

Grammar & ^{GRADE} 6 Punctuation

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

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

Contents

Rule 1	Kinds of Sentences.....	3
Rule 2	Subjects & Predicates	7
Rule 3	Compound Sentences	11
Rule 4	Common & Proper Nouns; Singular & Plural Nouns	15
Rule 5	Plural Noun Forms	19
Rule 6	Verbs.....	23
Rule 7	Verb Tenses	27
Rule 8	Forming Verb Tenses	31
Rule 9	Types of Pronouns.....	35
Rule 10	Types of Pronouns.....	39
Rule 11	Pronouns & Antecedents.....	43
Rule 12	Possessive Nouns & Pronouns.....	47
Rule 13	Adjectives	51
Rule 14	Comparative & Superlative Adjectives.....	55
Rule 15	Adverbs	59
Rule 16	Prepositions.....	63
Rule 17	Prepositional Phrases	67
Rule 18	Comma Usage.....	71
Rule 19	Comma Usage.....	75
Rule 20	Commas & Colons.....	79
Rule 21	Comma Usage (Appositives).....	83
Rule 22	Quotation Marks	87
Rule 23	Titles.....	91
Rule 24	Word Usage	95
Rule 25	Word Usage	99
	Notes to the Teacher	103
	Answer Key	105



Congratulations on your purchase of some of the finest teaching materials in the world.

For information about other Evan-Moor products, call 1-800-777-4362 or FAX 1-800-777-4332.
Visit our Web site <http://www.evan-moor.com>. Check the Product Updates link for supplements, additions, and corrections for this book.

Author: Delana Heidrich
 Editor: Chyrl Light
 Copy Editor: Cathy Harber
 Designer: Keli Davis
 Desktop: Michelle Tapola
 Cover: Cheryl Puckett
 CD ROM
 Development: Keli Davis, Tim Neece

Entire contents ©2002 by EVAN-MOOR CORP.
 18 Lower Ragsdale Drive, Monterey, CA 93940-5746.
 Permission is hereby granted to the individual purchaser to reproduce student materials in this book for noncommercial individual or classroom use only.
 Permission is not granted for schoolwide, or systemwide, reproduction of materials.
 Printed in U.S.A.



EMC 2716

About the Book

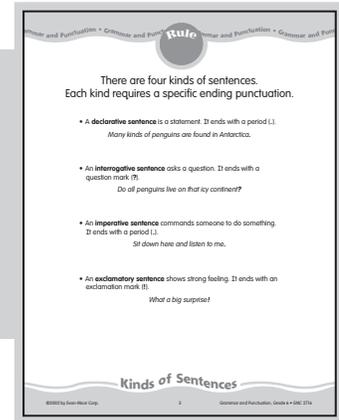
The features of *Grammar and Punctuation, Grade 6* include:

25 Rule Charts

Reproduce these charts on overhead transparencies for ease of presentation.

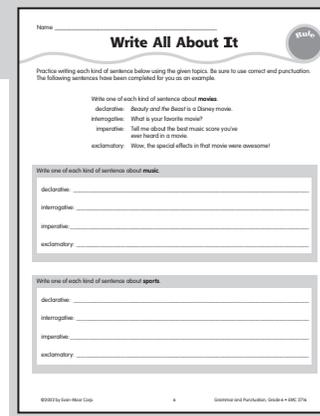
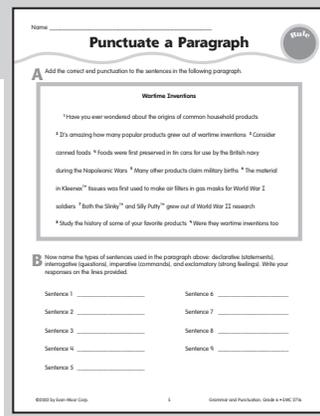
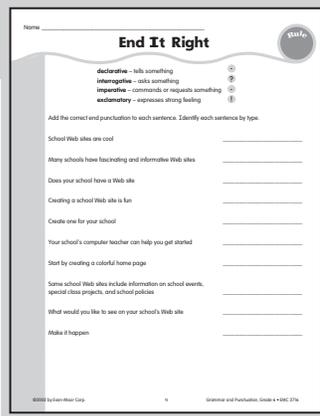
Choose the rules and the order of use that are appropriate to the needs of your students.

Review the charts regularly.



3 Practice Pages for Each Rule

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



Answer Key

A complete answer key begins on page 105.

About the CD-ROM

Loading the Program

1

Put the CD in your CD drive. This CD-ROM contains both Windows and MacOS programs.

Your computer will recognize the correct program.

2

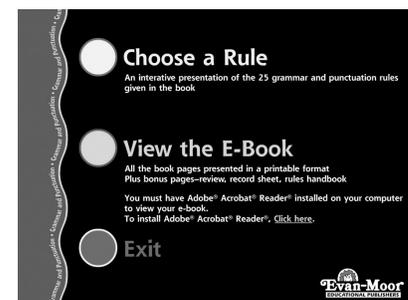
On some computers, the program will automatically start up. If the program does not start automatically:

Windows—go to *My Computer*, double click on the CD drive, then double click on *Begin.exe*.

MacOS—double click on the CD icon on your desktop, then double click on *Begin*.

3

After the program starts, you will arrive at the main menu.



Main Menu Features

Choose a Rule

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

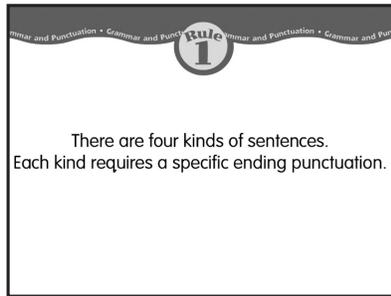
1

Click the *Choose a Rule* button to display the list of rules.



2

Click on a rule in the list of rules. The rule will be displayed.



3

Click on the arrow button.

Rule explanations and examples will be displayed.



4

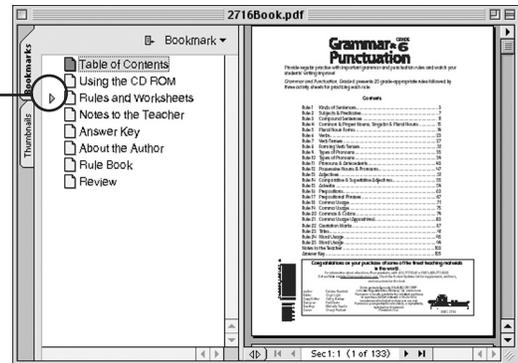
When you're finished, click on **List of Rules** to go back to the rules list or click on **Main Menu** to go back to the main menu.

View the E-Book

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

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

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



E-Book Bonus

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

Exit

This button closes the program.

Installing Adobe® Acrobat® Reader™

You need to have Acrobat Reader installed on your computer to access the e-book portion of the CD-ROM. If you do not have Acrobat Reader, go to the main menu of the CD and follow these instructions:

1. Place your cursor over the *Click Here* link. Wait for the hand and then click.
2. When you see the Acrobat Reader Setup Screen, click the “Next” box.
3. When you see the Destination Location Screen, click the “Next” box.
4. When you see the Setup Complete Screen, click “finish.”

Your system will now shut down in order to install Acrobat Reader. Some systems will automatically restart. If yours does not, start it up manually.

Rule 1

There are four kinds of sentences.
Each kind requires a specific ending punctuation.

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

Many kinds of penguins are found in Antarctica.

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

Do all penguins live on that icy continent?

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

Sit down here and listen to me.

- An **exclamatory sentence** shows strong feeling. It ends with an exclamation mark (!).

What a big surprise!

Kinds of Sentences

End It Right

- declarative** – tells something •
- interrogative** – asks something ?
- imperative** – commands or requests something •
- exclamatory** – expresses strong feeling !

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

1. School Web sites are cool _____
2. Many schools have fascinating and informative Web sites _____
3. Does your school have a Web site _____
4. Creating a school Web site is fun _____
5. Create one for your school _____
6. Your school's computer teacher can help you get started _____
7. Start by creating a colorful home page _____
8. Some school Web sites include information on school events, special class projects, and school policies _____
9. What would you like to see on your school's Web site _____
10. Make it happen _____

Punctuate a Paragraph

A Add the correct end punctuation to the sentences in the following paragraph.

Wartime Inventions

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

² It's amazing how many popular products grew out of wartime inventions ³ Consider

canned foods ⁴ Foods were first preserved in tin cans for use by the British navy

during the Napoleonic Wars ⁵ Many other products claim military births ⁶ The material

in Kleenex™ tissues was first used to make air filters in gas masks for World War I

soldiers ⁷ Both the Slinky™ and Silly Putty™ grew out of World War II research

⁸ Study the history of some of your favorite products ⁹ Were they wartime inventions too

B Now name the types of sentences used in the paragraph above: declarative (statements), interrogative (questions), imperative (commands), and exclamatory (strong feelings). Write your responses on the lines provided.

Sentence 1 _____

Sentence 6 _____

Sentence 2 _____

Sentence 7 _____

Sentence 3 _____

Sentence 8 _____

Sentence 4 _____

Sentence 9 _____

Sentence 5 _____

Name _____



Write All About It

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

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

declarative: *Beauty and the Beast* is a Disney movie.

interrogative: What is your favorite movie?

imperative: Tell me about the best music score you've ever heard in a movie.

exclamatory: Wow, the special effects in that movie were awesome!

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

declarative: _____

interrogative: _____

imperative: _____

exclamatory: _____

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

declarative: _____

interrogative: _____

imperative: _____

exclamatory: _____

Rule 2

Every complete sentence has
a subject and a predicate.

- **Subject**—names the person, place, or thing the sentence is about.

The **complete subject** contains all the words that tell who or what the sentence is about.

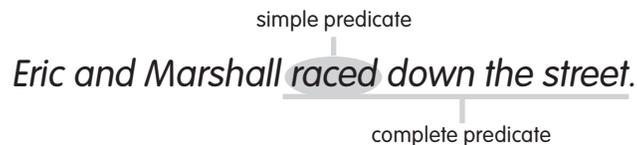
The **simple subject** is the main noun or pronoun in the subject.



- **Predicate**—tells what the subject is or does.

The **complete predicate** contains all the words that tell what the subject is or does.

The **simple predicate** is the verb of the sentence.



Subjects & Predicates

Name _____

Find the Subject

Rule
2

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

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

Name _____

Find the Predicate

Rule
2

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

1. My school offers many extra clubs and classes.
2. My brother plays chess with the chess club.
3. My friend Sam plays baseball.
4. I sing with the school choir.
5. Members of the Community Service Club visit elderly people who live alone.
6. They also pick up litter around our town.
7. Members of the journalism class write our school newspaper.
8. The school marching band marches in parades.
9. The pep band plays at football games.
10. Everyone participates in something special at our school.

Sentence or Not?

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

1. living in Texas

2. karen is going to Disneyland this summer

3. i love strawberries

4. my uncle and my cousins

5. fifteen students from Mr. Fitch's class

6. write poetry and sing songs

7. plays computer games after school

8. the greatest country in the world

9. he's lost

10. it's basketball season

**Rule
3**

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

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

Simple sentences:

It began to rain.

Our field trip was canceled.

Simple sentences:

I have been studying the spelling words every night.

I expect to get a good grade on the test Friday.

Compound sentence:

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

Compound sentence:

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

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

Compound Sentences

Study Compound Sentences

**Rule
3**

Underline the complete subject once and the complete predicate twice in **each part** of the compound sentences. Circle the conjunction in each sentence.

1. Movies are exciting, but books are better.
2. I like summer vacation, yet I am always glad when school starts again.
3. We enjoy the beautiful sights in San Francisco, so we chose to vacation in that city.
4. I went to the bank, and then I did my shopping.
5. Art museums are fun to visit, but you need to be prepared to spend the day in them.
6. Beautiful flowers blossom, and then they fade away.
7. Race dogs are fast, but race horses are faster.
8. English class is hard for me, but math class is easy.
9. Frightening tornadoes destroy property, and earthquakes are devastating too.
10. Martha and Jerry will go to the beach today, or the friends will watch a movie.

Name _____

Create Compound Sentences

Rule
3

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

1. I love hamburgers. I hate hot dogs.

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

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

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

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

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

**Rule
4**

A noun names a person, place, thing, or idea.

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

relative country boat freedom

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

Uncle Elton New Zealand Bill of Rights

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

runner city bear happiness

- **Plural nouns** name more than one.

workers schools horses

Common & Proper, Singular & Plural Nouns

Define the Nouns

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

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

Name _____

Capitalize Properly

Rule
4

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

1. Doris cooksey works for the american family insurance company.

2. Her office is in denver, colorado.

3. Since she lives in bailey, colorado, she commutes to work.

4. Doris drives a colt vista to work each day.

5. She picks up her co-workers dennis, francisco, and ramona along the way.

6. From the train station, the commuters take peterson street to reach their office.

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

8. Francisco and dennis always order a mega burger.

9. Doris and ramona usually eat salads.

10. Doris and her co-workers enjoy their jobs in denver and their homes in bailey.

Name _____

Rule
4

Locate the Nouns

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

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

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

3. Tobias likes simon and garfunkel.

4. The boys like to watch old movies too.

5. Nolan's favorite actor is james stewart.

6. Tobias likes to watch joan crawford movies.

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

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

9. The boys' favorite books are all classics like tom sawyer.

10. Maybe tobias and nolan will be historians when they grow up.

Rule 5

Use these rules to make plural nouns.

- To make the plural of most nouns, add **s**. *automobiles*
- If a noun ends in *s*, *sh*, *ch*, *x*, or *z*, add **es**. *benches*
- If a noun ends in a consonant followed by a *y*, change **y** to **i** and add **es**. *berries*
- If a noun ends in *f* or *fe*,
 add **s** to some; *chiefs*
 change **f** to **v** and add **es** to others. *loaves*
- Some nouns do not change when they become plural.
deer sheep moose salmon
- Some nouns have irregular plural forms.

singular	plural
child	children
goose	geese
mouse	mice
tooth	teeth
ox	oxen

Plural Noun Forms

Name _____

Rule
5

Regular Plural Nouns

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

Michaela and her mother shopped at three _____ on Christmas Eve.
(store)

At the first stop, they bought six Christmas _____. Their six _____
(gift) (box)

took up two shopping _____. At the next stop, Michaela looked at a set of
(cart)

_____ for her bedroom, but she didn't buy them. In front of the third store,
(shelf)

Michaela and her mother sat on two _____ to rest. Two _____ with
(bench) (lady)

_____ sat beside them. Finally, Michaela and her mother made their last stop.
(baby)

They went into the toy store to buy a barrel of _____ for Michaela's little brother.
(monkey)

At last, Michaela and her mother went home to wrap their _____ and bake
(present)

Christmas _____ before the big holiday.
(goody)

Irregular Plurals

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

	Plural Form		Plural Form
1. deer	_____	7. woman	_____
2. moose	_____	8. man	_____
3. person	_____	9. sheep	_____
4. cactus	_____	10. axis	_____
5. hypothesis	_____	11. series	_____
6. crisis	_____	12. foot	_____

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

	I'll call it a...	The plural form will be...	
1. an underwater roller coaster	_____	_____	regular irregular
2. a newly discovered fish breed	_____	_____	regular irregular
3. a new food	_____	_____	regular irregular
4. a rock type found on Mars	_____	_____	regular irregular
5. a coin worth five dollars	_____	_____	regular irregular

Name _____

Put Together Plurals

Rule
5

Write sentences using the plural forms of the following words.

1. party cake

2. cow calf

3. wish belief

4. strawberry patch

5. series game

6. rule policy

7. dentist tooth

8. duck goose

9. man woman

10. foot child

Rule 6

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

- There are three kinds of verbs:

Action verbs tell what the subject is doing.

We **played** until it was dark.
Everyone **laughed** at the funny movie.

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

Their **dog is** a Saint Bernard.
The buttered **popcorn smells** delicious.



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

Arnold **will** paint the door tomorrow.
He **has been** painting the frame today.

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

If the subject is singular, the verb must be singular.

Iced **lemonade is** refreshing on a hot day.

If the subject is plural, the verb must be plural.

Apple **pies are** delicious with vanilla ice cream.

Verbs

Identify Verb Types

**Rule
6**

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

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

Linking or Action?

Some verbs can be used as either a linking or an action verb. Decide how the verbs in the sentences below are used. Circle your responses.

Tom **smells** apple pie.

action

linking

The apple pie **smells** good.

action

linking

- | | | | |
|----|---|--------|---------|
| 1. | Bill feels uncomfortable giving speeches. | action | linking |
| | Martha feels the fur on her new bunny. | action | linking |
| 2. | Karena looked for her lost book all morning. | action | linking |
| | Terri looked happy at her birthday party. | action | linking |
| 3. | Sandy turned the corner at Fifth Street. | action | linking |
| | The weather turned stormy in the afternoon. | action | linking |
| 4. | The magician made the coin appear behind my ear. | action | linking |
| | The dogs at the show appear smart. | action | linking |
| 5. | It grew quiet in the house after the kids went to bed. | action | linking |
| | Samantha grew two inches last summer. | action | linking |
| 6. | The tacos at the restaurant tasted good. | action | linking |
| | Kim tasted the cookie dough before baking the cookies. | action | linking |

Subject-Verb Agreement

**Rule
6**

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

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

Rule 7

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

- **present**—the action is happening now.

*Mieko **is practicing** the piano.*

- **past**—the action already happened.

*She **played** for her teacher yesterday.*

- **future**—the action is going to happen.

*She **will give** a concert when she learns three more pieces.*

Verb Tenses

When Did It Happen?

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

Verb Tense

1. A.A. Milne lived from 1882 until 1956. _____
2. He was an author of plays, essays, short stories, and adult and children's fiction. _____
3. Milne is remembered for his characterization of Winnie the Pooh. _____
4. Pooh and his friends Tigger, Eeyore, and Piglet are loved by children and adults alike. _____
5. Winnie the Pooh stories are classics. _____
6. They will continue to be popular in the future. _____

1. Judy Blume is another author who writes for both children and adults. _____
2. Her children's stories are known more than her adult novels. _____
3. *Tales of a Fourth Grade Nothing* was written in 1972. _____
4. It was very popular when it first came out. _____
5. It is still popular today. _____
6. People will call it a classic in the future. _____

Tense Writing

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

1. Mr. Parker (worked works) in a bank for forty years before he retired last month.
 2. Now he (hopes will hope) to catch up on his woodworking projects.
 3. He (has will have) always liked to build furniture.
 4. For his son's birthday in three months, he (hopes hoped) to have a bookshelf built.
 5. He (builds built) his son a desk for his last birthday.
 6. He will have more time to work on this year's gift since he (has had) retired.
-
1. School (did will) let out for summer in six weeks.
 2. Then kids in the neighborhood (will spend are spending) their time at the town's swimming pool.
 3. Every year the pool (is was) especially crowded on the first day of summer.
 4. Kevin (moved moves) to the neighborhood three months ago.
 5. He (has will have) never been to the pool before.
 6. He (hopes hoped) to swim often this summer with his new friends.

Name _____

Rule
7

Locate the Verbs

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

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

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

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

Rule 8

Endings are added to verbs to change the tense.

Present

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

Past

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

Future

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

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

<i>eat</i>	<i>ate</i>	<i>give</i>	<i>gave</i>
<i>write</i>	<i>wrote</i>	<i>sing</i>	<i>sang</i>
<i>bring</i>	<i>brought</i>	<i>know</i>	<i>knew</i>
<i>buy</i>	<i>bought</i>	<i>say</i>	<i>said</i>

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

Forming Verb Tenses

Name _____

Regular Verb Tense Changes

Rule
8

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

Present Tense Rules

Example

1. Add *s* to most verbs.

sits

2. Add *ing* and use a present tense helping verb.

is eating

3. Add *es* to verbs ending in *s*, *ch*, *sh*, *x*, or *z*.

wishes

4. Change the *y* to an *i* and add *es* to verbs ending in *y*.

tries

Past Tense Rules

1. Add *ed* to most verbs.

rocked

2. Add *ed* and use a past tense helping verb.

had talked

3. Double the consonant and add *ed* to verbs ending in a single vowel and consonant.

trotted

4. Drop the *e* and add *ed* to verbs ending in *e*.

lied

5. Change the *y* to *i* and add *ed* to verbs ending in *y*.

married

Future Tense Rule

1. Use the main verb with *will* or *shall*.

will sing

Name _____



Regular or Irregular?

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

- | | | | | |
|-----|-------|-------|---------|-----------|
| 1. | ride | _____ | regular | irregular |
| 2. | hit | _____ | regular | irregular |
| 3. | duck | _____ | regular | irregular |
| 4. | spy | _____ | regular | irregular |
| 5. | buy | _____ | regular | irregular |
| 6. | run | _____ | regular | irregular |
| 7. | stand | _____ | regular | irregular |
| 8. | fan | _____ | regular | irregular |
| 9. | cry | _____ | regular | irregular |
| 10. | trade | _____ | regular | irregular |
| 11. | look | _____ | regular | irregular |
| 12. | tell | _____ | regular | irregular |
| 13. | track | _____ | regular | irregular |
| 14. | try | _____ | regular | irregular |

Name _____



Complete the Story

Complete the story by filling in each blank with the suggested verb in the tense requested.

Hank Aaron _____ a name you _____ in a list of baseball's hall of
(is—present) (find—future)

famers. Hank was _____ The Hammer because of his skill at batting. He
(nickname—past)

_____ down in history as the man who _____ Babe Ruth's home run record.
(go—future) (break—past)

He _____ 715 home runs in 1974. Many other records _____ on lists of his
(hit—past) (appear—present)

baseball accomplishments. At the time of his retirement, he _____ records for most
(hold—past)

home runs, total bases, extra-base hits, runs batted in, and times at bat, among others. Some

of his records no longer _____, but Hank Aaron _____ remembered as
(stand—present) (be—future)

a great baseball player for as long as the game _____ played.
(is—present)

Rule 9

There are several types of pronouns.

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

I they you he she it we

They will arrive shortly.

She and **he** are cousins.

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

- **Object pronouns** replace a noun used after an action verb or a preposition.

me us him them you her it

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

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

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

- **Reflexive pronouns** refer back to the subject.

myself yourself himself herself itself
ourselves yourselves themselves

I looked at **myself** in the mirror.

Mary did this project all by **herself**.

The **hikers** found **themselves** far from camp.

Types of Pronouns

What Kind of a Pronoun Is It?

Rule
9

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

1. Completing a big project is hard to do by yourself. _____

2. You will have an easier time working with friends. _____

3. You can individually complete a part of the overall project. _____

4. It will be easier to finish that way. _____

1. Reading a book by myself is enjoyable. _____

2. I also like to read to my little brother. _____

3. He likes stories about monsters. _____

4. Reading *Where the Wild Things Are* to him was fun. _____

5. Mom likes to watch us read together. _____

1. I am going to Grandma's house for the weekend. _____

2. We will probably bake cookies for Grandpa. _____

3. Hopefully, Grandpa will not eat them all. _____

4. Eating a few myself might be nice. _____

Pick the Proper Pronoun

**Rule
9**

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

1. Tim and (I me) had a great time at Disneyland.
 2. (We Us) rode on long, winding roller coasters.
 3. (They Them) didn't scare (us ourselves), though!
 4. (He and I Him and me) ate cotton candy and snowcones too.
 5. I bought (me myself) a few souvenirs.
 6. (We ourselves) both hope to visit Disneyland again some day.
-
1. Marty bought (myself me) a new CD for my birthday.
 2. (It Itself) has my favorite songs on it.
 3. (I Me) got a card and money from (my me) grandma.
 4. Mom gave (I me) a gift certificate to a restaurant.
 5. (She and I Her and me) are going to go out to dinner one night next week.
 6. I like to go places just with (her she).

Place the Pronouns

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

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

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

Rule 10

There are more types of pronouns.

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

everyone	other	everything	each	anybody
nothing	somebody	something	no one	none

Anybody can see that the lamp is broken.

No one was home, so we left a note.

Somebody should pick up the dog's toys.

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

this	that	these	those
------	------	-------	-------

That is a terrific idea!

These are the best ones.

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

who	whose	whom	which	what
-----	-------	------	-------	------

What was that noise?

Who will be introducing the speaker?

With **whom** are you talking?

Which is your house?

Types of Pronouns

Name _____

Indefinite Pronouns

Rule
10

Write an indefinite pronoun from the box below in each blank.

_____ was excited about the trip to the rainforest. _____ in the class had ever been so far away from home. A _____ students were nervous about flying in an airplane. _____ of us couldn't wait to get on board.

Students could take _____ that would fit in one suitcase and a small carry-on bag. _____ else had to be left at home. _____ of the cases together could not weigh more than fifty pounds.

everybody both anything no one few everything none many several

Identify Pronoun Types

**Rule
10**

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

1. “**What** was that noise?” Mom asked. _____
 2. **No one** volunteered a response. _____
 3. “Didn’t **anybody** hear that crashing sound?” she asked again. _____
 4. “**That** was a pretty loud noise,” she continued. _____
 5. “**Who** broke my flower vase?” she demanded, as she entered the study. _____
 6. But **nobody** was even in the room except a guilty-looking cat! _____
-
1. **This** is the time of year for spring cleaning. _____
 2. **Everyone** joins in the effort to spruce up the house and yard. _____
 3. **Everything** starts looking better in no time. _____
 4. **What** better time of year is there to make things look nice? _____
 5. After all, **this** is the season when Grandma comes to visit! _____

Name _____



Pronoun Detection

Underline the indefinite, demonstrative, and interrogative pronouns in the paragraph. Then write each of the underlined pronouns in the correct categories below.

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

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

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

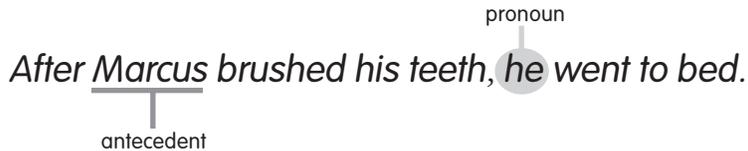
Indefinite Pronouns

Demonstrative Pronouns

Interrogative Pronouns

Rule 11

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



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



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

<p>Correct:</p> <p><u>Ramon</u> has a new <u>skateboard</u>. He took it to the skate park.</p>	<p>Incorrect:</p> <p><u>Ramon</u> has a new <u>skateboard</u>. She took them to the skate park.</p>
--	---

Pronouns & Antecedents

Locate the Pronouns

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

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

B Write a pronoun for each of these nouns.

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

Pronoun Replacements

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

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

2. **Mrs. Kelsey** gives lessons to **Jonathan** on Monday afternoons.

3. **Jonathan** is **Mrs. Kelsey's** best student.

4. **Jonathan** listens to **Mrs. Kelsey** and plays **Jonathan's** instruments every day.

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

6. **Jonathan's** favorite instrument is the saxophone.

7. **Jonathan** hopes to play **the saxophone** in a band one day.

Name _____

Pronoun Agreement

Rule
11

Circle the correct pronouns in the paragraphs below.

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

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

Rule 12

Possessive nouns need an apostrophe.
Possessive pronouns do not need an apostrophe.

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

the dog's bone
James's pet fish
the baseball player's cap

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

the girls' clubhouse
the dancers' recital
the puppies' leashes

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

the mice's holes
the geese's nests
the children's jackets

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

Kelly, Henry, and Pete's class
Rudy and Moira's car

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

Used before a noun—my your his her our their

our school **my** new kitten **his** old truck

Stand alone—mine yours his hers its ours theirs

*The notebook is **mine**. Is that one **yours**? No, it is **hers**.*

Possessive Nouns & Pronouns

Who's the Owner?

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

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

Possessive Nouns and Pronouns

**Rule
12**

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

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

Name _____

Place Plurals and Possessives

Rule
12

Write the correct word in each sentence.

week's weeks'

1. I spent one _____ worth of allowance money at the movies last week.
2. It would cost three _____ worth of allowance money to buy my favorite CD.

girls' girl's

3. The _____ ball was lost after she hit it over the fence.
4. Three _____ bikes were parked outside Sally's house.

dollars' dollars

5. Bring five _____ to the game Friday night for snacks.
6. My five _____ worth of penny candy lasted a long time!

lady's ladies'

7. That _____ dress looks just like my mother's.
8. The Princeville _____ club took home the most awards from the fair.

feet feet's

9. My _____ fungal problem has finally gone away.
10. The school bus stops twenty _____ from my front door.

churches church's

11. The _____ bell rings each Sunday morning at 9:00 a.m.
12. Five area _____ work together to collect food for the local food bank.

Rule 13

Adjectives describe nouns or pronouns.

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

what kind
what kind
 The **mighty** elephant pushed aside the **large** boulder.

what kind
Several *migrating* birds landed in the tree.
how many

which one
what kind
Those **three** girls created a **colorful** mural.
how many

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

This bike belongs to me.

I bought **that** coat last week.

These books are mine.

I don't like **those** shoes.

Adjectives

Name _____

Locate the Adjectives

Rule
13

Circle all the adjectives in the paragraph.

In 1901 the determined Dr. Rupert Blue set out to kill every rat in San Francisco.

The beautiful city had been struck with the deadly bubonic plague. Dr. Blue planned to destroy the frightening disease by killing the pesky rats that carried it. He decided to get rid of ugly dirt and garbage that served as the foul rats' homes and food sources.

Many people in the large city helped him. Busy merchants cleaned their crowded stores.

Concerned homemakers covered smelly household garbage in airtight metal cans. City workers poisoned sewer rats. School children scrubbed and mopped their classrooms.

Butchers concreted the dirt floors of their meat plants. After seven years of work, city officials hosted an outdoor banquet to prove their city streets were now "clean enough to eat from."

By 1909, about two million rats had been killed. The happy city was declared free of the horrible bubonic plague.

Use Adjectives

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

1. _____ boats glide smoothly across the _____ surface of the lake.
2. A _____ tree sways in the breeze outside my _____ window.
3. Karen's _____ and _____ father likes _____ children and _____ animals.
4. The _____ racehorse often wins his races.
5. The _____ test worried the _____ children who did not study.

B Complete these sentences with the correct demonstrative adjectives.

this that those these

1. _____ can opener works better than that one.
2. Do you know _____ people who waved to us?
3. Sara's office is in _____ building over there.
4. _____ shoes fit me the best of any I own.

Describe Nouns and Pronouns

**Rule
13**

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

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

**Rule
14**

Adjectives can make comparisons.

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

*An orca is **smaller** than a blue whale.*

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

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

*Sarah is the **youngest** child in her family.*

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

Comparative & Superlative Adjectives

Find Comparisons

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

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

Make Comparisons

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

1. Tina is the _____ piano player I know.
(wonderful)
2. Tammy is a _____ runner than her friend Steve.
(fast)
3. That is the _____ painting I've ever seen.
(beautiful)
4. Riding a bike to school is _____ than walking there.
(fun)
5. A swan's movements are _____ than those of a duck.
(graceful)
6. Karen is the _____ student in her class.
(young)
7. Leroy, the poodle, is the _____ of the Jacksons' two dogs.
(small)
8. Ken is the _____ of the Carlton twins.
(athletic)
9. The post office is _____ than the bank this afternoon.
(busy)
10. The Cook-fast 2002 is the _____ of all the microwave models
(expensive)
on display at Bob's Appliances on Sixth Street.

Name _____



Use Comparisons

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

1.

pretty

comparative _____

superlative _____

2.

loud

comparative _____

superlative _____

3.

soft

comparative _____

superlative _____

4.

careful

comparative _____

superlative _____

5.

bad

comparative _____

superlative _____

Rule 15

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

Adverbs can tell:

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

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

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

soon: *Come home **soon**.*
 sooner: *The **sooner** they arrive, the sooner we can serve dinner.*
 soonest: *Saturday is the **soonest** I can be there.*

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

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

<i>carefully</i>	more carefully	most carefully
<i>often</i>	more often	most often

- Some adverbs have special forms of comparison.

<i>well</i>	<i>better</i>	<i>best</i>
<i>badly</i>	<i>worse</i>	<i>worst</i>

Adverbs

Locate Adverbs

Underline the adverb in each sentence. Write *how*, *when*, *where*, or *to what extent* on the line to indicate what question each adverb answers.

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

Name _____

Make Adverb Comparisons

Rule
15

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

1. My mom drives _____ than my dad.
(carefully)
2. I scored _____ on my math paper than I did on my history report.
(well)
3. I did _____ in my health class than I did in science this semester.
(badly)
4. Tiasha works _____ than her friend Sissy.
(quickly)
5. That bird sings _____ than your other one.
(sweetly)
6. Keith asked _____ of all to be excused to lunch.
(politely)
7. Sally asked to get a drink _____ of all the kids in our class.
(often)
8. Mrs. Smith's class walked to the gym _____ than Mr. Dean's class.
(noisily)

What Is Described?

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

1. Kenny really likes to play baseball. _____

2. Susie exercises daily. _____

3. We will leave very early Saturday morning for the beach. _____

4. Mr. Kern writes a report about Tina's progress daily. _____

5. That was an incredibly beautiful sunset. _____

6. The bus driver drives to school carefully each day. _____

7. There was an extremely difficult word problem on last night's math homework. _____

8. Serge laughed loudly at the funny clowns in the parade. _____

9. Ask politely and you are more likely to get a good response. _____

10. Mavis worked really hard on her flute solo. _____

11. Clint never eats anything green. _____

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

1. Sandra is a fast runner. _____

2. Larry runs fast. _____

3. The early bird catches the worm. _____

4. I will be at the meeting early. _____

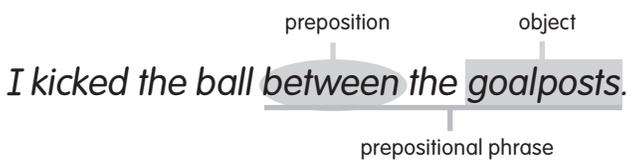
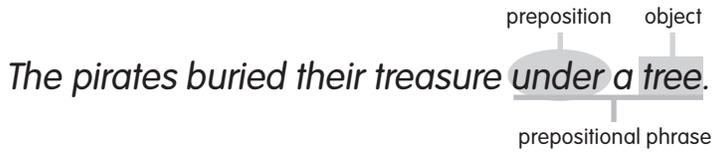
Rule 16

Prepositions and prepositional phrases relate a noun or pronoun to another word in the sentence.

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

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

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



Prepositions

Insert Prepositional Phrases

**Rule
16**

Complete the sentences below by writing a prepositional phrase from the box in each blank.

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

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

Name _____

Use Prepositional Phrases



A Write a sentence using each of these prepositional phrases.

1. in the end

2. through the back gate

3. from you

4. into the end zone

5. to my grandmother's house

6. around the world

B Now go back and underline the preposition in each phrase. Write an **O** above the object of the preposition.

Name _____

Find the Prepositional Phrases

Rule
16

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

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

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

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

Rule 17

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

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

She lives in a house with a red door.

what kind

The boy in the backseat was yelling loudly.

which one

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

Tell the story in your own words.

how

Mr. Kim jogs in the afternoon.

when

She ran behind the house.

where

Prepositional Phrases

Name _____

Adjective or Adverb Phrase?

Rule
17

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

1. The winner of the contest won a big prize. _____
2. After breakfast the farmer feeds the cows. _____
3. Paddle boats moved along the Missouri River. _____
4. The frightened puppy hid under the back porch. _____
5. The birthday candles with red stripes were flickering. _____
6. The thirsty boy drank the juice in one swallow. _____
7. All the ice in the lemonade began to melt. _____
8. Jamal does his homework before dinner. _____
9. Please handle the kittens with great care. _____
10. Colorful flowers bloom in my garden. _____

Add Adjective Phrases

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

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

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

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

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

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

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

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

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

8. **Everyone** had a great time.

Find Adverb Phrases

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

1. Tim has math class in the morning. _____
2. Donna has dance lessons on Saturdays. _____
3. The cake baked for thirty-five minutes. _____
4. In the barn you will find the shovel. _____
5. The game was postponed for an hour. _____
6. She notified everyone by e-mail. _____
7. For fifty years, Grandpa and Grandma have been married. _____
8. Sara rode her favorite horse in the pasture. _____
9. Spend about an hour a day practicing the piano. _____
10. After school, let's go ice-skating. _____

Rule 18

Words in a series, equal adjectives, and long dependent clauses need commas to separate them.

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

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

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

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

Use a comma:

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

She always asks interesting, intelligent questions.

Don't use a comma:

Three big dogs are digging in the sand.

Huge black clouds loomed over the mountains.

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

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

long dependent clause

independent clause

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

long dependent clause

independent clause

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

Comma Usage

Add Commas

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

1. Professional photographers take pictures of people landscapes historical landmarks and important events.
2. They may work for the media for a commercial firm or for themselves.
3. Photographers may work in the arts the sciences or the social sciences.
4. Ansel Adams took pictures of the rugged and wild American West.
5. Because he was a media photographer during the 1930s Walker Evans recorded on film scenes of the Great Depression.
6. Once a fashion photographer for *Vogue* magazine Cecil Beaton also worked as the official photographer of the British royal family.
7. Edwin Land invented the clever convenient Polaroid for his three-year-old daughter.
8. Edwin Land's daughter wondered why she couldn't see a photograph of herself as soon as her father took a picture of her.
9. Edwin Land worked hard and long to create the Polaroid.
10. If you like to take pictures you might consider becoming a professional photographer.

Add and Subtract Commas

**Rule
18**

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

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

1. Kimberly likes to listen to soft, rock music.
2. She also likes country pop and hard rock tunes.
3. She likes the grand majestic sound of classical music as well.
4. While she does chores around the house Kimberly listens to music.
5. Listening to music somehow makes her work easier, and more fun.

Name _____

Construct Sentences

Rule
18

Write sentences containing the words or phrases below in the order in which they appear. Add commas where they are needed.

1. five happy

2. After he finished washing the dishes

3. eager excited and determined

4. pretty little

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

6. While he waited in the lobby

7. balloons streamers and banners

Rule 19

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

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

Yes, that is Angela's little sister.

No, you can't have dessert until you eat your broccoli.

Well, I guess it's not too late to watch a movie.

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

Austin, will you bring me that book?

Come here, Steven, and pick up your report card.

Did I see you at the game yesterday, Allen?

Comma Usage

Name _____

Introductory Commas

Rule
19

Add commas where they are needed to the dialog.

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

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

Well do you come here often?

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

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

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

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

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

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

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

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

Thanks! I will. See you later Rhonda.

Name _____

Questions and Commas

Rule
19

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

1. Is your birthday during the summer?

Yes _____

No _____

2. What do you consider your favorite food?

Well _____

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

Sir _____

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

Dad _____

5. Do you like apple pie?

Yes _____

No _____

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

Well _____

Okay _____

7. Do you know how to balance a checkbook?

Actually _____

Rephrase It

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

1. Mom, please turn on the light.

Please, Mom, turn on the light. _____

Please turn on the light, Mom. _____

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

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

4. Helen, I never knew you attended Pleasant Valley Elementary School.

5. Daniel, please come in from the rain.

6. Stanley, imagine a world with no wars.

Commas and colons are used in specific instances.

Commas are used

- between the day of the month and the year.*

March 9, 2001 December 7, 1941

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

Denver, Colorado Toronto, Ontario Cairo, Egypt

- after the greeting and closing in a friendly letter.

Dear Alice, Your friend,

Colons are used

- to separate the hour and minutes in time.

9:15 12:00

- after the greeting in a business letter.

Dear Mrs. Jacobs:

- before writing a list.

*Buy these at the store:
cat food
kitty litter
flea collar*

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

Commas & Colons

Name _____

Punctuate a Friendly Letter



Add commas and colons where they are needed to this friendly letter.

1301 W. Quincy Street

Garrett Indiana

August 12 2001

Dear Grandma

Thanks for inviting my friends and me to your house next week. Mary Lisa and I expect to arrive around 600 p.m. on Sunday night. We will leave home around 600 a.m. on Saturday morning. Mary will drive from Denver Colorado to Omaha Nebraska. We'll find some place to clean up eat dinner and sleep a few hours. We should be back on the road by 600 a.m. Sunday morning. Lisa will drive from Omaha to Garrett. Because we'll be arriving around suppertime we'll bring fast food from Charlie's Burgers in Garrett to share with you.

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

Auburn Cord-Duesenberg Museum

Sandusky's sand dunes

Cedarpoint Amusement Park

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

Love

Doris

Name _____

Punctuate a Schedule of Events



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

Planned Events of the Ninth Annual

Young Writers' Conference

Dana College

Blair Nebraska

February 2 2002

830–930 Breakfast

930–1030 Keynote Speaker Terry Willard from Seattle Washington

1030–1200 Choose one of the following writing sessions

Developing Characters with Linda Algar from Ontario Canada

Playful Poems with Thomas Timmer from Milwaukee Wisconsin

Who Done It? with Sherry Hartley from Cove Oregon

Setting the Scene with Jerry Brown from Pittsburgh Pennsylvania

1200–100 Lunch

100–230 Choose one of the following writing sessions

Writing Nonfiction with Tyler Young from San Francisco California

Newspaper Reporting with Duane Heffelfinger from Blair Nebraska

Selling Script Ideas with Alfred Hurston from Los Angeles California

Using Storyboards with Walter Disby from Riverton Wyoming

230–500 Critical Review Sessions

500–600 Dinner

600–1000 Viewing of Shakespearean play in Lincoln Nebraska

Comma or Colon?



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

1. Isaac Asimov was born on January 2_ 1920.
2. Although he spent his adult years in America_ he was born in Petrovichi_ Russia.
3. Isaac Asimov was both a scientist and an author. A typical workday for the busy man might have looked like this_

9_00–12_00 Work on latest book

1_00–3_00 Teach science class at Boston University of Medicine

3_00–6_00 Conduct scientific research
4. Isaac Asimov's writings included the following_ science fiction_ humor_ history_ mysteries_ and classical translations.
5. Because he was able to entertain and inform_ his four hundred plus books were immediately successful.
6. Isaac Asimov titles include the following_ *The Foundation Trilogy*_ *Foundation and Earth*_ and *The Naked Sun*.
7. The prolific writer and esteemed scientist died on April 6_ 1992.

Set Apart Appositives

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

1. Mary Dyer a Quaker was killed in 1660 for living in Boston a city that once prohibited Quaker residency.
2. The 1931 Nobel Peace Prize winner Jane Addams founded Hull House a social service settlement in Chicago.
3. Dorothy Day the author established “hospitality houses” for Great Depression victims during the 1930s.
4. *Aesop’s Fables* animal-based stories with morals are the most widely read fables in the world.
5. A book of the teachings of Confucius *Lun Yü* has influenced both Eastern and Western thinkers.
6. The Hippocratic Oath an oath written by the Greek physician Hippocrates continues to be used in the medical field today.
7. Andorra a country located in southwestern Europe covers 181 square miles.
8. A group of ten islands southwest of Africa the Cape Verde Islands are volcanic in origin.
9. Kiribati formally the Gilbert Islands is comprised of 33 islands in the west central Pacific Ocean.
10. Mauritania rich in iron ore and poor in plants and animals is located in the Sahara Desert.

Name _____

Locate Appositives

Rule
21

Circle the appositives in the paragraphs below.

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

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

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

Name _____

Rule
21

Write with Appositives

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

1. My mom, Doris Cooksey, lives in Colorado.
2. My favorite movie, _____, stars _____.
3. My favorite holiday, _____, occurs in the month of _____.
4. My favorite pet, a _____, is named _____.
5. My favorite television show, _____, is broadcast at _____ o'clock.
6. One of my best friends, _____, is really good at _____.
7. An author whom I enjoy, _____, wrote a book entitled _____.
8. _____, a book by _____, is one of my favorites.
9. My favorite type of music, _____, is also loved by _____.
10. My teacher, _____, has _____ eyes.

Rule 22

A direct quotation has specific rules of punctuation and capitalization.

- **Quotation marks** are placed before and after a speaker's exact words.

“What a wonderful surprise!” exclaimed Mr. Chang.

“Did you make that mess in the kitchen?” asked Dwight’s mother.

- Capitalize the first word of each sentence in a quotation.

*Roberto chanted, “**We** won the game! **We** won the game!”*

*“**You** boys should be very proud of yourselves,” the coach remarked.*

*“**You** have practiced very hard.”*

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

“This is a good book,” stated Tony.

Tony stated, “This is a good book.”

Quotation Marks

Add Quotation Marks



Add quotation marks to these sentences. Underline the speaker.

1. Tom asked, Did you write this story, Jim?
 2. Yes, Jim replied. It was an assignment for English class.
 3. It is a very good story, Jim, Tom said. Do you mind if I share it with my friends?
 4. While smiling shyly, Jim stammered, That would be fine, Tom.
-
1. Would you like to come to my birthday party, Shelly? asked Katie.
 2. That would be fun, Shelly responded. What would you like as a gift?
 3. I like arts and crafts supplies, Katie replied.
 4. Then I know just the gift for you! Shelly exclaimed.
-
1. Where have you been? complained Jacob. We have all been waiting for you!
 2. I had to take care of my little brother, Tyler explained.
 3. Oh, I forgot about that! Nelson said. I was supposed to tell you that before, Jacob. I'm sorry
I forgot to relay your message, Tyler.
 4. That's okay, said Tyler. I'm here now, so let's start the movie.

Name _____

Correct Quotations



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

1. when does the dinner party start mom asked larry

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

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

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

5. royal said i like to play table tennis

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

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

8. you will get a good grade on today's test i told myself.

To Quote or Not to Quote?



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

1. Mr. Fires said he should have our car fixed by Friday afternoon.
2. Mrs. Fields reminded me you don't have to get a perfect score; you just have to do your best.
3. Candy explained I was named after my aunt, not after a food!
4. Tony asked if I could help him with his homework.
5. Fred told me never to touch an electrical appliance with wet hands.
6. Samatha told me my grandmother will be in town next week.
7. This is an excellent CD Anthony proclaimed.
8. Uncle Jack told me he would be in town next week.
9. Mom told me don't tell Dad what we got him for Christmas.
10. Nancy said she was planning to attend the Petersons' housewarming party.

Rule 23

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

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

Night of the **T**wisters
In the **Y**ear of the **B**oar and **J**ackie **R**obinson
A Pizza the **S**ize of the **S**un

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

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

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

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

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

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

Titles

Name _____

Punctuate Titles



Rewrite these sentences using the correct punctuation for each title.

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

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

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

4. My local newspaper is called The Fairfield Press.

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

6. Last weekend I attended a play called Johnny Came Marching Home.

Name _____

Capital Letters in Titles



Rewrite the sentences using the correct capitalization.

1. Rita watched the movie honey, i shrunk the kids for the fourth time last night.

2. My class sang “by the light of the silvery moon” for Grandparents’ Day.

3. “nicki’s new neighbor” is my favorite story in our literature book, stories from around the world and right next door.

4. Sarah’s essay, “why we have to learn math,” was well researched.

5. During career day, a reporter from the market valley press shared his latest story, “teens and teaching,” with our class.

6. I wrote a poem called “mine,” which will be included in our school’s literary journal, panther pride.

Name _____

Write Titles



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

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

**Rule
24**

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

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

Correct:

*I **didn't** bring any lunch today.*
*I have **no** lunch today.*

Incorrect:

*I **didn't** bring **no** lunch today.*

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

***I** need to be home by six o'clock.*
***They** won't be able to come to the game.*

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

*Will you help **me** bake some cookies?*
*George took a trip to Marine World with **them**.*

Name yourself last.

*Morris and **I** like to build unusual kites.*
*Would you like to go to the park with Sam and **me**?*

Word Usage

Find the Errors

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

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

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

3. Me and Anthony are best friends.

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

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

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

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

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

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

3. Krista has given them a gift certificate.

4. She don't like no mushrooms in her salad.

5. Would you like to bake cookies with me and Grandma?

Name _____

Pick the Proper Word

Rule
24

Circle the correct word in each sentence below.

1. Ted and (me I) are in the same class this year.
2. I want to go with (they them) to the ice-skating rink.
3. Their grandfather lives with (they them).
4. I (ain't am not) going to the track meet.
5. I don't have (any no) extra pencils in my bag today.
6. Dad is meeting Mom and (I me) at the airport.
7. (They Them) are excellent neighbors.
8. I don't want (no any) dressing on my salad.
9. When my pizza comes with olives, I pick (they them) off.
10. Randolph, Ryder, and (I me) are working on a project together.
11. (Them They) are very artistic.
12. I haven't gotten (no any) letters from (they them) all month.

Name _____

Write It Right



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

1. I _____

2. they _____

3. me _____

4. them _____

5. didn't _____

6. don't _____

7. no _____

8. not _____

9. never _____

10. none _____

11. nothing _____

12. won't _____

Rule 25

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

• can—may

Use *can* to tell that someone is able to do something.

*Norman **can** hit the ball really far.*

Use *may* to ask or give permission to do something.

***May** I have another piece of pie?*

• sit—set

Use *sit* to mean “stay seated.”

*Please **sit** in the green chair.*

Use *set* to mean “to put or place.”

*She **set** her homework on the desk.*

• lie—lay

Use *lie* to mean “to rest or recline.”

*I like to **lie** in the shade of the tree.*

Use *lay* to mean “to put or place.”

*Did you **lay** the box on the bench?*

• good—well

Good is an adjective. Use *good* to describe nouns.

*Mom looks **good** in her new dress.*

Well is an adverb. Use *well* to describe verbs.

*It fits her **well**.*

• who's—whose

Use *who's* to mean “who is.”

***Who's** banging on the front door?*

Use *whose* to show ownership.

***Whose** backpack is that?*

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

Word Usage

Catch the Errors

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

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

Complete the Sentences

**Rule
25**

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

can may sit set lie lay good well who's whose

1. Mom, _____ I go to the park with Ricky?
2. _____ your tools on the workbench when you finish the job.
3. Teresa plays the piano _____.
4. _____ house is on the corner by the mall?
5. My brother _____ eat more pizza in one sitting than anyone I know.
6. Never _____ in the sun without wearing sunscreen.
7. _____ that new boy in Mr. Baker's class?
8. I will _____ in the back row if there are no other seats available.
9. That's a _____ pizza your mom baked.
10. You can _____ your books on the table by the door.

Which One Works?



Circle the correct word in each sentence.

1. That's Daniel, (whose who's) my brother's friend.
2. The play we attended at school was (good well).
3. We always (sit set) the video that needs to go back to the store on top of the kitchen table.
4. I (can may) do twenty-five push-ups.
5. The teacher said we (can may) use a calculator on problems 20 through 25.
6. I will (lie lay) your notebook on your desk after I copy the notes I missed yesterday.
7. Nellie speaks (good well) but she is uncomfortable in front of large crowds.
8. You can (lie lay) down for a quick nap before dinner if you are tired from the drive.
9. (Who's Whose) car is that parked beside your fence?
10. My five-month-old brother already (sits sets) up by himself.

Notes to the Teacher

Rule 3, page 11

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

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

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

Rule 8, page 31

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

Rule 18, page 71

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

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

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

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

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

Three big dogs are digging in the sand.
Big three dogs are digging in the sand.
(sounds odd; do not use a comma)

Notes to the Teacher (continued)

Rule 20, page 79

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

The events of April 18, 1775, have long been celebrated in song and story.

The electrical storms in Flagstaff, Arizona, are no less than spectacular.

Rule 25, page 99

Well is often confused with *good*.

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

*She is a **good** musician.*

*She plays both the piano and the guitar **well**.*

*I received a **good** grade on the social studies test.*

*All the time spent studying served me **well**.*

- Both *well* and *good* are correct in this instance.

*“After all that food, I don’t feel **well**,” groaned Melvin.*

*“I don’t feel **good**, either,” complained Marvin.*

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

*You don’t look **well**.* (You look sick.)

*You don’t look **good**.* (It could be that you look sick, or it could be that your appearance isn’t appealing.)

Answer Key

Page 4

1. ! exclamatory OR . declarative
2. . declarative
3. ? interrogative
4. . declarative OR ! exclamatory
5. . imperative
6. . declarative
7. . imperative
8. . declarative
9. ? interrogative
10. ! exclamatory OR . declarative

Page 5

1. ? interrogative
2. ! exclamatory OR . declarative
3. . imperative
4. . declarative
5. . declarative
6. . declarative
7. . declarative
8. . imperative
9. ? interrogative

Page 6

Answers will vary, but sentences should exemplify the stated sentence types.

Page 8

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

Page 9

1. My school offers many extra clubs and classes.
2. My brother plays chess with the chess club.
3. My friend Sam plays baseball.
4. I sing with the school choir.
5. Members of the Community Service Club visit elderly people who live alone.
6. They also pick up litter around our town.
7. Members of the journalism class write our school newspaper.
8. The school marching band marches in parades.
9. The pep band plays at football games.
10. Everyone participates in something special at our school.

Page 10

Answers will vary for phrases that are not complete sentences because students must add words of their own to create complete sentences.

1. Not a complete sentence
2. Karen is going to Disneyland this summer.
3. I love strawberries.
4. Not a complete sentence
5. Not a complete sentence
6. Not a complete sentence
7. Not a complete sentence
8. Not a complete sentence
9. He's lost!
10. It's basketball season.

Page 12

1. Movies are exciting, (but) books are better.
2. I like summer vacation, (yet) I am always glad when school starts again.
3. We enjoy the beautiful sights in San Francisco, (so) we chose to vacation in that city.

Page 12 (continued)

4. I went to the bank, (and) then I did my shopping.
5. Art museums are fun to visit, (but) you need to be prepared to spend the day in them.
6. Beautiful flowers blossom, (and) then they fade away.
7. Race dogs are fast, (but) race horses are faster.
8. English class is hard for me, (but) math class is easy.
9. Frightening tornadoes destroy property, (and) earthquakes are devastating too.
10. Martha and Jerry will go to the beach today, (or) the friends will watch a movie.

Page 13

1. I love hamburgers, but I hate hot dogs.
2. I may go to Mexico this summer, or I may go to France.
3. After school I'm going shopping, and I'm going to buy a new backpack.
4. Christmas is my favorite holiday, but I also enjoy Thanksgiving.
5. Your birthday is on Monday, but we'll celebrate this Sunday afternoon.
6. The Little Mermaid is a good story, but The Frog Prince is better.

Page 14

1. simple
2. simple
3. compound
4. compound
5. compound
6. compound
7. simple
8. simple
9. compound

Page 16

1. common, plural
2. proper, singular
3. common, plural
4. proper, singular
5. proper, singular
6. common, plural
7. proper, singular
8. common, singular
9. common, plural
10. proper, singular
11. common, plural
12. proper, singular

Page 17

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

Page 18

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

Page 20

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

Page 21

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

Page 21 (continued)

7. women
8. men
9. sheep
10. axes
11. series
12. feet

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

Page 22

Sentences will vary, but should include the following plurals:

1. parties, cakes
2. cows, calves
3. wishes, beliefs
4. strawberries, patches
5. series, games
6. rules, policies
7. dentists, teeth
8. ducks, geese
9. men, women
10. feet, children

Page 24

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

Page 25

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

Page 26

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

Page 28

1. lived—past
 2. was—past
 3. is remembered—present
 4. are loved—present
 5. are—present
 6. will continue—future
-
1. is, writes—present
 2. are known—present
 3. was written—past
 4. was—past
 5. is—present
 6. will call—future

Page 29

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

1. will
2. will spend

Page 29 (continued)

- 3. is
- 4. moved
- 5. has
- 6. hopes

Page 30

Some students may also identify infinitives such as *to play, to judge, etc.*

PR

Thomas loves to play the piano. He

P

took his first lesson at the age of five.

PR

He practices for an hour each day. He

PR

especially likes to play classical music.

P

He first heard classical music when

P

he began his lessons. At a concert

F

tomorrow night, he will play his favorite piece, Mozart's "Allegro." The audience

F

will enjoy the concert because Thomas

PR

is an excellent pianist.

PR

Stacy is in her town's parade every

P

July. Last year she marched with her

PR

school band. This year she is riding her

F

horse. Next year she will find something

PR

else to do because she loves to be a part of the parade.

PR

Dana is organizing a talent show

P

at her school. She invited her brother

P

to emcee the event. She asked five of her teachers to judge the show. Now

PR

she is getting her friends to sign up for different acts. So far, people

P

have signed up for three singing acts, one comedy performance, and two

F

dancing routines. There will be more

Page 30 (continued)

sign-ups before the night of the show.
Audience and performers alike

F

will have a great time at the show!

Page 32

Answers will vary, but should follow the stated rules.

Page 33

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

Page 34

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

Page 36

- 1. yourself—reflexive
- 2. You—subject
- 3. you—subject
- 4. It—subject

- 1. myself—reflexive
- 2. I—subject
- 3. He—subject
- 4. him—object
- 5. us—object

- 1. I—subject
- 2. We—subject
- 3. them—object
- 4. myself—reflexive

Page 37

- 1. I
- 2. We
- 3. They, us

Page 37 (continued)

- 4. He and I
- 5. myself
- 6. We

- 1. me
- 2. It
- 3. I, my
- 4. me
- 5. She and I
- 6. her

Page 38

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

Page 40

Indefinite pronouns should be written in this order:

- Everybody
- No one
- few
- Many OR Several
- anything
- Everything
- Both

Page 41

- 1. interrogative
- 2. indefinite
- 3. indefinite
- 4. demonstrative
- 5. interrogative
- 6. indefinite

- 1. demonstrative
- 2. indefinite
- 3. indefinite
- 4. interrogative
- 5. demonstrative

Page 42

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

Indefinite Pronouns

Anyone
everyone
everyone

Demonstrative Pronouns

These

Interrogative Pronouns

What
Which

Page 44

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

Page 45

1. He
2. She, him
3. He, her
4. He, her, his

Page 45 (continued)

5. He, them
6. His
7. He, it

Page 46

He, He, his, he, He, it,
he, They, he, he, Its, he, They

Page 48

These words should be underlined, with apostrophes added as indicated:

1. My
2. Grandma's
3. Mom's, Dad's
4. My, his
5. Children's
6. players'
7. My, bees', geese's
8. his
9. Darla's
10. Women's
11. park's
12. Wonderstads'

Page 49

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

Page 50

1. week's
2. weeks'
3. girl's
4. girls'
5. dollars

6. dollars'
7. lady's
8. ladies'
9. feet's
10. feet
11. church's
12. churches

Page 52

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

Page 53

Answers will vary.

1. This
2. those
3. that
4. Those OR These

Page 54

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

Page 56

1. most frightening—superlative
2. better—comparative

Page 56 (continued)

- oldest—superlative
- least likely—superlative
- shorter—comparative
- less active—comparative
- most exciting—superlative
- happier—comparative
- hardest—superlative
- more fun—comparative

Page 57

- most wonderful S
- faster C
- most beautiful S
- more fun C
- more graceful C
- youngest S
- smaller C
- more athletic C
- busier C
- most expensive S

Page 58

Sentences will vary, but should contain the following words:

- pretty, prettier, prettiest
- loud, louder, loudest
- soft, softer, softest
- careful, more careful, most careful
- bad, worse, worst

Page 60

- hard—how
- late—when
- everywhere—where
- feverishly—how
- early—when
- loudly—how
- clearly—how
- frequently—when
- wisely—how
- often—when
- very—to what extent
- exceptionally—to what extent

Page 61

- more carefully
- better
- worse

Page 61 (continued)

- more quickly
- more sweetly
- most politely
- most often
- more noisily

Page 62

- verb
- verb
- adjective
- verb
- adjective
- verb
- adjective
- verb
- verb
- adverb
- verb

- adjective
- adverb
- adjective
- adverb

Page 64

Answers may include the following:

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

Page 65

Sentences will vary.

- in the end
- through the back gate
- from you
- into the end zone
- to my grandmother's house

Page 65 (continued)

- around the world

Page 66

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

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

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

Page 68

- of the contest—adjective
- after breakfast—adverb
- along the Missouri River—adverb
- under the back porch—adverb
- with red stripes—adjective
- in one swallow—adverb
- in the lemonade—adverb
- before dinner—adverb
- with great care—adverb
- in my garden—adverb

Page 69

Answers will vary, but should contain adjective phrases.

Page 70

- in the morning—when
- on Saturdays—when
- for thirty-five minutes—how long

Page 70 (continued)

4. In the barn—where
5. for an hour—how long
6. by e-mail—how
7. For fifty years—how long
8. in the pasture—where
9. about an hour—how long
10. After school—when

Page 72

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

Page 73

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

Page 73 (continued)

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

Page 74

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

Page 76

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

Page 77

Answers will vary. Commas should follow all introductory words.

Page 78

2. May I, Grandma, help you bake the cake?
 May I help you bake the cake, Grandma?
3. I think, Thomas, your fever has finally broken.
 I think your fever has finally broken, Thomas.
4. I never knew, Helen, you attended Pleasant Valley Elementary School.
 I never knew you attended Pleasant Valley Elementary School, Helen.
5. Please, Daniel, come in from the rain.
 Please come in from the rain, Daniel.

Page 78 (continued)

6. Imagine, Stanley, a world with no wars.
 Imagine a world with no wars, Stanley.

Page 80

1301 W. Quincy Street
 Garrett, Indiana
 August 12, 2001

Dear Grandma,

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

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

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

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

Love,
 Doris

Page 81

Planned Events of the Ninth Annual
 Young Writers' Conference
 Dana College

Blair, Nebraska
 February 2, 2002

8:30–9:30 Breakfast

9:30–10:30 Keynote Speaker Terry
 Willard from Seattle,
 Washington

10:30–12:00 Choose one of the following
 writing sessions:
 Developing Characters with

Page 81 (continued)

Linda Algar from Ontario, Canada
 Playful Poems with Thomas Timmer from Milwaukee, Wisconsin
 Who Done It? with Sherry Hartley from Cove, Oregon
 Setting the Scene with Jerry Brown from Pittsburgh, Pennsylvania

12:00–1:00 Lunch

1:00–2:30 Choose one of the following writing sessions:

Writing Nonfiction with Tyler Young from San Francisco, California

Newspaper Reporting with Duane Heffelfinger from Blair, Nebraska

Selling Script Ideas with Alfred Hurston from Los Angeles, California

Using Storyboards with Walter Disby from Riverton, Wyoming

2:30–5:00 Critical Review Sessions

5:00–6:00 Dinner

6:00–10:00 Viewing of Shakespearean play in Lincoln, Nebraska

Page 82

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

Page 84

1. Mary Dyer, a Quaker, was killed in 1660 for living in Boston, a city that once prohibited Quaker residency.
2. The 1931 Nobel Peace Prize winner, Jane Addams, founded Hull House, a social service settlement in Chicago.
3. Dorothy Day, the author, established “hospitality houses” for Great Depression victims during the 1930s.
4. *Aesop’s Fables*, animal-based stories with morals, are the most

Page 84 (continued)

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

Page 85

The following should be circled: my sister’s school, Tamara White, the president of the local college, “Life on the Outside”

Martin Elliott, student body president, Tamara

the principal, White, a good friend of my sister

Page 86

Answers will vary, but should use appositives correctly.

Page 88

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

1. “Would you like to come to my birthday party, Shelly?” asked Katie.
2. “That would be fun,” Shelly responded. “What would you like

Page 88 (continued)

- as a gift?”
3. “I like arts and crafts supplies,” Katie replied.
 4. “Then I know just the gift for you!” Shelly exclaimed.
1. “Where have you been?” complained Jacob. “We have all been waiting for you!”
 2. “I had to take care of my little brother,” Tyler explained.
 3. “Oh, I forgot about that!” Nelson said. “I was supposed to tell you that before, Jacob. I’m sorry I forgot to relay your message, Tyler.”
 4. “That’s okay,” said Tyler. “I’m here now, so let’s start the movie.”

Page 89

1. “When does the dinner party start, Mom?” asked Larry.
2. “That was the best movie I’ve ever seen!” exclaimed Marcus.
3. Before the big test my teacher reminded us, “Erase your first choice completely if you decide to change your answer.”
4. “Marty said she would be here by three o’clock,” Cecil reported.
5. Royal said, “I like to play table tennis.”
6. The whole team chanted, “We are the champions! We are the champions!”
7. “Have you ever been to this restaurant before, Tiasha?” Cindy asked.
8. “You will get a good grade on today’s test,” I told myself.

Page 90

1. No changes
2. Mrs. Fields reminded me, “You don’t have to get a perfect score; you just have to do your best.”
3. Candy explained, “I was named after my aunt, not after a food!”
4. No change
5. No change
6. No change
7. “This is an excellent CD!” Anthony proclaimed.

Page 90 (continued)

8. No change
9. Mom told me, "Don't tell Dad what we got him for Christmas."
10. No change

Page 92

1. The book called Three by Finney by Jack Finney includes the stories "The Woodrow Wilson Dime," "Marion's Wall," and "The Night People."
2. "Moonlight Bay," a song written in 1912, was written by Edward Madden and Percy Wenrich.
3. This month's addition of Stellar Students magazine contains an excellent article entitled "Test-taking Tricks."
4. My local newspaper is called The Fairfield Press.
5. The Shel Silverstein book Where the Sidewalk Ends contains a poem entitled "Where the Sidewalk Ends."
6. Last weekend I attended a play called Johnny Came Marching Home.

Page 93

1. Rita watched the movie Honey, I Shrunk the Kids for the fourth time last night.
2. My class sang "By the Light of the Silvery Moon" for Grandparents' Day.
3. "Nicki's New Neighbor" is my favorite story in our literature book, Stories from Around the World and Right Next Door.
4. Sarah's essay, "Why We Have to Learn Math," was well researched.
5. During career day, a reporter from The Market Valley Press shared his latest story, "Teens and Teaching," with our class.
6. I wrote a poem called "Mine," which will be included in our school's literary journal, Panther Pride.

Page 94

Answers will vary, but titles should be punctuated correctly.

Page 96

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

1. incorrect
2. correct
3. correct
4. incorrect
5. incorrect

Page 97

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

Page 98

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

Page 100

The following sentences should be rewritten as indicated:

2. May I have an ice-cream cone?
4. Sit down at your desk and begin your work.
5. If Randy sits on top of the counter, he will break it.
11. Ted also plays pretty well.
12. Who's your teacher this year?
14. Whose cat keeps coming to our front door?

Page 101

1. may
2. Lay OR Set
3. well
4. Whose
5. can
6. lie OR sit
7. Who's
8. sit
9. good
10. set OR lay

Page 102

1. who's
2. good
3. set
4. can
5. may
6. lay
7. well
8. lie
9. Whose
10. sits



About the Author

Delana Heidrich writes professional resource books for elementary and middle school teachers. Additionally, she tutors emotionally disabled middle and high school students, instructs classes at Klamath Community College, and substitute teaches at her children's school in Bonanza, Oregon. Delana received undergraduate training at Dana College in Blair, Nebraska, and earned a bachelor's degree in psychology and a master's degree in curriculum and instruction from Dominican College in San Rafael, California.

My Grammar and Punctuation Rule Book



Name

©2002 by Evan-Moor Corp.

Grammar and Punctuation, Grade 6 • EMC 2716

There are four kinds of sentences. Each kind requires a specific ending punctuation.

Rule
1

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

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

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

An **exclamatory sentence** shows strong feeling. It ends with an exclamation mark (!).

©2002 by Evan-Moor Corp.

Kinds of Sentences

Grammar and Punctuation, Grade 6 • EMC 2716

Every complete sentence has a subject and a predicate.



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

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

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



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

A noun names a person, place, thing, or idea.

Rule
4

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

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

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

Plural nouns name more than one.

©2002 by Evan-Moor Corp. **Common & Proper, Singular & Plural Nouns** Grammar and Punctuation, Grade 6 • EMC 2716

Use these rules to make plural nouns.

Rule
5

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

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

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

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

Some nouns do not change when they become plural.

Some nouns have irregular plural forms.

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



There are three kinds of verbs:

Action verbs tell what the subject is doing.

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

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

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

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



present—the action is happening now.

past—the action already happened.

future—the action is going to happen.

Endings are added to verbs to change the tense.

Rule
8

Present

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

Past

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

Future

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

©2002 by Evan-Moor Corp.

Forming Verb Tenses

Grammar and Punctuation, Grade 6 • EMC 2716

There are several types of pronouns.

Rule
9

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

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

Reflexive pronouns refer back to the subject.

©2002 by Evan-Moor Corp.

Types of Pronouns

Grammar and Punctuation, Grade 6 • EMC 2716

There are more types of pronouns.

Rule
10

Indefinite pronouns do not name the words they replace.

Demonstrative pronouns point out a noun without naming it.

Interrogative pronouns are used in asking a question.

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

Rule
11

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

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

Possessive nouns need an apostrophe.
Possessive pronouns do not need an apostrophe.



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

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

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

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

Possessive pronouns do not require an apostrophe.

Adjectives describe nouns or pronouns.



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

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

Adjectives can make comparisons.

Rule
14

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

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

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

Rule
15

Adverbs can tell:

how

when

where

to what extent

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

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

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

Some adverbs have special forms of comparison.

Prepositions and prepositional phrases relate a noun or pronoun to another word in the sentence.



A **preposition** is used to show the relationship of a noun or pronoun to another word in the sentence.

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

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



Adjective phrases tell what kind or which one.

Adverbial phrases tell how, when, or where.

Words in a series, equal adjectives, and long dependent clauses need commas to separate them.



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

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

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

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



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

Use a **comma** to set off the name of a person being spoken to.

Commas and colons are used in specific instances.



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

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

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

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

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

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

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



A direct quotation has specific rules of punctuation and capitalization.



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

Capitalize the first word of each sentence in a quotation.

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

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



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

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

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

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



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

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

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

Name yourself last.

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



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

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

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

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

Use **who's** to mean “who is.” Use **whose** to show ownership.

Grammar and Punctuation Review

Part A, Rules 1–12

Circle the letter for each correct answer.

- A1.** Which of these is an exclamatory sentence?
A Take your jacket to the game.
B Which road should I take?
C Stop shouting!
- A2.** In which sentence is the simple subject underlined?
A The morning sun lit up the sky.
B The new student sat quietly at her desk.
C He chopped firewood for his neighbors.
- A3.** In which sentence is the complete predicate underlined?
A All of my friends know how to ski.
B Autumn leaves crunched under his feet.
C The careful mountain climber reached the summit.
- A4.** Which of these is a compound sentence?
A Nate and Mia have a new kitten.
B The kitten has black fur, but his feet are white.
C They feed the kitten in the morning and in the afternoon.
- A5.** Which of these should be capitalized?
A volunteer **B** democracy **C** united nations
- A6.** Which of these is the plural form of the noun **thief**?
A thieves **B** thiefes **C** thieves
- A7.** Which kind of verb is underlined?
Which painting is yours?
A action verb **B** linking verb **C** helping verb
- A8.** In which sentence does the subject agree with the verb?
A The referee call a foul. **C** All of the student work together.
B The night sky was filled with stars.

Grammar and Punctuation Review

Part A, Rules 1–12 (continued)

Circle the letter for each correct answer.

A9. Which verb tense is used in this sentence?

The band will march in the parade.

A past tense **B** future tense **C** present tense

A10. Which of these is the present tense of the verb **apply**?

A applies **B** applyes **C** applys

A11. Which of these is a past tense verb?

A eat **B** knew **C** think

A12. Which of these is a subject pronoun?

A we **B** her **C** them

A13. Which of these is a reflexive pronoun?

A him **B** they **C** myself

A14. Which of these is an interrogative pronoun?

A who **B** these **C** somebody

A15. What is the antecedent of the underlined word?

Joaquim wrote a poem. It was about a lake.

A Joaquim **B** poem **C** lake

A16. Which of these is a possessive pronoun?

A yours **B** men's **C** Karla's

Grammar and Punctuation Review

Part B, Rules 13–25

Circle the letter for each correct answer.

Which words are adjectives?

B1. **A** those **B** annoy **C** chemist

B2. **A** lather **B** career **C** thinner

B3. Which word is an adverb?

A rely **B** pulley **C** generally

B4. Which word should go in the blank?

Hiroko rides her bike _____ than Judy.

A carefully **B** more carefully **C** most carefully

B5. Which of these is a prepositional phrase?

A a glorious day **C** poisonous snakes

B through the garden gate

B6. What does the underlined prepositional phrase tell?

The rabbit hopped away from the tree.

A where **B** when **C** how

Which of these uses commas correctly?

B7. **A** A bright, shining moon rose over the hill.

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

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

B8. **A** Because Kenny was late he missed the bus.

B Because Kenny was late, he missed the bus.

C Because, Kenny was late, he missed the bus.

Grammar and Punctuation Review

Part B, Rules 13–25 (continued)

Circle the letter for each correct answer.

Which of these uses commas correctly?

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

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

- B11.** **A** My best friend Celia, lives next door.
B My best friend, Celia lives next door.
C My best friend, Celia, lives next door.

Which of these is correct?

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

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

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

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

- B16.** **A** Who’s dog is setting in my favorite chair?
B Whose dog is sitting in my favorite chair?
C Whose dog is setting in my favorite chair?

Grammar and Punctuation Review

Answer Key

- | | |
|--------|--------|
| A1. C | B1. A |
| A2. A | B2. C |
| A3. A | B3. C |
| A4. B | B4. B |
| A5. C | B5. B |
| A6. C | B6. A |
| A7. B | B7. A |
| A8. B | B8. B |
| A9. B | B9. C |
| A10. A | B10. A |
| A11. B | B11. C |
| A12. A | B12. A |
| A13. C | B13. B |
| A14. A | B14. C |
| A15. B | B15. B |
| A16. A | B16. B |

Name

Grammar and Punctuation

Student Record Sheet

Rule	Skill	Activity Pages			Review Questions		
		Circle when completed			Number	Correct	Not Correct
1	Identify four kinds of sentences.	4	5	6	A1		
2	Identify simple & complete subjects and predicates.	8	9	10	A2/A3		
3	Identify compound sentences.	12	13	14	A4		
4	Identify common, proper, singular, and plural nouns.	16	17	18	A5		
5	Form plural nouns.	20	21	22	A6		
6	Identify action, linking, and helping verbs. Use correct subject-verb agreement.	24	25	26	A7/A8		
7	Identify present, past, and future tense verbs.	28	29	30	A9		
8	Form present, past, and future tense verbs.	32	33	34	A10/A11		
9	Identify subject, object, and reflexive pronouns.	36	37	38	A12/A13		
10	Identify indefinite, demonstrative, and interrogative pronouns.	40	41	42	A14		
11	Identify the antecedent of a pronoun.	44	45	46	A15		
12	Form possessive nouns and pronouns.	48	49	50	A16		
13	Identify adjectives.	52	53	54	B1		
14	Use comparative and superlative adjectives.	56	57	58	B2		
15	Identify adverbs. Use adverbs to make comparisons.	60	61	62	B3/B4		
16	Identify prepositions and prepositional phrases.	64	65	66	B5		
17	Identify adjective and adverbial phrases.	68	69	70	B6		
18	Use commas to separate words in a series, adjectives that equally modify the same noun, and dependent clauses from independent clauses.	72	73	74	B7/B8		
19	Use commas after introductory words and to set off the names of people being spoken to.	76	77	78	B9		
20	Use commas in dates, addresses, and letters. Use colons with time, in letters, and with lists.	80	81	82	B10		
21	Use commas to set apart an appositive from the rest of the sentence.	84	85	86	B11		
22	Use quotation marks.	88	89	90	B12		
23	Write titles.	92	93	94	B13		
24	Use negatives. Use the words <i>I/they</i> , <i>me/them</i> .	96	97	98	B14		
25	Use the words <i>can/may</i> , <i>sit/set</i> , <i>lie/lay</i> , <i>good/well</i> , and <i>who's/whose</i> .	100	101	102	B15/B16		