

**GRADE 6**

# **Grammar and Writing Handbook**

RM.DL.Books Groups

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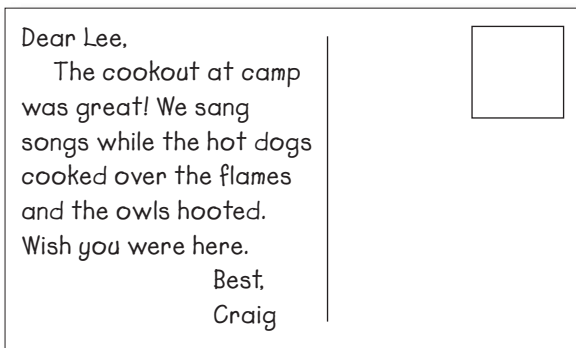
# Writer's Guide



## Ideas and Content

Writers must decide on a **main idea** and a **purpose** before they begin. The main idea is the most important point, or message. The purpose is both the reason for writing and the way the author develops the main idea.

Even a postcard has a main idea and a purpose.



**FOCUS**  
Supporting details develop and give color to the main idea. Weed out any details that do not add to your most important point.

**Main Idea** Craig is enjoying camp.

**Purpose** To inform Lee

**Details** This postcard gives Lee a glimpse of camp life and lets him know Craig is thinking of him. Details make the writing lively. Compare these two sentences:

- Days at camp are busy and fun. (dull, with few details)
- We spend our days hiking in the green hills, paddling aluminum kayaks, and rehearsing for the camp musical. (adds color and information)

## Strategies for Choosing a Topic and Purpose

- Choose a topic that you can handle. For example, “The History of Pennsylvania” is much too large a topic for a brief essay.
- Let your purpose fit the topic. For instance, a comparison/contrast of two movies offers information, while a funny story provides entertainment.

## WRITER'S GUIDE

**A** Match the number of each writing assignment with the letter of the purpose that best suits it.

**A** To inform      **B** To entertain      **C** To persuade

1. Arguments for creating a new national holiday
2. A set of instructions for playing a computer game
3. A story about an amusing character

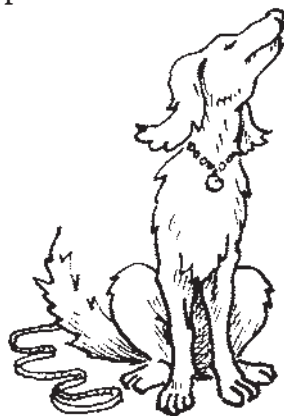
**B** Look at this list of details for a description of a rescue dog. Write the number of any detail that does not support the main idea.

**Main idea:** Rescue dogs are selected for their special qualities.

4. There are cute puppies at the animal shelter.
5. The best rescue dogs are intelligent and curious.
6. Rescue dogs must be fairly easy to train.
7. Trainers choose dogs with a friendly nature.
8. These dogs cannot be fighters or bullies.
9. My dog Rufus plays well with cats.
10. German shepherds and Labrador retrievers are large dogs.

**C** Write a main-idea sentence about one of these topics. Then write at least five sentences that support the main idea with appropriate details.

- Why families are important
- The most exciting sport
- Qualities of a true friend
- The best vacation trip ever





## Organization

Every piece of writing needs some type of **organization**. The organization is like the frame of a house. This structure holds everything together and gives a shape to ideas and details.

Here are some ways to organize your writing.

- a personal narrative with a beginning, middle, and end
- a step-by-step set of instructions
- a comparison/contrast of two people, places, or things
- a description of something from left to right
- an explanation of cause and effect
- a persuasive piece with the best reason last

Before you start writing, consider how you might best shape your ideas. For instance, if you are explaining how to build a gingerbread house, a set of instructions would work. If you are sharing a personal experience, a narrative is the form to use.

Deciding on the form of your writing is just the first step. Consider how all of your ideas connect to the topic. What structure would best present your ideas?



## Strategies for Organizing Ideas

- Order steps from first to last.
- Introduce characters, set the scene, and show action.
- Save the most important idea until last and build up to it.
- Use sequence words and phrases such as *first*, *later*, *in the end*, and *now*.
- Use signal words such as *both* and *neither* to show comparisons.

### GRAPHIC ORGANIZER

A graphic organizer such as a chart, an outline, or a web can help you organize your ideas.

**A** Match the number of each topic below with the letter of the organization it calls for.

- |                              |                              |
|------------------------------|------------------------------|
| <b>A</b> Persuasive argument | <b>C</b> Research report     |
| <b>B</b> Description         | <b>D</b> Set of instructions |

1. Facts about practical uses of electricity
2. How to build a scooter
3. Word picture of a lighthouse
4. Need for an increase in your allowance



**B** Many events have causes and effects. Read the following paragraph about some causes of wildlife population decline. Choose an effect from the box that best fits each cause to complete the sentences. Rewrite the paragraph. Add a closing statement.

- A** Animals may starve.
- B** Some animals become sick.
- C** New laws are passed.
- D** Wild animals dwindle in number.

Changes in wildlife populations come about for several reasons.

- 5.** For centuries, hunting has been allowed in many areas, so \_\_\_\_.
- 6.** As sources of food decrease, \_\_\_\_.
- 7.** Because pollution disturbs ecosystems, \_\_\_\_.
- 8.** When people become concerned, \_\_\_\_.
- 9.** \_\_\_\_

**C** Think of a problem that can be explained using cause-and-effect organization. Write a paragraph about the causes of the problem and suggest a possible solution. Use words such as *so*, *then*, and *because* to show how ideas are related.



## Voice

.....

Every writer has a **voice** — a personality that comes through in the writing. Voice shows that a writer knows and cares about a topic. It also reveals a certain style and tone. A writer with a strong, clear voice speaks directly to readers and keeps their attention.

.....



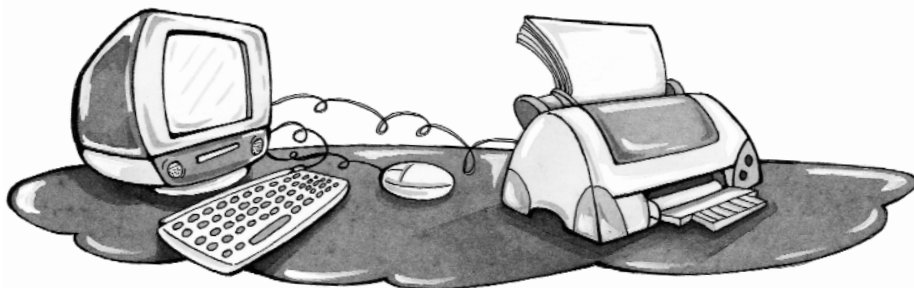
- I stood on the bridge and looked at the water. (weak voice)
- I leaned over the railing of the bridge, scowling down at the muddy, brown waters of the river. (strong voice)

## Strategies for Developing Your Voice

- Be sure of your purpose and audience. A review of a school play that flopped might have a humorous, light voice. An argument for more lifeguards at the town beach demands a serious, thoughtful voice.
- Select words that match your voice. When you write dialogue for characters in a story, you can use contractions (*I've, it's*), along with slang. Figurative language can make your voice interesting and colorful. Formal writing, such as research reports and business letters, requires exact, objective vocabulary.
- Remember that your voice shapes and controls your ideas. Whatever you write about, express yourself in an engaging, appropriate voice.

### VOICE

**Voice should take into account what the reader needs to know. Your topic, audience, and purpose will determine your voice.**



**A** Match each topic sentence to one of the types of writing below.

- |                              |                             |
|------------------------------|-----------------------------|
| <b>A</b> Book review         | <b>C</b> Business report    |
| <b>B</b> Comparison/contrast | <b>D</b> Personal narrative |

- In 2003, the Council made three official policy changes.
- My mixed-up morning began with a beetle on the cereal box.
- Swimming provides better exercise than walking.
- A Long Way from Chicago* gives a portrait of small-town characters.

**B** One of these advertisements has a “voice problem.” Write the number of the ad that should be rewritten. Match the letter of each problem with the number of the sentence that shows it.

- |                                 |                                  |
|---------------------------------|----------------------------------|
| <b>A</b> Slang                  | <b>C</b> Inappropriate humor     |
| <b>B</b> Overly formal language | <b>D</b> Unnecessary information |

**Advertisement #1**

- 5.** Come in and see a Zipline computer. **6.** It's way cool and won't crash! **7.** If you need a modem or accessories, we would be most pleased to offer you assistance with your purchases. **8.** Our store opened in 1999. **9.** Wouldn't you like to “check out” our prices — and some merchandise? (ha ha!)

**Advertisement #2**

- 10.** We are pleased to offer the new Zipline computer. **11.** Zipline features state-of-the-art hardware and comes loaded with software. **12.** We stock a full line of computer accessories, including modems, printers, and fax machines. **13.** Please visit our store between 9 and 5, Mondays through Saturdays.

**C** Complete one of the statements below. Develop the idea with five to seven sentences, using a voice that fits the topic.

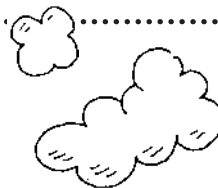
- My favorite movie of all time is \_\_\_\_\_ because \_\_\_\_\_.
- I would like to travel to \_\_\_\_\_ because \_\_\_\_\_.
- The strangest experience I've ever had was \_\_\_\_\_.



## Word Choice

Good writers always search for the perfect **words** to express an idea. Precise nouns, strong verbs, and vivid adjectives make their writing unforgettable.

- London is an example of a foggy city and is covered with thick clouds much of the time. (dull and wordy)
- London's fog is a fine mist that blankets its streets and chills its citizens. (vivid and precise)

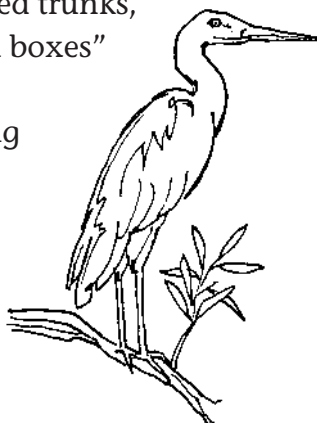


## Strategies for Improving Word Choice

- Appeal to the senses. (“The elephant’s hide was cracked like dry earth” instead of “The elephant’s skin looked dry,” “The moon hangs like a pearl earring” instead of “The moon is white and round”)
- Use precise nouns. (*heron* instead of *bird*, *skyscraper* instead of *building*)
- Harness the power of strong verbs. (*whisper* instead of *say*, *galloped* instead of *ran*)
- Eliminate wordiness. (“I believe” instead of “It is my opinion that”)
- Banish empty words — *good*, *cute*, *stuff*, *nice*. Choose words with meaning. (“The cellar held battered trunks, rusted lawnmowers, and countless cardboard boxes” instead of “The cellar was full of stuff”)
- Try rewriting sentences that depend on linking verbs — *is*, *am*, *were*. (“The bell jangled in my ears” instead of “The bell was loud”)

### WORD MAGIC

Find words that make magic on the page: *shadowy*, *harsh*, *glimmer*, *devastated*. Jot these words down in a writer’s notebook for your reference.



**A** Select the more vivid word from each pair to complete the sentence. Write the sentence.

1. The brown bear (smelled, sniffed) the air hungrily.
2. His (odd, shaggy) coat made him look like a tramp.
3. My father (said, murmured) that we should be quiet.
4. I (trembled, moved) under my warm sleeping bag.
5. That beast was certainly (bad, terrifying)!
6. The bear (walked, lumbered) over to the campfire.
7. Suddenly, he (grabbed, took) the bag of marshmallows and disappeared into the darkness.

**B** Replace the underlined words with more exact words from the box. Rewrite the paragraph.

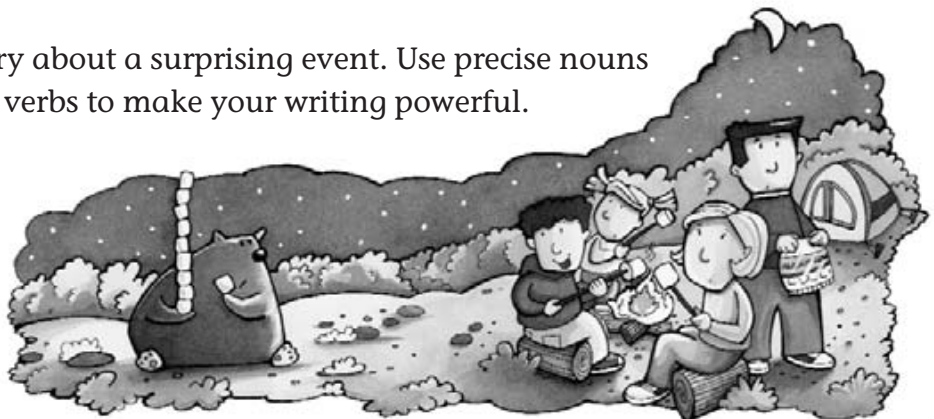
stoop  
gold

squeeze  
shudders

glitters  
whirling

8. Something shines on the sidewalk. 9. I pause and go to pick it up. 10. The pretty charm is cool in my hand. 11. I hold the charm tightly and make a wish. 12. The sky overhead begins turning. 13. The ground moves under my feet.

**C** Write a story about a surprising event. Use precise nouns and strong verbs to make your writing powerful.



# Sentences

Good writing has a natural flow. **Sentences** that vary in structure and length create a readable style. When writing follows the rhythms of speech, it is a pleasure to read aloud.

Here are some ways to improve your sentences.

- Vary sentence types. Make your writing sound natural by using interrogative, exclamatory, and imperative sentences, along with declarative sentences.
- Avoid dullness by varying the length of your sentences.
- Be adventurous. Try beginning sentences in ways other than *the, I, or it*.
- Use connectors. Show relationships between ideas with words such as *although, but, next, while, and however*. Don't rely too heavily on *and, so, and because*.

## Strategy for Improving Sentences

Reread a piece of your writing and number each sentence. Then make a chart like the one below and examine each sentence.

Sentence number	Number of words	First word	Type of sentence (Interrogative, Declarative, Imperative, Exclamatory)	Connector words

As you fill out your chart, look for areas to improve. Perhaps you will learn that you tend to overuse *but* or *and* to connect ideas. Maybe your sentences could be longer and more varied. When you revise your writing, try to improve these areas.

- A** Use the connector in ( ) to join related ideas in each sentence. Write the new sentences. Use commas as needed.

**Example:** Lightning struck. The old oak tree was charred. (when)

**Answer:** When lightning struck, the old oak tree was charred.

1. The thunder rumbled and the wind howled. We waited indoors. (while)
2. He was afraid of the thunder. Our dog whimpered. (because)
3. The lights went out. We used our battery-powered radio. (when)
4. The storm ended. We went outside to assess the damage. (after)

- B** In the paragraph below, change each sentence to the sentence type shown in ( ). Write the paragraph. Hint: Begin the exclamatory sentences with *How*.

5. It is exciting to be snowbound. (exclamatory) 6. I think you should find the skis and sleds. (imperative) 7. We will miss some days of school this week. (interrogative) 8. The trees glitter with icicles. (exclamatory) 9. You can find the old snowshoes in the attic. (interrogative) 10. Maybe you could put them on and try to walk in the snowdrifts. (imperative)

- C** Write a description of a rainstorm or blizzard that changed your plans. Use different types of sentences, and begin each sentence with a different word.





## Conventions

**Conventions** are rules for written language. They are the signals that writers use to make their meaning clear to readers. For example, sentences begin with a capital letter and end with punctuation. Paragraphs are indented to show where a new idea begins. Grammar and spelling follow patterns.

- sam and he frens walkd to the stor they buyed ice cream (weak conventions)
- Sam and his friends walked to the store. They bought ice cream. (strong conventions)

## Strategies for Conventions

- Make sure sentences are complete, with correct capitalization and punctuation.
- Use a dictionary or spell-checker to check spelling.
- Be sure to use the correct forms of pronouns, especially pronouns that are compound subjects or objects.
- Make sure you have not changed verb tenses without a reason.
- Check the use of apostrophes in possessive nouns and contractions.

### PROOFREADING MARKS

# New paragraph

≡ Capital letter

/ Lowercase letter

○ Correct the spelling.

^ Add something.

g Remove something.



**A** Match the letter of the rule with the mistake in each sentence.

- A** Capitalize a proper noun.
- B** Change a capital letter to lowercase.
- C** Correct a misspelled word.
- D** Use correct end punctuation.
- E** Use the correct pronoun form.



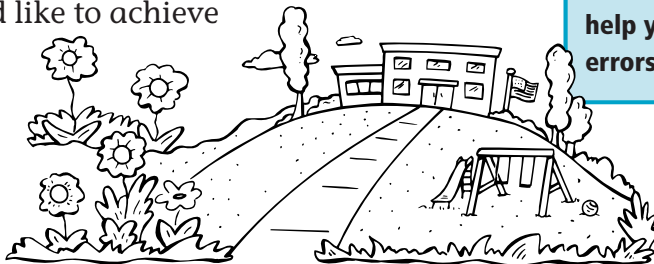
**1.** It is usually quiet and dull on maple Street. **2.** But at 3:30 in the afternoon, the children come home from School. **3.** Sam and me run out and join the fun. **4.** Babys babble, and dogs bound across the lawns. **5.** How the quiet afternoon has changed?

**B** Choose the correct word from each pair in ( ). Write the word.

- 6.** That house (been, was) empty for many years.
- 7.** The roof (cave, caved) in from heavy snows.
- 8.** People often say (its, it's) a disaster area.
- 9.** One day, Jimmy and (me, I) heard some news.
- 10.** (Theirs, There's) going to be a new owner at 31 Shady Lane.

**C** Write six sentences about one of the topics below. Think carefully about spelling, grammar, punctuation, and capitalization. Exchange papers with a partner and proofread.

- An interesting place in my neighborhood
- A famous person who has made a contribution to our country
- A goal I would like to achieve



## PROOFREADING

Look carefully for mistakes when you proofread. A ruler will help you check each line from start to finish. Reading aloud will help you catch errors too.

## Using a Scoring Rubric

What makes a piece of writing *excellent*? When is writing simply *good* — or *not good*? One way to evaluate a written work is to use a scoring **rubric**. A rubric is a checklist of *qualities*, or things to look for. See pages 6–17 for a discussion of these qualities.

Rubrics give a number score for each quality. You can use a rubric such as the one below to evaluate your writing.

SCORE	IDEAS/CONTENT	ORGANIZATION	VOICE	WORD CHOICE	SENTENCES	CONVENTIONS
4	Clear, focused, well-supported ideas	Smooth flow of ideas from beginning to end, with connecting words	Honest, engaging, lively writing	Precise, interesting, and accurate words	Smooth, varied, and rhythmic sentences	Excellent control with only minor errors
3	Ideas usually focused and supported	Information given in some order	At times reveals writer's personality	Correct and adequate words	Generally smooth, varied sentences	Good control; no serious errors prevent understanding
2	Ideas sometimes unfocused and undeveloped	Little direction from beginning to end	Fails to engage audience or show emotion	Limited vocabulary; lacks freshness	Awkward or wordy sentences with little variety	Weak control, with errors that make writing hard to read
1	Ideas confusing and unsupported	Ideas hard to follow with no direction	Flat writing with no feeling	Incorrect, dull, or overused words	Choppy sentences; run-ons or fragments; <i>and</i> overused as connector	Many errors that prevent understanding

Following are four responses to a prompt. Read the responses and the notes below them to see how each piece got its score.

**Writing Prompt:** Write a story about a time when you were a hero.

Once last July when I was walking down a path in Revere Park, I saw a bird's nest. It was hanging over the edge of a leafy tree. This was a disaster just waiting to happen. What could I do? Then I found a long, forked stick, and I pushed the nest back on the branch. The next day I saw a mother robin stuffing worms into the beaks of her babies. Maybe that wouldn't make the headlines, but I still felt like a hero!

## Score 4

**Ideas/Content** Focused on the heroic moment and supported with clear details

**Organization** Ideas organized in time order with sequence words *then*, and *the next day* to move story along; has a clear ending

**Voice** Strongly engages the reader ("I still felt like a hero")

**Word Choice** Vivid word choice adds to the description (*leafy*, *disaster*, *stuffing*, *beaks*)

**Sentences** Varied, clear sentences with good rhythms and flow; sentence variety (compound, complex, exclamatory, interrogative)

**Conventions** Follows rules for grammar, punctuation, and sentence formation



I was a hero because I helped *my* little sister stop crying because she thought school was horrible. The first day of kindergarten *my* baby sister was sobbing because she was afraid to go to school. She thought her teacher might be mean. So I told her, "Everything is going to be okay and not to worry. I said to her, "Try your hardest. Just do all of your work and have fun." At the end of the day she was smiling. She said "It was fun. We colored and had popcorn balls and apple juice." I was glad to know I helped her. Now I'm proud to be her hero.

## Score 3

**Ideas/Content** Focused on the heroic moment and supported with many details

**Organization** Could add more connectors such as *then* or *later* to make events flow more smoothly; has a clear ending

**Voice** Writer's feelings revealed ("Now I'm proud to be her hero.")

**Word Choice** Would be improved with more precise words and details, such as "popcorn balls and apple juice"

**Sentences** Generally smooth; *because* is overused; needs more sentence variety

**Conventions** A few mistakes; quotation marks not used consistently; some misspellings (*afriad*, *smilling*)

Once me and my friends were playing baseball at Wells Park. The other kids were winning but the score was too close to give up. It was getting dark outside everyone decided we would play half an hour longer.

The score was 16 to 17 and the other team had two outs and I caught a fly ball. Two people went up to bat before me. When it was my turn to bat, there was a man on 2nd and 3rd. I slammed a ground ball between 1st and 2nd. And my team one the game.

## Score 2

**Ideas/Content** Focused on the heroic moment but needs more supporting details

**Organization** Moves from a beginning to an end

**Voice** Gives reader a sense of who the writer is

**Word Choice** Limited, dull words, with the exception of *slammed*

**Sentences** Needs more sentence variety

**Conventions** Some grammatical mistakes (*me and my friends, caught*); run-on sentence; some misspellings (*teem, between, one*)



When I was 11 years old I played with *my* cousin on his team. There's were I became a hero. It all started one afternoon on a Friday. We were playing *me* and *my* cousin and some other friends. I was the goly they were kicking the ball to make a goal but I didn't let the ball go in to make so we went home. Next day it was saturday *my* cousin was having a game I went with him and *my* Dad too. They were about to play but the goly didn't com so *my* cousin told his cousin if I could play.

## Score 1

**Ideas/Content** Ideas about the heroic moment are unclear and incomplete; lacks supporting details

**Organization** Lacks a clear ending

**Voice** Writer's feelings not expressed strongly

**Word Choice** Limited and dull; wordy

**Sentences** Several long, unclear sentences

**Conventions** Incorrect capitalization; grammatical mistake ("me and my cousin"); misspellings (*were, friends, goly, com*); capitalization errors; run-on sentences

# Grammar and Writing Lessons





## Kinds of Sentences

---

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

The sea is calm today.

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

Is there a breeze by the shore?

An **imperative sentence** gives a command or makes a request. It ends with a period.

Help me raise the sail. (Understood subject: *You*)

An **exclamatory sentence** expresses strong feeling. It ends with an exclamation mark.

What a perfect day this is!

Every sentence begins with a capital letter.

---

**A** Add the correct end punctuation to each sentence.  
Write the sentences.

1. A sailor must know how to swim
2. Read this book about water safety
3. Do you have a life vest for me
4. How deep the water is
5. We can barely touch the bottom



Write the sentences. Add the end mark. Then identify each as **declarative**, **interrogative**, **imperative**, or **exclamatory**.

6. We cannot sail without the wind
7. What a strong wind has come — just in time
8. Push the boat into the water
9. The bay is safer than the ocean
10. Why do you say that

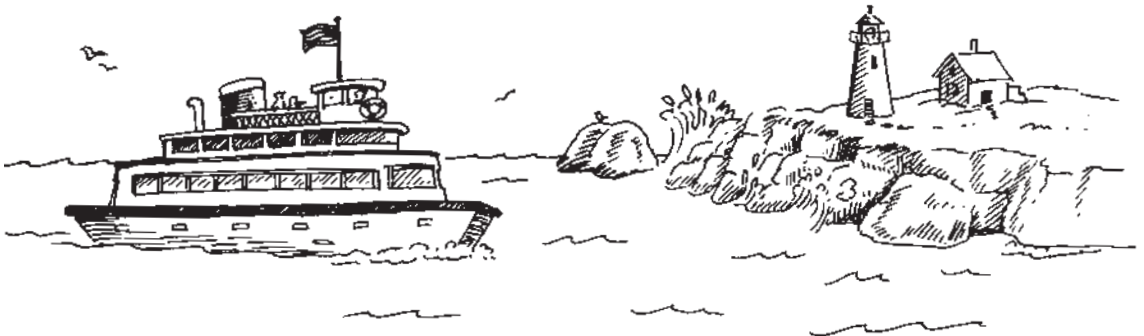
## UNIT 1 GRAMMAR

**B** Add an end mark and any necessary capital letters to each sentence. Write the sentences.

1. Today, I am setting a goal for myself
2. can I really swim all the way out to the floating dock
3. How far away it seems
4. Judge the distance for yourself
5. I start to swim with all my might
6. what cold water this is
7. a school of sunfish shimmers past me
8. Could this be the dock already

**C** Change each sentence to the kind of sentence shown in ( ). You may need to change some words. Write the new sentences with correct end punctuation.

9. Will you ride the ferry to the island? (declarative)
10. Tell me what you will see on your trip. (interrogative)
11. You might take your camera along. (imperative)
12. The island is known for its hidden caves. (interrogative)
13. Should we look at a map this morning? (declarative)
14. There are some deep crevices near the caves. (exclamatory)
15. Can you take me along with you? (imperative)



## Review and Assess

Write each sentence, using the correct end mark. Identify each sentence as **declarative**, **interrogative**, **imperative**, or **exclamatory**.

1. My parents bought me a ten-speed bicycle
2. I have to wear my helmet when I ride it
3. Why does everyone worry about safety
4. Try wearing a hot helmet in July
5. Yikes, I just missed that tree
6. Wear a helmet when you ride your bike

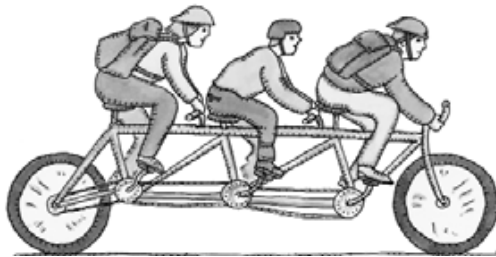
Read each sentence. Write the letter that shows the type of sentence.

7. We are going on a bicycle tour of Maine.
- |                        |                      |
|------------------------|----------------------|
| <b>A</b> declarative   | <b>C</b> imperative  |
| <b>B</b> interrogative | <b>D</b> exclamatory |

8. Will you tour the state park?
- |                        |                      |
|------------------------|----------------------|
| <b>A</b> declarative   | <b>C</b> imperative  |
| <b>B</b> interrogative | <b>D</b> exclamatory |

9. What a great vacation we'll have!
- |                        |                      |
|------------------------|----------------------|
| <b>A</b> declarative   | <b>C</b> imperative  |
| <b>B</b> interrogative | <b>D</b> exclamatory |

10. Look at these maps and choose a route.
- |                        |                      |
|------------------------|----------------------|
| <b>A</b> declarative   | <b>C</b> imperative  |
| <b>B</b> interrogative | <b>D</b> exclamatory |



## UNIT 1 FOCUS ON WRITING A PERSONAL NARRATIVE

### Using Different Types of Sentences

Personal narratives should hold a reader's attention. Make your narrative lively and engaging with a variety of sentence types. Remember that a personal narrative tells what happened and how you felt.

- Have you ever won a medal? The first time I won a medal, I thought I was the luckiest girl in the world. What a great feeling it was! It happened at my first swim meet.

**A** Choose the more interesting sentence from each pair. Then create a paragraph from these sentences. Add a strong closing sentence of your own.

1. It is a regular day at the beach.  
Did I say this is a lazy day at the beach?
2. Look at that floundering swimmer.  
A swimmer is in trouble.
3. He is trying to get help.  
He waves his arms desperately.
4. The lifeguard goes quickly to his aid.  
Look, the lifeguard is racing across the sand!
5. Quick, run and get a doctor!  
The people should find a doctor.

**B** Write a new paragraph by changing some statements to questions, commands, or exclamations. Then add your own opening and closing sentences.

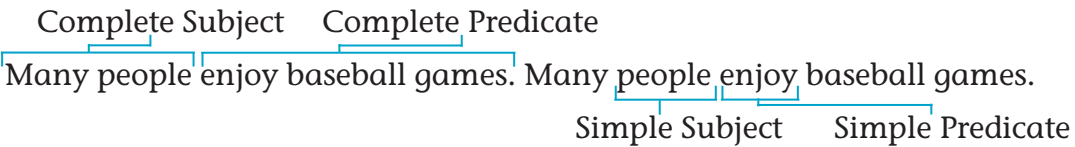
6. Our aunt keeps old junk in her attic.
7. She told us to clean it out.
8. I saw a lot of dust on an old trunk.
9. Maybe we shouldn't have opened it up.
10. That looked like a golden cup inside.
11. It could be worth a lot of money.
12. We polished it and gave it to Aunt Mae.

**C** Write a personal narrative about a boring day that suddenly became exciting. Remember to use a variety of sentences.

# Subjects and Predicates

The **subject** is the word or group of words about which something is said. All the words in the subject are called the **complete subject**. The most important word in the complete subject is called the **simple subject**. It is usually a noun or a pronoun. Some simple subjects can have more than one word.

The **predicate** is the word or group of words that tells something about the subject. All the words in the predicate make up the **complete predicate**. The most important word in the complete predicate is the verb. It is called the **simple predicate**. Some simple predicates can have more than one word.



A **sentence fragment** is a group of words that does not express a complete thought. Correct sentence fragments by adding words to make a complete sentence or by joining the fragment to a related sentence.

**Sentence fragment:** A talented player.

**Sentence:** A talented player named Jackie Robinson was the first African American on a major league baseball team.

**A** Write the sentences. Underline the complete subject once. Underline the complete predicate twice.

1. Jackie Robinson grew up in a divided America.
2. Sports teams were segregated by color.
3. Robinson made sports history in 1947.
4. The talented hitter entered the major leagues.
5. This rookie impressed the crowds and the critics.
6. The Dodgers' manager wanted Robinson on his team.
7. The National League voted him Most Valuable Player of 1949.



## UNIT 1 GRAMMAR

**B** Write either **CS**, **CP**, **SS**, or **SP** to tell if the underlined word or words are a complete subject, complete predicate, simple subject, or simple predicate.

1. The coach usually decides what a team needs.
2. People on the same team must work together.
3. The owners and coaches want players with team spirit.
4. Team spirit is more important than personal feelings.
5. The strongest teams have cooperative members.
6. Many teammates help others on the team.
7. The coach taught everyone about cooperation.

**C** Add a group of words from the box to make each fragment into a sentence that makes sense. Write the sentences.

many coaches	play on separate teams
knows about teamwork	most professional teams
can form between teammates	

8. \_\_\_\_\_ are either men's or women's teams.
9. Some young boys and girls \_\_\_\_\_.
10. \_\_\_\_\_ approve of mixed teams.
11. A good athlete \_\_\_\_\_.
12. Lifelong friendships \_\_\_\_\_.



## Review and Assess

Write the sentences. Underline the complete subject once. Underline the complete predicate twice.

1. Our school offers a good athletic program.
2. We can play baseball, soccer, or basketball.
3. The coach works hard with the teams.
4. Several of the girls organized a basketball team.
5. Their success surprised some of the boys.
6. People should not leap to conclusions.

Write the letter that tells about each underlined group of words.

7. A woman competed recently in a men's golf tournament.

- |                             |                           |
|-----------------------------|---------------------------|
| <b>A</b> simple predicate   | <b>C</b> complete subject |
| <b>B</b> complete predicate | <b>D</b> simple subject   |

8. This golfer had dominated the women's tour.

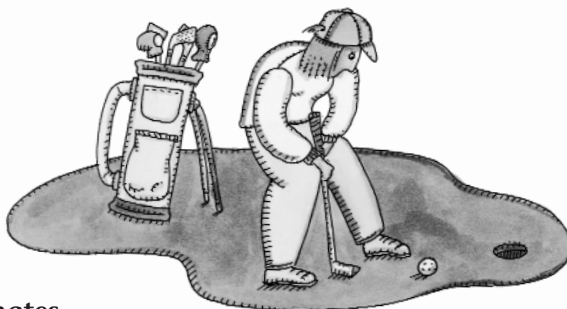
- |                             |                           |
|-----------------------------|---------------------------|
| <b>A</b> complete predicate | <b>C</b> simple subject   |
| <b>B</b> simple predicate   | <b>D</b> complete subject |

9. Annika Sorenstam wanted to test herself.

- |                           |                             |
|---------------------------|-----------------------------|
| <b>A</b> simple predicate | <b>C</b> complete predicate |
| <b>B</b> complete subject | <b>D</b> simple subject     |

10. Invited to compete in the men's tour.

- |                             |                           |
|-----------------------------|---------------------------|
| <b>A</b> simple subject     | <b>C</b> fragment         |
| <b>B</b> complete predicate | <b>D</b> complete subject |



## UNIT 1 FOCUS ON WRITING A PERSONAL NARRATIVE

### Adding Details to Subjects and Predicates

Personal narratives invite readers to share their experiences and feelings. You can make your narrative come alive by adding specific details. Be sure to write your ideas in complete sentences.

- My membership on the chess team was good.
- My membership on the school championship chess team was wonderful for me and a boon for the team.

**A** Complete the sentences below with details from the box. Be sure the sentences make sense. Write the sentences.

noisy, swirling crowds  
at the county fair  
at three o'clock

awarded a yellow ribbon  
more excited  
carefully examined

1. I won a prize \_\_\_\_ last year.
2. The judging took place on Saturday afternoon \_\_\_\_.
3. The \_\_\_\_ at the fairgrounds made me a little nervous.
4. A team of judges \_\_\_\_ all the animals in the competition.
5. Three judges \_\_\_\_ to my Holstein calf.
6. I think my calf was \_\_\_\_ than I was!

**B** Add details of your own to complete these sentences. Write the paragraph.

7. I have always wanted to be better at \_\_\_\_.

8. Right now, I am \_\_\_\_.

9. Extra practice will help me \_\_\_\_.

10. Then I know I will feel \_\_\_\_.

**C** Write a personal narrative about a time you achieved a personal goal. Add details that express your feelings and tell about your experiences.

# Independent and Dependent Clauses

A sentence part that has a subject and a predicate and makes sense by itself is called an **independent clause**.

Adobe is made of clay, and the clay is formed in molds.  
 independent clause                      independent clause

A **dependent clause** also has a subject and a predicate, but it does not make sense by itself. It cannot stand alone as a sentence. It begins with words such as *because, where, since, before, if, when, and although*. Use a comma when the dependent clause comes before the independent clause.

When the clay dries, it forms a brick.  
 dependent clause              independent clause

**A**

Write each sentence. Circle the clause that makes sense by itself.

1. Adobe houses are common in the Southwest where Spanish settlers lived.
2. Even though they were built long ago, many adobe sites still stand.
3. Europeans also built earth houses before there were sawmills.
4. Although there are many choices, adobe is a popular building material.
5. When they build in wet climates, people can use pressed block.
6. If you want to build a house, you should watch experienced builders.

Write **I** if the underlined words are an independent clause. Write **D** if the underlined words are a dependent clause.

7. We accept some ideas from the sixties even though it was long ago.
8. After people began to worry about pollution, we made new laws.
9. Since energy sources can run out, people began using solar power.
10. We remember the sixties because important events took place.

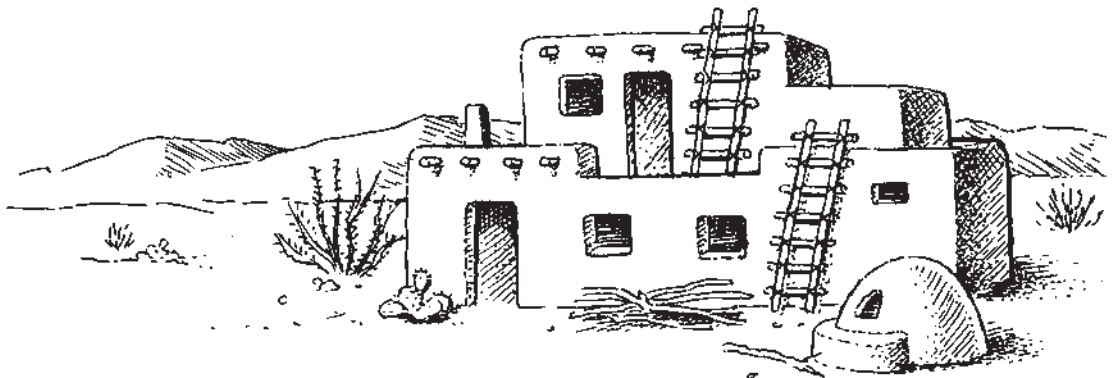
## UNIT 1 GRAMMAR

**B** Write the sentences. Draw a line under each independent clause. Draw two lines under each dependent clause.

1. You should have good skills before you start the project.
2. Adobe construction is popular, and there is much information about it.
3. If you draw up a plan, you will know how many bricks to make.
4. If you need some lessons, you can take a course in building with adobe.
5. Since it takes hard work, building an adobe house is not for everyone.

**C** Add an independent clause to complete each sentence. Write the sentences.

6. When Will moved to the Southwest, \_\_\_\_\_.
7. Although the climate was dry, \_\_\_\_\_.
8. Because little rain fell in the area, \_\_\_\_\_.
9. Since Will loved sunshine, \_\_\_\_\_.
10. When the new school term begins, \_\_\_\_\_.
11. Since he'll be so busy, \_\_\_\_\_.
12. \_\_\_\_\_ when they need to do research.
13. If Will joins a club or team, \_\_\_\_\_.
14. \_\_\_\_\_ since there are so many activities.
15. When the weekend comes, \_\_\_\_\_.
16. After he goes to the park, \_\_\_\_\_.





## Review and Assess

Write each sentence. Draw a line under the independent clause. Draw two lines under the dependent clause.

1. April was embarrassed because her parents did things their own way.
2. When they moved to the Southwest, the family lived in a bus.
3. If they owned a regular house, April could have her own room.
4. April was upset when her father volunteered for a school project.
5. After he met her class, she felt much better.
6. Because other students liked her father, April accepted him too.

Read each sentence. Write the letter that tells about each underlined group of words.

7. When we become adults, we make our own decisions.

**A** independent clause      **C** not a clause  
**B** dependent clause      **D** two independent clauses

8. It is confusing because there are many things to think about.

**A** independent clause      **C** not a clause  
**B** dependent clause      **D** two independent clauses

9. After people graduate from high school, they may go to work.

**A** independent clause      **C** not a clause  
**B** dependent clause      **D** two independent clauses

10. Others go to college, and they attend many classes.

**A** independent clause      **C** not a clause  
**B** dependent clause      **D** two independent clauses

11. If you have a special talent, you could make it your career.

**A** independent clause      **C** not a clause  
**B** dependent clause      **D** two independent clauses

## UNIT 1 FOCUS ON WRITING A PERSONAL NARRATIVE

### Adding Ideas to Sentences

Adding a dependent clause to a sentence is a way to expand your narrative and express your ideas. Make sure a dependent clause relates to the independent clause.

- We'd all like to forget embarrassing moments.
- Although it's probably impossible, we'd all like to forget embarrassing moments. (dependent clause + independent clause)

**A** Use the word in ( ) to make a dependent clause. Then combine the dependent clause with the independent clause. Write the new sentence. Remember to add commas where needed.

1. My father is a police officer in our town. (since)  
He knows many people.
2. One day, he came to my classroom.  
A lost bicycle had been found. (because)
3. My face turned red.  
I saw my very own bicycle. (when)
4. It was my bike. (although)  
I didn't say anything.
5. I felt really foolish.  
I had left the bike in the wrong driveway! (because)



**B** Add a dependent clause to complete each sentence. Write the paragraph.

6. I bought a model airplane kit because \_\_\_\_\_. 7. After \_\_\_\_\_, I read the instructions carefully. 8. I put glue on the balsa wood pieces as \_\_\_\_\_. 9. Before \_\_\_\_\_, I pressed the parts together. 10. When \_\_\_\_\_, my plane looked all wrong. 11. I read the instruction sheet again before \_\_\_\_\_. 12. When \_\_\_\_\_, I realized that I had forgotten two important steps.

**C** Write a personal narrative about a time when you felt embarrassed. Use some dependent clauses.

# Compound and Complex Sentences

A **compound sentence** contains two independent clauses joined with a comma and a word such as *or*, *and*, or *but*.

The market is crowded, and many shoppers find bargains.

independent clause                      independent clause

A **complex sentence** contains one independent clause and one or more dependent clauses. The independent and dependent clauses are joined with words such as *if*, *because*, *since*, or *when*. Use a comma when the dependent clause comes before the independent clause.

Since everything looks fresh, we buy many vegetables.

dependent clause                      independent clause

**A** Read each sentence. Then write **C** if it is a compound sentence or **CX** if it is a complex sentence.

1. We are traveling, and we try many new foods.
2. Since most people shop in the marketplace, we shop there too.
3. We might try the spicy eggplant today, or we could sample a curry.
4. If I see a string of figs, I will buy that for dessert.
5. Because the prices are reasonable, we can purchase many items.

Write each sentence. Underline each independent clause.

6. We are excited because our class is having a feast.
7. Some students will bring main dishes, and others will bring dessert.
8. I am preparing spinach pie since my family is Greek.
9. Nika might make peas and rice, or she could cook kale and pork.

## UNIT 1 GRAMMAR

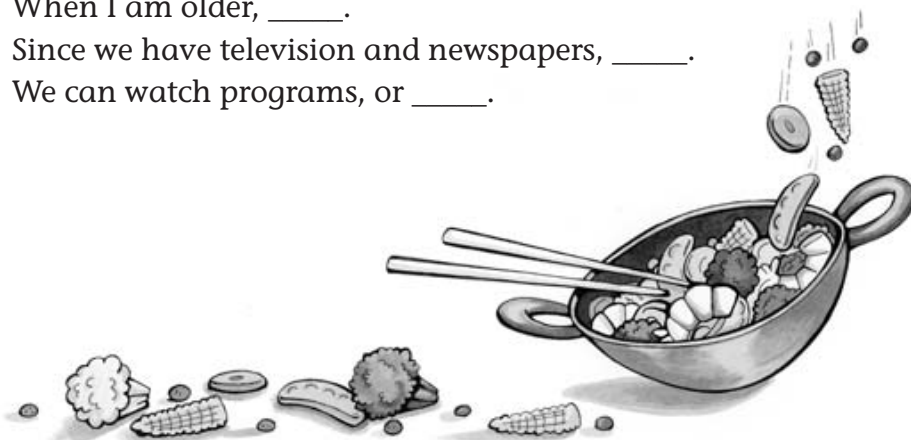
**B** Choose a word from the box to join each group of words into a compound or a complex sentence. Add correct capitalization and punctuation. You can use each word more than once. Write the new sentences.

and            because            but            so

1. Mr. Woo reads a Chinese newspaper. He is homesick.
2. His family is far away. He cannot visit them often.
3. In China, Mr. Woo was a doctor. In America, he owns a restaurant.
4. Mr. Woo is a caring man. His food is prepared lovingly.
5. I love Chinese food. I often eat in Mr. Woo's restaurant.
6. Sometimes I order seafood. It is the chef's specialty.
7. One day, I'll invite him home. I'll cook him dinner myself.

**C** Complete each sentence with an independent clause that makes sense. Write the sentences.

8. I look for my country on the map, and \_\_\_\_.
9. Because the world is so large, \_\_\_\_.
10. I have read about foreign countries, but \_\_\_\_.
11. When I am older, \_\_\_\_.
12. Since we have television and newspapers, \_\_\_\_.
13. We can watch programs, or \_\_\_\_.



# UNIT 1 GRAMMAR

## Review and Assess

Read each sentence. Write **C** if the sentence is a compound sentence. Write **CX** if the sentence is a complex sentence.

1. When my friends came to visit, we went to a foreign movie.
2. I like foreign movies because they teach me about other cultures.
3. I didn't understand the language, but there were subtitles.
4. If there were no subtitles, I wouldn't have understood anything.
5. When the characters performed a dance, no words were needed.
6. Some things do not need an explanation, and dance is one of them.
7. If you go to see the movie, you will enjoy it too.

Write the letter of the word that best joins the two clauses.

8. Foods from around the world are fascinating.

I can't taste them all.

- A** if                      **C** when  
**B** or                      **D** although

9. Chefs have different specialties.

I would concentrate on just one.

- A** but                      **C** when  
**B** or                      **D** if

10. Take my advice.

Watch one of these shows.

- A** because              **C** if  
**B** and                      **D** when

11. I watched last week.

I learned some good recipes.

- A** so                      **C** or  
**B** if                      **D** although





### Improving Your Sentences

A personal narrative might sound dull if it has only simple sentences. Compound and complex sentences can replace short, choppy ones to make your narrative flow more smoothly.

- The journey to Japan was long. The sea was rough. Many people were seasick. (choppy)
- The journey to Japan was long and the sea was rough, so many people were seasick. (better)

**A** Combine each pair of sentences below, using the word in ( ). Remember to add a comma where it is needed. Write the new sentences.

1. My friend grew up in America. (although)  
She always felt that Japan was her home.
2. She learned about Japan.  
Her parents were born there. (since)
3. Urara's mother was a fine cook.  
She made Japanese specialties. (and)
4. You have never tried Japanese food. (if)  
You are in for a real treat.



**B** Complete the sentences below by making them compound or complex sentences. The first one is done for you.

5. My friend invited me to dinner yesterday, and I had a wonderful time.
6. Before Lata's mother brought the food to the table, \_\_\_\_\_.
7. The food looked delicious, \_\_\_\_\_!
8. When I tasted the silky gravy, \_\_\_\_\_.
9. After we cleared the table, \_\_\_\_\_.

**C** Write a journal entry about a time when you felt like a newcomer. Use compound and complex sentences to give your writing variety.

## Combining Sentences

---

You can often combine two sentences with different subjects but the same predicate into one sentence. A **compound subject** is made up of two or more subjects joined by a conjunction.

**Simple sentences:** Mother spoke softly. Dad spoke softly.

**Compound subject:** Mother and Dad spoke softly.

You can often combine two sentences with different predicates but the same subject into one sentence. A **compound predicate** is made up of two or more predicates joined by a conjunction.

**Simple sentences:** The phone rang at night. The phone disturbed us.

**Compound predicate:** The phone rang at night and disturbed us.

If two short sentences have related ideas, you can combine the sentences to form a compound sentence with words such as *or*, *but*, or *and*. Use a comma to separate clauses in a compound sentence.

**Simple sentences:** Vicky awoke. She went back to sleep.

**Compound sentence:** Vicky awoke, but she went back to sleep.

---

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

1. Justin and Jack loved Aunt Martha.
2. Aunt Martha invited her nephews over and baked cookies for them.
3. Jack washed Aunt Martha's car and removed the garbage.

Write **compound subject** if the sentence has a compound subject. Write **compound predicate** if the sentence has a compound predicate. Write **compound sentence** if the sentence is a compound sentence.

4. Vicky and John felt sorry for Aunt Elena.
5. They tried to help, and their aunt was grateful.
6. Aunt Elena often visited and played with them.

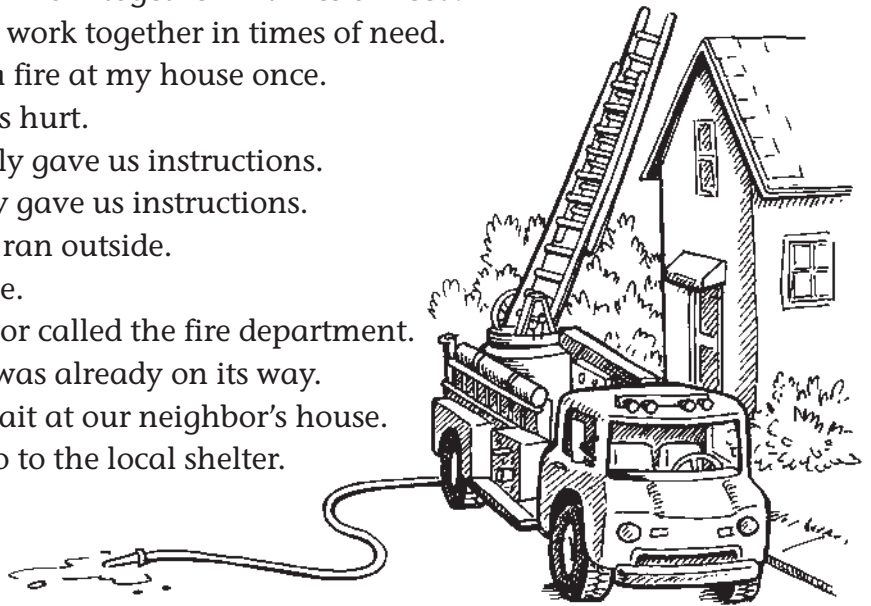
## UNIT 1 GRAMMAR

**B** Combine each pair of sentences to form a compound subject, a compound predicate, or a compound sentence. Use the joining word *and*. Write the sentences.

1. Maggie went upstairs. Suzy went upstairs.
2. The girls were the same age. The girls became friends.
3. Vicky watched Maggie. Vicky tried to understand her.
4. The family wanted to help. They took care of Maggie.
5. The Austins lived in the country. They had a large house.
6. Mother understood children. Dad understood children.
7. Maggie looked upset. Maggie seemed angry.
8. The parents needed patience. The children needed patience.

**C** Combine each pair of sentences to form a compound subject, a compound predicate, or a compound sentence. Use the joining words *or*, *and*, or *but*. Write the sentences.

9. Families can work together in times of need.  
Friends can work together in times of need.
10. There was a fire at my house once.  
Nobody was hurt.
11. Mom quickly gave us instructions.  
Dad quickly gave us instructions.
12. My brother ran outside.  
I ran outside.
13. Our neighbor called the fire department.  
An engine was already on its way.
14. We could wait at our neighbor's house.  
We could go to the local shelter.



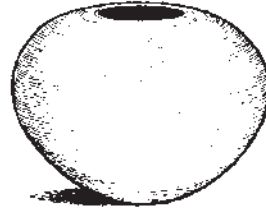
## UNIT 1 GRAMMAR

### Review and Assess

Combine each pair of sentences to form a compound subject, a compound predicate, or a compound sentence. Use the joining words *or*, *and*, or *but*. Write the sentences.

1. My family is large. We have fun at dinnertime.
2. My brothers tell jokes at the table. My sisters tell jokes at the table.
3. We talk about sports. We discuss movies.
4. We do not often agree. Nobody really minds.
5. My brothers love to laugh. My sisters love to laugh.
6. We listen to each other. Unfortunately, we sometimes interrupt!

Write the letter that tells what the underlined items are.



7. Aunt Leah and Uncle Ray are artists.  
A compound sentence      C compound predicate  
B simple sentence      D compound subject
8. They are my favorite relatives.  
A simple sentence      C compound predicate  
B compound subject      D compound sentence
9. Aunt Leah paints and makes pottery.  
A simple subject      C compound predicate  
B compound subject      D simple sentence
10. Uncle Ray paints, and he also makes sculptures.  
A compound sentence      C compound predicate  
B compound subject      D simple sentence

## UNIT 1 FOCUS ON WRITING A PERSONAL NARRATIVE

### Combining Sentences for Style

Your narrative will have a more natural flow if you combine short, related sentences. Compound subjects, compound predicates, and compound sentences can make your writing sound smoother.

- I am the youngest in my family. I don't like it. (simple sentences)
- I am the youngest in my family, and I don't like it. (compound sentence)
- Sometimes I am ignored. Sometimes I am picked on. (simple sentences)
- Sometimes I am ignored or picked on. (compound predicate)

**A** Combine subjects, predicates, or sentences to make each pair of sentences sound smooth and natural. Use the words in ( ). Write the new sentences.

1. My grandma got sick. I was the only other person at home. (and)
2. I called 911. I gave the operator our address. (and)
3. The ambulance came. The police came. (and)
4. Grandma soon got well. Something else happened. (but)
5. Mom felt proud of me. Dad felt proud of me. (and)
6. They always knew I could help Grandma. Now they knew I could stay calm. (but)

**B** Combine each pair of sentences to make the paragraph smoother. Write an opening and a closing sentence. Write the new paragraph.

7. \_\_\_\_\_
8. My brother had chicken pox. I hadn't had it yet.
9. My mom said I could catch it. My mom told me to stay away.
10. Well, I didn't listen. I played chess with my brother.
11. I won the game. I got chicken pox too.
12. You can listen to your mother. You can learn a lesson the hard way.
13. \_\_\_\_\_

**C** Write a personal narrative about a time when you tried to comfort or help someone. Combine sentences so your writing sounds natural.



## Writing a Personal Narrative

A **test** may ask you to write a personal narrative. Your narrative should have a beginning, middle, and end. Use words that capture your voice, your feelings, and your point of view. Follow the tips below.



### FEELINGS

Tell about your feelings in your narrative so your readers can share your experiences.

**Understand the prompt.** Make sure you know what to do. Read the prompt carefully. A prompt for a personal narrative could look like this:

**Write a personal narrative about an interesting adventure or difficult experience from your own life. The point of view is first person. Use the words *I* and *me* in your story.**

Key words and phrases are *personal narrative*, *adventure*, *difficult experience*, and *first person*.

**Find a good topic.** Choose an event you recall in some detail. Consider a field trip, a hospital visit, or a winning game.

**Organize your ideas.** For this assignment, you could make a story organizer on scratch paper. Write a title and the event in the top lines. Fill in the organizer with details about this experience.

Possible title: A Visit to Granddad

Event: Granddad's surgery

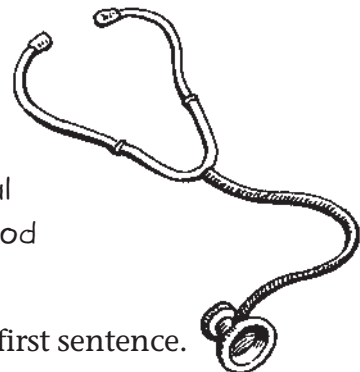
Where: Hospital

Details: Was afraid and worried

Walked slowly through the hospital

Surprised to see him looking so good

How it ended: Granddad was OK.



**Write a good beginning.** Set the tone with your first sentence.

## UNIT 1 WRITING FOR TESTS

**Develop and elaborate ideas.** Work with the topic and information in your organizer. Use vivid details and varied types of sentences.

**Write a strong ending.** Try to make the ending powerful and expressive.

**Check your work.** Make any necessary changes.

See how the personal narrative below addresses the prompt, has a strong beginning and end, and shows the writer's feelings.

A Visit to Granddad

1 — Usually, I love to visit my grandfather, but that Saturday I was really afraid. Why should I be frightened of happy old Granddad? Well, he was in the hospital for an operation. The surgery was done, but I was worried that he would look old and sick.

I walked very slowly down the hallway to his room, counting the numbers on the doors. I passed Rooms 120, 121, and then, uh-oh, 2 — Room 122. I could barely drag my sneakered feet through that door.

3 — I took a deep breath. Tell me you wouldn't have been worried too.

4 — What a surprise I had! There sat Granddad, the same as ever. He had a narrow tube stuck into his arm, and he looked a little tired. Otherwise, he was fine. He patted the bed and said, "Sit down." I held his hand, and it felt comforting to me. "What's the baseball score?" he asked me.

5 — What's the best thing about Granddad? Nothing gets him down for long, and I'm glad.

1. The first sentence sets a personal tone.
2. The narrative builds in tension.
3. Different types of sentences add interest.
4. The writer uses personal pronouns to express feelings.
5. This strong ending is based on the whole sequence of ideas.

# Proper Nouns and Common Nouns

A **noun** names one or more persons, places, or things. Things include ideas. A **proper noun** is the name of a particular person, place, or thing.

Jean Stone      North Dakota      Monday      Mr. Smith

Some proper nouns, such as Grand River Avenue, consist of more than one word. Begin each important word in a proper noun with a capital letter.

Nouns that are not proper nouns are called **common nouns**. A common noun does not name any particular person, place, or thing. Common nouns are not capitalized.

crow      holiday      road      happiness

**A** One of the underlined words in each sentence is a noun. Write that noun.

1. The wild crow can live to be about ten years old.
2. The oldest crow in America was over twenty-nine years of age.
3. These birds live in many parts of the world.
4. However, there are no crows in New Zealand or Antarctica.
5. A large crow flies around my cottage near Lake George.
6. It has noisy arguments with an owl.
7. Owls and crows are natural enemies.
8. A crow once attacked my dog.

Write the common and proper nouns in each sentence.

9. Mom said I could get a bird for my birthday.
10. She thought I would choose a parakeet or a canary.
11. I wanted a bigger bird like the one my friend Sue has.
12. Sue has a parrot named Pete that talks and forecasts the weather.
13. Wouldn't it be great to have a pet that tells you to wear a raincoat?

## UNIT 2 GRAMMAR

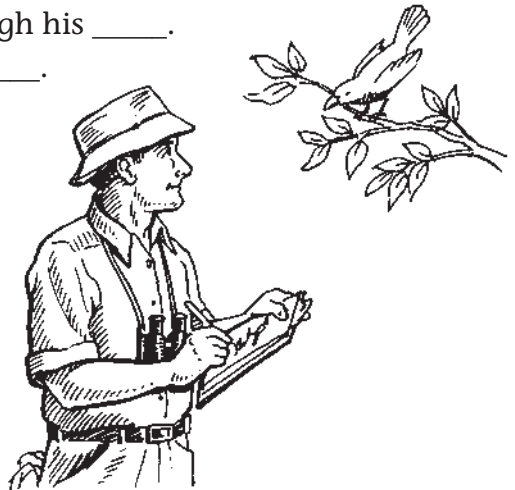
**B** Write the sentences. Draw one line under the common nouns in each sentence. Draw two lines under the proper nouns.

1. Roger Tory Peterson was an artist who loved wildlife.
2. This author and illustrator was born in Jamestown, Virginia.
3. As a child, Peterson belonged to the Junior Audubon Club.
4. Blanche Hornbeck, his teacher, organized the club.
5. Peterson soon grew to love wild animals.
6. He particularly loved birds.
7. Altogether, he published five volumes about nature.
8. His books tell readers how to observe wildlife.
9. They are great guides to the plants and animals of North America.

**C** Complete each sentence with a common or proper noun from the box. Capitalize all proper nouns.

birch lake	new york	binoculars	picture
uncle james	cabin	baltimore oriole	

10. My uncle lives in upstate \_\_\_\_\_.
11. Each day after work, he looks through his \_\_\_\_\_.
12. Many birds flock to the waters of \_\_\_\_\_.
13. \_\_\_\_\_ is writing a book about birds.
14. He once published an article about a bird known as the \_\_\_\_\_.
15. That bird lives 1,000 miles from my uncle's \_\_\_\_\_ in the woods.
16. Uncle James mailed me a \_\_\_\_\_ of the birds at his feeder.



### Review and Assess

Write the sentences. Underline the common nouns in each sentence.  
Circle the proper nouns.

1. My cousin found a tiny bird under a tree near her home in Wisconsin.
2. She took the fledgling to a doctor in Freeport.
3. Dr. Sloan told her the bird had fallen from its nest.
4. Connie was to make another dwelling for the young robin.
5. A plastic bowl with holes served as its new home.
6. Aunt Rhea helped tack the bowl to the tree.
7. Connie and her sister, Amy, watched the bird quietly.
8. The girls were proud they had saved such a helpless creature.



Read each group of words. Write the letter of the word or words that name a proper noun.

- |                          |                            |
|--------------------------|----------------------------|
| 9. <b>A</b> Battery Park | <b>C</b> Neighborhood      |
| <b>B</b> Street          | <b>D</b> Expressway        |
| 10. <b>A</b> School      | <b>C</b> Howard University |
| <b>B</b> Camp            | <b>D</b> Center            |
| 11. <b>A</b> Avenue      | <b>C</b> Exit              |
| <b>B</b> Bridge          | <b>D</b> Mulberry Street   |
| 12. <b>A</b> Woman       | <b>C</b> Ms. Wong          |
| <b>B</b> Girl            | <b>D</b> Teacher           |





## UNIT 2 FOCUS ON WRITING A DESCRIPTION

### Using Exact Nouns in Descriptions

Exact nouns are powerful tools for writers. They add clear, precise information and let the reader know exactly what you are describing.

- At night, the pond is a symphony of croaking creatures. (general nouns)
- At night, Triangle Pond is a symphony of croaking bullfrogs. (exact nouns)

**A** Improve the paragraph below by replacing the underlined words with exact nouns from the box. Write the new sentences.

Crabtree Road	Stonington	purple martins
Mrs. Fields	Cousin Diana	white-tailed deer

1. My street comes to a dead end. 2. Many animals live here in the town. 3. The woman next door has a salt lick for deer. 4. Animals are plentiful around here. 5. Most of us leave out seed for the birds. 6. My cousin puts out walnuts for the mischievous squirrels.

**B** Complete each sentence with a proper noun of your own. Use the clue word in (). Write the sentences.

7. \_\_\_\_ and I love animals. (person)
8. We take walks around \_\_\_\_ to spot wild creatures. (name of park)
9. The state of \_\_\_\_ has many forests and rivers. (name of state)
10. We are lucky to live in a place like \_\_\_\_\_. (name of town)
11. Did you know that \_\_\_\_ is jumping with fish and frogs?  
(name of lake)
12. We find salamanders in the stream behind \_\_\_\_\_. (name of place)

**C** Write a short description of an amusing or troublesome animal. Use exact nouns to make your description clear and precise.

# Plural Nouns

A noun that names more than one person, place or thing, is a **plural noun**.

### Regular plurals

- Add **-s** to most nouns to make them plural: girl, girls.
- Add **-es** to nouns ending in **ch, sh, x, z, s, or ss**: branch, branches; bush, bushes; fox, foxes; buzz, buzzes; bus, buses; guess, guesses.
- If a noun ends in a **vowel** followed by **y**, add **-s**: journey, journeys.
- If a noun ends in a **consonant** and **y**, change the **y** to **i** and add **-es**: body, bodies.
- Some nouns ending in **f** or **fe** may take an **-s**: chief, chiefs; roof, roofs.
- Add **-s** to most nouns that end in **ff**: bluff, bluffs; tariff, tariffs.
- When a noun ends in a **vowel** and **o**, add **-s**: rodeo, rodeos; radio, radios.
- Check the dictionary for plurals of nouns ending in a **consonant** followed by **o**: silo, silos; hero, heroes; potato, potatoes; mosquito, mosquitoes (*or* mosquitos); piano, pianos; photo, photos.

### Irregular plurals

- Some nouns have the same singular and plural form: sheep, sheep; moose, moose; trout, trout; fish, fish (*or* fishes); deer, deer.
- Other nouns change their spelling to form the plural: woman, women; tooth, teeth; child, children; man, men; ox, oxen; foot, feet.
- You can form the plurals of some nouns ending in **f** or **fe** by changing **f** or **fe** to **v** and adding **-es**: calf, calves; wife, wives; knife, knives; thief, thieves.

**A** Write the plural form of each noun.

- |           |          |          |
|-----------|----------|----------|
| 1. potato | 4. baby  | 7. knife |
| 2. hunch  | 5. roof  | 8. thief |
| 3. deer   | 6. photo | 9. bluff |

## UNIT 2 GRAMMAR

**B** Choose the correct plural noun in ( ) to complete each sentence. Write the plural noun.

1. Early \_\_\_\_ discovered fire. (humans, humanes)
2. \_\_\_\_ can start when lightning strikes a dry tree. (Fireses, Fires)
3. A smart cave dweller would have noticed the burning \_\_\_\_.  
(branches, branchs)
4. Strong \_\_\_\_ swiftly spread a fire. (breezess, breezes)
5. To early women and \_\_\_\_, it was surely a frightening sight. (men, mens)
6. The tribal \_\_\_\_ sent scouts to fetch some fire. (chiefs, chieves)
7. Fire-bringers were true \_\_\_\_\_. (heros, heroes)
8. Finally, there was a way to stay warm on winter \_\_\_\_\_. (nights, nightes)

**C** Choose a noun from the box to complete each sentence. Then form the plural of the noun. Write the sentences.

foot      mosquito      match      fox      twig      berry

9. Sark heard \_\_\_\_ rustling in the dark forest.
10. Hungry \_\_\_\_ bit the miserable boy.
11. His \_\_\_\_ were blistered and raw.
12. All he had for food was a handful of \_\_\_\_.
13. He looked for some dried \_\_\_\_ to start a fire.
14. If only he had a box of \_\_\_\_!



### Review and Assess

Write the plural form of each noun in ( ).

1. The explorers hacked their way through the soggy \_\_\_\_\_. (marsh)
2. They swung their \_\_\_\_\_ at the tangled vines. (ax)
3. The \_\_\_\_\_ were heavy with rain clouds. (sky)
4. A bat flew by with a mouse in its \_\_\_\_\_. (foot)
5. The travelers' \_\_\_\_\_ burned with exhaustion. (eye)
6. Of all the \_\_\_\_\_ they visited, this was the most unusual. (country)

Write the letter of the plural noun that is not spelled correctly.

7. The women listened to their radioes for reports of the hikers.  
**A** women                      **C** reports  
**B** radioes                      **D** hikers
8. Many monthes before, three masked men and five bags of gold had vanished in the mountains.  
**A** monthes                      **C** men  
**B** mountains                      **D** bags
9. Now there were rumors that two childs had seen some signs and clues to their whereabouts.  
**A** rumors                      **C** signs  
**B** childs                      **D** clues
10. The boys spotted gold coins in some bramble bushes below the twin peaks.  
**A** boys                      **C** bushes  
**B** coins                      **D** peaks



## UNIT 2 FOCUS ON WRITING A DESCRIPTION

### Using Plural Nouns in Descriptions

Use vivid sense words with plural nouns to make your writing lively and powerful. Spell plural nouns correctly in your descriptions.

- **No:** Babys ate pears and made noises.
- **Yes:** Chubby babies ate mushy pears and made slurping noises.

**A** Correct the spelling of each underlined plural noun. Then add a word from the box that describes each noun best. Write the paragraph.

sneaky      lively      public      gawking      rocky

**1.** There are two \_\_\_\_ zooes in my city. **2.** Both of them house several species of \_\_\_\_ monkies. **3.** The merry little animals have their own \_\_\_\_ islandses to play on. **4.** They scramble over the boulders and stare at all the \_\_\_\_ peoples. **5.** Some of the little beasts are \_\_\_\_ thiefs who steal each other's food.

**B** Write the plural form of each underlined noun. Add a word of your own to describe each plural noun. Write the new sentences.

- 6.** Many \_\_\_\_ family enjoy the outdoors.
- 7.** We have roamed the rolling hills and the \_\_\_\_ valley.
- 8.** Dad and I watch \_\_\_\_ deer drink from a stream.
- 9.** We roast some \_\_\_\_ potato over a campfire.
- 10.** Windswept trees whisper their \_\_\_\_ melody.

**C** Write a brief description of an outdoor activity you enjoy. Include vivid words that describe the nouns and create powerful images for your readers.



# Possessive Nouns

**Possessive nouns** show that one or more persons, places, or things have or own something. They are formed with an **apostrophe (')** and **-s** or with only an **apostrophe (')**. Here are three rules for possessive nouns.

- Add **'s** to spell the possessive form of most singular nouns: the road**'s** end.
- Add **'s** to spell the possessive form of plural nouns that do not end in **-s**: the women**'s** baskets.
- Add only **(')** to spell the possessive form of plural nouns that end in **-s**: the three chickens**'** squawks.

**A** Write the sentences. Draw one line under the singular possessive nouns. Draw two lines under the plural possessive nouns.

1. One farmer's fields were dry and barren.
2. Last year's harvest was pitifully small.
3. The citizens' fears grew with each hot, sunny day.
4. Several weather forecasters' predictions were troubling.
5. If no rain fell in another month's time, crops would fail.

Write the possessive noun in ( ) that correctly completes each sentence.

6. Katie knew that a \_\_\_\_ consequences could be serious.  
(drought's, droughts')
7. She looked up at the \_\_\_\_ blinding rays. (sun's, suns')
8. The \_\_\_\_ moods often depended on the weather.  
(children's, childrens')
9. Like many \_\_\_\_ children, Katie was hoping for a rainstorm.  
(farmers', farmer's)
10. She strode off to the fields with the \_\_\_\_ lunches.  
(mens', men's)

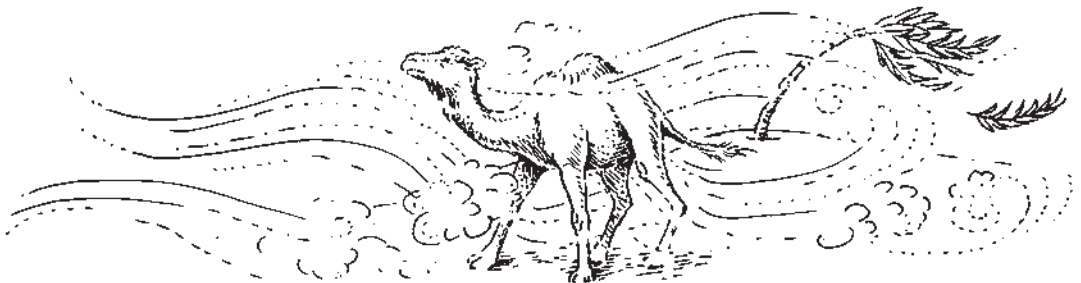
## UNIT 2 GRAMMAR

**B** Change each underlined noun to a possessive noun to complete each sentence. Write the possessive noun.

1. A dust storm fury is almost unbelievable.
2. The Dust Bowl span covered thousands of miles.
3. Australia outback is the greatest source of dust in the Southern Hemisphere.
4. Arabia deserts are also famous for dust storms.
5. From these deserts ranges, dust blows northeast to India.
6. The monsoon winds blow the dust through India and Asia.
7. The dust clouds effect on solar radiation can cause changes in climate.
8. Several regions weather can change for days or even weeks.

**C** Rewrite the underlined words with possessive nouns. Write the sentences.

9. The surface of the earth was covered with dust.
10. The eyes of the travelers burned from the fine particles.
11. The ears of the animals were caked and dry.
12. The force of the wind made walking almost impossible.
13. The exhausted group longed for the end of the journey.
14. The shoe of one man was lost in the dirt.
15. Then the strap of his canteen broke.
16. Would the fury of the storm ever end?
17. Suddenly, the direction of the gusts shifted.
18. The shouts of joy of the nomads rang out.



### Review and Assess

Write the sentences. Draw one line under each singular possessive noun.  
Draw two lines under each plural possessive noun.

1. A gardener's job can be difficult.
2. Garden pests' damage can be a major problem.
3. One year my parents' garden was nearly destroyed.
4. Many flowers were killed by a night's frost.
5. Their vegetables became the rabbits' feast.

Write the letter of the group of words that can replace the underlined words.

6. The wife of the farmer cried tears of frustration.  
A wife's farmer      C farmer's frustration  
B farmer's wife      D farmers' wives
7. Pie of this year was no different from the pie she had baked last year.  
A This year's pie      C This pie  
B Pie's last year      D Last year's pie
8. The mother of the winner held a blue ribbon.  
A mother's      C winner's mother  
B mother's winner      D winners' mother
9. The judges of the contest had made a difficult decision.  
A contests' judges      C judge's contests  
B judges' contests      D contest's judges



## UNIT 2 FOCUS ON WRITING A DESCRIPTION

### Streamlining Your Writing

Replace awkward phrases such as *due to the fact that* with words such as *because*. Remember that possessive nouns can also make your writing less wordy.

- The house of my family was damaged on account of the storm.
- My family's house was damaged by the storm.

**A** Improve this paragraph by replacing the wordy underlined phrases. Write the revised paragraph.

**1.** The level of the river rose as the rains continued. **2.** Now the roads of the township had turned into streams. **3.** Soon the office of the mayor issued a warning. **4.** The citizens of the town had to leave immediately due to the fact that the dam had broken. **5.** The trucks of the army would carry them to safety. **6.** Clearly, help came just in the nick of time. **7.** The families of the area were rescued from the floodwaters.

**B** Add a possessive noun of your own to complete each sentence. Write the sentences.

- 8.** Have you seen a \_\_\_\_ colors after a wild storm?
- 9.** The \_\_\_\_ return is a welcome sight.
- 10.** This morning, the \_\_\_\_ streets were like rivers.
- 11.** \_\_\_\_ backyards looked like swamps.
- 12.** The \_\_\_\_ end didn't come until late in the afternoon.
- 13.** By then, \_\_\_\_ nerves were truly on edge.

**C** Write a description of a dramatic weather event such as a snowstorm or flood. Use possessive nouns to streamline your description.

## Commas in Series and in Direct Address

---

A **comma** can be used to set off a word or a group of words from other words in a sentence. Commas help make the meaning of a sentence clear.

A **series** is a list of three or more items in a sentence. Use comma after each item in the series except the last.

The tide brought in clams, hermit crabs, and starfish.

One or two commas are used to set off the names of people who are directly addressed in speech or writing. This use of a noun is called **direct address**.

Laura, is that turtle alive? What do turtles eat, Dad?  
Do you know, Mr. Turtle, how to swim out to sea?

---

**A** Write **C** if the sentence is punctuated correctly. Write **I** if it is punctuated incorrectly. Write the sentences correctly.

1. We went to the beach on Friday Saturday and Sunday.
2. We waded, built sand castles, and bodysurfed.
3. Mother do you know how much fun we had?
4. Jackie, Chris, and I swam to the sandbar.
5. We could see the lighthouse the shore and the high dunes Dad.

Add the words in ( ) to each sentence. Write the sentences. Add commas where they are needed.

6. I helped \_\_\_\_ build a sand castle. (Dana Tim and Rocco)
7. I used \_\_\_\_\_. (a shovel a pail and a watering can)
8. Our sand castle has \_\_\_\_\_. (a moat several turrets and a bridge)
9. \_\_\_\_ you can never be too old to build sand castles. (Pauline)



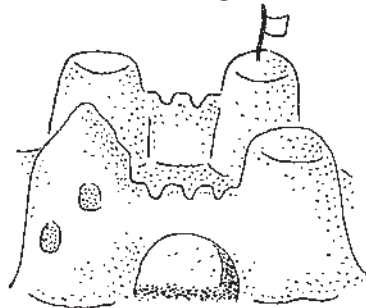
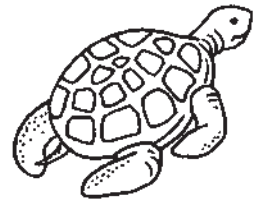
## UNIT 2 GRAMMAR

**B** Write the sentences. Add commas where they are needed.

1. Turtles tortoises and terrapins belong to the oldest living group of reptiles.
2. Dr. Liu can you tell us more about these animals?
3. Most members of the turtle family have hard shells toothless jaws and sharp beaks.
4. What else would you like to know class?
5. Are turtles frogs and toads in the same family?
6. Daniel frogs and toads are amphibians, not reptiles.
7. Tell us Dr. Liu where do turtles live?
8. They can live in lakes rivers or ponds.

**C** Add a noun in direct address to each sentence. Add commas where they are needed. Write the sentences.

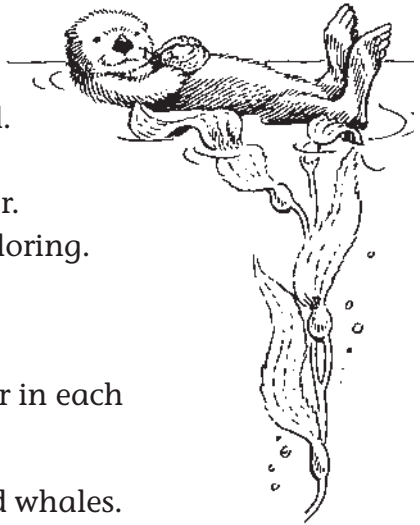
9. You should take a dip in the ocean.
10. You know I'm afraid of the ocean.
11. There are too many jellyfish crabs and sharp rocks.
12. Please don't ask me to swim with you again.
13. But even babies toddlers and dogs are brave enough to swim!
14. Sometimes you have to take a chance.
15. I'm still too afraid to do that.
16. Why don't we just play an exciting game of volleyball?
17. Maybe we could read see a movie or just talk.
18. You'll do anything to get out of swimming!



## Review and Assess

Write the sentences. Add commas where needed.

1. Emily I have a wonderful book for you to read.
2. I've heard of *Ring of Bright Water* Mom.
3. The author was a naturalist writer and painter.
4. Gavin Maxwell loved fishing writing and exploring.
5. Did you know Emily that he kept pet otters?
6. Dad let's get a pet otter!



Write the letter that shows the type of comma error in each sentence. If there is no error, write **D**.

7. I studied dolphins porpoises and humpbacked whales.

- |   |                          |
|---|--------------------------|
| <b>A</b> nouns in direct address            | <b>C</b> nouns in series |
| <b>B</b> nouns in series and direct address | <b>D</b> no mistake      |

8. What did you learn Sandy?

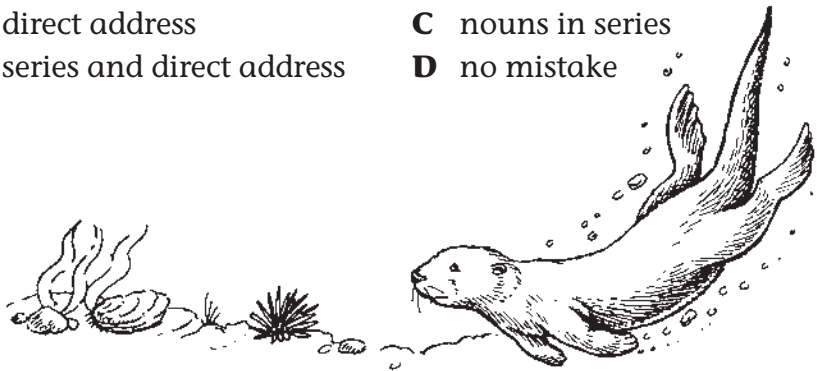
- |   |                          |
|---|--------------------------|
| <b>A</b> nouns in direct address            | <b>C</b> nouns in series |
| <b>B</b> nouns in series and direct address | <b>D</b> no mistake      |

9. These animals eat fish, crabs, and clams.

- |   |                          |
|---|--------------------------|
| <b>A</b> nouns in direct address            | <b>C</b> nouns in series |
| <b>B</b> nouns in series and direct address | <b>D</b> no mistake      |

10. Teresa I especially admire dolphins otters and whales.

- |   |                          |
|---|--------------------------|
| <b>A</b> nouns in direct address            | <b>C</b> nouns in series |
| <b>B</b> nouns in series and direct address | <b>D</b> no mistake      |



## UNIT 2 FOCUS ON WRITING A DESCRIPTION

### Using Commas for Clear Writing

Using commas correctly makes your meaning clear. As you write longer, more detailed sentences, you will see that punctuation is an important tool.

- I bought chocolate ice cream and peanuts.
- I bought chocolate, ice, cream, and peanuts.

**A** Rewrite the underlined sentence pairs as one sentence with nouns in a series. Add commas where needed. Then write a closing sentence.

**1.** A pond is a complete ecosystem. **2.** Plants and animals exist in a delicate balance. So do minerals. **3.** Pollution can disturb this fragile ecosystem. **4.** That is why we should never dump trash or detergents in standing water. **5.** Fish and frogs can die from polluted water. Ducks can die too. **6.** Dumping in lakes and ponds is also unlawful. Dumping in streams is unlawful. **7.** \_\_\_\_\_

**B** Add words of your own to this note telling a friend what to bring for a trip to the beach. Use commas in series and for nouns in direct address. Write the letter.

Dear \_\_\_\_\_, (person's name)

We will be going to the shore when you come this weekend. I suggest that you bring \_\_\_\_\_ (three items of clothing). You could also pack \_\_\_\_\_ (three items for recreation). The sun will be strong at the beach \_\_\_\_\_ (person's name). \_\_\_\_\_ (three items for sun protection) would come in handy. Say "Hi" to \_\_\_\_\_ (name of three other friends) when you see them.

Your friend,

\_\_\_\_\_

**C** Write a description of animals and plants you would see in an ocean, lake, or stream. Use commas to make your ideas clear for your readers.

# Subject-Verb Agreement

To work together, the subject of a sentence and the verb must agree in number. The following rules are for sentences that tell what is happening now, at the present time.

- For a singular noun subject, add **-s** or **-es** to most verbs.

The sea lion thrives in Alaskan waters.

- For a plural noun subject, do not add **-s** or **-es** to the verb.

Many animals inhabit Prince William Sound.

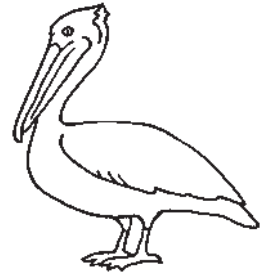
- For compound subjects joined by *and* or *both*, use the verb form for a plural subject.

Halibut and salmon swim in the water.

- For a subject with a singular and a plural noun joined by *or*, *either . . . or*, or *neither . . . nor*, the verb must agree with the subject closer to it.

Neither the writer nor scientists know the effects of the spill.

Neither the scientists nor the writer knows the effects of the spill.



**A** Write **Y** if the subject and verb in the sentence agree. Write **N** if the verb does not agree in number with its subject.

1. An oil tanker carries many tons of oil.
2. Each accident cause serious damage to the environment.
3. Neither animals nor water quality escape harm.

Write the sentences. Write **Agree** if the subject and verb in the sentence agree. Correct those sentences in which the subject and verb do not agree.

4. In school, we watch a video of an oil spill.
5. An oil slick quickly form on the surface of the water.
6. Rescue workers save as many animals as possible.

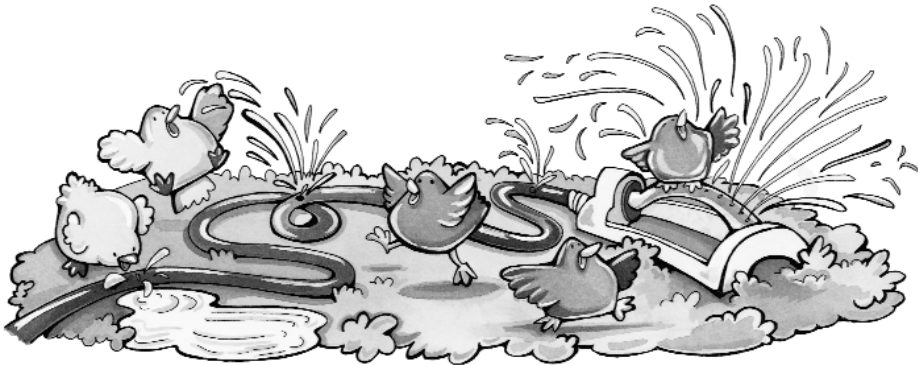
## UNIT 2 GRAMMAR

**B** Write the correct present-tense form of the verb in ( ).

1. Our teacher (explain, explains) conservation to us.
2. Icecaps and glaciers (store, stores) most of our fresh water.
3. An average adult (use, uses) about 100 gallons of water a day.
4. Wise people (save, saves) water whenever possible.
5. Low-flow devices (conserve, conserves) water at home.
6. The thoughtless person (waste, wastes) water in various ways.
7. Neither my sister nor my brothers (leave, leaves) the faucet running.
8. My aunt (place, places) a brick in the toilet tank to use less water.
9. Concerned consumers (search, searches) for new ways to save water.
10. Even my little cousin (need, needs) to think about water waste.
11. Water conservation (start, starts) with us.
12. What rules (remind, reminds) us to conserve water?

**C** Add a present-tense verb of your own to complete each sentence. Make sure it agrees with the subject. Write the sentences.

13. Researchers \_\_\_\_ ways to protect natural resources.
14. My aunts or my uncle \_\_\_\_ recycled water in their garden.
15. Trees and other green plants \_\_\_\_ the air.
16. A solar panel \_\_\_\_ the amount of electricity we use.
17. Hybrid cars \_\_\_\_ less gasoline than regular cars.
18. Recycling centers \_\_\_\_ bins and bags for metal and plastic.





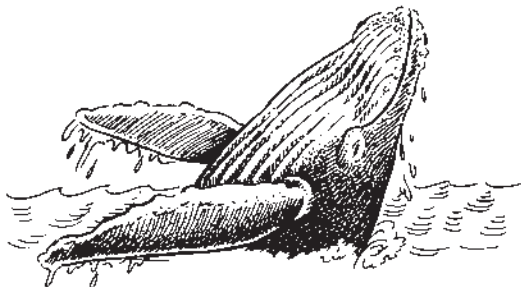
### Review and Assess

Write each sentence. Use the correct form of the verb in ( ).

1. Alaska \_\_\_\_ in the far northwest of the North American continent. (lie, lies)
2. Mountains \_\_\_\_ over the interior of the territory. (loom, looms)
3. The natural beauty \_\_\_\_ many tourists to Alaska. (attract, attracts)
4. The state \_\_\_\_ eight national parks. (boast, boasts)
5. Neither hunters nor oil drilling \_\_\_\_ allowed in Alaska's wildlife refuges. (is, are)

Write the letter of the word or words that correctly complete each sentence.

6. An environmentalist \_\_\_\_ the effect of human beings on our planet.  
**A** studying                      **C** study  
**B** studies                         **D** have studied
7. The conservationist \_\_\_\_ to preserve our natural resources too.  
**A** strive                            **C** strives  
**B** striven                         **D** striving
8. People \_\_\_\_ that our world is endangered by pollution and waste.  
**A** fear                               **C** fearing  
**B** fears                              **D** has feared
9. Scientists \_\_\_\_ government officials about increasing pollution.  
**A** informing                      **C** informs  
**B** has informed                 **D** inform



## UNIT 2 FOCUS ON WRITING A DESCRIPTION

### Writing Vivid Descriptions

Use vivid verbs and other words in your descriptions. Make sure subjects and verbs agree.

**A** Choose the more vivid verb to complete each sentence. Write the sentences, using correct subject-verb agreement.

1. Sea lions \_\_\_\_ on the warm rocks by the shore. (lie, bask)
2. One big creature \_\_\_\_ on its back and roars. (turn, flop)
3. A sea lion pup \_\_\_\_ its mother. (nuzzle, touch)
4. The sleek, round bodies \_\_\_\_ (shine, glisten) in the sunlight.
5. Suddenly, they all \_\_\_\_ into the sea. (go, slither)
6. Their brown heads \_\_\_\_ above the waves. (move, bob)

**B** Correct any errors in subject-verb agreement. Then add words of your own to describe the nouns. Write the sentences.

7. Animal rescue organizations helps \_\_\_\_ animals.
8. Wild animals and \_\_\_\_ pets often needs our aid.
9. Lost dogs and \_\_\_\_ cats roams the streets without food or shelter.
10. Stranded whales and \_\_\_\_ birds often perishes.
11. Rescue society members provides \_\_\_\_ assistance.
12. Other people supports their \_\_\_\_ efforts with money and volunteered hours.



**C** Write a brief news report describing an event that affects our planet's health and safety. Check your writing for correct subject-verb agreement.

## Writing a Description



### TIMED TESTS

**Budget your time.**  
Here's how to  
spend your time on  
a 45-minute test:  
**PLAN: 10 minutes**  
**WRITE: 25 minutes**  
**CHECK: 10 minutes**

A **test** may ask you to write a description. Be sure to use exciting words that paint a vivid picture and make your readers use their senses. Follow the tips below.

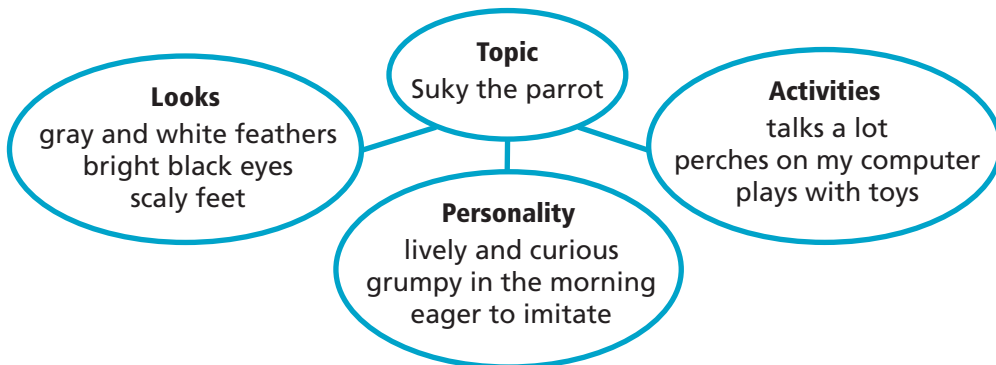
**Understand the prompt.** Make sure you know what to do. Read the prompt carefully. A prompt for a description could look like this:

**Write a description of a pet or other animal that is special to you. Help readers picture your pet or other animal by using descriptive language.**

Key phrases are *pet or other animal*, *special to you*, and *descriptive language*.

**Find a good topic.** Choose a pet or an animal you have observed closely. If you have never had a pet, write about a friend's pet, an animal in a park or zoo, or one you have seen on TV or read about.

**Organize your ideas.** Make a description web on scratch paper. Write your topic in the main circle. Write details in the connected circles.



**Write a good beginning.** A good topic sentence sets the subject and tone of your description. Start out strong and keep going.

## UNIT 2 WRITING FOR TESTS

**Develop and elaborate ideas.** Use the topic and details in your web. Remember to use descriptive words and exact nouns to create a vivid impression.

**Write a strong ending.** Try to make your ending memorable.

**Check your work.** Make any necessary changes in word choice, spelling, and punctuation. Read aloud to catch errors.

See how the description below addresses the prompt, has a strong beginning and end, and uses details that appeal to the senses.

My Parrot Suky

1 — The African gray parrot is the smartest member of its family, and my gray-feathered Suky knows it. He is eager to imitate new words and sounds. When I do my homework, Suky perches on top of the computer and seems ready to give me some writing advice. He knows thirty words, including “Study!”

2 — With his smoky gray feathers and bright black eyes, Suky is quite handsome. Many parrots have vividly colored plumage, but Suky’s is soft-looking and pearly gray. He has strong, scaly feet like all parrots, and he uses them to perch or play with toys.

3 — Suky is a lot like a person. He has definite moods—grumpy in the morning, lively in the afternoon, and sleepy late at night. If I ignore him, he shouts “Hey!” at me. But in the evening, he huddles gloomily on his perch and looks as if he wants to be left alone.

4 — Suky is special because he is clever and beautiful, with as much personality as a human. That’s why he is my favorite family member! — 5

1. The first sentence sets the tone for the entire piece.
2. Strong words appeal to the reader’s senses.
3. Exact nouns give details.
4. The description builds up to the most important quality.
5. This ending sums up the topic.

# Verbs

---

A **verb** is the main word in the predicate of a sentence. An **action verb** tells what action the subject performs. Sometimes the action takes place in someone's mind.

A medical student **trains** for many years.

The course **demand**s dedication.

A **linking verb** links, or joins, the subject with a word or group of words in the predicate. Linking verbs are either forms of *be*, such as *am*, *is*, *are*, *was*, *were*, and *will be*, or verbs such as *feel*, *seem*, and *become*.

The students were happy by the term's end.

Marian felt wonderful on graduation day.

---

**A** Write the action verb in each sentence.

1. Janice applied to medical school last month.
2. She excels in math and science.
3. Her sister graduated from medical school last year.
4. Denise worked steadily toward her diploma.
5. She smiled proudly during the graduation ceremony.

Write the complete predicate in each sentence. Circle the verb.

6. Women practice medicine throughout the world.
7. They were healers in ancient times too.
8. Medical societies banned women from the field.
9. Elizabeth Blackwell challenged the system.
10. She kept her dream alive.
11. She was the first woman with a medical degree.



## UNIT 3 GRAMMAR

**B** Write the sentences. Underline the verb in each sentence. Write **A** if the verb is an action verb. Write **L** if it is a linking verb.

1. Florence Nightingale changed the nursing profession.
2. Nightingale studied nursing in Germany.
3. She was a gifted and enthusiastic student.
4. Later, she became a nurse in a women's hospital.
5. She felt sympathetic toward her patients.
6. Nightingale served at a field hospital during the Crimean War.
7. She was an angel of mercy to the wounded soldiers.
8. Soldiers appreciated her special care.
9. She seemed proud of her hard work.
10. In 1860, Nightingale founded an excellent nursing school.

**C** Write a verb to complete each sentence. Write **A** if the verb is an action verb. Write **L** if it is a linking verb.

11. At the age of thirty-six, my Aunt Sue \_\_\_\_\_ a veterinarian.
12. She \_\_\_\_\_ interested in animals from an early age.
13. After she \_\_\_\_\_ college, she went to veterinary school.
14. At first, some of the work \_\_\_\_\_ difficult to her.
15. Aunt Sue \_\_\_\_\_ in an animal hospital for many years.
16. She especially \_\_\_\_\_ caring for the cats.
17. People \_\_\_\_\_ these animals to Aunt Sue.
18. Aunt Sue \_\_\_\_\_ each animal.



### Review and Assess

Write the sentences. Draw one line under the complete predicate.  
Circle the verb.

1. Agnodice was a character in an ancient tale.
2. She disguised herself as a young man.
3. Agnodice treated female patients for years.
4. A sick woman refused treatment for her illness.
5. She feared all male physicians.
6. But she accepted the help of Agnodice, a woman like herself.

Read each sentence. Write the letter of the word that is a verb.

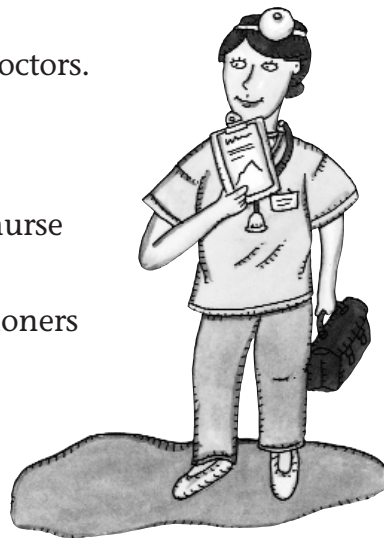
7. Today, many capable men enter the nursing profession.  

<b>A</b> many	<b>C</b> enter
<b>B</b> nursing	<b>D</b> capable
8. Nursing is no longer a job only for women.  

<b>A</b> Nursing	<b>C</b> longer
<b>B</b> is	<b>D</b> only
9. Nurses in all areas of medicine assist doctors.  

<b>A</b> in	<b>C</b> areas
<b>B</b> medicine	<b>D</b> assist
10. There are many job opportunities for nurse practitioners and registered nurses.  

<b>A</b> are	<b>C</b> practitioners
<b>B</b> many	<b>D</b> nurses



## UNIT 3 FOCUS ON WRITING A COMPARISON/CONTRAST ESSAY

### Putting Action in Your Writing

Make your sentences active and lively. Writing usually sounds stronger when the subject of a sentence performs the action. This is called **active voice**. When the subject receives the action, the verb is in the **passive voice**. Use the passive voice sparingly.

- Plans or blueprints are sketched by architects. (passive voice)
- Architects sketch plans or blueprints. (active voice)

**A** Rewrite the underlined sentences in the active voice. Add a closing sentence. Write the paragraph.

**1.** I am interested in so many careers! **2.** Now I am reading books about some careers and asking people about others. **3.** People are saved from burning buildings by firefighters. **4.** Firefighting certainly sounds like an exciting career. **5.** Things of beauty are created by artists for everyone to enjoy. **6.** I would love to create beautiful artwork. **7.** What other jobs could be done by me? **8.** \_\_\_\_\_

**B** Write four sentences that compare and contrast two of the careers listed below. Make your sentences strong and active.

veterinarian	sailor	dentist
police officer	reporter	photographer

**C** Compare and contrast two jobs that interest you. Use verbs in the active voice to tell about each career and why you might want to try it.

## Verb Tenses: Present, Past, and Future

---

A verb in the **present tense** shows what is happening now. Many present-tense verbs that work with singular subjects end in **-s** or **-es**: In the summer, Brian works at the tree nursery.

A verb in the **past tense** shows what has already happened.

- To form the past tense of most verbs, add **-ed**: It rained.
- For most one-syllable verbs that end in a **single vowel** and a **consonant**, double the final consonant and add **-ed**: Thunder clapped in the sky.
- When a verb ends in a **consonant** and **y**, change the **y** to **i** before adding **-ed**: Brian hurried home.
- An irregular verb does not end in **-ed** in the past tense: He felt afraid. We grew nervous. Memorize irregular verbs or use a dictionary.

**More irregular past tense verbs:** become/became; buy/bought; eat/ate; make/made; take/took

A verb in the **future tense** shows action that will happen. Verbs in the future tense include the helping verb *will*: In September, Brian will return to school.

---

**A** Write **present**, **past**, or **future** to show when each action takes place.

1. Mr. Agnelli asks Brian to unload the truck.
2. Those bags of fertilizer felt heavy at first.
3. But Brian’s muscles grow stronger every day.
4. Gradually, the tasks become easier.
5. By autumn, he will be ready for the wrestling team!

## UNIT 3 GRAMMAR

**B** Write the sentences. Underline the verb in each sentence. Then write the tense of the verb.

1. Yesterday, Hank worked as a golf caddy.
2. He carried two sets of clubs in the heat.
3. The clubs weigh more than twenty-five pounds.
4. The golfers will tip him at the end of the day.
5. He will count his tips happily.
6. Hank sleeps soundly after a day on the golf course.
7. The hard work exhausts him.
8. He dreams of heavy bags and wide, green fields.
9. Once, he played golf for pleasure.
10. By summer's end, he will tire of the sport.

**C** Change the tense of each underlined verb to the tense shown in ( ). Write the verb.

11. Migdalia works in the bakery with her mother. (past)
12. Her grandmother owned the successful bakery. (present)
13. She buys it thirty years ago. (past)
14. Migdalia loved the smell of the yeast and butter. (present)
15. She will taste the hot roll that was fresh from the oven. (past)
16. For lunch this afternoon, they ate warm, fresh rolls. (future)
17. The huge ovens remained hot all morning. (present)
18. In time, the family will become used to the heat. (past)
19. Migdalia wiped the sweat from her forehead. (present)





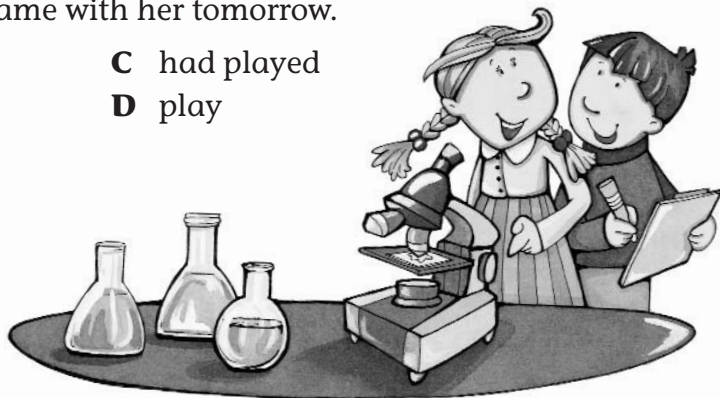
## Review and Assess

Write the sentences and underline the verb. Then write the tense of each verb.

1. Mr. French assigned lab partners in science.
2. Jorge and Celia tackle a project together.
3. They will share a microscope this semester.
4. They will study the cells of a green plant.
5. Jorge enjoys the role of scientist.
6. Celia took careful notes all week.
7. She studied for today's quiz all weekend.

Write the letter of the verb that correctly completes each sentence.

8. I \_\_\_\_\_ for my neighbor's daughter every weekend last summer.
- A** will care                      **C** cared  
**B** am caring                    **D** care
9. The little girl \_\_\_\_\_ school last month.
- A** started                        **C** have started  
**B** will start                      **D** start
10. This afternoon, I \_\_\_\_\_ her home.
- A** will walk                      **C** were walking  
**B** walking                        **D** has walked
11. I \_\_\_\_\_ a special game with her tomorrow.
- A** played                         **C** had played  
**B** will play                       **D** play



## UNIT 3 FOCUS ON WRITING A COMPARISON/CONTRAST ESSAY

### Using Verbs in Comparisons

**Figurative language** includes similes and metaphors. A **simile** is a comparison between two unlike things using the words *like* or *as*. A **metaphor** also makes a comparison, but it does not use *like* or *as*. You can use vivid verbs to offer comparisons that make your writing lively and original.

- **Simile:** We hustled like worker ants. The soil soaked up rain like a bath sponge.
- **Metaphor:** The hospital ward swarmed. It was a hive of bustling workers.

**A** Complete each sentence with a vivid verb from the box or use a verb of your own. Write the complete sentences.

wailed      erupted      flowed      marched

1. The fire in the building \_\_\_\_\_ like a volcano.
2. Waves of frightened people \_\_\_\_\_ into the sea of onlookers.
3. The ambulance siren \_\_\_\_\_ like a terrified child.
4. Paramedics \_\_\_\_\_ from the ambulances like advancing soldiers.

**B** Complete each sentence by using a vivid verb of your own to support a metaphor or a simile. Write the sentences.

5. The moon \_\_\_\_\_, a friendly beacon in the dark sky.
6. The search party \_\_\_\_\_ the maze of dense trees.
7. Dozens of worried searchers \_\_\_\_\_ through the woods like hound dogs.
8. When we found the lost child, he \_\_\_\_\_ like a leaf in a high wind.
9. Nurse Parker's soothing words \_\_\_\_\_ as gently as a quiet brook.

**C** Write a short news report that tells of a disaster, a rescue, or an exciting event. Use vivid verbs and figurative comparisons to make your news article thrilling.

# More Tenses: Perfect and Progressive

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The **present perfect tense** describes an action that began in the past and is completed in the present. It is formed by adding **has** or **have** to the **past participle**. The past participle of any regular verb is formed by adding **-ed**.

The athletes have watched videotapes.

One athlete has trained to compete professionally.

The **past perfect tense** describes an action begun at one point in the past and completed at another point in the past. It is formed by adding **had** to the past participle.

Before the run, contestants had stretched to limber up.

The **future perfect tense** describes an action to be completed at a particular time in the future. It is formed by adding **will have** to the past participle.

By October, all the runners will have trained hard.

To describe an action that is ongoing, you can use the **progressive** form of a tense. Each progressive form includes the **present participle**, or the **-ing** form, of the main verb.

**Present progressive:** Race officials are setting the course for the run.

**Past progressive:** The weather forecast was changing hourly.

---

**A** Read each sentence. Identify the tense of each underlined verb.

1. Cara is running in the park.
2. She will have raised money for handicapped children.
3. Her friends had talked with people in the community.
4. Cara has learned that many people want to help others.

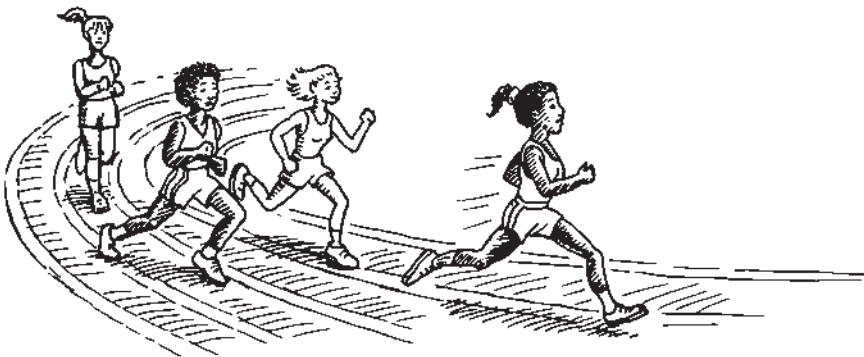
## UNIT 3 GRAMMAR

**B** Complete the paragraph with the correct verb tense in ( ).

1. I (had raced, races) every day before my injury.
2. My strength and endurance (are improved, were improving) until the accident.
3. I (will have tried, have tried) to be patient about the healing process.
4. By tomorrow, I (will have missed, is missing) six weeks of practice.
5. Now the ankle (was healing, is healing) slowly but surely.
6. I (have followed, following) the exercises given to me by the doctor.

**C** Complete each sentence with the correct form of the verb in ( ).

7. Before she was thirty, Jackie Joyner-Kersey \_\_\_\_ sports history.  
(make—past perfect)
8. This athlete \_\_\_\_ a remarkable career.  
(enjoy—present perfect)
9. Throughout the 1980s, she \_\_\_\_ in track and field.  
(compete—past progressive)
10. Until age fourteen, Joyner-Kersey \_\_\_\_ on volleyball and basketball.  
(concentrate—past perfect)
11. In high school, she \_\_\_\_ basketball and impressing the talent scouts.  
(play—past progressive)
12. Joyner-Kersey \_\_\_\_ her involvement in sports.  
(continue—present perfect)
13. By next week, I \_\_\_\_ my report on this amazing athlete.  
(finish—future perfect)



## Review and Assess

Complete the sentences with the correct verb tense in ( ). Write the verb.

1. Wilma Rudolph (is enjoying, had enjoyed) good health before the attack of polio.
2. In those years, the disease (was sweeping, is sweeping) the country.
3. Before the invention of the polio vaccine, many people (have suffered, had suffered) from the illness.
4. Wilma (had learned, is learning) to walk by the time she was eight years old.
5. I (am trying, had tried) to deal with my problems now.
6. This athlete (has inspired, was inspiring) many people, including me.

Choose the verb tense that correctly completes each sentence.

7. Right now, my dad \_\_\_\_\_ a trip to Athens, Greece.

**A** will have planned      **C** is planning  
**B** was planning          **D** had planned

8. Dad by now \_\_\_\_\_ other cities we will visit.

**A** has decided              **C** decide  
**B** have decided          **D** are deciding

9. When we arrive in Greece, we \_\_\_\_\_ 24 hours.

**A** are traveling            **C** has traveled  
**B** had traveled          **D** will have traveled

10. I \_\_\_\_\_ many years by then to meet my Greek cousins.

**A** will have waited      **B** were waiting  
**C** am waiting            **D** waiting





## UNIT 3 FOCUS ON WRITING A COMPARISON/CONTRAST ESSAY

### Using Powerful Verbs in Your Writing

Choosing the right verb can be as important as using the right verb form. A powerful verb can express your ideas accurately and vividly.

- Wilma Rudolph was good at basketball and track. (dull)
- Wilma Rudolph excelled at basketball and track. (lively)

**A** Write the stronger verb in ( ) for each sentence.

1. Because of her physical handicaps, teachers (tutored, helped) Wilma Rudolph at home.
2. Her brothers and sisters (told, encouraged) her to do all her exercises.
3. Wilma (grew, thrived) and became a strong young woman.
4. When she (ran, sprinted) to victory at the Olympics, she was thrilled!
5. At a hometown victory parade, Wilma (asked, insisted) that everyone—black and white—be allowed to attend.

**B** Choose a vivid verb from the box that best completes each sentence. Change the form if necessary. Write the paragraph.

discard	deter	propel	suffer
---------	-------	--------	--------

6. Early in her life, Wilma Rudolph \_\_\_\_ from scarlet fever and polio.
7. Her disabilities did not \_\_\_\_ her, even at a young age.
8. When she finally learned to walk normally, Wilma gladly \_\_\_\_ her leg brace.
9. This determination \_\_\_\_ her beyond her dreams.

**C** Compare and contrast two athletes that you know about or admire. Use strong verbs to add power to your writing.

## Irregular Verbs

**Irregular verbs** do not add **-ed** to form the past tense or the past participle. Memorize irregular verbs or use a dictionary.

<u>Present Tense</u>	<u>Past Tense</u>	<u>Past Participle with <i>has, have or had</i></u>
begin, begins	began	begun
break, breaks	broke	broken
choose, chooses	chose	chosen
come, comes	came	come
do, does	did	done
find, finds	found	found
give, gives	gave	given
go, goes	went	gone
see, sees	saw	seen
speak, speaks	spoke	spoken
take, takes	took	taken
tell, tells	told	told
throw, throws	threw	thrown
write, writes	wrote	written

**A** Write the past tense and the past participle for each verb. Use the helping verb *has* with each past participle.

- |          |          |           |          |
|----------|----------|-----------|----------|
| 1. go    | 3. give  | 5. choose | 7. speak |
| 2. begin | 4. write | 6. tell   | 8. find  |

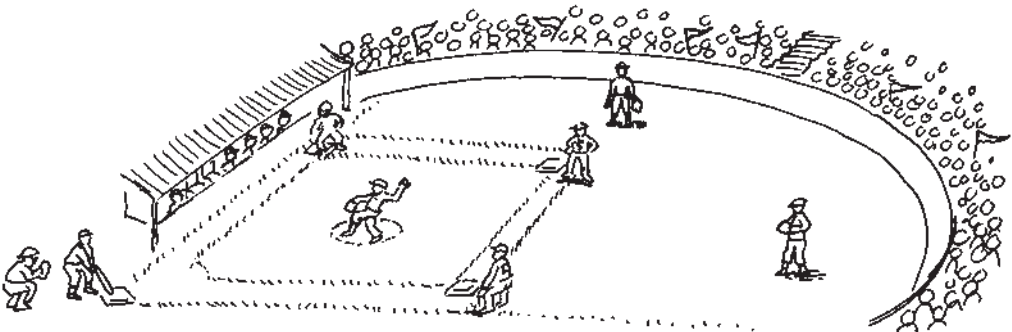
## UNIT 3 GRAMMAR

**B** Read each sentence. Write **P** if the underlined verb is in the past tense. Write **PP** if it shows the past participle.

1. Ernest Lawrence Thayer wrote about Casey.
2. I have chosen this as one of my favorite poems.
3. Do you think mighty Casey ever broke his baseball bat?
4. My uncle has broken his bat once or twice.
5. We went to the championship game last week.
6. I saw my cousin hit a home run last week.
7. The coach gave her the ball as a souvenir.
8. I have found a special box for her to keep the ball in.

**C** Write the correct form of the verb in ( ) to complete each sentence.

9. The pitcher (has gone, go) into the dugout.
10. Then the batter (speak, spoke) to the umpire.
11. Soon, the crowd (begin, began) to holler and chant.
12. Then Mom (do, did) a silly thing.
13. She (take, took) off her baseball cap and tossed it into the air!
14. I (have seen, see) Mom do wacky things like this before.
15. A man (found, find) the cap eight rows away and brought it to Mom.
16. She (tell, told) him to keep it!
17. Mom (has given, given) away about ten caps this way.
18. I (have written, has written) a poem about my mom, the cap lady.



## UNIT 3 GRAMMAR

### Review and Assess

Read each sentence. Write **P** if the underlined verb is in the past tense. Write **PP** if it shows the past participle.

1. Our coach spoke at the annual team dinner.
2. He has written an article for the town newspaper also.
3. I told my sister that she is lucky to be on his team.
4. She has done very well in baseball so far.
5. My parents and I have gone to all her games this season.
6. The league has chosen her to be the most valuable player this year.
7. Maybe you saw her picture in the team's yearbook.

Write the letter of the verb that correctly completes each sentence.

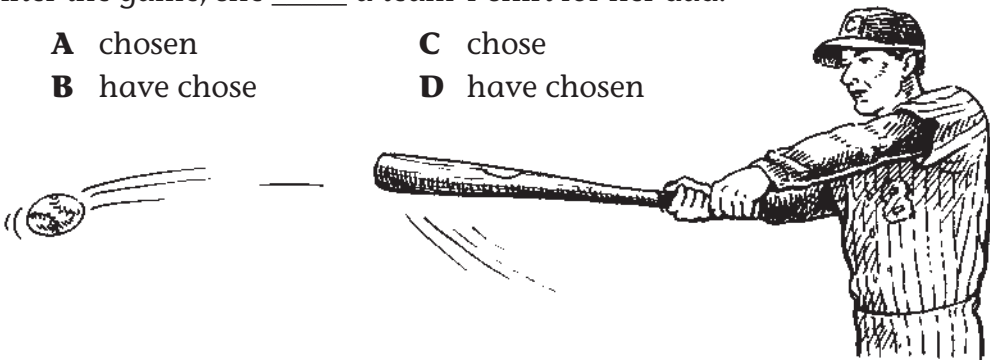
8. We \_\_\_\_\_ our friends from England to a baseball game last month.  

<b>A</b> taken	<b>C</b> has taken
<b>B</b> took	<b>D</b> takes
9. They \_\_\_\_\_ to football and hockey games before.  

<b>A</b> have gone	<b>C</b> gone
<b>B</b> goes	<b>D</b> has gone
10. Nicole \_\_\_\_\_ a letter about the game to her friends back in England.  

<b>A</b> write	<b>C</b> have written
<b>B</b> has written	<b>D</b> written
11. After the game, she \_\_\_\_\_ a team T-shirt for her dad.  

<b>A</b> chosen	<b>C</b> chose
<b>B</b> have chose	<b>D</b> have chosen



## UNIT 3 FOCUS ON WRITING A COMPARISON/CONTRAST ESSAY

### Using Irregular Verbs Correctly

Use the past tenses of verbs correctly. Be careful to choose the right forms of irregular verbs.

- **No:** I have saw the games from the dugout all season.
- **Yes:** I have seen the games from the dugout all season.

**A** Correct the underlined verb forms. Add an opening and a closing sentence. Write the new paragraph.

1. \_\_\_\_ 2. By the third inning, our team had gave up. 3. Our best hitters had hit only foul balls. 4. The angry crowd threwed peanuts at the field. 5. The manager knew this game was not like our other games. 6. He already had throwed up his hands in despair. 7. “Elena, you have took up space on the bench long enough.” 8. The coach telled me to bat, and the game suddenly turned around. 9. \_\_\_\_

**B** Complete each sentence with a verb of your own.

10. We \_\_\_\_ the assembly would be dull.
11. For weeks, nothing exciting had \_\_\_\_.
12. Today, the principal \_\_\_\_ a special guest.
13. Suddenly, a large man \_\_\_\_ across the stage.
14. Throughout the room, students \_\_\_\_ in their seats.
15. The guest \_\_\_\_ at the top of his lungs.
16. We all \_\_\_\_ up and cheered.

**C** Write a letter to a friend that compares and contrasts a boring day and a surprising day. Be sure to use irregular verbs correctly.





# Objects and Complements

---

A **direct object** is a noun or pronoun that follows an action verb and tells who or what receives the action of the verb.

Molly crumpled the paper. The drawing disappointed her.

An **indirect object** comes after an action verb and tells to whom or for whom the action is done. However, the words *to* or *for* are not used before an indirect object.

The teacher gave Molly a slight frown.

In this sentence, *Molly* is the indirect object of *gave*. *Frown* is the direct object. Indirect objects usually come before direct objects.

A **predicate noun** follows a linking verb and tells who or what the subject is.

Molly is a student in the sixth grade.

A **predicate adjective** follows a linking verb and describes the subject.

Suddenly, Molly was upset. She seemed nervous.

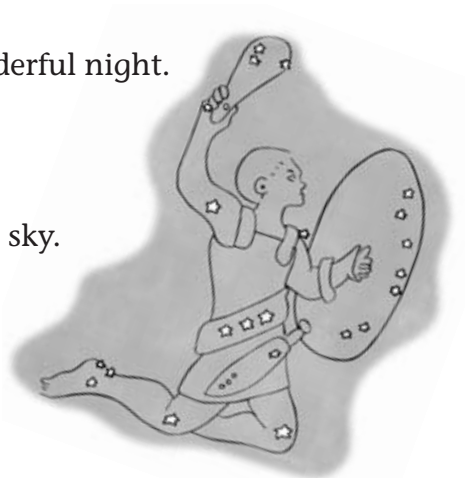
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**A** Write the direct object in each sentence.

1. Mom, Dad, and I observed the constellations.
2. We loved the bright sky.
3. Mom described the stars to me.
4. I thanked Mom and Dad for this wonderful night.

Write the indirect object in each sentence.

5. Dad handed Mom the binoculars.
6. She showed me Orion in the glittering sky.
7. Dad gave us a gentle smile.
8. I drew Dad a picture of Orion.



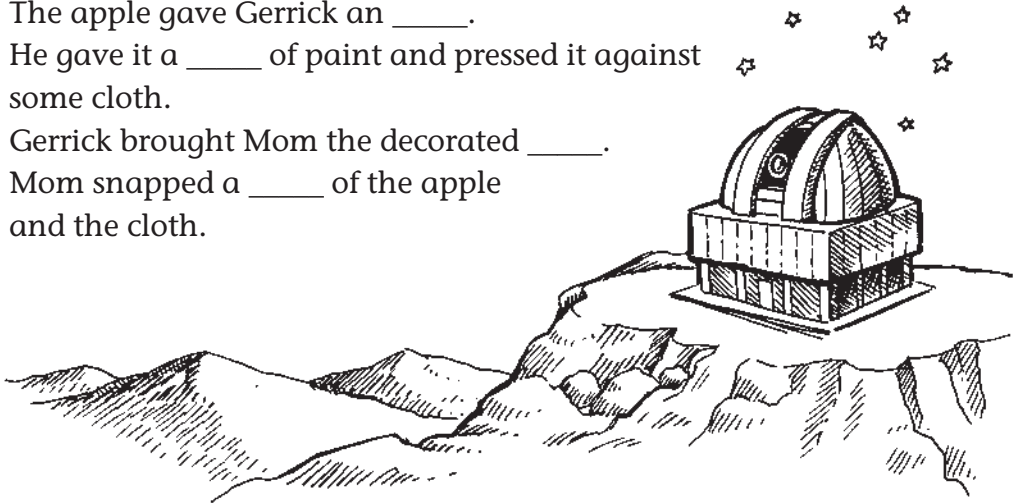
## UNIT 3 GRAMMAR

**B** Write the sentences. Circle the linking verb in each sentence, including any helping verbs. Then write **PN** if the underlined word is a predicate noun. Write **PA** if it is a predicate adjective.

1. Everyone else's work looked perfect.
2. But Ned's project was a disaster.
3. The night before, his diorama had seemed beautiful.
4. The evening sky was a spectacle.
5. Rusty Mars was a glowing treasure.
6. The painted constellations were brilliant.
7. That night, Ned had felt satisfied.
8. Now his artwork looked simply dreadful!
9. Without a doubt, it was awful.
10. The mischievous cat seemed innocent.
11. Wet paint on her paws from the diorama was the evidence.

**C** Complete each sentence by adding a word. Write **DO** if your word is a direct object. Write **IO** if your word is an indirect object. Write the sentences.

12. Gerrick's mom handed \_\_\_\_\_ a sliced apple.
13. The boy showed \_\_\_\_\_ the star in its center.
14. The apple gave Gerrick an \_\_\_\_\_.
15. He gave it a \_\_\_\_\_ of paint and pressed it against some cloth.
16. Gerrick brought Mom the decorated \_\_\_\_\_.
17. Mom snapped a \_\_\_\_\_ of the apple and the cloth.



## Review and Assess

Write the sentences. Draw one line under each indirect object. Draw two lines under each direct object.

1. Ann's little sister, Bea, asked her a question about the sky.
2. Ann gave Bea a description of the stars and planets.
3. "Tell me a story now," begged Bea.
4. Ann told her a story about a shooting star.
5. Then Bea drew Ann a picture of the star traveling through space.
6. "Your story gave me a good idea," Bea exclaimed.

Read each sentence. Write the letter that describes each underlined word.

7. I gave Clark a photograph of a starry sky.

- |                         |                              |
|-------------------------|------------------------------|
| <b>A</b> direct object  | <b>C</b> indirect object     |
| <b>B</b> predicate noun | <b>D</b> predicate adjective |

8. He told me a story about Galileo.

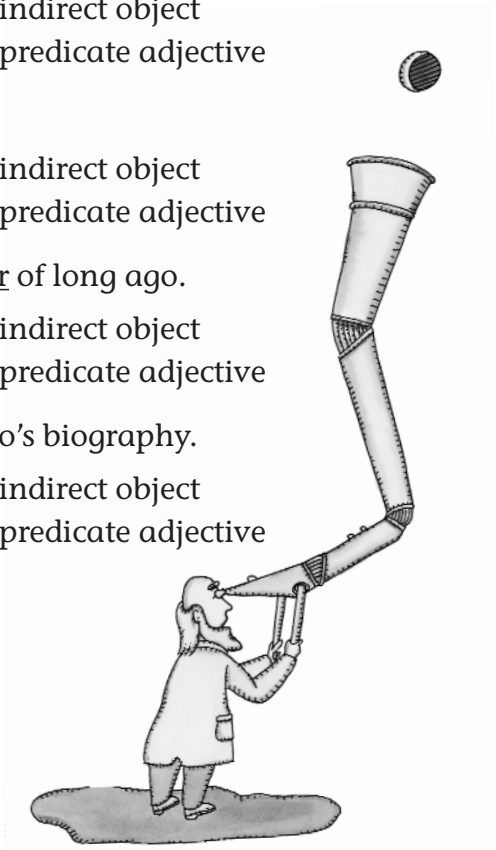
- |                         |                              |
|-------------------------|------------------------------|
| <b>A</b> direct object  | <b>C</b> indirect object     |
| <b>B</b> predicate noun | <b>D</b> predicate adjective |

9. Galileo was an Italian astronomer of long ago.

- |                         |                              |
|-------------------------|------------------------------|
| <b>A</b> direct object  | <b>C</b> indirect object     |
| <b>B</b> predicate noun | <b>D</b> predicate adjective |

10. Clark handed me a copy of Galileo's biography.

- |                         |                              |
|-------------------------|------------------------------|
| <b>A</b> direct object  | <b>C</b> indirect object     |
| <b>B</b> predicate noun | <b>D</b> predicate adjective |



## UNIT 3 FOCUS ON WRITING A COMPARISON/CONTRAST ESSAY

### Keeping Details Clear in Your Writing

As your writing style develops, you'll use many different sentence patterns. Be sure the details are clear as your sentences become more expressive.

- **Sentence with a direct object and an indirect object:**

My teacher gave me a task.

- **Sentence with a predicate noun:** The new project was a diorama.

- **Sentence with a predicate adjective:** I felt a bit anxious about it.

- A** Finish each sentence with a direct object, an indirect object, a predicate noun, or a predicate adjective from the box. Add a closing sentence. Write the paragraph.

fantastic   surprised   Ms. Jamison   wreck   project   me

1. My shop project was a \_\_\_\_! 2. I told \_\_\_\_ I was sorry about it.  
3. My teacher seemed \_\_\_\_ that I hadn't spoken to her about it earlier.  
4. "Your other projects were \_\_\_\_," she noted. 5. She gave \_\_\_\_ a friendly smile, and I felt better. 6. I brought the \_\_\_\_ home and worked on it some more. 7. \_\_\_\_

- B** Complete the following sentences with words of your own.

8. One time, I made \_\_\_\_ a \_\_\_\_.  
9. Unfortunately, everything was \_\_\_\_!  
10. Even I laughed because the project looked \_\_\_\_.  
11. I could not give \_\_\_\_ this \_\_\_\_.  
12. Even though I tried hard, this project was \_\_\_\_.

- C** Write an article that compares and contrasts two projects that had very different results. Include clear details to make your sentences interesting.

# Writing a Comparison/Contrast Essay

Some **tests** ask you to write a comparison/contrast essay. Use signal words—*both, however, similar, different*—to make your writing clear. Follow the tips below.

**Understand the prompt.** Make sure you know what to do. Read the prompt carefully. A prompt for a comparison/contrast essay could look like this:

**Compare and contrast two real people or fictional characters you have read or heard about in terms of their paths to success. Tell about important similarities and differences.**

Key phrases are *compare and contrast, paths to success, and similarities and differences*.

**Find a good topic.** Choose two characters that you can compare and contrast in several areas.

**Organize your ideas.** Make a Venn diagram on scratch paper. Write the characters' differences in the outer part of each circle. Write the similarities in the center.



**ORGANIZING INFORMATION**

You can organize your essay by discussing both characters in each paragraph. Or write about one character first and then move on to the next.

**Write a good beginning.** With a good topic sentence, your main idea comes through clearly.



## UNIT 3 WRITING FOR TESTS

**Develop and elaborate ideas.** Use the details in your diagram.

Remember to use signal words.

**Write a strong ending.** Aim for a strong conclusion that restates the main idea.

**Check your work.** Proofread carefully; then make any necessary changes.

The comparison/contrast essay below addresses the prompt, has a strong beginning and ending, and uses signal words such as *similar*, *different*, and *however*.

José and Harriet: Getting the Job Done

1 — A boy who does backbreaking labor and a girl who dreams  
2 — of Mars may seem very different. However, José and Harriet do  
have something in common. Both discover something similar about  
themselves as they take risks.

3 — José is a born worker. While his sneaky cousin, Arnie, finds  
dirty jobs, José rolls up his sleeves and does the work. But when he  
faces an emergency, José discovers that he is a thinker too. He  
doesn't need big-shot Arnie after all.

4 — Harriet is a dreamer. Her solar system for school is sloppily  
done and soon falls apart. Yet, Harriet finds a way to share her  
research. She delivers an oral report in class and finds that she  
has a gift with words. Like José, Harriet realizes that she has a  
special quality that leads to success.

5 — Both José and Harriet face their challenges and succeed.

1. The first sentence introduces the characters.
2. Signal words are used effectively.
3. Strong verbs add interest.
4. Essay builds up to the strongest point.
5. The ending wraps up the main idea of the essay.

## Adjectives

---

**Adjectives** modify, or tell more about, nouns or pronouns. Adjectives can tell what kind, which one, how many, or how much. Most adjectives come before the nouns they modify. The words *this*, *that*, *these*, and *those* are called **demonstrative adjectives**.

white blossom (what kind)   this spring (which one)  
two miles (how many)

**Predicate adjectives** follow linking verbs and modify a noun or pronoun in the subject.

The month of March is blustery.          Often, the days are cold.

An adjective formed from a proper noun is called a **proper adjective**. Proper adjectives are capitalized.

Mexican village          North American people

---

**A** Write each sentence. Circle each adjective. Underline the noun it modifies.

1. Spring blows in with sweet scents from new blossoms.
2. Yellow daffodils bloom in March.
3. Japanese maples display their orange leaves.
4. The northern chill gives way to balmy days.

Write **A** if the underlined word is an **adjective**, **P** if it is a **proper adjective**, or **PA** if it is a **predicate adjective**.

5. That frosty old soul called Winter is harsh.
6. The Algonquin people know him well.
7. The northeastern farmers wait for his departure.
8. Soon, the Canadian cold gives way to a pleasant thaw.
9. The warm sun shines on the green meadows.

## UNIT 4 GRAMMAR

**B** Write the type of adjective indicated in ( ).

1. At home, we follow traditional customs. (what kind)
2. We bake braided bread in two ovens. (how many)
3. Papa reads a European newspaper in the morning. (what kind)
4. Grandma shakes dusty rags out of that window. (which one)
5. Will Mama tell us a Ukranian story tonight? (what kind)
6. Marta and I make several desserts. (how many)
7. Did you see those colorful dolls from Kiev? (which ones)

**C** Replace the underlined word in each sentence with an adjective from the box. Write the sentences.

soothing	itchy	tasty	raging
useful	fragrant	severe	wonderful

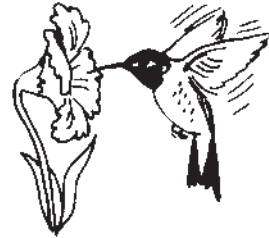
8. At nature camp, we learned about use plants and herbs.
9. Thyme has fragrance leaves used as a seasoning.
10. Lavender has a soothe effect on many people.
11. Taste mint gives flavor to drinks and many dishes.
12. The marigold leaves make itch skin feel better.
13. Chamomile tea is a wonder natural cure for an upset stomach.
14. The scent of lily of the valley might calm a severity headache.
15. The herb called feverfew may reduce a rage fever.



## Review and Assess

Write **A** if the underlined word is an **adjective**, **P** if it is a **proper adjective**, or **PA** if it is a **predicate adjective**.

1. My English cousin is studying plants and herbs.
2. Different species grow in our cool climate.
3. She is happy whenever she is walking through the woods.
4. Alicia loves to look for specimens on sunny days.
5. She gathers our native plants in the woods.
6. She will make Native American herbal teas.



Read the sentences. Write the letter of the word that is NOT an adjective.

7. My patient grandfather silently points to a rare flower in the low grass.

**A** silently                      **C** low  
**B** patient                      **D** rare

8. On warm days, the two explorers roam the dark woods.

**A** dark                          **C** warm  
**B** two                          **D** days

9. When springtime comes to our land, leafy green trees shade the soft forest floor.

**A** green                      **C** shade  
**B** leafy                      **D** soft

10. New shoots of pale grass crop up in a small meadow beyond our house.

**A** meadow                    **C** New  
**B** pale                        **D** small



## UNIT 4 FOCUS ON WRITING A HOW-TO REPORT

### Using Clear Adjectives in Reports

Adjectives make the steps in how-to reports clear. The details help readers follow your instructions.

- Build a sturdy model airplane in six simple steps.
- Choose delicate shells and unusual buttons to decorate a straw bag.

**A** Choose an adjective from the box to complete each sentence. Make sure each sentence is clear and makes sense. Write the sentences.

cordless	handmade	fresh
four	smooth	rough

1. To build a skateboard, Reed used \_\_\_\_ wheels from old skates.
2. He also used an old board that was a little \_\_\_\_ and ragged.
3. Then he sanded the rough spots until the board felt \_\_\_\_.
4. Next, he gave the board a \_\_\_\_ coat of paint and let it dry.
5. Then he attached each of the wheels with a \_\_\_\_ screwdriver.
6. Last, Reed put on his helmet and rode out on his \_\_\_\_ skateboard!

**B** Add adjectives to complete this explanation. Write the paragraph.

7. Do you want to prepare a \_\_\_\_ treat in just a few simple steps?  
8. Make a bowl of \_\_\_\_ popcorn in your microwave! 9. Your \_\_\_\_ friends will enjoy it too. 10. Just follow the \_\_\_\_ directions on the box or the bag and remember to use potholders. 11. You can flavor the \_\_\_\_ popcorn with a sprinkling of salt. 12. Some people like to add \_\_\_\_ butter too. 13. Offer a \_\_\_\_ bowl to your friends, and they'll keep coming back for more!

**C** Write a step-by-step explanation that tells how to do or make something, such as set up a tent, make a meal, or create a collage. Use adjectives to make the steps clear for your readers.



# Comparative and Superlative Adjectives

An **adjective** describes a person, a place, or a thing. The **comparative form** of an adjective compares two persons, places, or things. Add **-er** to form most comparative adjectives. The word *than* sometimes signals this form: The crowds this year are wilder than they were last year.

The **superlative form** of an adjective compares three or more persons, places, or things. Add **-est** to form most superlative adjectives: The Statue of Liberty is the tallest statue I have ever seen.

**More** and **most** are used in some comparative or superlative forms.

I think Mount Rushmore is more striking than a skyscraper.

That building is the most striking sight in the whole city!

Do not use **more** and **most** with adjectives ending in **-er** or **-est**.

For most adjectives that end with a consonant and **y**, change the **y** to **i** before adding **-er** or **-est**: mighty, mightier, mightiest.

For most adjectives that end in a single consonant after a single vowel, double the final consonant before adding **-er** or **-est**: wet, wetter, wettest.

Some adjectives have irregular comparative and superlative forms:

good, better, best

much, more, most

bad, worse, worst

little, less, least

**A** Write the correct form of the adjective in ( ) to complete each sentence.

1. Few things are (more inspiring, most inspiring) than the Fourth of July.
2. This year's parade of tall ships was (better, best) than last year's.
3. I think the old sailing ships are (prettier, prettiest) than speedboats.
4. Which of all these photographs is the (clearer, clearest) one?

## UNIT 4 GRAMMAR

**B** Write the form of each adjective indicated in ( ).

1. The United States was once the (young) country of all. (superlative)
2. Now there are many (new) nations than ours. (comparative)
3. Some of the (small) countries seem so tiny on the map. (comparative)
4. I am reading the (recent) resource books. (superlative)
5. The librarian showed me the (informative) atlas of all. (superlative)
6. I'm going to list even the (tiny) countries I find in it. (superlative)
7. Then I will prepare the (complete) report possible. (superlative)
8. What can I do to make this (clear) than other reports? (comparative)
9. I'll include the (interesting) facts about each country. (superlative)
10. This will be the (good) report I've ever written. (superlative)

**C** Write the correct form of the adjective in ( ).

11. When it is time to build a monument, people look for the \_\_\_\_\_ designs they can find. (impressive)
12. Architects and artists submit their \_\_\_\_\_ concepts of all. (good)
13. Of course, some designs are \_\_\_\_\_ than others, but all are reviewed by a committee. (creative)
14. In many cities, some of the \_\_\_\_\_ monuments and statues of all are in parks. (striking)
15. Monuments often honor people who were \_\_\_\_\_ than others of their time. (brave)
16. There are also monuments that commemorate some of the very \_\_\_\_\_ times in our nation's past. (sad)



## Review and Assess

Write the indicated form of each adjective in ( ).

1. Our (exciting) class trip was to the White House. (superlative)
2. We looked at some of our nation's (valuable) treasures. (superlative)
3. The furniture was the (elegant) I have seen. (superlative)
4. The (grand) parties of all are held in the East Room. (superlative)
5. (Informal) gatherings are held in other rooms. (comparative)
6. The (fancy) balls are very formal. (superlative)
7. This tour was (long) than the one at the Capitol. (comparative)
8. Which did you think was the (good) tour? (superlative)

Write the letter of the word or words that complete each sentence.

9. The statue rises \_\_\_\_\_ than the surrounding buildings.

A higher	C more higher
B highest	D most highest

10. Workers had the \_\_\_\_\_ time of all with this project.

A harder	C more harder
B hardest	D most hardest

11. Now it is the \_\_\_\_\_ structure in our city.

A magnificentest	C most magnificent
B more magnificent	D magnificenter

12. Patriotic celebrations always seem \_\_\_\_\_ near the statue.

A most merriest	C merrier
B more merriest	D more merrier



### Making Comparisons in a How-to Report

Writers use different forms of adjectives to help readers understand their explanations. Whether you are explaining how to build a *better* tree house or make the *most flavorful* cake, comparative and superlative adjectives make your writing precise.

- You can take the clearest photographs on a sunny day.
- The most delicious pies are made with fresh fruit.

**A** Replace the underlined words with the correct form of the adjective to make the sentences clearer. Write the sentences.

1. You need a large piece of paper than that for your poster, Charles.
2. Paper will work, but oaktag is a gooder choice.
3. First, give yourself a tidiest workspace than that messy table.
4. Use the bigger table in the house for your project.
5. Get freshes paints than these, which are all dried out!
6. Please make your design the more creative one you can imagine.
7. Bright colors have the stronger appeal of all.

**B** Add a comparative or superlative adjective of your own to complete the sentences. Write the paragraph.

8. With an inexpensive camera and a few markers, you can create a \_\_\_\_ friendship journal than you could buy in a store. 9. Gather photos of good friends and family members. 10. Snap some candid pictures of them during your favorite activities. 11. Under each photo, write the \_\_\_\_ caption that you can think of. 12. Then decorate each page. The \_\_\_\_ the markers you use, the \_\_\_\_ your journal will be.

**C** Write an explanation of how you might make a simple project such as a writing journal or an advertising poster. Use some adjectives that compare in your explanation.

# Adverbs

.....  
An **adverb** is a word that tells how, where, or when something happens.

Soon we will finish the quilt and stretch it tightly on a frame.

Later we will bring it outside to the exhibit at the fair. You can see it there.

Many adverbs can be used to make comparisons. These adverbs have three forms: the adverb itself, the **comparative form**, and the **superlative form**.

Use the comparative form to compare two actions. To write the comparative form of most adverbs, add the ending **-er** or the word **more**: Skilled quilters sew faster than most people.

Use the superlative form to compare three or more actions. To write the superlative, add the ending **-est** or the word **most**: Todd runs fastest of all.

Most adverbs that end in **-ly** use **more** and **most** to make the comparative and superlative forms: recently, more recently, most recently  
.....

**A** Write the adverb in each sentence.

1. The craftsperson carefully draws a design for the quilt.
2. Often, quilts are made from recycled clothing.
3. Experienced quilters work more efficiently than I can.
4. Recently, it took me a whole day to choose a quilt pattern.

Write the comparative and superlative forms of the adverbs shown below.

- |               |       |       |
|---------------|-------|-------|
| 5. strangely  | _____ | _____ |
| 6. soon       | _____ | _____ |
| 7. gracefully | _____ | _____ |
| 8. late       | _____ | _____ |
| 9. sweetly    | _____ | _____ |



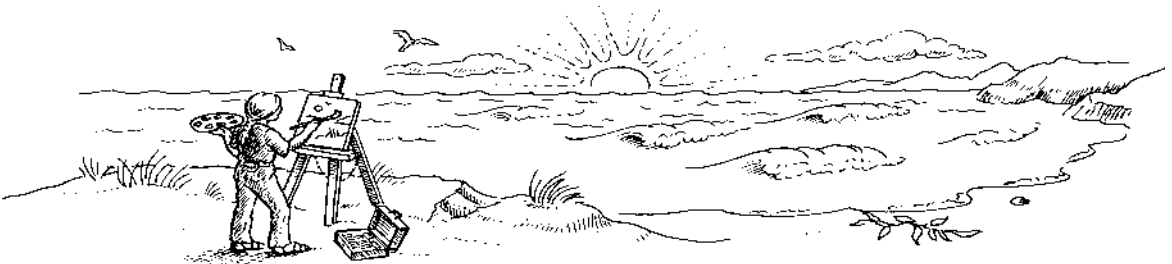
## UNIT 4 GRAMMAR

**B** Write **C** if the underlined word is used correctly in the sentence. If it is not used correctly, rewrite the sentence with the correct adverb.

1. The landscape painter swift sets up her easel on the beach.
2. She often comes to this stretch of shoreline in the morning.
3. If she arrives early, the light is best for painting.
4. Sooner, she draws a sketch that she will fill in with oil paints.
5. Gradual, a beach scene appears on the canvas.
6. She works more urgently as the sun climbs in the sky.
7. Final, the artist completes her work for the day.
8. She slow puts away her paints and walks across the dunes.
9. Later, she will dream about the colors of the beach.

**C** Complete each sentence with an adverb that tells how, where, or when. The words in ( ) will tell you which kind of adverb to write.

10. We are holding an art exhibit \_\_\_\_\_. (when)
11. We have done our artwork \_\_\_\_\_. (how)
12. Kira's painting hangs \_\_\_\_\_ next to Paul's collage. (where)
13. Emma's diorama stands \_\_\_\_\_, in the hall. (where)
14. Our instructor has organized the exhibit \_\_\_\_\_. (how)
15. We will \_\_\_\_\_ be ready for the show. (when)
16. Our friends will smile \_\_\_\_\_ when they see our work. (how)
17. My father says he will frame my painting \_\_\_\_\_. (how)



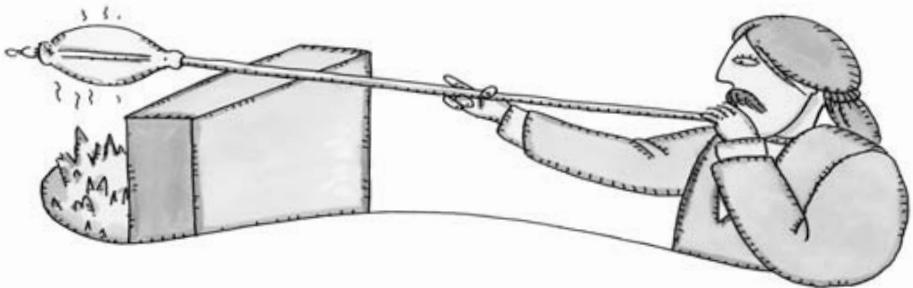
### Review and Assess

Write the adverb in each sentence.

1. Today we will make a birthday cake for our grandmother.
2. We can work together on the cake and the frosting.
3. You must stir the batter more thoroughly, Sarah.
4. You are an artist, so you'll decorate it more skillfully than I could.
5. Did you put the pans carefully into the oven?
6. The dog is looking hungrily at the oven.
7. Will you finish the decorating soon?

Write the letter of the word or words that best completes each sentence.

8. We watch the glassblowers \_\_\_\_\_ as they work in the old factory.  
**A** gradual                      **C** closely  
**B** fastest                        **D** slow
9. That apprentice uses tools \_\_\_\_\_ than the others I've observed.  
**A** more skillfully              **C** together  
**B** nearer                         **D** above
10. Glassblowers work \_\_\_\_\_ with the hot, molten glass.  
**A** happy                         **C** eager  
**B** joyful                         **D** confidently
11. The workers are making glasses that are decorated \_\_\_\_\_.  
**A** easy                            **C** elegantly  
**B** neat                             **D** sooner

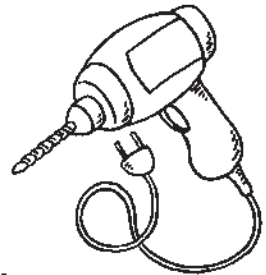


## UNIT 4 FOCUS ON WRITING A HOW-TO REPORT

### Using Adverbs to Show Time Order

Your how-to report should flow smoothly from step to step. Use time-order adverbs such as *first*, *then*, *next*, and *finally* to show steps in your report.

- First, think about what you can actually accomplish.
- Next, make a list of what you will need.



**A** Add adverbs to make the directions in this paragraph clear. Write the complete paragraph. Use these words: *now*, *next*, *first*, *finally*, *then*.

1. When you redecorate your room, \_\_\_\_ make a sketch or plan of the area. 2. \_\_\_\_, find out how much materials and tools will cost for this project. 3. \_\_\_\_, look or shop for your materials. Some people buy ready-made items, while others are “do-it-yourselfers.” 4. \_\_\_\_ start the actual work. 5. When you’re finished, you will \_\_\_\_ have the room of your dreams.

**B** Add adverbs to make these sentences clearer. Write the improved sentences.

6. I \_\_\_\_ built a bookcase with just a little help from Dad.
7. \_\_\_\_, we found some inexpensive pine lumber.
8. \_\_\_\_, we measured the wood to the exact length needed.
9. We \_\_\_\_ sawed the long pieces for the sides.
10. \_\_\_\_, we measured and sawed the shorter pieces of wood.
11. Dad and I \_\_\_\_ began hammering in nails, my favorite part.

**C** Write instructions for tackling a project for home improvement, such as organizing a room or building a shelf. Use adverbs that show how, when, and where in your writing.

## Adjectives and Adverbs in Sentences

---

To be vivid and clear, a sentence needs descriptive details.

- Add adjectives to modify nouns and pronouns. Adjectives can tell which one, how many, how much, or what kind.
- Add adverbs to describe actions. Adverbs can tell when, where, or how.

**Without adjectives and adverbs:** The Incas were engineers who worked on the land.

**With adjectives and adverbs:** The ancient Incas were talented engineers who skillfully worked on the land.

- Too many adjectives or adverbs can be confusing: The clever, vanished, ancient Incas were talented engineers who skillfully and eagerly worked on the land.
- 

**A** Write **adjective** or **adverb** to describe the underlined word in each sentence. Then write the word or words it modifies.

1. For many centuries, the Incas ruled an empire.
2. They built a complicated system of canals.
3. The canals successfully reduced soil erosion.
4. The Incas wisely built dams to improve water flow.
5. A pharaoh proudly commanded the building of his tomb.
6. Gradually, more pyramids rose for the pharaoh's sons.
7. Later, pyramids were built for the royal women.
8. Blocks fit together tightly to complete the pyramid.
9. These incredible civilizations were amazingly advanced.

## UNIT 4 GRAMMAR

**B** Write an adjective or an adverb to complete each sentence.

1. The Nelson family is planning to take a \_\_\_\_ journey. (adjective)
2. The family \_\_\_\_ enjoys travel. (adverb)
3. Mrs. Nelson collects \_\_\_\_ travel guides. (adjective)
4. Tommy and Liz \_\_\_\_ ask to visit California. (adverb)
5. But their dad dreams of touring \_\_\_\_ Europe. (adjective)
6. The children \_\_\_\_ study maps for days. (adverb)
7. They tell their \_\_\_\_ friends they will be traveling this summer. (adjective)
8. The family must make a \_\_\_\_ decision soon! (adjective)

**C** Complete each sentence with a descriptive word from the box, or add a descriptive word of your own. Write the paragraph.

later	magnificent	carefully	almost
ancient	unfortunately	today	completely

9. The \_\_\_\_ Greeks built a statue of the god Zeus for their temple. 10. The sculptor \_\_\_\_ created a framework for the statue. 11. The structure was covered \_\_\_\_ with ivory and gold. 12. The statue reached \_\_\_\_ to the ceiling. 13. It was a \_\_\_\_ accomplishment. 14. \_\_\_\_, the statue was shipped to Constantinople. 15. \_\_\_\_, the statue was destroyed long ago. 16. \_\_\_\_ we can see only the ruins where the beautiful temple once stood.





## Review and Assess

Write **adjective** or **adverb** to describe the underlined word in each sentence. Then write the word it modifies.

1. Last autumn, our classmate Maria visited her grandparents in sunny Italy.
2. In the streets of Rome, people smiled pleasantly at the American girl.
3. Maria's grandparents proudly introduced her to their friends.
4. Maria loved the crowded marketplaces and the old buildings.
5. She ran freely through the courtyard of the family house.
6. Together, Maria and her grandparents chatted in the piazza.

Write the letter of the word or words that the underlined word modifies.

7. The Hanging Gardens must have been an amazing sight.

**A** Gardens

**C** sight

**B** been

**D** must

8. Today's people barely know a thing about these gardens.

**A** know

**C** thing

**B** Today's

**D** gardens

9. They probably were built close to the Euphrates River in Babylon.

**A** River

**C** They

**B** were built

**D** Babylon

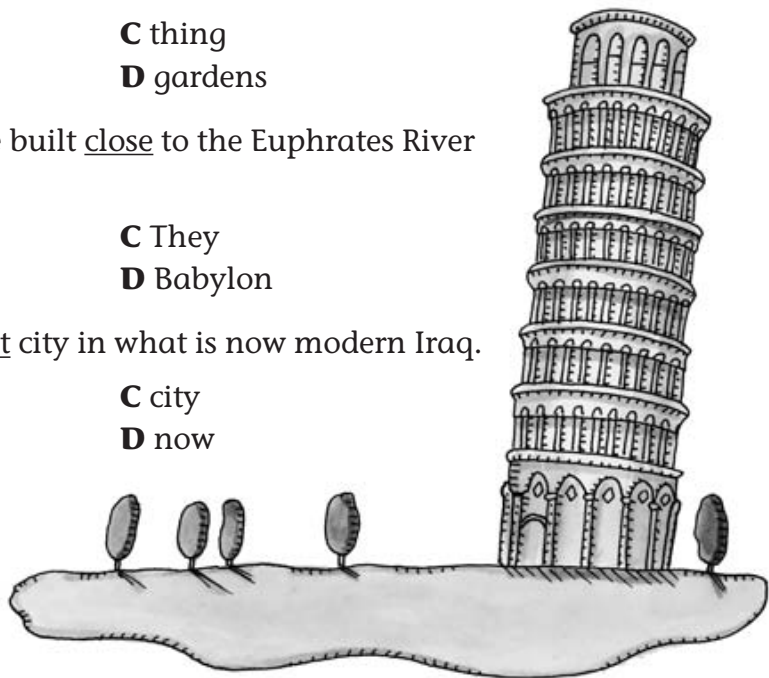
10. Babylon was a great city in what is now modern Iraq.

**A** Iraq

**C** city

**B** modern

**D** now



### Elaborating Sentences

Elaborate your sentences with adverbs and adjectives to add interest and excitement to your writing. Notice how modifiers improve the sentence below.

- I make iced tea on summer days.
- I often make refreshing iced tea on lazy summer days.

**A** Elaborate these sentences by adding either an adjective or an adverb.

**1.** On \_\_\_\_ July days, I make a pitcher of iced tea. (adjective) **2.** I used to buy a mix, but \_\_\_\_ I make my own. (adverb) **3.** First, I pour \_\_\_\_ water into a pitcher. (adjective) **4.** Then I \_\_\_\_ add some herbal tea bags. (adverb) **5.** Next, I set the pitcher by the \_\_\_\_ window and let the sun heat the water. (adjective) **6.** When the tea is brewed, I add mint or a slice of \_\_\_\_ lemon to my glass. (adjective) **7.** Now I have a \_\_\_\_ drink. (adjective)

**B** Add adjectives and adverbs to make the explanation more descriptive and clear. Write a closing sentence. Then write the explanation as a paragraph.

- 8.** Would you like to know how to spend a perfect \_\_\_\_ day?
- 9.** Pack a picnic basket full of your \_\_\_\_ foods.
- 10.** \_\_\_\_ find a friend to take along with you.
- 11.** Visit a \_\_\_\_ beach, lake, or pool.
- 12.** Choose a game and play until you're both \_\_\_\_.
- 13.** Then open your basket \_\_\_\_ and eat a \_\_\_\_ lunch.
- 14.** Rest \_\_\_\_ in the \_\_\_\_ shade until you are ready to play again.
- 15.** \_\_\_\_

**C** Write a letter to a friend that explains how to enjoy an unexpected day off from school. Use adjectives and adverbs to make your explanation clear and interesting.

# Avoiding Misplaced Modifiers

Adjectives and adverbs are called **modifiers** because they modify, or tell more about, nouns and verbs. Modifiers affect the meanings of sentences.

Prepositional phrases also serve as modifiers: With her neighbors, Mrs. Brown started a community garden.

Watch for misplaced modifiers. To avoid confusion, keep modifiers close to the words they modify. Note how the meaning changes when the misplaced modifier in the sentence below is moved closer to the word it is meant to modify.

**Misplaced:** People planted flowers and vegetables that flourished enthusiastically.

**Correct:** People enthusiastically planted flowers and vegetables that flourished.



**A** Write the words or phrases that are modifiers. There are two modifiers in each sentence.

1. We gardened daily in the summer.
2. Fragrant wildflowers grew abundantly.
3. Everyone in the family helped as the early harvest began.
4. My friends and neighbors carried enormous baskets of vegetables.
5. We donated some produce to needy families.
6. Soon crisp breezes chilled our tired bodies.
7. In time, we cleared the garden and readied it for winter.
8. Fortunately, our work was finished before the frost.
9. Next spring, we will plant strawberries for Mom.
10. Our garden is a wonderful place that we enjoy immensely.

## UNIT 4 GRAMMAR

**B** The following sentences contain misplaced modifiers. Rewrite each sentence with the modifier in the correct place. An example has been done for you.

Ever since he was a child, Dr Yee wanted to practice medicine badly.

Ever since he was a child, Dr. Yee badly wanted to practice medicine.

1. Sick or injured, Dr. Yee treats patients in Chinatown.
2. Many people trust this experienced doctor with medical problems.
3. Nutrition and exercise classes with weight problems are offered to patients.
4. From China, Dr. Yee mixes herbs that have been dried and sorted.
5. Centuries-old, Dr. Yee follows Chinese practices.
6. He learned his wise and kind techniques from teachers in China.
7. Antique and gigantic, he sits behind an oak desk.
8. Under his desk, Dr. Yee listens to his dog Luna snoring.

**C** The underlined sentences contain misplaced modifiers. Rewrite the paragraph so that modifiers are close to the words they modify.

9. Every spring, Jenna makes a book of dried flowers. 10. With bright petals, she prefers wildflowers. 11. From an on-line catalogue, she arranges the flowers in a special press. 12. The boards in the press keep the flowers in place while they dry firmly. 13. From her garden, Jenna keeps flowers all year.



### Review and Assess

Read each sentence. If the sentence is correct, write **C**. If it contains a misplaced modifier, underline the modifier.

1. The class makes plans to have an autumn festival during the summer.
2. The whole community by ourselves enjoys the festivities we organize.
3. We run booths and games that prize-giving guests enjoy.
4. In bright T-shirts, desserts are handed out by students.
5. Different groups set up tables, sell refreshments, and handle money.
6. Lively and entertaining, a grand prize is awarded after the festivities.

Read each sentence. Write the letter of the misplaced modifier.

7. Eager to learn, my teacher leads a large group of folk dancers.

**A** leads                                      **C** Eager to learn,  
**B** folk                                         **D** large

8. Many people want to learn the lively folk dances badly.

**A** badly                                        **C** lively  
**B** Many                                       **D** folk

9. A new visitor who was interested in dancing joined the fortunately large group.

**A** fortunately                                **C** new  
**B** interested                                 **D** large

10. I watched a group dancing in the den on television.

**A** on television                               **C** watched  
**B** in the den                                 **D** dancing





### Describing Your Ideas Clearly

In how-to writing, it is important to be clear and precise. Place modifiers close to the words they describe, so you don't confuse readers.

- **Unclear:** With many spicy dishes, people from my street hold potluck dinners.
- **Clear:** People from my street hold potluck dinners with many spicy dishes.

**A** In the following sentences, misplaced modifiers make the meaning unclear. Write the sentences correctly.

1. A woman makes many special dishes on my block for our party.
2. That man made the best chili in the red shirt.
3. My mother from several different cultures brings food to the party.
4. Bring enough food to feed ten to twelve people along with you.
5. In the oven, if the food should be served warm, we can heat it.

**B** Correct the misplaced modifiers in the underlined sentences. Then write a closing sentence of your own.

6. It is possible to teach a parakeet to speak with patience.
7. Make sure the bird trusts you.
8. On your finger you can train it to sit.
9. Repeat the same word to your eager student.
10. If you want to teach your bird to speak badly, you can do it.
11. \_\_\_\_\_

**C** Write a set of instructions for planning a group project, such as putting on a fair, preparing a traditional meal, or organizing a team. Be sure that modifiers clearly refer to the words they describe.

## Writing a How-to Report

A **test** may ask you to explain how to do or make something. Remember to include all the important steps and details. Use words such as *next* and *last* to show the order of each step. Follow the tips below.



### ORDER OF STEPS

**Visualize all the steps to make sure you have placed them in the correct order.**

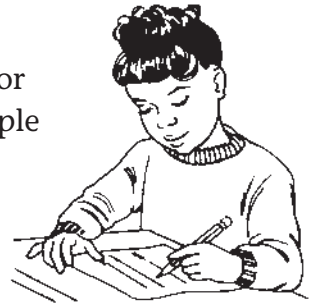
**Understand the prompt.** Make sure you know what to do. Read the prompt carefully. A prompt for a how-to report could look like this:

- Write a report that gives steps on how to make or do something.**
- Make your report interesting to read and easy to understand.**
- Explain all the steps and materials needed.**

Key phrases are *how to make or do something*, *explain all the steps*, and *materials needed*.

**Find a good topic.** Choose something you can make or do well and explain easily, such as a craft project, a simple meal, or an athletic activity.

**Organize your ideas.** For this assignment, you could create a how-to chart on scratch paper.



- Explain task:** Make a bowl on the potter's wheel.
- Materials:** potter's wheel, clay, glaze, kiln
- Introduction:** With a little practice, you can learn to make a decorative bowl on the potter's wheel.
- Steps:** 1. Wedge clay. 2. Center on wheel. 3. Shape bowl with your hands. 4. Fire in the kiln. 5. Glaze the bowl. 6. Refire the bowl.

**Write a good beginning.** State the task clearly.

## UNIT 4 WRITING FOR TESTS

**Develop and elaborate ideas.** Use the steps in your chart. Remember to use words that show the order of steps.

**Write a strong ending.** You might add a personal comment.

**Check your work.** Reread the report and make any changes that are needed.

The how-to report below addresses the prompt and puts steps in order.

**Making a Decorative Bowl**

1. With a little practice, you can learn to make a decorative bowl on the potter's wheel. First, you need to wedge a damp piece of clay to remove the air bubbles. Wedging involves slamming the clay down on a hard surface for several minutes. Next, roll the clay into a ball and center it on the wheel. Start the wheel and keep your hands firmly around the clay.

2. Now press your thumbs into the middle of the ball and evenly apply pressure on the outside of it. A bowl will begin to form. Don't press too hard on the sides because the bowl might collapse! Don't leave too much clay on the bottom, or your bowl will be heavy.

3. After the piece dries, you will fire it in a hot oven called a kiln. Then you can glaze it with a special paint used on pottery. Finally, the bowl must be refired. The piece is now finished, and you can display your lovely bowl on a table or shelf. You will feel proud every time you look at your artwork.

4

5

1. The first sentence states the task clearly.
2. A special term is defined.
3. Time-order words make the steps clear from beginning to end.
4. Adjectives and adverbs elaborate the sentences.
5. This ending expresses the writer's feelings about the project.

# Pronouns

---

**Pronouns** are words that replace nouns or noun phrases. Like nouns, pronouns have singular and plural forms. A **singular pronoun** replaces a singular noun. A **plural pronoun** replaces either a plural noun or compound nouns.

**Singular pronouns:** I, me, you, he, him, she, her, it

**Plural pronouns:** we, us, you, they, them

The scout ran ahead with the dogs. He ran ahead with them.

Pronouns that show ownership are **possessive pronouns**. There are two kinds of possessive pronouns. One kind is used before nouns. The second kind stands alone without a noun following it.

**Used before nouns:** my, your, his, her, its, our, their

**Used alone:** mine, yours, his, hers, ours, theirs

Possessive pronouns, unlike possessive nouns, do not use apostrophes.

The explorer led his team to its destination. Is that tent his?

A **reflexive pronoun** usually refers to the subject of the sentence.

**Reflexive pronouns:** myself, yourself, herself, himself, itself, ourselves, yourselves, themselves: I found myself getting stronger each day.

---

**A** Write the pronoun in each sentence.

1. The expedition made its way to the North Pole.
2. The leader mapped out the route himself.
3. We struggled through the frozen tundra for days.
4. Our faces were frostbitten and numb.
5. Dan, the team leader, estimated our progress.
6. His answer did not reassure the group.
7. The commander gave the team its pep talk.

## UNIT 5 GRAMMAR

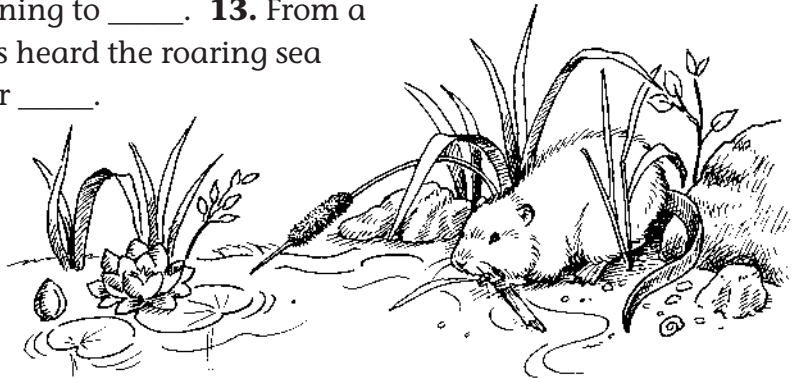
- B** Replace the underlined noun or noun phrase with a pronoun from the box. Write the sentences. One word will be used twice.

her      hers      its      they      us      we

1. The Exploring Club will hold the Exploring Club's annual meeting.
2. Famous explorers lecture, and famous explorers present slide shows.
3. My family and I usually attend these events.
4. Last year, a photojournalist named Ms. Riley showed us Ms. Riley's pictures of the Amazon rainforests.
5. Tonight, we will hear about Mt. Everest and Mt. Everest's people.
6. I will bring one of my friends to the lecture, and my sister Kim will bring one of Kim's friends.
7. This should be a fascinating evening for everyone in our family.

- C** Complete each sentence with a pronoun that makes sense. Write the paragraph.

8. The campers followed the nature trail down \_\_\_\_ twisting paths.  
9. \_\_\_\_ spotted wildflowers and moss among the tangled vines that snaked across the forest floor. 10. Lauren used \_\_\_\_ binoculars to identify a rare butterfly. 11. With \_\_\_\_ new camera, Benjamin photographed a muskrat in the stream. 12. A mallard duck tended her ducklings and quacked out a warning to \_\_\_\_.
13. From a distance, the hikers heard the roaring sea and ran to see it for \_\_\_\_.





## Review and Assess

Choose a pronoun in ( ) to complete each sentence. Write the pronoun.

1. Will Steger led \_\_\_\_ team through the Arctic by dogsled. (his, its)
2. \_\_\_\_ traveled from Russia to the North Pole. (They, Them)
3. This was a great adventure for \_\_\_\_\_. (them, their)
4. The dogs did \_\_\_\_ best to cross the snow and floating ice. (they, their)
5. Back in our warm houses, \_\_\_\_ waited for news of the expedition.  
(we, him)
6. Each day, Mrs. Wilson's class hoped there would be another report for  
\_\_\_\_ to read. (she, us)

Write the letter of the word that correctly completes each sentence.

7. Polar bears go ice fishing for \_\_\_\_ meals.  

<b>A</b> them	<b>C</b> theirs
<b>B</b> their	<b>D</b> its
8. \_\_\_\_ are hardy animals with a thick insulation of fat.  

<b>A</b> It	<b>C</b> They
<b>B</b> Us	<b>D</b> Theirs
9. \_\_\_\_ is an environment of subfreezing temperatures and a harsh terrain.  

<b>A</b> Theirs	<b>C</b> Their
<b>B</b> Our	<b>D</b> Her
10. \_\_\_\_ would have trouble surviving in a polar bear's world.  

<b>A</b> Them	<b>C</b> Us
<b>B</b> Me	<b>D</b> We



## UNIT 5 FOCUS ON WRITING A RESEARCH REPORT

### Improving Your Style with Pronouns

Repeated words can make sentences boring and wordy. Replacing nouns and noun phrases with pronouns can make your writing style smoother and less wordy.

- Terry and his dog Jasper are going hiking in the woods. A hike in the woods is Terry's and Jasper's favorite activity.
- It is their favorite activity.

**A** Replace the underlined word or words with a pronoun. Write the pronoun.

**1.** Archaeologists study the artifacts of vanished peoples.  
**2.** Archaeologists look for ruins and ancient mounds where clues to the past remain. **3.** For archaeologists, a journey into the past is an adventure. **4.** A shale pit may hide fossils, or a shale pit may be the resting place of one of our earliest ancestors. **5.** Students of this fascinating science find items that tell the students what the world was like long ago. **6.** Archaeologists are as careful as surgeons, and archaeologists' tools are just as precise.

**B** Replace some of the repeated words with pronouns. Then add a closing sentence of your own with at least one pronoun. Write the paragraph.

**7.** Mia comes from an adventurous family that is known for its athletic ability. **8.** Mia dreams of rafting down the Mississippi River. **9.** The Mississippi River is the longest river in the United States. **10.** Mia and her family have rafts that will carry Mia and her family safely down this mighty river. **11.** This mighty river will certainly be a challenge to Mia and her family. **12.** \_\_\_\_\_

**C** Write a short article about a faraway region that you would like to explore. Use pronouns to avoid wordiness.

## Subject and Object Pronouns

.....

A pronoun takes the place of one or more nouns or noun phrases. When a pronoun is used as the subject of a verb, it is called a **subject pronoun**.

**Subject Pronouns:** I, you, he, she, it, we, they

Pirate ships once patrolled the high seas. They plundered other ships.

A pronoun used as an object in a sentence is called an **object pronoun**. An object pronoun used as a direct object follows an action verb and tells who or what receives the action.

**Object pronouns:** me, you, him, her, it, us, them

Sailors feared these bold thieves. Sailors feared them.

The **referent**, or **antecedent**, is the noun or noun phrase to which the pronoun refers. A pronoun and its referent must agree in number. A pronoun and its referent can appear in separate sentences or in the same sentence.

The travelers embarked for California. They planned to settle in the territory.

.....

**A** Write the sentences. Circle each subject pronoun. Underline each object pronoun.

1. "We must leave the region immediately," Papa told Mama.
2. She packed quickly.
3. The thought of the difficult journey made them nervous.
4. They left many possessions behind.
5. The long, hard trip exhausted them.
6. Papa told me that Mama was a brave woman.
7. I am glad Papa and Mama made the long trip safely.

## UNIT 5 GRAMMAR

**B** Write the sentences. Draw a line under each pronoun. Then circle its referent.

1. Many people settled in the territory of California. They braved the ocean and overland routes to reach a new homeland.
2. The land was vast and beautiful. It offered wild coastlines, mountains, and farmland.
3. People might risk everything they had to start a new life.
4. Mexicans often crossed the border, and they settled throughout Northern and Southern California.
5. Woman brought recipes and passed them on to future generations.
6. When visitors come, Mexican art and architecture interest them.

**C** Replace the underlined word or words with a subject or object pronoun. Write the new paragraph.

7. When tourists explore the neighborhoods in big cities, tourists visit many restaurants. 8. In New York, Dad and I sample Chinese and Japanese noodles, while in Los Angeles, Dad and I eat Mexican burritos. 9. Mom says that Indian curries delight Mom. 10. Mom and Dad know that pizza always makes Mom and Dad happy.



## Review and Assess

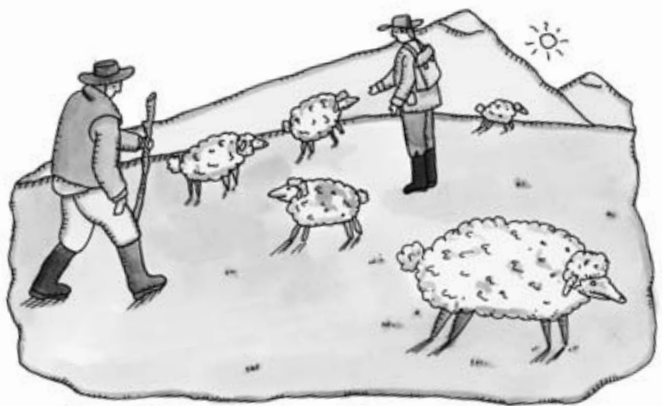
Write the sentences. Underline each subject pronoun. Circle each object pronoun.

1. The shepherders told colorful stories, and Miguel remembered them.
2. They were hardworking men.
3. While Miguel ate tortillas, he thought about the shepherders in the Rio Grande Valley.
4. It was named for the great river running through this part of the Southwest.
5. Miguel was young, and the valley fascinated him.
6. He loved the land and would never forget it.

Write the letter of the word that correctly completes each sentence.

7. When Fernanda first came to the United States, \_\_\_\_\_ missed the music of her native mountains. 8. Strange music from car radios and tall apartment buildings made \_\_\_\_\_ jump. 9. She thought she would never like \_\_\_\_\_.
10. Then one day, she heard some Peruvian flute players in a city park and gave \_\_\_\_\_ all the coins in her pocket.

- |            |        |
|------------|--------|
| 7. A it    | C she  |
| B her      | D they |
| 8. A she   | C it   |
| B her      | D you  |
| 9. A it    | C they |
| B her      | D us   |
| 10. A they | C it   |
| B him      | D them |





## UNIT 5 FOCUS ON WRITING A RESEARCH REPORT

### Writing with Pronouns

Pronouns can make your writing smooth, but be sure to use them correctly. Check to see that a pronoun agrees with its referent.

- **No:** The stores of Chinatown are open late. It always draws crowds.
- **Yes:** The stores of Chinatown are open late. They always draw crowds.

- A** Complete each sentence with a pronoun from the box that agrees with the underlined word or words. Add a closing sentence. Then write the complete paragraph.

them	she	us	they	we
------	-----	----	------	----

**1.** The owner of the fortune cookie factory welcomes tourists and treats \_\_\_\_\_ to samples. **2.** Mrs. Fong runs the factory, and \_\_\_\_\_ has many steady customers. **3.** Visitors arrive constantly. \_\_\_\_\_ usually buy cookies to take home. **4.** Jeff and I photographed the women who folded the dough. Then \_\_\_\_\_ devoured a dozen cookies. **5.** We ate and read the fortunes until Mrs. Fong laughingly took \_\_\_\_\_ aside. **6.** \_\_\_\_\_

- B** Read each sentence. Then write another sentence with a subject or object pronoun that refers to the underlined word.

- 7.** Peter's neighborhood has rows of colorful wooden houses.
- 8.** Lucia's street has a wonderful Italian bakery at the end of the block.
- 9.** Don't forget the outdoor markets in the downtown area.
- 10.** Clara often visits the zoo a few blocks from her home.

- C** Write a short report about a community in your area that you would like to explore. Keep your writing clear by using pronouns carefully.

## Prepositions and Prepositional Phrases

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

A photograph of distant(Mars)reveals a desert landscape.

In the sentence above, *Mars* is the object of the preposition *of*. Notice that the object of the preposition may have a modifier, such as *distant*.

**Common prepositions:** about, above, across, after, along, among, around, at, before, behind, below, beside, between, by, down, for, from, in, inside, into, near, of, off, on, onto, out, outside, over, through, to, toward, under, until, up, with, without

**A** Write the prepositions in each sentence.

1. The exploration of outer space officially began in the 1950s.
2. In 1957, the Russians launched *Sputnik 1* into space.
3. American astronauts landed on the moon in 1969.
4. NASA tracked their progress across billions of miles.
5. Until that mission, no human had walked on the moon's surface.
6. Now scientists could examine moon rocks under their microscopes.
7. By the twenty-first century, many missions had flown to outer space.
8. In this century, astronauts will explore Mars and other planets.

Write the prepositional phrase in each sentence.

9. It must feel strange and wonderful among the stars.
10. People are weightless away from Earth's gravity.
11. I would drift dreamily in my space capsule.
12. The capsule would pass through the galaxy.

## UNIT 5 GRAMMAR

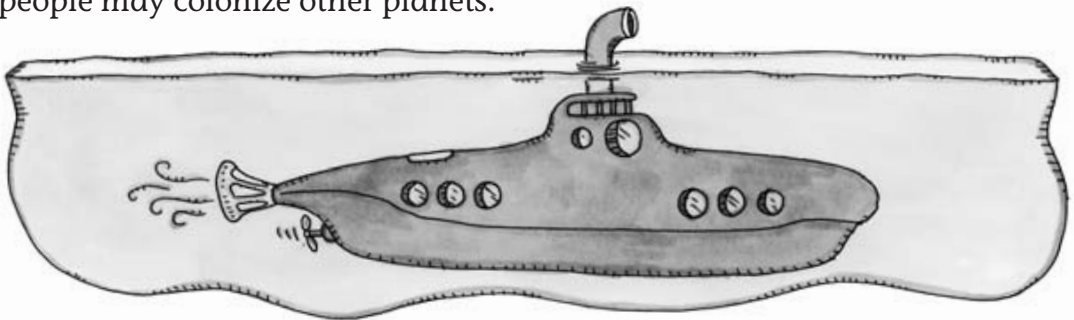
**B** Write each sentence. Underline the prepositional phrase. Circle the object of the preposition.

1. Life in a space colony is a new experience.
2. Our home is a giant bubble on Mars.
3. We live among green plants that make our oxygen and food.
4. I cannot often venture outside the bubble.
5. Children attend school without a human teacher.
6. We are taught our lessons by a computer.
7. Until early afternoon, we study and play together.
8. Then the children and the adults work in the garden.
9. I keep a journal about my life.
10. Maybe one day I will return to Earth.
11. I will share my thoughts and experiences with the Earthlings.

**C** Add a preposition from the box to complete each sentence. Then write the paragraph.

under      until      on      in      through      for

- 12.** The impossible has come true \_\_\_\_ us. **13.** Submarines cruise \_\_\_\_ the ocean's surface. **14.** Every day, jet airplanes soar \_\_\_\_ the sky. **15.** Helicopters land \_\_\_\_ the roofs of skyscrapers. **16.** \_\_\_\_ the twentieth century, none of these inventions was more than a dream. **17.** \_\_\_\_ time, people may colonize other planets.



### Review and Assess

Write the prepositional phrases. Draw a line under each preposition.  
Circle each object of the preposition.

1. For many years, scientists have studied Mars.
2. They have debated whether life could exist on Mars.
3. Since Mars is not far from Earth, perhaps living things could survive.
4. Fossils inside a meteorite may have come from Mars.
5. There may have been water on that planet.
6. Soon we may know whether life can survive among its dry hills.

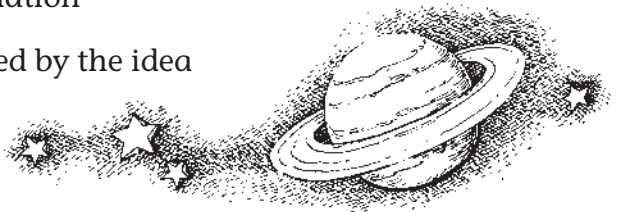
Write the letter of the word that is NOT part of a prepositional phrase.

7. Books and movies help us travel through time in our imagination.

**A** help                      **C** through  
**B** in                          **D** imagination

8. Fiction writers have been fascinated by the idea of a trip to another era.

**A** by                          **C** been  
**B** of                          **D** to



9. Some dream of a machine that can slip through a time warp into the future.

**A** Some                      **C** of  
**B** machine                  **D** into

10. Other writers of fiction imagine a journey into the distant past.

**A** of                          **C** fiction  
**B** into                      **D** journey

11. Which era would you visit in a time machine?

**A** machine                  **C** time  
**B** in                          **D** era

## UNIT 5 FOCUS ON WRITING A RESEARCH REPORT

### Adding Details with Prepositional Phrases

You can use prepositional phrases to add details and facts to a report. Be sure to place prepositional phrases close to the words they describe.

- In the old days, people believed that Earth was the center of the solar system.
- Now we know that Earth rotates around the sun.

**A** Add a prepositional phrase from the box to each sentence. Then write a closing sentence. Write the new paragraph.

around the sun	around the Earth	on other planets
about outer space	in the old days	

**1.** In the Middle Ages, even educated people believed that the sun revolved \_\_\_\_\_. **2.** Later, people learned that our planet revolves \_\_\_\_\_. **3.** Today we have more detailed knowledge than the people did \_\_\_\_\_. **4.** Yet there are many things we do not understand \_\_\_\_\_. **5.** We still do not know whether life exists \_\_\_\_\_. **6.** \_\_\_\_\_

**B** Add a prepositional phrase to each sentence. Write the new sentences.

- 7.** Mars is a planet \_\_\_\_\_.
- 8.** The Red Planet has a surface \_\_\_\_\_.
- 9.** Astronauts will travel \_\_\_\_\_.
- 10.** The spaceship will have to speed \_\_\_\_\_.
- 11.** Human beings may survive on Mars \_\_\_\_\_.

**C** Write a short article about a planet in our solar system. Include details about the planet, using prepositional phrases.



# Conjunctions

---

**Conjunctions** can be used to join words, phrases, or entire sentences. Conjunctions may be used to form compound subjects, compound predicates, and compound sentences. The three most commonly used conjunctions are *and*, *but*, and *or*. *And* joins related ideas. *But* joins contrasting ideas. *Or* suggests a choice between ideas.

**Compound subject:** Days and months fly by when you are busy.

**Compound predicate:** You can watch TV or explore new ideas.

**Compound sentence:** You may not find what you are looking for, but you may find something else.

---

**A** Write **S** if the sentence has a **compound subject**. Write **CP** if the sentence has a **compound predicate**. Write **CS** if the sentence is a **compound sentence**.

1. The Internet and the public library are two sources of information.
2. Students can access articles and print information on a computer.
3. Some people browse the library’s shelves and sit down at a comfortable table with their books.
4. Local libraries are open during the weekdays, but they are usually closed on Sundays.

Write the sentences. Circle the conjunctions. Underline the words or groups of words that the conjunction connects.

5. Kate and Jeremy tossed coins in the toll basket on their long drives.
6. The pup napped on Kate’s lap or pressed its nose against the window.
7. Jeremy read books or played cards with his sister during the trip.
8. The desert looked flat, but they would soon reach the mountains.
9. The children counted the miles and dreamed of their destination.

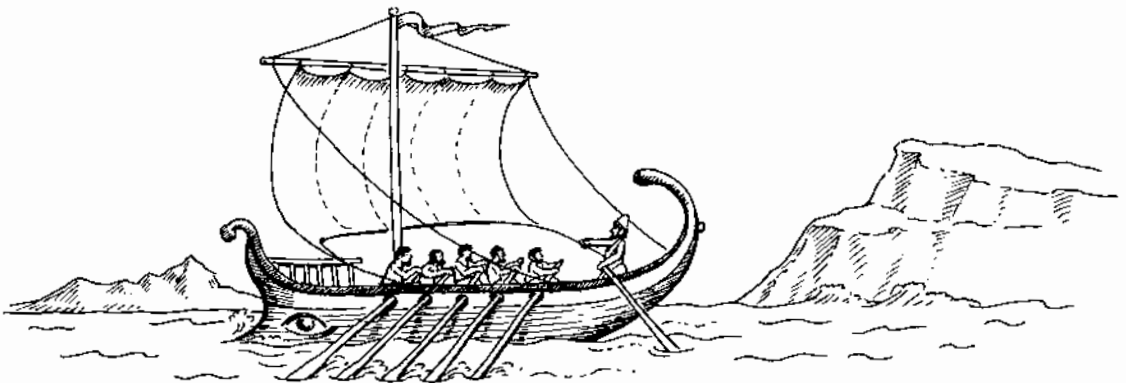
## UNIT 5 GRAMMAR

**B** Write the conjunction in ( ) that best completes each sentence.

1. Milo disliked learning new subjects, (and, or) he was often bored.
2. He groaned (but, and) complained about school.
3. He would loll in a chair (but, or) hurry along without looking at anything around him.
4. One day a package appeared in his room (or, and) occupied quite a lot of space.
5. Of course, Milo felt curious, (or, but) he did not open it right away.
6. He finally opened the box (or, and) assembled its contents.
7. He read the map, (or, but) he could not decide where to go.
8. He could go to Dictionopolis (or, and) choose another destination.

**C** Write a conjunction to complete each sentence.

9. The Greek hero Odysseus sailed to the Land of the Lotus Eaters, where everyone was sleepy \_\_\_\_ content to relax.
10. The captain \_\_\_\_ his crew landed on this peaceful island of flowers.
11. The lotus flowers tasted delicious, \_\_\_\_ the crew fell asleep.
12. Odysseus could eat the flowers of slumber \_\_\_\_ choose to stay alert.
13. His crew nibbled the blossoms \_\_\_\_ slept for days.
14. The men did not want to wake up, \_\_\_\_ Odysseus made them do it.
15. Finally, Odysseus \_\_\_\_ the sailors escaped and sailed safely away!



## Review and Assess

Write the sentences. Circle the conjunctions. Underline the words or groups of words that the conjunction connects.

1. A man named Gulliver awoke and found himself among a tiny race of people called the Lilliputians.
2. At first, the Lilliputians feared and distrusted this enormous person.
3. Eventually, they learned more about Gulliver, but it took time for him to gain their trust.
4. Gulliver could stay among the Lilliputians or go on other adventures.
5. In the story, Gulliver traveled and encountered different creatures.
6. Read the book called *Gulliver's Travels*, or see the movie.

Write the letter of the phrase that tells about each sentence.

7. Most fantasy novels and films reflect issues in the real world.

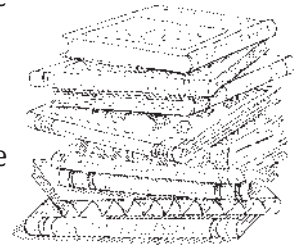
**A** no compound                      **C** compound sentence  
**B** compound subject                **D** compound predicate

8. This is an interesting science fiction book.

**A** no compound                      **C** compound sentence  
**B** compound subject                **D** compound predicate

9. These may be works of imagination, but some of them are quite serious.

**A** no compound                      **C** compound sentence  
**B** compound subject                **D** compound predicate



10. The author may simply present a problem or propose a solution to it.

**A** no compound                      **C** compound sentence  
**B** compound subject                **D** compound predicate

## UNIT 5 FOCUS ON WRITING A RESEARCH REPORT

### Improving Your Style with Conjunctions

Your style will be smoother and more readable when you combine words or groups of words that have related ideas. Use conjunctions to join short, choppy sentences. Use a comma when you combine two sentences.

- **Choppy:** Fantasies are fun to read. Mysteries are fun to read.
- **Smoother:** Fantasies and mysteries are fun to read.

**A** Read each pair of sentences. Join related subjects, predicates, or whole sentences with conjunctions to make the paragraph smoother. Make sure subjects and verbs agree. Write the paragraph.

**1.** Series such as *Harry Potter* are extremely popular. Series such as *The Chronicles of Narnia* are extremely popular. **2.** The authors create a group of interesting characters. They develop these characters. **3.** A threat usually lures the main characters into combat. Sometimes a challenge lures the main characters into combat. **4.** The main plot hinges on solving an overwhelming problem. The smaller plots hinge on solving an overwhelming problem. **5.** Usually, an evil character perishes by the end of the story. Often his evil followers perish by the end.

**B** Complete these sentences. Use the information to write a book report or a movie review. Use conjunctions to avoid short, choppy sentences.

- 6.** A fantasy story or movie I enjoyed is \_\_\_\_\_.
- 7.** The author explores the problem of \_\_\_\_\_.
- 8.** The main characters face a challenge when \_\_\_\_\_.
- 9.** Possible solutions to the problem include \_\_\_\_\_.
- 10.** By the end of the story, the main character has accomplished \_\_\_\_\_.
- 11.** I would recommend this because \_\_\_\_\_.

**C** Write a summary of a story you would like to create. Tell about the characters, the plot, and where the story will take place. Try to combine sentences or related sentence parts for a smooth style.

# Interjections

**Interjections** are used to express strong feeling. When the feeling is especially strong, the interjection is followed by an exclamation mark. The word that follows begins with a capital letter. When the feeling is less strong, the interjection is followed by a comma. Some common interjections are *hey*, *wow*, *quick*, *hooray*, *help*, *well*, *whew*, and *oh*.

**Introductory words and phrases** such as *of course*, *by the way*, *in my opinion*, *see*, *say*, *yes*, and *no* are followed by a comma.

Whoa! That cougar came close.  
By the way, the gate is open.

Whew, all the horses are safe.  
Yes, I can see that.

**A** Write the interjection or introductory word in each sentence.

1. Yikes! The river is rising quickly and might overflow its banks.
2. Say, you handle horses beautifully.
3. Well, I've been a rancher for years and have seen many floods.
4. Wow! We'd better tend the cattle since the storm is making them wild.
5. Hey! Those cattle dogs are nipping at the hooves of the startled cows.
6. See, that's how they get the cattle to go in the right direction.

Add an introductory word or phrase to the beginning of each sentence.  
Write the sentence.

7. \_\_\_\_\_, I've always wanted to visit a dude ranch.
8. \_\_\_\_\_, you're going to have a great vacation there.
9. \_\_\_\_\_, there are bigger horses than that one in the stable.
10. \_\_\_\_\_, I will need a few riding lessons before I hit the trail.
11. \_\_\_\_\_, the ride went very quickly.



## UNIT 5 GRAMMAR

**B** Add a word or phrase from the box to each sentence. Write the paragraph.

Help!	Yikes!	Quick!	Yes,
Hey,	Oh,	Hooray!	In my opinion,

1. \_\_\_\_ Midnight Son is in a dangerous position. 2. \_\_\_\_ That cougar is stalking the frightened horse. 3. \_\_\_\_ Midnight Son has to do something, or the horse will die. 4. \_\_\_\_ that was a narrow escape. 5. \_\_\_\_ the boy's shoulder is bleeding. 6. \_\_\_\_ Here come the men to bind Midnight Son's wounds. 7. \_\_\_\_ that cougar nearly got the poor horse. 8. \_\_\_\_ you're a real hero, Midnight Son!

**C** Write a sentence to follow each word or phrase.

9. Wow! \_\_\_\_
10. Oh, \_\_\_\_
11. Right, \_\_\_\_
12. By the way, \_\_\_\_
13. Ouch! \_\_\_\_
14. No, \_\_\_\_
15. Well, \_\_\_\_
16. Uh, oh! \_\_\_\_
17. Of course, \_\_\_\_
18. Whoops! \_\_\_\_



## Review and Assess

Write the sentences. Underline the introductory word or phrase and add the correct punctuation.

1. Yes the work on the trail ends as the sun sets.
2. Of course we still have to eat our supper.
3. By the way suppertime is my favorite time of day.
4. As usual our cook has a great meal ready for us.
5. In my opinion her stew is the best in the West!
6. No I couldn't eat another bite.

Read each sentence. Write the letter of the word or phrase that best expresses the feeling the sentence suggests.

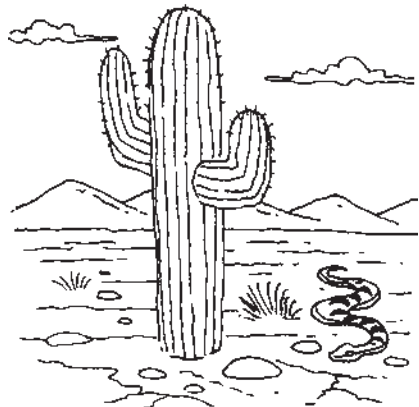
7. \_\_\_\_ It's hot under the blazing sun in this high desert country.  

<b>A</b> Well,	<b>C</b> Oops,
<b>B</b> Whew!	<b>D</b> What,
8. \_\_\_\_ at least there's a cool spring only a mile away.  

<b>A</b> Well,	<b>C</b> Yikes!
<b>B</b> Oh, no!	<b>D</b> Ouch!
9. \_\_\_\_ My horse is galloping toward the river like a runaway locomotive!  

<b>A</b> Say,	<b>C</b> Yes,
<b>B</b> Ouch,	<b>D</b> Whoa!
10. \_\_\_\_ I can't stop this wild bronco!  

<b>A</b> Yuck,	<b>C</b> Help!
<b>B</b> My,	<b>D</b> Right,



## UNIT 5 FOCUS ON WRITING A RESEARCH REPORT

### Choosing the Correct Voice

Writers vary their voice and style for different kinds of writing. In a research report or a business letter, avoid contractions, interjections, and slang to achieve a more formal voice. A lighter tone is appropriate for informal essays and friendly letters.

- A** The underlined sentences in this paragraph are too informal for a research report. Rewrite the sentences in a more appropriate voice.

**1.** The American West is famous for its cowboys. **2.** Wow! Didn't you know that there are cowboys in other countries too? **3.** Wherever there are cattle ranches, there must be people to care for the cattle. **4.** Cowboys in Argentina are called *gauchos*. **5.** *Gauchos* are known for their exceptional riding skills. **6.** Hey, if you are into being a cowboy or a cowgirl, you sure better go for this job.

- B** Rewrite the underlined sentences in this friendly letter in a less formal voice. Add a closing sentence of your own.

Dear Aviva,

**7.** Can you guess what my birthday present is? It's riding lessons! **8.** Lessons are commencing at Lowry's Stable, and I am pleased about this opportunity. **9.** All interested parties must enroll prior to this Saturday. **10.** I hope I can ride a palomino because I think they're neat. **11.** Certainly, I will keep you informed about my progress. **12.** \_\_\_\_\_

Your pal,  
Shira

- C** Write a short report or essay about a famous person in history. Use a voice that is appropriate.

# Writing a Summary

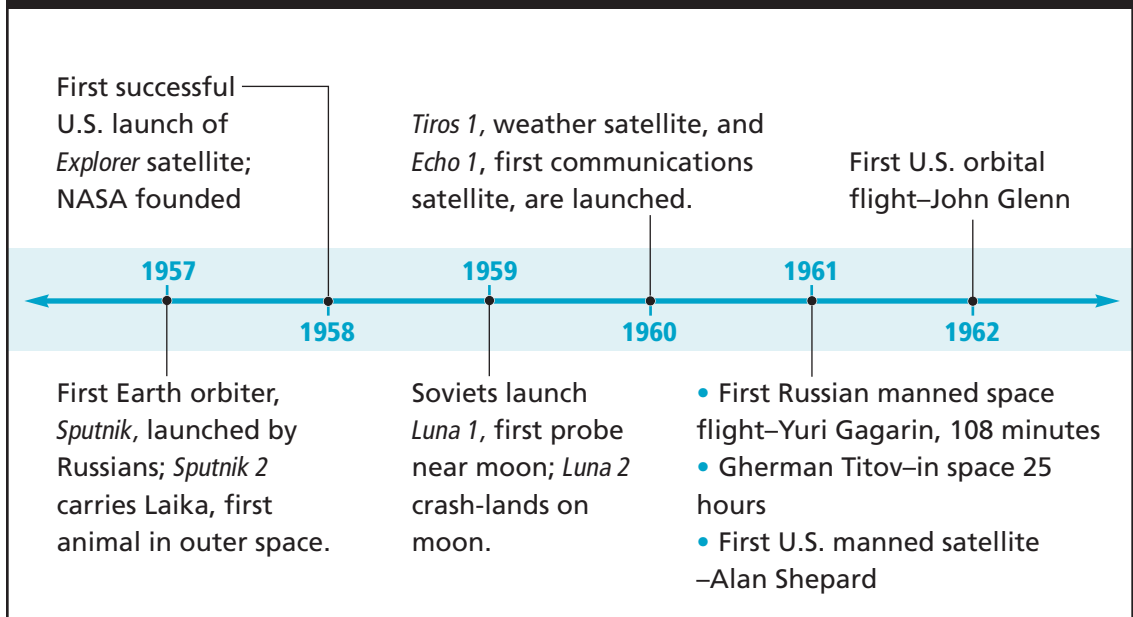


## TIME LINES

Time lines show important events and the order in which they happened. The earliest date is at the left side of the time line, and the latest date is at the right.

Some **tests** may ask you to summarize information from a fact sheet, a diagram, or a time line. This type of writing involves presenting facts in an organized way. Read the information carefully and shape it into your own words.

### The Race for Space: 1957-1962



**Organize your ideas.** When you work from a time line or other diagram, you will need to present the information in complete sentences. Use transition words and phrases such as *soon after* and *then* to show the order of events.

**Write a good beginning.** State your subject clearly in a topic sentence.

## UNIT 5 WRITING FOR TESTS

**Develop and elaborate ideas.** Include all the important facts from the time line. Make sure to connect the ideas for your reader.

**Write a strong ending.** Finish the summary with a comment of your own.

**Check your work.** Reread your summary. Are all the details in order?

Notice how the summary below is based on information from the time line, along with a personal observation.

### The Race for Space: 1957-1962

1 — Space exploration began as a race between the United States and the Soviet Union. In 1957, the Russians led with the satellite Sputnik, the first Earth orbiter. That same year, Sputnik 2 3 — made the dog Laika the first animal in space. A year later, the U.S. launched an Explorer satellite and founded NASA.

In 1959, Luna 1, another Soviet satellite, became the first probe to go near the moon. Soon after, Luna 2 followed and crash-landed on the moon. The next year, we sent up the weather satellite Tiros 1 and the first communications satellite, Echo 1.

4 — Yuri Gagarin made the first Russian manned space flight in 1961. He remained in flight for 108 minutes. Another Russian, Gherman Titov, was in space for 25 hours. The U.S. met the challenge with its own manned satellite with Alan Shepard. 2 —

Then, in 1962, we claimed our first manned orbital flight with John Glenn. I believe that the rivalry between the two countries made space exploration move ahead by leaps and bounds. 5 —

1. The opening sentence clearly states the main idea.
2. Pronouns are used to avoid repetition.
3. The writer explains what *Sputnik* is.
4. Transition words and phrases show the order of events.
5. This ending returns to the main idea and reveals the writer's voice.



## Capitalization

---

Follow these rules for capitalizing words.

- Capitalize the first letter of every sentence: Our trip was great.
  - Capitalize the pronoun *I*: Mara and I swam every day.
  - Capitalize proper nouns, proper adjectives, and important words in titles: Pam Cooper; Orlando, Florida; A Wrinkle in Time; Powell Avenue; Carter Building; Flag Day; Lake Erie; Canadian provinces; April 21, 2006
  - Capitalize the personal titles of people: Mrs. Jean Davies
  - In letters, capitalize the first word of a greeting: Dear Sue,
  - In letters, capitalize the first word of the closing: Your friends,
- 

**A** Rewrite each sentence. Use capital letters where they are needed.

1. Visitors from ireland and england enjoy the warm weather in florida.
2. The sunny beaches attract people from maine and new hampshire.
3. Our neighbor, mrs. Green, visits her son in miami every january.
4. In november, aunt Tess is going to sarasota.
5. My brother and i want to see disneyland.
6. we have a list of every amusement park in North america!
7. Mom says we'll visit california next july.
8. Our friends live at 121 farmhouse lane.

Rewrite the phrases using the correct capital letters.

- |                         |                         |
|-------------------------|-------------------------|
| 9. june 25, 2009        | 13. dear dr. berger,    |
| 10. 341 stonington road | 14. rutgers, new jersey |
| 11. dear cory,          | 15. dr. ellen silverman |
| 12. best wishes,        | 16. yours truly,        |

## UNIT 6 GRAMMAR

**B** Read the following letter. Rewrite each word or group of words that contains an error, using correct capitalization.

1. 221 East 68 street
2. new york, new york 10021
3. october 24, 2006

4. dear dr. brewer,

5. I just wanted to tell you that my family visited london, england, in may. 6. we saw buckingham palace and other great sights. 7. dad bought a copy of *fodor's guide to london*, and we looked up all the tourist attractions. 8. We were home by memorial day weekend. 9. I know you love england and hope you enjoy these photographs of one of your favorite cities.

10. sincerely yours,
11. megan richards

**C** Complete each sentence with information that makes sense. Remember to use capital letters where they are needed.

12. My hometown is called \_\_\_\_\_.
13. Our family doctor is named \_\_\_\_\_.
14. I was born on \_\_\_\_\_.
15. I live at \_\_\_\_\_.
16. An important building in my state is called \_\_\_\_\_.
17. Today's date is \_\_\_\_\_.
18. This year, I read a book titled \_\_\_\_\_.
19. I like to visit a place called \_\_\_\_\_.
20. I wrote a letter to my teacher, which began like this: \_\_\_\_\_



## Review and Assess

Write the sentences. Use capital letters where they are needed.

1. Pedro and i went to a wedding that neither of us will forget.
2. his grandmother was getting married for the second time.
3. The wedding took place on june 3, 2004.
4. It was an outdoor ceremony held in greenbriar park.
5. There was an article about the wedding in the local newspaper, the *greendale daily news*.
6. People came from texas and new york to see the pair get married.
7. Pedro's grandmother is eighty-four years old, and the groom, mr. wilson, is two years older.
8. They met last year at covington hospital.

Write the letter of the word that corrects a capitalization error.

9. Dear Aunt Sue,

I got your note on january 1, 2004.

- |        |           |
|--------|-----------|
| A i    | C January |
| B Note | D aunt    |

10. The title of the book you asked about is *Visitor from venus* by Samuel Hall.

- |         |         |
|---------|---------|
| A Venus | C Book  |
| B hall  | D Title |

11. The main character is a creature named izzwhat.

- |             |            |
|-------------|------------|
| A Main      | C Izzwhat  |
| B Character | D Creature |

12. I'll write a letter to Hall and sign it this way: your best fan.

- |         |        |
|---------|--------|
| A Write | C Fan  |
| B Your  | D Best |



## UNIT 6 FOCUS ON WRITING A PERSUASIVE ARGUMENT

### Observing Capitalization Rules

Follow the rules for capitalization in your writing.

**A** Write the letter of the capitalization rule not followed in each sentence.

- A** Capitalize proper nouns that name people.
- B** Capitalize proper adjectives.
- C** Capitalize the first letter of every sentence.
- D** Capitalize proper nouns that name places.
- E** Capitalize the personal titles of people.

**1.** There is something special about every region of america. **2.** from the charm of the South to the bustle of the North, history and excitement are everywhere. **3.** My friend alika gave me a tour of Atlanta. **4.** Her grandfather, mr. Rand, is a professor and knows a great deal about Atlanta's history. **5.** Atlanta is just one stop on my american journey.

**B** Rewrite the following letter. Add capitals where they are needed.

**6.** dear travel bug,

**7.** would your magazine do a feature on a new england autumn?

**8.** In october, the hardwood trees of new hampshire and vermont are breathtaking. **9.** Native New englanders may be settling down for winter, but a tourist will be struck by the region's beauty. **10.** The lake champlain area attracts visitors too. **11.** Skiers looking for early snowfall flock to stowe, vermont. **12.** The canadian air masses often bring heavy snows. **13.** your readers would love our part of the world!

**14.** sincerely,

**15.** dr. linda parker

**C** Write an editorial persuading tourists to visit your city, town, or state. Capitalize proper adjectives and proper nouns.

## Commas

A **comma** is used to set off a word or group of words from other words.

- In a friendly letter, use a comma after the greeting and closing.

Dear Robert,      Sincerely,      Your friend,

- In a date, use a comma between the day of the week and the month, and between the day of the month and the year. In an address, use a comma between the city and the state or country. When a date or an address appears in the middle of a sentence, a comma also follows the year, street, city, and state or country.

Tuesday, August 5      June 25, 2006      Superior, CO 80027  
I went to Lima, Ohio, last year.

- Commas are also used to separate three or more words, phrases, or clauses in a **series**: My school offers art, music, and dance classes.
- When you speak to, or address, a person by name or title, you are using **direct address**. A comma is used to set off the name when it appears at the beginning or at the end of a sentence. When the name is in the middle of a sentence, two commas are used.

Greta, do you play a musical instrument?  
I do, Mrs. James, and I also compose music.  
How do you find time for all your activities, Greta?



**A** Read the following parts of a letter. Add commas where they are needed.

1. Saturday September 6      2. Dear Lauren      3. Hartford CT

Write each sentence. Add commas where they are needed.

- Today Susan people with special needs have many career choices.
- Of course Don they have many challenges.
- Some ride buses take subways or even play basketball in wheelchairs.



## UNIT 6 GRAMMAR

**B** Write each sentence, adding commas where they are needed.

1. Alison could you give my mother and me a tour of the classrooms?
2. The teacher assistants and nurse seemed kind and knowledgeable.
3. The school in Sudbury Maine offers academic and vocational training to students.
4. Can I study chemistry Mrs. Paulson?
5. I enjoy the shady grounds admire the climbing roses and visit the playground in the back of the building.
6. Thank you Greta for explaining the school's rules to us.
7. My first day at school will be September 6 2008.
8. "Dear New Pupil" is how the letter of acceptance began.

**C** Write each sentence, using commas correctly.

9. Reading writing and grammar are important, subject areas.
10. Tutoring centers, Daniel have opened throughout our country.
11. Reading helps us learn master, and appreciate many tasks.
12. It is difficult for a person who can't read, to shop for food, understand written directions or use a computer.
13. Literacy is increasingly, important Sara.
14. Tara certain disabilities, can make reading difficult.
15. However students there are ways to teach reading and writing clearly.
16. Although some people find reading slow and, difficult Miriam almost everyone can master this important skill.



### Review and Assess

Write the sentences. Add commas where they are needed.

1. We will show a film about Louis Braille on September 12 2006.
2. Louis Braille was blinded in an accident Tyler.
3. He thought about how he could improve methods tried some experiments and finally came up with a wonderful new system.
4. Can you believe class that school officials refused to recognize Braille's achievement?

Write the letter of the word that should be followed by a comma.

5. New rules regulations, and suggestions designed to help people with special needs were approved in the 1970s.  

<b>A</b> rules	<b>C</b> approved
<b>B</b> suggestions	<b>D</b> help
6. In many cities, Theo wheelchair users have ramps and motorized chairs to help them travel to and from work or school.  

<b>A</b> chairs	<b>C</b> ramps
<b>B</b> Theo	<b>D</b> many
7. People can take on-line courses, sign up for classroom instruction or look for other kinds of training in many different fields.  

<b>A</b> training	<b>C</b> instruction
<b>B</b> sign	<b>D</b> People
8. Jim better technology has improved the lives of people with special needs.  

<b>A</b> people	<b>C</b> Jim
<b>B</b> better	<b>D</b> lives



## UNIT 6 FOCUS ON WRITING A PERSUASIVE ARGUMENT

### Using Commas in Your Writing

Careful writers follow the rules for comma usage. Correct comma use makes your writing clear.

**A** Write the letter of the rule that would correct the mistake in each sentence.

- A** Use commas to separate items in a series.
- B** Use commas with direct address.
- C** Use commas between the city and the state.
- D** Use commas to separate the day and the month.
- E** Use commas between the date and the year.

1. People must pay more attention to the needs of children the elderly and those with disabilities.
2. There will be a public meeting at Town Hall on April 21 2009.
3. A speaker will discuss the laws about special needs in Boise Idaho.
4. Mr. McGriskin would you speak at the meeting also?
5. The town council will vote on Tuesday May 10.

**B** Add commas as needed to this part of a letter. Then add a closing sentence. Write the letter.

**6.** Mr. Phillips I would like to congratulate you on the new laboratory you have built this year. **7.** Sir the members of the Student Council do have some important concerns. **8.** We would like to see more attention paid to the art studio the music program and the theater. **9.** While our school excels in math chemistry and biology, there are other areas of interest. **10.** Would you discuss these issues with us at the Student Council meeting on January 19 2008? **11.** \_\_\_\_\_

**C** Write a letter in which you persuade a friend to help you campaign for an important school cause. Check for correct comma use.

## Direct Quotations

A **direct quotation** is made up of the exact words a speaker says. When you write a direct quotation, enclose it in **quotation marks** (“ ”) and capitalize the first word. Begin a new paragraph each time the speaker changes.

Use commas to set off words that introduce a direct quotation. Place the comma or period that ends the quotation inside the quotation marks. If the quotation is a question or exclamation, place the question or exclamation mark inside the quotation marks.

- “Knowledge is power,” a wise person once said.
- The curious student asked, “How high is the sky?”

In interrupted quotations, a comma is used when the second part of the quotation does not begin a new sentence. If the second part does not begin a new sentence, a capital letter is not used.

- “Yes,” said his classmate, “everyone wants to know!”
- “It depends on what you mean,” said the teacher. “The atmosphere of Earth has several layers.”

**A** Write the sentence in each pair that uses quotation marks correctly.

1. “Who figured out the shape of the Earth? the teacher asked.”  
“Who figured out the shape of the Earth?” the teacher asked.
2. “I bet it was Christopher Columbus”! shouted an eager pupil.  
“I bet it was Christopher Columbus!” shouted an eager pupil.
3. The teacher said, “Would anyone else like to guess?”  
The teacher said”, Would anyone else like to guess?”
4. “I believe it was a man from Greece,” a girl in the back row stated.  
“I believe it was a man from Greece, a girl in the back row stated.
5. Yes said the teacher His name was Eratosthenes.”  
“Yes,” said the teacher. “His name was Eratosthenes.”

## UNIT 6 GRAMMAR

**B**

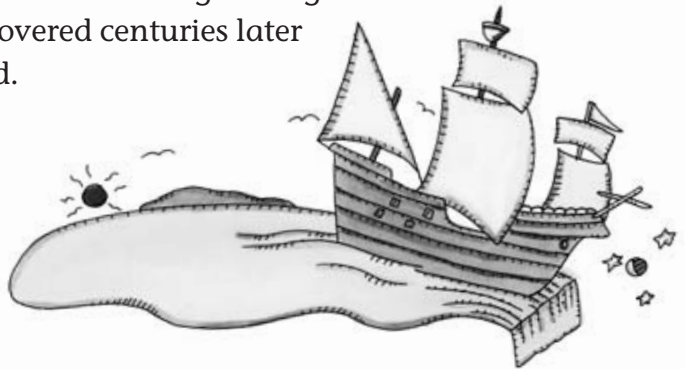
Add quotation marks to each sentence. Write the sentences.

1. When was the first map of the world drawn? Cheryl asked.
2. Well replied Ms. Carver a man named Ptolemy drew a map approximately 1,800 years ago.
3. Wow! exclaimed Ina. Was his map accurate?
4. Ms. Carver admitted, Actually, he left out America, Australia, and the Pacific Ocean.
5. Jason wondered, Why did he leave out two huge continents?
6. Think of the information you need to draw a map said the teacher.
7. That's true, Jason said. It's amazing Ptolemy knew as much as he did.
8. How did he get his information Julie asked.
9. The teacher replied, He asked traders who went to Asia and Africa.

**C**

Add quotation marks, commas, end marks, and capital letters to form complete sentences. Write the sentences.

10. Ancient peoples can be credited with many important inventions and discoveries the historian told us.
11. He said the Egyptians invented a calendar thousands of years ago.
12. His assistant added don't forget their complex system of writing.
13. The ancient Chinese invented rockets and fireworks Ling recalled.
14. Yes, replied the professor the Greeks of long ago were excellent mathematicians.
15. What happened to all their knowledge George asked.
16. Their ideas were rediscovered centuries later the professor explained.





## Review and Assess

Add quotation marks and punctuation to each sentence. Write the sentences.

1. I'm going to make a map of our town Peter declared.
2. Hey! That's a great idea said Indira.
3. And Peter added you can help me get started, if you like.
4. Indira wondered How can we be sure of making an accurate map?
5. Peter said We will survey the town and record all the landmarks.
6. We'd better bring a sketchpad decided Indira.

Write the letter of the answer that completes each sentence correctly.

7. "Why did Eratosthenes decide to write a geography \_\_\_\_\_ Siri wondered.  
A "book,"                      C "book?"  
B "book?"                      D "book."
8. Claudia replied, \_\_\_\_\_ realized that there was no single scroll with all the information about the world."  
A "He                              C "he  
B He                                D He"
9. "He must have been \_\_\_\_\_ Siri exclaimed, "to take on such a huge project!"  
A "ambitious                  C "ambitious?"  
B ambitious!                  D ambitious,"
10. \_\_\_\_\_ Claudia answered, "Eratosthenes was a scholar who investigated many different subjects."  
A "You see,"                  C "You see  
B "You see."                  D "You see",



## UNIT 6 FOCUS ON WRITING A PERSUASIVE ARGUMENT

### Supporting Your Opinion with Quotations

Quoting reliable sources such as books, articles, or experts strengthens your persuasive essays and letters. When you include a quotation in your writing, be sure to use proper punctuation.

- “This candidate is simply the best woman for the job,” writes the editor.
- “Yes, I knew the late president quite well,” my grandfather told me.

**A** Add quotation marks and punctuation to each sentence. Then add a quotation of your own.

**1.** My mother said, Keeping a journal helps you understand your experiences. **2.** But Mom I said there really isn't anything to write about. **3.** What about that blizzard last week Mom asked. **4.** Then I remembered the newspaper article that said This was Toledo's worst storm in a decade. **5.** Now that you mention it, Mom, that was some storm! I said. **6.** Right my mother said Let's see which details you remember. **7.** \_\_\_\_\_

**B** Imagine that you interviewed three people about the topic in the paragraph below. Write three quotations from your interviews to support the argument. Include the speakers' names.

Everyone should come out to Franklin Field on Saturday to support the soccer stars of Franklin Day School. This season, our soccer team is the best in the state. We have won eight out of the last ten games. Fans, staff, and team members offer glowing praise. **8.** \_\_\_\_\_ **9.** \_\_\_\_\_ **10.** \_\_\_\_\_ Team spirit is always great when the game draws an enthusiastic crowd. Believe me, you won't be disappointed if you attend one of our games. Just ask Coach Bedard!

**C** Write a speech to persuade other students to try out for a team, club, or play. Use quotations to strengthen your argument.

## Contractions

A **contraction** can be formed by combining a pronoun and a verb. An apostrophe (') replaces the letter or letters that are left out.

- I am learning to play the piano. I'm learning to play the piano.

**Negative contractions** are formed by combining a verb and *not*. Use only one negative to make a sentence mean “no” or “not.”

- We were not ready to perform. We weren't ready to perform.

### Some Pronoun + Verb Contractions

he will	he'll	they have	they've
he would	he'd	they will	they'll
I am	I'm	we are	we're
I would	I'd	we have	we've
it is	it's	we will	we'll
she is	she's	you are	you're
she will	she'll	you have	you've
she would	she'd	you will	you'll
they are	they're	you would	you'd

### Some Verb + not Contractions

are not	aren't	have not	haven't
can not	can't	is not	isn't
could not	couldn't	should not	shouldn't
did not	didn't	was not	wasn't
does not	doesn't	will not	won't
do not	don't	would not	wouldn't

**A** Write the two words from which the contraction is formed.

1. she's
2. wouldn't
3. isn't
4. they're

## UNIT 6 GRAMMAR

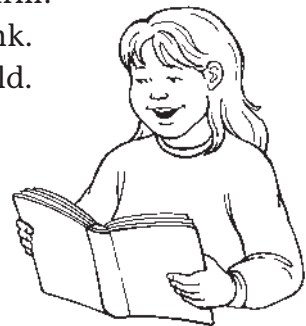
**B** Write the letter of the correctly spelled contraction for each pair of words on the left.

- |               |                   |                    |                    |
|---------------|-------------------|--------------------|--------------------|
| 1. they will  | <b>A</b> theyll   | <b>B</b> they'll   | <b>C</b> they'l    |
| 2. will not   | <b>A</b> willn't  | <b>B</b> will'not  | <b>C</b> won't     |
| 3. can not    | <b>A</b> can't    | <b>B</b> cant      | <b>C</b> cannt     |
| 4. should not | <b>A</b> shouldnt | <b>B</b> shouldn't | <b>C</b> should'nt |
| 5. have not   | <b>A</b> haven't  | <b>B</b> have'nt   | <b>C</b> havent    |
| 6. we are     | <b>A</b> w'ere    | <b>B</b> we're     | <b>C</b> wer'e     |
| 7. she will   | <b>A</b> she'll   | <b>B</b> sh'ell    | <b>C</b> shel'l    |
| 8. do not     | <b>A</b> don't    | <b>B</b> do'nt     | <b>C</b> dont      |
| 9. he will    | <b>A</b> he'll    | <b>B</b> hel'l     | <b>C</b> h'ell     |
| 10. you would | <b>A</b> y'oud    | <b>B</b> yo'ud     | <b>C</b> you'd     |

**C** Choose one or more contractions from the box to complete each sentence. Write the complete paragraph.

we've    you've    it's    can't    I'd    they've    isn't

11. Our choir \_\_\_\_\_ the best one in the city, but we love to sing.  
12. \_\_\_\_\_ been singing together for nearly three years. 13. Our friends and families always come to our performances, and \_\_\_\_\_ given us encouragement over the years. 14. Unless \_\_\_\_\_ performed before a large audience, you \_\_\_\_\_ imagine the thrill!  
15. \_\_\_\_\_ rather sing than do anything else, I think.  
16. For me, \_\_\_\_\_ the greatest pleasure in the world.



## UNIT 6 GRAMMAR

### Review and Assess

Combine each pair of words to form a contraction.

- |             |               |
|-------------|---------------|
| 1. you will | 7. they have  |
| 2. have not | 8. you are    |
| 3. are not  | 9. I would    |
| 4. he would | 10. would not |
| 5. did not  | 11. does not  |
| 6. I am     | 12. was not   |

Read each sentence. Write the letter of the words that have been joined to form the underlined contraction.

13. Sharon says she'd never miss a dance class because dance is her favorite activity.

- |            |                 |
|------------|-----------------|
| A she is   | C she would     |
| B she will | D she shouldn't |

14. She'll get to that class through rain, snow, and hail!

- |             |             |
|-------------|-------------|
| A She will  | C She would |
| B She could | D She had   |

15. It's taught by a famous dancer who has trained many students.

- |           |          |
|-----------|----------|
| A It will | C It had |
| B It is   | D It did |

16. We've seen him perform, and he is amazing!

- |            |           |
|------------|-----------|
| A We had   | C We did  |
| B We would | D We have |



## UNIT 6 FOCUS ON WRITING A PERSUASIVE ARGUMENT

### Eliminating Wordiness

Contractions are one way to avoid wordiness. In addition, you can drop awkward phrases or replace them with a word or two. (*happily* for “with great happiness,” *blue* for “blue in color,” *if* for “in the event that,” *quietly* for “in a quiet way,” *intelligent* for “with lots of intelligence,” *because* for “due to the fact that,” “the reason was because,” or “on account of”).

- The reason I left was because she had rung the bell.
- I left because she'd rung the bell.

**A** Make the underlined phrases less wordy. Substitute or eliminate words.

**1.** We need to raise money for the arts program on account of there have been deep budget cuts. **2.** Principal David supports the arts in a strong way. **3.** He suggested we have a music and art fair featuring students with lots of talent. **4.** It will be held this winter in February. **5.** The scheduled date is February 25. In the event that the weather is bad, it will be held February 26. **6.** The fair is a great idea due to the fact that it will raise money and showcase talent. **7.** We will support the fair.

**B** Eliminate wordiness in the underlined phrases. Then add a closing sentence of your own.

**8.** We just returned from a concert in Dyker Park. **9.** The reason we went was because this is our favorite band. **10.** We have seen them at Pullman Stadium, the largest stadium in size in Ohio. **11.** This was the best performance yet due to the fact that Mary-Lee Hansen was their guest vocalist! **12.** \_\_\_\_\_

**C** Write an article to persuade a friend to help with a fundraising event. Avoid wordiness.



# Semicolons, Colons, and Hyphens

---

### Semicolon (;)

- Use a semicolon to join two closely related, short sentences when a conjunction is not used: The Taj Mahal is a memorial; an emperor built it for a beloved wife.

### Colon (:)

- Use a colon to separate the hour from the minute: 7:20 A.M.
- Use a colon to punctuate the greeting in a business letter:  
Dear Chief Conley:
- Use a colon to introduce a list. Such a list often comes after words such as *following* or *these*: Please find a photograph of the following: the Taj Mahal, the Parthenon, and Chartres Cathedral.
- Use a colon to set off the name of a speaker in a play: Kyle: My dream is to travel around the world someday.

### Hyphen (-)

- Use a hyphen to join words that are thought of as one: After we toured the city, we stopped at a café for a well-cooked meal.
  - Use a hyphen to write the numbers twenty-one to ninety-nine.
- 

**A** In each sentence, add a colon, semicolon, or hyphen where it belongs. Write the sentences.

1. Jan has visited these European countries France, Greece, and Italy.
2. Her grandmother, who is seventy one years old, had always wanted to see the Eiffel Tower.
3. Jan is like Grandma they both love travel and photography.
4. On one trip, Jan took fifty nine pictures in three days!
5. Her favorite subjects for pictures were these statues, famous buildings, and public gardens.

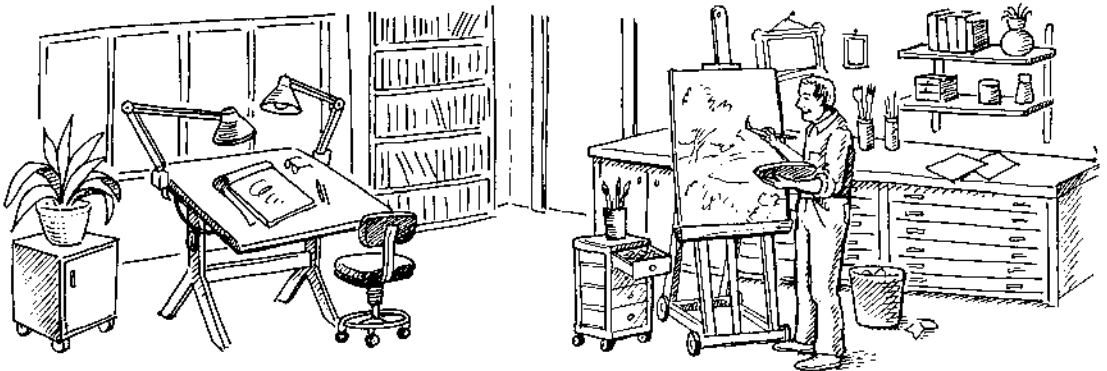
## UNIT 6 GRAMMAR

**B** Use a colon or semicolon to join the words in the first column to the related words in the second column. Write the new sentence.

- |                                       |  |
|---------------------------------------|--|
| 1. Stone carvers need these qualities | <b>A</b> I am writing about the quarry.      |
| 2. The Cathedral of St. Divine is old | <b>B</b> <i>quarry, masonry, and chisel.</i> |
| 3. The dictionary has these terms     | <b>C</b> Sara, Michelle, and Kayla.          |
| 4. Dear Mayor Wilson                  | <b>D</b> pencils, pads, and markers.         |
| 5. These friends are artists          | <b>E</b> strength, skill, and patience.      |
| 6. Bring these materials to class     | <b>F</b> its cornerstone was laid in 1892.   |
| 7. I want to be a sculptor someday    | <b>G</b> I may study music too.              |

**C** Add a colon, a semicolon, or a hyphen to each sentence. Write the sentences.

8. Our class has taken three fascinating field trips to the following places a candy factory, a history museum, and an artist's studio.
9. The third trip was my favorite we observed an artist at work.
10. This well known painter showed us his huge, sunny studio.
11. Critics praised his style the public soon began buying his work.
12. He showed us all of the following two completed pictures, a sketch for a new work, and the painting on his easel.
13. The artist has sold twenty one original paintings in the past three years.



### Review and Assess

Add a colon, semicolon, or hyphen where it belongs. Write the sentence.

1. The next tour of the Sistine Chapel begins at 10 30 sharp.
2. Michelangelo painted its ceiling it took him many years to finish.
3. Some other artists who contributed to the chapel's decoration were the following Perugino, Botticelli, and Ghirlandaio.
4. More than thirty five people have signed up for the morning tour.
5. I will listen carefully the tour guide is quite a knowledgeable person.
6. These things are forbidden in the building pets, food, and beverages.

Read these lines from a play. Write the letter that shows the correct punctuation.

7. Teacher: We have been waiting for you for forty five minutes!

**A** forty-five                      **C** Teacher;  
**B** waiting:                        **D** you;

8. Sue The truth is that my mother's car wouldn't start.

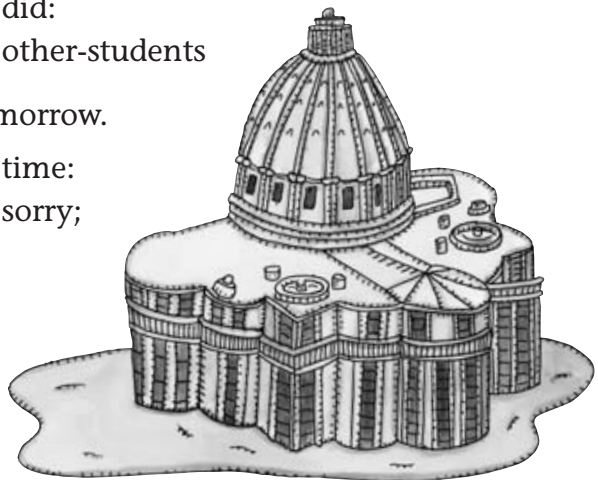
**A** The truth is;                    **C** car:  
**B** Sue:                                **D** start;

9. Teacher: Here is what other students did sketches, paintings, or sculpture.

**A** Here;                              **C** did:  
**B** did;                                **D** other-students

10. Sue: I'm sorry I'll be on time tomorrow.

**A** be:                                 **C** time:  
**B** Sue;                                **D** sorry;



## UNIT 6 FOCUS ON WRITING A PERSUASIVE ARGUMENT

### Varying Sentences for Style

Compound and complex sentences add interest and variety to your writing. Connectors such as *because*, *but*, and *when* show relationships between ideas.

- When we tear down a beautiful building, something precious is lost.
- Our courthouse is being demolished, but many think it should be saved.

- A** Add a group of words from the box to each sentence. Write the complete paragraph.

and it also features wonderful wood carvings  
if you come to Oakdale,  
when visitors come to our town,  
the children's room, the reading room, and the lobby  
Monday to Friday, 9:30 A.M.–5 P.M., Saturday, 1–4 P.M.  
after fire destroyed the original library

**1.** \_\_\_\_ they always notice our public library. **2.** It was designed in the early 1900s by a well-known architect \_\_\_\_\_. **3.** The building is constructed of fine marble, \_\_\_\_\_. **4.** \_\_\_\_ you should tour this structure. **5.** When you visit, note the hours: \_\_\_\_\_. **6.** Make sure that you visit these areas: \_\_\_\_\_.

- B** Add words of your own to make compound or complex sentences.

**7.** I will show you my favorite neighborhood place, \_\_\_\_\_.  
**8.** \_\_\_\_ people of all ages enjoy this spot.  
**9.** When you visit, \_\_\_\_\_.  
**10.** After you visit this spot, \_\_\_\_\_.

- C** Write a letter to the local newspaper editor expressing your opinion about a town issue. Use compound and complex sentences.

## Writing a Persuasive Argument

Some **tests** may ask you to write a persuasive argument. Support your ideas with examples, reasons, and language that can convince a reader. Follow these tips.



### SUPPORT OPINIONS

Use sound reasons, facts, and persuasive language to support your opinions.

**Understand the prompt.** Make sure you know what to do. Read the prompt carefully. A prompt for a persuasive argument could look like this:

**What issues are important to you at home? What would you change? Write a persuasive argument that you might use as a suggestion to your family.**

Key words are *issues, important, change, persuasive, and suggestion*.

**Find a good topic.** Think about activities you and family members sometimes disagree about. Ask yourself: What could I reasonably hope to change? What persuasive words could I use?

**Organize your ideas.** Write a persuasive-argument organizer.

**Arguing Statement** Sixth graders are ready to do many things independently.

Can behave responsibly

- Many skills and abilities
- Know safety rules

Frustrating and embarrassing to be treated like younger children

- Make life easier for parents

Mature faster with more responsibilities

- Choose clothing; vote on some family matters
- Take steps toward independence

**Write a good beginning.** Set the tone for your argument.



## UNIT 6 WRITING FOR TESTS

**Develop and elaborate ideas.** Refer to your chart for details and examples that back up your opinion. Present these details using persuasive language.

**Write a strong ending.** Make the ending powerful and convincing.

**Check your work.** As you reread your work, make changes as needed.

See how the persuasive argument below addresses the prompt, has a strong beginning and ending, and engages the reader's attention.

Time for More Independence

1— All parents worry about their children, and that's what makes them good parents. However, sixth graders are ready to do many things independently. Most of us behave responsibly and make wise decisions. We have many more skills and abilities than before, and we know the safety rules you taught us.

You see, it's frustrating to be treated like younger children.

2— We get embarrassed when a parent asks, "Are you wearing clean socks?" Actually, all the nagging makes life harder for parents because they get frustrated too. 3

We'll mature faster when we have more responsibilities. We could choose our own clothing and vote on some family matters.

4— We need to take small steps toward independence. That way, we'll be ready to take on responsibilities when it's our turn to help others. 5

1. The first sentence sets a friendly, appealing tone.
2. The writer uses persuasive language and humorous examples.
3. Compound and complex sentences make the writing flow smoothly.
4. The argument builds to the most important reason.
5. This strong ending sums up the writer's thoughts.



# INDEX

## A

**Action verbs.** See Verbs.

**Active voice,** 71

**Addresses.** See Commas.

### Adjectives

comparative, 94–97

demonstrative, 90–93

in sentences, 102–105

in writing, 93, 97, 105, 109, 111

predicate, 84–87, 90–93

proper, 90–93, 134–137

superlative, 94–97

### Adverbs

comparative, 98–101

in sentences, 102–105

in writing, 101, 105, 109, 111

superlative, 98–101

### Agreement

pronoun, 116–119

verb, 62–65

**Antecedents.** See Referents.

### Apostrophe

in contractions, 16, 146–149

in possessive nouns, 16, 54–57

**Assess,** 26, 30, 34, 38, 42, 48, 52, 56, 60, 64, 70, 74, 78, 82, 86, 92, 96, 100, 104, 108, 114, 118, 122, 126, 130, 136, 140, 144, 148, 152

## C

### Capitalization

days of the week, 46–49, 134–137

first word of sentence, 24–31, 134–137

holidays, 134–137

*I*, 134–137

in letters, 134–137

names of months, 134–137

names of people, 46–49, 134–137

names of places, 46–49, 134–137

proper adjectives, 90–93, 134–137

proper nouns, 46–49, 134–137

states, 46–49, 134–137

titles of books, 134–137

titles of people, 46–49, 134–137

**Charts,** 14, 110, 132, 154

### Clauses

dependent, 32–35, 36–39

independent, 32–35, 36–39

**Colons,** 152–155

**Commands.** See Sentences.

### Commas

addresses, 138–141

dates, 138–141

direct address, 58–61, 138–141

in compound sentences, 36–39

in quotations, 142–145

interjections, 128–131

introductory words, 128–131

in writing, 61, 141

series, 58–61, 138–141

**Common nouns.** See Nouns.

## Comparisons

metaphor, 75

simile, 75

with adjectives, 94–97

## Comparison/contrast writing. *See* Writing, types of.

## Complements, 84–87

## Complex sentences. *See* Sentences.

## Compound objects. *See* Objects.

## Compound predicate. *See* Predicates.

## Compound sentences. *See* Sentences.

## Compound subject. *See* Subjects.

## Conjunctions, 124–127

## Contractions, 146–149

## Conventions. *See* Writing.

## D

## Declarative sentences. *See* Sentences.

## Descriptive writing. *See* Writing.

## Details, 6, 31, 44, 87, 93, 97, 102–105, 106–109, 123, 133

## Direct address. *See* Commas.

## Direct quotations. *See* Quotations.

## E

## Elaboration, 45, 66, 89, 105, 111, 133, 155

## End marks. *See* Mechanics.

## Essay. *See* Writing.

## Exclamation mark, 24–27, 128–131, 142–145

## Exclamations. *See* Sentences.

## Exclamatory sentences. *See* Sentences.

## F

### Facts

in research reports, 132–133

to support opinions, 154–155

## Formal writing, 10, 146

## Fragments. *See* Sentences.

## H

## Helping verbs. *See* Verbs.

## How-to writing. *See* Writing.

## Hyphens, 150–153

## I

*I*, 112–115, 134–137

Ideas for writing, 44–45, 66–67, 88–89, 110–111, 132–133, 154–155

## Imperative sentences. *See* Sentences.

Improving sentences, 14–15, 39, 102–105, 106–109

## Informal writing, 131

## Interjections, 128–131

## Interrogative sentences. *See* Sentences.

## Introductory words. *See* Commas.

## Irregular verbs. *See* Verbs.

## J

## Joining words. *See* Conjunctions.

## L

## Linking verbs. *See* Verbs.

## M

Main idea, 6–7, 133

## Main verb. *See* Verbs.

## Mechanics

- apostrophe, 16, 54–57, 146–149
- comma, 36–39, 58–61, 128–131, 138–141, 142–145
- exclamation mark, 24–27, 142–145
- period, 24–27, 142–145
- question mark, 24–27, 142–145
- quotation marks, 142–145

## Metaphor, 75

## Misplaced modifiers, 106–109

## N

### Narrative writing. *See* Writing.

### Narrowing a topic, 6

### Negative contractions, 146–149

## Nouns

- common, 46–49
- exact, 49, 67
- in writing, 49, 53, 57, 61
- irregular plurals, 50–53
- plural, 50–53
- possessive, 54–57
- predicate nouns, 84–87
- proper
  - days of the week, 46–49
  - in writing, 46–49, 134–137
  - names of holidays, 134–137
  - names of months, 134–137
  - names of people, 46–49
  - names of places, 46–49
  - states, 46–49
  - titles of people, 46–49
- regular plurals, 50–53
- singular, 50–53

## O

### Object of preposition, 120–123

### Object pronouns. *See* Pronouns.

## Objects

- compound, 124–127
- direct, 84–87
- indirect, 84–87

### Opinion, 145, 154–155

### Order words, 101, 110–111

### Organizing ideas, 8–9, 44, 66, 88, 110, 132, 154

## P

### Paragraphs, 142

### Passive voice, 71

### Period, 24–27, 142–145

### Personal narrative. *See* Writing.

### Persuasive writing. *See* Writing.

### Plural nouns. *See* Nouns.

### Possessive nouns. *See* Nouns.

## Predicates

- complete, 28–31
- compound, 40–43, 124–127
- simple, 28–31

### Prepositional phrases, 120–123

### Prepositions, 120–123

### Prompts, 19, 44, 66, 88, 110, 154

## Pronouns

- in contractions, 146–149
- in writing, 115, 119, 123, 133
- object, 116–119
- plural, 112–115
- possessive, 112–115
- referents, 116–119
- reflexive, 112–115

singular, 112–115

subject, 116–119

**Proofreading**, 16–17

**Proper adjectives**. See Adjectives.

**Proper nouns**. See Nouns.

**Punctuation**, 24–27, 32–35, 36–39, 58–61, 138–141, 142–145, 146–149, 150–153

**Purpose for writing**, 6–7

## Q

**Question mark**, 24–27, 142–145

**Questions**. See Sentences.

**Quotation marks**, 142–145

**Quotations**

direct, 142–145

in writing, 145

## R

**Reasons to support opinions**, 154–155

**Referents**. See Pronouns.

**Research report**. See Writing.

**Review**, 26, 30, 34, 38, 42, 48, 52, 56, 60, 64, 70, 74, 78, 82, 86, 92, 96, 100, 104, 108, 114, 118, 122, 126, 130, 136, 140, 144, 148, 152

**Rubric**, 18

## S

**Semicolons**, 150–153

**Sentences**

adding ideas to, 35

capitalization in, 24–27, 134–137

combining, 14–15, 40–43, 150–153

complex, 14–15, 36–39, 155

compound, 14–15, 36–39, 40–43, 124–127, 155

declarative, 14–15, 24–27

exclamatory, 14–15, 24–27

fragment, 28–31

imperative, 14–15, 24–27

interrogative, 14–15, 24–27

punctuation of, 24–27, 32–35, 36–39

simple, 40–43, 150–153

topic, 66, 88, 132

**Series**. See Commas.

**Simile**, 75

**Singular nouns**. See Nouns.

**Strategies**. See Writing.

**Style**, 43, 115, 127, 153

**Subjects**

agreement with verb, 62–65

complete, 28–31

compound, 40–43, 124–127

simple, 28–31

**Subject pronouns**. See Pronouns.

**Summary**. See Writing.

**Superlative adjectives**, 94–97

## T

**Tenses**. See Verbs.

**Tests**. See Writing for tests.

**Time line**, 132

**Time–order words**. See Order words.

**Titles of people**, 134–137

**Topic sentence**, 66, 88, 132

**Topics**, 44, 66, 88, 110, 132, 154

**Traits of good writing**, 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–22

## V

Venn diagram, 88

### Verbs

- action, 68–71, 84–87
- agreement, 62–65, 84–87
- be*, 68–71, 72–75, 80–83
- changing tenses, 73
- future tense, 72–75, 76–79, 80–83
- had*, *has*, *have*, 76–79
- helping, 72–75
- in comparisons, 75
- in contractions, 146–149
- in sentences, 68–71
- in writing, 71, 79
- irregular, 72–75, 80–83
- is*, *am*, *are*, *was*, *were*, 68–71
- linking, 68–71, 76–79
- main, 68–71
- participles, 76–79, 80–83
- past tense, 72–75, 80–83
- perfect tense 76–79
- present tense, 72–75, 80–83
- progressive tense, 76–79

Vivid words, 12–13, 65, 75

Voice, 10–11, 44, 131, 133

## W

Web, 66

Word choice. See Writing.

## Writing

- conventions, 16–17, 24–27, 32–35, 36–39
  - details, 6, 31, 44, 87, 93, 97, 106–109, 133
  - main idea, 6–7
  - models, 19–22, 45, 67, 89, 111, 133, 155
  - organization, 8–9, 44, 66, 88, 110, 132, 154
  - prompts, 19, 44, 66, 88, 110, 154
  - strategies, 6, 8, 10, 12, 14, 16
  - types of
    - comparison/contrast essay, 71, 75, 79, 83, 87, 88–89
    - description, 49, 53, 57, 61, 65, 66–67
    - how-to report, 93, 97, 101, 105, 109, 110–111
    - personal narrative, 27, 31, 35, 39, 43, 44–45
    - persuasive argument, 137, 141, 145, 149, 153, 154–155
    - research report, 115, 119, 123, 127, 131
    - summary, 132–133
  - voice, 10–11, 44, 131, 133
  - word choice, 12–13, 49, 53, 71, 79, 83
- Writing for tests, 44–45, 66–67, 88–89, 110–111, 132–133, 154–155

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