A. Decide if there is an error in the underlined nouns.

Fill in the bubble next to the correct answer.

- Four trucks full of supplies transported the equipment.
 A supply
 B supplys
 C supples
 D correct
- Every accident should be taken seriously.
 F accidentes
 G accidents
 H accidence
 J correct
- All of the worker were exhausted.
 A workers
 B workeries
 C workeres
 D correct
- Acute illness come on suddenly.
 F illnesses
 G illnessies
 H illnesse
 J correct
- Some people collect antique knife.
 A knives
 B knives
 C kniffes
 D correct
- We saw six deer along the road.
 F deers
 G deeres
 H deere
 J correct

B. Read this paragraph. Cross out four incorrect singular or plural nouns and write the correct word above.

When accident occur, people call for emergency help. Operators must listen carefully because caller are often upset. Transport vehicles and skilled technician must be ready at all times. The well-trained workers of the emergency medical system save life every day.

An imperative sentence makes a request or gives an order. The subject is always *you*, but the word *you* is not usually stated.

Understood Subject

A. Change each of the sentences below to an imperative sentence with an understood subject. Rewrite the new sentences on the lines provided. The first one has been completed for you.

The teacher told John to open the book. Please open the book.

1. Mom asked Sandra to wash the dishes. _____
2. The coach told the players not to run too fast. _____
3. Vanessa invited Julia to a party. _____
4. Aunt Marie asked Tansin to water the plants. _____
5. The police told the man to wait here. _____

B. Each of the sentences below is an imperative sentence that can be changed to a declarative sentence by adding some words. Rewrite the declarative sentences on the lines.

Turn off the television. My mother asked me to turn off the television.

6. Please do your homework before dinner. _____

7. Please close the door to the garage. _____

8. Don't play that song again. _____



Write directions to a place, or instructions on how to do something. Write sentences using an understood subject. Be sure your directions or instructions are clear.

An imperative sentence makes a request or gives an order. The subject is always *you*, but the word *you* is not usually stated.

Understood Subject

Read the sentences below. In the box after the sentence, write *D* if the sentence is declarative and list its subject. Write *I* if the sentence is imperative and put the word *You* in the subject column.

Sentence	Type of Sentence	Subject
1. The Battle of Shiloh took place in Tennessee.		
2. Look up the dates of the Battle of Shiloh.		
3. A Confederate army of 40,000 men surprised and attacked a Union army of 45,000 men.		
4. Find out the significance of "the peach orchard" in the Battle of Shiloh.		
5. Learn which general commanded the Union army.		
6. Determine when the battlefield became a national military park.		
7. Almost 4,000 men from both armies died in the battle.		
8. The Battle of Shiloh is also called the Battle of Pittsburg Landing.		
9. Learn the date on which the American Civil War began.		
10. Well-preserved Native American burial grounds are inside the military park.		



Write three declarative sentences about the Battle of Shiloh or something else about the Civil War. Trade your sentences with a partner. Rewrite your partner's sentences as imperative sentences that have an understood subject.

Quotation marks show a speaker's exact words. When the quotation contains two sentences, the first word of each sentence must be capitalized.

Capitalization in Direct Quotations

Some of the words in the following sentences need to begin with capital letters. On the lines, rewrite correctly each word that should be capitalized.

1. "Class, today we are going to learn about a famous American," Mrs. Duncan said. "her name is Rosa Parks." _____
2. "There was a law in Montgomery, Alabama, that African Americans had to sit separately from whites on the bus," the teacher said. "one day, Rosa Parks refused to obey this law." _____
3. "She was arrested for breaking that law," said Timiko. "so other African Americans decided to take action." _____
4. "They boycotted the buses," Denny said. "this means they refused to ride until they were allowed to sit anywhere." _____
5. "The boycott lasted a year," Calvin said. "all that time, African Americans wouldn't ride the buses." _____
6. "Finally, the U.S. Supreme Court ruled that the law was wrong," the teacher explained. "do you know what happened then?" _____
7. "I do," said Rina. "the boycott was ended, and African Americans could sit anywhere on the bus." _____



Write a conversation between two friends. Divide each speaker's words into two sentences separated by "he said" or "she said," as in the examples above. Use correct capitalization.

Quotation marks show a speaker's exact words. When the quotation contains two sentences, the first word of each sentence must be capitalized.

Capitalization in Direct Quotations

Circle the words that should be capitalized in the following quotations.

1. "along with our study of Shiloh, we're going to talk about Civil War battle reenactments," Mr. Murphy said. "they occur every year at several battle sites."
2. "our book says the soldiers wear detailed, authentic costumes," said Althea, "and they carry real equipment."
3. "Do they eat the same kind of food Civil War soldiers ate?" asked Leshonna. "that would be hard."
4. "yes," replied the teacher. "they also camp out in nineteenth-century style tents."
5. "we heard in history class," said Terry, "that the movies call on Civil War reenactors when they need extras in battle scenes."
6. "that's right," replied Mr. Murphy. "these men are truly experts because they've studied the battles so thoroughly."
7. "they know what happened in battles hour by hour," added Jamal. "diaries and journals of officers and enlisted men give lots of information."
8. The teacher concluded, "one of the few things that reenactors can't duplicate exactly is the weather."



Write a conversation that might occur between two soldiers the night before a battle. Divide each speaker's words into two sentences separated by "he said" or "she said." Use correct capitalization.

Understood Subject

A. Change the declarative sentences below into imperative sentences with the understood subject "you." Write your sentences on the lines. The first one has been done for you.

- Ulrich told me to hand him a wrench. Hand me a wrench.
1. Ms. Kenishaw kindly requested that we pass in our homework.

 2. My grandfather told me to pull weeds in the garden.

 3. The judge gave the criminal orders to stand up for his sentencing.

 4. Marie commanded her dog to sit and stay.

 5. The club advisor reminded the kids to bring their lunches for the field trip.

B. Change the imperative sentences below into declarative sentences. Write your sentences on the lines.

6. Please read that story again.

7. Stop where you are.

8. Toss the softball to me.

9. Go to bed.

10. Wait for the light to change.

The simple subject is the noun or pronoun that tells who or what the sentence is about. The complete subject contains the simple subject and all the words that go with it.

Simple Subject

A. In the following sentences, circle the complete subject and underline the simple subject. If the simple subject is the same as the complete subject, circle and underline it.

1. The wife of a President of the United States is called the First Lady.
2. Many First Ladies gave helpful advice to their husbands.
3. Some of the wives collected American art for the White House.
4. Jacqueline Kennedy took television viewers on a tour of the White House in the early 1960s.
5. Citizens of the nation have respected the First Ladies.
6. Almost every First Lady has been interested in children and education.
7. Schools in American cities were frequently visited by First Ladies.
8. Do you know the names of many of the First Ladies?

B. Each of these sentences has a complete subject. Rewrite the sentence. Use a new simple subject.

9. The doctor in the office called my name.

10. The parents in the neighborhood visited our house.

11. The students at the school will speak tonight.

12. The women on television walked quickly.



Write a brief description of a person in history who interests you. Underline all the simple subjects in your description.

Name _____

The simple subject is the noun or pronoun that tells who or what the sentence is about. The complete subject contains the simple subject and all the words that go with it.

Simple Subject

Read the sentences below. Underline each simple subject.

1. Marcus pushes his bicycle across the street.
2. He quickly rolls it up the sidewalk.
3. The bicycle track is at the end of his block.
4. Marcus is a great competitive cyclist.
5. Recently, though, he has been working on stunt riding.
6. With his elbows and knees protected and his helmet in place, he has been practicing for weeks.
7. A trainer at the track has been working with Marcus every day.
8. Everyone who knows Marcus is impressed by his progress.
9. All of his teammates have started trying stunt riding.
10. The spectacular jumps are thrilling to see.
11. Experienced riders can do spins in the air.
12. None of the riders take chances with safety.

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Write a brief biography of someone you know or have read about. Underline the simple subject in each sentence of your biography.

Name _____

Regular verbs form the past tense and past participle by adding *-ed*. Irregular verbs form the past tense and past participle in unpredictable ways. The helping verb *has*, *have*, or *had* is used with the past participle.

Tense Forms of Irregular Verbs

Fill in the chart with the missing past-tense or past-participle forms.

Verb	Past-Tense Form	Past Participle
1. seen		(has) seen
2. grow	grew	(has)
3. speak	spoke	(has)
4. drive		(has) driven
5. swim		(has) swum
6. fall	fell	(has)
7. lose		(has) lost
8. burst	burst	(has)
9. shake		(has) shaken
10. eat		(has) eaten
11. choose	chose	(has)
12. break		(has) broken
13. write	wrote	(has)
14. go		(has) gone
15. draw		(has) drawn



Write a paragraph about an activity you've enjoyed doing. Use at least five irregular past-tense or past-participle forms from the chart. Underline those words.

Name _____

Regular verbs form the past tense and past participle by adding *-ed*. Irregular verbs form the past tense and past participle in unpredictable ways. The helping verb *has*, *have*, or *had* is used with the past participle.

Tense Forms of Irregular Verbs

A. Complete the chart below by adding the past-tense or past-participle form for each verb.

Verb	Past Tense	Past Participle (with <i>have</i> , <i>has</i> , or <i>had</i>)
1. begin		have begun
2. come	came	
3. freeze	froze	
4. grow		had grown
5. buy		have bought
6. ring	rang	
7. rise		had risen
8. sit	sat	
9. set	set	
10. wear		have worn

B. Write five sentences using these past-tense or past-participle verbs.

11. (has risen) _____

12. (has set) _____

13. (sat) _____

14. (wore) _____

15. (has swum) _____



Write a short paragraph about things you have done during vacations. Use at least five irregular past-tense or past-participle verb forms from this chart.

Simple Subject

Read the sentences below. Underline the complete subject in each. Write the simple subject on the line.

1. Shy and quiet Eleanor Roosevelt, a future First Lady, became involved in politics when her husband was diagnosed with polio. _____
2. When her parents died, Eleanor lived with her grandmother. _____
3. Mrs. Roosevelt's interest in helping people was strong. _____
4. Poor West Virginian coal miners inspired her to help start a manufacturing community. _____
5. Her earnings from writing and lecturing usually topped the president's salary. _____
6. The First Lady visited U.S. soldiers all over the world. _____
7. Her thoughts on human rights are in her autobiography. _____
8. When Harry Truman became president, he sought her advice. _____
9. Twice an important delegate to the United Nations, this determined woman fought for struggling people everywhere. _____
10. A newspaper column called "My Day" was also written by this tireless woman. _____

ANSWER KEY

GRADE 6, Personal Voice

Page 1 Proper Nouns

1. Last friday, ms. chin's social studies class went to the museum of natural history. Friday, Ms. Chin's, Museum of Natural History
2. The museum is near central park in new york city. Central Park, New York City
3. A scientist at the museum, professor lee dang, spoke to the students about our planet, earth. Professor Lee Dang, Earth
4. The scientist teaches at columbia university. Columbia University
5. "One environment is the desert—like the mojave desert in california," the professor said. Mojave Desert, California
6. "Can you name some other environments?" the teacher asked. no
7. "I've been to the rain forests of brazil," anita jackson said. Brazil, Anita Jackson
8. "What about the atlantic ocean?" asked another student, ted greenberg. Atlantic Ocean, Ted Greenberg
9. "Yes, those are environments," replied the scientist. no
10. "And then there's our special environment—city park high school!" the students said, laughing. City Park High School

Page 2 Proper Nouns

- 1–8: Common Nouns: soccer team, national park, beach, basketball, book, freedom, belief, truth
- 9–16: Proper Nouns: Maria Tallchief, Abraham Lincoln, Aunt Lucille, Seattle Airport, Arizona, February, Statue of Liberty, Buddhism
- 17–19: Answers will vary. Be sure each example is a proper noun that is capitalized correctly.

Page 3 Conjunctions

- | | | |
|----------------------------|----------------------------|--------------------------|
| 1. and; compound predicate | 5. or; compound predicate | 9. or; compound sentence |
| 2. and; compound sentence | 6. but; compound predicate | 10. or; compound subject |
| 3. or; compound subject | 7. and; compound subject | |
| 4. and; compound predicate | 8. but; compound sentence | |

Page 4 Conjunctions

- A.**
1. Teresa and Victor are in French class.
 2. A janitor or a plumber could fix the water fountain.
- B.**
3. Teresa waited and talked with the homeroom teacher.
 4. Girls walked by and looked at Michael's scowl.
 5. For a language class, Victor could take Spanish or French.
 6. Victor looked around the cafeteria for Teresa, but he didn't see her anywhere.

ANSWER KEY

Page 5 Conjunctions

- A.** 1. Victor and Michael had decided to take different language classes. compound subject
2. During the summer, Victor picked grapes and did other jobs. compound predicate
3. Victor pretended to study, but he was really looking for Teresa. compound sentence
4. Teresa sat beneath a plum tree, and Victor moved to a table nearby. compound sentence
5. Victor had to count on Mr. Bueller, or he would have been very embarrassed. compound sentence
- B.** 6. Victor is my favorite character, and Mr. Bueller is LeShon's.
7. Victor knows the truth, but Mr. Bueller knows it too.
8. Teresa and Mr. Bueller both made Victor feel good on his first day of school.
9. Victor is fond of Teresa, but he isn't sure how to get to know her better.
10. Mr. Bueller can remember a time when he wanted to impress a girl, and he doesn't expose Victor's imitation of French.

Page 6 Compound Sentences

- Perhaps you're a fan of fairy tales and fables, or maybe you prefer fiction.
- Many young children learn nursery rhymes, and they enjoy reciting these nonsense poems over and over.
- Some students may not know the difference between fairy tales and folk tales, but the two are different.
- Fairy tales are mostly about imaginary creatures, and folk tales describe the adventures of heroes and ordinary people.
- Some stories recount the heroic deeds of brave animals, or they may use animals to teach a lesson, as in *Aesop's Fables*.
- There's certainly no shortage of books, and all you need is the curiosity to explore this fabulous world!

Page 7 Compound Sentences

- simple
- Yoshiko believed Brownie could be cured, but he was too sick. compound
- simple
- She wrote about some sad things, but she was able to write about happy moments, too. compound
- Yoshiko's parents wrote letters to all kinds of people, and the people wrote back. compound
- simple
- One corner of Yoshiko's mother's bureau was piled high with books, but her mother rarely found the time to read them. compound
- There were no babysitters in Yoshiko's world, and she and her sister went everywhere with her parents. compound
- Yoshiko's mother liked to go to art museums, but her father preferred to hear music. compound
- Yoshiko wrote in her diary, but her vocabulary began to seem inadequate. compound

ANSWER KEY

Page 8 Prepositional Phrases

1. I'd like to welcome you (to) our neighborhood.
2. Do you like the displays (in) the windows (on) Main Street?
3. Some (of) the shops sell clothing and jewelry (from) foreign countries.
4. Our school is (across) the street (from) the YMCA.
5. We sometimes go swimming there (after) school.
6. There's a basketball court (near) the school, too.
7. (Down) the road is the Museum (of) Early American Crafts.
8. The museum has an exhibit (of) pottery made (by) Native Americans (before) the arrival (of) Columbus.
9. The gift shop sells books (about) the history (of) the town.
10. Now you can take a good look (around) our neighborhood.
11. (Behind) the museum is a special school (for) children (with) hearing problems.
12. I'd like to do volunteer work there (during) the summer.
13. I can ride my bike (through) the schoolyard and park it (beside) the school.
14. (Until) June, though, I've got to study hard!

Page 9 Prepositional Phrases

1. I like to sit (under) the big willow tree (near) the pond. willow tree, pond
2. Last night we saw brief glimpses (of) the stars (between) the clouds. stars, clouds
3. When my dog and I go (for) a walk, he always carries a toy (in) his mouth. walk, mouth
4. Immigrants come (to) the United States (from) many countries (around) the world. United States, countries, world
5. (Before) the start (of) the game, the team warmed up. start, game
6. We all huddled (over) the injured cat. cat
7. Fortunately, the cat recovered (from) its injuries. injuries
8. I keep my favorite books (on) a shelf (in) my bedroom. shelf, bedroom
9. I dived (into) the cool water (with) great pleasure. water, pleasure
10. The water feels great (on) my face. face

Page 10 Compound Sentences and Prepositional Phrases

- A.**
1. (Friends are important) and (they make life more fun).
 2. (People go through changes) and (sometimes they have to move far away).
 3. (Not everyone has a best friend), and (Ann was lonely when Cari moved).
 4. (Ann's best friend moved away), but (she promised to visit her).
 5. (You can make new friends), but (you can also keep in touch with old ones).
- B.**
6. World War II was a terrible war that was fought (around the world).
 7. Millions of people from many nations were involved (in World War II).
 8. The war began (in 1939) and did not end everywhere (until 1945).
 9. The reasons (for the war) were complicated.
 10. The United States became involved (in World War II on December 7, 1941).

ANSWER KEY

Page 11 Irregular Verbs

- | | | | |
|-----------|-----------|----------|----------------|
| 1. lost | 4. taken | 7. done | 10. thought |
| 2. given | 5. knew | 8. spent | 11. understood |
| 3. forgot | 6. broken | 9. said | 12. began |

Page 12 Irregular Verbs

- | | | | |
|-------------------|----------|--------------------|-----------|
| A. 1. grew | 4. found | B. 6. grown | 9. found |
| 2. brought | 5. drew | 7. brought | 10. drawn |
| 3. took | | 8. taken | |

Page 13 Semicolons

- | | |
|---|---|
| 1. Mary Church Terrell was born in 1863; she died in 1954. | 4. Terrell attended Oberlin College; she graduated in 1884. |
| 2. Terrell believed in civil rights for all Americans; she worked hard for this cause. | 5. After college Terrell moved to Washington; there she fought for the rights of African Americans. |
| 3. Mary understood the importance of education; she wanted to make something of her life. | |

Page 14 Semicolons

- | | |
|---|---|
| 1. Allegra was excited about playing with an orchestra; she was a little nervous, too. | 6. Allegra doubled her practice time; she hid the music from herself so she would play from memory. |
| 2. During rehearsal, Allegra turned to look at Margaret; the conductor was frowning. | 7. Mr. Kaplan took Allegra to the rehearsal; they had to drive about 70 miles. |
| 3. Jessica was due back from Hong Kong in a few days; Sarah was returning from ballet camp in a week. | 8. Allegra felt the responsibility of leading the orchestra; the conductor's baton would follow her. |
| 4. Little kids often know the first part of a piece of music well; they're always starting over at the beginning. | 9. Allegra became lost in the pleasure of playing; she felt alone with the music. |
| 5. Allegra knew how the orchestral accompaniment sounded; she knew she could close her eyes if the audience made her nervous. | 10. At the end of the performance, the orchestra erupted in applause; Allegra clapped for them in return. |

ANSWER KEY

Page 15 Irregular Verbs

A. Verb	Past Tense	Past Participle (with <i>have</i> or <i>had</i>)
1. begin	began	begun
2. come	came	come
3. freeze	froze	frozen
4. grow	grew	grown
5. think	thought	thought

B. 6. The farm animals always have risen before dawn. PP
7. She wore that cap to every game last year. P
8. They sat quietly on the bus. P
9. Yesterday she had sat in the doctor's office for one hour. PP
10. At meets, he has swum well in all his events. PP

Page 16 Adjectives

- Can you smell the delicious (food)? what kind
- There are several (restaurants) on the block that we'd like to try. how many
- Let's go into this (restaurant) for breakfast. which one
- We'd love the taste of a fresh (bagel). what kind
- Bagels, a popular (bread) are baked in the kitchen here every (morning) what kind; how many
- Mandy ordered a plain (bagel) from the waiter. what kind
- Binh wanted to taste another (type) of bagel. what kind
- Bagels are flavored with different (ingredients) such as onion, garlic, and poppy seed. what kind
- The first (bagels) in the United States were baked by immigrants from Europe. which one
- Now people from many (backgrounds) like bagels. how many
- Do you have a favorite (flavor)? what kind
- With the bagels we ordered seltzer, a bubbly (drink). what kind
- A waiter in a white (apron) brought us the order. what kind
- For lunch, we'll try the next (restaurant) on the block. which one

Page 17 Adjectives

- Answers will vary. Sample answers are given.
- | | | |
|------------------|-------------------------|--------------|
| 1. best | 5. funny, tall | 9. wonderful |
| 2. pink | 6. Some, small, plastic | 10. great |
| 3. fresh | 7. exciting | |
| 4. scary, little | 8. plastic | |

ANSWER KEY

Page 18 Apostrophe in Contractions

1. I have a neighbor, Alicia, who's blind. who is
2. She's been blind since she was a teenager. She has
3. She had an illness of the eye that couldn't be cured. could not
4. However, Alicia didn't let this disability stop her. did not
5. Her parents thought she'd do well at a special school for the blind and visually impaired. she would
6. Now there's almost nothing that Alicia cannot do. there is
7. She is not embarrassed to say, "I'll be seeing you!" I will
8. "I'm not going to let my disability prevent me from living a normal and happy life," Alicia says with a big smile. I am
9. "Sure, I can't drive a car, but I love to travel and I have a great job!" she adds. cannot
10. On her job, Alicia helps young people who aren't coping well with life. are not
11. She gives these young people advice when they're feeling confused about themselves. they are
12. "Wouldn't it be great if everyone had someone like Alicia as a friend?" one of the young people asked. Would not
13. He's certainly right! He is

Page 19 Apostrophe in Contractions

- | | | | | |
|-------------|-------------|-----------|-----------|-------------|
| 1. there's | 4. there'll | 7. didn't | 10. who's | 13. they're |
| 2. He's | 5. couldn't | 8. I've | 11. isn't | |
| 3. wouldn't | 6. What's | 9. We're | 12. won't | |

Page 20 Adjectives

1. Dogs come in a huge variety of shapes and sizes. <arrow points from *huge* to *variety*>
2. Beagles, for example, are bred in two sizes. <arrow points from *two* to *sizes*>
3. The smallest dogs weigh less than five pounds, and the largest can weigh more than two hundred pounds. <arrows point from *smallest* and *largest* to *dogs*, from *five* to *pounds*, and from *two hundred* to *pounds*>
4. No one knows when dogs became loyal companions for people, but it was in prehistoric times. <arrows point from *loyal* to *companions* and from *prehistoric* to *times*>
5. Many people enjoy the lively company of active dogs. <arrows point from *many* to *people*, from *lively* to *company*, and from *active* to *dogs*>
6. In general, different breeds were intended for specific purposes. <arrows point from *different* to *breeds* and from *specific* to *purposes*>
7. A dog like a greyhound, for example, was bred for great speed. <arrow points from *great* to *speed*>
8. Terriers were bred to dig into the ground in pursuit of pest animals, called varmints. <arrow points from *pest* to *animals*>
9. Collies and other breeds are herding dogs, used to guard sheep and cattle. <arrows point from *other* to *breeds* and from *herding* to *dogs*>
10. Other breeds, like toy poodles, are simply loving pets for people. <arrows point from *other* to *breeds*, *toy* to *poodles*, and from *loving* to *pets*>

ANSWER KEY

Page 21 Complete Subject and Predicate

1. Some of the students in our class are from Ecuador.
2. The name of the country comes from the word equator.
3. This imaginary line around the globe runs through Ecuador.
4. Many of the people in Ecuador are farmers.
5. Bananas are a major crop in this South American country.
6. The Native Americans in Ecuador live in small houses made of adobe, a kind of brick.
7. These people speak Spanish or their own Native American language.
8. Skilled weavers in the village make clothing.
9. Have you ever seen a woven shirt from Ecuador?
10. Village children learn the work from their parents.
11. Some of the children aren't able to go to school.
12. A special event in the life of the village is the fiesta.
13. It is usually a religious celebration.
14. Our Ecuadorian classmates have taught us a lot about their country.
15. Would you like to visit Ecuador someday?

Page 22 Complete Subject and Predicate

Sentences will vary.

1. complete predicate needed
2. complete subject needed
3. complete subject needed
4. complete predicate needed
5. complete predicate needed
6. complete subject needed
7. complete predicate needed
8. complete predicate needed
9. complete predicate needed
10. complete subject needed

Page 23 Object of Preposition

1. The class was doing a project on the (history) of (baseball) noun; noun
2. "Has anybody heard of (Sandy Koufax)?" Tanya asked the class. noun
3. "I know about (him)," answered Selina. "He played for the (Dodgers) years ago." pronoun; noun
4. "The Dodgers moved from (Brooklyn) to (Los Angeles)," Kezia added. noun; noun
5. "With (Koufax) on the (team)" Darryl said to (her) "the Los Angeles Dodgers captured the World Series twice in three (years)." noun; noun; pronoun; noun
6. "Here's a picture for (you)! Koufax, with his famous left (arm) is hurling the ball toward the (batter)." Ms. Stankowski tacked the photo onto the bulletin (board) pronoun; noun; noun; noun
7. "Look at the (crowds) cheering behind (Koufax) in the (stands)." Rosalie said admiringly. noun; noun; noun
8. Other students stood around (them), examining the photo. pronoun
9. If you visit the National Baseball Hall of (Fame), you can walk through (exhibits) of all the great (players) noun; noun; noun
10. Koufax certainly was among the (heroes) of (baseball) noun; noun

ANSWER KEY

Page 24 Object of Preposition

1. The life of a movie actor can be very difficult at times. <arrow from *of* to *actor* and *at* to *times*>
2. The working day may begin very early in the morning. <arrow from *in* to *morning*>
3. It can get hot under all that makeup! <arrow from *under* to *makeup*>
4. Memorizing lines from a script takes all of the actor's free time. <arrow from *from* to *script* and from *of* to *time*>
5. Often, filming occurs in remote locations. <arrow from *in* to *locations*>
6. At times, the actor is away from home for long periods. <arrow from *from* to *home* and *for* to *periods*>
7. Besides the travel, an actor spends a lot of time just waiting for the next scene. <arrow from *Besides* to *travel*, *of* to *time*, and *for* to *scene*>
8. If the director is unhappy with a scene, it may be shot again and again. <arrow from *with* to *scene*>
9. There are rewards in the acting profession, also. <arrow from *in* to *profession*>
10. The satisfaction that comes when people praise the film throughout the country makes the effort worthwhile. <arrow from *throughout* to *country*>

Page 25 Object of Preposition

- A.**
1. Object, noun
 2. No
 3. No
 4. Object, pronoun
 5. No
- B.**
6. The Pima, Apache, and Navajo nations lived throughout the Southwest. Southwest
 7. Traditionally, Apache people lived inside dwellings called *hogans*. dwellings
 8. Today, the Hopi nation is within Navajo lands.
 9. Apache groups traveled freely across the border of the United States and Mexico. border, United States and Mexico
 10. Poetry concerning the homelands of native peoples helps us understand their cultures. homelands, peoples

Page 26 Possessive Pronouns

- | | | | |
|-------------|---------------|----------|---------------|
| 1. your | 5. none | 9. none | 13. his |
| 2. her, My | 6. her, their | 10. its | 14. his, hers |
| 3. mine | 7. My, yours | 11. hers | 15. your |
| 4. ours, my | 8. my, his | 12. none | |

Page 27 Possessive Pronouns

- | | | |
|--------------|---------------|---------------|
| 1. her | 4. my | 7. my, my |
| 2. her, your | 5. his | 8. its |
| 3. hers | 6. Our, yours | 9. her, their |

Page 28 Using Subject and Object Pronouns

- | | | |
|----------------|----------------|-------------------|
| 1. I; subject | 5. him; object | 9. me; object |
| 2. He; subject | 6. We; subject | 10. They; subject |
| 3. me; object | 7. me; object | |
| 4. I; subject | 8. He; subject | |

ANSWER KEY

Page 29 Using Subject and Object Pronouns

- A.** 1–5. Answers will vary. Check that sentences contain complete predicates.
- B.** 6. Zlata missed Granddad because she had not seen him lately.
7. Her parents gave her new ski bindings and poles.
8. People hoped no one would attack them.
9. “Why do they hate us?” Zlata wondered.
10. A shell hit the school and damaged it.

Page 30 Using Subject and Object Pronouns

- | | | | | |
|--------|--------|-------|-------|---------|
| 1. she | 3. him | 5. he | 7. I | 9. us |
| 2. her | 4. me | 6. We | 8. me | 10. she |

GRADE 6, Problem Solving

Page 31 Subject and Object Pronouns

- | | | | |
|--------|--------|---------|---------|
| 1. He | 3. he | 5. them | 7. they |
| 2. her | 4. him | 6. she | 8. him |

Page 32 Subject and Object Pronouns

- A.** 1. Elephant, Shark, and Hawk were the mightiest animals. They ruled the kingdoms of the forest, sea, and air.
2. Humans did not immediately control the world. When people arrived, other animals laughed at them.
3. People avoided the forest for fear of Elephant. Elephant might crush them.
4. Hawk was captured with a vine noose. The noose trapped it when it landed.
5. Shark refused to share the sea with people. Shark threatened to bite them.
6. The people thought of a way to control Shark. People snared him in a net.
- B.** 7. First, the people helped Elephant. (He/Him) was trapped in a pit.
8. People thought of a mat one woman had woven. The design of the mat led (they/them) to think of a net.
9. The people captured and later released Shark. After that, they never feared (him/his) again.
10. The last ruler to be overcome was Hawk. Hawk was captured when (he/him) landed near a baobab tree.
11. The story warmed in the minds of the people. (They/Them) knew it was good.

Page 33 Double Negatives

Answers may vary somewhat. Suggested answers:

1. I didn't know anything about "Lucky Lindy" before I read this book about him.
2. "Charles Lindbergh won't ever make it across the ocean," people said in 1927.
3. Lindbergh got his start as an airmail pilot, but there wasn't much money in that work.
4. No double negative
5. Nobody could stop Lindbergh from seeking that prize!
6. No double negative

ANSWER KEY

Page 34 Double Negatives

1. I (can't hardly) see over the fence. I can hardly see over the fence. *or* I can't see over the fence.
2. Don (didn't) do (no) work today. Don did no work today. *or* Don didn't do any work today.
3. It makes no difference to me. correct
4. (Nothing) I do seems to make (no) difference. Nothing I do seems to make a difference.
5. We had scarcely enough juice for the class. correct
6. We've looked all day, but we (haven't) found (nothing). We've looked all day, but we have found nothing. *or* We've looked all day but we haven't found anything.
7. I (haven't) ever seen (no) pandas. I haven't ever seen pandas.

Page 35 Subject and Object Pronouns

1. A They
2. F She
3. C It
4. G He
5. C us

Page 36 Simple Predicate

1. might be called
2. was married
3. raised
4. was crippled
5. were changed
6. was elected
7. had lost
8. pleased
9. have seen
10. would be faced
11. entered
12. acted
13. comforted
14. believed
15. is remembered

Page 37 Simple Predicate

Complete Predicate

1. worked side by side around the clock
2. threw sandbag after sandbag against the levee
3. became Cathy Johnson's lifesaver
4. pitched in to fight the rising water
5. were evacuated
6. formed to throw sandbags onto the levees

Simple Predicate

- worked
- threw
- became
- pitched in
- were evacuated
- formed

Page 38 Commas

1. Alligators are noted for their sharp teeth, short legs, and long tails.
2. As part of a science project, the class was studying alligators.
3. "I don't know what I'd do if I met an alligator," Jamal remarked.
4. Unfortunately for alligators, they have been hunted for their skins.
5. In fact, these reptiles were once on the endangered species list.
6. "Now," said Katina, "alligators aren't as scarce as they once were."

ANSWER KEY

Page 39 Commas

- A.** 1. The Missouri, Illinois, and Des Moines Rivers all feed into the Mississippi River.
2. The states that were hardest hit by the 1993 flood were Illinois, Iowa, Minnesota, and Missouri.
3. Fear, sympathy, and bravery are all feelings that people experience during a flood.
4. People fill sandbags, rescue people and animals, and hand out emergency supplies to try to fight the flood.
- B.** 5. “We had to abandon our car and climb a tree,” said one woman in Missouri.
6. As the river kept rising, people called for help to fill sandbags.
7. To find volunteers, all you needed to do was follow hand-written signs.
8. The radio announcer said, “We need help today!”
9. As soon as the team of teenagers arrived, they immediately started filling sandbags.
10. “I’m amazed that people can pull together like this,” one young man said.

Page 40 Commas

- A.** 1. On the rise at the top of the levee, people filled sandbags.
2. “We just watched, helpless, as the barn washed away,” said the farmer.
3. The river rose to the edge, washed away the crest, and flooded through the opening.
4. Relief workers struggled through pouring rain, high heat, and ever-deeper mud.
5. Fearing for their lives, thousands of people abandoned their homes.
- B.** One volunteer laughed, “I’ve never been so tired, so wet, or so hungry.” To save the city, volunteers worked tirelessly to shore up the levee. In the end, there was nothing anyone could do to save the old farmhouse.

Page 41 Fragments and Run-on Sentences

Answers may vary somewhat. Suggested answers:

1. I’ve been reading this book from the library. It’s about funny inventions.
2. The book (or It) describes inventions of things that nobody wanted.
3. One example is the parachute hat. It was a parachute you wear on your head.
4. I’m not sure who would actually wear this thing.
5. The pencil clip was another odd invention. The pencil clipped on your hand.
6. You could scratch your eye by mistake with a thing like that!

Page 42 Fragments and Run-on Sentences

- A.** 1. fragment 3. correct 5. correct 7. correct 9. run-on
2. fragment 4. fragment **B.** 6. run-on 8. correct 10. correct

Page 43 Capitalization of Proper Nouns

1. Jose, Juan, Argentina
2. Spanish, English, Jose
3. Ms. Rodriguez, Jose
4. Saturday, Oakdale Park, Techno Geeks
5. Terry, Donald
6. Northshore Wilderness Society, Bear Mountain, Elm River
7. Buenos Aires
8. June
9. Food City
10. Jose, Juan

ANSWER KEY

Page 44 Capitalization of Proper Nouns

1. The geographical society of lima named the north peak of huascarán after annie smith peck. Geographical Society, Lima, Huascarán, Annie Smith Peck
2. She received a master's degree in greek from the university of michigan. Greek, University, Michigan
3. annie trained on mountains in greece, switzerland, and california. Annie, Greece, Switzerland, California
4. Two men, gabriel zumtaugwald and rudolf taugwalder, served as annie's guides on huascarán. Gabriel Zumtaugwald, Rudolf Taugwalder, Annie's, Huascarán
5. She received assistance from admiral peary, the famous arctic explorer. Admiral Peary, Arctic
6. The government of peru gave annie a gold medal. Peru, Annie
7. The north peak of huascarán is still called ana peck. Huascarán, Ana Peck
8. annie smith peck was disappointed that fanny bullock workman still held the altitude record for a woman climber. Annie Smith Peck, Fanny Bullock Workman

Page 45 Capitalization of Proper Nouns

1–10. Answers will vary. Be sure students capitalize the proper nouns.

Page 46 Past, Present, and Future Tenses

- | | | | |
|------------------------------|-----------------------------|-------------------------------|------------------------------|
| 1. <u>provides</u> —present | 5. <u>gave</u> —past | 9. <u>will appear</u> —future | 12. <u>need</u> —present |
| 2. <u>will plant</u> —future | 6. <u>need</u> —present | 10. <u>will put</u> —future | 13. <u>will show</u> —future |
| 3. <u>selected</u> —past | 7. <u>will grow</u> —future | 11. <u>makes</u> —present | |
| 4. <u>sketched</u> —past | 8. <u>will shop</u> —future | | |

Page 47 Past, Present, and Future Tenses

- | | | | | |
|-------------------|-------------|---------------|----------------------|----------------|
| A. Present | Past | Future | B. 1. present | 6. past |
| design | designed | will design | 2. present | 7. present |
| wear | wore | will wear | 3. past | 8. future |
| come | came | will come | 4. future | 9. past |
| buy | bought | will buy | 5. past | 10. future |
| sell | sold | will sell | | |
| find | found | will find | | |

ANSWER KEY

Page 48 Capitalization: Abbreviations

1. The reception was attended by (capt.) Alphonse Didario and (adm.) Lester Coombs. Captain, Admiral
2. Malvina Rogers, (r.n.) has worked at Lincoln Hospital since 1995. Registered Nurse
3. The letter was sent to Maple (st.) instead of Maple (rd.) Street, Road
4. After climbing (mt.) Hood, Wendy Lopez went to work for the Peachy Computer (co.) Mount, Company
5. Isn't the Weldon (corp.) located in the Grayling (bldg.) on Northern (blvd.)? Corporation, Building, Boulevard
6. In 1996, (gov.) Tanaka was elected to her third term. Governor
7. Soon (dr.) Felson will begin working for the (dept.) of Environmental Preservation. Doctor, Department
8. Will both (sen.) Roebing and (rep.) Petersen be at the state convention? Senator, Representative
9. The speaker was (sgt.) Lucinda Wong. Sergeant
10. Was the package addressed to Springfield, (ma.) Springfield, (il.) or Springfield, (mo.)? Massachusetts, Illinois, Missouri

Page 49 Capitalization: Abbreviations

- | | | | |
|--|--|--|---|
| A. 1. Dr.
2. Mr., Jr.
3. Rd.
4. Blvd.
5. Ave.
6. Ms.
7. Prof. | 8. Rev.
9. St.
10. Sen.
11. Pres.
12. Apr.
13. Mon., Aug.
14. Mrs. | 15. Rt. or Rte.
16. Ave.
17. Mr.
18. Dr., Sr.
19. Rd.
20. Capt. | B. 21. Dr. Noemi Rodriguez
22. Ste. 12
23. 842 W. Hudson Ave.
24. San Antonio, TX |
|--|--|--|---|

Page 50 Past, Present, and Future Tenses

- | | |
|---|---|
| A. 1. Warm lights <u>shine</u> through the window. <i>present</i>
2. The dogs <u>will strain</u> against their traces. <i>future</i>
3. His feet <u>feel</u> like lumps of ice. <i>present</i>
4. He <u>won</u> the race. <i>past</i> | 5. C future tense
6. B past tense
7. B past tense
8. A present tense
9. C future tense
10. A present tense |
|---|---|

Page 51 Comparative and Superlative Adverbs

- | | |
|--|---|
| A. 1. <u>most carefully</u>
2. <u>faster, more frequently</u>
3. <u>most easily</u>
4. <u>more slowly, more completely</u>
5. <u>most quickly</u>
6. <u>most eagerly</u> | B. 7. hardest
8. more carefully
9. most nervously
10. most quickly
11. more often
12. more successfully |
|--|---|

Page 52 Comparative and Superlative Adverbs

Adverb	Comparative	Superlative		
well	better	best	1. best	6. least
badly	worse	worst	2. harder	7. more
little	less	least	3. more carefully	8. more frequently
much	more	most	4. less	9. more often
			5. better	10. more successfully

ANSWER KEY

Page 53 Using Irregular Verbs

- A.** 1. began, begun
2. blew, blown
3. caught, caught
4. chose, chosen
5. came, come
6. drank, drunk
7. ate, eaten
8. went, gone
9. met, met
10. rode, ridden
11. spoke, spoken
12. wrote, written
- B.** Answers will vary. Sentences could include:
13. He had begun the exercise.
14. The wind blew my hat off.
15. The shortstop caught the ball.

Page 54 Using Irregular Verbs

- | | | | |
|-----------|-----------|----------|-------------|
| 1. flew | 4. ran | 7. did | 10. brought |
| 2. swum | 5. ate | 8. wrote | 11. sank |
| 3. broken | 6. stolen | 9. given | 12. took |

Page 55 Comparative and Superlative Adverbs

- | | | |
|-----------------------|--------------------|---|
| A. Comparative | Superlative | B. 6. The plane slid slowly toward the lake. |
| 1. more safely | most safely | 7. It finally crashed into the water. |
| 2. more wisely | most wisely | 8. That's probably why the author smartly named his book <i>Hatchet</i> . |
| 3. lovelier | loveliest | 9. His mother had wisely given Brian the hatchet. |
| 4. more reasonably | most reasonably | 10. After the plane crash, Brian had to remind himself forcefully that the first thing he had to do was think about food. |
| 5. later | latest | |

Page 56 Possessive Nouns

- | | |
|--|---------------------------------|
| 1. <u>Birds</u> '—plural | 6. <u>birds</u> '—plural |
| 2. <u>male</u> 's—singular; <u>female</u> 's—singular | 7. <u>penguin</u> 's—singular |
| 3. <u>paradise</u> 's—singular | 8. <u>terns</u> '—plural |
| 4. <u>class</u> 's—singular | 9. <u>ptarmigan</u> 's—singular |
| 5. <u>ostriches</u> '—plural; <u>world</u> 's—singular | 10. <u>bird</u> 's—singular |

Page 57 Possessive Nouns

- | | | |
|----------------------|-------------|-----------------------------------|
| A. 1. class's | 6. authors' | B. 11. the Suarezes' house |
| 2. Brian's | 7. Marcus's | 12. the Eckers' dog |
| 3. Paulsen's | 8. boys' | 13. the Little League's fields |
| 4. Horn Book's | 9. Scouts' | 14. Cincinnati's center |
| 5. Doris's | 10. Woman's | 15. the children's toys |

Page 58 Prepositions

- | | | | | |
|----------|----------|-----------|-----------|------------|
| 1. under | 3. until | 5. During | 7. in | 9. through |
| 2. to | 4. from | 6. over | 8. before | 10. at |

ANSWER KEY

Page 59 Prepositions

1. We all climbed **(aboard)** the raft.
2. The river roared **(through)** the canyon.
3. Mom laughed and screamed as water poured **(over)** the sides.
4. As we swept **(down)** the rapids, we splashed **(between)** tall rocks.
5. Everyone seemed happy **(during)** the trip **(except)** my sister.
6. She looked as if she wanted to hide **(beneath)** the seats.
7. We finally floated **(into)** calm water.
8. The guide steered the raft **(to)** the bank.
9. Everyone climbed **(onto)** the gravel and sat down.
10. I don't know how we came **(over)** the rapids **(without)** damage.
11. I looked **(up)** the river **(at)** the next set **(of)** rapids.
12. It would be a long time before my sister went **(on)** a raft again.

Page 60 Possessive Nouns and Prepositions

- A.**
1. human's senses
 2. eagle's vision
 3. Many insects' eyes
 4. walrus's whiskers
 5. people's fingers
- B.**
6. Answers will vary: students should use *through*, *around*, *over*, or *across*.
 7. Answers will vary: students should use *into* or *against*.
 8. Answers will vary; students should use two of the following: *around*, *through*, *over*.
 9. *to*
 10. Answers will vary: students should use *across* or *over*.

GRADE 6, Teamwork

Page 61 Four Types of Sentences

- A.**
1. question mark, interrogative
 2. period, imperative
 3. period, declarative
 4. question mark, interrogative
 5. period, imperative
 6. exclamation point, exclamatory
 7. period, declarative
 8. question mark, interrogative
 9. period, declarative
 10. exclamation point, exclamatory
- B.**
11. imperative
 12. declarative
 13. exclamatory
 14. interrogative
 15. declarative

Page 62 Four Types of Sentences

- A.** Answers will vary; possible responses given.
1. There are many tools to help you sell the product.
 2. What sort of business is this?
 3. You must care for your teeth.
 4. This new flavor is the best I ever tasted!
- B.** Answers will vary. Check to see that students include in their proposals at least one of each type of sentence: declarative, interrogative, imperative, and exclamatory.

ANSWER KEY

Page 63 Colons and Hyphens

1. The grand opening of my father's store will take place on the twenty-second of October.
2. Dear Mr. Sanchez:
I am writing in response to your ad in Sunday's paper.
3. Please enclose your filled-out order form and your payment, including seventy-five cents for postage.
4. We carry the following art supplies: paints, brushes, paper, pastels, markers, charcoal, and more!
5. Dear Sirs:
Congratulations on your twenty-fifth year in business!

Page 64 Colons and Hyphens

- A.**
1. Rufus was sure he could make a gallon of toothpaste for seventy-nine cents.
 2. Even though sixty-nine cents for eye shadow was a sale price, it seemed expensive.
 3. Rufus liked the taste of bicarb and said it was like a soft drink without a lemon-lime flavor.
 4. Rufus decided to try different flavors: peppermint, vanilla, cloves, almond, and even curry.
- B.** Dear Sir:
- I'm writing to tell you about the best new product since sliced bread. The product is toothpaste, the best-cleaning toothpaste you've ever used! We're selling shares in these amounts: 1, 10, 100, or 1000. Each share costs only fifty-five cents. It's a million-dollar idea you can't afford to miss!
- Sincerely,
Rufus

Page 65 Four Types of Sentences and Colons and Hyphens

- A.**
- | | |
|--------------------|--------------------|
| 1. D exclamatory | 4. H imperative |
| 2. G interrogative | 5. B interrogative |
| 3. A declarative | 6. F declarative |
- B.** Rufus must have had twenty-five different reasons why he thought he could make a new kind of toothpaste. He got some strange ingredients: curry powder, almond flavoring, and bicarbonate of soda. He wanted to find out how many cubic inches were in a tube of toothpaste, but he couldn't figure out how to make a cube-shaped tube. Rufus set up his toothpaste factory: jars, tables, toothpaste ingredients, and lots of people to help him.

Page 66 Compound Subject and Compound Predicate

1. Rick Hoyt can't walk or speak, due to cerebral palsy.
2. However, he entered and completed 70 marathon races.
3. Rick and his father heard about the Boston Marathon back in 1980.
4. The Hoyts went to Boston and tried to enter their first marathon.
5. The race officials, however, frowned and shook their heads.
6. So father and son simply appeared at the starting line and began with everyone else.
7. Soon Rick and his father were competing in and finishing both marathons and triathlons.
8. In 1992, the Hoyts pedaled 4,000 miles across the country and raised money for ramps and doorways for people in wheelchairs.
9. Children and adults are inspired by the Hoyts.
10. Rick and his father are wonderful role models for people throughout the world.
11. Because of the Hoyts, John Draper and his father decided to run in a marathon.
12. They trained and practiced for months.
13. On the big day, they woke up early and were eager to get started.
14. The day of the race was sunny and felt warm.
15. John and his father finished the race.

ANSWER KEY

Page 67 Compound Subject and Compound Predicate

- A.**
1. Ben and Jerry first learned how to make ice cream.
 2. They talked and debated many new business ideas.
 3. Jerry and Ben tested new flavors and watched their waistlines grow.
 4. In their new office, they swept, filled holes, and cleaned the walls.
- B.** Answers may vary; sample responses given.
5. Ben and Jerry
 6. talked and ate ice cream
 7. began to smile and laugh
 8. Heath Bar Crunch and Lemon Peppermint Carob Chip

Page 68 Adjectives: Comparative and Superlative Forms

1. Carlo was sure that his team had the most magnificent uniforms of any soccer team in the league.
2. Kim thought that they had the best runners and kickers of all the teams.
3. They both thought that their team had a better chance to win the championship game than the Bluebirds.
4. The day of the championship game was more beautiful than the day before.
5. During the game, Kim was the fastest runner of any player that day.
6. She scored three goals, the highest number she'd ever made.
7. The other team was playing the worst game they'd ever played.
8. Their goalie's game had been worse on the previous day, but he still could not keep the ball out of the goal.
9. Carlo played his finest game ever.
10. The final score was 5-1. The whole team got together and gave the loudest cheer they could.

Page 69 Adjectives: Comparative and Superlative Forms

- A.**
1. better, best
 2. bad, worst
 3. great, greater
 4. splendid, most splendid
 5. more fantastic, most fantastic
 6. icy, icier
 7. long, longest
 8. finer, finest
- B.**
9. higher
 10. most popular
 11. largest
 12. best

Page 70 Compound Subject and Compound Predicate

1. Hiro and Maria baked the cookies.
2. Hurricanes and tornadoes produce high winds and cause extensive damage.
3. During the performance, LeShon stretched, yawned, and tried to stay awake.
4. The river rose, broke through the levee, and roared through the town.
5. Crows and parrots are very long-lived birds.
6. Between noon and 1 o'clock I'll either swim at the pool or play tennis.
7. Rabbit's feet and broken mirrors don't bring good or bad luck.
8. I save magazines but recycle the newspapers.
9. The ball shot in the air and flew out of the stadium.
10. Soccer, basketball, and football are strenuous sports.

ANSWER KEY

Page 71 Main Verbs and Helping Verbs

1. Callie is taking a cooking class during the summer.
2. Her brother Leo has learned a lot about business this year.
3. The two will open a catering business in the fall.
4. They can provide food for parties, picnics, and other special occasions.
5. Callie wants her friend Paolo in the business.
6. Everyone loves Paolo's spicy recipe for black beans and rice.
7. Paolo will not participate right away, though.
8. He has won a science prize for his chemistry experiment.
9. He will display his experiment in Washington, D.C.
10. Maybe Paolo can help Callie and Leo next winter.
11. It will be a real challenge for Callie and Leo.
12. However, they will open their business this fall without Paolo's help.
13. Both Callie and Leo have collected many recipes.
14. They can cook almost anything.
15. We all hope their business will be a success.

Page 72 Main Verbs and Helping Verbs

1. We should tell them where he is. should
2. My books were stolen. were
3. No one could tell me where my dog was. could
4. The bus is leaving right now. is
5. Different businesses provide all sorts of services.
6. Some companies are very specialized.
7. You can learn a lot in school about how to run a business. can
8. Did you see a movie last weekend? did
9. My dog will eat anything I give him. will
10. Vandals had broken into the school. had

Page 73 Periods in Initials and Abbreviations

- A.** Dr. William T. Moreno, D.D.S.
2241 La Cienega Blvd.
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401 E. Sixth St.
New York, New York 10003
- Winston Kramer, Jr., J.D.
Nelson, Kramer, Pakula, Inc.
440 State St.
Tampa, Florida 33697
- B.** 1. Mr. 6. Tues.
2. Gov. 7. Fri.
3. Sen. 8. Mar.
4. Dec. 9. Pl.
5. Ave. 10. Sr.

Page 74 Periods in Initials and Abbreviations

- A.** 1. Pres. 6. Jr.
2. Feb. 7. Fri.
3. Rep. 8. Rev.
4. Dr. 9. Dr.
5. Mass. 10. Blvd.
- B.** 11. Wei-lin D. Chin, Asst. Editor
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12. Mr. A. E. Housman, Esq.
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13. The Hon. Julio M. Vargas
State Senate, Rm. 914
P.O. Box 10558
Tallahassee, Florida 33590
14. Ms. Eloise Glassman, C.E.O.
Labtech Corp.
334 Northland Pl.
Yonkers, New York 10225

ANSWER KEY

Page 75 Main Verbs and Helping Verbs

- | | | |
|---------------------|-----------------|------------------|
| 1. were, determined | 5. could, count | 9. should, sit |
| 2. could, solve | 6. were, asking | 10. was, booming |
| 3. would, write | 7. was, smiling | |
| 4. had, paid | 8. were, served | |

Page 76 Commas in Compound Sentences

- | | |
|--|--|
| 1. I wanted to start my own T-shirt-painting business, but I wasn't sure how to do it. | 3. Mi Won took the orders, and I painted the shirts. |
| 2. We made up flyers describing our business, and we posted the flyers in stores. | 4. It was hard work, but it was fun. |
| | 5. I might put my profits from the business toward a new bike, or I might save the money for the future. |

Page 77 Commas in Compound Sentences

- | | |
|--|--|
| 1. We keep our eyes open to see people's clothes, and we check out the New York stores. | 4. The designers gather all the information, and they plug it into a computer. |
| 2. We might want to add something to the jeans, but we can't add too much. | 5. It's a good idea to keep the same models, but that isn't always possible. |
| 3. The product manager adds notes about fit or color, or he'll think about fabric treatment. | 6. The marketers meet with merchandisers and sales people, and they plan ads. |

Page 78 Naming Words

- | | |
|---|--|
| 1. In 1518, a navigator from Portugal, Ferdinand Magellan, received money from King Charles I of Spain. Portugal, Ferdinand Magellan, King Charles I, Spain | 5. One of the ships, the <i>Victoria</i> , returned to Europe in 1522. <i>Victoria</i> , Europe |
| 2. His five ships set off across the Atlantic Ocean in 1519. Atlantic Ocean | 6. Magellan's crew was the first to sail around the world. Magellan's |
| 3. Only three made a safe voyage around South America and started across the Pacific Ocean. South America, Pacific Ocean | 7. Based on their voyage, Spain claimed land in the Western Hemisphere. Spain, Western Hemisphere |
| 4. The famous leader of the expedition died on an island that is now part of the Philippine Islands. Philippine Islands | 8. Other countries in Europe were jealous of Spain's success. Europe, Spain's |
| | 9. Before long, they sent out explorers to start colonies in North America. North America |
| | 10. The explorations brought tremendous change for the Native Americans living in North America. Native Americans, North America |

ANSWER KEY

Page 79 Naming Words

1. Courtney Conner works for Gitano Jeans.
Courtney Conner, Gitano Jeans
2. The merchandisers check out the big stores in New York and Los Angeles.
New York, Los Angeles
3. A man named Levi Strauss made the very first pair of jeans in San Francisco.
Levi Strauss, San Francisco
4. Six years earlier, Strauss left Bavaria, Germany.
Strauss, Bavaria, Germany
5. He sailed around Cape Horn to California to sell goods to miners.
Cape Horn, California
6. The United States Patent Office couldn't decide whether to give Strauss a patent for his jeans.
United States Patent Office, Strauss
7. His brothers, Jonas and Louis, were his partners.
Jonas, Louis
8. Today presidents, movie stars and many, many other people wear Levi's and other brands of jeans.
Levi's

Page 80 Commas in Compound Sentences

1. B
2. G
3. B
4. F

Page 81 Linking Verbs

- A.**
1. My grandfather was a farmer in the Midwest.
 2. The crops on the farm were always bountiful.
 3. The clover smelled sweet in the spring.
 4. It grew delightfully green.
 5. A farmer's responsibilities seem endless.
 6. At the end of each day, farmers are exhausted.
 7. However, farming is a satisfying lifestyle.
 8. Freshly harvested crops smell delicious.
 9. The crops become food for many people.
 10. Farmers are important to everyone.
- B.**
11. Hot, buttery corn tastes wonderful.
 12. The cherry tomatoes are huge.
 13. The lettuce is bright green.
 14. The harvest seems plentiful this year.
 15. The herbs smell sweet and fragrant.

Page 82 Linking Verbs

- A.** Answers will vary; sample responses given.
1. Tom appears ill today.
 2. Making a change feels odd at first.
 3. A new home may seem uncomfortable.
 4. Sue became a farmer.
- B.** Answers will vary. Check to see that students have used linking verbs.

Page 83 Semicolons

1. Texas stretches across the southwestern United States; however, it is not the largest state in the country.
2. Alaska covers over half a million square miles; Texas covers just over 262,000 square miles.
3. Texas comes from a Native American word meaning *friends*; its history reflects the heritage of many countries.
4. The bluebonnet is the state flower; the pecan tree is the state tree.
5. Houston, Dallas, and San Antonio are all major cities; however, much of Texas is still made up of wide-open spaces.

ANSWER KEY

Page 84 Semicolons

1. Willie's grandfather took ill; things had to change on the farm.
2. You have to feed chickens properly; you must keep them healthy.
3. Linda Adams works on the farm; she also works in a sock factory.
4. Most of the farmers' wives have jobs; none of them can afford to hire help.
5. Willie formed a cooperative; the co-op is like an extended family.
6. Melvin Cunningham repaired Willie's tractor; in return, Melvin will use the tractor on his own land.
7. Frank Smith raises chickens and cattle; Leroy Cooper raises chickens and hogs.
8. Charlie Lemar taught his son, Roger, the business; Roger has expanded it threefold.

Page 85 Linking Verbs

- A.**
1. Willie Adams and his grandfather were farmers in Georgia.
 2. When Willie was fifteen, his grandfather became ill.
 3. At the time, things looked bad for the family.
 4. Farming the family's ninety-two acres was a hardship for Willie alone.
- B.**
5. Switching to livestock seemed strange at first.
 6. The Adams farm is a success.
 7. All of the family members are workers.
 8. Willie is a member of a farm cooperative.
 9. Dairy farming is Willie's dream.
 10. A dairy farm sounds noisy in the morning.

Page 86 Direct Object

1. Every summer the people on Ridge Road hold a block party.
2. For months beforehand, the organizers develop their plans.
3. They contact the schools and community centers.
4. They choose the date carefully.
5. Usually, the party committee selects a theme.
6. One year they used a Mexican theme.
7. They hung piñatas all along the block.
8. The cooks prepared tacos and tortillas.
9. Last year the committee chose the theme of "Alaska."
10. Workers turned telephone poles into totem poles.
11. The cooks prepared sourdough bread and ice cream.
12. The block party serves two purposes.
13. First, neighbors meet each other.
14. Second, the event raises funds for neighborhood groups.
15. People buy tickets at the booths.
16. They trade them for food or a game.
17. People donate most of the materials.
18. The earnings bring a profit, so everyone wins!
19. The residents on Ridge Road enjoy the party.
20. You can hear their laughter all along the street.

Page 87 Direct Object

- A.**
1. Mr. Skinner lost his job.
 2. Together the family started a business.
 3. They ate beans and rice.
 4. Everyone distributed flyers.
 5. Mom gave her watch to Rick.
 6. Jenny held a cup of hot chocolate.
- B.** Answers will vary; sample responses given.
7. Jenny and Marcia wore jackets.
 8. The family made flyers.
 9. Jason knew Jenny.
 10. Jenny's father clapped his hands.

ANSWER KEY

Page 88 Dashes

1. My mother—you remember her from the PTA—will not be able to cater the party.
2. The rain was pouring—I mean it was really coming down—right as I got to his house.
3. Why don't we have a business that takes care of people's pets—maybe even their children—while they are out of town?
4. As Jenny walked in the rain, she thought, "I'd rather be cleaning attics—even washing the clothes—than doing this."
5. "Why couldn't the grown-ups—they know what they're doing—run the business?" Jenny complained.

Page 89 Dashes

1. The Skinners opened a family business—a service business.
2. Ben wanted to create the database—whatever he meant by that.
3. Jason knew Jenny's phone number—he'd never called, but he knew the number!
4. Mom insisted everyone wear a winter hat—not easy in the Skinner household.
5. The most important rule was the same as always—never get into a car with a stranger.
6. Dad got upset at Rick—really upset, more upset than ever before.
7. Jenny tried sticking the flyer under the door—no luck.
8. They walked through the rain—what an unlucky day—freezing the whole way.

Page 90 Direct Object

1. Jenny finished breakfast early that morning.
2. Because she asked a question in math class she then understood the answers better.
3. Her father knows the answers to many questions.
4. The teacher wrote the problem on the board, and the class solved it on paper.
5. Most customers like the service.
6. Ben interviews people and writes stories for the school paper.
7. She hated the cold weather.
8. Everyone watched the program.
9. Ben carried the groceries to people's cars.
10. Mom made lunch for everyone before noon, but ate her own meal much later than everyone else.

GRADE 6, Creative Expression

Page 91 Verbs: Participles

- | | | |
|----------------------|---------------------|-------------|
| 1. heard | 5. made | 9. built |
| 2. described; became | 6. contributed | 10. written |
| 3. hidden | 7. thought; brought | |
| 4. won, sent | 8. taught | |

Page 92 Verbs: Participles

- | | | | |
|-------------------|-------------------|--------------|------------|
| A. 1. done | 5. left | 9. was | 13. become |
| 2. threw | 6. spoke | 10. made | |
| 3. slept | B. 7. gave | 11. taken | |
| 4. thought | 8. explained | 12. searched | |

ANSWER KEY

Page 93 Troublesome Verb Pairs

- | | | | |
|-------------|---------|---------|----------|
| 1. laid | 3. set | 5. laid | 7. lay |
| 2. sat; Let | 4. lain | 6. let | 8. left |
| | | | 9. Sit |
| | | | 10. lain |

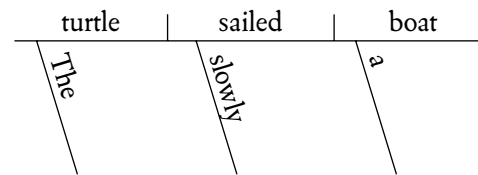
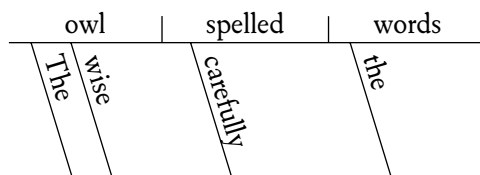
Page 94 Troublesome Verb Pairs

- | | |
|---|--|
| <p>1. When you come to the party, please (<u>bring</u>/take) some napkins.</p> <p>2. I watched as the hot-air balloons (<u>rose</u>/raised) above the trees.</p> <p>3. Do you know how computers were (<u>discovered</u>/<u>invented</u>)?</p> <p>4. The instructor asked everyone to (<u>rise</u>/<u>raise</u>) their hands.</p> <p>5. Marie Curie was the scientist who (<u>discovered</u>/<u>invented</u>) radium.</p> | <p>6. Explorers (<u>brought</u>/<u>took</u>) all the supplies they needed when they left their homes.</p> <p>7. Everyone who attended Saturday's game was given a souvenir to (<u>take</u>/<u>bring</u>) away with them.</p> <p>8. How many new plants and animals do you think scientists will (<u>discover</u>/<u>invent</u>) in the rain forests and oceans?</p> <p>9. Even though I asked them not to, everyone has (<u>brought</u>/<u>taken</u>) a gift to my birthday party.</p> <p>10. <u>As</u> the flag (<u>rises</u>/<u>raises</u>), we'll sing the national anthem.</p> |
|---|--|

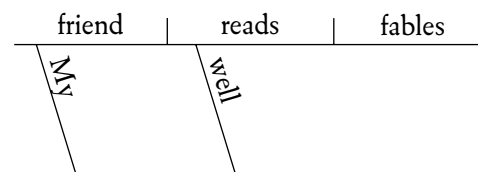
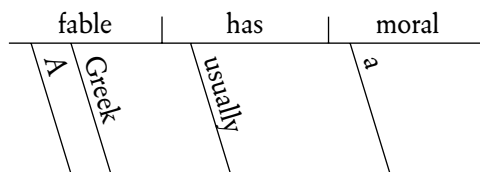
Page 95 Troublesome Verb Pairs

- | | |
|--|---|
| <p>A. 1. lie</p> <p>2. let</p> <p>3. correct</p> <p>4. laid</p> <p>5. set</p> | <p>B. For the weaving contest, the servants hurriedly set up two looms. They expected Minerva to teach Arachne a real lesson in weaving. Both weavers rose from their chairs when they were finished. The servants laid down their work to see what was going to happen. Minerva agreed to let Arachne live, but in a very changed form.</p> |
|--|---|

Page 96 Diagramming Sentences



Page 97 Diagramming Sentences



ANSWER KEY

Page 98 Direct Quotations

1. “The country of Ghana is in the western part of Africa,” Mr. Lobello told the class.
2. “Angela, please tell us who the Ashanti are,” the teacher said.
3. Angela replied, “The Ashanti are a group of people in Ghana.”
4. “They have lived in what is now Ghana for many centuries,” she went on.
5. “In 1957 Ghana gained its independence from Britain, which had occupied the area for many years,” said Mr. Lobello.
6. Mr. Lobello continued, “The people of Ghana are working to make their economy strong.”

Page 99 Direct Quotations

1. “Fables and folktales are told all over the world,” said Ms. Juarez.
2. She asked, “Can anyone tell me why people have made up these kinds of stories?”
3. “Some are simply fun,” she explained.
4. “Many folktales also explain why things in the natural world happen as they do,” she continued.
5. “Folktales from different sides of the world sometimes have similar features,” Ms. Juarez added.
6. “For example, tales from both Europe and Southeast Asia include dragons,” she noted.
7. Ms. Juarez asked, “What else might you expect folktales the world over to explain?”
8. Fuji answered, “They might explain natural things, like the sun rising or the change of seasons.”
9. “They might also tell stories about animals that live around the people,” he went on.
10. Ms. Juarez concluded, “Folktales are just one of the many ways people have tried to understand the world.”

Page 100 Direct Quotations

1. **A** When the fox saw the grapes, he said, “Dinner at last!”
2. **H** He continued, “These are the grapes I crave the most.”
3. **A** “Oh, blast!” the fox shouted.
4. **F** Then he added, “I’m sure those grapes were sour anyway.”

Page 101 Pronoun Antecedents

- | | | | |
|---------------------------|-------------------------|-----------------------|-------------------------|
| 1. <u>They</u> ; painters | 3. <u>Its</u> ; France | 5. <u>him</u> ; Degas | 7. <u>them</u> ; scenes |
| 2. <u>She</u> ; Cassatt | 4. <u>they</u> ; scenes | 6. <u>It</u> ; bronze | 8. <u>her</u> ; Cassatt |

ANSWER KEY

Page 102 Pronoun Antecedents

1. Vincent Van Gogh is considered one of the world's greatest artists. Yet **he** sold only one painting. <arrow from *he* to *Vincent Van Gogh*>
2. For a time, Van Gogh lived with another great artist, Paul Gauguin. **They** shared a studio in southern France. <arrow from *they* to *Paul Gauguin* and *Vincent Van Gogh*>
3. Gauguin painted some of **his** greatest works in Tahiti. <arrow from *his* to *Gauguin*>
4. Gauguin loved the lush tropical vegetation of the Pacific Islands. **It** inspired many of Gauguin's paintings. <arrow from *it* to *vegetation*>
5. Both artists got **their** inspiration from the Impressionists. <arrow from *their* to *artists*>
6. Impressionism was a new style of painting noted for **its** way of showing light and color. <arrow from *its* to *Impressionism*>
7. Mary Cassatt and Edgar Degas were Impressionists. **They** painted earlier in the nineteenth century than Van Gogh or Gauguin. <arrow from *they* to *Mary Cassatt* and *Edgar Degas*>

Page 103 Homophones

Students' sentences will vary. Sample sentences follow.

1. **brake** That glass dish might break.
2. **here** Do you hear that noise?
3. **plane** The flowers grew in the open plain.
4. **Capitol** Washington, D.C., is the capital of the United States.
5. **through** He threw the ball over the fence.
6. **principal** Fairness is a principle we should believe in.
7. **heal** The heel of the shoe is tight.
8. **roll** What role did she play in the movie?
9. **pear** I lost a pair of socks.
10. **seen** The scene at the lake is beautiful.

Page 104 Homophones

- | | | |
|-----------------|---------------------|---------------|
| 1. too, to, two | 5. sealing, ceiling | 9. soar, sore |
| 2. tale, tail | 6. whether, weather | 10. not, knot |
| 3. read, reed | 7. they're, their | |
| 4. waste, waist | 8. steal, steel | |

Page 105 Pronoun Antecedents and Homophones

- A.**
1. Samir and some friends were going camping. **They** were Roger, Marc, and Rashid. **friends**
 2. **A** new business is very hard to establish. **It** has only a three-in-ten chance of succeeding. **business**
 3. Jackie Joyner-Kersey was a great Olympic athlete. **She** won a Gold Medal in the long jump in 1988. **Jackie Joyner-Kersey**
 4. Ulysses S. Grant was the 18th President of the United States. Ulysses was not **his** name at birth. **Ulysses S. Grant**
 5. Japan is a very densely populated country. Tokyo, **its** capital, is expected to have 26 million people in 2015. **Japan**
- B.**
6. When I saw the mess I had to clean up, it made me **(groan/grown)**.
 7. To bake bread, you must **(knead/need)** the dough.
 8. Many people look for a **(sale/sail)** price when they go shopping.
 9. The projectionist at a theater used to wind the film onto a **(real/reel)** after each movie.
 10. Last summer, bats **(flue/flew)** under the trees in our backyard.

ANSWER KEY

Page 106 Proper Adjectives

- A.** 1. Greek 3. British 5. Russian **B.** 7. Irish 9. Floridian
2. English 4. American 6. French 8. Bolivian 10. Japanese

Page 107 Proper Adjectives

- A.** 1. Italy 7. Nicaraguan 14. *War of the Worlds* is a book about martian invaders. Martian
2. Ethiopia 8. Ethiopian 15. Ray Bradbury, a native illinoisan, was a very popular science fiction writer. Illinoisan
3. Sudan 9. Turkish 16. One science fiction movie, *E.T.*, involves a family of californians. Californians
4. Nicaragua 10. Scottish 17. The very first science fiction movie was made by Auguste and Louis Lumière, who were parisians. Parisians
5. Scotland 11. Italian
6. Turkey 12. Sudanese
- B.** 13. H.G. Wells, an english science fiction writer, wrote *War of the Worlds*. English

Page 108 Quotation Marks

“Do you think the spacepeople are visiting us?” Will asked his sister, Jenna.

“No, I think they are looking for their lost dog,” she answered.

“Well, I still think they have something to tell us,” he said.

Jenna stared at Will. “What about that puppy we saw by the lake? It looked lost to me,” she said.

“Maybe they just sent the dog to make us feel friendly toward them,” Jenna continued.

“You could be right, but the puppy looked so sad,” her brother said. “I can’t wait to see what happens next.”

Page 109 Quotation Marks

“I just saw a great science fiction movie called *War of the Worlds*,” Izzy said.

Luisa looked up from her book. “What’s it about?” she asked.

“Invaders from Mars attack the earth, and no one can stop them,” Izzy answered.

“It sounds scary,” Luisa said.

Izzy laughed. “In the end, the Martians are defeated by Earth germs,” he replied. “It really wasn’t very scary.”

Page 110 Quotation Marks

1. “Have you heard about crop circles?” Tomas asked his friend Hiro.
2. Hiro shook his head. “No,” he said.
3. “But they sound pretty spooky to me. What are they?”
4. “They are circles in wheat fields. The wheat is flattened in a circle, but no footprints lead to it or away from it,” said Tomas, staring at Hiro.
5. “What makes these crop circles?” Hiro wondered, shaking his head.

6. “I don’t know. Some people think teenagers make them,” replied Tomas.
7. “Other people think the farmers are playing a joke,” he added.
8. “I bet they are a joke,” Hiro laughed a little nervously.
9. Hiro stared at Tomas. “Why are you telling me about them?” he said at last.
10. “Because there’s one in our backyard!” Tomas shouted.

ANSWER KEY

Page 111 Predicate Adjectives

- A.**
1. may seem; (dramatic) (fantastic)
 2. would be; (impossible)
 3. are; (different)
 4. become; (surprising) (delightful)
 5. is; (changeable)
 6. were; (interesting)
 7. grows; (colorful) (beautiful)
 8. appear; (vivid)
 9. feel; (warm) (cold)
- B.** Answers will vary. Possible adjectives include:
10. funny, amusing, silly, ridiculous, comical, absurd
 11. dramatic, mysterious, sad, educational, unusual
 12. exciting, interesting, uninteresting, pleasant, unpleasant, boring

Page 112 Predicate Adjectives

- A.** Students' predicate adjectives may vary; sample responses given.
1. Special effects on television look real.
 2. With computer graphics, the weather map seems huge.
 3. Movies that were black and white now appear colored on TV.
 4. News film footage is better thanks to digitized transmissions.
 5. Newscasters' voices sound clear because they are improved in the studio.
 6. Computers are useful in creating modern special effects.
- B.**
7. When I watch movies with special effect, even the popcorn tastes better.
 8. A person can grow weary of special effects if a movie has too many.
 9. Audiences feel frightened if a movie monster is realistic.
 10. Special effects are necessary to win audiences.

Page 113 Pronouns: Subject and Object

1. Michelle showed the cartoon she was drawing to him.
2. Then she decided to draw a cartoon of Abe.
3. Mrs. Dean, their mother, was watching them.
4. "Perhaps you would like to start your own comic book business," she said.
5. "Some of them would make good cartoon characters," Michelle said.
6. "Yeah," said Abe. "He is really funny."

Page 114 Pronouns: Subject and Object

- A.**
1. The three old friends met one afternoon. They shared a love of adventure.
 2. The path led up the hill. It ended at a narrow ledge.
 3. A woman went into the cave first. She crawled to the end of a passage.
 4. Moments later she saw a pile of strange space suits. A person could almost touch them.
 5. Then the movie had a special-effects explosion, and the audience screamed. The sudden change startled them.
 6. The loud volume of the sound track helped create the effect. The theater was filled by it.
- B.**
7. Next, the scene changed to an ordinary house. (It/He) was quiet and peaceful.
 8. A man walks through the door into the sunlight. (He/They) seems to be on his way to work.
 9. But the audience knows something is wrong with the man. Earlier in the movie, (we/he) was wearing a space suit.
 10. The people in the movie do not know what the audience knows. (We/They) still trust the character.
 11. Jose and I feel tense, wondering what the man will do. (We/He) can hardly bear the suspense.

ANSWER KEY

Page 115 Predicate Adjectives

1. B grew/red 2. F are/right 3. B am/afraid 4. J smells/good 5. A seems/happy
-

Page 116 Articles A, An, The

1. an 3. a 5. the 7. the 9. the
2. the 4. A 6. a 8. a, a 10. a
-

Page 117 Articles A, An, The

1. a 3. the 5. an 7. the 9. a
2. An 4. the 6. the 8. a, the or an 10. a, the
-

Page 118 Subject/Verb Agreement

- A.** 1. are 5. thanks; calls
2. asks 6. are
3. raise 7. speaks; enjoy; do
4. like; make; says 8. agree
- B.** 9. laughs
10. walk
11. finish
12. works
-

Page 119 Subject-Verb Agreement

- | A. Subject | Verb | B. 1. | 5. |
|-------------------|------|--------------|------------|
| I | am | has | am |
| You | are | 2. do | 6. hold |
| We | are | 3. are | 7. carries |
| Jan and Tim | are | 4. goes | 8. are |
-

Page 120 Subject-Verb Agreement

- A.** 1. Everyone seem to love comic books. seems
2. Many adults still read comic books. correct
3. My younger brother collect comic books. collects
4. Modern comic books was first invented in 1933. were
5. Now some comic books sells for hundreds of dollars. sell
- B.** I love my dad's comic book collection. He lets me read one every week. My favorites are *Superman* and *Captain America*. Most of my friends don't know anything about Captain America. Maybe that's why I like the character!

ANSWER KEY

GRADE 6, Managing Information

Page 121 Predicate Nominatives

1. Before the 1800s, the only ocean-going vessels (or vessels) had been sailing ships (or ships). had been
2. In the early 1800s, Robert Fulton became a famous American. became
3. no
4. The name of that early vessel was the Clermont. was
5. A later invention would be the steam turbine. would be
6. Turbine-powered vessels became the fastest ships to cross the Atlantic Ocean. became
7. Another important development in seagoing vessels was the nuclear submarine (or submarine). was
8. In the 1950s, the U.S. Navy became the first military service (or service) with nuclear vessels. became
9. Today, more people are passengers on airplanes than on ships. are
10. Even Robert Fulton would probably be an air traveler. would be

Page 122 Predicate Nominatives

1. The *Titanic* was a British luxury ship.
2. The owner of the *Titanic* was the White Star Line.
3. Its fate was a terrible tragedy.
4. *Titanic's* sinking became the subject of many books and films.
5. The cause of the disaster was an iceberg.
6. John Jacob Astor and Benjamin Guggenheim were victims of the disaster.
7. The two men were famous American millionaires.
8. The cause of the ship's sinking was a small hole.
9. The damage was not a huge gash in the hull.
10. The sinking of the *Titanic* became a legend almost immediately.

Page 123 Capitalization: Titles and Initials

1. Professor Alison P. Saunders
2. Mayor Sylvia R. Jackson
3. Selina Arrington, R.N.
4. General Dwight D. Eisenhower,
President Eisenhower
5. Ronaldo T. Rodriguez, M.S.W.
6. Reverend William N. Smith
Rabbi Robert S. Goodstein
7. Ms. Cecily D. Armstrong
8. President Franklin D. Roosevelt

Page 124 Capitalization: Titles and Initials

prof. mariam k. alvarez, ph.d.
dept. of history
Texas a. & m. University
888-555-1010

senator George f. Hosokawa
Capitol bldg.
333-444-5555

major candace h. monroe
u. s. Army reserve
666-777-8888

reverend morris b. leroy
1st United Church
999-000-1111

dr. ronald h. novy, m.d.
Pathology dept.
County hosp.
222-333-4444

Sarah m. Parke, d.d.s.
Oral Surgery Office
555-601-8543

ANSWER KEY

Page 125 Predicate Nominatives

1. Alicia and Keiko were (friends) who formed a business together. were
2. Their business would be a (partnership), would be
3. The idea was (birdbaths)—building unique, interesting birdbaths. was
4. Alicia and Keiko's birdbaths became (favorites) with many people. became
5. Their first shop was an old (warehouse) was
6. At first, the warehouse was a (mess), was
7. But they are hard (workers), are
8. The business was a (success) almost from the first day. was
9. Soon, Alicia and Keiko were (supervisors) of many employees. were
10. Their idea became a big (business), became

Page 126 Adjective/Adverb Confusion

1. suddenly; adverb
2. eagerly; adverb
3. important; adjective
4. dangerous; adjective
5. clumsily; adverb
6. automatically; adverb
7. easy; adjective
8. widely; adverb
9. serious; adjective
10. careful; adjective

Page 127 Adjective/Adverb Confusion

1. simple
2. cautiously
3. crucial
4. important
5. precisely
6. expensive
7. routinely
8. casual
9. nervously
10. instantly

Page 128 Proper Adjectives

1. English
2. Russian
3. Israeli
4. Middle Eastern
5. Muslim
6. Asian
7. African
8. Vietnamese
9. Latin American
10. Colombian
11. Brazilian, Californian
12. English

Page 129 Proper Adjectives

- A. 1. Roman
2. Italian
3. American
4. Martian
5. Japanese
- B. 6. The proper adjective *Vietnamese* comes from *Vietnam*, and *Lebanese* comes from *Lebanon*.
7. The proper adjective made from *Cuba* is *Cuban*.
8. The proper adjective *Iowan* comes from *Iowa*, and the proper adjective *Minnesotan* comes from *Minnesota*.

ANSWER KEY

Page 130 Adjective/Adverb Confusion

1. The planets of our solar system come in many (~~different~~/differently) sizes. adjective
2. Compared to some of the planets, our Earth is (relative/~~relatively~~) small. adverb
3. But Earth is the (~~perfect~~/perfectly) size and distance from the sun. adjective
4. No other planet is (~~able~~/ably) to support life like Earth. adjective
5. Venus is (near/~~nearly~~) the same size as our planet. adverb
6. Some planets have (~~large~~/largely) numbers of moons. adjective
7. Seen from Earth, Saturn's rings shine (beautiful/~~beautifully~~). adverb
8. In Jupiter's atmosphere, great storms rage so (violent/~~violently~~) that they can be seen from Earth. adverb
9. After the sun, the most (~~massive~~/massively) body in our solar system is Jupiter. adjective
10. Jupiter is a (~~huge~~/hugely) planet, almost 318 times the mass of Earth. adjective

Page 131 Compound Sentences

Answers may vary; any of the pairs may be joined by a semicolon. Suggested answers show commas and conjunctions.

1. Foreigners use the name China, but the Chinese call their land the Middle Country.
2. Farm families may own small plots of land, or they may rent fields from wealthy people.
3. In the cities, many of the people live in apartment houses, and they work in factories nearby.
4. Some of the people can afford to buy cars, but most people in the cities ride bicycles.
5. Young people in China may study to be teachers, or they may decide to be farmers.

Page 132 Compound Sentences

1. China is a giant country; it is home to more than a billion people.
2. For a long time, Hong Kong was controlled by the British, but the city is now part of China.
3. The Chinese civilization is ancient; its origins go back nearly 5,000 years.
4. Mongolia is to the north of China, and to the east and west of Mongolia is China's border with Russia.
5. The people of China may live in the large cities, or they may live in the countryside.

Page 133 Agreement of Pronoun and Antecedent

- | | | |
|----------|---------|---------|
| 1. It | 4. They | 7. They |
| 2. They | 5. He | 8. She |
| 3. Their | 6. It | 9. it |

ANSWER KEY

Page 134 Agreement of Pronoun and Antecedent

1. Early people made (their/his) own tools and weapons.
2. A specialized tool was used for engraving. (It/They) had a fine-pointed end.
3. “Lucy” is one of the oldest fossils of a human. (Her/His) bones were found in Africa.
4. Early humans are believed to have migrated out of Africa. (It/They) populated Asia and Europe.
5. People followed animals in search of food. Groups pursued (it/them) for miles.
6. The bone of an animal might have many uses. (He/It) might be used as a musical instrument.
7. In Europe, modern humans and Neanderthals came into contact. At first, things were equal between (him/them).
8. Gradually, Neanderthals disappeared. No one knows precisely why modern humans replaced (them/it).
9. Modern humans are the people who live everywhere today. (We/He) survived when the Neanderthals did not.

Page 135 Agreement of Pronoun and Antecedent

- A.**
1. They
 2. it
 3. it
 4. their
 5. She
- B.**
6. Turning around seemed like a good idea to him.
 7. Within moments, it was pouring down in sheets.
 8. They finally found a small cave.
 9. His ankle was twisted when he fell.
 10. She found a ranger at the park station.

Page 136 Complete Subject and Predicate

1. My favorite section of the newspaper is the front page.
2. The front page tells about events in our town and around the world.
3. An exciting photograph can make a story more vivid.
4. Some newspaper readers turn to the sports pages first.
5. This part of the paper offers interesting stories about major athletes.
6. Do you read the editorials first?
7. All kinds of issues are discussed in editorials.
8. Readers with strong opinions can write letters to the editor.
9. Local news is important, too.
10. Younger reporters sometimes write local stories.
11. I might become a newspaper reporter someday.
12. My name may be on the front page.

Page 137 Complete Subject and Predicate

- | CS | CP | CS | CP |
|---------------------------|--|--|--|
| 1. The sales team | tries to persuade advertisers to put ads in the newspaper. | 6. The money that readers pay for the newspapers | isn't enough to cover expenses. |
| 2. Each salesperson | has a different territory. | 7. Some newspapers | make all of their money from advertisers. |
| 3. Advertisers | decide if the newspaper is a good place for their ads. | 8. These papers | are free to readers in their communities. |
| 4. Different sizes of ads | cost different amounts of money. | 9. Each paper | is filled with interesting articles about the community. |
| 5. Newspapers | depend on advertising to remain profitable. | 10. My picture | actually appeared on the front page of the last issue! |

ANSWER KEY

Page 138 Indenting

Students' answers should read as follows: 2, 1, 3, 5, 6, 4

I believe that newspapers are a better source of news than radio or television. One reason is that newspapers can cover stories in much greater detail than most radio or television broadcasts can. Newspapers also offer more local news and special features, such as book reviews.

Other people think that television and radio news is better. Television and radio can broadcast an important story more quickly than a newspaper can print it. They also argue that radio and television can reach more people.

Page 139 Indenting

4 The second group of scientists believes that pollution in fresh water is killing the sea grasses.

5 They argue that the sea grasses can handle much saltier water than what is now in Florida Bay.

2 The first group says the water in Florida Bay is too salty, and more fresh water must reach the Bay.

3 They believe more fresh water must be released through the Everglades to save Florida Bay.

6 The second group argues that no more fresh water should be released until pollution is controlled.

1 Sea grasses in Florida Bay are dying, and two groups of scientists disagree about how to solve the problem.

Sea grasses in Florida Bay are dying, and two groups of scientists disagree about how to solve the problem. The first group says the water in Florida Bay is too salty, and more fresh water must reach the Bay. They believe more fresh water must be released through the Everglades to save Florida Bay.

The second group of scientists believes that pollution in fresh water is killing the sea grasses. They argue that the sea grasses can handle much saltier water than what is now in Florida Bay. The second group argues that no more fresh water should be released until pollution is controlled.

Page 140 Complete Subject and Predicate

1. A school field trip can often be an exciting adventure.

2. The teacher calls the roll at the start of the trip.

3. The bus driver, one of the most patient people on the planet, deserves a medal.

4. Destinations such as museums and zoos might seem ordinary at first but have hidden treasure.

5. New discoveries are made, and new information can be learned.

6. Many field trips include a stop for lunch.

7. Brochures, pamphlets, and souvenirs are an added bonus of school trips.

8. A day spent on a field trip usually doesn't feel like school at all.

9. Students are often eager to tell their families about the outing when they get home.

10. Museums hope students will enjoy their field trip so much that they return with their families.

Page 141 Verbs

Possible answers include:

- A.**
1. ran, walked, raced
 2. fell, tripped
 3. drove, sped, went
 4. shouted, cried, called, waved
 5. helped, dragged, walked, carried
 6. stumbled, limped

- B.**
7. hoped, believed, wished
 8. liked, loved, enjoyed
 9. pretended, thought, imagined
 10. dreamed
 11. thought, believed, knew
 12. studied, learned, read

ANSWER KEY

Page 142 Verbs

1. Thieves broke into the county museum last night.
2. They first disarmed the alarm system.
3. One or more of the robbers crawled in through an air vent.
4. Police found a ladder against the building.
5. Still, someone scaled the wall with a rope.
6. The police believe the thieves had help.
7. Someone knew how to bypass the alarm.
8. The thieves damaged several exhibits during the break-in.
9. The museum director hopes the most valuable items are still there.
10. Tomorrow she will determine what is missing.

Page 143 Using Prepositions

1. There are nine planets in our solar system.
2. Each planet travels around—or orbits—the sun.
3. However, every planet orbits the sun at a different rate.
4. The planets closest to the sun orbit the sun more frequently.
5. Earth completes its orbit once during each year, or every 365 days.
6. Mercury, the closest planet to the sun, orbits the sun every 88 days.
7. Pluto, the farthest planet from the sun, orbits the sun ever 90,7000 days.
8. Earth is between Venus and Mars.
9. Mercury, Venus, Mars, Jupiter, Saturn, and Uranus can be seen without a telescope.
10. The planets near the sun, such as Mercury, Venus, and Earth, receive the most heat and light.
11. Scientists have studied the planets throughout history.
12. However, the theory that the planets orbit the sun was not developed until the 1500s.
13. Before the 1500s, scientists generally believed that the sun and planets orbited Earth.

Page 144 Using Prepositions

1. *The War of the Worlds* is a novel written by H. G. Wells in 1898.
2. The book tells the story of a Martian invasion of Earth.
3. The book was made into a movie in 1953.
4. In the movie, a meteor falls to the ground in California.
5. Soon, Martian machines with death-ray weapons rise out of the crater.
6. The Martian weapons destroy everything around them.
7. In addition, the Martian ships are protected by force fields, and humans cannot get near them.
8. After weeks of war, the Martians are defeated by germs.
9. A famous actor, Orson Welles, turned *The War of the Worlds* into a radio broadcast in 1938.
10. The broadcast was so realistic that people throughout the country thought an attack was really happening.

ANSWER KEY

Page 145 Verbs

Answers may vary. Sample answers are given.

1. Anju rode her bike to the park. pedaled
2. She loved sitting and reading more than anything else. enjoyed
3. Anju locked her bike in the bike rack, smiling and carefree. put
4. It was a beautiful day, and she hoped to enjoy all of it. expected
5. Suddenly, a spaceship landed in the park! arrived
6. A tall, slim alien with silver skin and glowing green eyes walked from the hatch. crept
7. Anju thought she would faint on the spot! felt
8. The creature turned slowly and raised a three-fingered hand. grinned, lifted
9. Anju wanted to disappear. yearned
10. The alien looked down at Anju and said, "We're lost. Can you tell me which way to turn to get to Saturn?" peered, smiled

Page 146 Adjective Phrase

1. of radio; sounds
2. in the kitchen; radio
3. with headphones; radio
4. to public affairs programs, with interesting ideas; Listeners, speakers
5. for young people; information
6. for the weekend; plans
7. by sportscasters, of important games; reports, descriptions
8. from many locations; News reports
9. in radio; job
10. of workers; types

Page 147 Adjective Phrase

1. You'll need a guide for a tour.
2. The table in the kitchen wobbles.
3. We admired his collection of CDs.
4. Yesterday was a perfect day in June.
5. Jack works on the newspaper of the school.
6. The floor in the hallway is slippery.
7. Did you get the tickets to the concert?
8. Leave the leash for the dog by the stairs.

Page 148 Apostrophe in Contractions

- A.**
1. There's; there is
 2. no
 3. It's; It is
 4. you're; you are
 5. they're; they are
 6. no
 7. no
 8. who's; who is
- B.**
9. What is; What's
 10. they are; they're
 11. who is; who's

Page 149 Apostrophe in Contractions

- A.**
1. There's something fascinating about Stone Age caves. There is
 2. We don't even know how many there are in the world. do not
 3. Some of the objects in them haven't even been seen. have not
 4. Here's one carved from ivory and bone. Here is
 5. What's this one made from? What is
 6. Scientists believe they'll continue to find new caves. they will
- B.**
7. What is shown in the first cave? What's
 8. The Stone Age artists did not know they would be famous. didn't
 9. I hope that I will be able to see cave paintings someday. I'll
 10. You are lucky to have seen them yourself. You're
 11. They will have to work harder. They'll
 12. Here is a treasure for sure! Here's

ANSWER KEY

Page 150 Adjective Phrase

1. Students in journalism school learn to ask questions. <arrow from underscored phrase to *students*>
2. A story about a robbery might require an interview with a witness. <arrows from first underscored phrase to *story* and from second underscored phrase to *interview*>
3. Deadlines for stories often keep a reporter working late. <arrow from underscored phrase to *Deadlines*>
4. If a story is over the space limit, it will have to be shortened. <arrow from underscored phrase to *story*>
5. Late-breaking news of high interest could cause someone else's story to be cut. <arrow from underscored phrase to *news*>
6. A story's placement on the front page can indicate its importance. <arrow from underscored phrase to *placement*>
7. Headlines above the fold are more important ones. <arrow from underscored phrase to *Headlines*>
8. Feature articles about specific topics like cooking will go in a section of the big weekend newspapers. <arrows from first underscored phrase to *articles* and from second underscored phrase to *section*>
9. Newspaper editors in movies often yell "Stop the presses!" but that never happens in real life. <arrow from underscored phrase to *editors*>
10. Loyal readers say the coverage of stories is more thorough in newspapers than on TV. <arrows from all underscored phrases to *coverage*>

GRADE 6, Community Involvement

Page 151 Principal Parts of Regular Verbs

- | | | |
|--------------------|--------------------|--------------------------|
| 1. past | 5. past participle | 9. past participle; past |
| 2. present | 6. past; past | 10. present; present |
| 3. past participle | 7. past participle | 11. past |
| 4. present | 8. past | 12. present |

Page 152 Principal Parts of Regular Verbs

- | | | | |
|---|---|-------------------|------------------------|
| 1. Agnes <u>traveled</u> to her first major league baseball game last Saturday. | 8. Earlier Agnes had <u>learned</u> how to keep a box score. | | |
| 2. She always had <u>wanted</u> to see a game. | 9. She <u>filled</u> out the box score with the players' numbers. | | |
| 3. Agnes <u>loves</u> baseball. | Present Tense | Past Tense | Past Participle |
| 4. Agnes and her father had <u>purchased</u> tickets at the stadium. | is | traveled | (had) wanted |
| 5. Thousands of people <u>filed</u> through the gates. | loves | filed | (had) purchased |
| 6. Vendors <u>sell</u> scorecards, programs, souvenirs, and all kinds of food. | sell | filled | (had) learned |
| 7. Each team <u>fields</u> nine players at a time. | fields | | |

Page 153 Apostrophe in Possessive

- | | | |
|------------------------|--|---------------------------|
| 1. Cheshire cat's grin | 4. those silly animals' chatter and rattle | 7. birds' nest |
| 2. King's questions | 5. jurors' names | 8. Alice's legs |
| 3. beasts' applause | 6. Hatter's store | 9. witness's words |
| | | 10. guinea pigs' evidence |

ANSWER KEY

Page 154 Apostrophe in Possessives

- A.** 1. The limb's branches were caught in the sand. singular
2. Brian could hear the crowd's cheers. singular
3. I examined the book's cover. singular
4. The sun's warmth was like a blanket on my shoulders. singular
5. The waves' beauty in the evening light was breathtaking. plural
- B.** 6. fish's scales
7. Ryan's gloves
8. my sister's violin playing
9. the teams' managers
10. the dogs' leashes

Page 155 Principal Parts of Regular Verbs

- A.** 1. A present tense
2. B past tense
3. A present tense
4. C past participle
5. B past tense
6. C past participle
- B.** I have liked the book *Alice in Wonderland* since the first time I read it. Alice calls out to me every time I see her in my imagination. She wants me to keep her company during her adventures! Now I consider her a real friend of mine.

Page 156 Common and Proper Nouns

- A.** Answers will vary. Suggested responses:
1. girl
2. Dr. Martelli
3. Fido, Sparky, or other name
4. teacher
5. July
6. city
7. Mississippi or other name
8. boy
- B.** 9. students, countries, park street school, lakeside, virginia Park Street School; Lakeside; Virginia
10. student, manuel garcia, cuba Manuel Garcia; Cuba
11. class, pupils, mr. darrow's, english Mr. Darrow's; English
12. students, subjects, math, social studies no proper nouns
13. parents, principal, thursday, dr. mitsuko Thursday; Dr. Mitsuko
14. teachers, students, roland, romania, kiki, japan Roland; Romania; Kiki; Japan

Page 157 Common and Proper Nouns

1. The hazelwood sculpture trail is near the lake. The Hazelwood Sculpture Trail is near the lake.
2. The peaks of the ox mountains are visible above clear lake. The peaks of the Ox Mountains are visible above Clear Lake.
3. William butler yeats was a great poet from ireland. William Butler Yeats was a great poet from Ireland.
4. We met some tourists from Australia when we visited the grand canyon. We met some tourists from Australia when we visited the Grand Canyon.
5. I would love to see the national parcs of kenya. I would love to see the national parks of Kenya.
6. Dr. sanchez makes a trip to the Aleutian islands every year. Dr. Sanchez makes a trip to the Aleutian Islands every year.
7. The land in peru becomes rugged when you enter the andes mountains. The land in Peru becomes rugged when you enter the Andes Mountains.
8. One of my classmates, ricardo, is going to japan this summer. One of my classmates, Ricardo, is going to Japan this summer.

ANSWER KEY

Page 158 Commas

1. "July 20, 1969, was a famous day in U.S. history," our teacher told us.
2. "On that day, the first humans walked on the moon," said Rebecca.
3. Michael added, "Astronauts Neil Armstrong and Edwin Aldrin landed their spaceship there."
4. "October 4, 1957, was another famous day in space," Ms. Berkow went on.
5. Cindy said, "That was the day the first artificial satellite went around the earth."
6. "An artificial satellite is made by humans," explained Ms. Berkow.
7. "And on June 23, 2020, I hope to go into space," said Katie.

Page 159 Commas

- A.**
1. The teacher asked the class, "Can you tell me anything about the United States Supreme Court?"
 2. Juanita replied, "It's located in Washington, D.C."
 3. "I know it has nine justices," Don added, "and they can serve on the court for life."
 4. Shawn interrupted, "The first woman to serve on the Supreme Court was Sandra Day O'Connor."
 5. "A case that has been tried in a lower court can be appealed to the Supreme Court," said Samantha.
- B.**
6. "The Supreme Court begins every year on the first Monday in October," added Jay.
 7. Answers will vary; sample answer: March 10, 2004.
 8. Answers will vary; sample answer: June 8, 2004.
 9. February 14,
 10. Tuesday, December 31.

Page 160 Common and Proper Nouns and Commas

- A.** Answers will vary; sample responses given.
- | Common Noun | Proper Noun |
|-------------|-----------------------|
| 1. woman | Mrs. Thomas |
| 2. boy | Clarence |
| 3. country | Venezuela |
| 4. city | Chicago |
| 5. building | Empire State Building |
- B.** "Let's name some important dates in United States history," said Mrs. Hanson.
Maria answered, "I'll choose July 4, 1776. That's the day the Declaration of Independence was adopted."
"My choice is June 1964. That is when the Civil Rights Act was passed," added Gina.

Page 161 Complete Subject and Complete Predicate

- A.** Answers will vary. Possible responses:
1. learn to read and write
 2. The old man in the village
 3. could carry the message to the people
 4. The people in the streets
- B.**
5. Printing was first done in China, hundreds of years ago.
 6. Wooden blocks with special designs were pressed against paper.
 7. Monks in Europe copied long pages by hand.
 8. Few people could read these long works.
 9. A printing press was later invented in Germany.
 10. Each letter of the alphabet was carved onto a block.
 11. Words and sentences could be formed from the letter blocks.
 12. The machine would then press the blocks against paper.
 13. The word press comes from this process.
 14. Millions of people have learned to read as a result of the printing press.

ANSWER KEY

Page 162 Complete Subject and Complete Predicate

1. Daniel had thoroughly cleaned the stable.
2. My favorite aunt, Teresa, lives on a farm in Kentucky.
3. Beautiful horse pastures are all around her farm.
4. The house and its furnishings are very clear in my memory.
5. Aunt Teresa once raised horses.
6. One of the greatest horses of all time was named Seabiscuit.
7. Seabiscuit became a national hero back in the 1930s.
8. He was short and had odd-looking legs.
9. Seabiscuit was faster than any other horse.
10. The president of the United States listened to Seabiscuit's races on the radio.

Page 163 Pronouns and Contractions

- | | | |
|-----------|------------|-----------|
| 1. who's | 5. It's | 9. his |
| 2. he's | 6. they're | 10. their |
| 3. you're | 7. its | 11. it's |
| 4. their | 8. whose | 12. your |

Page 164 Pronouns and Contractions

- | | | |
|-----------------------|-------------------|-----------------|
| A. Contraction | 5. they're | 10. they're |
| 1. I'm | 6. we're | 11. It's; who's |
| 2. who's | 7. it's | 12. his |
| 3. he's | B. 8. it's | 13. he's |
| 4. you're | 9. we're | 14. your |

Page 165 Complete Subject and Complete Predicate

1. My bruised foot made it hard to walk.
2. The additional charge for tickets seems completely unnecessary.
3. Tamra and her little sister rolled down the hill.
4. Each had paid her lunch money to Ivan's mother.
5. An overturned rowboat floated slowly downstream.
6. A large flock of pigeons soared high above the buildings.
7. The Perri Pizza Factory tripled its sales in one year.
8. The cake and ice cream were served at the party after all the presents were opened.
9. The loud music trailed off into the air as the car sped away.
10. The youth campground was surrounded by dense trees.

Page 166 Singular and Plural Nouns

- | | | |
|-------------|-------------|---------------|
| 1. species | 4. mountain | 7. moose |
| 2. grass | 5. foot | 8. life |
| 3. walruses | 6. wolves | 9. man; woman |

ANSWER KEY

Page 167 Singular and Plural Nouns

Noun	Plural	Noun	Plural
1. turkey	turkeys	11. bus	buses
2. toy	toys	12. cloud	clouds
3. child	children	13. watch	watches
4. family	families	14. bush	bushes
5. box	boxes	15. wrench	wrenches
6. trout	trout	16. deer	deer
7. stitch	stitches	17. teacher	teachers
8. class	classes	18. injury	injuries
9. person	people or persons	19. leaf	leaves
10. plan	plans	20. louse	lice

Page 168 Four Sentence Types

- | | | |
|----------------------|----------------------|-----------------------|
| 1. interrogative (?) | 6. imperative (.) | 11. declarative (.) |
| 2. imperative (.) | 7. declarative (.) | 12. exclamatory (!) |
| 3. declarative (.) | 8. imperative (.) | 13. interrogative (?) |
| 4. interrogative (?) | 9. interrogative (?) | 14. imperative (.) |
| 5. declarative (.) | 10. exclamatory (!) | |

Page 169 Four Sentence Types

- A.**
1. Never give up. imperative
 2. How many teams are entered in the tournament? interrogative
 3. How the freeway traffic frightens me! exclamatory
 4. The United States was involved in World War II from 1941 through 1945. declarative
 5. Will the ship sail at dawn? interrogative
 6. Go outside and play. imperative
- B.** 7–10. Answers will vary. Check to make sure students have written the correct type of sentence.

Page 170 Singular and Plural Nouns

- A.**
1. D correct
 2. J correct
 3. A workers
 4. F illnesses
 5. B knives
 6. J correct
- B.** When accidents occur, people call for emergency help. Operators must listen carefully because callers are often upset. Transport vehicles and skilled technicians must be ready at all times. The well-trained workers of the emergency medical system save lives every day.

Page 171 Understood Subject

- A.** Answers will vary. Suggested responses:
1. Please wash the dishes.
 2. Don't run too fast.
 3. Please come to a party.
 4. Please water the plants.
 5. Wait here.
- B.** Answers will vary. Suggested responses:
6. My father told me to do my homework before dinner.
 7. Grandma told Patricia to close the door to the garage.
 8. Karen's older brother asked her not to play that song again.

ANSWER KEY

Page 172 Understood Subject

1. The Battle of Shiloh took place in Tennessee., D, Battle of Shiloh
2. Look up the dates of the Battle of Shiloh., I, You
3. A Confederate army of 40,000 men surprised and attacked a Union army of 45,000 men., D, army
4. Find out the significance of “the peach orchard” in the Battle of Shiloh., I, You
5. Learn which general commanded the Union army., I, You
6. Determine when the battlefield became a national military park., I, You
7. Almost 4,000 men from both armies died in the battle., D, men
8. The Battle of Shiloh is also called the Battle of Pittsburg Landing., D, Battle of Shiloh
9. Learn the date on which the American Civil War began., I, You
10. Well-preserved Native American burial grounds are inside of the military park., D, burial grounds

Page 173 Capitalization in Direct Quotations

1. Her
2. One
3. So
4. This
5. All
6. Do
7. The

Page 174 Capitalization in Direct Quotations

1. “along with our study of Shiloh, we’re going to talk about Civil War battle reenactments,” Mr. Murphy said. “they occur every year at several battle sites.”
2. “our book says the soldiers wear detailed, authentic costumes,” said Althea, “and they carry real equipment.”
3. “Do they eat the same kind of food Civil War soldiers ate?” asked Leshonna. “that would be hard.”
4. “yes,” replied the teacher. “they also camp out in nineteenth-century style tents.”
5. “we heard in history class,” said Terry, “that the movies call on Civil War reenactors when they need extras in battle scenes.”
6. “that’s right,” replied Mr. Murphy. “these men are truly experts because they’ve studied the battles so thoroughly.”
7. “they know what happened in battles hour by hour,” added Jamal. “diaries and journals of officers and enlisted men give lots of information.”
8. The teacher concluded, “one of the few things that reenactors can’t duplicate exactly is the weather.”

Page 175 Understood Subject

Answers will vary. Sample responses are given.

- A.**
1. Please pass in your homework.
 2. Pull weeds in the garden.
 3. Stand for your sentencing.
 4. Sit. Stay.
 5. Don’t forget to bring a lunch.
- B.**
6. I would like you to read that story again.
 7. He told her to stop where she was.
 8. He tossed the softball to me.
 9. Mom told me to go to bed.
 10. The driver waited for the light to change.

ANSWER KEY

Page 176 Simple Subject

- A.** 1. The wife of a President of the United States
2. Many First Ladies
3. Some of the wives
4. Jacqueline Kennedy
5. Citizens of the nation
6. Almost every First Lady
7. Schools in American cities
8. you
- B.** Responses will vary. Suggested responses:
9. The teacher in the office called my name.
10. The firefighters in the neighborhood visited our house.
11. The teachers at the school will speak tonight.
12. The child on television walked quickly.

Page 177 Simple Subject

1. Marcus pushes his bicycle across the street.
2. He quickly rolls it up the sidewalk.
3. The bicycle track is at the end of his block.
4. Marcus is a great competitive cyclist.
5. Recently, though, he has been working on stunt riding.
6. With his elbows and knees protected and his helmet in place, he has been practicing for weeks.
7. A trainer at the track has been working with Marcus every day.
8. Everyone who knows Marcus is impressed by his progress.
9. All of his teammates have started trying stunt riding.
10. The spectacular jumps are thrilling to see.
11. Experienced riders can do spins in the air.
12. None of the riders take chances with safety.

Page 178 Tense Forms of Irregular Verbs

- | | | |
|-----------|-----------|-------------|
| 1. saw | 6. fallen | 11. chosen |
| 2. grown | 7. lost | 12. broke |
| 3. spoken | 8. burst | 13. written |
| 4. drove | 9. shook | 14. went |
| 5. swam | 10. ate | 15. drew |

Page 179 Tense Forms of Irregular Verbs

A. Verb	Past Tense	Past Participle (with <i>have</i> or <i>had</i>)
1. begin	began	have begun
2. come	came	have come
3. freeze	froze	had frozen
4. grow	grew	had grown
5. buy	bought	have bought
6. ring	rang	have rung
7. rise	rose	had risen
8. sit	sat	have sat
9. set	set	had set
10. wear	wore	have worn

- B.** 11–15. Answers will vary. Make sure students have used past-tense and past-participle verbs correctly.

ANSWER KEY

Page 180 Simple Subject

1. Shy and quiet Eleanor Roosevelt, a future First Lady, became involved in politics when her husband was diagnosed with polio. Eleanor Roosevelt
2. When her parents died, Eleanor lived with her grandmother. Eleanor
3. Mrs. Roosevelt's interest in helping people was strong. interest
4. Poor West Virginian coal miners inspired her to sponsor a manufacturing community. miners
5. Her earnings from writing and lecturing usually topped the president's salary. earnings
6. The First Lady visited U.S. soldiers all over the world. First Lady
7. Her thoughts on human rights are in her autobiography. thoughts
8. When Harry Truman became president, he sought her advice. he
9. Twice an important delegate to the United Nations, this determined woman fought for struggling people everywhere. woman
10. A newspaper column called "My Day" was also written by this tireless woman. column



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