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A **sentence** is a group of words that expresses a complete thought. Every sentence begins with a capital letter.

A **sentence fragment** does not express a complete thought.

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

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

Read each sentence or phrase below. Write **S** beside it if it is a sentence. Write **F** if it is a fragment. Then add words to the fragments so that they express complete thoughts.

1. Toni and Beth went hiking in the woods yesterday.
   
2. Lost their way.
   
3. Forgot flashlights and water.
   
4. Why did their parents allow them to go?
   
5. Luckily for the girls.
   
Put the correct punctuation mark at the end of each sentence.

6. Name several safety tips for hiking and climbing

7. Wearing proper clothing and footwear is a basic tip

8. Why is it important to carry water

9. Penny wants to know more about camping

10. Why must climbers sign up before beginning their climb

**At Home:** Ask the student to write five declarative sentences and five interrogative sentences.
• An **imperative sentence** gives a command or makes a request. It ends with a period.
• An **exclamatory sentence** expresses strong feeling. It ends with an exclamation point.

Read each sentence. Write whether it is declarative, interrogative, imperative, or exclamatory.

1. What a wonderful camping trip that was!

2. Think about what Peter said about staying safe on a hike.

3. How many times have you climbed in the Shawangunk Mountains?

4. Don’t delay getting down the mountain before sunset.

5. Richard couldn’t decide whether or not to go.

6. I’m so excited to be on this hike!

Revise the first four sentences. Change them to either interrogative or declarative sentences.

7. __________________________________________________

8. __________________________________________________

9. __________________________________________________

10. __________________________________________________
Correct the capitalization or punctuation of each sentence. Then identify the sentence type in the space provided.

1. Talk to Tiana about food to bring on the trip?
   _____________________________

2. what a beautiful sight Mohonk Mountain is!
   _____________________________

3. Why must he always complain about his aching back!
   _____________________________

4. the Shawangunk Mountains are in New York state.
   _____________________________

5. Bring your cell phone on the trip tomorrow?
   _____________________________

6. hiking is great exercise.
   _____________________________

7. How long will we be gone.
   _____________________________

8. Don’t expect to be home before 8:00 P.M.!
   _____________________________

9. go to sleep early the night before the hike!
   _____________________________

10. We will be leaving at 5:00 A.M.?
    _____________________________
i am so happy that rescue teams are on alert at all times to come to the aid of stranded or lost hikers i recently attended one of the classes teams hold to help campers think ahead about unexpected situations what if someone in my group became ill or injured what kind of weather conditions might I expect do I have the skills necessary to safely complete the trip I plan to make these questions never occurred to me

Rewrite the passage, correcting all capitalization and punctuation mistakes.

i am so happy that rescue teams are on alert at all times to come to the aid of stranded or lost hikers i recently attended one of the classes teams hold to help campers think ahead about unexpected situations what if someone in my group became ill or injured what kind of weather conditions might I expect do I have the skills necessary to safely complete the trip I plan to make these questions never occurred to me
Add to the beginning of each group of words so that it forms a sentence. The information in parentheses will tell you what type of sentence it should be. Be sure to begin each sentence with a capital letter and end it with the correct punctuation mark.

1. each hiker from the nature group (declarative)

2. know the location of the nearest ranger station (interrogative)

3. embarrassing to the group (exclamatory)

4. extra food and clothing (imperative)

5. good idea to have an extra map (declarative)

6. a mother bear (exclamatory)

7. with her buddy Tasha, (declarative)

8. know they were such good friends (interrogative)

9. can check your supplies (imperative)

10. never shows up late (declarative)
A sentence is a group of words that expresses a complete thought.

There are four types of sentences: declarative, interrogative, imperative, and exclamatory.

Write four sentences that have something to do with rescue efforts or camping and hiking. Make one sentence declarative, one interrogative, one imperative, and one exclamatory. When you are finished, read the sentences to a partner. Talk about how your voice helps identify the different types of sentences.

1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________
The complete subject includes all the words that tell what or whom the sentence is about. The simple subject is the main word or words in the complete subject. You can sometimes correct a sentence fragment by adding a subject.

Read each sentence. Write the complete subject on the line provided below each example. Put parentheses ( ) around the simple subject. (In some sentences, the complete subject and the simple subject may be the same.)

1. The ruins of many ancient cities are located in Mexico.

2. The Mexican people live and work near ancient archaeological sites.

3. My cousin Isabel is studying to become an archaeologist.

4. The large capital of Mexico is her home.

5. Isabel hopes to travel to Tulum sometime soon with her classmates.

6. The entire class will be guided on the trip by a well-known scientist.

7. The students are looking forward to seeing some real artifacts.

8. The department’s leading professor has arranged the trip.

At Home: Have the student write about a trip he or she has made. Then have him or her locate the simple and complete subjects.
• The **complete predicate** includes all the words that tell what the subject does or is.
• The **simple predicate** is the main word or words in the complete predicate.
• You can sometimes correct a sentence fragment by adding a predicate.

Read each sentence. Write the complete predicate on the space provided below each example. Put parentheses around the simple predicate. (In some sentences, the complete predicate and the simple predicate may be the same.)

1. Isabel learns languages as part of her schoolwork in archaeology.
   
2. She and her classmates practice their English with each other.
   
3. Sometimes at home Isabel speaks English or French.
   
4. She even knows a little Chinese!
   
5. The dean of the language department at Isabel’s university approves.
   
6. Chinese is a difficult language to learn.
   
7. She works hard to master the characters.
   
8. Late into the night, Isabel is often studying.
• Begin the greeting and closing of a letter with a capital letter.
• Use a comma after the greeting and closing of a friendly letter.
• Use a comma between the names of a city and a state.
• Use a comma between the day and year in a date.

Proofread this friendly letter for errors in commas and capitalization. Add commas as necessary. Cross out the letters that should be capitalized.

1723 Carolyn Lane
Orlando FL 32819
June 1 2006

dear Lupe

Let me tell you about my fabulous trip to Mexico! I took an archaeological tour with my family through the Yucatan Peninsula. We learned about the great Maya civilization and saw the ruins of many of their cities. The Maya had a calendar and written language. They also studied the planets and stars.

Our trip began on May 5 2006 and we did not get home until Memorial Day! The weather in Mexico was perfect for hiking the ruins, and the beaches of Cancun were fantastic. I learned how to snorkel, and Danny saw a barracuda! Coming home to Orlando Florida may seem a lot less exciting, but it’s good to be back.

your friend
Marisa

At Home: Have the student write a friendly letter to someone he or she knows or would like to meet.
• Begin the greeting and closing of a letter with a capital letter.
• Use a comma after the greeting and closing of a friendly letter.
• Use a comma between the names of a city and a state.
• Use a comma between the day and year in a date.

Proofread the letter Ivelise wrote to her cousin Isabel. Add commas as necessary. Cross out incorrect punctuation and the letters that should be capitalized. Use correct punctuation.

1800 Fortune Avenue
Tampa FL 33624
December 11 2006
dear Isabel

I received your letter last week, but I’ve been quite busy. Do you remember I told you about my history class. Well, we are learning about ancient cities like the ones you have been visiting

My homework load is heavy, but I am enjoying learning about the South American cities? Are the Maya people like the ancient Inca people I am learning about. I wish you were here so you could help me with this essay I have to write?

write soon and tell me about your trip to the Yucatan. My mom says we may be coming to Mexico City to visit soon. I can’t wait to show you my photos.

your cousin
Ivelise
Name______________________________

Decide which word or group of words is the sentence part named in parentheses. Circle the letter of your answer.

1. My cousin Lupe enjoyed her visit to Key West, Florida. (simple subject)
   a. enjoyed her visit
   b. enjoyed
   c. My cousin Lupe
   d. Lupe

2. She visited many of the historic sites around the city. (complete predicate)
   a. She visited
   b. visited many of the historic sites around the city
   c. around the city
   d. many of the historic sites

3. Lupe gradually felt more at home in the city. (simple predicate)
   a. felt
   b. gradually felt more at home
   c. at home in the city
   d. Lupe gradually

4. An exhausting day of travel can make anyone feel tired. (complete subject)
   a. day of travel
   b. An exhausting day of travel
   c. anyone
   d. can make anyone feel tired

5. A nice cup of tea usually makes Lupe feel a lot better. (simple subject)
   a. A nice cup of tea
   b. a lot better
   c. makes Lupe feel
   d. cup
• The complete subject includes all the words that tell what or whom the sentence is about. The simple subject is the main word or words in the complete subject.
• The complete predicate includes all the words that tell what the subject does or is. The simple predicate is the main word or words in the complete predicate.
• You can sometimes correct a sentence fragment by adding a subject or predicate.

Write a friendly letter to someone you know that tells about a trip you have taken, or would like to take, to a lost city. Make sure each sentence contains a subject and a predicate. When you are finished, read the letter to a partner. Identify the complete and simple subjects and predicates in each sentence.

_________________________________________
_________________________________________
_________________________________________
_________________________________________
_________________________________________
_________________________________________
_________________________________________
_________________________________________
_________________________________________
• A conjunction joins words or groups of words. And adds information; but shows contrast; or gives a choice.
• A compound sentence contains two sentences joined by a comma and and, but, or or.
• You can form a compound sentence by joining two related sentences.

Put an X in front of each sentence that is a compound sentence. For those sentences, write the word that joins the two shorter sentences.

1. _____ Crayons were invented in 1903 by Edwin Binney and Harold Smith, and they were an instant success.

2. _____ Crossword puzzles can be diamond-shaped, or they can be square.

3. _____ The first ferriswheel began operating on June 21, 1893 at the Chicago World’s Fair.

4. _____ It had 36 wooden cars that could each seat 40 people, but most modern ferriswheels are much smaller.

5. _____ A kaleidoscope is a tube one can look into that makes beautiful, colorful patterns using mirrors.

6. _____ The kaleidoscope was invented by the Scottish physicist Sir David Brewster in 1817.
• A **compound subject** contains two or more simple subjects that have the same predicate.
• A **compound predicate** contains two or more simple predicates that have the same subject.
• You can combine two sentences by joining two subjects or two predicates with *and*, *but*, or *or*.

Read the sentences. Write an *S* if it has a compound subject and *P* if it has a compound predicate. Write each compound subject and compound predicate below. Then put parentheses around the simple subjects or predicates in what you have written. (Not every sentence has a compound subject or compound predicate.)

1. My older sister, Selina, is studying hard and hopes to be an inventor one day.  

   

2. Calculus, physics, and chemistry are her favorite subjects.  

3. My preferred subject has always been English literature.  

4. Selina rises early and arrives home late.  

5. Selina’s teachers and classmates believe she is marked for fame and fortune.  

6. A big title and huge corner office are of no interest to Selina.  

---

**At Home:** Have your student write about his or her intended future profession. Two sentences should contain a compound subject.
Combine each set of sentences. Use a comma and a conjunction in the compound sentence.

1. Tic Tac Toe has been played in the United Kingdom for hundreds of years. There it is called Noughts and Crosses.

2. A.S. Douglas was the first to put Noughts and Crosses on a software program. That was way back in 1949!

3. In 1956, Noah and Joe McVicker invented play dough. It was promoted as a wallpaper cleaner first.

4. Joe realized the child-safe type of clay would make a great toy. He became a millionaire almost overnight.

5. Over 700 million pounds of play dough have been sold since it was first marketed. The formula is still a secret.
everyone knows that necessity is the mother of invention the woman who invented disposable diapers was both a woman and an inventor Marion Donovan invented the disposable diaper in 1950 she used a regular cloth diaper, lined it with pieces cut from a shower curtain, and called her invention “Boaters” since no company was interested in marketing her new invention Mrs. Donovan founded her own company today disposable diapers are big business
Revise the following paragraph so that it reads more clearly. Combine short sentences with a conjunction to form compound subjects, compound predicates, or compound sentences. Not every sentence needs to be combined or revised.

People put on their clothing every day. They do not think about how their pants stay put. They do not think about how their jackets stay put. Jackets have zippers. Pants have zippers. The zipper was invented in 1893 by Whitcomb L. Judson. He called his invention a “clasp-locker.” In 1923, Mr. B.F. Goodrich coined the word “zipper.” His company made rubber boots with zippers. His company sold rubber boots with zippers. Mr. Goodrich named them zippers because they made a zipping sound when opened and closed.
You can combine two related sentences by using a conjunction. You can also combine two sentences by joining two subjects or two predicates with and, but, or or.

Use a comma before the conjunction in a compound sentence. If two parts of a compound sentence are not joined by a conjunction, use a semicolon to separate the parts.

Rewrite the following sets of sentences. Create a compound sentence or sentences with compound subjects or predicates. Use the correct punctuation.

1. Eleven-year-old Frank Epperson invented the frozen fruit pop in 1905. He didn’t mean to do it.

2. Epperson was enjoying a fruit drink. He left it out overnight with the stirrer still in it.

3. The fruit drink froze. It certainly made a delicious new treat.

4. Young Frank patented his “frozen ice on a stick” in 1923. He originally called his invention the Epsicle.

5. Epperson thought Epsicle was a great name. The frozen treat was later renamed.
A clause is a group of words with a subject and a predicate.

An independent clause can stand alone as a sentence.

A dependent clause cannot stand alone as a sentence.

A dependent clause begins with a conjunction such as wherever, before, while, because, as if, or unless.

Read each group of words. Write I beside each independent clause. Write D beside each dependent clause. Then rewrite each dependent clause so that it is part of a sentence.

1. Whenever I read a story.

2. Because I enjoy them.

3. Jasmine is the most talented writer in our class.

4. Although she hopes to be a published writer.

5. Jasmine would like to study communications as well.

6. Because her grandmother used to tell her folk tales.

7. She would sit on her grandmother’s lap and listen to her great stories.

8. Jasmine hopes to one day write a story like her grandmother’s.

At Home: Have the student write five dependent clauses. Then have him or her complete them.
Put an X in front of each complex sentence. If the dependent clause comes at the end of the sentence, rewrite the sentence so that the dependent clause comes at the beginning. If the dependent clause comes at the beginning of the sentence, rewrite it so that it comes at the end. (Note: not every sentence is complex.)

1. While I read, I often listen to soft music. 

2. I have yet to find my folk tale in the library. 

3. I usually carry a book with me wherever I go. 

4. I probably will not be happy until I finish reading every book on my shelf. 

5. My sister is always calling me a book worm. 

6. Before I left for school this morning, I read a tale of a brave knight. 

7. I forgot what time it was until my mother called me. 

8. I find folk tales interesting because of the history in them.
• When a dependent clause comes at the beginning of a sentence, use a comma after the dependent clause.
• When a dependent clause comes at the end, a comma is not usually necessary.

Read the following interview. Rewrite each line, adding commas to the dialogue where they are needed. Remove any unnecessary commas.

REPORTER: When your first novel was published were you nervous?

__________________________________________________________

FAMOUS WRITER: On the contrary I felt elated.

__________________________________________________________

REPORTER: As you work, on your next book do you find yourself writing to please your readers?

__________________________________________________________

FAMOUS WRITER: No, I always write to please myself because I write what I feel, and believe.

__________________________________________________________

At Home: Challenge the student to write a short poem on a topic of his or her choosing.
A complex sentence contains an independent clause and one or more dependent clauses.

- When a dependent clause comes at the beginning of a sentence, use a comma after the dependent clause.
- When a dependent clause comes at the end, you usually do not use a comma.

Rewrite the passage. Draw a line under the complex sentences. Correct the capitalization and punctuation mistakes, adding punctuation as needed.

although every family has its own traditions, ours is my favorite on Sunday nights we all sit around the kitchen table with a bowl of roasted walnuts hazelnuts peanuts, and almonds as we crack the nuts each family member tells one good thing and one bad thing that happened to them that week this family time not only teaches us about each other but also lets us see the many good things in our lives.
Each question begins with a sentence that, when joined with the correct response, will result in a complex sentence. Circle the letter of your answer. Hint: The correct answer will be a clause.

1. We have an unusual family tradition at our house
   a. every night.
   b. when tired.
   c. that every family should adopt.

2. Every Memorial Day, we have a family fire drill
   a. that my parents carefully organize.
   b. and barbeque.
   c. only once.

3. every person knows what to do and where to go.
   a. Today
   b. If a fire starts,
   c. In this case,

Try making sentences from the different answers. Choose the answer that gives you a complex sentence with correct punctuation. Circle the letter of your answer.

4. Isaac takes little Maria by the hand
   a. first of all.
   b. for safety sake.
   c. before he walks her safely across the street.

5. Everyone meets on the neighbors’ lawn
   a. that night.
   b. so we can have a big barbeque.
   c. across the street.
A complex sentence contains an independent clause and one or more dependent clauses.

- When a dependent clause comes at the beginning of a sentence, use a comma after the dependent clause.
- When a dependent clause comes at the end, a comma is not usually necessary.

Study the picture and think about a folk tale it might describe. Read the following groups of words. Add phrases to turn the four groups of words into four complex sentences. Be sure to use commas correctly in your sentences.

1. Although everyone knew the hare could run very fast
   __________________________________________________________________________

2. Because the tortoise was known for being so slow
   __________________________________________________________________________

3. Because tortoises are patient
   __________________________________________________________________________

4. If the hare became too sure of himself
   __________________________________________________________________________
A run-on sentence joins together two or more sentences that should be written separately.
You can correct a run-on sentence by separating two complete ideas into two sentences.

Put an X in front of each run-on sentence. Then correct the sentences in the space provided.

1. The kiwi bird is a strange-looking animal it is part of a group of endangered species.

2. These animals have died or been killed in such large numbers that there are very few left.

3. The kiwi’s body is covered with fluffy feathers unlike other birds, the kiwi has no tail.

4. Kiwis are the size of a chicken their eggs are as large as ostriches’ eggs!

5. The kiwi’s “cousin,” the dodo bird, is already extinct.

6. There are no dodos left anywhere in the world no other dodos will ever be born.

At Home: Have the student write four run-on sentences and then rewrite each one as two separate sentences.
A run-on sentence may be rewritten as a compound or complex sentence or separated into two sentences.

Read these sentences. If the sentence is correct, write C on the line next to it. If it is a run-on sentence, write R. Rewrite each run-on sentence.

1. The platypus has feet like a duck’s.

2. Many scientists have studied the platypus dark brown fur covers its body.

3. Platypuses live on land, although these odd animals also swim very well.

4. The female platypus lays eggs the mother sits on the eggs like a bird.

5. The platypus has survived for millions of years many scientists call it a living fossil.

6. Unlike ducks platypuses have bills that are soft and feel for food underwater.

7. Australia is the home of the platypus it prefers fresh water to the salt water that surrounds the island.
• A sentence fragment does not express a complete thought. You can sometimes correct a sentence fragment by adding a subject or predicate.
• Use a comma before the conjunction in a compound sentence. If there is no conjunction, use a semicolon.
• Use a comma after a dependent clause at the beginning of a sentence.

Rewrite each run-on sentence or sentence fragment using proper capitalization, commas, and end punctuation.

1. scientists study wildlife in order to protect it the study of the cheetah is an example

2. is found mainly in northern Africa

3. its feet have hard pads with sharp edges these special pads help the cheetah to grip the ground

4. the cheetah has been called a natural running machine it is able to reach a speed of 71 miles per hour

5. it may be the fastest animal on Earth we must protect this amazing cat

6. the cheetah is an endangered species it is even extinct in India and northern Africa

At Home: Challenge the student to do the activity again, trying different methods of revision.
A sentence fragment does not express a complete thought. You can sometimes correct a sentence fragment by adding a subject or predicate.

A run-on sentence joins together two or more sentences that should be written separately.

You can correct run-on sentences in three different ways:
1. Separate two complete ideas in a run-on sentence into two sentences.
2. Rewrite the run-on sentence as a compound sentence.
3. Rewrite the run-on sentence as a complex sentence.

Correct any sentence fragments or run-on sentences in the diary entry below. Rewrite the passage with correct punctuation and capitalization.

today I joined a group of students on a bird-watching walk i wanted to see a snail kite because I read that this bird is in trouble the snail kite eats only one thing it eats the meat of the apple snail when builders drain swampland to put up buildings, the apple snails die out. then the snail kites have nothing to eat we must put a stop to putting buildings where endangered animals live
Rewrite each run-on sentence, adding the punctuation and conjunctions shown in parentheses.

1. The Florida manatee has been one of the most protected animals on earth it may now be in danger. (Add a comma and the conjunction but.)

2. The marine mammal is listed as endangered is protected by the federal Marine Mammal Act. (Add a comma and the conjunction and.)

3. Scientists with the Florida Fish and Wildlife Commission may reevaluate the protected status of the manatee the commission plans to act soon. (Add a semicolon.)

4. Recreational boaters in Florida believe the manatee population has increased enough environmentalists disagree. (Add a semicolon, a comma and the conjunction however.)

5. Manatee lovers admit that the populations have increased in some areas populations in other areas are low. (Add a comma and the conjunction but.)
A run-on sentence joins together two or more sentences that should be written separately.

Rewrite these run-on sentences using correct punctuation and capitalization.

1. the sea horse has two skeletons one is inside, and one is outside

2. the tail of the sea horse is very important it uses its tail to grip or hold on to things

3. this tiny animal can hang like a monkey it can swim in an upright position

4. the mother sea horse lays her eggs in the father's pouch the father cares for the eggs

5. sea horses are used to make medicine that means the species is at risk

6. black bears are carnivores eat very little meat live on grass fruits berries nuts.
Read the passage and look at each underlined section. Is there a mistake? If there is, how do you correct it? Circle the letter of your answer.

Most people think of school when they hear the word “education.” But traveling is an excellent way to learn. Each area of the country has its own distinct animals and trees? Where else can you see a Florida manatee but in Florida?

1. A. Change Most to most.
   B. Replace the period with an exclamation point.
   C. Replace the period with a question mark.
   D. No mistake

2. A. Change Each to each.
   B. Replace the question mark with an exclamation point.
   C. Replace the question mark with a period.
   D. No mistake

Read the passage below. How would you describe each group of underlined words? Circle the letter of your answer.

There are three levels of protection given to animals in danger of extinction. The first level is the highest level: endangered. The second level has been titled “threatened.” Animals on the third level are called “species of special concern.”

3. A. A complete sentence
   B. A sentence fragment missing a simple subject
   C. A sentence fragment missing a complete subject
   D. A sentence fragment missing a complete predicate

4. A. A complete sentence
   B. A sentence fragment missing a simple subject
   C. A sentence fragment missing a complete subject
   D. A sentence fragment missing a complete predicate
Read the passage. Circle the answer that describes each underlined sentence.

John loves and cares for his tropical fish, and often he adds to his collection. John owns two Betta fish called Buddy and Freddy. John and his sister, Sandy, own two of these colorful sea creatures, and they often do research on how to care for them. There are many questions to answer and ask. What kind of tank is best? What is the best kind of food? It’s a big responsibility caring for living things.

5. A. Simple sentence with compound subject
   B. Simple sentence with compound predicate
   C. Compound sentence with compound subject
   D. Compound sentence with compound predicate

6. A. Simple sentence with compound subject
   B. Simple sentence with compound predicate
   C. Compound sentence with compound subject
   D. Compound sentence with compound predicate

Read the passage and look at each underlined sentence. Is there a mistake? If there is, how do you correct it? Circle the letter of your answer.

John often looks to Sandy for help with Buddy and Freddy. While Sandy was changing the water in the tank John watched her carefully. John wanted to know the correct temperature of the water. Buddy and Freddy are going to stay happy and healthy.

7. A. Add a comma after tank.
   B. Add a comma and a conjunction after tank.
   C. Add a conjunction after tank.
   D. No mistake

8. A. Add a comma after know.
   B. Add a comma and a conjunction after know.
   C. Add a conjunction after temperature.
   D. No mistake
Name

A noun names a person, place, thing, or idea.
A common noun names any person, place, thing, or idea.
A proper noun names a particular person, place, thing, or idea and begins with a capital letter.

Read each sentence. Then underline each common noun once. Put brackets [ ] around each proper noun.

1. My cousin, Alex, plays football for a local team, the Broncos.
2. He and his friend, Jason, both go to Central High School here in town.
3. Besides playing sports, Alex and Jason also play bass in the orchestra.
4. The boys enjoy several subjects, including American History and English.
5. Their school has the leading debate team in all of Seminole County.
6. Ashley and Leroy, brother and sister, are captains of the debate team.
7. The students debate other teams from other parts of the state every third Wednesday.
8. Alex is thinking of joining the chess club, too, but he doesn’t have much extra time.
9. He works at the Central City Public Library shelving books on Saturdays.
10. Between school, football, clubs, and work, Alex has to plan his days carefully.
11. Last month Alex and his family had a huge picnic in the park in the city.
12. Alex planned to write a letter to his friend Horatio who lives in Miami.

At Home: Have the student identify as many common and proper nouns as he or she can locate in a magazine or book.
• Some proper nouns contain more than one word. Each important word begins with a capital letter.
• The name of a day, month, or holiday begins with a capital letter.

Identify all of the proper nouns in the following sentences. Rewrite each sentence, capitalizing all the proper nouns.

1. The broncos is a football team in our town of centerville.

2. Mr. Suarez is the coach for our rival football team, the panthers.

3. The broncos play on a field behind Delaney Creek Boulevard, a main road.

4. Football is a popular sport in the state of Florida.

5. The Labor Day kickoff party is enjoyed by all the citizens of Centerville.

Write a proper noun for each of the following categories.

6. Building

7. Day of the week

8. Month

9. Holiday

10. Country
Proofread this business letter for errors in punctuation and capitalization. Make the necessary corrections.

144 East Arrowhead Drive
Charlotte North Carolina 28201
June 2 2005

The Carolina Lightnin’
P.O. Box 7252
Charlotte North Carolina 28207

dear Sir or Madam

My family and I just moved here from Colorado. As soccer fans, we would like to receive the following information.

We would like to have a schedule of Lightnin’ home games. Also, we’d like to know the cost of tickets.

Thank you for your assistance.

sincerely yours

Katrina Halbertstam
A common noun names any person, place, thing, or idea, and does not begin with a capital letter unless it begins a sentence. Some proper nouns contain more than one word. Each important word begins with a capital letter. The name of a day, month, or holiday begins with a capital letter.

Proofread this business letter for errors in capitalization and punctuation. Underline any letters you think should be capitalized. Put brackets [ ] around any letters you think should not be capitalized. Make the necessary corrections in punctuation for a business letter.

978 river road
ramsey new jersey 07446
april 15 2005
The arizona cacti
P.O. Box 1234
chandler arizona 85224
dear sir or madam

I have just begun school here in new jersey, but my Family used to live in arizona and utah. I would like to attend baseball camp during the Summer of 2005 with your organization. My Family will be traveling to arizona for the fourth of july, so the week of july 9 through july 15 would be best. Please let me know the cost of one Week of camp and any Equipment I might need to bring with me.

Thank you for your assistance.

sincerely yours
Matthew Perricone
Circle the letter of the correct form of capitalization for the underlined proper nouns. If the word or words is correctly capitalized, circle C for no error.

1. Isabel traveled to Knoxville, Tennessee, with her softball team, the chattanooga wildcats.
   a. Chattanooga wildcats
   b. Chattanooga Wildcats
   c. no error

2. All team members stayed at the Tyson Park Hotel on beaumont avenue.
   a. Beaumont Avenue
   b. Beaumont avenue
   c. no error

3. If Isabel and her team members win, they may travel to england and ireland.
   a. England and ireland
   b. England and Ireland
   c. no error

4. The tournament is scheduled for monday, may 30, memorial day.
   a. Monday, May 30, Memorial Day
   b. Monday, may 30, Memorial Day
   c. no error

5. Isabel took copies of National Geographic to read on the bus trip.
   a. national Geographic
   b. national geographic
   c. no error

At Home: Have the student find examples of proper nouns in newspaper or magazine articles.
• A common noun names any person, place, thing, or idea.
• A proper noun names a particular person, place, thing, or idea.
• Some proper nouns may contain more than one word.
  Capitalize each important word.

Read the following nouns. Decide whether each noun should be written with a capital letter. Then write each noun under the correct picture.

1. county historical society
2. bijou theater
3. lunch
4. movie
5. waldham university
6. taxi
7. friendship
8. lenoir city state park
9. assistant
10. jackson, Mississippi

More Practice:
Common and Proper Nouns

At Home: Ask the student to find ten examples of proper and common nouns in books or magazines.
Name

Read each sentence. Underline each singular noun. Put brackets [ ] around each plural noun.

1. Hector Menendez was happy to get a new telescope as one of his birthday gifts.
2. Hector enjoys gazing at the stars with his grandfather.
3. Mr. Menendez knows a lot about the planets and space.
4. He was a teacher for many years in local schools.
5. Hector has had serious thoughts about becoming an astronaut.

Write the plural form of each singular noun below.

6. planet
7. newspaper
8. brush
9. project
10. minute
11. shoe
12. branch
13. legend
14. mix
15. experience

• A singular noun names one person, place, thing, or idea.
• A plural noun names more than one person, place, thing, or idea.
• Add -s to form the plural of most singular nouns.
• Add -es to form the plural of singular nouns that end in s, sh, ch, or x.

At Home: Have the student list ten singular nouns and ten plural nouns seen around him or her.
• Add -es to form the plural of singular nouns that end in s, sh, ch, or x.
• To form the plural of nouns ending in a consonant and y, change the y to i and add -es.
• To form the plural of nouns ending in a vowel and y, add -s.
• If a noun ends in f, sometimes add -s, or change the f to a v and add -es. Change lf to v and add -es.

Correct the misspellings of the plural nouns in these sentences.
1. Hector believes in his fantasys about becoming an astronaut.

2. He plans to begin his studys to become a pilot soon.

3. Yesterday, Hector got two boxs of books in the mail about space travel.

4. There will be no delayes for Hector in his goal to reach outer space.

5. Lots of girls and boyes at Hector’s school share his dream.

Write the plural form of each singular noun below.
6. roof

7. speech

8. community

9. glass

10. journey

11. self

12. flash
• A comma tells the reader to pause between the words that it separates.
• Use commas to separate three or more words in a series.
• Do not use a comma after the last word in a series.

Rewrite each sentence, inserting commas in the correct places.
One sentence needs no commas.

1. Hector’s favorite planets are Mars Venus Jupiter and Earth.
   ________________________________________________________________

2. Hector gathered paints pencils paintbrushes and poster board for his project.
   ________________________________________________________________

3. His project would show the scope the wonder and the beauty of the solar system.
   ________________________________________________________________

4. Hector’s mom brought him milk fruit nuts and cookies while he worked.
   ________________________________________________________________

5. Hector ate only the milk and fruit.
   ________________________________________________________________

At Home: Have the student write five sentences that contain items in a series, inserting commas in the correct places.
• Add -s to form the plural of most singular nouns.
• Add -es to form the plural of singular nouns that end in s, sh, ch, or x.
• To form the plural of nouns ending in a consonant and y, change the y to i and add -es.
• To form the plural of nouns ending in a vowel and y, add -s.

Proofread this editorial for errors in spelling and punctuation. Put brackets [ ] around any misspellings of singular or plural nouns. Add commas in a series where needed.

Editorial from the *Sun City Sentinel*:

This country spends far too much money on space travel. We have enough problem right here on Earth! We need to improve our road systems water systems and air quality. We need our communitys to band together to think of fixes for these problem. How many discoverys must astronauts make? Large quantitys of money spent on space exploration will not make Earth a better places to live! Let’s get together—friendes enemys and all—no more fantasys about space!
Complete the following sentences. Use the plural form of the noun in parentheses.

1. Hector has been collecting (rock) for many years.
   ______________________________________________________________________

2. He keeps them in (box) in the attic.
   ______________________________________________________________________

3. He recently found a rare one between two (blade) of grass.
   ______________________________________________________________________

4. He always looks under (bush) for special finds.
   ______________________________________________________________________

5. Hector has a special pair of (glass) he wears in the sun.
   ______________________________________________________________________

6. He sometimes brings (berry) to eat on his rock-hunting trips.
   ______________________________________________________________________

7. There are several different (approach) to rock collecting.
   ______________________________________________________________________

8. Some people have elaborate (ceremony) before they begin.
   ______________________________________________________________________

9. Hector thinks these are sturdy (shelf).
   ______________________________________________________________________

10. He just makes a few (sandwich) and heads out the door.
    ______________________________________________________________________

11. Sunlight shone through the (leaf) on the trees.
    ______________________________________________________________________

12. (bunch) of wild grapes grew on the vines.
    ______________________________________________________________________
• A plural noun names more than one person, place, thing, or idea.
• Add -s to form the plural of most singular nouns.
• Add -es to form the plural of singular nouns that end in s, sh, ch, or x.
• To form the plural of nouns ending in a consonant and y, change y to i and add -es.
• To form the plural of nouns ending in a vowel and y, add -s.

Mechanics

• Use commas to separate three or more words in a series.
• Do not use a comma after the last word in a series.

Work with a partner. One partner reads a sentence, changing the singular nouns to plural nouns. The other partner writes the sentence correctly, using commas where they are needed. Exchange papers to proofread each other’s sentences.

1. Hector’s grandfather encourages him to have tie to the local science museum.

2. Hector knows he must be strong brave and stubborn to become an astronaut.

3. He has spent many evenings studying math physics and chemistry.

4. Hector’s parents are both attorney, with big office important title and grand case.
Write the plural form of each singular noun below.

1. half
2. wolf
3. loaf
4. dwarf
5. life
6. wife
7. puff
8. knife
9. spoof

Rewrite these sentences using the correct plural form.

10. Rosita is one of many executive cheves at the restaurant.

11. Rosita owns several expensive knifes, which she uses in her work.

12. She keeps her pots and pans on the shelfs above the stove.

At Home: Have the student choose five of the plural nouns above and use them in a sentence.
Write the plural form of each singular noun below.
1. mouse  
2. rodeo  
3. potato  
4. ox  
5. concerto  
6. silo  
7. wolf  
8. self  
9. child  
10. moose  
11. headquarters  
12. knife  
13. ratio  
14. mix  
15. goose

More Plural Nouns

At Home: Have the student write a paragraph in which he or she uses five of the nouns above in plural form.
To form the plural of most nouns ending in \( f \) or \( fe \), add -s.
For other nouns, change the \( f \) to \( v \) and add -es.
To form the plural of nouns that end with a vowel and \( o \), add -s.
To form the plural of nouns that end with a consonant and \( o \), add -s or -es.
Some nouns have special plural forms that must be memorized.
A few nouns have the same singular and plural forms.

Read each sentence. If the sentence contains an incorrect plural form, rewrite it using the correct plural form. If the sentence is correct, write C on the line.

1. Alicia’s father took photoes of the hurricane damage. ____________
2. There were knifes all over the kitchen floor after the storm. ____________
3. The children helped to pick up fallen branches in the yard. ____________
4. Some familys had nowhere to live. ____________
5. The local grocery store donated many boxs of food. ____________
6. Everybody ate lots of potatos the week after the storm. ____________
7. The roofs came off completely on several houses. ____________
8. Lots of people became heros overnight. ____________
9. They delivered loafs of bread and gallons of milk to hungry people. ____________
10. Men and womans all over the town handed out ice and water. ____________
• To form the plural of most nouns ending in \( f \) or \( fe \), add -s.
• For other nouns, change the \( f \) to \( v \) and add -es.
• To form the plural of nouns that end with a vowel and \( o \), add -s.
• To form the plural of nouns that end with a consonant and \( o \), add -s or -es.
• Some nouns have special plural forms that must be memorized.
• A few nouns have the same singular and plural forms.

Proofread this passage. Then rewrite the passage using the correct plural form. Correct any mistakes in capitalization or punctuation.

since I live in Florida, I have a lot of personal experience with hurricanes. This summer, four hurricanes hit the state of Florida my parents made sure we had plenty of canned food water and diapers for the baby batterys were in short supply at the store, and all the familys on my street rushed out to buy the few battery-powered radioes left on the store shelves we were safe and dry in our house we had three loafs of bread and lots of peanut butter
### Put a circle around the noun or nouns that are spelled correctly in each row.

1. mouses wolves womens
2. bluffs wives zooes
3. radioes deers moose
4. geese studioes lifes
5. siloes oxen mans

### Rewrite the nouns from the lists above that are not spelled correctly. Then use each noun in a sentence.

6. 

7. 

8. 

9. 

10. 

11. 

12. 

13. 

14. 

15. 

---

**At Home:** Ask the student to write a short paragraph on the subject of mice, or deer, using the correct plural forms of these nouns.
• To form the plural of most nouns ending in f or fe, add -s.
• For other nouns, change the f to v and add -es.
• To form the plural of nouns that end with a vowel and o, add -s.
• To form the plural of nouns that end with a consonant and o, add -s or -es.
• Some nouns have special plural forms that must be memorized.
• A few nouns have the same singular and plural forms.

Correct the errors in plural nouns in each sentence. Write the sentence with the correct capital letters.

1. Some animals were as small as gooses. Some animals were as large as oxes.

2. When hurricanes hit zooes, all animals, great and small, suffer.

3. The force of the wind blew the rooves off the animal cagess.

4. Everybody at zoo headquarteres was very worried.

5. They listened on their radioes for news about the hurricane.

At Home: Ask the student to write a brief paragraph in which he or she uses five of the words above in plural form.
Circle the possessive noun or nouns in each sentence. Then write what the possessive noun owns or has.

1. The fairy tale was about an old king’s daughter.
   __________________________________________

2. The girl’s mother was very protective of her.
   __________________________________________

3. The daughter’s name was Aurora.
   __________________________________________

4. Aurora’s life was very different from yours or mine.
   __________________________________________

5. Her father’s riches could not protect her.
   __________________________________________

6. Her mother’s love could not save her.
   __________________________________________

7. Only Aurora’s fairy godmother could help her.
   __________________________________________

8. The old woman’s skill with casting a spell was well known.
   __________________________________________

9. The king’s knowledge of it saved Aurora from an eternity of sleep.
   __________________________________________

10. The fairy tale’s ending is well known.
    __________________________________________
A plural possessive noun is a plural noun that shows ownership.
- To form the possessive of a plural noun that ends in -s, add an apostrophe.
- To form the possessive of a plural noun that does not end in -s, add an apostrophe and -s.

Write the plural possessive for each of the singular possessive nouns below.

1. writer’s
2. boss’s
3. story’s
4. farmer’s
5. man’s
6. husband’s
7. villager’s
8. daughter’s
9. father’s
10. mother’s
11. buffalo’s
12. child’s
13. thief’s
14. woman’s
15. moose’s
16. mouse’s
17. wolf’s
18. zoo’s
19. ox’s
20. century’s

At Home: Have the student choose five of the nouns listed above and write sentences for plural possessive forms.
Grammar

Mechanics: Plural and Possessive Nouns

- Add -s to most nouns to form the plural. Do not use an apostrophe.
- Add an apostrophe and -s to a singular noun to make it possessive.
- Add an apostrophe to make most plural nouns possessive. Add ’s to plural nouns that do not end in -s.

Label the following nouns as S for singular, SP for singular possessive, P for plural, or PP for plural possessive.

1. city’s  
2. boat  
3. Douglas  
4. cats  
5. Smiths’  
6. rodeo’s  
7. painters  
8. writers’  
9. witness’s  
10. actors’  
11. bicycle  
12. boss  
13. dogs  
14. actresses’  
15. Tim’s  

On the line, write the possessive form of each word in parentheses.

16. All of the (village) citizens were worried about Aurora.
   ____________________

17. The (farmer) harvest was going to be a good one this year.
   ____________________

18. The (story) ending was always a surprise.
   ____________________

19. Aurora’s (father) advisers were deep in thought.
   ____________________

20. The (hero) arrival on the scene was expected.
   ____________________

At Home: Have the student choose five of the nouns in the first exercise above and write the other three forms for each.
Add -s to most nouns to form the plural. Do not use an apostrophe.
Add an apostrophe and -s to a singular noun to make it possessive.
Add an apostrophe to make most plural nouns possessive. Add ’s to plural nouns that do not end in -s.

Proofread this persuasive essay. Then rewrite the essay using the correct possessive or plural form of the nouns. Add apostrophes and -s where needed to form possessive nouns. Correct any mistakes in capitalization or punctuation.

It is many peoples opinion that fairy tale’s are too violent for childrens. I do not agree with this position. My grandparents’ enjoyed reading aloud classic stories to my sister’s and me. My sisters memorys of these read aloud time’s are all wonderful, they assure me. As for me, Red Riding Hoods demise at the wolves hands did not scare me at all. I could not wait to hear what happened to Hansel and Gretel after they got fat enough! A childs delight should not be measured in such black and white terms.
Rewrite the following groups of words in possessive form.

1. the sounds of the village
2. the generosity of the elders
3. the hands of the thief
4. the scene of the movie
5. the peaks of the mountains
6. the cries of the children
7. the history of Spain
8. the sisters of Alex
9. the rivers of the South
10. the property of the villagers
11. the voice of the people
12. the legs of the oxen
13. the problems of society
14. the traditions of the families
15. the bite of the snake
16. the feathers of the birds
17. the paw of the lion
18. the roles of the actresses
19. the eyes of the tiger
20. the laughter of the girls
A possessive noun is a noun that shows who or what owns or has something.
- Form a singular possessive noun by adding an apostrophe (') and -s to a singular noun.
- To form the possessive of a plural noun that ends in -s, add an apostrophe.
- To form the possessive of a plural noun that does not end in -s, add an apostrophe and -s.

Mechanics

- Add -s to most nouns to form the plural. Do not use an apostrophe.

Read each sentence aloud. Then rewrite the sentence using the correct singular or plural possessive noun. Place apostrophes in the correct places.

1. A young persons life in a fairy tale is usually one of danger and mystery.

2. Auras story, like that of Cinderella, is told in many cultures.

3. Sleeping Beauty is Tashas favorite tale.

4. The godmothers care of young Aurora was wonderful to read about.

5. Peoples fascination with fairy tales seems to be unending.
An **appositive** is a word or group of words that follows a noun and identifies or explains the noun.

Commas are used to set off most appositives from the rest of the sentence.

Read each sentence. If the sentence contains an appositive, write **A** on the line and circle the appositive word or phrase. If the sentence does not contain an appositive, write **N**.

1. The Great Serum Race began in Nome, a city in Alaska.  
2. The city had several cases of diphtheria, a fast-spreading disease.  
3. In 1925, Nome had a population of about 1,400 people.  
4. The cure for diphtheria, antitoxin serum, was not available.  
5. The nearest supply was in Anchorage, 1,000 miles away.  
6. Bill Shannon, the first musher to carry the serum, left Anchorage on January 27.  
7. Bill had a team of nine malamutes.  
8. Togo, a proven leader, waited anxiously to begin his part of the race.  
9. Togo’s leader was Leonhard, the famed Norwegian musher.  
10. Balto, another famous lead dog, finally finished the race and delivered the serum.
You can use an appositive to combine two short sentences in one.

Read each pair of sentences. Then combine them using an appositive word or phrase. Be sure to write the new sentence using a comma or commas to set off the appositive.

1. The serum was located in Anchorage. Anchorage is a city in southern Alaska.

2. Alfred John heard the roar of the steam engine. He was a five-year-old Athabaskan Indian.

3. Alfred wore his warmest shoes. They were caribou legskin boots.

4. Bill’s dogsled team raced toward Tolovana. Tolovana was the first relay stop some fifty-two miles away.

5. Bill enjoyed his regular job. His regular job was transporting mail and freight with his dog team.

At Home: Have the students write three sentences containing appositives about places they visited and the people who lived in those places.
Add commas where they are needed to set off appositive in the following sentences.

1. Leonhard wore his warmest clothing a squirrel skin parka, sealskin pants, and reindeer mukluks.
2. He was going to intercept the serum at Nulato a village halfway between Nome and Nenana.
3. Dog teams always wore bells a warning to pedestrians as they ran through town.
4. Togo led the team down Front Street the town’s main road.
5. Edgar Kalland a twenty-year-old Athabaskan Indian mail driver waited anxiously.
6. He waited outside the Tolovana Roadhouse a favorite rest stop for dog-sled teams.
7. Edgar soon took off for Manly Hot Springs a thirty-one-mile trip to the next relay point.
8. The dogs had to wade through slush a dangerously wet snow that was caused by a crack in the ice.
9. Musher Charlie Evans faced the coldest temperatures sixty-four degrees below zero.
10. Balto a true hero finally saved the day.
• An **appositive** is a word or group of words that follows a noun and identifies or explains the noun.
• Commas are used to set off most appositives from the rest of the sentence.
• You can use an appositive to combine two short sentences.

Proofread this persuasive essay. Then rewrite the essay using appositives to combine sentences. Add any necessary commas. Correct any mistakes in capitalization or punctuation.

many dogs work hard every day. These Dogs are called service dogs. Our town has a program to train these animals. The program is called PAWS. PAWS dogs help not only people who are blind, but also those who are hearing impaired and those with paralyzed hands or legs. The dogs are trained to pick up objects open or close doors turn lights on and off and help the person get into and out of a wheelchair. Contact the organization to offer your support. You can help in two ways. You can volunteer your time. You can give funds.
Rewrite the following sentences. Underline the appositive word or phrase, adding commas where they are needed.

1. Alaska the home of the great Iditarod Race is a beautiful state.
2. On the west, it is bordered by the Bering Sea an immense expanse of water.
3. Canada a very large country shares Alaska’s border.
4. Mount Denali also known as Mount McKinley is located in Alaska.
5. Denali Athabaskan for “The Great One” is over twenty thousand feet high.

Use appositives to combine each pair of sentences. Write the sentences on the line. Be sure to place the commas correctly.


7. Ketchikan is famous for its fishing industry. Ketchikan is located near the Canadian border.

8. Noatak and Yukon Charley are beautiful national preserves. Noatak and Yukon Charley are located in Alaska.

9. Mount Denali is located in Denali National Park. Mount Denali is the highest point in North America.

10. The Yukon lies to the east of Alaska. The Yukon is part of Canada.

At Home: Ask the student to write a paragraph about a city that interests him or her.
• An **appositive** is a word or group of words that follows a noun and identifies or explains the noun. You can use an appositive to combine two short sentences into one.

**Mechanics**

• Use commas to set off most appositives from the rest of the sentence.

**Use the groups of words below as appositives to write four sentences about a mountain you would like to climb. (You may make up some “make-believe” nouns, if you wish.) Be sure to place commas correctly.**

1. a place of rare beauty

   __________________________________________
   __________________________________________

2. a mountain over twenty thousand feet high

   __________________________________________
   __________________________________________

3. also known as Mount McKinley

   __________________________________________
   __________________________________________

4. extreme cold and gale-force winds

   __________________________________________
   __________________________________________
Read each passage and look at each underlined section. Is there a mistake? If there is, how do you correct it? Circle the letter of your answer.

Miguel and Juanita moved from New York City to Vermont. Tía Lola soon came to live with them. In June, when school let out, Miguel started practicing baseball. When their neighbor, Colonel Charlebois, came to visit, Miguel felt sure something would go wrong.

1. A. Change New York City to New York City.
   B. Change Vermont to vermont.
   C. Change New York City to New York City.
   D. No mistake

2. A. Change In to in.
   B. Change school to School.
   C. Change June to June.
   D. No mistake

3. A. Change When to when.
   B. Change Colonel Charlebois to colonel Charlebois.
   C. Change neighbor to Neighbor.
   D. No mistake

Some families don’t enjoy star-gazing. But Louis family is not one of these.

The Hernandez family has a high-powered telescope. Every member of the family, even little Juanita, knows the names of the planets and even some of their moons. They are solar-system enthusiasts.

4. A. Change familys to families.
   B. Change familys to family’s.
   C. Change familys to familys’.
   D. No mistake

5. A. Change Louis to Louises.
   B. Change Louis to Louises’.
   C. Change Louis to Louis’s.
   D. No mistake
Read each passage and look at each underlined section. Is there a mistake? If there is, how do you correct it? Circle the letter of your answer.

My brother thinks that people who climb mountains like Denali are heros. I agree with him. I look at all the roofes in my town, and even they seem to high too climb. My personal belief is that people should stay on the ground.

6. A. Change Denali to denali.  B. Change brother to brother’s.
C. Change heros to heroes.  D. No mistake

7. A. Change roofes to roofes’.  B. Change roofes to roof’s.
C. Change roofes to roofs.  D. No mistake

Sophia likes to talk about her grandparents home in Alaska. The girls relatives lived in the city of Kodiak on Kodiak Island. This island is in the southernmost part of Alaska.

C. Change Sophia to Sophia’s.  D. No mistake

10. A. Change girls to girles.  B. Change girls to girls’.
C. Change girls to girl’s.  D. No mistake
An **action verb** is a word that expresses action. It tells what the subject does or did. A **direct object** is a noun or pronoun that receives the action of the verb. It answers the question *what?* or *whom?* after the verb.

Underline the action verbs and circle the direct objects in the following sentences.

1. Jose buys roses.
2. Jose learns many facts.
3. His grandfather showed him the beautiful rose bushes.
4. Jose uses his nose.
5. One of his brothers got a new rose bush.
6. He planted the bush in the front yard.
7. Jose rides his bike every day.
8. His grandfather cuts the roses.
9. Jose plays the trumpet.
10. He performs all kinds of music.
11. Jose watches music concerts on television every Saturday.
12. Jose likes his teachers.
An indirect object is a noun or pronoun in the predicate that answers the question to whom? or for whom? or to what? or for what? after an action verb.

Underline each action verb once and each direct object twice. Put brackets [ ] around each indirect object.

1. Mr. Wagner gave Jose some lessons.
2. Mrs. Wagner baked everybody cookies.
3. Jose read his sister a story.
4. His sister sang Jose a song.
5. Jose’s grandfather gave him some good advice.
6. Jose sent his mother a birthday card.
7. She gave him her thanks.
8. Mr. Wagner bought his daughter a violin.
9. She showed us her violin.
10. Jose handed Mrs. Wagner a red rose.
11. Jose played his grandfather music.
12. Schools give music students excellent opportunities.

At Home: Write a paragraph about a flower. Underline each action verb once and each direct object twice.
Grammar
Mechanics: Subject-Verb Agreement

• A verb must agree with its subject.
• Add -s to most verbs if the subject is singular. Do not add -s if the subject is plural or I or you.

Rewrite each sentence below, making the correct choices from the words in parentheses so that subjects and their verbs agree.

1. Jose (want, wants) to learn about growing roses.

2. You (shop, shops) for new rose bushes each year in May.

3. Jose (know, knows) that taking care of roses is a lot of work.

4. His grandparents (tell, tells) Jose all about different kinds of roses.

5. I (give, gives) Jose a beautiful pink rose.

6. Jose (offer, offers) his grandfather a hand.

7. Jose (ask, asks) his grandfather a question.

8. Jose (buy, buys) his grandmother some roses.

9. The flowers (make, makes) the neighbor sneeze.

10. Jose’s grandfather (plant, plants) rose bushes every year.

At Home: In the sentences above, draw an arrow from each subject to the verb with which it agrees.
Grammar

Proofreading: Action Verbs and Indirect Objects

- An **action verb** is a word that expresses action. It tells what the subject does or did.
- A **direct object** is a noun or pronoun that receives the action of the verb. It answers the question *what?* or *whom?* after the verb.
- An **indirect object** is a noun or pronoun in the predicate that answers *to whom?* or *for whom?* or *to what?* or *for what?* after an action verb. An indirect always comes before a direct object.

Rewrite the character sketch below correcting any mistakes made with verbs that do not agree with their subjects.

Jose’s grandfather are always telling him stories about old New Mexico. Popi are a small man, thin and wiry. He has unusually large hands, though, the fingers thick and blunt. He wear heavy black glasses with thick plastic lenses. His eyes is pale brown, almost yellow-gold. Popi come from Mexico, and although his English seem perfect, he speak with a faint accent, almost as if he are singing. Popi often sing Jose songs from Mexico.

---

At Home: Write a character sketch of someone you know, using at least one indirect object.
Read each sentence. Write whether the underlined word is a direct object, an indirect object, or an action verb.

1. Jose told Popi a story.

2. Popi asked Jose about the new roses.

3. Jose read the book out loud.

4. Popi played Jose a new song.

5. Jose bought his mom a rose.


7. Jose told Popi a joke.

8. Popi asked Jose a question.

9. Jose plays his trumpet every evening.

10. Jose’s teacher gave the class homework.
Review: Action Verbs and Objects

- An **action verb** is a word that expresses action. It tells what the subject does or did.
- A **direct object** is a noun or pronoun that receives the action of the verb. It answers the question *what?* or *whom?* after the verb.
- An **indirect object** is a noun or pronoun in the predicate that answers the question *to whom?* or *for whom?* or *to what?* or *for what?* after an action verb. An indirect object always comes before a direct object.

Mechanics

- Use commas to separate three or more words in a series.
- Do not use a comma after the last word in a series.

Look at the picture. Rewrite each sentence, using the picture to help describe it. Add the sentence part or punctuation shown in parentheses.

1. Popi gave a rose. (Add an indirect object.)

2. Jose will cut. (Add a direct object.)

3. Popi will tell how to grow roses. (Add an indirect object.)

4. Popi’s garden has roses daisies and tulips. (Add punctuation.)
Grammar
Verb Tenses

A verb in the **present tense** tells what happens now.
- In the present tense, you must have **subject-verb agreement**.
  - Add -s to most verbs if the subject is singular. Do not add -s if the subject is plural or *I* or *you*.

Rewrite each sentence below, using the correct verb in parentheses.

1. Eva (open, opens) her notebook and (begin, begins) to write.

2. Her teacher (tell, tells) her to write what she (know, knows).

3. Eva (sit, sits) on her stoop and (look, looks) out over 90th Street.

4. I (think, thinks) Eva may be bored.

5. You (know, knows) she has to stay busy.

6. The teacher (tell, tells) the students to speak loudly.

7. When she writes on her stoop, Eva’s words (come, comes) easily.

8. Most of the students (do, does) not like to write.

At Home: Write a paragraph about a journal you would like to keep. Make sure that each verb agrees with the subject.
Grammar

Verb Tenses

- A verb in the **past tense** tells about an action that already happened.
- Add *-ed* to most verbs to show past tense.
- A verb in the **future tense** tells about an action that is going to happen.
- To write about the future, use the special verb *will*.

**Write the verb in parentheses in the past tense.**

1. Eva (want) something exciting to happen on her street.
2. A whole week (pass) with nothing for her to do.
3. Eva’s friend (whisper) to her that someone was coming to visit.
4. Eva (dress) up in her best outfit.
5. Her friend (warn) Eva not to get too excited.
6. Eva (hope) that something would happen soon.

**Change the following verbs into the future tense.**

7. like ______________
8. enjoy ______________
9. pick ______________
10. make ______________
11. remove ______________
12. build ______________

**At Home:** Write sentences for the six verbs in the future tense above.
Proofread each sentence. Then rewrite the sentence using the correct punctuation for dialogue.

1. Do you think anything will happen today asked Eva

2. Kevin asked Will you be coming to the play tonight, Eva

3. I’d love to come said Eva

4. Kevin said I’ll pick you up at six o’clock

5. Take me, too yelled Sarah

6. Write about what you know said Mrs. DeMarco

7. Nothing ever happens on this street yelled Eva

8. Are you all right asked Eva

- Use quotation marks before and after the words of a direct quotation.
- Use a comma before a quotation when the speaker’s name comes first.
- Use a comma, a question mark, or an exclamation point to end the quotation when the speaker’s name comes last.
A verb in the **present tense** tells what happens now.
In the present tense, you must have **subject-verb agreement**. Add -s to most verbs if the subject is singular. Do not add -s if the subject is plural or I or you.
A verb in the **past tense** tells about an action that already happened.
Add -ed to most verbs to show past tense.
A verb in the **future tense** tells about an action that is going to happen.
To write about the future, use the special verb *will*.

The writer of this dialogue did not proofread for mistakes. Put brackets [ ] around any incorrect verb tenses. Rewrite the dialogue correcting verb forms and adding correct punctuation.

Juliet and Romeo were sitting at the library table.
Juliet said Don’t look at my journal, Romeo
I was not looking cry Romeo
Yes, you were I sees you cry Juliet
Romeo whispers keeps your voice down
I’m only trying to puts my thoughts and feelings into writing whisper Juliet
Go right ahead say Romeo
Juliet replied Thank you. I do just that

---

At Home: Write a dialogue in which you have a disagreement with a friend. Use correct punctuation and verb tenses.
Circle the letter of the choice that corrects each numbered sentence. If there is no error in the sentence, circle c for correct.

1. Last night, Eva attend the play with Kevin.
   a. Last night, Eva attends the play with Kevin.
   b. Last night, Eva attended the play with Kevin.
   c. correct

2. Tomorrow she will attend the ballet with her father.
   a. Tomorrow she attended the ballet with her father.
   b. Tomorrow she attend the ballet with her father.
   c. correct

3. Eva laugh at the play’s silly plot.
   a. Eva laughed at the play’s silly plot.
   b. Eva laughing at the play’s silly plot.
   c. correct

4. Yesterday Eva’s parents watch the same play.
   a. Yesterday Eva’s parents watches the same play.
   b. Yesterday Eva’s parents watched the same play.
   c. correct

5. By the end of the play, everyone guess who had committed the crime.
   a. By the end of the play, everyone guessed who had committed the crime.
   b. By the end of the play, everyone guessing who had committed the crime.
   c. correct

6. Eva write a review of the play in her notebook.
   a. Eva writes a review of the play in her notebook.
   b. Eva wrote a review of the play in her notebook.
   c. correct
In the present tense, you must have **subject-verb agreement**. Add -s to most verbs if the subject is singular. Do not add -s if the subject is plural or I or you.

Add **-ed** to most verbs to show past tense.

To write about the future, use the special verb **will**.

### Mechanics

- If a verbs ends in s, ch, sh, x, or z, add -es in the present with a singular subject.
- If a verb ends with a consonant and y, change y to i and add -es for present or -ed for past.
- If a verb ends with e, drop the e and add -ed for the past.
- If a verb ends with one vowel and one consonant, double the consonant before adding -ed for the past.

### Correct the spelling of the verbs and their tenses in the sentences below.

1. The students study all day yesterday.

2. Annette mix colors for her painting this morning.

3. Last week, Kevin promise to take Eva to the play.

4. Eva and Kevin clap their hands after the actors took a bow.

5. Eva change into her new outfit before Kevin came over.
• A **verb phrase** is made up of a main verb and one or more helping verbs. A **helping verb** helps the main verb show an action or make a statement.
• Common helping verbs are *am, are, is, was, were, have, has, had, do, does, did, be, being, been, will, shall, can, could, would, should, might, must*.

**Write the verb phrases in the following sentences.**

1. Anthony is helping his cousin with his business.  
2. His cousin has started a solar-energy firm.  
3. Solar energy will help the economy.  
4. Anthony has been shown the data.  
5. Anthony will learn all about solar energy.  
6. He has seen it in many homes.  
7. Usually, the sun is shining where Anthony lives.  
8. Anthony’s cousin will teach him a lot.  
9. He had asked Anthony about the job.  
10. Anthony must remember many facts.  
11. Anthony had always wanted a job like this.  
12. Anthony and his cousin will travel to work together.

**At Home:** Choose five of the helping verbs listed in the box above and use them to write sentences.
Main and helping verbs form different verb tenses.

**Tense**  
Present perfect  
Past perfect  
Present progressive  
Past progressive  
Future progressive

**Example**  
I have walked  
I had walked  
I am walking  
I was walking  
I will be walking

A. Name the tense of each of the following verbs.

1. am sitting
2. have seen
3. ride
4. will be sleeping
5. had studied
6. am helping

B. Write the form shown in parentheses for the verb in each sentence.

7. I work. (present progressive)
8. We worked here before. (past perfect)
9. We will work here for a while. (future progressive)
10. I will work for Anthony’s cousin this summer. (past progressive)
11. I am working hard. (present perfect)
12. I wait. (future progressive)
A contraction is a shortened form of two words. A contraction can be made by combining a verb with the word *not*. An apostrophe (’) shows that the letter *o* has been left out.

These contractions are formed from helping verbs. In each case, the apostrophe replaces the letter *o* in *not*.

- isn’t = is not
- won’t = will not
- doesn’t = does not
- couldn’t = could not
- mustn’t = must not

Write the contractions for the following helping verbs and *not*.

1. has not
2. were not
3. was not
4. have not
5. are not

Write the correct contraction of the helping verb and *not* on the line. Be sure to put the apostrophe in the correct place.

6. Anthony ________________ going to work on Saturday.
7. He ________________ miss band practice this week.
8. His band leader ________________ happy with his trombone playing.
9. Anthony ________________ seem to play the notes correctly.
10. He ________________ want to disappoint his leader.

At Home: Write three sentences about a skill you have had difficulty mastering. Use a contraction in each of the sentences.
A verb phrase is made up of a main verb and one or more helping verbs. A helping verb helps the main verb show an action or make a statement. Common helping verbs are am, are, is, was, were, have, has, had, do, does, did, be, being, been, will, shall, can, could, would, should, might, must.

The writer of this point of view essay did not proofread for mistakes. Rewrite the essay correcting any mistakes made in verb tense. Then underline the verb phrases.

It is my opinion that people in this city should be ride bicycles instead of driving cars. You can safely riding a bike to many destinations. I myself riding mine to the grocery store the library and the post office. I have always think that jump into a car for no good reason are a big waste of gas. If you would took a trip to Beijing Tokyo or Amsterdam, you would saw hundreds of people happily ride their bikes to work and school. We can done it here, too.

At Home: Write a short paragraph about a way to save energy, using at least three helping verbs in your writing.
Rewrite each underlined verb in the tense given in parentheses.

1. She **chops** some wood before leaving for school. (past perfect)

2. He **asks** his cousin for advice on building a windmill. (past)

3. They **became** very skilled at putting in solar-energy panels. (present perfect)

4. I **heard** that Anthony is thinking of becoming an engineer. (past perfect)

5. I **help** Anthony tomorrow morning. (future progressive)

6. She **ask** the teacher for advice. (present)

7. The writers **construct** their stories from real events. (past)

8. By the time we were adults, I **become** a scientist. (past perfect)

9. I will **wait** for Anthony for a long time. (future progressive)

10. I **waited** for help on the solar-energy project. (past progressive)

**At Home:** Write a short paragraph on the subject of a future career, using the future and future progressive tenses.
A verb phrase is made up of a main verb and one or more helping verbs. A helping verb helps the main verb show an action or make a statement. Common helping verbs are am, are, is, was, were, have, has, had, do, does, did, be, being, been, will, shall, can, could, would, should, might, must.
Main and helping verbs form different verb tenses.

Mechanics

A contraction is a shortened form of two words. A contraction is made by combining a verb with the word not.

Read the sentences aloud. Write the corrected sentences, making sure that the verb phrases and contractions are correct.

1. Anthony’s band mates wasn’t happy with his trombone playing.

2. Anthony’s cousin will be come to pick up Anthony this morning.

3. Anthony’s band leader tells him that if he attend practice, his playing will improved.

4. Anthony is always wanted to be in two places at once.

5. Anthony’s friends have recognized the song he play.
A linking verb does not show action. It links the subject to a noun or an adjective in the predicate. Common linking verbs are *am, is, are, was, were, be, being, been, seem, feel, appear, become, look, taste, smell.*

In the space provided, write the linking verbs in each of the following sentences.

1. It is an ordinary day. ____________
2. The three farmers feel happy. ____________
3. The crop looks like a good one. ____________
4. Suddenly someone appears at the edge of the field. ____________
5. It looks like one of the farmer’s children. ____________
6. She seems upset. ____________
7. She is crying. ____________
8. Now her father is worried. ____________
9. The scientists felt good about their discovery. ____________
10. The scientists could be next year’s prize winners. ____________
11. It seems that something is very wrong. ____________
12. But it appears that the girl is mistaken. ____________

At Home: Determine whether the subjects in the ten sentences above are singular or plural.
• A **predicate noun** follows a linking verb and renames or identifies the subject.

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

In the space provided, write the predicate noun or predicate adjective in the following sentences. Also, identify the word as either a predicate noun or a predicate adjective.

1. The archaeologists felt happy.

2. Terracotta soldiers were the work of people in northern China.

3. The soldiers are a source of information for historians.

4. The soldiers seem real.

5. The men who created them are gone.

6. Their names are unknown.

7. The archaeologists could become prize winners.

8. The soldiers are a reminder of past glory.

9. Every soldier looks different.

10. They are truly works of art.
Mechanics: Titles of Works

• Capitalize the first, last, and all important words in a title.
• Underline or use italics for titles of books, plays, newspapers, magazines, movies, and TV series.

Capitalize and underline the following titles as they should appear. Write the correct titles on the lines provided.

1. the king and i
2. martin’s dictionary for kids
3. tales by phantoms
4. the digitopolis gazette

Complete the following sentences with appropriate titles.

5. My favorite funny book is called ________________________________.
6. It is even funnier than ________________________________.
7. Have you ordered tickets to ________________________________?
8. Because my uncle likes science, he subscribes to the magazine ________________________________.
9. I watch the TV series ________________________________ on Saturday evenings.
10. I was really sorry when ________________________________ went off the air.
11. Linda will bring ________________________________ for our newspaper study on Friday.
12. How eager I am to see the movie ________________________________.
• A linking verb does not show action. It links the subject to a noun or an adjective in the predicate.
• Common linking verbs are am, is, are, was, were, be, being, been, seem, feel, appear, become, look, taste, smell.

The writer of this short story did not proofread for mistakes. Rewrite the story correcting any mistakes made with linking verbs.

Lee, a young archaeologist, was work on an important site in northern China. It was his first dig, and he was nervous. The dean of the school of archaeology was watched him carefully. The dean was expect Lee to make a big mistake. Lee, however, was very careful. One morning, when Lee had already be digging for hours, his tiny shovel hit something solid. Lee know immediately that it is not stone. He gingerly lifted the piece from the sand. It are an arm band, an exquisite piece of gold jewelry. Lee stand up carefully, hold his prize, and heading for the dean’s tent.
Circle the letter of the choice that corrects each numbered sentence. If there is no error in the sentence, circle c for correct.

1. The workers was excited.
   a. The workers were excited.
   b. The workers are looking excite.
   c. correct

2. The clanging of the shovels sounds distant.
   a. The clanging of the shovels sound distant.
   b. The clanging of the shovels have sounded distant.
   c. correct

3. People have grown more aware of archaeology.
   a. People has grown more aware of archaeology.
   b. People are grown more aware of archaeology.
   c. correct

4. The terracotta soldiers looks real.
   a. The terracotta soldiers looking real.
   b. The terracotta soldiers look real.
   c. correct

5. The archaeologists growed impatient as they continued to dig.
   a. The archaeologists grew impatient as they continued to dig.
   b. The archaeologists growing impatient as they continued to dig.
   c. correct

6. The names of the archaeologists is unknown.
   a. The names of the archaeologists be unknown.
   b. The names of the archaeologists are unknown.
   c. correct
May 15 2006

Dear Ms. Cummings

I am interesting in know about any classes in archaeology been held this summer for middle school students. I is currently in the sixth grade at Kennedy Middle School here in Topeka. I have reading a lot of books about archaeology, but I am wanting a more direct experience. Please send any information to the address above.

Sincerely

Jahlani Washington
An **irregular verb** is a verb that does not add *-ed* to form the past tense.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
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<td>speak</td>
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**Correct errors in verb tenses in the following sentences.**

1. The sound of applause **breaked** the silence of the theater.  
   ________________

2. Sarah **knowed** how wonderful it would be! ________________

3. Sarah **catched** the bouquet that was thrown onto the stage.  
   ________________

4. Sarah’s father **blew** her a kiss from the audience. ________________

5. She almost **teared** her costume as she made a deep bow.  
   ________________

6. Sarah often **thinked** about poetry. ________________

**At Home:** Pick out irregular verbs from a newspaper or magazine article and add them to the list.
• Some irregular verbs have special spellings when used with the helping verbs *have, has,* or *had.*

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<tr>
<th>Present</th>
<th>Past</th>
<th>Past (with have, has, had)</th>
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<tr>
<td>speak</td>
<td>spoke</td>
<td>spoken</td>
</tr>
</tbody>
</table>

Each sentence contains an incorrect form of an irregular verb. Write the correct verb form on the line provided.

1. As soon as Sarah stepped out onto the stage, she freezed.
   _______________________

2. Albert finally finched the prop he needed for Act Two. ___________________

3. Sarah had speaked with the director about her lines in Act One.
   _______________________

4. She thoughted that the speech was too long. ___________________

5. But the director had choosed Sarah for a reason; he knew she could do it.
   _______________________
A play consists of characters, setting, stage directions, and dialogue.
- Setting is shown in italic print.
- Characters’ names are indented and followed by a colon.
- Stage directions are shown in parentheses and in italic print, following the colon after the character’s name.
- Dialogue is shown without quotation marks following a character’s name.

Add or delete punctuation in the following play. Underline words that should be in italic print. Correct any mistakes in verb form.

**Scene 1**
The kitchen; Sarah and her sister are sit at the kitchen table.

Sarah (upset, close to tears) “I can’t do it, Barb! I can’t star in the school play!”

Barb: Of course you can. Remember when you starring in *Cinderella* in the fourth grade? You even sanged a solo!”

Sarah (recovering; wiping her eyes) “Yes, yes, you’re right.”

Barb :And everybody clapping! Remember?”

---

At Home: Write a short play dialogue, using correct punctuation and the correct verb forms.
The writer of this play dialogue did not proofread for mistakes. Rewrite the dialogue correcting any mistakes made in punctuating the scene. Make sure verb forms are used correctly.

Scene 1

LaWonda on stage at rehearsal. With her is Danny and Sarah.

LaWonda loudly “Danny, you keep stood in front of Sarah! You’re supposing to be behind her.

Danny defiantly “Who making you boss?”

LaWonda gesturing with the script “See? It sayed so right here!”

Sarah looked at her script, then pointing backstage “She’s right, Danny. You belonged back there.”

Danny sighing, then walking backstage “Two against one. Okay.”
A. Write the past tense of each verb below.

1. wear
2. think
3. blow
4. drink
5. speak

B. Use the past participle of each verb in a sentence of your own.

6. freeze
7. catch
8. tear
9. choose
10. know
11. teach
12. break
An **irregular verb** is a verb that does not add *-ed* to the past tense.

Some irregular verbs have special spellings when used with the helping verbs *have*, *has*, or *had*.

**Mechanics**

- Use a comma to show a pause after an introductory word, such as *well*.
- Use commas to set off words that interrupt the flow of thought in a sentence, such as *of course*.
- Use commas to set off nouns of direct address.

Rewrite the sentences. Use the correct form of the irregular verb and insert commas where they are needed.

1. Mrs. Torrington has Sarah already speaked to you?

2. Of course Sarah already knowed her lines!

3. Well I hadn’t thoughted about that yet!

4. Have you choosed what you are going to wear on opening night?
Read the passage and look at each underlined word. How would you describe the word? Circle the letter of your answer.

Sarah sees a lot of old movies. The comedies of Frank Capra are among her (1) (2) favorites. She especially likes A Pocketful of Miracles and A Hole in the Head.

1. A. active verb
   B. direct object
   C. indirect object
   D. subject

2. A. direct object
   B. indirect object
   C. subject
   D. predicate

Read the passage and look at the underlined sentences. Is there a mistake? If there is, how would you correct it? Circle the letter of your answer.

Sarah has finally taught herself how to be confident onstage. It has taken lots of time and practice. Sarah finally knows that the butterflies she feels in her stomach are simply excitement, not fright.

3. A. Change taught to teach.
   B. Change taught to had taught.
   C. Change taught to taught.
   D. No mistake

4. A. Change has taken to has took.
   B. Change has taken to taked.
   C. Change has taken to has taken.
   D. No mistake

5. A. Change knows to known.
   B. Change knows to knowing.
   C. Change knows to knowed.
   D. No mistake
Sarah always drinked a big glass of orange juice and a big glass of water before a performance. She has saying the drinks keep her throat from getting dry. I think that she may be right.

6. A. Change *drinded* to *drinking*.
B. Change *drinded* to *drink*.
C. Change *drinded* to *drank*.
D. No mistake

7. A. Change *has saying* to *has says*.
B. Change *has saying* to *has saids*.
C. Change *has saying* to *has said*.
D. No mistake

8. A. Change *think* to *thinking*.
B. Change *think* to *thinded*.
C. Change *think* to *thunk*.
D. No mistake

Danny, however, has always wear his polka-dot socks onstage. He chooses to believe that the socks give him good luck. Whatever it takes, Danny!

9. A. Change *has always wear* to *has always worn*.
B. Change *has always wear* to *has always weared*.
C. Change *has always wear* to *has always wearing*.
D. No mistake

10. A. Change *chooses to choosed*.
B. Change *chooses to choosing*.
C. Change *chooses to choose*.
D. No mistake
• A pronoun is a word that takes the place of one or more nouns.
• The antecedent or referent of a pronoun is the word or group of words to which the pronoun refers. Pronouns and antecedents must agree.

Write a pronoun to take the place of the underlined noun or noun phrase. Write your answer on the line provided.

1. Erik has climbed many mountains. ________________
2. ____________Climbers take special equipment with them. ________________
3. ____________Erik believes in proper training before a climb. ________________
4. ____________Erik’s partners try to stay in contact during a climb. ________________
5. Has ____________Peter seen the movie about Mount Everest? ________________

Write the pronoun in the parentheses that agrees with its underlined antecedent on the line provided.

6. ____________Erik knew that (he, she) wanted to live a full life. ________________
7. ____________Erik’s friends asked if (she, they) could attend his marriage on a mountain. ________________
8. ____________Climbers need ice axes, and I have seen one of (he, them). ________________
9. ____________When ____________Peter talked to us about climbing, (he, she) was serious. ________________
10. ____________Peter tried to repair the radio, but (they, it) still would not work. ________________

At Home: Have the student use ten pronouns to write a short story about climbing a mountain.
Fill in the blank with an appropriate pronoun. Write an S if the pronoun is singular. Write a P if the pronoun is plural.

1. _____________ wonder if Peter will come hiking. _____________
2. After breakfast, _____________ went on a hike. _____________
3. The hikers take plenty of water with _____________. ____________
4. Will Peter and Susanna hike with _____________? _____________
5. Spanish is an interesting language, and _____________ is easy to learn. ____________
6. _____________ is interested in studying Spanish. ____________
7. Peter signed up for a language class, and then ____________ bought the books for it. ____________
8. The language school was far away, but Peter enjoyed walking to _____________. ____________
9. Peter and Susanna both studied Spanish, and then ____________ studied French. ____________
10. Peter called Susanna and asked ____________ to lunch. ____________
A pronoun is a word that takes the place of one or more nouns. The antecedent or referent of a pronoun is the word or group of words to which the pronoun refers. Pronouns and antecedents must agree. Singular pronouns are I, you, he, she, it, me, him, her. Plural pronouns are we, you, they, us, them.

Choose the pronoun in parentheses that correctly completes each sentence. Write it on the line provided.

1. During the hike, (he, they) talk to each other.
2. (We, She) take peanut butter crackers for a snack.
3. (It, They) know that it is dangerous to hike after dark.
4. Take (me, they) with you.
5. Peter called Susanna, and (she, it) answered the phone.

Write an appropriate pronoun on the line.
6. ____________ hopes to come on the hike with us.
7. Will ____________ be my hiking buddy?
8. ____________ both promised to come that weekend.
9. Peter was so happy that ____________ could come.
10. Susanna said that ____________ will be leaving at dawn.
11. ____________ sound like interesting characters.
12. Will ____________ watch my favorite television program with me tonight?

At Home: Have the student choose 5 pronouns from the sentences above and write sentences about a fictional outing.
A pronoun is a word that takes the place of one or more nouns. The antecedent or referent of a pronoun is the word or group of words to which the pronoun refers. Pronouns and antecedents must agree.

Underline any pronouns that do not agree with their antecedents. Then rewrite the interview, using the correct singular and plural pronouns, capitalization, and punctuation.

I interviewed Brian Plomaco the famed one-armed mountaineer from Utah. I asked you how it feels to be so accomplished Brian noted that Everyone wants their chance to do something great so you feel really lucky.

Brian and his Crew have climbed many Mountains, and he worked hard. Brian says that every Climber first need the right gear which will make your climb safer.

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________
Choose the pronoun in parentheses that correctly completes the following sentences. Write it on the line provided.

1. Peter brought the climbing ropes, and then he checked (them, it).
   ________________

2. Susanna read the hiking manual and returned (it, him) to the library.
   ________________

3. Peter tells Susanna (he, we) is glad she’s going on the hike.
   ________________

4. Peter, will (you, her) e-mail your reply today? ________________

5. Susanna likes orange juice, and so (she, it) brought some along.
   ________________

Put brackets [ ] around each pronoun in the following sentences. Write the pronoun’s antecedent on the line provided.

6. Susanna is going on the hike, and Peter is going with ________________.
   ________________

7. Peter wrote a letter and then mailed ________________.
   ________________

8. Peter likes apples and eats a lot of ________________.
   ________________

9. Peter’s instructions help ________________, the beginners, have a safe day. ________________

10. Peter and Susanna saw the movie, but they did not like ________________.
    ________________
• A pronoun is a word that takes the place of one or more nouns.
• The antecedent or referent of a pronoun is the word or group of words to which the pronoun refers. Pronouns and antecedents must agree.
• Singular pronouns are I, you, he, she, it, me, him, her.
• Plural pronouns are we, you, they, us, them.

Look at the picture. Add a singular or plural pronoun to complete each sentence based on the picture.

1. Peter invited Susanna on a hike, and _____________ left this morning.
2. Susanna wants some water, and Peter will give _____________ to her.
3. Peter said, “Is it okay if _____________ hike until lunchtime?”
4. Susanna’s backpack is too heavy, and _____________ is hurting her shoulders.
5. Peter said, “Why don’t _____________ take a short rest.”
A **subject pronoun** is used as the subject of a sentence.
- Use a subject pronoun when the pronoun is part of a compound subject.
- *I, you, he, she, it, we,* and *they* are subject pronouns.

Choose the correct pronoun in parentheses to complete each sentence. Write it on the line provided.

1. Janis and (I, me) ____________ are going to learn how to scuba dive.
2. (She, Her) ____________ has already tried on her diving mask.
3. All of the other divers and (she, her) ____________ jumped into the water.
4. (They, Them) ____________ were totally fearless.
5. But (I, me) ____________ was hesitating.

Read each sentence and put brackets [ ] around any incorrect subject pronoun. Rewrite each sentence correctly on the line provided. If the pronoun is correct, write Correct instead of the sentence.

6. said to me, “Rosie, just get your feet wet!”
   
   

7. all laughed at me.
   
   

8. Janis said, “You and will go into the water together.”
   
   

9. and our teacher took me by the hands.
   
   

10. We all jumped into the water together.
    
    

*At Home: Have the student write three sentences using subject pronouns.*
An object pronoun is used as the object of a verb or as the object of a preposition, such as for, at, with, or to. Use an object pronoun when the pronoun is part of a compound object.

Me, you, him, her, it, us, and them are object pronouns.

Put brackets [ ] around each incorrect object pronoun. Write the correct object pronoun on the line.

1. Janis tried not to laugh at I. ____________
2. The diving teacher handed the flippers to she. ________________
3. Raul said, “Please bring these flippers to they.” ________________
4. Will Janis come into the water with Raul and I? ________________
5. Between you and I, scuba diving is a little scary. ________________
6. I finally learned how to dive, and it brought I great happiness. ________________

Put brackets around the object pronoun in parentheses that correctly completes each sentence.

7. The teacher cried out, “Jump!” to Janis and (I, me).
8. I looked at the deep water and tried not to think about (it, I).
9. Janis asked (they, them) to wait a moment longer for me.
10. She asked, “Won’t you come diving with (we, us)?”
A **subject pronoun** is used as the subject of a sentence. Use a subject pronoun when the pronoun is part of a compound subject. *I, you, he, she, it, we,* and *they* are subject pronouns.

An **object pronoun** is used as the object of a verb or as the object of a preposition, such as *for, at, with,* or *to.* Use an object pronoun when the pronoun is part of a compound object. *Me, you, him, her, it, us,* and *them* are object pronouns.

Always write the pronoun *I* with a capital letter. Use *I* or *me* last when talking about yourself and another person.

Proofread each sentence. Then rewrite the sentence using the correct subject or object pronoun.

1. Do you think *them* will enjoy a day at the beach?

   ________________________________________________________________

2. *I* and Kasey want to go surfing.

   ________________________________________________________________

3. Kasey waxed the boards for *he* and Sam.

   ________________________________________________________________

4. *Them* shouted, “Don’t forget to put on sunscreen!”

   ________________________________________________________________

5. “Why can’t you take *I,* too?” asked Janis.

   ________________________________________________________________

6. The wind was so strong, they created waves that were ten feet high.

   ________________________________________________________________

**At Home:** Have the student write a dialogue between two surfers getting ready to surf.
A subject pronoun is used as the subject of a sentence. Use a subject pronoun when the pronoun is part of a compound subject. I, you, he, she, it, we, and they are subject pronouns.

An object pronoun is used as the object of a verb or as the object of a preposition, such as for, at, with, or to. Use an object pronoun when the pronoun is part of a compound object. Me, you, him, her, it, us, and them are object pronouns.

Proofread and rewrite the scientific observation using the correct subject and object pronoun. Correct capitalization and punctuation.

This was my first time SCUBA diving. I took several weeks of classes at the YMCA to get certified. I and my instructor spent hours in the pool, and I was excited as I strapped on my gear and tipped into the water. The first animal I saw was a moray eel! Me had been warned about eels, which like to stay in shallow water and hide under rocks. Him was beautifully colored and at least three feet long. Me and my instructor truly enjoyed seeing this incredible animal up close.

At Home: Have the student write an imaginary observation of something he or she would like to see up close while scuba diving.
Read the first sentence of each set. One of the four sentences that follow correctly replaces the underlined subject with a subject pronoun. Circle the letter of the correct sentence.

1. Janis and Raul learned to scuba dive last summer.
   a. Them learned to scuba dive last summer.
   b. They learned to scuba dive last summer.
   c. Raul learned to scuba dive last summer.
   d. I learned to scuba dive last summer.

2. Raul was the first to be certified.
   a. Her was the first to be certified.
   b. They was the first to be certified.
   c. He was the first to be certified.
   d. Him was the first to be certified.

3. My family and I will take a trip to the Gulf of Mexico next summer.
   a. Them will take a trip to the Gulf of Mexico next summer.
   b. They will take a trip to the Gulf of Mexico next summer.
   c. Me and my family will take a trip to the Gulf of Mexico next summer.
   d. We will take a trip to the Gulf of Mexico next summer.

Read the first sentence of each set. One of the four sentences that follow correctly replaces the underlined object with an object pronoun. Circle the letter of the correct sentence.

4. Raul warned Janis and me not to swim out too far.
   a. Raul warned Janis and I not to swim out too far.
   b. Raul warned us not to swim out too far.
   c. Raul warned they not to swim out too far.
   d. Raul warned them not to swim out too far.

5. He showed Paul and Sam how to use their flippers.
   a. He showed them how to use their flippers.
   b. He showed they how to use their flippers.
   c. He showed we how to use their flippers.
   d. He showed him how to use their flippers.

6. Janis said she and Raul had decided to come back every year.
   a. I
   b. us
   c. them
   d. they
Grammar

• A subject pronoun is used as the subject of a sentence. Use a subject pronoun when the pronoun is part of a compound subject. *I, you, he, she, it, we,* and *they* are subject pronouns.

• An object pronoun is used as the object of a verb or as the object of a preposition, such as *for, at, with,* or *to.* Use an object pronoun when the pronoun is part of a compound object. *Me, you, him, her, it, us,* and *them* are object pronouns.

Mechanics

• Always write the pronoun *I* with a capital letter.
• Use *I* or *me* last when talking about yourself and another person.

Read each sentence aloud. Choose the subject or object pronoun in parentheses that correctly completes each sentence. Rewrite the sentence correctly on the line provided.

1. *(Her, She)* and my sister wished they could go snorkeling.

2. Seeing some colorful fish would be a treat for *(they, them).*

3. “Why can’t you take your sister with *(you, they)?*” asked Mother.

4. “But *(us, we)* don’t have room in the car,” I answered.

5. “I’m sure you can squeeze *(she, her)* in,” replied Mother.

6. “As long as *(us, we)* can all get along!” I exclaimed.
A possessive pronoun takes the place of a possessive noun. It shows who or what owns something.

Some possessive pronouns are used before nouns (my, you, his, her, its, our, your, their.)

Read each sentence. Write the possessive pronoun on the line.

1. Let me tell you about my summer of 2004. _____________
2. That was the summer that four hurricanes swept through our state of Florida. _____________
3. Many people lost their electricity for weeks. _____________
4. Mr. Sanchez saw the roof of his house blow off. _____________
5. Mrs. Sanchez watched as a pine tree fell on her car. _____________
6. Our eyes were glued to the weather channel. _____________
7. We watched each huge, swirling storm make its way closer to town. _____________
8. Father said, “Do you have batteries for your radio?” _____________
9. He asked our neighbors also. _____________
10. They did not have any for their radio, so we gave them some. _____________
11. You can borrow my radio, but please return it. _____________
12. Do you have a special place to set up your radio? _____________

At Home: Have the student make a list of five possessive nouns.
Some possessive pronouns can stand alone (mine, yours, his, hers, its, ours, yours, theirs.)
Do not confuse the pronouns its, your, their, and theirs with the contractions it’s, you’re, they’re, and there’s.

Find the possessive pronoun in each of the following sentences. Write it on the line.

1. The patio chairs that blew into the neighbors’ yard are not ours.
   __________________________

2. Mr. Sanchez looked at them, but they were not his.
   __________________________

3. The red bicycle, however, is mine.
   __________________________

4. The Laninghams finally identified the patio chairs as theirs.
   __________________________

5. Mrs. York said that the flower pot was hers.
   __________________________

Circle the pronoun in parentheses that correctly completes each sentence.

6. Is the bicycle (you’re, yours)?

7. (It’s, Its) handlebars are totally rusted from the rain.

8. The car that the tree fell on is (theirs, there’s).

9. (My, Mine) is the gray car in the driveway.

10. Two of (it’s, its) tires are flat.

11. Is the battery pack (you’re, yours)?

12. I believe it is (theirs, there’s).
Rewrite each sentence using the correct punctuation.

1. Listen to the wind cried Pablo

2. Marissa asked Do you think we will lose our power

3. I hope not said Mother

4. We have peanut butter, don’t we asked Pablo

5. Mother said We have cans of tuna fish, too

6. But we have only an electric can opener cried Pablo

7. He said If we lose our electricity, we won’t be able to open any cans

8. Don’t worry said Mother

9. There is a can opener in the bottom drawer she said

10. I’ll make sure it works said Pablo

At Home: Have the student write a dialogue he or she might have with a friend during a rain- or snowstorm.
• A possessive pronoun takes the place of a possessive noun. It shows who or what owns something.
• Some possessive pronouns are used before nouns (my, you, his, her, its, our, your, their).

Correct any errors in the use of possessive pronouns, contractions, punctuation, or capitalization in the fictional narrative below. Then rewrite the narrative.

“How can I help?”

This was the only thought on young Pablo’s mind after the hurricane as he looked at the fallen trees toppled power lines and homes without roofs in their town. “Is that bicycle you’re asked Mr. Sanchez.

Pablo said “Yes, it’s mine.”

“Then jump on its seat and ride to the community center. you can help make ten thousand ham and cheese sandwiches for folks who were evacuated.

____________________________________

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____________________________________
Choose the correct possessive pronoun or contraction in parentheses. Then write the sentence correctly on the line.

1. “Wash (you’re, your) hands before you start making sandwiches,” said Mrs. Chu.

2. Pablo and (he, his) partner put mustard on the bread.

3. “Do you have (my, mine) extra knife?” asked Mrs. Chu.

4. “I thought it was (you’re, yours),” said Pablo.

5. “(It’s, It’s) now time to start putting on the cheese,” said Mrs. Chu.

6. “Where should we put (our, ours) sandwiches when we’re done?” asked Pablo.

7. The children reacted to (their, they’re) news with enthusiasm.

8. I don’t want to eat the sandwich if (it’s, its) yours.
A possessive pronoun takes the place of a possessive noun. It shows who or what owns something.

Some possessive pronouns are used before nouns (my, you, his, her, its, our, your, their).

Mechanics

Some possessive pronouns can stand alone (mine, yours, his, hers, its, ours, yours, theirs).

Do not confuse the pronouns its, your, their, and theirs with the contractions it’s, you’re, they’re, and there’s.

An apostrophe take the place of letters left out of a contraction. Possessive pronouns do not have apostrophes.

Read the sentences. Choose the possessive pronoun in parentheses that correctly completes each sentence. Then rewrite the sentence on the line provided.

1. (My, Mine) cousin Pablo helped out after the hurricane.

2. The town he worked in was (ours, you’re).

3. They were amazed at the storm and (its, it’s) power.

4. When the helpers finish, the satisfaction will be (there’s, theirs).

At Home: Ask the student to write two sentences in which he or she use two of the possessive pronouns above.
An **indefinite pronoun** does not refer to a particular person, place, or thing. Use a singular verb with a singular indefinite pronoun, such as *anybody, anyone, anything, each, everybody, everyone, everything, nobody, nothing, somebody, someone, or something*.

Read each sentence. Choose the verb in parentheses that correctly completes the sentence and write it on the line provided.

1. Everybody *(is, are)* hoping to attend the bicycle race today.
   __________

2. Each of the riders *(is, are)* ready. __________

3. Everything *(need, needs)* to be cleaned up on the racing track.
   __________

4. Somebody *(deliver, delivers)* water to the racers as they ride.
   __________

5. If anyone *(ask, asks)*, I am rooting for my sister, Samantha.
   __________

Change the singular or plural verb in each sentence so that it agrees with the indefinite pronoun. Then rewrite the sentence.

6. Somebody must helps me set up the beverage cart.
   ______________________

7. Everyone agree that it is a perfect day for cycling.
   ______________________

8. No one are more excited than I about the race.
   ______________________

   ______________________

10. Everybody wait for the race to begin.
    ______________________
Read each sentence. Choose the verb in parentheses that correctly completes the sentence and write it on the line provided.

1. Many of us (enjoys, enjoy) cycling. _____________
2. A few (rides, ride) every morning. ______________
3. Both of them (wishes, wish) to win the cycling tournament. _____________
4. Several of the riders (trains, train) with a coach. ______________
5. Others (likes, like) to train on their own. ______________

Circle the indefinite pronoun. Write S if the indefinite pronoun is singular. Write P if the indefinite pronoun is plural.

6. A few of the riders wear special riding gloves. ______________
7. Others have special riding helmets. ______________
8. Somebody is here from the newspaper to cover the story. ______________
9. The reporter said there was something exciting about every race. ______________
10. Many cannot get seats and are standing on the grass. ______________
Rewrite each word, using hyphens between syllables. Check your work in a dictionary, if necessary.

1. basement
2. toward
3. vacation
4. happening
5. pacific
6. fanciful
7. margarine
8. cabin
9. police
10. English
11. carbon
12. homemade
13. loyalty
14. innocence
15. Titanic

Use hyphens to write each number as words.

16. #99
17. #58
18. #35
19. #89
20. #76
21. #39
22. #22
23. #51
24. #68

At Home: Have the student write six lines of a newspaper story about a bicycle race. Have him or her hyphenate a word at the end of each line.
• An **indefinite pronoun** does not refer to a particular person, place, or thing.
• Use a singular verb with a singular indefinite pronoun, such as *anybody, anyone, anything, each, everybody, everyone, everything, nobody, nothing, somebody, someone, or something*.
• Use a plural verb with a plural indefinite pronoun, such as *both, few, many, others, or several*.

Proofread this news article. Then rewrite the article using the correct singular or plural verb. Correct any mistakes in punctuation.

Samantha Higgins, a twelve-year-old sixth grader from Memphis, Tennessee won the 30K Cycling Championship today in this city. Many fans believes that Samantha who completed the race in record time had an advantage with her clipless pedals. Clipless pedals locks into a cleat in the sole of a special cycling shoe. When asked what other tips she have for riders, Samantha said “Everybody must checks cadence. Few winning riders ignores maintenance. Everyone clean, lube and check the bike! Nobody ride without a helmet. Ever.”
Read the first sentence of each set. One of the four sentences that follows corrects the agreement between an indefinite pronoun and its verb. Circle the letter of the correct sentence.

1. Each of the girls prefer this bike.
   a. Change Each to Few.
   b. Change Each to Every.
   c. Change Each to One.
   d. Change prefer to preferring.

2. Somebody like to ride each morning at dawn.
   a. Change Somebody to Everyone.
   b. Change Somebody to Each.
   c. Change Somebody to Many.
   d. Change Somebody to Nobody.

3. Everything about the race reminds cyclists that someone want to win.
   a. Change reminds to remind.
   b. Change want to wants.
   c. Change someone to nobody.
   d. Change someone to no one.

Circle the letter that best answers each of the following questions.

4. Which of the following statements about indefinite pronouns is true?
   a. Indefinite pronouns, such as several, use a singular verb.
   b. Indefinite pronouns take the place of certain people, places, or things.
   c. Indefinite pronouns, such as everyone, use a plural verb.
   d. Indefinite pronouns do not refer to a particular person, place, or thing.

5. Which of the following sentences contains an indefinite pronoun?
   a. My bicycle has a flat tire.
   b. Several have gone flat recently.
   c. The broken bike is his.
   d. She won the race by a slim margin.

6. Which of the following sentences uses an indefinite pronoun?
   a. Most kids have the older model of the bike.
   b. Few parents disagree that reflectors are necessary.
   c. Everyone likes to ride around the park.
   d. Several people think that blue is the best color for a bike.
An **indefinite pronoun** does not refer to a particular person, place, or thing.

- Use a singular verb with a singular indefinite pronoun, such as *anybody, anyone, anything, each, everybody, everyone, everything, nobody, nothing, somebody, someone, or something.*
- Use a plural verb with a plural indefinite pronoun, such as *both, few, many, others, or several.*

The writer of this news article did not proofread for mistakes. Read the article and then rewrite the article correcting any mistakes made with indefinite pronouns, punctuation, or capitalization.

DATELINE MEMPHIS—Samantha Higgins returned to her home city of Memphis today wearing the gold medal for winning the Middle Grades 30K Cycling Championship in Atlanta last Saturday. *anybody who know Samantha know that she puts her all into everything she does.* Many believe she will continue to win at cycling events around the country. *each of her teammates feel that Samantha deserved to win because of her commitment to the sport.* Congratulations, Sam! Everyone wish you well?
Relative pronouns are used to link a clause to another noun or pronoun. 
Interrogative pronouns ask a question when an important noun in a sentence is not known. 
Who, whom, whose, and which can be either interrogative or relative pronouns. That is a relative pronoun, and what is an interrogative pronoun.

Turn the following statements into questions using the interrogative pronoun in parentheses. Write the question on the line provided.

1. She digs carefully each day at the site. (who)

2. Making a piece of ceramic from the past is easy. (what)

3. The archeologists are going to dig in China. (where)

4. You are interested in this magazine or that magazine. (which)

5. These tools can be used to build the wall. (what)

Choose the correct relative pronoun to complete each sentence. Write the corrected sentence on the line provided.

6. Bill is the scientist (who, whom) you met last June.

7. The builders are people (whose, which) work we depend on.

8. This is the book (what, that) I told you about.
Rewrite each sentence, choosing the verb in parentheses that agrees with the indefinite pronoun.

1. Everything (is, are) incredibly interesting at an archaeological dig.

   ____________________________

2. No one (deny, denies) that the work is extremely difficult.

   ____________________________

3. Both of the archaeologists (work, works) at a major university.

   ____________________________

4. A few of the volunteers (is, are) students at the school.

   ____________________________

5. Nobody (make, makes) much money as a volunteer on a dig.

   ____________________________

6. Everyone (know, knows) that the pleasure is in the possibility of discovery.

   ____________________________

7. Others (claim, claims) that they most enjoy the countries they get to visit.

   ____________________________

8. (Do, Does) anybody want to volunteer for a dig in Arizona?

   ____________________________

9. Many (have, has) already signed up.

   ____________________________

10. Several (want, wants) to sign up for the dig in Oregon.

    ____________________________
• Pay careful attention to the spelling of homophones (words that sound alike) in your writing.
• Some common homophones and their correct usage are shown in the chart below.

### Correct Usage

<table>
<thead>
<tr>
<th>Word</th>
<th>Correct Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>their</td>
<td>Your bike is next to mine.</td>
</tr>
<tr>
<td>two</td>
<td>You’re going to be late for class.</td>
</tr>
<tr>
<td>too</td>
<td>It’s going to be a sunny day.</td>
</tr>
<tr>
<td>who’s</td>
<td>The school is proud of its teachers.</td>
</tr>
<tr>
<td>whose</td>
<td>Our teacher is Mrs. Brookline.</td>
</tr>
<tr>
<td>to</td>
<td>Class begins one hour from now.</td>
</tr>
<tr>
<td>your</td>
<td>Here is your textbook for class.</td>
</tr>
<tr>
<td>our</td>
<td>I would like to hear this lecture.</td>
</tr>
<tr>
<td>hour</td>
<td></td>
</tr>
<tr>
<td>here</td>
<td></td>
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<tr>
<td>hear</td>
<td></td>
</tr>
</tbody>
</table>

Read the sentence below. Choose the word in parentheses that correctly completes each sentence. Rewrite the sentence on the line provided.

1. (There, Their, They’re) is going to be a program on TV about a dig in England.
   ________________________

2. (Whose, Who’s) going to narrate the program?
   ________________________

At Home: Ask the student to choose three homophones from the list above and write sentences for each.
Proofreading: Pronouns and Verbs

• A verb must agree with its subject pronoun.

**Pronouns**

He, she, it
We, you, they
I

**Verbs**

walks, is, was, has
walk, are, were, have
walk, am, was, have

• Verbs must also agree with indefinite pronouns.
• Use a singular verb with a singular indefinite pronoun.
• Use a plural verb with a plural indefinite pronoun.

Proofread this magazine article. Then rewrite the article making sure verbs agree with subject nouns and pronouns. Correct any mistakes in punctuation.

During the third century, B.C.E., people who lived in the lands between the Tigris and Euphrates rivers founding the first cities. These people invents writing. They also creates architecture develops irrigation writes poetry and makes laws. They was an amazing civilization. Can anybody sees the art of the Sumerians and not marvel? Several works of art is on display this month at our local history museum. Everyone should visits.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Write the verb in parentheses that correctly completes each sentence.

1. Everyone (has, have) to wear a hard hat at the archaeological site. ______________
2. We (prefer, prefers) to work first thing in the morning. ______________
3. She and Polly (has, have) studied the art of ancient Greece. ______________
4. She (study, studies) in the evenings at the library. ______________
5. Many (has, have) seen the exhibit at the history museum. ______________

Write the pronoun in parentheses that correctly completes each sentence.

6. (Who, What) loves to study ancient Greece more than Polly? ______________
7. Do (you, he) know the new professor of archaeology? ______________
8. (Each, Few) know that she is the youngest professor in the school. ______________
9. (We, He) hopes to study in Mexico this summer. ______________
10. Among the choices (this, these) are the fastest computers to do research. ______________
A verb must agree with its subject pronoun.

**Pronouns**
He, she, it
We, you, they
I

**Verbs**
wants, is, was, has
walks, are, were, have
walk, am, was, have

Change the verb in the following sentences so that it agrees with the subject pronoun. Write your response on the line provided.

1. Everyone wants to study in Mexico this summer.
2. I hope that I will be able to travel there.
3. She takes all her language classes in the afternoon.
4. Nothing bothers her more than getting up too early.
Pronouns

Read the passage. Circle the letter of the word that belongs in each space.

Polly said, “Shameka and I (1) for the magazine, Dig It! It is very popular. I know that you (2) seen other kids reading it.” Polly paused. Then she added, “Many pick up (3) copies at the school newsstand.”

1. A. write  
   B. writes  
   C. written  
   D. writing

2. A. has  
   B. have  
   C. hasn’t  
   D. had

3. A. they’re  
   B. their  
   C. there  
   D. them

Shameka told (4) that she had finished writing her article for the magazine. She asked, “If you and Lori have time, will you proofread (5) for me?” She looked worried. “Of course,” I said. “Do you want us to do it today after school?”

4. A. Lori and me  
   B. me and Lori  
   C. Lori and I  
   D. I and Lori

5. F. her  
   G. him  
   H. it  
   J. them

At Home: Ask the student to choose three indefinite pronouns and use them in sentences.
Read the sentences below. What is the antecedent for each underlined pronoun? Circle the letter of your answer.

Lori needed to talk to Peter, so she called him on the phone. She and Polly wanted to know if he would drive them to the lecture at the high school the next evening. Peter agreed and said they could ride with him to the lecture.

1. A. Lori
   B. needed
   C. so
   D. phone

2. A. if
   B. Lori and Polly
   C. wanted
   D. lecture

3. A. agreed
   B. Peter
   C. with
   D. they

Read the sentences below. What form of pronoun is each underlined word?

I cannot find my textbook. I will ask Polly if I may use hers.

4. A. Subject pronoun
   B. Indefinite pronoun
   C. Possessive pronoun
   D. Object pronoun

5. A. Indefinite pronoun
   B. Object pronoun
   C. Subject pronoun
   D. Possessive pronoun
An adjective is a word that modifies, or describes, a noun or pronoun and tells what kind, how many, or which one.
A predicate adjective follows a linking verb and describes the subject.

Underline each adjective in the following sentences. (Some sentences have more than one adjective.)
1. Francisco had a difficult time writing English.
2. His teacher had a round face, a small nose, and blue eyes.
3. Francisco worked hard on his homework assignments.
4. He memorized long poems that he kept in his shirt pocket.
5. Francisco was a slow reader.
6. The apartment had four rooms with painted walls.
7. The dusty room was filled with ceramic statues.

Underline each predicate adjective in the following sentences. (Some sentences have more than one predicate adjective.)
8. The novel, The Grapes of Wrath, seemed long and difficult to Francisco.
9. Miss Bell looked upset.
10. Francisco was nervous.
11. Miss Bell’s smile seemed friendly.
12. Like Francisco’s family, the Joad family was poor.
13. To Mr. Bell, the rooms appeared old and uninhabited.
14. The first edition of the novel was expensive.

At Home: Together, write three sentences about a difficult school assignment using three adjectives or predicate adjectives.
A **demonstrative adjective** points out something and tells *which one or which ones*.

- Use *this* and *that* with singular nouns. Use *these* and *those* with plural nouns.
- *This* and *these* refer to nouns that are nearby; *that* and *those* refer to nouns that are farther away.

Study the demonstrative adjectives in parentheses. Write the demonstrative adjective that correctly completes each sentence on the line provided.

1. ____________ essay is mine. (These, This)
2. The students must read ____________ books for English class. (these, this)
3. ____________ book is about a traveling family. (These, That)
4. Will you hand me ____________ theater tickets? (those, that)
5. ____________ essay got the highest grade in the class. (This, Those)

Complete each sentence with an appropriate demonstrative adjective.

6. Please get me ____________ book on the highest shelf.
7. ____________ oranges are the ones Juni likes best.
8. ____________ novel is the one that we will be reading.
9. ____________ oranges are the sweetest in the store.
10. ____________ dress is what I want to wear tonight.
Name

A proper adjective is formed from a proper noun.
A proper noun begins with a capital letter.
A proper adjective begins with a capital letter.

Rewrite each sentence below on the line provided, using capitals for any proper nouns.

1. beatrix potter wrote the tale of peter rabbit.
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________

2. henry wadsworth longfellow wrote the poem “the village blacksmith.”
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________

3. robert louis stevenson wrote the poem “my shadow.”
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________

On the line provided, write the proper adjective in each sentence. (Some sentences have more than one proper adjective.)

4. She enjoy novels by Italian authors. ______________
5. It took a Herculean effort to finish that novel. ______________
6. Italy is a country located on the Mediterranean coast. ______________
7. Many students in Italy study the English language. ______________
8. Many American museums contain works of art by Italian painters. ______________
9. A popular Renaissance painter from Italy is Michelangelo. ______________
10. His paintings and sculptures are found in many European museums. ______________

At Home: Have the student underline the words and phrases that helped him or her figure out each word’s meaning.
An **adjective** is a word that modifies, or describes, a noun or pronoun and tells *what kind, how many, or which one*.

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

A **demonstrative adjective** points out something and tells *which one* or *which ones*.

A **proper adjective** is formed from a proper noun. Begin a proper adjective with a capital letter.

Proofread this speech. Then rewrite the speech, correcting any errors in the use of predicate, demonstrative, or proper adjectives. Correct any mistakes in the use of homophones, capitalization, or punctuation.

This mourning we honor Mr. Tyburn, whose retiring after forty years of teaching english at our middle school. I was fortunate to have this wonderful teacher last year in sixth grade. His guidance was crucial in encouraging me to read more and right more. He opened up the world of american literature to me. Because of Mr. Tyburn, I am planning on a career as a journalist. My mentor Mr. Tyburn arranged for me to work as an intern at our local newspaper. Thank you Mr. Tyburn for all your hard work and encouragement.
Decide which word listed after each sentence is an adjective. Circle the letter of your answer.

1. Miss Bell’s gentle smile reminded Francisco of his mother.
   a. reminded
   b. gentle
   c. smile
   d. mother

2. This is the book Miss Bell wants us to read.
   a. book
   b. wants
   c. read
   d. This

3. Books of English literature are in this box.
   a. English
   b. literature
   c. box
   d. in

4. I want to take these books out of the library.
   a. want
   b. these
   c. take
   d. library

5. The library books are on the shelf.
   a. shelf
   b. are
   c. library
   d. books

6. Nancy and her friend enjoy reading about foreign lands.
   a. about
   b. friend
   c. foreign
   d. his
An adjective is a word that modifies, or describes, a noun or pronoun and tells *what kind, how many, or which one*.

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

A demonstrative adjective points out something and tells *which one or which ones*.

A proper adjective is formed from a proper noun. Begin a proper adjective with a capital letter.

Put brackets [ ] around the adjectives in the following sentences. Identify each adjective as *adjective, predicate adjective, demonstrative adjective, or proper adjective*.

1. Ramon was eager to read the book.
   
2. These books belong to me.
   
   
4. The librarian is wearing a blue sweater.
   
5. The book was hidden behind the table.
   
6. The book has a tattered cover.
   
7. Ramon bought that book at the bazaar.
   
8. I will not sell you any of the old books.
Grammar

Study the pair of articles in each sentence. Underline the article that correctly completes the sentence.

1. Matthew and Andrew have (a, an) problem.
2. (A, The) time in the afternoon goes by too quickly.
3. What (a, an) annoying situation!
4. (The, A) homework never seemed to get done.
5. But (the, a) boys always had time to play games.
6. Baby robins open their mouths wide for (a, an) meal of worms.
7. In the summer months, (a, the) sun rises high in the sky.

Complete each sentence with the correct article: a, an, or the. (More than one answer may be correct.)

8. Matthew and Andrew tried to figure out __________ solution to the problem.
9. They finally came up with __________ idea.
10. Matthew said, “Maybe we could do __________ homework before we play games.”
11. Andrew wasn’t sure he liked __________ solution.
12. Matthew said, “I think this is __________ case of some smart thinking!”
13. Sometimes you can see __________ rainbow in the sky after it rains.
14. Matthew goes to __________ chess class on Tuesday.

At Home: Together, write three sentences about what happens to Matthew and Andrew.
• The words *a, an, and the* are special adjectives called **articles**.
• Use *a* and *an* with singular nouns. Use *a* if the next word starts with a consonant sound.
• Use *an* if the next word starts with a vowel sound.
• Use *the* with singular nouns that name a particular person, place, or thing. Use *the* before all plural nouns.

Change the article in parentheses so that it correctly completes each sentence. Then rewrite the sentence on the line provided.

1. Matt’s friends called him (an) hero.

2. They thought it was (a) unusual situation.

3. “That’s (a) incredibly smart idea,” said Randi.

4. On (a) first Monday of each month, all the students studied together.

5. Studying together with others means taking (a) time to listen and help.

6. Matt has (a) oak tree in his front yard.

7. Tom received (a) acceptance letter from the local college.

8. (A) earth’s surface is seven parts water and three parts land.

At Home: Ask the student to write two more sentences using articles.
• Use a colon to separate the hour and the minute in the time of day.
• Use a colon to introduce a list of items that ends a sentence.
• Use a colon after the greeting of a business letter.
• If there is no conjunction in a compound sentence, use a semicolon.

The writer of this letter didn’t check for mistakes. Proofread the letter. Correct any colon, semicolon, or comma errors you find.

100 Decatur Avenue
North Platte NE 69101
April 13 2006

Dear Ms. Costello

In an effort to streamline the hiring of new clerks for our library I tracked the number of library users from 800 A.M. on April 10 through 630 P.M. on April 12. My research indicates that we will need to hire at least two additional library clerks three might be advised. I have also ordered the following supplies new software for the computers refills for the laminating machines and paper for the copier.

I look forward to hearing your decision on hiring.

Sincerely
Will O’Brien
• The words a, an, and the are special adjectives called articles.
• Use a and an with singular nouns.
• Use a if the next word starts with a consonant sound.
• Use an if the next word starts with a vowel sound.
• Use the with singular nouns that name a particular person, place, or thing.
• Use the before all plural nouns.

The writer of this compare/contrast essay did not proofread for mistakes. Put brackets [ ] around any incorrect use of articles. Add the correct punctuation and capitalization.

Lily and Rose are an set of identical twins. But they are not identical in every way. Lily is an dreamer always late and often unprepared. She sleeps late every day and usually misses an school bus. Lily gets to class late often without an homework assignment.

Rose however likes to be on time. She resets her alarm clock each night. Before bed, which is at 900 P.M., Rose lays out a outfit and packs her backpack with a books and homework she’ll need a next day. Rose is usually calm and happy Lily tends to be anxious and scattered.

At Home: Have the student write an essay about a pair of twins. Remind him or her to use articles and punctuation correctly.
Put brackets [ ] around the correct article in the following sentences.

1. (A, An) study group formed at the middle school early last fall.
2. Keeping five sixth-grade students quiet is not (a, an) easy job.
3. (The, A) group meets every Monday at three o’clock.
4. (A, An) astonished librarian agreed to monitor their progress.
5. After a long day at school, (a, the) students still have a lot of energy.
6. They work on (a, an) different subject each week.
7. Last Monday, they agreed to work with (an, the) history textbook.
8. Some students wanted to use (the, an) computers available in the library.
9. There was (a, an) new computer sitting right on a nearby table.
10. (A, An) eager student used the computer to do his research on the Internet.
11. (A, The) more muscles are used, the larger and stronger they become.
12. When you cut (a, an) onion, it can make your eyes burn and water.
The words *a*, *an*, and *the* are special adjectives called **articles**.

- Use *a* and *an* with singular nouns. Use *a* if the next word starts with a consonant sound.
- Use *an* if the next word starts with a vowel sound.
- Use *the* with singular nouns that name a particular person, place, or thing. Use *the* before all plural nouns.

**Mechanics**

- Use a colon to separate the hour and the minute in the time of day.
- Use a colon to introduce a list of items that ends a sentence.
- Use a colon after the greeting of a business letter.
- If there is no conjunction in a compound sentence, use a semicolon.

The writer of this letter didn’t check for mistakes. As you read the letter, correct any colon errors you find. Put brackets [ ] around any incorrect use of articles.

100 Sherman Boulevard
Bangor, ME 04401
November 2, 2006

Dear Mr. Shen

Thank you so much for agreeing to pick me up at a Sarasota airport. My plane flight arrives at 8:17 A.M. on November 22, 2006. I am looking forward to being a part of a great Bird Counting Day on Thanksgiving! To prepare, I have made arrangements to have the following equipment: sturdy walking shoes, binoculars, sunscreen, sunglasses, insect repellent, and a notebook for recording numbers and types of birds.

I am looking forward to working with a team I hope to be a good counter.

Sincerely,
Lydia Tallchief
Write the comparing forms of the following adjectives.

1. Bill is fast, but Morgan is ___________ than Bill. (fast)
2. The grocery store is close, but the deli is ___________. (close)
3. Our cat is proud, but our dog is ___________. (proud)
4. This week is ___________ than last week. (cold)
5. The upstairs bedroom is ___________ than the downstairs living room. (warm)

Complete each sentence with the correct comparative form of the adjective in parentheses.

6. Alessandra wanted the (old) of the two coins for her collection.

7. Her collection is (large) than any I’ve seen.

8. She showed me one of the (new) coins in her collection.

9. It is (shiny) than this one.

10. Alessandra wants to build her collection (fast) than her brother.
• The **comparative** form of an adjective compares two nouns.
• The **superlative** form compares more than two nouns.
• Add -*er* or -*est* to most one-syllable and some two-syllable adjectives to form the comparative and superlative.
• For adjectives ending in *e*, drop the *e* before adding -*er* or -*est*.
• For adjectives ending in a consonant and *y*, change *y* to *i* and add -*er* and -*est*.
• For one-syllable adjectives that have a single vowel before a final consonant, double the final consonant before adding -*er* or -*est*.

Complete each sentence with the correct comparative or superlative form of the adjective in parentheses. On the line after the sentence, write the correct form of another adjective that also makes sense in the sentence.

1. Theo is the (young) ______________ member of the group.
   __________________________________________________________________________

2. It was the (busy) ______________ group he had ever joined.
   __________________________________________________________________________

3. Their leader was the (happy) ______________ woman Theo knew.
   __________________________________________________________________________

4. She was also the (wise) ______________ person he had ever met.
   __________________________________________________________________________

5. It was (hot) ______________ today than it was yesterday.
   __________________________________________________________________________

6. This building is (tall) ______________ than that one.
   __________________________________________________________________________

Many Countries, One Currency: Europe and the Euro • Grade 6/Unit 5

At Home: Have the student choose four of the adjectives above and write sentences with them.
• Compound nouns may be written as one word (lifestyle, leftover, homework), two separate words (home page, box seat, paper clip) or with a hyphen (self-confidence, mother-in-law). If you are unsure whether a compound noun is written as one word, two words, or hyphenated, consult your dictionary.
• Use a hyphen with compound numbers from twenty-one through ninety-nine.
• Use a hyphen with fractions used as modifiers, as in a two-thirds majority.
• Use a hyphen with the prefixes ex-, self-, and all-; with the suffix -elect.
• Use a hyphen with all prefixes before a proper noun or proper adjective.
• Hyphenate a compound adjective when it precedes the word it modifies: a third-floor office. Do not use a hyphen if one of the modifiers is an adverb ending in -ly: freshly made bread.

Read each sentence. Decide if the words in parentheses should be one, two words, or a hyphenated word. Write the word correctly on the line provided. If the words are correct, write C on the line. Consult your dictionary, if necessary.

1. We need to buy some (bird seed). ______________
2. There is a (bird’s nest) in the tree. ______________
3. This is an (allEuropean) rowing team. ______________
4. Is the (box office) open? ______________
5. This is a (newly-hatched) egg. ______________
6. I have (thirty two) marbles. ______________
7. Use (one half) cup of sugar in the cake. ______________
8. She is an (allstar) basketball player. ______________
9. You need to have more (selfcontrol). ______________
10. This is my sister’s (boy-friend). ______________
• The **comparative** form of an adjective compares two nouns.
• The **superlative** form compares more than two nouns.

**Proofread the point-of-view essay below for any errors in the use of comparative and superlative adjectives, punctuation, or capitalization.**

i have been asked to comment on the fast most economical way our club can bring aid to hungry children. we could collect nonperishable food. collecting, packing, and shipping the food would be difficult, however? who would distribute it! how would the children receive it.

a smartest solution i believe is to collect money. money is easy to collect easy to send overseas and easy for relief agencies, like the red cross, to put to good use. with money, agencies can buy food medicine or clothing---whatever is needed. if i had to choose between sending food or sending money money is the smartest choice.
Choose the correct replacement for the adjective form. Circle the letter of your answer.

1. Sari arrived (early) at the meeting than Bud.
   a. earliest
   b. earlier
   c. earlyer
   d. earlyest

2. The members had to choose the (fast) way to raise money.
   a. fastiest
   b. fastier
   c. faster
   d. fastest

3. Who was the (sleepy) member, Sari or Bud?
   a. sleepyest
   b. sleepest
   c. sleepier
   d. sleepyer

Circle the letter of the correction that should be made to the following sentences.

4. Bud was the lazy member of the club.
   a. Change member to members.
   b. Change lazy to lazier.
   c. Change lazy to laziest.
   d. Change was to were.

5. Sari may be the angry member of the club.
   a. Change angry to angriest.
   b. Change the to a.
   c. Change angry to angrier.
   d. Change may to was.

6. Who do you think is nicest, Sari or Bud?
   a. Change or to and.
   b. Change nicest to nicer.
   c. Change think to thinks.
   d. Change is to are.
• The **comparative** form of an adjective compares two nouns.
• The **superlative** form compares more than two nouns.

**Mechanics**

• Add -er or -est to most one-syllable and some two-syllable adjectives to form the comparative and superlative. For adjectives ending in e, drop the e before adding -er or -est. For adjectives ending in a consonant and y, change y to i and add -er and -est. For one-syllable adjectives that have a single vowel before a final consonant, double the final consonant before adding -er or -est.
• Use a hyphen with compound numbers from twenty-one through ninety-nine; with fractions used as modifiers, as in a two-thirds majority; with the prefixes ex-, self-, and all-; with the suffix -elect; with all prefixes before a proper noun or proper adjective.
• Hyphenate a compound adjective when it precedes the word it modifies: a third-floor office. Do not use a hyphen if one of the modifiers is an adverb ending in -ly: freshly made bread.

**Rewrite the sentences that describe the picture. Use the correct comparative or superlative form of the adjective. Make sure hyphens are used correctly.**

1. Sari can count fast than Bud.

   _____________________________

2. Bud has already been counting coins for one half hour.

   _____________________________

3. Sari and Bud would like some freshly-baked cookies.

   _____________________________

4. Bud is the hungry boy Sari has ever met.

   _____________________________
Put brackets [ ] around the word or words in parentheses that form a correct comparative adjective.

1. Justin’s baseball card collection is (more extensive, extensiver than mine.
2. Do you find old basketball cards (difficulter, more difficult) to find than baseball cards?
3. Mr. Smythe was (patienter, more patient) than usual when we were looking for new cards in his shop.
4. Justin thinks a Babe Ruth card is (more expensive, expensiver) than his parents’ car.
5. Justin’s method of categorizing cards is (more intricate, intricater) than mine.
6. Which card shop is (nearer, more near) to my house?
7. Of the two collections, Justin’s was the (more fun, funner).
8. The shortstop on the team seems (tougher, more tough) than the catcher.
9. That game, at eighteen innings, was (intensest, more intense) than the one I saw last month.
10. Who is (more friendly, friendlier), the pitcher or the goalie?
Never use *more* or *most* with the -*er* or -*est* form of an adjective.

**On the line provided, write the comparative or superlative adjective that correctly completes each sentence.**

1. Hannah has the *(most amazing, amazingest)* collection of bells.

2. She claims to choose only the *(most pretty, prettiest)* bells.

3. I’ve noticed that the sound of Hannah’s bells is *(more pleasing, pleasinger)* than most.

4. The clear peal of each bell is *(most satisfying, satisfyingest)*.

5. Hannah’s collection of bells is the *(largest, most large)* I’ve ever seen.

6. The sound of this bell is *(more deep, deeper)* than the sound of that one.

7. This little bell has the *(sweetest, most sweet)* sound of all.

8. When we ring Hannah’s bells all at once, the house is the *(most noisy, noisiest)* it’s ever been.

9. Diana is *(more eager, eagerer)* than Tasha to start a bell collection.

10. Diana probably will get her first bell *(more soon, sooner)* than Tasha.

**At Home:** Have the student choose five of the adjectives above and write sentences using them.
For most adjectives with two or more syllables, use more to form the comparative.
For most adjectives with two or more syllables, use most to form the superlative.
Never use more or most with the -er or -est form of an adjective.

The writer of the following paragraph did not check his or her use of adjectives. Rewrite the paragraph, making sure that comparative and superlative adjectives are used correctly.

Hannah and Natalie like to debate whose collection is the interestinger. Hannah has the bigger collection of bells I’ve ever seen. She has at least two hundred bells! Natalie collects the beautifulest seashells. Her seashells are really amazing!

Hannah and Natalie don’t know it yet, but my collection of state flags is the incrediblest collection of all. I have collected flags from every state except Alaska. I am eagerest to get the Alaska state flag, but it has proved to be the difficultest to get.
• For most adjectives with two or more syllables, use *more* to form the comparative.
• For most adjectives with two or more syllables, use *most* to form the superlative.

**Mechanics**

• Never use *more* or *most* with the -*er* or -*est* form of an adjective.
• Each line of a poem usually begins with a capital letter.

**Put brackets [ ] around any comparative or superlative adjectives. Correct any mistakes in adjective use. Then rewrite the poems, using correct punctuation.**

three wise men of Gotham
went to sea in a bowl.
If the bowl had been stronger
my song would have been longer.

my bells sing so sweetly,
most sweetly than yours.
my bells look so lovely,
the lovelier of all.
Put brackets [ ] around the word or words that form a comparative or superlative adjective. Write a C if the adjective is comparative. Write an S if the adjective is superlative.

1. Natalie’s collection of seashells is the most stunning I’ve ever seen. [most stunning]

2. The lightning whelk is Natalie’s most unusual shell. [most unusual]

3. Natalie’s collection is larger than mine. [larger]

4. My most valuable shell is a moon snail. [most valuable]

5. Natalie’s horse conch is the more colorful of the two. [more colorful]

Choose the comparative or superlative form of the adjective in parentheses that correctly completes the sentence. Write your answer on the line provided.

6. The longer Natalie picked up shells, the (full) ________ her pail became.

7. The (unusual) ________ shell Natalie found was a lace murex.

8. A kitten’s paw shell is much (small) ________ than a lion’s paw shell.

9. The (tiny) ________ shell of all in Natalie’s collection is the zigzag scallop.

10. A true tulip shell is much (long) ________ than a banded tulip.
• For most adjectives with two or more syllables, use *more* to form the comparative.
• For most adjectives with two or more syllables, use *most* to form the superlative.
• Never use *more* or *most* with the -er or -est form of an adjective.

Complete each sentence with the correct form of *more* or *most*.

1. Natalie has the _____________ exquisite sample of a lightning whelk I've ever seen.

2. The angel wing is the _____________ challenging shell to find in Florida.

3. Natalie claims that I have been the _____________ successful beachcomber.

4. But I think that Jason has been _____________ successful than I.

5. He managed to find the _____________ unusual shell, the Sunray Venus.
Rewrite each sentence, using the correct comparative or superlative form of the adjective in parentheses.

1. Sometimes the (goodest, best) thing to do is to stand up for what is right.

2. Juan’s father, Jacob, wanted to get a (gooder, better) job.

3. He also wanted (gooder, better) working conditions for the people on his crew.

4. Jacob chose the (goodest, best) time to state his case.

5. He knew there was a (better, gooder) way to manage the business.

Put brackets [ ] around the comparative or superlative form of the adjective in each sentence. In the blank, write C if it is a comparative or S if it is a superlative adjective.

6. Did Jacob manage to secure better working conditions? __________

7. He wants the best possible work environment for everyone. __________

8. The other workers agree that Jacob is the best speaker in their group. __________

9. They all want a better life. __________

10. Jacob made the best presentation of all. __________

The comparative form of good is better.
The superlative form of good is best.
On the blank provided, write the correct comparative or superlative form of the adjective in parentheses.

1. Juan decided that the food in the school cafeteria was (badder, worse) than ever. _____________
2. Stevi said that their food was no (worser, worse) than any other school’s food. _____________
3. Juan stated that it was the (baddest, worst) in the county. _____________
4. Which is (badder, worse), eating bad food or having to pay extra for it? _____________
5. For Juan, the (baddest, worst) thing was having no fresh food at all. _____________
6. “This is the (worst, baddest) example of nutrition I have ever seen,” said Juan. _____________
7. French fries every day are a (badder, worse) choice than a baked potato. _____________
8. Soda is a (worse, badder) choice than fresh milk. _____________
9. The (worst, baddest) thing, Juan decided, was that students were forming bad habits. _____________
10. Juan noticed that the lunches were the (baddest, worst) on Fridays. _____________
Comparing with Good
• The comparative form of good is better.
• The superlative form of good is best.

Comparing with Bad
• The comparative form of bad is worse.
• The superlative form of bad is worst

Read the sentences below. Put brackets [ ] around any incorrect comparative or superlative adjectives. Rewrite the sentences on the lines provided. If the sentence is correct, write C.

1. “That was the baddest lunch I have ever eaten,” said Juan.

2. “What do you suggest for a better lunch?” asked Josie.

3. “Some fresh vegetables would be a gooder start,” said Juan.

4. “Even gooder would be some whole grain bread for our sandwiches,” he added.

5. “The worstest thing is that the students don’t even know that the food is not good for them!” he exclaimed.
Comparing with Good
• The comparative form of good is better.
• The superlative form of good is best.

Comparing with Bad
• The comparative form of bad is worse.
• The superlative form of bad is worst

Correct any mistakes in punctuating the following eyewitness account. Make sure comparative and superlative adjectives are used correctly. Then rewrite the account.

When I entered JFK Middle School last fall I was appalled at the quality of the school lunches. Students were offered only the baddest in terms of healthful foods: processed foods, high in sugar, salt, and fat, and high-sugar sodas and candy from the vending machines. I knew there was a betterer way to eat. I formed a committee to investigate the problem and found a best way to bring only the most freshest food to our students. My committee was called “From Worse to Bests: How to Eat Right.” Now we have much gooder choices in the school cafeteria.
Choose the best comparative or superlative form of good. Circle the letter of your choice.

1. Juan’s lunch was the (good) of the two.
   a. better
   b. goodest
   c. best
   d. gooder

2. The school principal chose the (good) food company of the three he studied.
   a. gooder
   b. better
   c. best
   d. bestest

3. Josie likes broccoli (good) than cauliflower.
   a. bester
   b. gooder
   c. best
   d. better

Choose the best comparative or superlative form of bad. Circle the letter of your choice.

4. For one student, lunch was the (bad) meal of the day.
   a. worst
   b. badder
   c. baddest
   d. worse

5. Which is (bad) for lunch, candy or soda?
   a. worst
   b. badder
   c. worse
   d. baddest

6. French fries are (bad) for you than a baked potato.
   a. badder
   b. worst
   c. baddest
   d. worse
Comparing with *Good*
• The comparative form of *good* is *better*.
• The superlative form of *good* is *best*.

Comparing with *Bad*
• The comparative form of *bad* is *worse*.
• The superlative form of *bad* is *worst*

Rewrite each sentence, using the correct comparative or superlative form of the adjectives *good* and *bad*.

1. Juan is the (good) organizer at JFK Middle School.
   __________________________________________________________
   __________________________________________________________

2. He hopes for the (good) but plans for the (bad).
   __________________________________________________________
   __________________________________________________________

3. Because of Juan, we now have much (good) food to eat each day.
   __________________________________________________________
   __________________________________________________________

4. Nothing is (bad) than a greasy lunch.
   __________________________________________________________
   __________________________________________________________
Read the passages below and look at each underlined section. Is there a mistake? If there is, how do you correct it? Circle the letter of your answer.

Josie and Juan made up a questionnaire for the students at school. The first question was, “Which is gooder for dessert, apple sauce or chocolate candy?”

1. A. Change gooder to better.
   B. Add a comma after sauce.
   C. Change Which to What.
   D. No mistake

2. A. Change is to are.
   B. Change nourishinger to more nourishing.
   C. Change the question mark to a period.
   D. No mistake

3. A. Change Would to Will.
   B. Change rather to want.
   C. Change 1130 A.M. to 11:30 A.M.
   D. No mistake

Since Juan spoke the language fluently, he was asked to tutor students in

4. A. Change was to were.
   B. Change language to Language.
   C. Change spanish class to Spanish class.
   D. No mistake

5. A. Change reviewed to reviewing.
   B. Change thirty-one to thirty one.
   C. Change with Josie to to Josie.
   D. No mistake

At Home: Ask the student to write one sentence using a proper adjective.
Read the passages below and look at each underlined section. Is there a mistake? If there is, how do you correct it? Circle the letter of your answer.

Josie said, “Our success with school lunches is the amazingest thing I’ve ever been a part of!” Lunchtime is so much more pleasanter than it was before. Our school food is the most fresh of any school around!”

6. A. Change amazingest to most amazing.
   B. Add a comma after success.
   C. Change lunches to lunching.
   D. No mistake

7. A. Change so to as.
   B. Change much more pleasanter to much more pleasant.
   C. Change the than to that.
   D. No mistake

8. A. Change Our to Ours.
   B. Change any to that.
   C. Change most fresh to freshest.
   D. No mistake

Josie likes to eat fruit she especially likes apples. These are the fruits available today at school: apples, pears, bananas, grapes.

9. A. Add a comma after fruit.
   B. Change fruit to Fruit.
   C. Add a semicolon after fruit.
   D. No mistake

10. A. Change are to was.
    B. Change These to This.
    C. Change the colon to a semicolon.
    D. No mistake
An adverb is a word that modifies a verb, an adjective, or another adverb. An adverb can tell how, when, or where an action takes place.

Put brackets [ ] around each adverb in the sentences below.

1. Tameesha hurriedly hopped on her bike.
2. She quickly pedaled to the fabric store.
3. She wanted to find the perfect fabric soon.
4. Tameesha eagerly looked through the bolts of material.
5. She was usually lucky at this store.
6. Today, she hoped to find some beautiful blue material.
7. Tameesha quickly grabbed the pale blue silk.
8. It was easily the most beautiful color!
9. Tameesha seldom found fabric so perfect.
10. She hugged the fabric happily.
11. The alarm clock went off at 7:00 A.M., and Tameesha instantly jumped out of bed.
12. The dog ran wildly after a squirrel that he saw in the park.

At Home: Have the student write three sentences about finding something perfect.
• An **adverb** is a word that modifies a verb, an adjective, or another adverb.
• An **adverb** can tell how, when, or where an action takes place.
• **Adverbs** that modify adjectives and adverbs answer the questions *how?* and *to what extent?*
• When an adverb emphasizes or intensifies the meaning, it is called an **intensifier**. Some examples are *very, extremely, just, quite, rather, so, too,* and *somewhat.*

Read each sentence. Then put brackets [ ] around each adverb that describes an adjective or another adverb. Next, in the blank, write the adjective or adverb being modified. Write / after any sentence that contains an intensifier.

1. Tameesha could sew quite well. ____________
2. Her dresses were designed very classically. ____________
3. “I feel completely happy when I am designing,” Tameesha has said. ____________
4. Her newest design was exceptionally fine. ____________
5. Tameesha’s designs are not overly dramatic. ____________
6. But the dresses, shirts, and pants are always surprising. ____________
7. Tameesha does not use very costly materials. ____________
8. “Her designs are surprisingly simple,” said Mr. Lewis. ____________
9. Tameesha was suddenly silent when she heard that statement. ____________
10. “I prefer to say that my clothing designs are simply classic,” she answered. ____________
• *Good* is an adjective and is used to describe nouns.
• *Well* is an adverb that tells *how* about a verb.
• When *well* means “healthy,” it is used as an adjective.

**Read each sentence. Then fill in the blank using *good* or *well* correctly.**

1. Tameesha’s grandmother bought her a ____________ used sewing machine.
2. She learned the basics of sewing ____________ and soon was making aprons and napkins.
3. You can ____________ imagine Tameesha’s talent, as she was only seven years old!
4. Her grandmother has taught her ____________.
5. Tameesha’s sister did not learn the basics of sewing ____________.
6. She did not think it was a ____________ idea to start making aprons and napkins.
7. But Tameesha wanted to do everything ____________.
8. She found a ____________ place to store her fabrics and thread.
9. “Are you feeling ____________?” Tameesha asked her grandmother.
10. “I can see you are feeling very ____________ about yourself!” said Gran.
An adverb is a word that modifies a verb, an adjective, or another adverb.
An adverb can tell how, when, or where an action takes place.
Adverbs that modify adjectives and adverbs answer the questions how? and to what extent?

Mechanics

Good is an adjective and is used to describe nouns.
Well is an adverb that tells how about a verb.
When well means “healthy,” it is used as an adjective.

Correct any errors in the use of adverbs, and in the use of good and well in the directions below. Then rewrite the directions, correcting any errors in the use of adverbs, capitalization, or punctuation. Some sentences may be correct as is.

Tameesha quickly wrote these directions for making a simple A-line dress.

1. First, careful choose a pattern for your appropriate body type.
   Purchase from a well company.

2. Then buy the fabric. Don’t buy very costly fabric for your first project.

3. Always read the pattern directions slow.

4. Careful cut out the pattern pieces.
Put brackets [ ] around the adverb in each of the following sentences. Write how if the adverbs tell how, when if the adverbs tell when, or where if the adverb tell where the action takes place.

1. Tameesha thought her prom gown draped beautifully. ________________
2. She wanted to wear it immediately. ________________
3. Her grandmother said, “You cannot wear it now!” ________________
4. So Tameesha put the gown away. ________________
5. She carefully hung it on a padded hanger in her closet. ________________

Put brackets around the adverb in each of the following sentences. On the line provided, write the word the adverb modifies.

6. Tameesha’s confidence in her designs grew steadily. ________________
7. She quite readily purchased difficult patterns. ________________
8. Tameesha finally realized she did not need to buy patterns. ________________
9. She often sketched her own designs. ________________
10. Tameesha finally thought of herself as a classic designer. ________________
An adverb is a word that modifies a verb, an adjective, or another adverb.

An adverb can tell how, when, or where an action takes place.

Adverbs that modify adjectives and adverbs answer the questions how? and to what extent?

Put brackets [ ] around the adverbs in the following sentences. Write how if the adverb tells how, when if the adverb tells when, or where if the adverb tells where the action takes place.

1. Tameesha easily draped the silk over the mannequin. 
2. She sometimes asked her grandmother for help. 
3. But Tameesha usually figured things out for herself. 
4. She picked up her needle and began to sew. 
5. Tameesha knew she seldom made a mistake.
The **comparative** form of an adverb compares two actions.

The **superlative** form of an adverb compares more than two actions.

For all one-syllable and some two-syllable adverbs, add `-er` and `-est` to form the comparative or superlative.

Write the comparative and superlative form of each of the following adverbs.

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>fast</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>high</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>loud</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>long</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>near</td>
<td>___________</td>
<td>___________</td>
</tr>
</tbody>
</table>

Write each sentence using the comparative or superlative form of the following adverbs in parentheses.

6. Andre read the book about time travel (fast) than Thomas did.
   ______________________________________________________________________

7. Andre went to bed (soon) than Thomas.
   ______________________________________________________________________

8. Thomas said, “I want to jump (high) of all.”
   ______________________________________________________________________

9. Andre is the (fast) runner on the team.
   ______________________________________________________________________

10. Thomas wants to jump (high) than Andre.
    ______________________________________________________________________
For adverbs that end in -ly and most other adverbs with two or more syllables, use more to form the comparative and most to form the superlative.

When you use more or most, do not use the ending -er or -est.

Write the comparative or superlative forms of each of the following adverbs.

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. suddenly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. frequently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. widely</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. naturally</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. weakly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Each sentence below contains an incorrectly formed adverb in parentheses. Put brackets [ ] around the correct adverb.

6. Andre traveled (most comfortably, more comfortably) in the time machine than Thomas.

7. Andre slept (more soundly, most soundly) of all the boys.

8. Thomas said, “My flashlight shines (most radiantly, radiantlier) of all.

9. Andre sings (more naturally, most naturally) than Thomas.

10. Thomas sang (most forcefully, more forcefully) of all.

At Home: Ask the student to identify the comparative and superlative forms of the adverbs in the sentences above.
Some adverbs have irregular forms.

- The comparative and superlative forms of *well* are *better* and *best*.
- The comparative and superlative forms of *badly* are *worse* and *worst*.
- Never use *more* or *most* with irregular forms.

Rewrite each sentence below by writing the correct comparative form of the adverb shown in parentheses.

1. The Time Travel Club meeting in January was *(well)* attended than the one in December.

2. Andre’s presentation at the Time Travel Club meeting was *(well)* than Hannah’s.

3. The hurricane in August affected attendance *(badly)* than last year’s storm.

Rewrite each sentence below by writing the correct superlative form of the adverb shown in parentheses.

4. The MLK Middle School Time Travel Club is the *(well)* known of all the clubs in the county.

5. Everyone agrees that Andre can be the *(badly)* behaved member of the club.

At Home: Have the student write four more sentences using the comparative and superlative forms of *well* and *badly*.
• The **comparative** form of an adverb compares two actions.
• The **superlative** form of an adverb compares more than two actions.

Correct any errors in the use of comparative and superlative adverbs, and in the use of *well* and *badly* in the directions below. Then rewrite the explanatory essay, correcting any errors in the use of adverbs, capitalization, or punctuation.

You do not need to reason most brilliantly than Albert Einstein in order to well understand the dimension of time. Many people most incorrect believe that time is a constant, and that we are moving eagerlier through time at a fixed rate. But you can perform a well-known experiment to show that time is not constant. Try sitting through a boring movie. Does time move quicklyer? Then think about a ride on a rollercoaster. Does time move fastest then? There is no easy explanation for why time moves more quickly sometimes and more slowly at other times. It’s just a fact of life.
Read each of the following sentences. Is there a mistake with the comparative adverb? Circle the letter of your response.

1. Thomas jumped highly than he ever had before.
   a. Change highly to higher.
   b. Change highly to highlier.
   c. Change highly to more higher.
   d. Make no change.

2. Andre felt gooder after he made his presentation.
   a. Change gooder to bester.
   b. Change gooder to more good.
   c. Change gooder to better.
   d. Make no change.

3. The sun shines more brightly at noon than at dusk.
   a. Change more to most.
   b. Change brightly to brighter.
   c. Change more brightly to brightlier.
   d. Make no change.

Read each of the following sentences. Is there a mistake with the superlative adverb? Circle the letter of your response.

4. Thomas sauntered casuallyier to the podium and waited.
   a. Change casuallyier to most casually.
   b. Change casuallyier to casualiest.
   c. Change casuallyier to more casuallyier.
   d. Make no change.

5. Andre has the worst behavior of all the students in class.
   a. Change worst to worse.
   b. Change worst to badliest.
   c. Change worst to better.
   d. Make no change.
The **comparative** form of an adverb compares two actions.
The **superlative** form of an adverb compares more than two actions.
For all one-syllable and some two-syllable adverbs, add `-er` and `-est` to form the comparative or superlative.
For adverbs that end in `-ly` and most other adverbs with two or more syllables, use *more* to form the comparative and *most* to form the superlative.
When you use *more* or *most*, do not use the ending `-er` or `-est`.
Some adverbs have irregular forms. The comparative and superlative forms of *well* are *better* and *best*. The comparative and superlative forms of *badly* are *worse* and *worst*.
**Never use** *more* or *most* with irregular forms.

Read each sentence aloud. Choose the correct comparative or superlative adverb in parentheses. Write the sentence on the line provided.
1. Andre thinks (clearliest, more clearly) after a healthy breakfast.

2. Andre made his presentation (most perfectly, perfectest).

3. He thinks (highlier, more highly) of your speech than mine.

4. Andre’s bicycle runs (most smoothly, smoothliest) right after its tune-up.
• A **negative** is a word that means “no,” such as *not, never, nobody, nowhere,* and contractions with *n’t.*
• A **double negative** is an error in which two negatives are used together.
• You can correct a double negative by removing one negative.

**Put brackets [ ] around each negative in the sentences below.**
1. Lupe did not think Spanish would be difficult to master.
2. Lupe’s grandparents no longer spoke it around the house.
3. In fact, nobody in Lupe’s family spoke Spanish anymore.
4. Lupe never thought she would miss hearing it.
5. “Why can’t I sign up for Spanish?” Lupe asked her teacher.

**Each sentence below contains a double negative. Put brackets [ ] around the negative words and correctly rewrite the sentence by removing one negative.**

   ____________________________________________________________

7. The language teachers could not allow no more students into the classes.

   ____________________________________________________________

8. Lupe didn’t not know what to do.

   ____________________________________________________________

9. She could not ask no teacher to help her.

   ____________________________________________________________

10. She might not never learn to speak Spanish.

   ____________________________________________________________

**At Home:** Have the student create five sentences containing double negatives, and then correct them.
Read each sentence. If the sentence contains a double negative, rewrite it correctly. If the sentence is correct, write C on the line provided.

1. Lupe decided to ask her grandfather for help, not her grandmother.

2. Lupe’s grandfather, Oswaldo, wasn’t no easy teacher.

3. But Lupe knew she wouldn’t never find a better person to teach her Spanish.

4. Most grandparents didn’t never get the opportunity to teach their grandchildren.

5. Oswaldo was not going to miss it!

6. Oswaldo wasn’t sorry he studied Spanish.
• A **negative** is a word that means “no,” such as *not, never, nobody, nowhere*, and contractions with *n’t*.
• A **double negative** is an error in which two negatives are used together.
• You can correct a double negative by removing one negative.
• You can correct a double negative by replacing one negative with a positive word.

Rewrite each sentence below on the line provided so that it does not contain a double negative.

1. Oswaldo would never let no one read his Spanish novels.
   
   ___________________________________________________

2. No person in the house couldn’t touch his books.
   
   ___________________________________________________

3. Oswaldo knew nobody had no ability to read his Spanish books.
   
   ___________________________________________________

4. Lupe had never encountered no person like her grandfather.
   
   ___________________________________________________

5. Without Oswaldo, Lupe wouldn’t never have learned Spanish.
   
   ___________________________________________________
• A negative is a word that means “no,” such as not, never, nobody, nowhere, and contractions with n’t.
• A double negative is an error in which two negatives are used together.
• You can correct a double negative by removing one negative.
• You can correct a double negative by replacing one negative with a positive word.

Proofread the persuasive editorial below for errors in the use of negatives, punctuation, or capitalization. Then rewrite the editorial.

As president of the school council, I have been asked to comment on the efforts by a group of students to take down the class photos in the corridor outside principal Hernandez’s Office. These photos show graduates of Cleveland Middle School for the last twenty-five years. The students who don’t believe these class photos should not be replaced with decorative posters don’t not understand that our past is a part of us. I strongly urge students to keep in touch with the present and future by not preserving our reminders of the past.

Proofreading:
Negatives

These Walls Can Talk
Grade 6/Unit 6
At Home: Invite the student to write a persuasive essay on a topic of his or her choice.
Each sentence below contains a double negative. Rewrite the sentence correctly on the line provided.

1. The students didn’t have no respect for the past.
   ____________________________________________________________

2. Not no person in the school realized the importance of the class photos.
   ____________________________________________________________

3. No one nowhere in this school was willing to speak up.
   ____________________________________________________________

4. It didn’t take no time for our student council president to act.
   ____________________________________________________________

5. She wouldn’t not miss the opportunity to write about it.
   ____________________________________________________________

6. There wasn’t no reason to stay silent.
   ____________________________________________________________

7. No student did not want to miss her editorial.
   ____________________________________________________________

8. The students looked for a mistake but couldn’t find none.
   ____________________________________________________________

9. They didn’t have nothing to complain about.
   ____________________________________________________________

10. They hadn’t never voted on such an issue before.
   ____________________________________________________________
A negative is a word that means “no,” such as not, never, nobody, nowhere, and contractions with n’t.

A double negative is an error in which two negatives are used together.

You can correct a double negative by removing one negative.

You can correct a double negative by replacing one negative with a positive word.

Rewrite each sentence on the line provided, correcting the double negatives.

1. Lupe was not no complainer.

2. Lupe didn’t not become president to stay quiet.

3. She wasn’t no activist, but Lupe was eager to make the school better.

4. Lupe said there wasn’t no reason not to fight for what we want.
• A **preposition** comes before a noun or pronoun and relates that noun or pronoun to another word in the sentence.

• Common prepositions are *about, above, across, after, around, at, before, behind, below, between, beyond, down, for, from, in, near, of, on, over, to, with.*

Put brackets [ ] around the prepositions in each sentence. Some sentences have more than one preposition.

1. Ashley liked to help her dad in his newspaper business.
2. On Sunday mornings, Ashley and Mr. Peters got up early.
3. They drove to the offices of *The Asheville Journal.*
4. There, Mr. Peters got the Sunday editions of the paper.
5. Ashley put each newspaper into a plastic bag to keep it from getting wet.
6. Then, after putting the papers in the back of the truck, they left.
7. Ashley sat in the backseat between piles of papers.
8. She enjoyed this time with her father on his route.
9. Mr. Peters threw the newspaper across the lawn.
10. The paper landed near the front door.
11. As she looked beyond the horizon, she could see that a severe thunderstorm was coming her way.
12. On the long bus ride home, Jennifer sat behind a cranky baby.
13. A baby bird gets its food from its mother until it can leave the nest and fly on its own.
14. A flock of geese flew over the school today.

**At Home:** Have the student write three sentences using six different prepositions.
A prepositional phrase is a group of words that begins with a preposition and ends with a noun or pronoun.

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

The verb must agree with the subject, not with the object of the preposition.

Read each sentence below. Underline each prepositional phrase, and put brackets [ ] around the object of the preposition. One sentence has two prepositional phrases.

1. Ashley found herself becoming interested in the newspaper business.
2. She asked her teacher to recommend books about journalism.
3. Ashley’s teacher gave her a list with several titles.
4. Ashley selected one of the books from the school library.
5. She put the book into her backpack.

Each sentence below contains an incorrectly formed adverb in parentheses. Put brackets [ ] around the correct adverb.

6. The book in the backpack (belongs, belong) to Ashley.

7. The book in the backseat of the car (needs, need) to be returned.

8. The rules of the library (is, are) important.

9. Ashley’s neighbors across the street (were, was) journalists.

10. Their articles in the newspaper (was, were) fascinating.
• Use a comma after an introductory word, such as well.
• Use commas to set off words that interrupt the flow of thought.
• Use commas to set off nouns of direct address and most appositives.
• Use a comma after a long introductory prepositional phrase.

On the lines provided, rewrite the sentences by inserting commas in the appropriate places.

1. “Well I think it would be fascinating to be a journalist,” said Ashley.

2. “Dad look at this article in the paper about journalism camp,” said Ashley.

3. After two weeks of journalism camp Ashley felt she had learned a lot.

4. The Truman Institute which is located in Asheville offered writing classes, too.

5. “Sir may I introduce my father Mr. Peters?” said Ashley.

6. “So what do you want to study Ashley?” asked Mrs. Rivers.
• A **preposition** comes before a noun or pronoun and relates that noun or pronoun to another word in the sentence.
• Common prepositions are *about, above, across, after, around, at, before, behind, below, between, down, for, from, in, near, of, on, over, to, with.*
• A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun.
• The **object of a preposition** is the noun or pronoun that follows the preposition.
• The verb must agree with the subject, not with the object of the preposition.

Read the following explanation of a process. Correct any mistakes in the use of prepositions, prepositional phrases, capitalization, or punctuation. Then rewrite the explanation.

The process of writing and publishing a book have changed dramatically in the past fifteen years. Before the advent of computers, writers needed publishing companies to print bind and distribute their books. Now it can all be done electronically. First, write your story. Then read through your rough draft which is also called a first pass. When you are sure your story is as good as it can be create your own website and become your own publisher!

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At Home: Invite the student to write a short explanation of a process, using at least three prepositions.
Identify the object of the preposition in each of the following sentences. Circle the letter of your choice.

1. Ashley and her father arrived home from work.
   a. and
   b. father
   c. from
   d. work

2. Ashley’s bedroom was across the hall.
   a. bedroom
   b. was
   c. hall
   d. across

Read each of the following sentences. Is there a mistake? Circle the letter of your response.

4. Around five o’clock Ashley’s father called her for dinner.
   a. Add a comma after o’clock.
   b. Change Ashley’s to Ashleys’
   c. Change calls to call
   d. Correct

5. Ashley, of course, washed her hands and went right into the kitchen.
   a. Change washed to washing.
   b. Take away the comma after Ashley.
   c. Add a comma after right.
   d. Correct
A preposition comes before a noun or pronoun and relates that noun or pronoun to another word in the sentence. Common prepositions are about, above, across, after, around, at, before, behind, below, between, down, for, from, in, near, of, on, over, to, with.

A prepositional phrase is a group of words that begins with a preposition and ends with a noun or pronoun. The object of a preposition is the noun or pronoun that follows the preposition. The verb must agree with the subject, not with the object of the preposition.

Read each sentence aloud. Then change the verb so that it agrees with the subject of the sentence. Rewrite each sentence on the line provided. Then add commas after prepositional phrases if they are necessary.

1. At journalism camp the class write articles for the camp newspaper.

2. Between journalism classes and helping her father Ashley have little free time.

3. A number of students attends Ashley’s journalism classes.

4. Around the corner from where Ashley attends camp her father work in a newspaper office.
• Two sentences can be combined by adding an adjective or adverb to one sentence.

Read each pair of sentences. Combine the two sentences into one sentence by adding an adjective or adverb. Write the new sentence on the line provided.

1. Mount Etna is a volcano. It is active.

   Mount Etna is an active volcano.

2. Mount Etna is located in Sicily. Sicily is a beautiful island.

   Mount Etna is located in the beautiful island of Sicily.

3. Mount Etna has violent eruptions. The eruptions are frequent.

   Mount Etna has violent, frequent eruptions.

4. Catania is a city in Sicily. It is crowded and bustling.

   Catania is a crowded, bustling city in Sicily.

5. Regina would like to see Mount Etna. She would like to see it someday.

   Regina would like to see the active, beautiful Mount Etna one day.
Two sentences can be combined by adding a prepositional phrase from one sentence to the other.

Read each pair of sentences. Combine the two sentences into one sentence by adding a prepositional phrase. Write the new sentence on the line provided.

1. Regina is a scientist. She works at the University of Rome.

2. Regina works in a special department. The department was specifically formed for studying volcanic activity.

3. Italy’s most famous volcano is Vesuvius. It is now dormant.

4. Mount Etna is still erupting. It spews red-hot lava on the eastern coast of Sicily.

5. The land around Mount Etna is very fertile. It is fertile because of the rich soil.

At Home: Ask the student to write two related sentences, then combine them using a prepositional phrase.
• Capitalize the first word of every sentence and end with the correct punctuation mark.
• Use a comma before the conjunction in a compound sentence. If there is no conjunction, use a semicolon.
• Use a comma after a dependent clause at the beginning of a sentence.

Rewrite each sentence using proper capitalization, commas, and end punctuation.

1. a layer of white cloud hovered above the summit of Mount Etna it was an amazing sight
   _______________________________________________________________

2. at almost thirty miles in diameter the great sloping cone of Etna is immense
   _______________________________________________________________

3. etna erupts regularly its most recent eruptions have been in 1978, 1979, 1986, and 1992
   _______________________________________________________________

4. sicily has about the same land mass as the state of Maryland Etna covers a large part of its eastern side
   _______________________________________________________________

5. citrus farmers grow lemons and oranges on the lands around Mount Etna thanks to centuries of eruptions the soil is rich and fertile
   _______________________________________________________________
Name

• Two sentences can be combined by adding an adjective or adverb from one sentence to the other.
• Two sentences can be combined by adding a prepositional phrase from one sentence to the other.

Combine any sentences you can in the explanation below. Then rewrite the explanation, correcting any mistakes in punctuation, capitalization, or comma usage.

How to Make a Volcano at Home

In order to make a volcano at home you need baking soda. You need vinegar. You need a container to put your volcano in. Put some baking soda in the container pour in some vinegar. Watch what happens this “eruption” is called an acid base reaction. Your “volcano” really erupts! The eruption is caused by carbon dioxide. The carbon dioxide is given off as the acid in the vinegar neutralizes the sodium bicarbonate in the baking soda.
Read each pair of sentences. Combine the two sentences into one sentence using adjectives, adverbs, or prepositional phrases. Then write the new sentence on the line provided.

1. Regina will be traveling soon. She will be traveling to the island of Sicily.

   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________

2. She will travel from Rome to Catania. She will travel by car.

   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________

3. Regina lives in Rome. She lives near the Coliseum.

   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________

4. Regina enjoys her life as a university professor. She enjoys it very much.

   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________

5. Volcanoes are Regina’s interest. Volcanoes are her main interest.

   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
Two sentences can be combined by adding an adjective or adverb from one sentence to the other.
Two sentences can be combined by adding a prepositional phrase from one sentence to the other.

Combine and revise each set of sentences about the picture into one sentence. Add commas if they are necessary. Write the sentence on the line provided.

1. Mount Etna is a volcano on the island of Sicily in Italy. It is active.

2. Regina has traveled to Sicily to study the volcano. She traveled from Rome.

3. People are hurt when volcanoes erupt. They are hurt by flowing lava. They are hurt by tidal waves.

4. Regina’s car moved swiftly toward the volcano. It moved along the highways of Italy.
Read the passage and look at each underlined adverb. What word does the adverb modify? Circle the letter of your answer.

Regina’s trip to Sicily was immediately successful. She gathered her data \underline{\text{rapidly.}}. Soon she would take her photos and pages of notes back to Rome. \underline{\text{(1)}} \underline{\text{(2)}} \underline{\text{(3)}}

1. A. successful  
   B. Sicily  
   C. trip  
   D. was

2. A. She  
   B. gathered  
   C. data  
   D. her

3. A. she  
   B. photos  
   C. take  
   D. Rome

Read the passage and look at the underlined sentences. Is there a mistake? If there is, how do you correct it? Circle the letter of your answer.

Nothing can’t stop Regina from completing her research on Mount Etna. \underline{\text{(4)}}

For more than six months, she has been studying the great mountain of fire the locals call “La Montagna.” \underline{\text{(5)}}

4. A. Change \textit{completing} to \textit{complete}.  
   B. Change \textit{on} to \textit{over}.  
   C. Change \textit{can’t} to \textit{can}.  
   D. No mistake.

5. A. Change \textit{than} to \textit{that}.  
   B. Add a semicolon after months.  
   C. Change \textit{studying} to \textit{studied}.  
   D. No mistake.
Read the passage below and look at each underlined section. Is there a mistake? If there is, how do you correct it? Circle the letter of your answer.

The volcano looks more dangerously than Regina had expected. But Regina is not no (6) amateur researcher. She quickly laces up her hiking boots and begins to climb.

6. A. Change volcano to volcano’s.
   B. Change looks to looking.
   C. Change dangerously to dangerous.
   D. No mistake.

7. A. Change is to are.
   B. Remove not.
   C. Change researcher to research.
   D. No mistake.

8. A. Change quickly to quicker.
   B. Change laces to lacing.
   C. Change hiking to hike.
   D. No mistake.

Look at the sentence pairs. How could each pair best be combined? Write your sentences on the lines provided.

9. The most fertile lands around Etna often yield five harvests a year. These lands are located up to about 3,000 feet.

10. It is a large construction project. It is the largest construction project since work began on the expressway.