

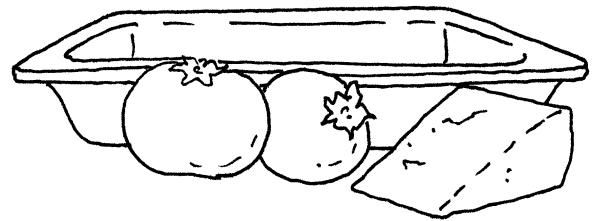
Sentences and Sentence Fragments

REMEMBER THE RULES

- A **sentence** is a group of words that expresses a complete thought.
I cook dinner every Tuesday night.
- A **sentence fragment** is a group of words that is only part of a sentence.
Every Tuesday night.

A. Read each group of words. If it is a sentence, circle it. If it is a sentence fragment, underline it.

1. My cousin Jeremy loves to cook.
2. He makes the best lasagna I ever tasted.
3. Three kinds of cheese.
4. Fresh tomatoes from his garden.
5. He also makes a wonderful cheesecake.



B. For each sentence fragment below, tell whether it needs a subject or a predicate to make it a complete sentence. Underline your answer.

- | | | |
|--|-------------------------|---------------------------|
| 6. Ever since last summer, Jeremy. | Needs a subject. | Needs a predicate. |
| 7. Interested in Indian food. | Needs a subject. | Needs a predicate. |
| 8. Learned to make lamb curry. | Needs a subject. | Needs a predicate. |
| 9. Ate chicken tandoori. | Needs a subject. | Needs a predicate. |
| 10. My entire family. | Needs a subject. | Needs a predicate. |
| 11. Some of us. | Needs a subject. | Needs a predicate. |
| 12. Took a course to learn Chinese cooking. | Needs a subject. | Needs a predicate. |
| 13. Strange vegetables and spices. | Needs a subject. | Needs a predicate. |
| 14. Learned to stir-fry with a wok. | Needs a subject. | Needs a predicate. |
| 15. Yesterday, Jeremy's mother, my Aunt Susan. | Needs a subject. | Needs a predicate. |

Kinds of Sentences

REMEMBER THE RULES

- A **declarative sentence** makes a statement and ends with a period.
- A **interrogative sentence** asks a question and ends with a question mark.
- An **imperative sentence** makes a request or gives a command and ends with a period.
- An **exclamatory sentence** expresses strong feeling and ends with an exclamation point.

A. Read each sentence. Tell what it is. Circle declarative, interrogative, imperative, or exclamatory.

1. Brendan visited his cousin Niall in Northern Ireland.

declarative interrogative imperative exclamatory

2. Where exactly does his cousin live?

declarative interrogative imperative exclamatory

3. He lives near the small village of Derrygonnelly.

declarative interrogative imperative exclamatory

4. Tell me what they did together.

declarative interrogative imperative exclamatory

5. Did Niall take him fishing?

declarative interrogative imperative exclamatory

6. What a great time they had!

declarative interrogative imperative exclamatory

B. Fix each sentence. Add the correct end punctuation.

7. What else did Brendan do while he was there

8. Brendan played Gaelic football with Niall's friends

9. Isn't that something like our game of soccer

10. What a strenuous game it is

At Home: Find an example of each kind of sentence in a newspaper article. Underline and label each kind.

Combining Sentences: Compound Sentences

REMEMBER THE RULES

- A **compound sentence** is made up of two or more simple sentences joined together by a comma and a conjunction.

Most farm children have a variety of animals as pets, and the pets live outdoors.

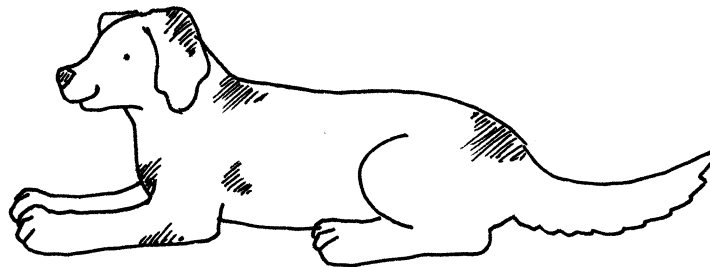
- **Conjunctions** such as *and*, *but*, or *or* join groups of words together.

A. Circle whether each sentence is a **simple sentence** or a **compound sentence**.

- | | | |
|---|---------------|-----------------|
| 1. Thelma wanted an unusual pet. | simple | compound |
| 2. Her sister Marcia thought of getting an anaconda, but a parrot sounded interesting, too. | simple | compound |
| 3. Then Thelma saw an ad for a pot-bellied pig. | simple | compound |
| 4. She learned that pigs are smart and clean, and she told this to Marcia. | simple | compound |
| 5. Marcia was reluctant at first, but soon she changed her mind. | simple | compound |

B. Circle each simple sentence that makes up the compound sentences below. Draw a box around the conjunction that joins the two sentences.

- Thelma bought Hammon at the pet store, and she presented him to Marcia.
- Hammon weighed only ten pounds then, but now he weighs close to three hundred pounds.
- Marcia is delighted with Hammon, and Thelma thinks he is terrific, too.
- Hammon watches TV with the girls, or sometimes he snoozes on the sofa.
- Thelma says Hammon is as smart as a dog, but Marcia says he is much smarter.



Combining Sentences: Complex Sentences

REMEMBER THE RULES

- A **complex sentence** contains an independent clause and one or more dependent clauses.

Gireesh has wanted to be a pilot ever since he was a small boy.

independent clause

dependent clause

A. Read each complex sentence and underline the dependent clause.

1. Rameesh’s cousin Gireesh visits him whenever he is in town.
2. He has worked for Air India ever since Rameesh can remember.
3. Although Gireesh has a hectic schedule, he never forgets Rameesh.
4. If Gireesh sees something interesting on his travels, he buys it for his cousin.
5. Because Gireesh travels all over the world, Rameesh has some great souvenirs.

B. Combine the dependent and independent clause and write a complex sentence.

6. Although I have not traveled much. I like to collect souvenirs, too.

7. I bought a set of salt and pepper shakers. While we were in Canada last year.

8. As we were shopping in Niagara Falls. I spotted them in a store window.

9. Because they are shaped like maple leaves. They remind me of Canada.

10. I think of that trip. Whenever I use them.

At Home: Find a complex sentence in a newspaper or magazine article. Copy it and underline the dependent clause. Circle the conjunction.

Mechanics and Usage: Punctuating Sentences**REMEMBER THE RULES**

- End a statement or a command with a **period**, a question with a **question mark**, and an exclamation with an **exclamation point**.
- Use a **comma** before the conjunction in a compound sentence.
- Use a **semicolon** to separate two parts of a compound sentence not connected by a conjunction.
- Use a **comma** after a dependent clause that comes before the independent clause in a complex sentence.

A. Correct the punctuation in the sentences below.

1. Gilbert likes hockey I prefer baseball.
2. Did you watch last night's game on TV
3. Although they were losing the Mets never gave up
4. Then two men walked and the next batter hit a home run
5. That was some ending

B. Rewrite the sentences, using the correct punctuation. If there are two clauses, combine them to make one sentence.

6. Do you know how baseball was invented

7. Some say baseball evolved from the English game of cricket. But others say it came from the game of rounders

8. Is it true baseball was being played in the eastern United States by the 1820s

9. When the first organized baseball game was played in 1846. Baseball was already widely popular

10. The American League was organized in 1900. But the National League was formed in 1876

Mixed Review**REMEMBER THE RULES**

- A **declarative** sentence makes a statement and ends with a period.
Anna likes to listen to old music.
- An **interrogative** sentence asks a question and ends with a question mark.
Is she interested in classic rock?
- An **imperative** sentence makes a request or gives a command and ends with a period. *Tell me which groups she has heard.*
- An **exclamatory** sentence expresses strong feeling and ends with an exclamation point. *What a cool song that was!*
- A **compound sentence** is made up of two simple sentences joined by a comma and a conjunction.
She likes the Four Seasons, but she prefers the Beatles.
- A **complex sentence** contains an independent clause which can stand alone, and one or more dependent clauses which cannot stand alone.
Before reading the reviews, Anna had never heard of those groups.

A. Join the following clauses to make either a compound sentence or a complex sentence. Add a conjunction if needed, and use the correct punctuation.

1. Anna enjoys today's music. She likes classic rock, too.

2. Her grandmother bought records every week. When she was in high school.

3. Because she is planning to move soon. She wanted to clean out the closets.

4. She could sell her collection. She could give it to Anna.

5. Since she knows Anna is interested. She is giving the record collection to her.

B. 6.–10. On another sheet of paper, change two sentences above to interrogative sentences. Change two to imperative sentences, and one to an exclamatory sentence.

At Home: Look in a magazine or newspaper article for examples of compound and complex sentences. Tell which are the dependent clauses.

Complete Subjects and Complete Predicates

REMEMBER THE RULES

- The **complete subject** includes all the words that tell whom or what the sentence is about.

Many people belong to different kinds of clubs.

- The **complete predicate** includes all the words that tell what the subject is/does.

A. Draw one line under the complete subject and two lines under the complete predicate.

1. My neighbor, Mr. Johannsen, is in a model railroad club.
2. He and his friends meet on Saturday afternoons to work on their layout.
3. Several of the club members are creating a model of the New York Central Railroad's "Water Level Route."
4. This route ran from New York City to Chicago.
5. Travelers enjoyed the beautiful scenery along the Hudson River.
6. One club member built a scale model of the railroad station at Peekskill, New York.
7. Mrs. Johannsen is in the club, too.
8. She enjoys creating scenery for the layouts.
9. Last year the club won a prize for their display.
10. They will enter the contest this year, too.

B. Tell about each group of words. Underline your answer.

11. The first steam locomotive in the United States was built in 1826 by John Stevens.
complete sentence missing the subject missing the predicate
12. Ran on a circular track on his estate in Hoboken, N.J.
complete sentence missing the subject missing the predicate
13. In 1827 the Baltimore & Ohio Railroad.
complete sentence missing the subject missing the predicate
14. In 1840 more than 2,800 miles of railroad.
complete sentence missing the subject missing the predicate
15. By 1850 the U.S. had a rail network serving all the states east of the Mississippi River.
complete sentence missing the subject missing the predicate

Simple Subjects and Simple Predicates

REMEMBER THE RULES

- The **simple subject** is the main word or words in the complete subject.

My friend Marilyn visited New Zealand in September.

- The **simple predicate** is the main word or words in the complete predicate.

A. Tell whether the underlined word is the simple subject or the simple predicate. Circle your answer.

1. She arranged the visit through her school.

simple subject simple predicate

2. New Zealand is in the Southern Hemisphere.

simple subject simple predicate

3. September is springtime in New Zealand.

simple subject simple predicate

4. The original people of New Zealand are the Maoris.

simple subject simple predicate

5. Sheep outnumber people in New Zealand fifteen to one.

simple subject simple predicate

B. Underline the simple subject. Circle the simple predicate.

6. New Zealand was discovered by the

Dutch in the 1600s.

7. Many people from Great Britain settled there

in the 19th century.

8. Its name means “New South Land” in Dutch.

9. This island country has many unusual birds

and animals.

10. The kiwi is the national bird.



Combining Sentences: Compound Subjects**REMEMBER THE RULES**

- A **compound subject** includes two or more subjects that have the same predicate. *Veena and Katie took a computer class.*

A. Underline the simple subjects that can be joined to create a compound subject. Then write the compound subject. Use *and* or *or*.

1. Sarah created the school's web page. Marla created the school's web page.

2. Their principal admired their work. Their teacher admired their work.

3. Robbie had a picture of the class. Stuart had a picture of the class.

4. One girl scanned the picture. One boy scanned the picture.

5. Caitlin added the picture to the web page. Bradley added the picture to the web page.

B. If the subjects can be combined to make a compound subject, combine them and write the new sentence. If the subjects cannot be combined, write *No*.

6. Sara learned a lot about web sites. Kevin learned a lot about web sites.

7. Malik learned to add sound to the web page. Jaya learned to add sound to the web page.

8. Sammy wanted to add a link. Thomas wanted to create a guest book.

9. Susan wrote a story for the web page. Alison wrote a story for the web page.

10. The girls were proud of their work. The boys were proud of their work.

Combining Sentences: Compound Predicates**REMEMBER THE RULES**

- A **compound predicate** includes two or more simple predicates that have the same subject. *The children cleared and raked the yard.*

A. Underline the simple predicates that can be combined to make a compound predicate. Then write the compound predicates.

1. Kabir fertilized the lawn. Kabir trimmed the lawn.

2. Maya weeded the garden. Maya watered the garden.

3. Her dog, Shep, attacked the hose. Her dog, Shep, bit the hose.

4. The hose twisted. The hose sprayed everyone.

5. Kabir laughed at the dog. Kabir shouted at the dog.

6. Shep barked all day. Shep ran in circles all day.

B. Combine the sentences to make a sentence with a compound predicate. Use *and* or *or* to join the simple predicates. Write the new sentences.

- 7 Maya picked the tomatoes. Maya washed the tomatoes.

8. She picked some basil. She chopped some basil.

9. Kabir rinsed the tomatoes. Kabir sliced the tomatoes.

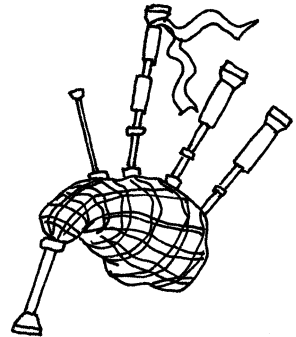
10. Soon the ingredients simmered in the pan. Soon the ingredients bubbled in the pan.

Mechanics and Usage: Correcting Run-on Sentences**REMEMBER THE RULES**

- A **run-on sentence** joins together sentences that should be written separately.

A. Circle each simple sentence in the run-on sentence.

1. My uncle plays the drums he is in a band.
2. The band is a bagpipe band he has played for many years.
3. My uncle is a firefighter the band is the fire department pipe band.
4. The band has won many prizes they travel all over.
5. They march in parades people cheer loudly.



B. Rewrite each run-on sentence as two simple sentences, a compound sentence, or a complex sentence.

6. The band plays at festivals the band competes in contests.

7. When they went to Boston last year they won a special prize.

8. Sean plays with my uncle's band he has his own rock band, too.

9. The pipes have such a wild sound I think they are terrific.

10. bagpipes are really loud they don't need an amplifier.

Mixed Review

REMEMBER THE RULES

- The **complete subject** includes all the words that tell whom or what the sentence is about. The **complete predicate** includes all the words that tell what the subject does or is.
- The **simple subject** is the main word or words in the complete subject. The **simple predicate** is the main word or words in the complete predicate.

*The **month of October** / **is** my favorite time of year.*

complete subject

complete predicate

- A **compound subject** has two or more simple subjects with the same predicate.

Maple leaves turn scarlet. Oak leaves turn scarlet.

***Maple and oak** leaves turn scarlet.*

- A **compound predicate** has two or more simple predicates with the same subject.

Leaves tremble in the wind. Leaves shake in the wind.

*Leaves **tremble and shake** in the wind.*

Write each pair of sentences as one sentence. Use either a compound subject or a compound predicate. Then in the sentences you wrote, draw a line between the complete subject and the complete predicate. Then draw one line under the simple or compound subject and two lines under the simple or compound predicate.

1. Jodie went for a walk. Jeanette went for a walk.

2. Red trees were everywhere. Yellow trees were everywhere.

3. Jodie climbed a tree. Jodie swung from a branch.

4. Jeannette brought her camera. Jeannette took some pictures.

5. The girls climbed a fence. The girls explored a path.

Common Errors: Fragments and Run-on Sentences

REMEMBER THE RULES

- A **sentence** is a group of words that expresses a complete thought. It must have both a subject and a predicate.
- A sentence **fragment** does not have either a subject or a predicate.
Developed the first mass-produced automobile. (subject is missing)
- Correct a sentence fragment by adding a subject or a predicate.
Henry Ford developed the first mass-produced automobile.
- A run-on sentence incorrectly joins together sentences.
He developed the "Model T" he sold it at a reasonable price.
- Correct run-on sentences by writing the sentences as separate sentences, or by making the combined sentence a compound or complex sentence.
He developed the "Model T." He sold it at a reasonable price.
He developed the "Model T," and he sold it at a reasonable price.

Rewrite each run-on sentence as a compound sentence or two sentences.

1. The Ford Motor Company saved time and money through mass production they sold their "Model T" cars at a reasonable cost.

2. The "Model T" was sold between 1908 and 1927 it was named the "Tin Lizzie."

3. Henry Ford wanted to use the profits to expand the company's factories this was an unusual idea at the time.

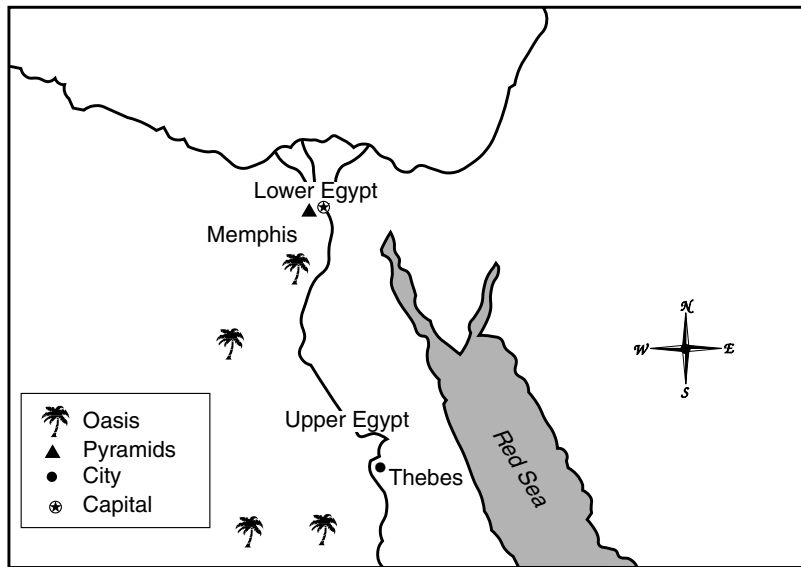
4. Henry Ford was quite unhappy the other stockholders wanted to split the profits.

5. In 1919 the Ford family solely owned its company it remained that way until 1956.

Study Skills: Maps and Atlases

- An **atlas** is a book of maps. Different kinds of maps have different purposes.
- A **political map** shows the boundaries of states or countries.
- A **resource map** shows where natural resources are located or produced.
- A **physical map** shows features such as mountains, rivers, deserts, or other natural features.
- A **map key** explains the symbols used on the map.

The Old Kingdom of Egypt



Study the map and answer the questions.

1. What does this map show? _____
2. Where would you look to find out what the palm tree symbol means?

3. What does the small triangle stand for? _____
4. Which symbol is used to show the ancient capital? _____
5. How is the Red Sea shown on the map? _____

At Home: Work with a family member and study a map from an encyclopedia or nonfiction book.

Vocabulary: Time-Order Words

- A **time-order** word explains the order in which events take place.

Today, Zack will eat some corn.

- Sometimes a phrase may be used to tell when things happen.

Long ago, Zack planted some corn.

A. Underline the correct time-order word or words that best complete each sentence.

1. (Long ago, Finally), when California was still a territory, there lived a boy named Zack.
2. (Before, During) Zack went to school in the morning, he had to do his chores.
3. (Lastly, First), he fed the chickens.
4. (Second, Fifth), he milked the cow.
5. (Third, Never), he slopped the pigs.
6. (Meanwhile, After) all his chores were done, Zack started his long walk to school.
7. (Tomorrow, As soon as) Zack crossed the creek, he had to climb up a steep hill.
8. (Then, In the morning), he had to cross a wide green meadow.
9. (Yesterday, Next), he jumped over a big stone fence.
10. (Tomorrow, Lastly), he walked down a long dirt road into town.



B. Complete each sentence with a time-order word from the box.

As soon as

Next

Early

Finally

Afterwards

11. _____ in the morning, Lyke rode her bicycle into her village.
12. _____ she got to town, she went straight to the bakery to buy bread.
13. _____ she pedaled over to the butcher to get a nice fat chicken.
14. _____ she put the groceries in her basket and went home.
15. _____ Lyke helped her family prepare chicken stew for lunch.

Composition: Main Idea

- A **main idea** tells what your writing is about. It appears in the **topic sentence** of a paragraph.
- **Supporting details** explain the main idea or add to it in an important way.

A. Read the paragraph about a soccer game. The sentences of the paragraph are numbered to help you answer the questions that follow.

(1) My team came from behind to take the win in last week's soccer match. (2) First, the other team came out strong and got a goal quickly. (3) Our forwards had difficulty passing the ball successfully, but they didn't give up. (4) Then, we worked together, passed the ball down the field, and got a goal early in the fourth quarter. (5) Finally, with less than a minute to go, the ball was passed to a right forward for the winning goal.

1. Which sentence is the topic sentence? _____
2. Which sentences develop the main idea with supporting details? _____

List three transition time-order words the writer uses to connect ideas.

3. _____
4. _____
5. _____

B. Help Selma write a paragraph about an experience she had on a sailboat. Use the instructions in parentheses as a guide. Use your imagination!

6. (Main idea/topic sentence) My experience on a sailboat was _____

7. (Time-order word) _____
8. (supporting detail) _____
9. (supporting detail) _____
10. Afterwards, I (supporting detail) _____

At Home: Write about an outdoor activity you enjoy. Develop a topic sentence with a main idea, plus sentences that include supporting details.

McGraw-Hill Language Arts
Grade 6, Unit 1, Composition Skills,
pages 38–39



Features of a Personal Narrative

- A **personal narrative** is written from the writer's own point of view, expressing feelings about a personal experience he or she has had.
- It is written in **first person** and should have an interesting beginning, middle, and end to capture the reader's attention.
- Events are recalled in a **logical sequence**, using **time-order words** to order events and to make transitions from one idea to the next.

Read the paragraphs and then answer the questions below.

In August, I took a trip to Gibraltar with my family. After touring the famous "rock," we decided to go on a dolphin cruise.

The water was frighteningly choppy and the boat swayed from side to side. Suddenly, I looked off in the distance. I saw something jump out of the water. Then, I squinted and looked again. It was a dolphin. I pointed to the spot where I saw the dolphin and the captain turned the boat in that direction.

A pod of common dolphins, dark gray and white with streaks of yellow, circled and headed for us. Six dolphins jumped in unison about fifteen feet from me. My heart leapt with them. Then, several dolphins rode alongside the bow of the boat. It was so exciting! I was heartbroken when it was all over. I wanted to jump back on the boat and ride with the dolphins again!

1. Why is this a personal narrative and who might the writer be?

2. List two time-order words the writer uses to order the sequence of the story.

3. What happened at the beginning of the story?

4. What happened next?

5. What happened at the end of the story?

Prewrite: Personal Narrative

A **personal narrative** is a story that describes your own experiences. The purpose of a narrative is to communicate your thoughts and feelings about a particular experience. It is also to interest or entertain your audience, the reader.

Think of a personal narrative you would like to share with others. Organize your ideas on a Sequence of Events chart.

SEQUENCE OF EVENTS CHART	
1.	
	↓
2.	
	↓
3.	
	↓
4.	
	↓
5.	
	↓
6.	
	↓
7.	
	↓
8.	

CHECKLIST

- Have you brainstormed a list of events and experiences?
- Have you selected an interesting topic and explored ideas?
- Have you organized your ideas?

Revise: Personal Narrative

When you **revise** your writing by elaborating, you add important ideas that might be missing from your writing. You may also want to share more of your feelings to help the reader better understand the experience.

Pretend you wrote the following personal narrative after you had traveled to Rome, Italy, with your family. Add some details from your notes to your narrative. Add other details about your feelings. Find some colorful, vivid words to replace less interesting words. Add a title, too.

My Notes
one day in Rome, Italy
tour of Roman Colosseum and Forum
tour Vatican and Sistine Chapel
picnic lunch in the Borghese Gardens
throw coins into the Trevi fountain

When I was ten years old, my father was transferred to an Air Force Base in Italy for one year. En route, my family visited Rome, Italy. We toured the Roman Forum, where Julius Caesar once spoke, and the Colosseum, where gladiators of the Roman Empire once fought.

We crossed a bridge over the Tiber River and visited Vatican City, where the Pope heads the Catholic Church. The highlight was the Sistine Chapel. This is a very large room whose walls and ceiling are covered with paintings by Michelangelo, an artist from the 1500s.

We ended the afternoon at the famous Trevi Fountain, where water roared out of huge horses carved from marble. My sister and I made a wish. Our wish was to return to Rome soon.

Proofread: Personal Narrative**PROOFREADING MARKS**

- ¶ new paragraph
- ^ add
- ↪ take out
- ≡ Make a capital letter.
- / Make a small letter.
- Ⓢ Check the spelling.
- ⊙ Add a period.

After you revise your personal narrative, you will need to **proofread** it to correct any errors. Use a dictionary or spell checker to check the spelling of new or difficult words. Use commas to combine sentences. Check for correct punctuation and correct run-on sentences.

A. Read the following personal narrative. Use the proofreading symbols from the box to mark any errors you find. You can use the “Add” mark to show where punctuation marks should go.

A Bike Ride with Alligators

Last month, I took a bicycle ride in Brazos bend State Park with my grandfather. The park is near Houston, Texas, and that is where my grandfather lives. I always look forward to visiting him from my home in St. Louis every spring vakation.

Dirt paths skirt the edge of swamps in the park. There are lots of trees and grassy areas. Grandpa and I road mountain bikes over these paths and enjoyed the scenery. Can you imagine danger in such a lovely setting. Along with humans enjoying a day in the park alligators live there. Alligators, my grandfather warned. can be very dangerous.

I saw my first alligators from an observashun tower next to the swamp. at least seven alligators lay one on top of the other on a huge log. I was thrilled to see alligators and even happyer to see them at a safe distance. The sight was spectacular?

B. Use the corrections you marked to rewrite the paragraphs on another piece of paper.

At Home: Write another interrogative or exclamatory sentence that could be included in this personal narrative.

Nouns

REMEMBER THE RULES

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

The girl painted a picture of tall buildings.

- A **noun** can be more than one word.

A. Tell whether the underlined word in each sentence is a noun. Circle **yes** or **no**.

- | | | |
|--|-----|----|
| 1. My sister painted a <u>landscape</u> . | yes | no |
| 2. She is learning to <u>paint</u> watercolors. | yes | no |
| 3. Her paints come in small <u>tubes</u> . | yes | no |
| 4. She squeezes the <u>paint</u> onto a palette. | yes | no |
| 5. She uses a large <u>brush</u> made of camel hair. | yes | no |
| 6. First she <u>wets</u> the paper. | yes | no |
| 7. Then she mixes a <u>wash</u> of blue paint. | yes | no |
| 8. She <u>brushes</u> the blue paint onto the wet paper. | yes | no |
| 9. Sometimes she uses a <u>soft</u> tissue to lift some color off. | yes | no |
| 10. She will let the sky dry while she paints the <u>rest</u> . | yes | no |

B. Underline each noun. Then write the nouns under the correct heading.

- My sister did paintings of her trip to California.
- She likes to do still lifes, too.
- Some artists prefer to use oils.
- But she likes the freshness she gets with watercolors.
- Her work gives her joy.

Person

Place

Thing

Idea

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

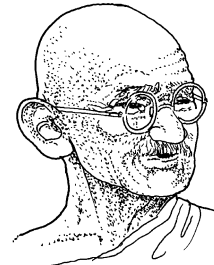
Singular and Plural Nouns

REMEMBER THE RULES

- A **singular noun** names one person, place, thing, or idea, like *school*.
- A **plural noun** names more than one person, place, thing, or idea, like *boys*.
- Add **-s** or **-es** to most singular nouns to form **plural nouns**, like *girls* or *benches*. If a **singular noun** ends in a **consonant and y**, change the **y** to **i** and add **-es**, like *ladies*.

A. Circle the correct plural form for each underlined noun.

1. I have read several biography of Mahatma Gandhi.
biographys biographeys biographies
2. Gandhi used nonviolent method to fight injustice in India.
methods methodes methodies
3. He urged his followers not to obey certain laws and to join protest march.
march marches marchies
4. He also went on hunger strike.
strikes strikees strikies
5. Gandhi wanted to improve the lives of all class of Indian society.
class classes classies



Mahatma Gandhi

B. If the underlined word is the correct plural form, write yes. If it is not correct, write the correct form on the line.

6. Gandhi's methods influenced many leaderes. _____
7. Dr. Martin Luther King Jr., enacted Gandhi's methods in the U.S. civil rightes struggle. _____
8. Dr. King's followers were willing to go to jail for what they believed. _____
9. Cesar Chavez adopted Gandhi's methods to organize migrant worker in California. _____
10. Chavez once went without food for twenty-five dayes. _____



Cesar Chavez

More Plural Nouns**REMEMBER THE RULES**

- To make **irregular nouns** plural:
 - add **-s** to most **f** or **fe** words, like *roofs*; for others change the **f** to **v** and add **-es**, like *knives*.
 - add **-s** to nouns ending in a **vowel and o**, like *radios*.
 - add **-s** or **-es** to nouns ending in a **consonant and o**, like *cameos*.
- Some **irregular nouns** have no change, while others have special plural forms, like *men*.

A. Write the plural form of the following nouns:

- | | |
|------------------|-----------------|
| 1. woman _____ | 6. child _____ |
| 2. loaf _____ | 7. studio _____ |
| 3. fish _____ | 8. lady _____ |
| 4. photo _____ | 9. life _____ |
| 5. feather _____ | 10. goose _____ |

B. Rewrite the sentences, using the plural form of the noun in parentheses.

11. My uncle's yard could be the setting for wildlife (video).
-
- _____

12. (Deer) and (sheep) come to drink at his pond.
-
- _____

13. Bats fly overhead, looking for (mosquito).
-
- _____

14. Rabbits nibble the (leaf) in his garden.
-
- _____

15. They leave the (potato) and (tomato) alone, though.
-
- _____

Common and Proper Nouns

REMEMBER THE RULES

- A **common noun** names any person, place, thing, or idea, like *month*.
- A **proper noun** names a particular person, place, thing, or idea, like *November*. **Proper nouns** are always capitalized.

A. Underline each noun. Then write the nouns on the lines in the correct columns. Write each noun only once.

1. Who was the first European to reach North America?
2. Columbus Day celebrates one explorer who reached it in 1492.
3. Some historians think Irish monks led by St. Brendan reached it in the 6th century.
4. The Vikings reached the coast of Labrador in Canada in the 10th century.

Common Nouns

Proper Nouns

B. Rewrite each sentence, using capital letters for the proper nouns.

5. St. brendan founded a monastery in clonfert, ireland.

6. According to legend, he and his monks sailed to scotland.

7. From there they went to iceland, greenland, and even canada.

8. They saw icebergs in the north atlantic ocean.

9. Tim severin repeated st. brendan's voyage.

10. He wrote about it in a book called *the brendan voyage*.

Mechanics and Usage: Capitalization**REMEMBER THE RULES**

- Capitalize the **names** of specific people, places, things, organizations, languages, nationalities, and holidays.
- Capitalize the names of specific **family members**.
- Capitalize **days, months, addresses, and titles of respect**.

A. Rewrite each phrase, capitalizing the proper nouns.

1. new york city _____
2. north dakota _____
3. my aunt susan _____
4. thanksgiving day _____
5. nova scotia _____

B. Underline each word that should begin with a capital letter. Then write the words on the line.

6. aunt liz belongs to the putnam county historical society.

7. She told me about sybil luddington, a hero of the american revolution.

8. Sybil's father, colonel henry luddington, was captain of a militia unit in putnam county, new york.

9. On the night of april 26, 1777, he learned the british were burning nearby danbury, connecticut.

10. That night, sixteen-year-old sybil rode her horse through the towns of carmel, mahopac, and patterson to rouse the militia.

Mixed Review

REMEMBER THE RULES

Forming **plurals** of nouns:

- For most nouns, add **-s** or **-es**. *branch* → *branches*
- If a noun ends in a consonant and **y**, change the **y** to **i** and add **-es**.
cherry → *cherries*
- Add **-s** to most **f** or **fe** words; for others change the **f** to **v** and add **-es**.
half → *halves*
- Add **-s** to nouns ending in a vowel and **o**. *rodeo* → *rodeos*
- Add **-s** or **-es** to nouns ending in a consonant and **o**. *tomato* → *tomatoes*
- Capitalize **proper nouns**, such as the names of specific people, places, things, organizations, languages, nationalities, and holidays.

A. Write the correct plural form of the word in parentheses.

1. My aunt, Doreen, grows (potato) _____ in her garden.
2. She grows three kinds of (squash) _____, too.
3. She has divided the garden into two (half) _____.
4. In one part she grows (vegetable) _____.
5. In the other she grows roses and (lily) _____.

B. Rewrite the following sentences.

6. Doreen raises chicken and turkey, too.

7. Last year, Doreen went to grandma's for thanksgiving.

8. She brought a french apple pie and an indian pumpkin stew.

9. She got both recipe from doctor Narain.

10. One of grandma dora's specialty is a stuffing made with cranberry and nut.

At Home: List ten foods you like to eat. Then write the plural forms of these nouns.

Possessive Nouns

REMEMBER THE RULES

- A **possessive noun** shows ownership.
- **Singular possessive noun:** add **'s** to a singular noun.
Matt's gloves the boy's gloves
- **Plural possessive noun:** add **'** to a plural noun that ends in **s**. Add **'s** to a plural noun that does not end in **s**.
the girls' skates the children's skateboards

A. Underline the possessive noun in each sentence. Then check (✓) the box to indicate whether the noun is singular (**S**) or plural (**P**).

1. Joe's bike club is going on a two-day bike trip.
2. The bikers' bags are packed.
3. The members' bikes are all in good shape.
4. The days' activities are well planned.
5. The club's destination is Farview Park.

S	P
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

B. Rewrite each sentence. Use the possessive form of the word in ().

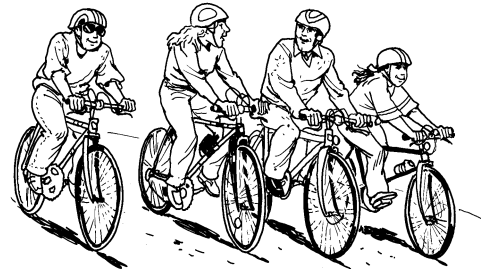
6. Farview Park is one of our (state) beauty spots.

7. The (bike trails) curves make them fun to ride.

8. The (park) two lakes are popular swimming spots.

9. Both (lakes) beaches are crowded in summer.

10. The (children) zoo is popular, too.



Appositives

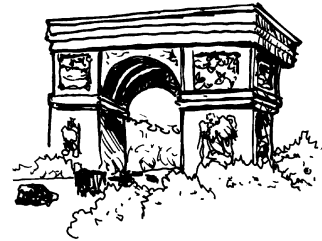
REMEMBER THE RULES

- An **appositive** is a word or group of words that identifies or explains the noun it follows.

*Paris, **a beautiful city**, is in France.*

A. Underline the appositive in each sentence. Circle the noun it identifies.

1. Juana, my favorite cousin, has just come back from France.
2. Paris, the capital of France, was the highlight of her trip.
3. She toured Notre Dame, the beautiful cathedral of Paris.
4. It is built on Ile de la Cité, an island in the River Seine.
5. This cathedral, a masterpiece of Gothic architecture, was begun in 1163.
6. The most famous landmark of Paris, the Eiffel Tower, was built in 1889.
7. This structure, an immense tower of exposed iron latticework, is 984 feet tall.
8. The Louvre, one of the world's great art museums, is also in Paris.
9. Juana, an artist herself, said she could have spent days there.
10. It is home to the "Mona Lisa," Leonardo da Vinci's masterpiece.



B. Combine the sentences by forming an appositive. Write the new sentence.

11. Paris has been the home of many artists. Paris has many art museums.

12. Juana also visited the Musée de l'Orangerie. It is another museum.

13. It houses paintings by Claude Monet. Claude Monet was an Impressionist painter.

14. The paintings are vibrant swirls of color. The paintings are of water lilies.

15. Monet was a prolific painter. Monet produced hundreds of paintings.

Combining Sentences: Nouns

REMEMBER THE RULES

- Two sentences with the same predicate but different subjects can be combined by joining the subjects with **and** or **or**.

Rebecca and Josh joined the debate club.

- Two sentences with the same predicates but different objects can be combined by linking the objects with **and** or **or**.

Sometimes Rebecca acts as panelist or moderator.

A. Underline the subjects or objects in the sentences that could be combined.

1. Michel is in my French class. Colin is in my French class.
2. Miguel speaks Spanish. Miguel speaks French.
3. Felicity will translate the poem. Collette will translate the poem.
4. French is a beautiful language. Spanish is a beautiful language.
5. I want to speak French well. I want to speak Spanish well.

B. Combine the two sentences by writing a compound subject or a compound object. Use *and* or *or*. Then write the word *subject* or *object* on the line to tell which you combined.

6. French Club will meet at 3 P.M. Spanish Club will meet at 3 P.M.

7. Students can join the French Club. Students can join the Spanish Club.

8. Maritza chooses the Spanish Club. Armand chooses the Spanish Club.

9. Colin has visited France. Colin has visited Belgium.

10. Eamon dreamed of going to Spain. Levi dreamed of going to Spain.

Mechanics and Usage: Titles of Works

REMEMBER THE RULES

- **Capitalize** the first, last, and each important word in the titles of **books, magazines, and newspapers**. Underline or *italicize* these titles.
- Put **quotation marks** around the titles of **short stories, articles, songs, poems, and chapters in a book**.

A. If the title is written correctly, write *yes* on the line. If it is not, rewrite it correctly.

1. Charlotte's web (book) _____
2. The Hartford News (newspaper) _____
3. Three days on mt. everest (article) _____
4. "America the Beautiful" (song) _____
5. The fiddler of dooney (poem) _____

B. Circle the part of the sentence that is not written correctly and rewrite it correctly on the line.

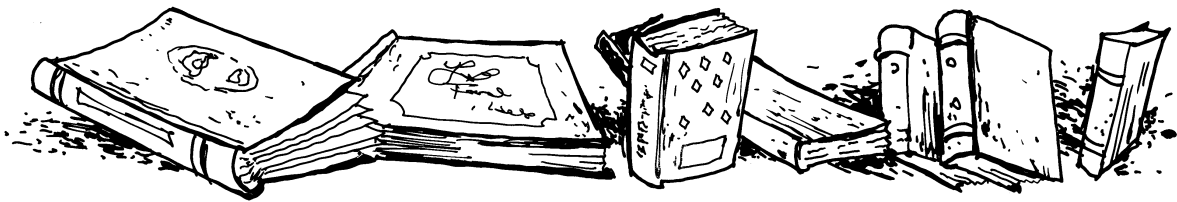
6. When Amanda won the newspaper's writing contest, she got her picture in the clarksville chronicle.

7. She wrote a poem called three steps ahead.

8. Gio was runner-up with an article called protecting our wetlands.

9. Gio wrote a short story for our school paper, the bulletin.

10. It was a funny story about a boy who couldn't stop singing If I only had a brain.



Mixed Review**REMEMBER THE RULES**

- A **possessive noun** shows ownership.
- **Singular possessive noun:** add **'s** to a singular noun. *King Tut's tomb*
- **Plural possessive noun:** add **'** to a plural noun that ends in **-s**. Add **'s** to a plural noun that does not end in **-s**. *the kings' tombs*
- An **appositive** is a word or group of words that follow a noun. It identifies or explains the noun it follows. An appositive can be used to combine two short sentences into one sentence.

King Tut was called the boy king. His tomb was discovered in 1922.

The tomb of King Tut, the boy king, was discovered in 1922.

A. Write the correct possessive form of the noun in dark type.

1. We are studying _____ ancient history. **Egypt**
2. The _____ armies captured Nubia, a kingdom to the south. **pharaoh**
3. The Egyptians soon made use of the _____ gold mines. **area**
4. I learned about the _____ knowledge of science and medicine. **Egyptians**
5. Scribes recorded this knowledge, creating the _____ first medical texts. **world**

B. Use appositives to combine the following sentences. Write the new sentences.

6. Egypt depended on the Nile. The Nile is the world's longest river.

7. Egyptians wrote with hieroglyphics. Hieroglyphics are a kind of picture writing.

8. Khufu was an Old Kingdom pharaoh. He ordered the building of the Great Pyramid.

9. Egypt became an empire. An empire is a group of lands ruled by one government.

10. Egypt had control of Kush. Kush was a wealthy kingdom to the south of Egypt.

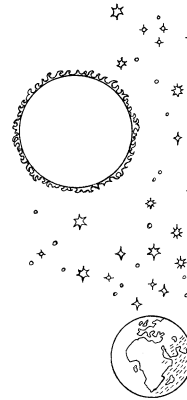
Common Errors: Plurals and Possessives

REMEMBER THE RULES

- A **plural noun** names more than one person, place, thing, or idea. Plural nouns don't have an apostrophe. Most are formed by adding *-s* or *-es*.
brothers airplanes children people boxes
- Use an apostrophe and an *-s* to form the possessive of most nouns, including singular nouns that end in *-s*. *one **brother's** idea*
- Use an apostrophe alone to form the possessive of a plural noun that ends in *-s*. *two **brothers'** dreams*

A. Underline the noun in the sentence that is described in parentheses.

1. The sun's surface is hot like most stars. (plural)
2. Most stars' light takes many years to reach us. (plural possessive)
3. The sun's light reaches earth in eight minutes. (plural)
4. The next nearest star's light takes four years to reach us! (singular possessive)
5. Earth's moon or the planets do not create their own light. (singular possessive)



B. Rewrite each sentence using the correct form of the underlined noun.

6. Other stars' temperatures' are similar to our sun's temperature.

7. The suns center is deep below its surface.

8. It's temperature is more than double the surface's temperature.

9. Hydrogens' atoms are split into protons and neutrons here.

10. The hydrogen protons' move quickly and join or fuse to form into helium atoms.

Study Skills: Parts of a Book

- The **title page** lists the title, the author, and the publisher of the book.
- The **copyright page** gives the date of publication.
- The **table of contents** lists the titles of the chapters or main sections, and the page numbers on which they begin.
- The **index** is an alphabetical list of the book's topics with their page numbers.
- The **glossary** lists special terms used in the book, along with their definitions.

Tell which part of a book you would use to find the following information.

1. Where would you find the date your social studies book was published?

2. Where would you find the author of a book your teacher is reading aloud to the class?

3. Where would you find the topic covered in the first chapter of your Language Arts book? _____
4. Where would you find the definition of the word *trade* in your social studies book?

5. Where would you find the page of your social studies book where you can read about Cleopatra? _____
6. Where would you find the number of chapters in your science book?

7. Where would you find the definition of the word *igneous* as used in your science book? _____
8. Where would you find the name of the company that published your language arts book? _____
9. Where would you find the chapter of your language arts book where you will study verbs? _____
10. Where would you find the page of your social studies book where you can read about the Civil War? _____

Vocabulary: How Language Changes

- A **compound word** is formed by joining two words. **base + ball = baseball**
- A **clipped word** is a shortened form of a longer word. **professional → pro**
- A **blended word** is a combination of two words. Usually some letters are omitted to form the new word. **breakfast + lunch = brunch**
- A **borrowed word** comes from different languages. **Tacos** – word from Mexico

A. Choose either a compound, clipped, blended, or borrowed word from the word box to complete each sentence.

suitcases	photos	outstanding	playoff	homer
overcrowded	pro	sightseeing	baseman	airplane

1. The Japanese _____ baseball team waited anxiously at the gate.
2. They had already checked their _____ at the ticket counter.
3. The press took many _____ of the team.
4. Finally, the _____ took off for Mexico City.
5. Tokyo and Mexico City are both big and, some say, _____ cities.
6. The Japanese team did quite a bit of _____ before the big game.
7. On the day of the _____ game, the stadium was filled to capacity.
8. In the fourth inning, the Japanese third _____ hit a home run.
9. In the seventh inning, the Mexican catcher hit a grand slam _____.
10. The Japanese team had an _____ last inning and won the game.

B. Write the food name from the list below after its definition. Use a dictionary if necessary.

tortellini	paella	dim sum	falafel	pirogi
------------	--------	---------	---------	--------

11. A Middle-Eastern sandwich made from fried spiced chickpeas _____
12. Chinese dumplings and other assorted tidbits served as a meal _____
13. Small Italian pasta pockets stuffed with meat or cheese _____
14. A flat Russian pastry filled with chopped meat or cabbage _____
15. A rice dish from Spain made with chicken or seafood _____

Composition: Outlining

- Use an **outline** to help you plan your writing.
- The **title** of the outline states the **topic**.
- Outlines consist of **main ideas** indicated by **Roman numerals**.
- List **subtopics** beneath each main idea. These subtopics should support the main idea and should be indicated by **capital letters**.
- Give **supporting details** under each subtopic, indicated by **numbers**.
- The ideas in the outline should be placed in a logical order. Discard any minor ideas or examples that do not relate to the main idea or subtopics.

- A.** Leslie jotted down some notes for a composition comparing two kinds of animals that make good pets. On the line, place a ✓ for her note that relates to a main idea. Write *no* for her note that should not be included in the outline or composition.

Goldfish

- _____ Goldfish
 _____ Colors and Sizes
 _____ Going fishing at the pond
 _____ Interesting to Observe

Canaries

- _____ Canaries
 _____ Appearance
 _____ Sound
 _____ Talking parrots

- B.** Use the notes above to complete the outline.

Title: _____

I. _____

_____ Appearance

1. colors

2. size

B. Sound

_____ bird songs

2. other sounds

_____ _____

_____ cleaning

2. decoration

Features of Writing That Compares

- Writing that compares explains how two things are **similar and** how they are **different**.
- Use **comparison and contrast words** to make transitions.

Read the paragraphs and answer the questions below.

A T-Rex, the largest ever found, was unearthed in the western part of the United States. On the other side of the world in Siberia, a frozen Woolly Mammoth was taken from the permafrost. The skeletons of both creatures were complete.

The T-Rex became extinct millions of years ago. The Woolly Mammoth was dated to be about 23,000 years old. The fossilized bones of the T-Rex give a partial idea of what it was like. The soft tissue of the T-Rex rotted away soon after it died. However, when the Woolly Mammoth died, it was covered with snow and frozen solid. All of its soft tissue is still intact.

After digging away 1,200 tons of dry soil from around the T-Rex skeleton, the bones were individually removed and will be re-assembled in a museum. In contrast, the entire mammoth was taken away from the discovery site in a 24-ton block of solid earth and ice. It is currently being stored in deep freeze.

1. How were the discovery of the T-Rex and the Woolly Mammoth alike?

2. What is the main reason why the two discoveries were so different?

3. What were the location, age, and condition of each discovery?

	T-Rex	Woolly Mammoth
location	_____	_____
age	_____	_____
condition	_____	_____

4. How did the author organize the comparison? _____

5. Name two contrast words or phrases used in the paragraphs. _____

Prewrite: Writing That Compares

Writing that compares shows how two things are similar and how they are different. You can explain something unfamiliar to your reader by comparing it to something familiar. You can also contrast two subjects, using the differences to persuade your audience to understand your point of view.

A chart is a good tool to use when planning to compare two things. After you brainstorm some ideas about what you want to compare, list similarities and differences on the chart.

SIMILARITIES AND DIFFERENCES CHART	

CHECKLIST

- Did you think about your purpose and audience?
- Did you make a list of similarities and differences?
- Do you need to do more research to add to the chart?

Revise: Writing That Compares

Help improve and **revise** your writing by expanding details so they give more information. It will make your writing clearer and more interesting.

Read the list evaluating individual and team sports. Use another piece of paper to revise the writing below by adding information from the list.

All sports provide healthy exercise.
Both kinds of sports involve competition.
Teams share responsibility for wins and losses.
Individuals take full responsibility for each win and loss.
A team is a social experience; learn to cooperate with others.
An individual sport is a solitary experience; learn self-reliance.
Both help you set and accomplish personal goals.
Both allow you to develop physical and mental skills.

Individual vs. Team Sports

Participants in sports have to make an important decision.

Should he or she join a team or play an individual sport? Each choice is a good one. _____

Both kinds of sports help you set and accomplish personal goals _____.

On one hand, people who enjoy social experiences will get more out of a team sport. _____

_____ On the other hand, an individual sport is a solitary experience. _____

All athletes face competition. Team members get to share responsibility for wins and losses. _____

Proofread: Writing That Compares**PROOFREADING MARKS**

¶ new paragraph

^ add

↪ take out

≡ Make a capital letter.

/ Make a small letter.

sp Check the spelling.

⊙ Add a period.

After you revise your comparison, **proofread** it to correct any errors. Correct capitalization and punctuation errors. Add indents where needed. Use a dictionary to help check spelling, and combine sentences where appropriate.

A. Read the following comparison about two presidents of the United States. Use the proofreading marks to mark any errors you find.

This report tells about President George Washington. This report tells about President Abraham Lincoln. Like all good leaders, each of these men had leadership experience before he became president.

George Washington's background was in the military. Because of his army troops' efforts, the American colonies won their freedom from Britain. On the other hand, Abraham Lincoln's background in law made him an eloquent spokesperson before he ran for the presidency in 1860.

Although these men lived at different times, they both held office. Washington commanded the Continental Army that won the American Revolution in 1783. Similarly, the Union army under Lincoln won the Civil War in 1865.

B. On another sheet of paper, use the corrections you marked to rewrite these paragraphs.

Action Verbs

REMEMBER THE RULES

- An **action verb** expresses action. It tells what the subject of the sentence does or did.

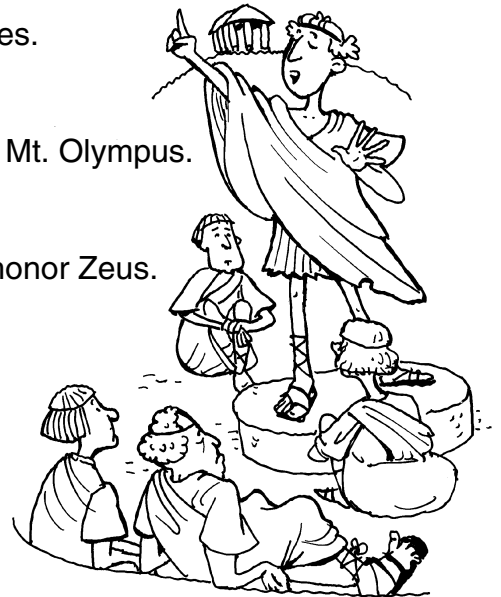
*We **read** about ancient Sparta.*

A. Underline the action verb in each sentence. Then write it on the line.

1. In ancient Sparta, boys trained to become soldiers. _____
2. They practiced sports, too. _____
3. Girls also learned sports. _____
4. They played ball games. _____
5. Athenian girls stayed at home. _____
6. They helped their mothers with household duties. _____
7. They wove cloth from sheep's wool. _____
8. Athenian boys worked with their fathers in the fields. _____
9. They studied reading and writing, too. _____
10. Today tourists visit many Greek sites. _____

B. Circle the action verb that completes each sentence.

11. Ancient Greeks _____ in many gods and goddesses.
truth believed help
12. According to their religion, the god Zeus _____ on Mt. Olympus.
life lived goddess
13. Greeks from every city-state _____ at temples to honor Zeus.
gathered people religion
14. In Athens, people _____ the goddess Athena.
festival god honored
15. Each summer, they _____ a festival in her honor.
held winter special



Direct and Indirect Objects

REMEMBER THE RULES

- A **direct object** is a noun or a pronoun in the predicate that receives the action of the verb.

*Billy threw the **ball**.*

- An **indirect object** is a noun or pronoun in the predicate that answers the question *to what? for what? to whom? or for whom?* after an action verb.

*Billy threw **Nancy** the ball.*

A. Underline the direct object in each sentence.

1. One Saturday, Neelie, Ted, and Luis hiked Overlook Mountain.
2. They climbed the trail to the top of the hill.
3. Luis carried binoculars with him.
4. Neelie brought her bird book along.
5. The three friends ate lunch near the summit of the mountain.
6. Luis had brought some grapes as part of his lunch.
7. He gave his friends grapes, too.
8. Suddenly, Ted gave a loud shout.
9. He had seen something!
10. He'd spotted a hawk in the sky overhead.



B. Tell whether the underlined word is a direct object or an indirect object. Check **DO** for direct object and **IO** for indirect object.

- | | DO | IO |
|--|--------------------------|--------------------------|
| 11. Excitedly, Neelie checked the bird <u>book</u> . | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Soon she found a <u>picture</u> . | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. She showed <u>Luis and Ted</u> the illustration. | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Luis handed <u>Ted</u> the binoculars. | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Finally the friends identified the <u>bird</u> as a rough-legged hawk. | <input type="checkbox"/> | <input type="checkbox"/> |

Verb Tenses

REMEMBER THE RULES

- **Present-tense** verbs tell an action that is happening now.

*The story of the calendar **is** very interesting.*

- **Past-tense** verbs tell an action that has already happened.

*The word September **came** from the Latin word meaning “seventh.”*

- **Future-tense** verbs tell an action that will happen.

*Tomorrow we **will learn** more facts about the calendar.*

A. Circle whether the underlined verb is in the **present**, **past**, or **future** tense.

- | | | | |
|--|----------------|-------------|---------------|
| 1. We <u>use</u> a twelve-month calendar. | present | past | future |
| 2. The Roman calendar <u>existed</u> with ten months. | present | past | future |
| 3. December <u>comes</u> from a word that means “ten.” | present | past | future |
| 4. The old calendar <u>contained</u> several errors. | present | past | future |
| 5. Julius Caesar <u>made</u> changes in the calendar. | present | past | future |
| 6. He <u>added</u> a leap year every fourth year. | present | past | future |
| 7. He <u>named</u> his calendar the “Julian calendar.” | present | past | future |
| 8. The calendar <u>included</u> too many leap years! | present | past | future |
| 9. I <u>will read</u> today’s date on my calendar. | present | past | future |
| 10. Do you <u>have</u> a new calendar? | present | past | future |

B. Write whether the underlined verb is in the present, past, or future tense.

- In 1582 Pope Gregory made more changes to the calendar. _____
- Now leap years occur only in years exactly divisible by four. _____
- Mr. Hunt will show us a leap-year calendar. _____
- We correctly guessed the leap years. _____
- This calendar will last through the centuries. _____

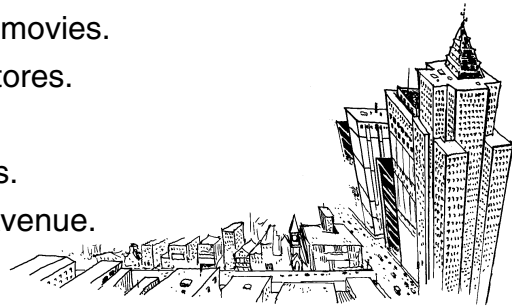
Subject-Verb Agreement

REMEMBER THE RULES

- A **singular subject** takes a **singular verb**.
*Joe **enjoys** visiting the museum.*
- A **plural subject** takes a **plural verb**.
*Bess and Lisa **enjoy** going with him.*
- In compound subjects joined by *or*, *either...or*, or *neither...nor*, the verb agrees with the subject part nearest to it.
*Neither Joe nor Lisa **enjoys** taking the subway, however.*

A. Underline the verb in parentheses which agrees with the subject of the sentence.

1. My cousin Mark (live, lives) in New York City.
2. Mark and his sister Lisa (enjoy, enjoys) visiting the Museum of Natural History.
3. They often (go, goes) there on Saturdays.
4. I (visit, visits) my cousins often.
5. Sometimes Mark or Lisa (take, takes) me to the movies.
6. Other times, we (browse, browses) in old bookstores.
7. We all (love, loves) to walk wherever we can.
8. Neither my cousins nor I (prefer, prefers) the bus.
9. The Museum of Modern Art (is, are) near Fifth Avenue.
10. The exhibits there (fascinate, fascinates) me.



B. Rewrite the sentence, using the correct form of the verb in parentheses. The subject is underlined for you.

11. My cousins (know) the city very well.
- _____

12. They often (go) to Chinatown to eat.
- _____

13. Either Mark or Lisa (think) of it first.
- _____

14. The other one soon (agree).
- _____

15. The color and bustle of the streets in Chinatown (intrigue) me.
- _____

Main Verbs and Helping Verbs

REMEMBER THE RULES

- The **main verb** in a verb phrase shows what a subject does or is.
- A **helping verb** helps the main verb to show an action.

Joey is getting his canoe ready.

main verb: *getting* **helping verb:** *is*

A. Circle the main verb in each sentence. Underline the helping verbs.

1. We are planning a trip for May.
2. We will explore the Great Swamp, a wetlands near the school.
3. We might use both canoes and kayaks.
4. I have read a lot about wetlands.
5. Wetlands should be protected.
6. Mrs. Keasbey will come with us.
7. She will show us a beaver dam.
8. We may see some unusual birds, too.
9. I have seen an egret there.
10. Joey has spotted a great horned owl there several times.

B. Rewrite each verb phrase, using the correct form of the verb in parentheses.

11. Tammy (is, are) bringing her camera.

12. She and Lisa (is, are) photographing some wildflowers.

13. We (has, have) seen wild irises in the swamp.

14. They (are, was) blooming now.

15. I (is, am) looking forward to this trip!

Mechanics and Usage: Commas

REMEMBER THE RULES

Use a comma:

- after **introductory words** and **phrases**.
- to set off a **direct quote**, an **appositive**, or an **interrupter**.
- after the **greeting** and **closing** in a friendly letter.
- between the **day** and the **year** in dates.
- between the names of cities and states in an **address**.
- to separate words in a **series**.

A. Add commas where needed in the sentences.

1. Kathy my friend landed in Ireland on August 15 2000.
2. Kathy visited the cities of Galway Dublin Enniskillen and Belfast.
3. On her first day in Dublin she toured Trinity College.
4. From Enniskillen she visited Devenish Island the site of an ancient monastery.
5. Belfast the capital of Northern Ireland was her last stop.

B. Rewrite the following as a letter on the lines below, using commas where necessary.

6. August 22 2000
7. Dear Tanya
8. Here I am in Dublin Ireland.
9. Tonight I will see a play at the Abbey Dublin's famous theater.
10. Your friend Kathy

At Home: Write a letter about a place you've visited. Include a date and the name of a city and state.

Mixed Review**REMEMBER THE RULES**

- An **action verb** tells what the subject of the sentence does or did.

*Did St. Columba **see** the Loch Ness monster?*

- **Present tense** verbs tell what is happening now.

*Some **tell** tales of a monster in the lake.*

- **Past tense** verbs tell what has already happened.

*In 1933 a man and woman supposedly **saw** a monster.*

- **Future-tense** verbs tell what will happen.

*Someday I **will go** to Loch Ness.*

- The **subject** and the **verb** of a sentence must agree.

- A **singular subject** takes a **singular verb**.

*My cousin **thinks** the monster is a hoax.*

- A **plural subject** takes a **plural verb**.

*Many people **think** there is something there, however.*

- A.** Draw a line under the action verb in each sentence. Then, on the line, write whether the verb is in the *present*, *past*, or *future* tense.

1. According to Jesse, Lisa saw a strange sight. _____
2. Some people claim to have seen it, too. _____
3. One man took a picture of it. _____
4. In the fuzzy picture you can see a creature with a long neck. _____
5. The picture was later discovered to be a fake. _____

- B.** Choose the present-tense verb in parentheses that agrees with the subject of each sentence. Write it on the line.

6. Many people (visit, visits) the science museum each year. _____
7. Some (hope, hopes) to see unusual things. _____
8. Janna and her brother (read, reads) mostly science books. _____
9. Neither Janna nor Todd (like, likes) the insect exhibit. _____
10. However, many children (enjoy, enjoys) the invention hall. _____

Progressive Forms

REMEMBER THE RULES

- The **present progressive** form of a verb describes an action that is still going on.

*I **am reading** a science-fiction book about UFOs.*

- The **past progressive** form of a verb describes an action that was in progress sometime in the past.

*I **was reading** when the doorbell rang.*

A. Tell whether the underlined verb phrase is in the **present-progressive** form or the **past-progressive** form. Circle your answer.

- | | | |
|---|----------------------------|-------------------------|
| 1. I <u>am telling</u> my friends a story. | present progressive | past progressive |
| 2. They <u>are listening</u> attentively. | present progressive | past progressive |
| 3. Last night my family <u>was watching</u> television. | present progressive | past progressive |
| 4. We <u>were enjoying</u> our favorite comedy. | present progressive | past progressive |
| 5. In the show, aliens from another planet <u>are visiting</u> Earth. | present progressive | past progressive |
| 6. Everyone in my family <u>was laughing</u> at the show. | present progressive | past progressive |
| 7. Suddenly the doorbell <u>was ringing</u> . | present progressive | past progressive |
| 8. A little green man <u>was standing</u> there. | present progressive | past progressive |
| 9. Now my friends <u>are laughing</u> at me. | present progressive | past progressive |
| 10. I <u>am protesting</u> my innocence. | present progressive | past progressive |

B. Rewrite each sentence using the verb in parentheses. Use the form that is noted in the .

11. present-progressive Now I _____ to keep a straight face. (try)
12. past-progressive I _____ to be insulted. (pretend)
13. present-progressive But I _____ too hard. (laugh)
14. present-progressive My friends _____, too. (laugh)
15. past-progressive Last night we _____ the same show. (watch)

Perfect Tenses

REMEMBER THE RULES

- The **present-perfect** tense of a verb tells about an action that began in the past and is still happening.

I have enjoyed the water since I was little.

- The **past-perfect** tense of a verb describes a past action that happened before another past action.

I had learned to swim when we lived in Florida.

- A.** Tell whether the underlined verb is in the present-perfect tense or the past-perfect tense. Circle your answer.

1. I have wanted to learn scuba diving for a long time.
present-perfect past-perfect
2. I had heard of pearl divers who stayed under water for long periods.
present-perfect past-perfect
3. Pearl divers in the Persian Gulf have dived without special equipment for centuries.
present-perfect past-perfect
4. The invention of the aqualung by Jacques Cousteau has changed the way people dive.
present-perfect past-perfect
5. This invention has made it possible for thousands of people to dive as a hobby.
present-perfect past-perfect

- B.** Rewrite each sentence using the verb in parentheses. Use the form that is noted in the .

6. present-perfect Divers _____ to use diving suits. (continue)
7. present-perfect Divers who work on oil rigs _____ special equipment. (require)
8. past-perfect In the past, divers _____ that diving suits were awkward and expensive. (complain)
9. past-perfect Back then, divers _____ to decompress before they came to the surface. (need)
10. present-perfect New technology _____ this, making decompression time unnecessary. (change)

Linking Verbs

REMEMBER THE RULES

- A **linking verb** links the subject of a sentence to a noun or an adjective in the predicate.

*Mac **is** my cat.*

- A **predicate noun** follows a linking verb and renames or identifies the subject.

*He **is** a great **hunter**.*

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

*He **is** **curious** about everything.*

- A.** Underline the linking verb in each sentence. Circle the predicate noun or the predicate adjective.

1. Mac seems eager to go outside.
2. The moon is bright tonight.
3. This cat is a mouser.
4. He grows restless when the moon is full.
5. He is curious about every sound.
6. Every sense is alert.
7. His ears are attentive to every rustle in the grass.
8. His eyes are watchful.
9. His muscles are taut.
10. He is ready to pounce.



- B.** Underline the verb in each sentence. If it is an action verb, write *AV* on the line. If it is a linking verb, circle the predicate noun or predicate adjective in the sentence, and write *PN* or *PA*.

11. Last night he caught a field mouse. _____
12. It was brown with delicate white paws. _____
13. I felt sorry for the mouse. _____
14. Suddenly, it squeaked loudly at Mac. _____
15. Mac was surprised enough to let go. _____

Irregular Verbs

REMEMBER THE RULES

- **Irregular verbs** do not add *-d* or *-ed* to form the past tense and past participles.

*He **drove** to the lake. He **has driven** to the lake.*

- The best way to learn irregular verbs is to memorize them.

A. Underline the form of the verb that correctly completes each sentence.

1. Samuel has (gone, went) to the lake.
2. He has (drove, driven) there many times.
3. He (gone, went) there last year after the hurricane.
4. Samuel had not (knowed, known) if there was any damage.
5. He had (saw, seen) that a large tree was down.

B. Write the correct form of the verb in parentheses that completes each sentence.

6. Samuel has (take) supplies with him this time. _____
7. He had (throw) out everything last time. _____
8. The food supplies had (go) bad without refrigeration. _____
9. Samuel has (drive) to the lake in every season. _____
10. He has (swim) there at dawn and in the rain. _____
11. Samuel (take) many photographs at the lake. _____
12. He has (make) collages and drawings from them. _____
13. He has (write) stories to go with his photographs, too. _____
14. He has (show) his work in an exhibition. _____
15. His parents have (fly) in to see the show. _____

More Irregular Verbs

REMEMBER THE RULES

- **Irregular verbs** do not add *-d* or *-ed* to form the past tense and past participles

*I have **thought** of a story to tell you.*

- The best way to learn irregular verbs is to memorize them.

A. Decide which verb form correctly completes each sentence. Write the entire verb phrase on the line.

1. Joe thought the storm had (go, gone) past them. _____
2. In the morning, he discovered the wind had (blown, blew) down several trees. _____
3. One falling tree had (caught, catched) the phone lines. _____
4. As it fell, it (tore, torn) those down, too. _____
5. He has not (spoke, spoken) to his friends in two days! _____

B. Write the correct form of the verb in parentheses that completes each sentence.

6. Last year a winter storm had (bring) ten inches of snow. _____
7. We had (choose) to spend a weekend at the lake. _____
8. We had not (know) a storm was on the way. _____
9. We (awake) early. _____
10. The pipes had (freeze) during the night. _____
11. The ice had (bring) down the power lines. _____
12. The wind had (sink) the rowboat, too. _____
13. Soon we had (drink) all the bottled water. _____
14. We have never (forget) that weekend. _____
15. It has (teach) us a lesson we will always remember. _____

Mechanics and Usage: Contractions with *Not***REMEMBER THE RULES**

- A **contraction** is a shortened form of two words.
- Many contractions are formed by combining a verb with *not*. *has not*
- An **apostrophe** shows where the letter *o* has been left out *hasn't*

A. Underline the contraction in each sentence. Then write the two words that make up the contraction.

1. Sondra doesn't know about the art project. _____
2. Since she was ill, she wasn't in school today. _____
3. She can't bring in the supplies she needs to get started. _____
4. She won't be pleased to be unprepared. _____
5. She is a good friend, so I wouldn't
mind calling her. _____
6. This project isn't easy. _____
7. Perhaps we didn't read the
directions carefully. _____
8. The directions weren't written
very well. _____
9. You shouldn't have mixed those two ingredients. _____
10. I couldn't have known this would happen. _____



B. Rewrite each sentence. Replace the words in parentheses with a contraction.

11. We (would not) have mixed them if we had known. _____
12. (Is) this (not) a big mess? _____
13. We (cannot) leave it like this. _____
14. I (have not) got a mop. _____
15. You (are not) going to make me clean it by myself, are you? _____

Mixed Review

REMEMBER THE RULES

- **Present-progressive verbs** express action that is continuing right now.
Kenna is learning to paint with oils.
- **Past-progressive verbs** express action that was continuing in the past.
She was painting outside this morning.
- **Present-perfect verbs** express action that began sometime in the past and is still going on. *She has wanted to use oils for a long time.*
- **Past-perfect verbs** tell of a past action that occurred before another past action.
She had learned to use pastels before her tenth birthday.
- **Linking verbs** do not show action. Instead, they tell what someone or something is or was. They link the subject noun with a **predicate noun**, **predicate pronoun**, or a **predicate adjective**. *Already Kenna is an artist. She is talented.*

A. Write the helping verb or linking verb that best completes each sentence. Then write what kind of verb it is: *present progressive, past progressive, present perfect, or past perfect.*

1. Kenna _____ always talking in class. _____
2. Kenna _____ not wanted to get into trouble. _____
3. She _____ learned her lesson, however. _____
4. She _____ apologized for talking. _____
5. Kenna _____ a very talented artist. _____

B. Underline the linking verbs. Circle the predicate noun (PN) or predicate adjective (PA), and write *PN* or *PA* to tell which it is.

6. Kenna seems delighted. _____
7. Her parents are proud of her talent. _____
8. Her father is a sculptor, you know. _____
9. Mrs. Green is a well-known painter in our area. _____
10. She was happy to discover a talented student. _____

Common Errors: Subject-Verb Agreement

REMEMBER THE RULES

- A singular subject agrees with a singular verb. A plural subject agrees with a plural verb. *The rhythm of the words **attracts** some people to poetry.*
- When a sentence begins with *here* or *there*, use a verb that agrees with the subject that comes after the verb. *Here is a list of famous poets.*
- Use a plural verb with a compound subject that is joined by *and*.
*Shakespeare and T.S. Eliot **were** great poets.*
- When the compound subject is joined by the conjunctions *or* or *nor*, make the verb agree with the subject that is closer to it.
*Neither Beowulf nor The Song of Roland **has** a known author.*

A. Write the correct form of the verb in parentheses that will complete the sentence.

1. Poems (attract, attracts) people with their sound and rhythm. _____
2. The strong rhythm of nursery rhymes (delight, delights) most children. _____
3. A child (match, matches) his movements to the words of a rhyme. _____
4. Millions of people (enjoy, enjoys) the poetry of Mother Goose. _____

B. Rewrite each sentence, changing the incorrect verb to agree with the subject.

5. Poets expresses their feelings through colorful words.

6. Poems creates mental images that convey a poet's feelings.

7. The listeners or the reader understand how the poet felt.

8. The ode are a type of lyric poetry filled with high praise and noble feeling.

9. Narrative poems tells a story.

10. Epics and ballads provides examples of narrative poems.

Study Skills: Print Resources

The reference section of your library contains many **print resources** to help you in your research.

- A **thesaurus** lists words with similar meanings (synonyms) or opposite meanings (antonyms).
- A **dictionary** lists words in alphabetical order and gives information such as pronunciation, meaning, etymology, and part of speech.
- An **encyclopedia** is a set of books containing articles on people, places, things, ideas, and events.
- An **almanac** contains current information on important people, places, and events. The information is often given in charts and graphs.
- The **Readers' Guide to Periodical Literature** is an alphabetical list of topics, and magazine articles about those topics. The listing gives the name of the magazine, the date and the page numbers.
- A **How-to Book** or **Instructional Manual** tells how to do something.

Suppose you are doing a report on hurricanes. Tell which resource would be best to give you the following information you need for your report.

1. a list of hurricanes in 1999 _____
2. the effect hurricane Floyd had on North Carolina in 1999

3. the etymology of the word *hurricane* _____
4. an explanation of how hurricanes develop _____
5. synonyms for the word *hurricane* _____
6. the most devastating hurricanes in the last ten years _____
7. a list of hurricane names to be used next year _____
8. how hurricanes are forecast and tracked _____
9. the strongest hurricane wind ever reported _____
10. a map showing the area of Florida affected by hurricane Andrew in 1992

At Home: Make a list of three questions you have about hurricanes or another topic. Tell which resource you would use to find the information.

Vocabulary: Prefixes and Suffixes

- A **prefix** is a word part added to the beginning of a base word.
 - pre-** means “before” **ex-** means “out” **in-** means “without”
 - un-** means “not” **re-** means “back” **sub-** means “lower”
 - tri-** means “three” **mis-** means “wrongly” **inter-** means “between”
- A **suffix** is a word part added to the end of a base word.
 - er, -or** means “one who” or “that which” **-ment** means “act,” “condition”
 - ly** means “like in nature” **-ful** means “full of”
 - less** means “without” **-tion** means “act,” “state of”
- Both prefixes and suffixes change the meaning of words.

A. Write the prefix or the suffix to complete the word in each sentence.

1. Bones of _____ historic dinosaurs have been found all over the world.
2. But fossil evidence of dinosaur's soft tissue is almost _____ existent.
3. Imagine the excite _____ caused by the discovery of baby dinosaur fossils!
4. The site of this discovery is in an _____ populated region of Argentina.
5. Amazing _____, tiny dinosaur embryos were found in many of the eggs.

B. Select a base word from the word box to complete each sentence. Then add a prefix or suffix to the word.

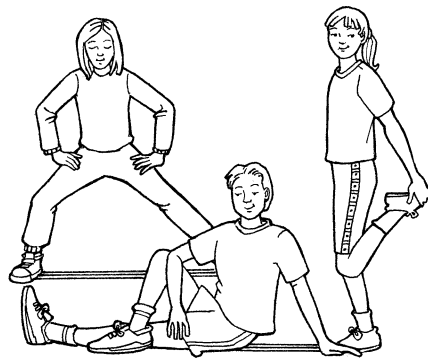
probable	dates	clear	hunt	rough	place	use
----------	-------	-------	------	-------	-------	-----

6. A fossil of the first bird, Archaeopteryx, _____ shows this animal had wings.
7. The extinction of the dinosaurs _____ man by millions and millions of years.
8. The agile Compsognathus was _____ the size of a chicken.
9. The close _____ of fossilized dinosaur eggs suggests that the animals traveled in herds and were highly social.
10. A child who loves dinosaurs can grow up to be a dinosaur _____.

Composition: Organization

- **Spatial descriptions** describe how things are arranged. For example, spatial descriptions could use words such as *left, right, above, near, in front, or outside*.
- To help set up an organized sequence of steps, use **time-order** words such as *first, next, then, before, and after*.
- When events occur because of the effect of some action, use **cause and effect** words, such as *caused and because*.

A. Write *spatial description, cause and effect, or time-order word* to describe each underlined word.



1. There are a few things to remember before you begin a jog. _____
2. Stretch your muscles because that will help to prevent injury as you jog. _____
3. You can lean to the left or right with your feet in place. _____
4. Next, you can do deep knee bends or jumping jacks. _____
5. A good jog causes you to feel good and maintain your health. _____

B. Complete each sentence with a word from the box that shows how the sentence is organized. Use each word just once. Not all the words in the box are used.

under because right after finally above caused

6. When the jogging path divides into two paths, go _____.
7. You will enjoy running _____ the tall, towering pine trees.
8. _____ you reach the one-mile mark, the jog gets easier.
9. You know you have almost reached your goal _____ you will see another mileage sign.
10. _____, you have succeeded in running a three-mile jog!

Features of Explanatory Writing

- A writer sometimes describes **cause-and-effect** relationships to explain steps in a process.
- Clear **details** in explanatory writing makes the process easier to understand.
- Using **spatial words** and phrases, such as *under* or *next to*, may help to tell how something works.

Read the following and answer the questions.

The process of making maple syrup hasn't changed much since Native Americans discovered how to do it hundreds of years ago. You can make maple syrup, too. In the early spring, when the sap is running, drill a 1/2 inch diameter hole, about 3 inches deep, in the sugar maple tree. Hammer a specially made sugaring spout into the tap hole. Make a hole in an old plastic milk jug, just above the handle, big enough for the spout to fit through. Then hang the jug on the spout. Leave the lid on the bottle to keep foreign objects out of the sap. Be sure not to leave sap out too long in the sun, as it will spoil.



After you have collected enough sap, build a quick-burning fire between two rows of cinder blocks. Then, place your evaporating pan over the fire and pour in the sap. Do not fill it too full. Boil the sap. Remember it takes 10 gallons of sap to make one gallon of maple syrup. When it is the right consistency and temperature (7° F above the boiling point for water), pour the hot sap through a strainer and into a sterile container to cool. Cap it quickly. Maple syrup can be stored for a long time, if kept in a cool place.

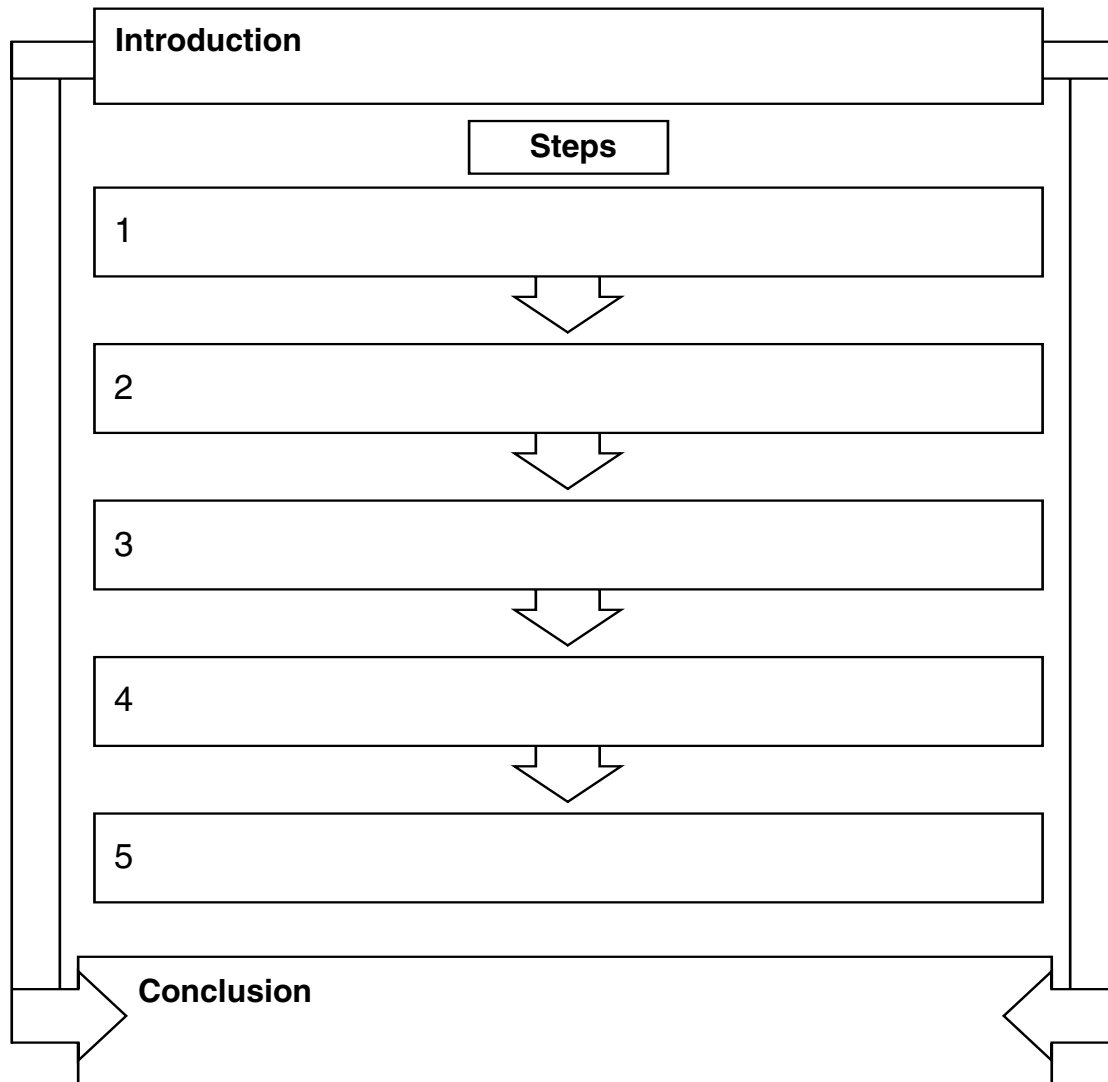
1. What time of year is maple syrup made? _____
2. What will happen if you leave sap out in the sun? _____
3. If you boil sap long enough, what happens to it? _____

4. How much sap do you need to make 3 gallons of syrup? _____
5. What are some spatial words the writer uses in the directions for making maple syrup? _____

Prewrite: Explanatory Writing

Explanatory writing can tell the reader how to do something. When you write an explanation, you often share a process that you know how to do. The purpose of explanatory writing is to explain how to do something by describing the process, step by step.

Pretend that you are writing the chapter of a student's how-to book. When you choose your how-to topic, complete the blocks in the diagram with the steps of the process you are explaining in order.



CHECKLIST

- Did you choose a project or a skill that can be explained to others?
- Have you made a list of the steps in the process?
- Have you checked that the steps are organized in correct order?

Revise: Explanatory Writing

When you elaborate or **revise** in an explanatory article, you add important details and ideas that might be needed to clarify the steps of the process.

- A.** Read the explanation of how to do an experiment related to static electricity. Add more details to clarify the steps and the order to be followed.

blow up two balloons	step away and observe
let hand raise balloon	balloons touch (attract)
because of unlike charges	rub balloons with something
tie about three feet of string to	made from wool
each balloon	step away and observe
tie string ends on a hanger and	
let balloons hang down	

Here is a way to see how static electricity can attract and repel objects. First, blow up _____ balloons. Put your hand near a balloon and watch the balloon cling to it. This occurs because your hand is neutral, while the balloon is charged from being blown up. Next, tie a piece of string _____ to each balloon, and tie the string ends to a hanger. _____.

Suspend the hanger so the two balloons dangle freely. _____
_____. You'll see that they become attracted to each other and touch.

Now, it's time to make the balloons repel each other by creating charges of static electricity on each balloon. _____
_____.

The balloons repel each other and move apart.

- B.** Use the changes you marked to rewrite the directions on another piece of paper.

Proofread: Explanatory Writing**PROOFREADING MARKS**

¶ new paragraph

^ add

↪ take out

≡ Make a capital letter.

/ Make a small letter.

Ⓢ Check the spelling.

⊙ Add a period.

After you revise your explanatory writing, you will need to **proofread** it to correct any errors. Use commas where needed. Check for spelling errors. Make sure subjects and verbs agree and verb tenses are correct. End each sentence with correct punctuation.

A. Read the following paragraphs from an explanation. Use the proofreading marks from the box to mark any errors you find.

How to Make a Rainbow

You need these materials: a sheet of white paper, a clear prism (made of glass or plastic), partially filled with water.

1. First, find a spot at the window where the sun is shining.
2. Ask someone to hold the sheet of paper flat in that spot.
3. Next, hold the glass over the paper so that a beam of light travels through the glass and water onto the paper.

What do you see. Actually, you see white light also called clear light that has been bent and separated. The light bent twice as it entered the glass and then exits onto the paper. It separated into the colors of the rainbow because white light is really a blend of rainbow colors

Adjectives

REMEMBER THE RULES

- **Adjectives** modify nouns or pronouns. They may appear before or after the nouns they modify.

Fascinating events occur in history.

- **Predicate adjectives** modify nouns or pronouns in the subjects of sentences. They come after linking verbs.

The people I am reading about were *important*.

A. Circle the adjectives in the following sentences.

1. Queen Elizabeth I was one of England's most popular and powerful monarchs.
2. She had a long reign, from 1558 to 1603.
3. Elizabeth was intelligent and well-educated.
4. She sometimes surprised foreign ambassadors by speaking to them in their native language.
5. She knew several modern languages as well as classical Latin.



B. Underline the adjectives. Then write each adjective with the noun it modifies.

6. Elizabeth had an excellent understanding of human character.

7. During her reign, England was torn by religious differences.

8. Elizabeth was a moderate Protestant.

9. She took a middle road between extremists during her reign.

10. The greatest threat to England came from the Spanish fleet.

Articles: *a, an, the***REMEMBER THE RULES**

- The articles ***a, an,*** and ***the*** are special adjectives.
- Look at the word that follows the article and the noun the article modifies to decide which article to use.

an event

vowel sound

a competition

consonant sound

the events

plural nouns

*the competitions***A. Underline the articles in the sentences below.**

1. The Olympics were an ancient sports festival first held in Greece.
2. According to the earliest records, only one athletic event was held in the ancient Olympics.
3. This was a foot race of about 200 yards, or the length of the stadium.
4. For the ancient Greeks, the Games were a way of saluting the gods.
5. Today the Games honor the best athletes of the many competing nations.

**B. Choose the correct article in the parentheses that correctly completes each sentence.**

6. (A, An, The) ancient Olympic Games ended around (a, an, the) fifth century A.D.
7. In 1896, (a, an, the) Olympic Games were revived.
8. Baron de Coubertin, (a, an, the) French nobleman, helped organize (a, an, the) modern Olympic movement.
9. He convened (a, an, the) international sports congress in June 1894.
10. (A, An, The) U.S. team dominated (a, an, the) track and field events, winning nine of (a, an, the) twelve events.

At Home: Copy two sentences from a magazine or newspaper. Circle the articles.

Demonstrative Adjectives

REMEMBER THE RULES

Demonstrative adjectives point out particular persons or objects.

- **This** and **that** are demonstrative adjectives that point out singular nouns.

*This book came from **that** library.*

- **These** and **those** are demonstrative adjectives that modify plural nouns.

***These** magazines are sold in **this** store.*

- **This** and **these** point out nouns that are nearby.

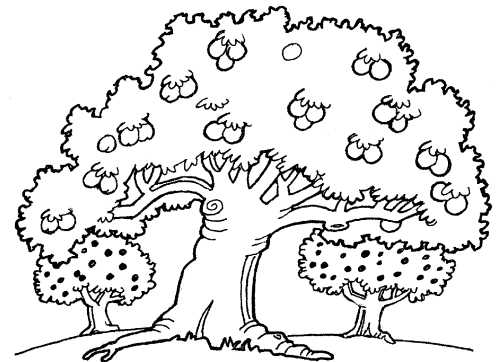
***This** apple is delicious. **These** apples are also delicious.*

- **That** and **those** point out nouns that are farther away.

***That** apple came from **those** trees over there.*

- A.** Circle the demonstrative adjective in each sentence. Then draw an arrow to the noun it modifies.

1. This tree has been here for many years.
2. All of these trees are special varieties.
3. My grandfather planted that apple orchard.
4. Some of those trees are older than my father.
5. We planted a new tree this year.



- B.** Underline the correct demonstrative adjective to complete each sentence. Then write it on the line.

6. I planted (this, these) vegetable garden. _____
7. (These, Those) tomatoes here are an unusual color. _____
8. (Those, These) over there are Brandywine tomatoes. _____
9. What are (these, those) little peppers here? _____
10. (Those, That) is a haba ero, a very hot pepper! _____

Mechanics and Usage: Proper Adjectives

REMEMBER THE RULES

- **Proper adjectives** are made from proper nouns.
- **Proper adjectives** begin with capital letters.

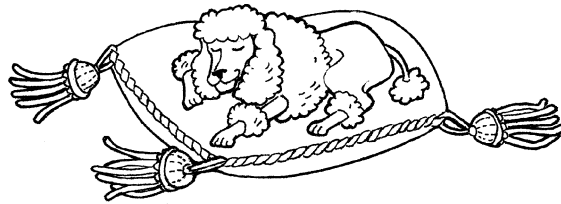
*My sister has a **Siamese** cat.*

A. Write the proper adjective and the proper noun from which it is made.

1. My cousin breeds German shepherds. _____
2. I would prefer to own an Irish wolfhound. _____
3. A Scottish deerhound is a nice dog, too. _____
4. Have you ever seen a Mexican hairless? _____
5. Jim's English setter's name is Blue. _____

B. Rewrite each sentence.

Capitalize the proper adjective.



6. My aunt has a french poodle.

7. It sleeps on an italian silk pillow.

8. It gets along well with her persian cat.

9. My aunt has many english antiques in her living room.

10. She has a chinese vase in the hall, too.

Mixed Review**REMEMBER THE RULES**

- **Adjectives** modify nouns or pronouns. They may appear before or after the nouns they modify.
- **Predicate adjectives** modify nouns or pronouns in the subjects of sentences. They come after linking verbs.

The Renaissance period was fascinating.

- **This** and **that**, **these**, and **those** are demonstrative adjectives. **These** and **those** modify plural nouns. **This** and **these** point out nouns that are nearby. **That** and **those** point out nouns that are farther away.
- **A**, **an**, and **the** are special adjectives called **articles**.

A. Underline the adjectives and articles in the following sentences. Write PA over predicate adjectives.

1. During the Renaissance, artists and scholars were curious.
2. Some people questioned old beliefs.
3. Many people became concerned.
4. They said some artists and scholars were too worldly.
5. They thought the Church had become too rich.

B. Circle the correct word to complete each sentence.

6. (This, Those) movement brought reform to the Church in Rome.
7. All of (these, those) books here are biographies of Martin Luther.
8. (These, Those) books on the top shelf are about a ruler of England.
9. I know who (this, that) king was—Henry VIII.
10. It must have been exciting to live during (that, this) time.

Comparative and Superlative Adjectives

REMEMBER THE RULES

- **Comparative adjectives** compare two things. A comparative adjective is made by adding *-er* to most adjectives.

*My research report is two pages **longer** than Jon's.*

- **Superlative adjectives** compare more than two things. A superlative adjective is made by adding *-est* to most adjectives.

*Heidi's research report is the **longest** in the class.*

- **Spelling changes** may be needed when comparative and superlative endings are added to adjectives. *busy busier busiest*

A. Circle the comparative or superlative adjective in each sentence. On the line, write the things that are being compared.

1. Stonehenge is one of the oldest structures in England.

2. It is one of the strangest, too.

3. It is older than the Avebury Circle, a similar stone circle.

4. Stonehenge is smaller than Avebury Circle.

5. Its purpose is one of the world's oddest mysteries.

B. For each sentence, write the correct form of the adjective in parentheses.

6. Stonehenge was the (strange) place I saw on my trip to England. _____

7. Some of the stones used in Stonehenge are (large) than others. _____

8. The stones were (big) than I had imagined. _____

9. The (early) part of Stonehenge is an outer ring of 56 pits. _____

10. The (tall) stones of all are set in a horseshoe shape within the circle. _____

Comparing with *More* and *Most***REMEMBER THE RULES**

- Add **more** and **most** to form the **comparative** and **superlative** forms of most adjectives with two or more syllables.

*His story is **more interesting** than mine.*

*Hank's story was the **most interesting**.*

- Never use **more** or **most** before an adjective that ends in *-er* or *-est*.

A. Underline the correct comparative or superlative adjective in the sentences.

1. His story was about the most (successful, successfulest) prince who ever lived.
2. No matter what he did, the prince was always (more luckier, luckier) than anyone.
3. The roses he grew were always the (most beautiful, beatifulest).
4. His racehorses were always the (most swiftest, swiftest).
5. Yet no prince was ever (more melancholy, melancholier).

B. Write the correct form of the adjective in parentheses to complete each sentence.

6. How did it happen that the prince was _____ than others?
(fortunate)
7. When he was born, his parents threw the _____ party ever. (big)
8. But they forgot to invite the _____ fairy in the land. (important)
9. When that fairy heard she had been overlooked, she was _____ than she had ever been. (indignant)
10. "Don't they know I am the _____ of all the fairies?" she fumed.
(distinguished)
11. She vowed to give the _____ gift of all. (extraordinary)
12. "This prince," she said, "will be the _____ in the land." (fortunate)
13. "Everything he does will be _____ for him." (easy)
14. "Then you have given him the _____ of all gifts," said his wise father. (terrible)
15. "You have sentenced him to the _____ life ever!" (boring)

Comparing with *Good* and *Bad*

REMEMBER THE RULES

- Some **adjectives** have irregular comparative and superlative forms.
- The **comparative forms** of *good* and *bad* are *better* and *worse*.

*Is a tornado **worse** than a hurricane?*

*I like warm weather **better** than cold weather.*

- The **superlative forms** of *good* and *bad* are *best* and *worst*.

*The **best** time of year is winter. That was the **worst** snowstorm in ten years.*

A. Underline the correct form of the adjective in parentheses.

1. I saw the (best, better) news program on TV last night.
2. It said that Hurricane Floyd was the (worse, worst) storm to hit North Carolina.
3. It was one of the (worse, worst) hurricanes in years.
4. The water damage was far (bad, worse) than the wind damage.
5. I've never seen (better, best) news coverage.

B. Write the correct form of the adjective in parentheses.

6. Well, the movie I saw about tornadoes was (good) than that. _____
7. I don't think anything could be (bad) than being in a tornado. _____
8. Last year was the (bad) year for snowstorms in ten years. _____
9. When our power went out, we had the (good) time cooking at our fireplace.

10. Nothing tastes (good) than food cooked over a wood fire. _____
11. The chili was the (good) I've ever tasted! _____
12. I thought the (bad) thing would be not being able to watch television. _____
13. But we had the (good) time playing board games. _____
14. The (bad) thing about the blackout was sharing a sleeping bag with my brother.

15. The (good) thing about the blizzard was the sledding we did later. _____

Combining Sentences: Adjectives

REMEMBER THE RULES

- **Combine short sentences** about the same person, place, or thing.
*The TV show was **interesting**. The TV show was **entertaining**.*
*The TV show was **interesting and entertaining**.*
- To **combine sentences**, leave out repeated words.
- To **combine sentences**, move an adjective from one sentence to the other.

A. Use an adjective from one sentence to combine the two sentences. Write the new sentence and underline the adjective you added.

1. The Galapagos tortoise gave its name to the islands. It is a giant tortoise.

2. The word *galapagos* means “tortoise.” It is a Spanish word.

3. Cormorants found there are an endangered species. Cormorants are flightless.

4. Another rare animal in the Galapagos is the iguana. It is a marine iguana.

5. In 1959, areas of the Galapagos were declared a national park. These areas were uncolonized.

B. Write sentences combining the pairs of adjectives.

6. tall, majestic _____

7. funny, smart _____

8. big, slow _____

9. cool, dry _____

10. sly, quick _____

Mechanics and Usage: Abbreviations**REMEMBER THE RULES**

- An **abbreviation** is a short way to write a word.

Tues. Fri. Nov. Jr. Ms. Mr.

- Most **abbreviations** begin with a capital letter and end with a period.

Dr. Gov. St.

A. Write the abbreviation for the underlined word.

1. I addressed the letter to Doctor Sanders. _____
2. He lives on Anderson Street. _____
3. I invited him to visit our school on Monday. _____
4. I asked him to come at 1:30 post meridiem. _____
5. He will tell us about the trip he took last August. _____

B. Write the word or words for the underlined abbreviations.

6. Our school is on Windsor Rd. _____
7. Our teacher, Mr. Connor, makes history interesting. _____
8. He suggested we invite Doctor Sanders to speak about Gen. Lee. _____
9. He has written a book about Gettysburg, PA. _____
10. Robert E. Lee was born in VA. _____
11. We visited one of his homes when we went to Washington, DC.

12. We are hoping to take another trip in Dec. _____
13. We may get to meet John Hawkins, Jr. _____
14. If he wins the election, he will be known as Rep. Hawkins. _____
15. We may get to meet Gov. Wilson when she is in town. _____

At Home: Find examples of abbreviations in a newspaper. Tell what the abbreviations stand for.

Mixed Review**REMEMBER THE RULES**

- **Comparative adjectives** compare two things.
*Mt. McKinley is **higher** than Mt. St. Helens.*
- **Superlative adjectives** compare more than two things.
*Mt. Everest is the **highest** mountain on Earth.*
- Add **more** and **most** to form the **comparative** and **superlative** of most adjectives with two or more syllables.
*Which mountain is **more difficult** to climb?*
- Some **adjectives** have irregular comparative and superlative forms.
good/better/best bad/worse/worst

A. Write the correct comparative or superlative form of the adjective in dark type.

1. **large** Asia is the world's _____ continent.
2. **high** Many of the _____ mountains are in the Himalayas.
3. **young** They are also among the _____ mountains on earth.
4. **dry** The north sides of the mountains are among the _____ places on earth.
5. **wet** South of these mountains, the climate is much _____.

B. Write the correct comparative or superlative form of the adjective in parentheses.

6. Asia is _____ to me than North America. (interesting)
7. For one thing, it is much _____. (large)
8. The climate is _____. (varied)
9. Doesn't Asia have a _____ population, too? (big)
10. Yes, it is the _____ area of the world. (populous)

Common Errors: Adjectives

REMEMBER THE RULES

- To compare two nouns, add *-er* to most short adjectives. To compare more than two nouns, add *-est* to most short adjectives.

*Is Earth **older** than the universe?*

- Add *more* and *most* to form the comparative and superlative of most adjectives with two or more syllables.

*Questions about the origin of the universe are **most interesting** of all.*

- Never use *more* or *most* before an adjective that ends with *-er* or *-est*.

*Scientists are **more curious** about our universe now than ever before.*

- Do not use *more* or *most* before irregular forms of comparative and superlative adjectives such as *better*, *best*, *worse*, and *worst*.

*They now have a **better** understanding of how the universe formed.*

Rewrite using the correct comparative or superlative form of the underlined adjective.

1. Kristen wanted a more better understanding of the universe.

2. She designed a model that was smallest than the actual universe.

3. After drawing a red dot on a balloon, she drew several black dots farthest away.

4. She blew up the balloon and measured to see which dot was distantest from the red one.

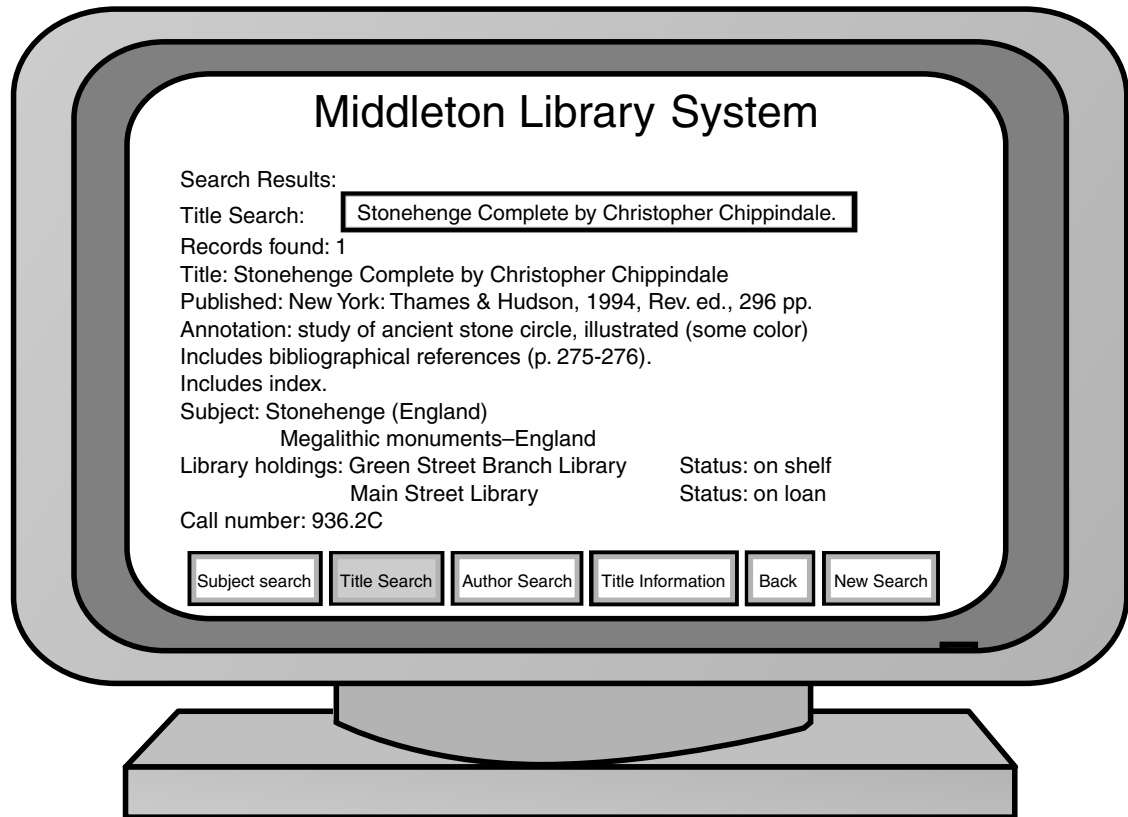
5. This was the goodest way of all to improve Kristen's comprehension of how galaxies spread in the expanding universe.

At Home: For each sentence above, explain to a family member why you chose your answer.

Study Skills: Library Media Center and Card Catalog

A **library media center** includes a wide variety of resources.

- A **card catalog** can help you find materials on a subject. A card catalog may be drawers filled with cards for author, title, and subject, or the catalog may be on a computer.



Use the computer screen to answer the following questions.

1. What is the title of the book searched for? _____
2. In what year, and by what company was the book published?

3. What subject searches could you have made that would also bring up this book?

4. Is the book illustrated? _____
5. Which library has the book available now? _____

Vocabulary: Synonyms and Antonyms

- A **synonym** is a word that has the same or almost the same meaning as another word. *Find* and *discover* are synonyms.
- An **antonym** is a word that means the opposite of another word. *Arctic* and *tropical* are antonyms.

A. There are five pairs of synonyms and five pairs of antonyms in this word bank. Write the pairs under the correct headings.

covering	artificial	hard	sorrow	old
harvest	holy	destroy	beautiful	smooth
wrapping	real	difficult	joy	ancient
plant	sacred	construct	gorgeous	textured

Synonyms

Antonyms

- | | |
|---|--|
| <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> | <p>6. _____</p> <p>7. _____</p> <p>8. _____</p> <p>9. _____</p> <p>10. _____</p> |
|---|--|

B. Underline the pairs of synonyms or circle the pairs of antonyms in each sentence.

11. An Egyptian pharaoh prepared for death all through his life.
12. His grave was dug and his tomb prepared years before his death.
13. Much of the pharaoh's great wealth and personal treasure were placed in the tomb.
14. Both common and royal items were important to have in the tomb.
15. A cozy bed and a comfortable pair of shoes were as welcomed as a gold necklace.

Features of Expository Writing

- Expository writing:
- introduces a **main idea** and develops it with facts and details.
- draws a **conclusion** based on the facts and information presented.
- uses **transition words** to connect ideas.

Read the following and answer the questions.

One of the best ways to save paper and preserve the environment is to reduce the amount of paper you use in the first place. An easy way to do that is to put a stop to the amount of junk mail sent to your house. Each man, woman, and child is mailed nearly 30 pounds of junk mail every year. Imagine the amount of raw materials and energy needed to make, print, and deliver all that junk mail!

There are several ways to stop junk mail. If your family receives a questionnaire in the mail, do not fill it out and send it back. Your name and address and personal information is often sold, and you will get a flood of unwanted mail. Call sweepstakes promoters! Ask that your name be taken off their mailing lists. You can do the same with catalogs. Be sure to ask the catalog company not to sell your name to other businesses. Get off as many mailing lists as you can. The Post Office can help you, too. Saving the environment is worth the effort!

1. What is the main idea of this paragraph?

2. How much junk mail does each person in the United States receive every year?

3. What fact leads you to believe the writer used two sources to tell this story?

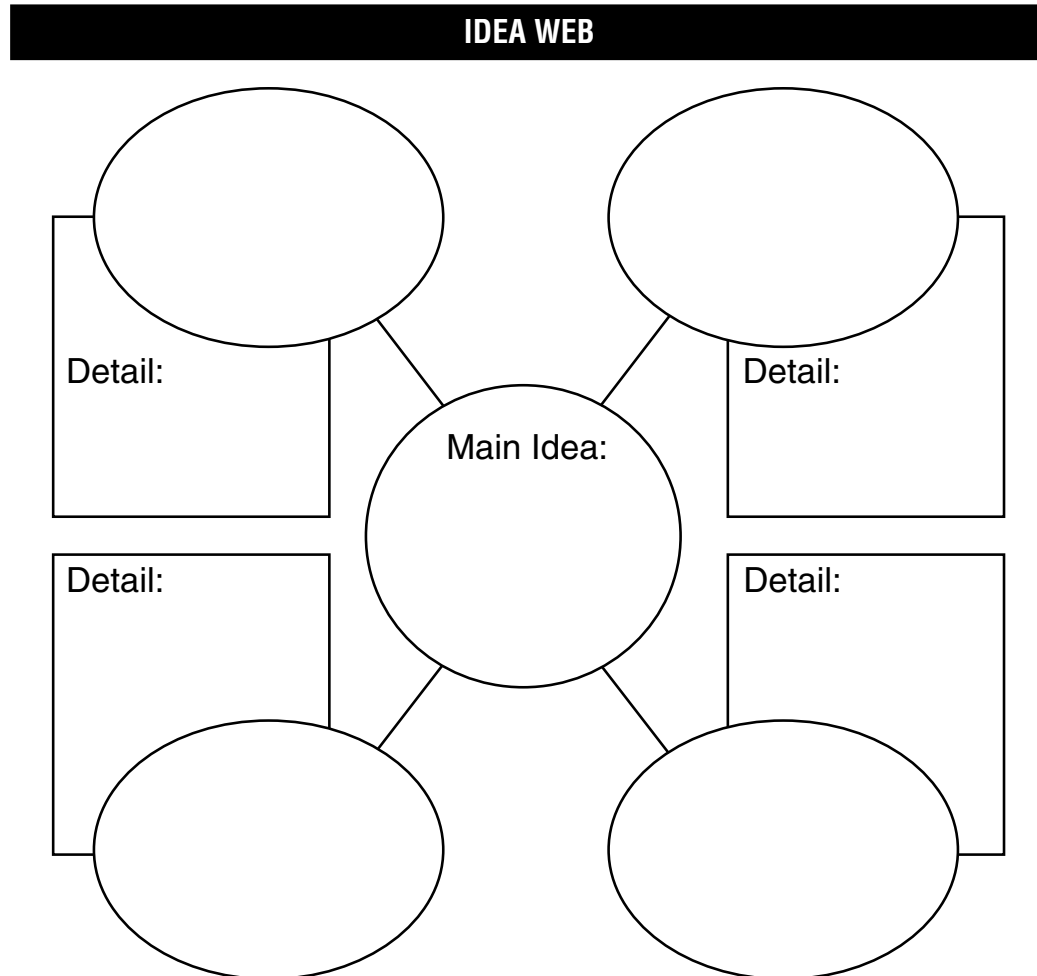
4. What conclusion does the writer come to about junk mail?

5. Write two transition words or phrases the writer uses.

Prewrite: Expository Writing

Expository writing gives facts and information about a particular topic. Expository essays summarize information from a variety of sources and draw conclusions based on the facts. An idea web is a good way to organize your main ideas and supporting details.

Brainstorm topics that you would like to research. Decide on a topic, research it, and jot down notes. Then fill in the web below.



CHECKLIST

- Do you think your topic will be of interest to readers?
- Did you identify the main points you want to cover?
- Did you group together similar facts and details?
- Do you know what facts you need to research?

Revise: Expository Writing

You can elaborate your expository writing by adding important ideas and details. As you **revise**, try to make your information clearer, more accurate, and vivid.

Revise this expository essay. Use another sheet of paper if you need to. Add words from the word box below. Replace uninteresting, less clear verbs and adjectives with vivid ones. Add a clear conclusion and include an attention-grabbing title.

after	although	as a result	however	in the first place	instead
similarly	therefore	through	unlike	when	yet

If you live along the coast of the Atlantic Ocean or the Gulf of Mexico, hurricanes are a part of your life. They happen _____ anywhere from June 1 to November 30. They endanger lives and property. _____ they hurt _____ beaches with _____ winds and _____ rainfall. _____ people need to know about these storms _____

People _____ on television and radio give _____ hurricane watches when a _____ bad storm is about 24-36 hours away. If a storm gets stronger _____, the hurricane watch turns into a hurricane warning. A tropical storm has winds between 39-73 miles per hour. _____ above 73 miles per hour is _____ a hurricane.

People _____ in hurricane-prone areas should learn more _____

Proofread: Expository Writing**PROOFREADING MARKS**

¶ new paragraph

^ add

↪ take out

≡ Make a capital letter.

/ Make a small letter.

Ⓟ Check the spelling.

⦿ Add a period.

After you have revised your expository essay, you will need to **proofread** it to correct any errors. Check that the articles *a* and *an* were used correctly. Check for capitalization, punctuation, and spelling errors, and capitalize all proper adjectives. Use the correct form of each comparative and superlative adjective. Check that all titles were capitalized, and eliminate any repeated words.

A. Read the following paragraph from an expository essay with the title “Paris, France: a City to Visit.” Use the proofreading marks from the box to mark any errors you find.

Parisian museums are the highlight of this city for many of its tourists. One of the greater museums in the world is the Louvre, which was originally the the palace of Philip II of the late 12th century. It houses the “mona Lisa” by Leonardo da Vinci, the most viewed painting in the western world. Another museum that houses famous french art from the 19th and 20th centuries, the Museum D’Orsay, was once an populer railroad station. Millions of visitors buy books, posters, and postcards to remind them of the most importanter artworks of the world. Some museums are dedicated to a individual artist, like Picasso, Rodin, and Degas. All in all, the history of the world through art may be more better represented in Paris than in many other cities.

B. On another sheet of paper, use the corrections you marked to rewrite the paragraph.

Personal Pronouns: Singular and Plural

REMEMBER THE RULES

- A **pronoun** is a word that takes the place of one or more nouns and the words that describe the nouns.
- A personal pronoun is used when referring to a person or persons.

Singular: *Andrea loves weird facts.*

She loves weird facts.

Plural: *Raoul and Tina explained how fudge was invented.*

They explained how fudge was invented .

A. Circle the personal pronouns in these sentences.

1. You are probably familiar with fudge.
2. We all know that fudge is a soft, melt-in-the-mouth kind of candy.
3. Before there was a candy called fudge, people would say “Fudge” when they were annoyed.
4. To them back then, the word meant “nonsense or foolishness.”
5. The candy we know as fudge was invented in Philadelphia.
6. A candy-maker was watching some helpers as they made caramels.
7. They made a mistake, and the caramels didn’t turn out chewy.
8. When the candy-maker saw what had happened, he was upset and said, “Fudge!”
9. The bad batch of caramels became what we know as fudge.
10. When the candy-maker expressed annoyance, he named a new kind of candy.

B. Cross out the pronoun that does not fit the sentence.

11. When people make mistakes, (she, they) sometimes make new discoveries.
12. An ice cream maker created the flavor Rocky Road when (he, they) forgot to clean out the ice cream machine between batches.
13. A lady named Ruth Wakefield created chocolate chip cookies by accident when (she, they) ran out of baker’s chocolate.
14. An eleven-year-old boy got the idea for Popsicles™ when (he, they) left a fruit drink with a stirring stick in it outdoors on a cold night.
15. All of us can make discoveries if (I, we) think creatively.



Pronouns and Referents

REMEMBER THE RULES

- A **referent**, or **antecedent**, is the noun or nouns to which a **pronoun** refers.
- **Pronouns** and **referents** must agree in number and gender.

Singular: *Willia loves every book **she** reads.*

Plural: *Nkoula and Corey recommend books **they** like.*

A. Draw one line under each pronoun and draw two lines under each referent.

1. Lainie loved *The Search for Delicious* and wished it were a movie.
2. Our teacher, Mr. Willis, told Lainie she could write a play based on the book.
3. Writing a play wouldn't be easy, but Lainie was willing to try it.
4. Lainie began by reviewing the book and dividing it into acts.
5. The task seemed easy, but it took a whole day.
6. The young playwright decided she needed help.
7. Two classmates said they would like to help write.
8. The writing team had an hour every day when they could work on the play.
9. Lainie took the draft each day and edited it.
10. The play took months to write, but it was excellent!

B. Write the referent for each underlined pronoun.

11. The students were excited about the movie they were making.

12. They had a whole production system, and it worked beautifully.

13. The producers had to work closely with Aaron, because he was the director.

14. The three students first had to choose the actors they wanted to play the parts.

15. The producers and the director listened thoughtfully as each actor read for them.

Subject and Object Pronouns

REMEMBER THE RULES

- A **subject pronoun** is used as the subject of a sentence. Use it as part of a **compound subject**.

Kathy and Charles study together. Kathy and he worked on a report.

- An **object pronoun** is used as the object of a verb or preposition. Use it as part of a **compound object**.

*The teacher told Kathy and **Charles** about a book on Egypt. She also told Kathy and **him** about a movie .*

A. Circle the pronoun that correctly completes the sentence.

1. Our teacher asked Geri and (I, me) to do a report on ancient Egypt.
2. Geri was excited because the pyramids have always fascinated (she, her).
3. That afternoon (we, us) went to the library to start our research.
4. The librarian helped Geri and (I, me) find books about Egypt.
5. Geri knew that (she, her) was observing and evaluating our library skills.

B. Underline the pronoun in each sentence. Write **S** if the underlined word is a subject pronoun. Write **O** if it is an object pronoun.

6. We found several books about the pyramids. _____
7. Geri decided to take them all home. _____
8. Geri found a book for me on hieroglyphics. _____
9. After reading the books, we met to discuss the report. _____
10. Geri had been reading about pyramids and wanted the report to be about them. _____
11. Of course, I wanted the report to be on hieroglyphics. _____
12. Ms. Perez reminded us that the report was a collaboration. _____
13. Ms. Perez said we had to find a way to cover both topics. _____
14. We finally wrote a report about the inscriptions found in pyramids. _____
15. Ms. Perez gave us an A on our report. _____



Combining Sentences: Subject and Object Pronouns

REMEMBER THE RULES

- When two sentences both have the same predicate but different subjects or objects, they can often be combined.

Subjects in a combined sentence:

Separate: *William saw a TV show about Tasmanian devils. I saw a TV show about Tasmanian devils .*

Combined: *William and I saw a TV show about Tasmanian devils .*

Objects in a combined sentence:

Separate: *Ms. Harper asked William. Ms. Harper asked me.*

Combined: *Ms. Harper asked William and me.*

A. Write the compound subject or object that could be formed.

1. You didn't know. Tim didn't know. _____
2. I tried to call you. I tried to call Ben. _____
3. Gracie had to leave. He had to leave. _____
4. Gracie taped the show. Max taped the show. _____
5. Max saw the show. I saw the show. _____

B. Change each of these compound sentences into a simple sentence with a compound subject or object.

6. Gracie talked to William at school, and she talked to me at school.

7. She asked him where Tasmania was, and she asked me where Tasmania was.

8. William told her it was south of Australia, and I told her it was south of Australia.

9. Gracie asked William to point it out on a map, and she asked me to point it out on a map.

10. William showed Gracie where it was, and William showed me where it was.

McGraw-Hill School Division

Mechanics and Usage: Punctuation in Dialogue**REMEMBER THE RULES**

- Use **quotation marks** before and after the words of a **direct quotation**.
- Begin a new paragraph each time the speaker changes in a dialogue.
- Use a **comma** to separate the speaker from the quotation when the speaker is named before the quotation.
- Use a **question mark, exclamation point, or comma** when the speaker is identified after the quotation. Put it inside the **quotation marks**.

A. Underline the words that should be in quotation marks.

1. What's the matter? asked Peter. You look worried.
2. I'm thinking about the report I have to do, said Kayla.
3. I suppose you procrastinated, and it's due tomorrow, said Peter.
4. No, replied Kayla, it's not due for weeks.
5. So what's the problem? asked Peter.
6. I want to write about Greek civilization, said Kayla, but that's too big a subject.
7. Why are you interested in Greek civilization? asked Peter.
8. I guess I'm most interested in Greek mythology, said Kayla.
9. So, why not write about Greek mythology? asked Peter.
10. That's a big topic, too, said Kayla, but I'd sure enjoy learning about it!

B. Write each sentence with correct punctuation and capital letters.

11. "What is your favorite Greek myth"? asked Peter.

12. "I like the story of Persephone." said Kayla.

13. "She was the daughter of the goddess of crops", explained Kayla.

14. "for three months Persephone had to live in the underworld." Kayla continued.

15. "And those three were winter months, said Peter. "when nothing grows."

Mixed Review

REMEMBER THE RULES

- Use **quotation marks** before and after a direct quotation.
- Use a **question mark**, an **exclamation point**, or a **comma** when the speaker is named after the quotation.
- End punctuation of the quote goes inside the quotation.

Rewrite each sentence. Add quotation marks and other punctuation marks.

1. Our band needs to raise money said Elaine.

2. Why do you need money asked Kevin.

3. We want new uniforms said Elaine.

4. That will take a *lot* of money said Kevin.

5. You're right said Elaine. we need a terrific fund-raising idea.

6. Have you tried selling something asked Kevin.

7. Once our school sold gift wrap said Kevin.

8. We made *lots* of money said Kevin

9. How did you do it asked Elaine.

10. Well, said Kevin, we sold the gift wrap just before Christmas.

Indefinite Pronouns

REMEMBER THE RULES

- Use an **indefinite pronoun** when you are not referring to a particular person, place, or thing. Indefinite pronouns can be singular or plural.

Singular: *Everyone needs to be at band practice.*

Plural: *Many were absent last week.*

A. Circle the indefinite pronoun in each sentence.

1. Everything worth doing takes practice.
2. Nobody can learn a routine without rehearsing.
3. Everybody marches straight down the field.
4. Then some turn and march in the opposite direction.
5. Others keep marching straight ahead.
6. At a precise moment, everyone turns to face the stands.
7. Everybody has to do this together.
8. If anybody misses the turn, the routine is ruined.
9. Mr. Kelch won't excuse anyone from practice.
10. Nothing you say will change his mind.

B. Write the indefinite pronoun that completes each sentence.

11. All Everybody
_____ was there by four o'clock.
12. nobody somebody
We were ready to start, but _____ could find Mr. Kelch.
13. Anybody Somebody
_____ suggested that we should start without him.
14. Some Something
_____ of us thought that was a good idea.
15. everybody somebody
Finally, Jeremy yelled for _____ to line up.

Pronoun-Verb Agreement

REMEMBER THE RULES

- The **subject pronoun** and **verb** must agree in a sentence.

Singular: *He likes mysteries.*

Plural: *We like mysteries.*

Rewrite each sentence, correcting the subject pronoun and verb agreement.

1. Some of us wants to have a mystery party.

2. We has to find a script that will work.

3. It need to have enough characters.

4. Everybody want to have a part.

5. Somebody suggest a script based on an Agatha Christie mystery.

6. It have twelve suspects and four other characters.

7. We hasn't read the story before.

8. So nobody know who committed the crime.

9. Each and every one of us are going to enjoy this!

10. Do anybody know where we can get our costumes?

Possessive Pronouns

REMEMBER THE RULES

- **Possessive pronouns** show who or what owns something. They can replace **possessive nouns**.

Alice's dog likes to chase squirrels. Her dog likes to chase squirrels.

- Some possessive pronouns come before nouns. Some possessive pronouns can stand by themselves.

Her dog runs faster than our dog does. Hers runs faster than ours does.

- Possessive pronouns do not use apostrophes.

A. Decide which pronoun is correct. Cross out the incorrect pronoun.

1. Alice took (her, hers) dog to obedience school.
2. I took (my, mine) to obedience school, too.
3. Alice's dog raised (its, it's) paw to shake.
4. Alice and I felt really good about (our, ours) dogs.
5. Alice said, "(My, Mine) dog already knew how to sit."



B. Write the possessive pronoun that completes each sentence.

6. At the next lesson, one man worked with _____ dog for an hour.
7. Alice had worked with _____ a little.
8. I had not practiced with _____ at all.
9. When Alice told _____ dog to stay, it wouldn't.
10. _____ instructor praised everyone who had practiced.
11. She told Alice and me that _____ dogs needed more practice.
12. "Dogs need to do _____ homework, too," she said.
13. "_____ dogs need you to help them succeed."
14. I promised I would work with _____ dog every day.
15. Alice promised she would work with _____, too.

Mechanics and Usage: Pronoun-Verb Contractions**REMEMBER THE RULES**

- A **pronoun-verb contraction** is formed by joining a **pronoun** and a **verb** with an **apostrophe**.

*it's = it is The moon appears round when **it's** full.*

- A **possessive pronoun** shows ownership. It does not have an apostrophe.

*its The moon goes through **its** six phases in about four weeks.*

A. Write the contraction for the underlined pronoun and verb in each sentence.

1. When you are outdoors at night, do you look at the moon? _____
2. Do you notice when it is full? _____
3. We know about the moon's phases because they are easy to notice. _____
4. When you can't see the moon at all, what you are seeing is a new moon. _____
5. We are studying the Earth's phases. _____

B. Choose the correct contraction or possessive pronoun to complete each sentence. Write it on the line.

6. its it's

The moon orbits the Earth and is _____ natural satellite.

7. Its It's

_____ also Earth's nearest neighbor in space.

8. your you're

When you see a full moon, _____ seeing the near side illuminated.

9. their they're

The students are studying astronomy, and _____ observing the moon.

10. their they're

They go out in _____ backyards every night to watch the moon.

Mixed Review**REMEMBER THE RULES**

- A **possessive pronoun** shows ownership. It never has an apostrophe.
Its motor made a sputtering sound.
- A **pronoun-verb contraction** is a **pronoun** and **verb** combined. It has an apostrophe. *Now it's stopped altogether.*

A. Circle the error in each sentence. Then write the word correctly.

1. Peter and Dawn are in they're boat. _____
2. Their out in the middle of the lake. _____
3. Its quiet because the boat is just drifting. _____
4. They have turned it's motor off. _____
5. "Ours boat looks so small out here," says Dawn. _____
6. "I'm hungry," says Peter. "I brought mine lunch." _____
7. "It's your turn to steer back to shore," he tells hers. _____
8. Dawn starts the motor, and there off! _____
9. The motor sputters and stops; its out of gas. _____
10. "This is not mine fault," says Dawn. _____
11. Peter tells he sister that she was supposed to check the motor. _____
12. "No, it was you're job," says Dawn. _____
13. They're argument goes on for a while. _____
14. Finally, Dawn says she brought hers oars. _____
15. Peter looks for the oars, but there not in the boat. _____

B. Write the contraction formed by the underlined words in the sentence.

16. Peter and Dawn realize that they are stranded. _____
17. "We are good swimmers," says Peter. "Let's swim back." _____
18. "What about the boat?" asks Dawn. "It is not anchored." _____
19. "You are right," says Peter. "It could drift anywhere." _____
20. Peter and Dawn don't know what they are going to do. _____

Common Errors: Pronouns**REMEMBER THE RULES**

- Subject pronouns such as *I, we, he, she, and they* are used as the subject of a sentence. *I offered to be his campaign manager.*
- Object pronouns such as *me, us, him, her, and them* are used as the object of a verb or preposition. *The campaign will be a challenge for us.*

A. Write *subject pronoun* or *object pronoun* to identify the underlined pronoun.

1. Jeff said it would be a pleasure for him to represent our class. _____
2. He asked Mrs. Tippet for help on his campaign speech. _____
3. She offered Jeff several helpful suggestions. _____
4. Lindsey and I were standing nearby. _____
5. We told them we'd be happy to write Jeff's speech. _____
6. The speech took Lindsey and me several days to write. _____
7. We gave a rough draft of the speech to Jeff for his approval. _____
8. Jeff told us he would show the finished draft to Mrs. Tippet. _____
9. Jeff showed her the first version of his speech. _____
10. Mrs. Tippet studied it carefully and made corrections. _____

B. Rewrite the sentence using the correct pronoun in parentheses to complete the sentence.

11. Jeff asked Lindsey, Andrew, and (me, I) to work on campaign posters.

12. Andrew and (me, I) provided the paint and poster boards.

13. (Us, We) also painted a huge banner to hang in the gymnasium.

14. It said, "Give (we, us) a great class president. Vote for Jeff!"

15. Many of the students said (them, they) thought Jeff was the best candidate.

Study Skills: Note-Taking and Summarizing

When you find information for a report, you can remember **main ideas** and **important facts** by **taking notes**. Use these notes to **summarize** the information you find.

- 1.-5. **A.** Read the following article from a web site about the transportation of convicts from England and Ireland to New South Wales in Australia. Circle five facts that you would include when taking notes.

The screenshot shows a web browser window with a navigation bar containing icons for Back, Forward, Home, Security, and Stop. The address bar shows "http://www.". Below the address bar are navigation buttons: "Introduction", "The First Fleet" (highlighted), "Free Settlement", and "Australia Bound". To the right is a map of Australia. The main content area is titled "The First Fleet" and contains three paragraphs of text.

The First Fleet

In May 1787, the first convict fleet left Portsmouth, England, for New South Wales, Australia. It was under the command of Commander Arthur Phillips, RN. The ship followed a route via Rio de Janeiro and the Cape of Good Hope, a voyage of 15,900 miles. A total of 1,350 people were aboard.

The fleet arrived at Botany Bay (first discovered by Captain Cook) on January 20, 1788, but found this anchorage unsuitable. They moved on to Port Jackson (named, but not visited, by Cook) and made this the site of the first settlement. Phillips named the cove in which his ships anchored Port Sydney in honor of Lord Sydney, the British official responsible for the Australian transportation scheme.

On this first voyage some 717 convicts arrived safely. Only 40 convicts and 5 others in the fleet had died en route. This was a surprisingly low figure for such an unprecedented migration, given the conditions on board the ships.

- B.** Tell whether each idea about the article is a main idea or a detail.

6. Sydney was named for a British government official, Lord Sydney. _____
7. The first convict fleet sailed from England in May 1787 and reached Botany Bay in January 1788. _____
8. The settlement was started at Port Jackson, renamed Sydney. _____
9. On this trip, 717 convicts arrived safely. _____
10. The voyage was 15,900 miles. _____

Vocabulary: Root Words

- A **root word** is a word part to which a suffix, a prefix, or a combining form is added to form a new word.

form means “shape” → *formal information*

therm means “heat” → *thermal hypothermia*

A. Underline the word in each sentence that contains one of the following root words.

form means “shape”

scribe or **script** means “to write”

fort means “strong”

sta means “to stand”

cour means “to run”

dict means “to say”

port means “to carry”

ped means “foot”

cred means “to believe”

loc means “place”

spect means “to look”

1. The Egyptians transported goods along the Nile River.
2. In one African tribe, the local custom is to shave the head.
3. A medieval peddler traveled from village to village selling his wares.
4. It is interesting to take a course in archaeology.
5. The buried terra-cotta army of soldiers in China was an incredible discovery.
6. Upon further inspection of this vase, historians agreed it came from the Ming Dynasty.
7. Medieval alchemists searched for a formula to make gold out of common substances.
8. It is possible that Homer, a blind poet, dictated his stories about the Trojan War.
9. The Greeks slipped into the fortified city of Troy in the legendary Trojan Horse.
10. Stonehenge is a stationary celestial observatory.

B. Write the root word to complete a word in each sentence. Use the root bank .

11. An ivory and gold covered _____ tue of Athena once stood in the Parthenon.
12. The medieval _____ ress was protected by a deep and dangerous moat.
13. The Roman Colosseum could hold 50,000 _____ ators.
14. Arches sup _____ ed the weight of the water in the aqueduct.
15. The site of Atlantis has never been _____ ated.

Composition: Writing Dialogue

- **Dialogue** is used to bring the characters and the setting of a story to life.
- Use **dialogue words** to help the reader keep track of who is speaking and to express the emotion of the characters.
- **Quotation marks** are used before and after the words of a **direct quotation**.
- Begin a **new paragraph** and use a separate set of quotation marks when the speaker changes in dialogue. Use a **comma** to separate the speaker from the spoken words.
- If the speaker is listed after the quotation, the most frequent punctuation mark used is a comma. The rule changes when a **question** is being asked or an **exclamation** is made.

A. Read this short story. Put quotation marks around every group of words spoken by story characters.

1.–5.

Steven turned to his friend Oscar and said, I have decided to join the chess club.

Do you think I could join, too? Oscar asked.

Of course, Steven began, you can join, too. Then, the boys entered the room where the chess club met.

Ms. Hashley, the chess club coach said, Welcome to the chess club. We're always looking for new members.

B. The dialogue that follows needs punctuation and capitalization. Add quotation marks, capital letters, commas, questions marks, or exclamation points.

6. Oscar asked do you have to be an advanced chess player to join the club
7. Ms. Hashley replied our chess club members go from beginner to advanced players.
8. I'm a beginner Oscar said but my friend Steve is a pretty good chess player.
9. Steve asked when is the first tournament Ms. Hashley
10. Well Ms. Hashley said I think the first tournament is next week. So let's practice.

Features of a Story

- A **story** is a narrative that a writer creates from imagination.
- A good story has an interesting **beginning, middle, and end**.
- It has a **plot** with a problem that is solved at the end.
- It describes a **setting**, telling where and when the story takes place.
- It can use **dialog words** to vary the speaker's response.

Read this retelling of an ancient Aesop's Fable and answer the questions.

The Crow and the Pitcher

Once upon a time, a crow found herself on the shores of Greece. By chance, she spotted a well. Next to the well was a fox with his long red snout thrust into a pitcher drinking his fill.

"Oh please, let me have a drink, or I will perish," begged the crow.

"Why should I?" snapped the fox.

"Is there not enough for both you and I, friend?" implored the crow.

"Take whatever my tongue can't reach," laughed the fox as he trotted off.

The delighted crow put her beak in the pitcher, but she couldn't reach a single drop. Thinking she would surely die if she didn't get a drink, she looked around in desperation. Then under her feet she felt the solution. Pebbles!

She picked them up and one by one tossed them into the pitcher. Soon the level of the water rose, and she was able to quench her thirst at last. This clever crow proved that, indeed, necessity is the mother of invention.

1. What is the setting for this story? _____
2. When does the story take place? _____
3. Which of the two characters is the main character, or protagonist? _____
4. What was the crow's problem? _____

5. What is the moral of the story? _____

Prewrite: A Story

A **story** is a narrative that has a plot with a beginning, middle, and an end. A story comes from the imagination, and its purpose is to entertain. A good story has a conflict which the main character or characters solve. The characters can be people, animals, or objects, such as robots or aliens.

Think of a story idea. After you decide what your story is about, use the time line to help plot out your story. List the most important events on the time line. You'll add details later.

TIME LINE	
_____	1.
date	
	2.
	3.
	4.
_____	5.
date	
	6.
	7.

CHECKLIST

- Have you listed ideas for the beginning, middle, and end of your story?
- Does your story have a conflict, characters, and a setting?
- Do you know how the conflict will be solved?
- Do you need to research your topic to add interesting details?

Revise: A Story

To **revise** your story, add details about the setting, characters, or plot. You may also want to build excitement as the characters find a way to solve a problem. You might also think about changing or adding details to the ending of your story.

- A.** Revise the following story chapter by adding the details from the box. Also, add interesting dialogue words and some transition words.

Assisi is in Italy.

Guido is eleven years old.

The church of St. Francis was next to the marketplace.

Giotto painted frescoes on a scaffold.

Giotto is recognized as a famous master painter

Guido Francesco lived in Assisi at the end of the 13th century. Guido was a friendly child who was well liked by the villagers. Guido's family was poor. They had a small farm on which they raised vegetables. It was Guido's job to carry the vegetables to the village market.

Guido peeked inside the church. There he saw someone painting the walls of the chapel. It was a man named Giotto di Bondone. When Guido saw what Giotto was doing, he stood mesmerized. "I want to work for this man," thought Guido. "I want to learn how to paint on plaster."

Guido stood gazing at the work being done, Giotto looked down from his scaffold and asked, "What do you want, son?"

Guido didn't answer. He was still in a trance. Then he said, "Will you teach me how to paint?"

Before Giotto spoke, a church monk came running toward Guido and said, "Out, out! You must not bother him!"

- B.** The story above is historical fiction. Giotto was a real master painter, but Guido and the story line are fictional. On a separate sheet of paper, rewrite the story with your revisions. Then continue the story by adding what happens next, and an ending.

Proofread: A Story**PROOFREADING MARKS**

¶ new paragraph

^ add

⤵ take out

≡ Make a capital letter.

/ Make a small letter.

Ⓢ Check the spelling.

⊙ Add a period.

After you revise your story, you will need to **proofread** it to correct any errors. Read for correct punctuation and capitalization, check for correct pronoun-verb agreement, spelling errors, and quotation marks before and after a direct quote.

A. Read the following ending of a story. Use the proofreading marks from the box to mark any errors you find.

“If I never see a bobcat again, it will be too soon?”
Tanya stammered. “I thought we was trapped. I really did.”

If you hadn’t spotted that cave, we would have been attacked. Im sure of it,”
said Meghan. “that cat were definitely hungry.”

“Throwing your boots with our egg-salad sandwiches inside them was what
really saved us,” said Tanya.

“Without your help, I’d never have made it down that craggy rock face. I almost
fainted when I looked down.”

“You did well,” said Tanya. “I knew you would make it.”

Meghan hesitated and then said, “I must confess. I never have liked egg salad.”

B. On another sheet of paper, write a beginning for this story. Then add the proofread part to it.

Adverbs That Modify Verbs

REMEMBER THE RULES

- **Adverbs** can modify verbs.
- **Adverbs** can come before or after a verb or in another part of the sentence.
- An adverb can supply one of three types of information about a verb—*how*, *where*, or *when*.

How: *Distractedly* Clarissa ran her fingers through her hair.

Where: She looked *everywhere*.

When: She needed to find that book *immediately*.

A. Draw one line under each adverb and two lines under the verb it modifies.

1. Reluctantly Clarissa admitted that she lost her book.
2. She always put things in their proper place.
3. Clarissa searched impatiently in her room.
4. She tossed things carelessly onto her desk or onto the bookshelf.
5. Clarissa looked frantically for her things.
6. She desperately needed her math book.
7. Clarissa studied hard for all her tests.
8. She passes her tests easily.
9. She reviews the material thoroughly before tests.
10. That's why she required her math book immediately.

B. Complete each sentence by writing one of these adverbs on the line.

How: miserably quickly sharply suddenly

Where: aside down downstairs there

When: still yesterday

11. It _____ occurred to Clarissa where the book might be.
12. She left her room and rushed _____.
13. She had left her bookbag by the door _____.
14. It was _____ lying on the floor near the boots and umbrellas.
15. She scooped it up _____ and looked inside.

Adverbs That Modify Adjectives and Adverbs

REMEMBER THE RULES

- **Adverbs** can modify adjectives and other adverbs.

Noah had made an **embarrassingly silly** mistake.

↗ ↘
 adverb adjective

He acted **very quickly** to correct it.

↗ ↘
 adverb adverb

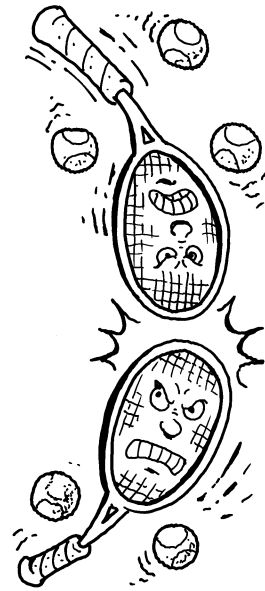
- **Adverbs** that modify adjectives and adverbs tell *how* or to *what extent*.

HOW: *The consequences could be **personally embarrassing** for Noah.*

TO WHAT EXTENT: *We believed he was an **extremely good** athlete.*

A. Draw one line under each adverb and two lines under the word it modifies.

- Noah challenged Lisa very nervously to a tennis match.
- Lisa was extremely eager to accept the challenge.
- Very soon the whole school would know about it.
- The problem was that Noah was a completely awful player.
- He couldn't stand Lisa's outrageously conceited bragging.
- He had been the absolutely best athlete in school.
- Then the awesomely athletic Lisa moved to his neighborhood.
- They were both fiercely competitive.
- Noah was too determined to settle things.
- He very foolishly let Lisa pick the game.



B. Write *ADJ* if the circled word modifies an adjective or *ADV* if it modifies an adverb.

- Lisa (quite) naturally chose tennis.
- She was an (extraordinarily) good tennis player.
- He played Lisa and lost (incredibly) badly.
- He should have been (more) specific.
- Being honest was (quite) possibly the only solution.

Comparing with Adverbs

REMEMBER THE RULES

- The comparative form of an adverb compares two actions. Add **-er** or use **more** or **less** to form a comparative adverb.

*Ellen practiced **harder** this year.*

*She played **more enthusiastically**, too.*

- The superlative form of an adverb compares more than two actions. Add **-est** or use **most** or **least** to form a superlative adverb.

*Ellen practiced **hardest** of any of us.*

*She was one who played **most enthusiastically**, too.*

- A.** Complete each sentence with the correct comparative or superlative form of the adverb given.

- well** Ellen played the violin _____ than anyone else.
- expertly** This year she performed _____ than ever before.
- late** She used to come to rehearsal _____ than everyone.
- early** Now she arrives even _____ than the director.
- little** She worried _____ than I did about tuning her violin.
- close** I sat _____ to her in the orchestra.
- easily** I could _____ ask her what happened.
- eagerly** I asked the question _____ than I meant to.
- willingly** She couldn't have answered _____.
- often** She was better because she practiced _____.

- B.** Read each sentence and underline the incorrect adverb. Write the correct form of the adverb.

- Ellen played better because she practiced oftener. _____
- What made Ellen want to practice most regularly? _____
- She went to hear the violinist she admired most than any other musician. _____
- He played most beautifully than anyone she'd ever heard. _____
- She wanted most passionately than ever to play well. _____

Negatives

REMEMBER THE RULES

- **Negative** words mean “no.”
- Use only one negative word to give a sentence a negative meaning.
*Mozart was just a child wonder. Mozart was **not** just a child wonder.*
- Correct a **double negative**, such as: *Mozart’s childhood **wasn’t never** normal* by:
Dropping one negative word: *Mozart’s childhood **was** never normal.*
Changing a word: *Mozart’s childhood was **not ever** normal.*

A. Circle the word or words in the parentheses that correctly completes each sentence.

1. There (has, hasn’t) never been another composer like Mozart.
2. He didn’t live (more, no more) than thirty-five years.
3. No one has (ever, never) composed so much beautiful music in such a short time.
4. Mozart started composing when he (was, wasn’t) about five.
5. Mozart (could, couldn’t) never stop daydreaming.

B. Correct the double negatives in these sentences.

6. Bach didn’t never hear the work of Mozart.
7. In his life, people didn’t never think of Bach as a composer.
8. Today there is not no more famous composer.
9. Haven’t you never seen the old movie *The Phantom of the Opera*?
10. Didn’t nobody tell you the Phantom was playing Bach?

Mechanics and Usage: Colons and Hyphens

REMEMBER THE RULES

- Use a **colon** to separate the hour and the minute. *Class starts at 8:30.*
- Use a **colon** to introduce a list of items that ends a sentence.
You will need these things: paper, watercolors, brushes.
- Use a **colon** after the greeting of a business letter. *Dear Art Student:*
- Use a **hyphen** to show the division of a word at the end of a line.
Welcome to the introductory course in water-color painting.
- Use a **hyphen** in numbers from twenty-one through ninety-nine and in some other compound words. *Twenty-five students signed up.*

A. Add colons or hyphens where they belong in each item.

1. Be there at 3 00.
2. The artist is an eleven year old boy.
3. Persimmon is an orange red color.
4. *The Painter's Family* is the name of a painting by Henri Matisse.
5. Dear Dr. Morgan

B. Add colons and hyphens where they belong in this letter.

6.–15. Dear Art Student

Welcome to the painting class! You are one of twenty five sixth graders who have signed up for this after school course. I am looking forward to an exciting time together.

The class will meet every day at 3 00 and will last until 4 30.

We will be working in three different media water colors, oils, and acrylics. You will need to provide your own supplies. For our first class, please bring these materials watercolor paints, brushes, paper.

Best regards,

Lydia Oldham Clarke

Art Instructor

Mixed Review**REMEMBER THE RULES**

- **Adverbs** can modify verbs, adjectives, and other adverbs.

*Daniel waved **excitedly** at Kim.*

- A **comparative adverb** compares two actions.

*She arrived **earlier than usual**.*

- A **superlative adverb** compares more than two actions.

- Avoid using two words that mean “no” when writing negative sentences.

I didn't ~~never~~ wave.

A. Underline the adverb in each sentence and circle the word it modifies.

1. Daniel, Jemma, and Kia are spending the day together.
2. They are all very excited about it.
3. But they haven't decided where they will go.
4. Daniel has been eagerly anticipating going to the movies.
5. Jemma has been more eagerly hoping to go skating.

B. Each sentence has one mistake. Rewrite the sentences, correcting the errors.

6. More earlier, Kia's dad had agreed to go with them.

7. Now he didn't hardly want to.

8. He knew Kia wouldn't never give up the museum.

9. So he couldn't hardly expect the others to compromise.

10. They never spent no more than three hours at the museum.

Prepositions

REMEMBER THE RULES

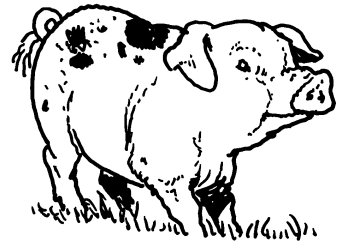
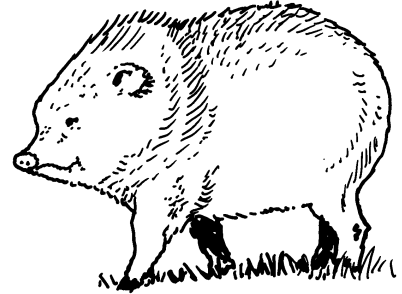
- A **preposition** relates a noun or pronoun to another word in a sentence.

*The animals known as javelinas live **in** Arizona.*

The preposition *in* relates *Arizona* to the verb *live*.

A. Underline the prepositions in these sentences.

1. Javelinas are one species of peccaries.
2. Peccaries are distantly related to pigs.
3. Both pigs and peccaries have been on earth for 40 million years.
4. Peccaries started on the continent of North America.
5. At one time, there were nearly 30 species of peccaries.
6. Many javelinas live in the southern part of Arizona.
7. Javelinas are equipped with long sharp canine teeth.
8. They are unusually long teeth for non-meateaters.
9. Javelinas almost always live in herds.
10. The herd gives them protection from predators.



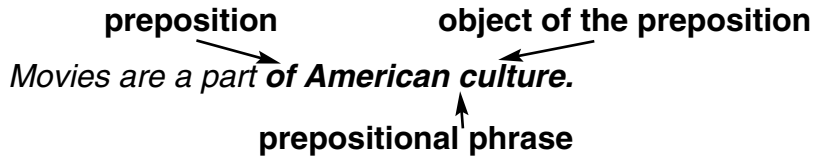
B. Add the missing prepositions to complete these sentences.

11. Living _____ a herd helps javelinas survive.
12. They huddle together to stay warm _____ cold nights.
13. They search together _____ places where they can feed.
14. Javelinas behave like nocturnal animals _____ the hot summer.
15. They sleep _____ the hottest part _____ the day.

Prepositional Phrases

REMEMBER THE RULES

- A **prepositional phrase** begins with a preposition and ends with a noun or pronoun.
- The **object of the preposition** is the noun or pronoun in a prepositional phrase.



A. Underline the prepositional phrases in each sentence.

1. The first motion picture camera was invented by W. K. L. Dickson.
2. Dickson was a laboratory assistant to Thomas Edison.
3. Dickson was the inventor of the kinetograph.
4. The film was shown on a kinoscope.
5. The kinoscope was not meant for a large audience.
6. Only one or two people could watch at a time.
7. People went to kinoscope parlors where there were several machines.
8. Kinoscope parlors were popular at the end of the nineteenth century.
9. The first projector was invented by two Frenchmen.
10. With a projector, a large audience could view a film together.

B. In each sentence, draw one line under each preposition and two lines under the object of the preposition.

11. The first film made by the Lumière brothers was called *Arrival of a Train at a Station*.
12. The film was a great success with audiences.
13. People ran from their seats in fear of the oncoming train.
14. Films made in the 1890s recorded everyday things.
15. People were entertained by the pictures that moved.

Prepositional Phrases as Adjectives

REMEMBER THE RULES

- An **adjective phrase** is a prepositional phrase that acts as an adjective when it modifies or describes a noun or pronoun.
- Adjective phrases answer the questions **What kind?** and **Which one?**

*Chloe visited a museum **of modern art**.*

This adjective phrase modifies *museum*, a noun. It tells what kind.

*She enjoyed the tour **of the sculpture garden** most.*

This adjective phrase modifies *tour*, a noun. It tells which one.

A. Underline the adjective phrase in each sentence. Circle the noun that it modifies.

1. The sculpture garden was a new part of the museum.
2. Sculptures by twentieth-century artists were displayed there.
3. Chloe studied every sculpture in the garden.
4. She thought one resembled horses without heads.
5. Chloe's favorite was a sculpture of a giant typewriter eraser.
6. It was a round red eraser with a blue brush.
7. Chloe had seen one of these erasers once.
8. She found the eraser in her grandmother's desk.
9. Chloe herself had no knowledge of typewriters.
10. Chloe had experience only with computers.

B. Write adjective phrases to complete each sentence.

11. There was a reflecting pool in the middle _____.
12. Small groups _____ gathered around the pool.
13. Some were workers _____.
14. Others were visitors _____.
15. Everyone was enjoying the sound _____.

Prepositional Phrases as Adverbs

REMEMBER THE RULES

- An **adverb phrase** is a prepositional phrase that acts as an **adverb** when it modifies or tells more about verbs, adjectives, and adverbs.
- Adjective phrases tell *where*, *how*, or *when*.

*William's family will travel **across the country**.*

This adverb phrase modifies the verb *will travel*.

*Everyone is excited **about the trip**.*

This adverb phrase modifies the adjective *excited*.

*They plan their trip carefully, **with much discussion**.*

This adverb phrase modifies the adverb *carefully*.

A. Circle the word that is modified by each underlined adverb phrase.

1. The family will set out early in the morning.
2. They will travel in their van.
3. They stow their gear in the back.
4. William is comfortable in the back seat.
5. He stacks his maps carefully beside him.

B. Write the word that each adverb phrase in dark type modifies. Then tell if the word is a verb, an adjective, or an adverb.

6. **On the very first day**, they discovered the road they planned to take was being repaired. _____
7. Using the map, William rerouted them **over a country road**. _____
8. Part of the time they drove **beside a picturesque stream**. _____
9. William's mother snapped pictures **from the car window**. _____
10. She was delighted **by the interesting sights**. _____

At Home: Write three sentences with adverb phrases, one modifying a verb, one an adjective, and one an adverb.

Interjections

REMEMBER THE RULES

- **Interjections** are words or phrases that express strong feelings.
- Strong interjections are followed by **exclamation marks**, and mild interjections are followed by **commas**.

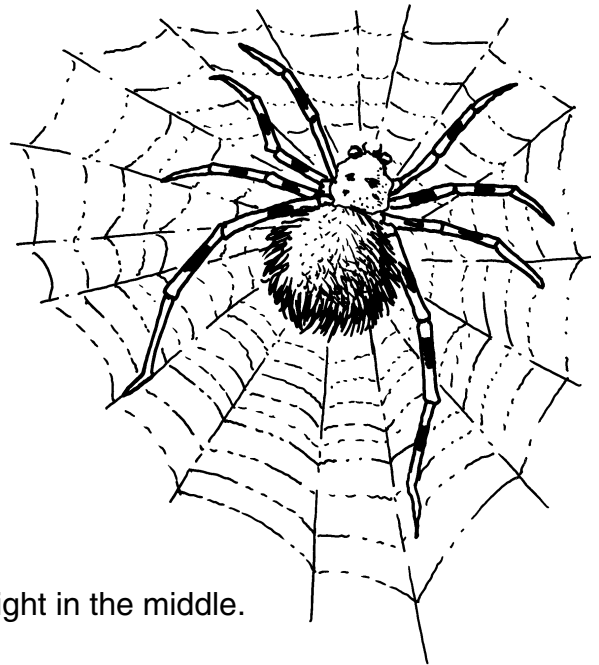
***Yikes!** What was that?*

***Ugh!** It's a spider!*

***Look,** this spider is weaving a web.*

A. Underline each interjection.

1. Good grief! It's just a little spider.
2. Oh, no! I hate spiders.
3. My goodness! This isn't the kind of spider that can hurt you.
4. Phew! That's a relief.
5. Wow! I never knew anyone who was so paranoid about spiders.
6. Well, you do now.
7. Look at that spider web! Amazing!
8. Great! And there's an evil-looking spider right in the middle.
9. Look, spiders help people.
10. Hey, right, tell me how.



B. Choose an appropriate interjection for each sentence and write it in the blank.

11. _____ I can't find my science report.
12. _____ You'd blame anything on a spider.
13. _____ they're not exactly warm and fuzzy.
14. _____ Tarantulas are fuzzy.
15. _____ tarantulas really make nice pets.

Combining Sentences: Prepositional Phrases

REMEMBER THE RULES

- Two sentences can be combined by taking the prepositional phrase from one sentence and adding it to the other.
- The verb must agree with the subject of the sentence, not with the object of the preposition.

The Estebans adopted a dog.

*They got it **from the animal shelter**.*

*The Estebans adopted a dog **from the animal shelter**.*

A. Underline the prepositional phrase in each sentence.

1. The Estebans visited the animal shelter on Saturday morning.
2. They hoped to return with a new dog.
3. Mr. Esteban parked the car in the parking lot.
4. They could hear the dogs barking in the kennel.
5. The Estebans hurried into the main building.

B. Combine each pair of sentences.

6. The Esteban family filled out an application. They did that at the front desk.

7. Then they went to see the dogs. They went into the kennel.

8. They had treats for the dogs. They were in their pockets.

9. Most of the dogs jumped and barked. They did it with great eagerness.

10. One dog just sat calmly. He sat in his kennel.

At Home: Copy five sentences from a newspaper or magazine.
Underline the prepositional phrase in each one.

Mechanics and Usage: Punctuating Introductory Prepositional Phrases and Interjections

REMEMBER THE RULES

- Use a comma after a long introductory prepositional phrase or after the final phrase in a succession of phrases.

In the corner of her favorite room in the library, Ana sits and reads.

- Use a comma to prevent a misreading after a short introductory prepositional phrase.

By reading, Ana visits interesting people in unusual places.

- Put an exclamation mark after an **interjection** that expresses a very strong feeling.

Yikes! She'd be lost without the library.

Put a comma after an **interjection** that express a milder feeling.

Yes, the library is a very special place for Ana.

A. Insert a comma or an exclamation mark in each sentence.

1. From the beginning public libraries reflected American ideas and values.
2. In 1731 in Philadelphia Benjamin Franklin created a library.
3. For this early library a group of ordinary people got together to buy books.
4. In large and small communities people established their own libraries.
5. So what's the story about the library in your community?

B. Rewrite each sentence. Add commas or exclamation marks where they are needed and capitalize words as necessary.

6. Yikes it's raining! _____
7. Gee there's nothing good on TV. _____
8. Well what should we do? _____
9. Hey I've got an idea _____
10. Great what is it? _____

Mixed Review

REMEMBER THE RULES

- A **preposition** comes before a noun or pronoun and relates the noun or pronoun to other words in a sentence.

preposition
object
*Alex read the book **to** his friend.*

- A **prepositional phrase** begins with a preposition and ends with a noun or pronoun which is called the **object of the preposition**.
- Two sentences can be combined by adding a prepositional phrase from one sentence to the other sentence.

A. Draw one line under the prepositional phrase in each sentence. Draw two lines under the preposition. Circle the object of the preposition.

1. Alex spends every Saturday morning in the library.
2. He leaves his house right after breakfast.
3. He goes there on his bicycle.
4. He spends hours browsing in the stacks.
5. He finds books about subjects that interest him.

B. Combine each pair of sentences by adding a prepositional phrase to one of them. Underline the prepositional phrase you added.

6. Alex puts his book bag on a table. It is in the Young Adult section.

7. Then he goes to look for books. He goes into the stacks.

8. He finds a book that looks interesting. It is on a bottom shelf.

9. The title reads *The American Revolutionaries*. The title is on its spine.

10. He is intrigued when he reads the subtitle. He finds it on the title page.

At Home: Locate ten sentences with prepositional phrases in a book. Write the sentence as two sentences, making a second sentence out of the preposition phrase.

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Common Errors: Adverbs**REMEMBER THE RULES**

- An adjective modifies a noun or pronoun. An adverb modifies a verb, an adverb, or an adjective.

*The girl scouts **regularly** gather food for the food bank.*

- *Good* is an adjective, *well* is an adverb.

*Helping the needy is a **good** goal. The girl scouts accomplish this **well**.*

- Do not use more than one negative word in a sentence.

Incorrect: *The scouts don't need **no** more help.*

Correct: *The scouts don't need **any** more help.*

A. Write *correct* or *incorrect* to tell about the underlined words.

1. Mrs. Faber leads our girl scout troop well. _____
2. We never knew no one more creative than her. _____
3. A suggestion she gave us one day was good. _____
4. The troop listened to her suggestion careful. _____
5. She said we could improve our food drive to make it more better. _____

B. Rewrite each sentence correctly.

6. There weren't no light bags of food.

7. Bags full of canned goods were the most heaviest.

8. Piles of food accumulated more better than we expected.

9. Our leader helped us organize the collected food good.

10. Now we could place the food into boxes more swifter.

Study Skills: On-Line Searches

- There is much information to be found using the computer and the Internet. To search for information about a specific topic, it is important to use good **keywords**.
- **Keywords** should not be too general or too specific. If your first search does not get you a helpful list, revise your keyword.

A. Read the topic and the key word. Tell what you think about the key word by writing *too general* or *good* on the line.

Topic	Keyword	
1. vacationing in the Adirondack Mountains of New York State	Adirondack Mountains	_____
2. planting a vegetable garden	gardening	_____
3. the reign of Henry VIII of England	England	_____
4. Shakespeare's play <i>Romeo and Juliet</i>	Romeo and Juliet	_____
5. the life of Captain James Cook	James Cook	_____

B. Write a keyword for each topic.

6. Preserving America's wetlands _____
7. The paintings of Vincent van Gogh _____
8. Visiting the castles of Great Britain _____
9. Life in Colonial America _____
10. Interesting sights of Washington, D.C. _____

At Home: Think of three topics you are interested in. Then write one or two key words you could use to search for information for each.

Vocabulary: Word Choice

- When writing, it is important to know which word to use to convey the proper meaning that you intend to give to the reader.
- The skillful use of the **positive** and **negative** meanings or **connotations** of words can make your writing more precise.

Positive connotation: *The vet showed us an unusual breed of dog.*

Negative connotation: *The vet showed us a bizarre breed of dog.*

A. In each sentence, underline the word or phrase in parentheses that has a more positive or less negative connotation.

1. Paulo was sure he was going to (hate, dislike) going to the family reunion.
2. Before he even left the house, he started to (whine, complain) to his parents about it.
3. During the long journey in the car he remained (silent, tongue-tied).
4. Paulo even (grimaced, frowned) when his grandmother greeted him at the door.
5. Everyone wondered what was (bothering, angering) Paulo.
6. Then Paulo's favorite cousin came to (lecture, talk to) him.
7. They went outside to play while the grown-ups (babbled, chatted).
8. Paulo and his cousin drew (comical, ridiculous) pictures on the sidewalk with chalk.
9. Afterwards, they enjoyed some of grandmother's (delectable, nice) cooking.
10. Paulo apologized to his parents for giving them such a (hard, impossible) time.

B. In each sentence, underline the word or phrase in parentheses which has a more negative connotation.

11. Lin made a (bad, terrible) decision to bathe her Saint Bernard in the bathtub.
12. The Saint Bernard was (filthy, dirty) to say the least.
13. Lin filled the tub and added some (smelly, perfumed) bubble bath.
14. Then she had to (coax, drag) the enormous dog into the tiny bathroom.
15. The dog started to bark and the noise was (deafening, loud).

Composition: Leads and Endings

- A **lead** is the first part of a piece of writing.
- Write a strong lead to **grab the reader’s attention**.
- An **ending** is the last part of a piece of writing.
- Use the ending to state the strongest argument, draw a conclusion, summarize, or restate the main idea.

A. Read each pair of leads or endings. Then underline the one that is stronger.

1. Why should you sign up as a pep club booster today?
There are some reasons students should become pep club boosters.
2. It is possible that some students can learn to cook well.
Imagine this: a twelve-year-old whips up a gourmet meal.
3. You should try hard and not be concerned only with winning.
Giving your all lasts longer than a piece of blue ribbon.
4. Treat yourself to fascinating and thrilling entertainment in the novel *Farm at Concord*.
The book *Farm at Concord* is a novel that presents a story that entertains.
5. Do you want to find out if life begins for you on stage?
The drama club would like to invite students to an open audition.

B. Read each topic. Then write a strong lead sentence.

6. Careers in Government _____
7. A School Basketball Team _____
8. New Computers for a School _____

9. Movie Theaters for Kids Only _____

- 10 Raising Money for Charities _____

Features of Persuasive Writing

Writing that persuades:

- Clearly **states an opinion** on a specific topic.
- Supports the opinion with **convincing reasons and arguments**.
- Presents reasons in a **logical order**.
- Often saves **the strongest argument for last**.
- Uses **opinion words**.

Read the paragraph and answer the questions.

There is currently a bill before Congress that, if passed, would protect sharks. You might be thinking, aren't those razor-sharp teeth enough protection? However, sharks have little protection from two-legged land animals with big boats and sharp hooks. Shark finning has been outlawed, within a 200-mile limit, off most of the coastline of the United States. But finning is not illegal in Hawaii. There fishermen catch sharks, cut off their fins, and toss the bleeding animals back in the water. The sharks may still be alive when discarded, but they do not live for long without their fins. Shark fins can fetch up to \$70 a pound, so there is great incentive for anglers to take sharks. These fins are used for one purpose only—to make shark fin soup. People do have to eat. But there must be something less hurtful to satisfy the palate than shark fin soup. Support this bill and save a shark.

1. What is the writer's opinion about the practice of finning?

2. What are two arguments the writer gives for protecting the sharks?

3. In your opinion, what was the writer's strongest argument?

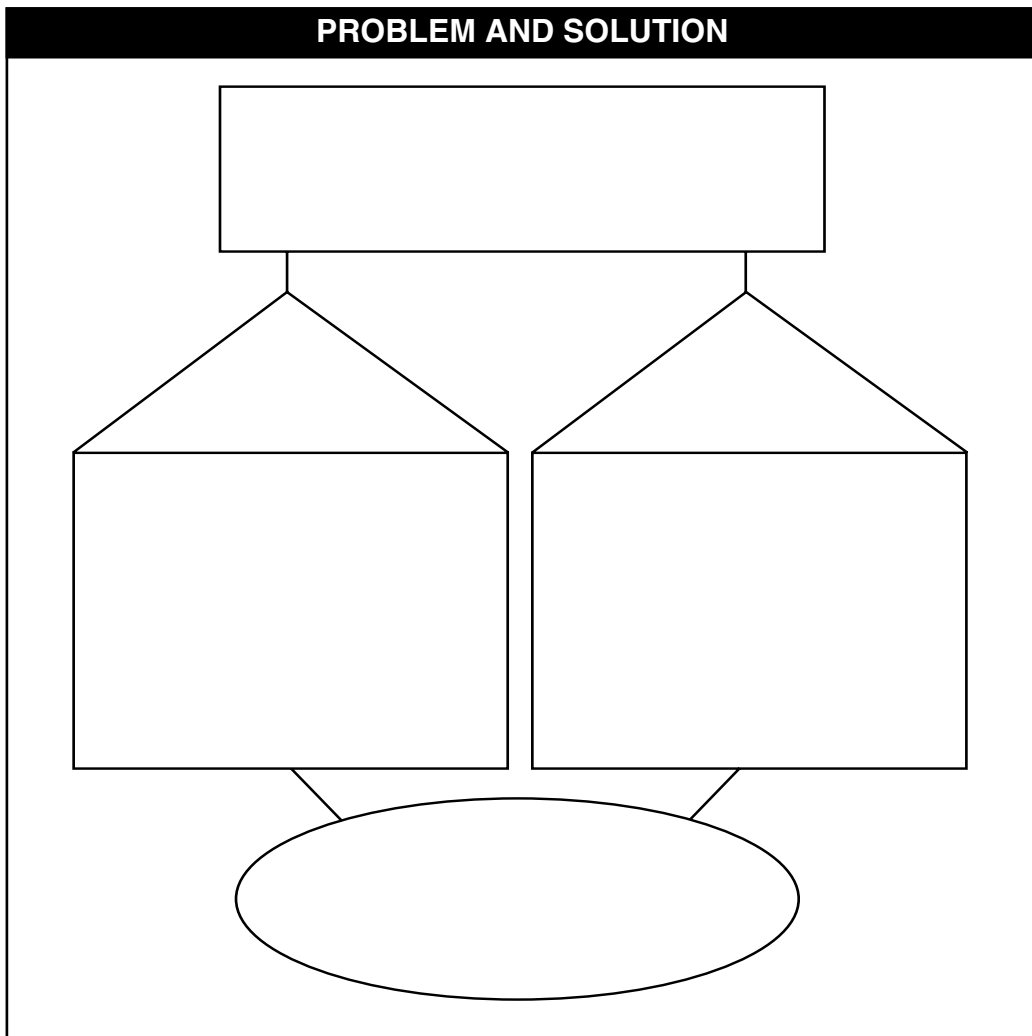
4. What opinion words does the writer use?

5. Were you persuaded to agree or disagree with the writer? Why?

Prewrite: Persuasive Writing

Good **persuasive writing** includes the writer's opinions and the facts to support them. The purpose of persuasive writing is to sway readers to agree with the views presented and possibly take action of some sort.

Pretend you are running for the office of president of your school community club. You will have to give a speech to convince club members to vote for you. Before you give your speech, you'll have to write it. To plan your speech, you can use a problem-solution chart to organize your ideas.



CHECKLIST

- Have you thought about your purpose and your audience?
- Have you listed convincing reasons or facts to support your suggestions and opinions?
- Do you need to do more research?

At Home: Share your chart with a family member.
Solicit other ideas to add to the chart.

Revise: Persuasive Writing

You can elaborate your persuasive writing by adding details and choosing words that will convince your readers to agree with your opinions. When you **revise** your work, you need to make your argument stronger, or more persuasive.

- A.** Pretend you wrote this persuasive speech. Revise it by adding details and some opinion words, such as *must, should, ought, never, truly, everyone agrees*. Make sure your main ideas are supported by facts.

I have worked very hard on many community projects. I got 20 kids to agree to sing at the senior citizens' home. I convinced kids in Class 603 to bake cookies to raise money. And do you remember how hard I worked at the car wash last week.

There are many other projects we can get involved in. I spoke to Mrs. Federman. She said that an after-school baby-sitting service would be terrific. You know she has four kids and needs time to run to the store. If we could take three of her children to the playground that would help a lot.

Secondly, I know that we could also help our neighbors. Mr. Kindle broke his leg last week, and he needs someone to pull weeds and mow his lawn.

Elect me your president. I just love this kind of work. Vote for me and you won't be sorry.

- B.** Write the speech with your revisions on a separate sheet of paper.

Proofread: Persuasive Writing**PROOFREADING MARKS**

- ¶ new paragraph
- ^ add
- ↪ take out
- ≡ Make a capital letter.
- / Make a small letter.
- sp Check the spelling.
- ⊙ Add a period.

After you have revised your persuasive writing, you will need to **proofread** it to correct any errors. Read each sentence to make sure all first words and proper nouns are capitalized. Check for correct punctuation and for spelling errors.

A. Read the following paragraphs from a persuasive book report. Use the proofreading marks from the box to mark any errors you find.

Anne Frank: The diary of a Young Girl is a

wonderful book that everyone should read. Its about a young Jewish girl and how she and her family hid from the Nazis in Amsterdam, holland, during World War II. Anne writes in her dairy and tells about life with her mother, father, and sister Margot. They lives with another family, the Van Daans, too they all lived in a tiny attic above a store.

What is wonderful about this book is how in the beginning Anne sounds so young. At the end of her diary, you can tell how much she had grown and how smart she really was.

This book is filled with hope but it is very sad, too. It made me cry, but it's the kind of book you should read. Youll learn so much about life, the terrible war, and love.

B. On another sheet of paper, use the corrections you marked to rewrite the paragraphs.

At Home: Learn more about Anne Frank and write a book or video report to share with family members and classmates.

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pages 476–477