Tell which are complete sentences and which are sentence fragments. Underline your answer.

1. Jesse takes guitar lessons.  
   **complete sentence**  **sentence fragment**

2. His brother Stuart  
   **complete sentence**  **sentence fragment**

3. Saves money to buy CDs.  
   **complete sentence**  **sentence fragment**

4. Stuart and Jesse wrote a song.  
   **complete sentence**  **sentence fragment**

5. Likes all kinds of music.  
   **complete sentence**  **sentence fragment**

6. Jesse and I  
   **complete sentence**  **sentence fragment**

7. Enjoy country music.  
   **complete sentence**  **sentence fragment**

8. Stuart wants to learn piano.  
   **complete sentence**  **sentence fragment**

9. He just discovered ragtime.  
   **complete sentence**  **sentence fragment**

10. Hopes to be a musician.  
    **complete sentence**  **sentence fragment**

11. Enjoyed the music.  
    **complete sentence**  **sentence fragment**

12. They attend many concerts.  
    **complete sentence**  **sentence fragment**

13. Their friends encourage  
    **complete sentence**  **sentence fragment**

14. Jesse practices each day  
    **complete sentence**  **sentence fragment**

15. The boys play together  
    **complete sentence**  **sentence fragment**
    every Saturday.

---

At Home: You and a family member each write three sentence fragments. Exchange papers and make the fragments complete sentences.
Kinds of Sentences

RULES

- A **declarative sentence** makes a statement. It ends with a period.
  
  *A hurricane is a tropical storm with high winds.*

- An **interrogative sentence** asks a question. It ends with a question mark.
  
  *Do you remember Hurricane Floyd?*

- An **imperative sentence** gives a command or makes a request. It ends with a period.
  
  *Tell me what you remember.*

- An **exclamatory sentence** expresses strong feeling. It ends with an exclamation point.
  
  *That was one scary storm!*

Tell what kind of sentence each one is. Write *declarative*, *interrogative*, *imperative*, or *exclamatory*. Then put in the correct end mark.

1. When was Hurricane Floyd
2. Hurricane Floyd hit North Carolina in September 1999
3. The winds reached speeds of over 110 mph
4. Wow, what strong winds
5. I took photos the next morning
6. Please show me the photos
7. Why is that car in the lake
8. It’s a parking lot
9. Yipes, it’s flooded
10. We got more than a foot of rain

**At Home:** Work with a family member and write an example for each type of sentence named above.
Combining Sentences: Compound Sentences

RULES

• A **compound sentence** is made of two or more simple sentences joined together. A comma and a conjunction join the sentences.

• A **conjunction** is a word that joins words, sentences, or phrases together. Some conjunctions are *and*, *or*, and *but*.

*Sally has a cat, but Philip has a dog.*

Write *S* if the sentence is a simple sentence. Write *C* if it is a compound sentence.

1. Many people choose dogs for pets. _______
2. Dogs make excellent pets, but mongrels are superior to purebreds in disposition. _______
3. Dogs were the first animals to be tamed. _______
4. Jaime has a German shepherd dog. _______
5. Susan could get a Scottish terrier, but she wants a larger dog. _______
6. She likes collies, but she adores English setters. _______
7. Dalmatians are delightful, too. _______
8. Dalmatians are fun, but they need lots of exercise. _______
9. Carlos is getting a dog for his birthday. _______
10. He might choose an Irish setter, or he might pick a spaniel. _______
11. I like mixed-breed dogs. _______
12. My dog is not a purebred, but I love him. _______
13. My cousin has a whippet, and he also has a greyhound. _______
14. Train your dog when it is a puppy, or attend an obedience training class for dogs. _______
15. Give your dog love and kindness, and your dog will bring you joy. _______

At Home: Write two simple sentences. Show how you could join them by using *and*, *but*, or *or*.
Combining Sentences: Complex Sentences

**RULES**

- **A complex sentence** contains an independent clause and at least one dependent clause.
  
  *I watched TV after I ate dinner.*

- **An independent clause** can stand alone. It can be a sentence by itself.
  
  *I watched TV.*

- **A dependent clause** cannot stand alone. It cannot be a sentence by itself.
  
  Use a comma after a dependent clause if it begins a sentence.

  *after I ate dinner.*

Either clause can come first in the sentence.

  *After I ate dinner, I watched TV. I watched TV after I ate dinner.*

Underline the dependent clause in each sentence. Then circle the conjunction.

1. Unless I have a lot of homework, I usually finish it after school.

2. I get it done early so I can watch TV.

3. Whenever I can, I watch “Biography Tonight.”

4. Although I had seen it already, I watched the episode about my favorite writer.

5. Before he wrote books, he was a newspaper reporter.

6. He had wanted to be a writer since he was a teenager.

7. He wrote for the school newspaper until he graduated from school.

8. After high school, he wrote for his college newspaper.

9. Though he was in his twenties, he still enjoyed reporting the news.

10. If you ever wanted to write, you should watch “Biography Tonight.”

---

**At Home:** With a family member, write some dependent clauses. Then exchange papers and complete one another’s sentences by adding an independent clause.
Mechanics and Usage: Punctuating Sentences

**Rules**

- Use the correct *end punctuation* to end a sentence.
- Use a *period* to end a statement or a command.
  
  *I like movies.*
- Use a *question mark* to end a question.
  
  *Do you like movies?*
- Use an *exclamation point* to end an exclamation.
  
  *Wow, what a great movie!*
- Use a *comma* before the conjunction in a compound sentence.
  
  *I like to watch movies, and I like to read books.*
- Use a *comma* after a dependent clause when it begins the sentence.
  
  *Although no one else liked it, I enjoyed Attack of the Aardvark People.*
- Use a *semicolon* to join the two parts of a compound sentence when you don’t use a comma and a conjunction.
  
  *There are so many great movies; it is hard to choose a favorite.*

Rewrite each sentence. Add the missing punctuation.

1. I enjoy classic horror movies

2. Have you ever seen *Attack of the Violent Vegetables*

3. What a ridiculous movie that was

4. I enjoyed *The Mummy* but *Frankenstein* was really scary

5. Boris Karloff was a good actor Lon Chaney was even better

---

At Home: Work with a family member and write or copy three sentences each, leaving out the punctuation. Exchange papers and add the missing punctuation.
Rewrite the following word groups as one sentence and correct the punctuation, if necessary.

1. Sheila is reading books. She is reading old newspapers.

2. Is she interviewing people for her report.

3. Right now. Make a list of questions.

4. Until she began this project. She did not know much about John F. Kennedy.

5. Cuba is only 90 miles from the United States.

At Home: Write four more sentences about JFK. Use four different kinds of sentences.
Complete Subjects and Complete Predicates

**RULES**

- Every sentence has a subject and a predicate.
- The **complete subject** is all words that tell whom or what the sentence is about.
  - **CS**
  - *The tall boy with the freckles ate a banana for breakfast.*
- The **complete predicate** tells what the subject does or is. It is everything in the sentence that is not the complete subject.
  - **CP**
  - *The tall boy with the freckles ate a banana for breakfast.*

Draw a line between the complete subject and the complete predicate in each sentence. Label the complete subject **CS**. Label the complete predicate **CP**.

1. The tall boy is my cousin Louie.

2. Louie ate a banana and three bowls of cereal for breakfast.

3. He drank two glasses of milk, too.

4. Louie usually wakes up at 5 a.m.

5. He and his dog then go for a run.

6. I stayed at his house once.

7. I slept until ten the next morning.

8. I was ready for breakfast.

9. My breakfast was toast and juice.

10. My cousin had three pieces of toast for a mid-morning snack.

**At Home:** Write three simple sentences. Draw a slash to divide each sentence into a complete subject and a complete predicate.
Simple Subjects and Simple Predicates

RULES

• The **simple subject** is the main word that names the subject. It is usually one word.

  *The mayor closed the schools.*

• The **simple predicate** is the main verb in the complete predicate. It can be more than one word.

  *The mayor closed the schools.*  *He has closed them before.*

Draw one line under the simple subject in each sentence. Draw two lines under the simple predicate.

1. I heard the news on the radio this morning.

2. The mayor made the announcement.

3. The schools will close for the rest of this week.

4. This storm did a lot of damage.

5. The wind felled a tree.

6. The streets filled with water.

7. Many areas lost electric power.

8. Some towns lack phone service, too.

9. We will miss our math test.

10. I feel terrible!

11. Now I will help Mom.

12. Our neighbor needs some candles.

13. A lamp lights the room.

14. We eat dinner by candlelight.

15. Other people stop by.

**At Home:** Find two simple sentences in a book or newspaper. Name the simple subject and the simple predicate in each sentence.
Combining Sentences: Compound Subjects

**RULES**

• These sentences can be combined by joining the two simple subjects to make a **compound subject**. Use the words *and* or *or*.

  Rachel played the game. Sarah played the game.
  Rachel and Sarah played the game.

Combine the subjects of each sentence pair. Write the new sentence on the line.

1. Daniella played tennis. Kathy played tennis.

2. My sister chased a ball. Her dog chased a ball.

3. Simon dove into the pool. Luis dove into the pool.

4. Frances swam three laps. Marvin swam three laps.


6. Colin learned to dive. Enda learned to dive.


9. Gareth watched them play. Stanley watched them play.

10. Caitlin had fun at the picnic. Mollie had fun at the picnic.

At Home: Write two simple sentences that have the same predicate. Then combine the sentences by making a compound subject.
Combining Sentences: Compound Predicates

**RULES**

- These sentences can be combined by joining the predicates to make a **compound predicate**. Use the words **and**, **but** or **or**.

  Tad **will sing** in the talent show. Tad **will dance** in the talent show.

  Tad **will sing and dance** in the school talent show.

Combine the predicates of each sentence pair. Write the new sentence.

1. Sally will play the piano. Sally will sing.

   __________________________________________________________________________

2. Kamir will whistle. Kamir will dance.

   __________________________________________________________________________

3. Marla will recite poems. Marla will tell jokes.

   __________________________________________________________________________

4. Abdul will juggle. Abdul will perform magic tricks.

   __________________________________________________________________________

5. The performers will rehearse. The performers will work hard.

   __________________________________________________________________________

6. The director worried. The director complained.

   __________________________________________________________________________

7. The talent show could succeed. The talent show could flop.

   __________________________________________________________________________

8. The audience might applaud. The audience might boo.

   __________________________________________________________________________

9. The first act amazed everyone. The first act delighted everyone.

   __________________________________________________________________________

10. The crowd cheered. The crowd clapped.

   __________________________________________________________________________

**At Home:** Write two simple sentences that begin with the subject **My school**. Give each a different predicate. Then show how you could combine the sentences to make one sentence.
Mechanics and Usage: Correcting Run-on Sentences

**RULES**

- A run-on sentence is really two or more sentences that run together.

  Keisha spends a lot of time at the library she reads the magazines there.

Here are some ways to fix a run-on sentence:

- Make it into **two simple sentences**.

  Keisha spends a lot of time at the library. She reads the magazines there.

- Make a **complex sentence** by joining the two sentences with a conjunction.

  Keisha spends a lot of time at the library because she reads the magazines there.

- Make a **compound sentence** by joining two sentences with a comma and the words and, but, or or.

  Keisha spends a lot of time at the library, and she reads the magazines there.

- Make a **compound sentence** by joining the sentences with a semicolon.

  Keisha spends a lot of time at the library; she reads the magazines there.

Correct the run-on sentences. Write two sentences, a compound sentence, or a complex sentence.

1. Elena works at the library three days a week she goes there after school.

   __________________________________________________________________________

2. She helps check out books she reshelves the returned books, too.

   __________________________________________________________________________

3. Reshelving books is boring she doesn’t mind.

   __________________________________________________________________________

4. Sometimes Elena reads to pre-schoolers sometimes Elena plays games with them.

   __________________________________________________________________________

5. The librarian is glad to have Elena she is a big help.

   __________________________________________________________________________
The cat is named Ebony.

Ebony hunts and catches mice.

Omega chases rabbits.

Omega has been well-trained.

Ebony enjoys being brushed, too.

At Home: Write five more sentences about a dog you have or know. Then underline the complete subject and circle the complete predicate.
Rewrite each fragment as a complete sentence by adding a subject or a predicate from the box.

<table>
<thead>
<tr>
<th>pulled the barges with ropes</th>
<th>People in the 1600’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>completed an important waterway</td>
<td>made long hauls difficult</td>
</tr>
<tr>
<td>This all-water route</td>
<td>Boats and barges</td>
</tr>
</tbody>
</table>

1. traveled short distances on land using horse-drawn wagons.

2. Poor road conditions

3. had to be used for long distances.

4. Trudging horses

5. The opening of the Erie Canal in 1825

Reteach

13

Common Errors: Fragments and Run-on Sentences

**RULES**

A sentence is a group of words that express a complete thought. If a sentence does not have a subject and a predicate, then it is a fragment.

The invention of the steam engine. (A predicate is missing.)

• Correct a sentence fragment by adding the missing subject or predicate.

   The invention of the steam engine revolutionized travel in the 1800’s.

• When sentences are incorrectly joined, they are called run-on sentences.

   The steam engine was invented in the 1700s the first commercial steamboat service began later in 1807.

• Correct run-on sentences by writing the sentences as separate sentences, or by appropriately joining the sentences to make a compound sentence.

   The steam engine was invented in the 1700s. The first commercial steamboat service began later in 1807.

At Home: Use an appropriate joining word to combine two of the subjects and predicates above to form a compound sentence.
Study Skills: Maps and Atlases

- A book of maps is called an **atlas**. Different kinds of maps have different purposes.
- Boundaries of states or countries are shown on a **political map**.
- A **resource map** shows where natural resources are located or produced.
- Physical features such as mountains, rivers, deserts, or other natural features are shown on a **physical map**.
- To find out what the symbols on a map mean, use a **map key**.

**Study the maps and answer the questions below.**

1. Which map is a physical map? ______________

2. Which kind of map would you use to find out how far Islamabad is from Lahore? ______________

3. Which map shows the Himalayas? ______________

4. Which map shows where wheat is grown? ______________

5. How does the resource map show where wheat is grown in Pakistan? ______________

**At Home:** Use a map that shows your state. What can you learn about your state? Share the information with a family member.
Vocabulary: Time-Order Words

- **Time-order words** explain the order in which events take place or tell when events occur.
  
  *first*  *next*  *meanwhile*  *now*  *before*  
  *after*  *second*  *third*  *yesterday*  
- Sometimes a phrase may be used to express when things happen.
  *as soon as*

Read the sentences and circle the time-order words.

1. I got ready for school quicker than I usually do today.
2. First, I put on my jeans and my sweatshirt.
3. Second, I ate a bowl of granola and drank some mango juice.
4. Later, I brushed my teeth to prevent cavities.
5. Then, I put my gym uniform in my gym bag.
6. Before the bus arrived, I finished one last bit of homework.
7. First, I did three multiplication problems.
8. I wrote a short paragraph for social studies next.
9. Last, I clipped an article from the newspaper for science class.
10. As soon as I was done, the bus came.
11. After I got on the bus, I remembered I had forgotten my gym bag.
12. Meanwhile, my mother found my gym bag by the door.
13. Later, she brought it to me on her way to work.
14. Finally, I was ready for school.
15. I will try to be more organized tomorrow!

At Home: List five things you do to get ready for school. Use the words *first, second, third, next,* and *finally* to organize your list.
Composition: Main Idea

- The main idea is the key idea in a piece of writing. It is usually stated in a topic sentence.
- In a paragraph, all the sentences should work together to support one main idea.
- Supporting details develop the main idea by providing explanation and giving examples, facts, or opinions.
- The main idea and supporting details should be placed in logical order.
- Use transition time-order words, such as first, then, and after, to connect ideas.

For each paragraph below, the main idea appears in dark type. Some of the other sentences of the paragraph contain supporting details. Other sentences contain details that do not explain the main idea or add to it in an important way. Underline the detail sentences that do not support the main ideas.

1-2. The best part of my birthday was meeting my new cat Tabs. First of all, I had wanted a cat for a long time. My father never let on that he was thinking of agreeing with my wish. Tigers are a kind of cat, and they are an interesting kind of cat. When I awoke on my birthday, I felt something squiggle at the foot of the bed. After I opened my eyes, I saw Tabs rolling on his bright orange back. Tigers roar louder than cats meow.

3. What is my favorite season? Well, springtime makes me feel great, so it is my favorite time of year. There’s nothing better than seeing buds on trees and flowers poking out from the ground. Then you know that it’s time to go outside without a coat because the air is warm and breezy. Springtime comes just before the beginning of summer.

4-5. The time I fell off my bicycle on the way to school was an experience I will never forget. I like school. My Mom said that I could ride my bicycle to school with my friend James. I had on a new pair of pants. I also had a final draft of a report in my backpack. First, my bicycle tire slipped on some pebbles. Then, I fell over because I had lost my balance. My pants ripped at the knee, and everything in my backpack spilled onto the sidewalk. Luckily, my report on the Amazon River was in one piece. The pants came from a store named Kids’ World. James helped me pick up everything, but he couldn’t do anything about the rip in my pants.
Nouns

RULES

• A noun is a word that names a person, place, thing, or idea.
  man (person)  garden (place)  chariot (thing)  truth (idea)
• A noun can be more than one word.
  old age

Underline the nouns in the following sentences.

1. A prince was born in a foreign country.
2. His father wanted his son to stay at home.
3. Once, while riding in the royal gardens, the prince met an old man hobbling with a cane.
4. The prince learned that old age will come to everyone.
5. Another day he saw a sick woman.
6. He learned that sickness is part of life.
7. Yet another time he came to a funeral.
8. He learned that death is part of life.
9. Then one day he met a monk begging for his food.
10. This beggar spoke to the prince.
11. The prince was amazed that the monk could be at peace in a world filled with sorrow.
12. That day, the prince made a decision to leave his family.
13. He began a journey to find the meaning of life.
14. Many years later, while he sat under a tree, he received understanding.
15. The wisdom he received would later earn him a title.
At Home: Write a list of ten things you could find in a grocery store. Write the plural forms of these nouns.

Singular and Plural Nouns

**RULES**

- A **singular noun** names one person, place, thing, or idea.
  
  *Mrs. Li  Orlando  computer  love*

- A **plural noun** names more than one person, place, thing, or idea.
  
  *women  cities  machines  fears*

- Add **-s** or **-es** to most singular nouns.
  
  *apple  apples  wish  wishes*

- If a noun ends in a consonant and **y**, change the **y** to **i** and add **-es**.
  
  *berry  berries*

- If a noun ends in a vowel and **y**, add **-s**.
  
  *turkey  turkeys*

Write the plural form of each underlined noun.

1. Mr. Diaz sells **grocery** in his store on Second Avenue. ________________
2. His fruit and **vegetable** are always fresh. ________________
3. Each day, my **friend** and I stop there after school. ________________
4. We buy apples or a **bunch** of grapes. ________________
5. Yesterday Mr. Diaz and I had one of our long **talk**. ________________
6. I know he almost never takes **holiday**. ________________
7. Mr. Diaz and his brother came here from Cuba twenty **year** ago. ________________
8. They both wanted to become **citizen**. ________________
9. This country offers many **opportunity**, 

   Mr. Diaz told me. ________________

10. Like many **immigrant**, he has worked hard. ________________
More Plural Nouns

**RULES**

- You can form the plural of most nouns that end in *f* or *fe* by adding *-s*.
  
  \[\text{safe} \rightarrow \text{safes} \]

- You can form the plural of other words that end in *f* or *fe* by changing the *f* to *v* and adding *-es*.
  
  \[\text{knife} \rightarrow \text{knives} \quad \text{leaf} \rightarrow \text{leaves} \]

- You can form the plural of nouns that end in a vowel and *o* by adding *-s*.
  
  \[\text{radio} \rightarrow \text{radios} \]

- You can form the plural of nouns that end with a consonant and *o* by adding *-s* or *-es*.
  
  \[\text{tomato} \rightarrow \text{tomatoes} \]

- Some irregular nouns have special plural forms.
  
  \[\text{man} \rightarrow \text{men} \quad \text{sheep} \rightarrow \text{sheep} \]

Write the plural forms of the following words.

1. potato
2. calf
3. stereo
4. deer
5. hero
6. roof
7. foot
8. tooth
9. ox
10. bison
11. moose
12. monkey
13. mosquito
14. leaf
15. video
16. life
17. zoo
18. patio
19. solo
20. thief

At Home: Write a list of ten animals. Then write the plural forms of these nouns.
Common and Proper Nouns

**RULES**

- **A common noun** names a person, place, thing, or idea.  
  *woman, country*
- **A proper noun** names a very specific person, place, thing, or idea.
  *Margaret Haughery, Ireland, Statue of Liberty*
- **Proper nouns** are always capitalized.

Circle whether the underlined word is a common noun or a proper noun.

1. Margaret Gaffney Haughery was born in County Cavan, **Ireland**.
   - common noun
   - proper noun

2. She came to **Baltimore**, Maryland, in 1818 at age five.
   - common noun
   - proper noun

3. Her **parents** died of the plague in 1822, leaving her an orphan.
   - common noun
   - proper noun

4. She was raised by a family **friend**.
   - common noun
   - proper noun

5. In 1835 she married and moved to **New Orleans**.
   - common noun
   - proper noun

6. Margaret found a job in the **laundry** of an orphanage.
   - common noun
   - proper noun

7. **Margaret** spent part of her earnings on the children.
   - common noun
   - proper noun

8. Margaret had a flair for business; she established a dairy and a **bakery**.
   - common noun
   - proper noun

9. The **profits** of her businesses went to help the children in orphanages.
   - common noun
   - proper noun

10. Her **statue** is the first monument to a woman in **America**.
    - common noun
    - proper noun

**At Home:** With a parent or sibling, write five common nouns, such as dog, boy, city, etc. Then write an example of a proper noun for each common noun.
Mechanics and Usage: Capitalization

**RULES**

- Begin the names of specific people, places, things, and organizations with a capital letter. *John Idaho Boy Scouts*
- Capitalize the names of specific languages, nationalities, months, days, addresses, and holidays, too. *Mexican Spanish The Fourth of July*
- Capitalize the names of specific family members. *Uncle Freddy*
- Capitalize titles of respect that are used as part of a name. *Professor Anders*

Rewrite the following sentences. Use capitals where needed.

1. Did you know that uncle paul is a linguist?

2. He learned german when he was in high school in new jersey.

3. He learned russian when he was in the united states air force.

4. Then he studied languages at indiana university.

5. He learned romanian and polish.

6. At his home on third street in bloomington, indiana, he taught himself french.

7. Now, as professor blass, he visits russia and poland.

8. Will he visit us this thanksgiving?

9. Yes, he will fly into new jersey on Monday.

10. His plane will land at newark airport.

At Home: Search in a newspaper for proper nouns. Try to find at least one name, place, organization, month, address, title, and nationality.
Mixed Review

**RULES**

<table>
<thead>
<tr>
<th>Plural Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Endings</strong></td>
</tr>
<tr>
<td>most words</td>
</tr>
<tr>
<td>consonant and y</td>
</tr>
<tr>
<td>f or fe</td>
</tr>
<tr>
<td>vowel and o</td>
</tr>
<tr>
<td>consonant and o</td>
</tr>
</tbody>
</table>

- **Capitalize** proper nouns, such as names of specific people, titles, organizations, addresses, holidays, languages, and nationalities.

Circle the errors in the following sentences. Then rewrite the sentences correctly.

1. Did you know doctor rocher was born in paris, france?

2. He speaks four languages, including dutch and german.

3. He works for the world health organization.

4. Their headquarters is at the united nations in new york city.

5. He addressed the members of the chestertown junior rotary on Thursday.

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At Home: Take a page from a newspaper. Underline all the proper nouns you can find in five minutes.

McGraw-Hill Language Arts
Grade 6, Unit 2, Mixed Review, pages 94–95
Possessive Nouns

RULES

• A possessive noun shows that someone owns something.

• To form the possessive of a singular noun, add an apostrophe (’) and s.
  
  Jane—Jane’s pencils   Miss Blass—Miss Blass’s coat

• To form the possessive of a plural noun ending in -s, add only an apostrophe (’).
  
  dogs—dogs’ tails   babies—babies’ bottles

• To form the possessive of a plural noun that does not end in s, add an apostrophe (’) and -s.
  
  men—men’s names   mice—mice’s whiskers

Circle the correct possessive form for the underlined word in each sentence.

1. I have always been fascinated by other country cultures.  
   countries’  country’s

2. Africa past is fascinating.  
   Africa’s  Africas’

3. Trader journeys across the deserts of Africa were made possible by camels.  
   Trader’s  Traders’

4. Camel feet do not sink into the sand.  
   Camel’s  Camels’

5. Ancient Egyptian farmers along the Nile depended on each summer flood.  
   summer’s  summers’

6. Too little flooding meant farmer crops failed.  
   farmer’s  farmers’

7. The Arctic original people were the Inuit.  
   Arctic’s  Arctics’

8. Inuit hunter lives were difficult in northern Canada and Greenland.  
   hunter’s  hunters’

9. Seal skins were used for clothing.  
   Seal’s  Seals’

10. The women teeth became worn from chewing skins to soften them.  
    women’s  womens’

At Home: Find five sentences in one of your textbooks which include possessive nouns. Tell whether each noun is singular possessive or plural possessive.
At Home: Write two short sentences with the same subject. Then combine the sentences by forming an appositive.
Combining Sentences: Nouns

RULES

- A compound subject has two or more simple subjects with the same predicate.
- Use and or or to join the subjects.

\[ \text{The children worked in the community garden.} \]
\[ \text{The adults worked in the community garden.} \]

Write the compound subject of each sentence.

1. Mark and Harriet dug a new vegetable bed. __________________________
2. Stanley and Janice will plant the corn. __________________________
3. Corn and beans can be grown together. __________________________
4. Tomatoes or potatoes will be planted. __________________________
5. Paul or Peter planted the peppers. __________________________
6. Mr. Rodrigues and Ms. Sandler gave us advice. __________________________
7. Maria and Azeez wanted to plant flowers. __________________________
8. Zinnias or cosmos would look pretty here. __________________________
9. Squash and pumpkins would be fun to grow! __________________________
10. Mrs. Chan and her son brought many seeds. __________________________
11. Trees and bushes will also grow here. __________________________
12. Max and I water the plants weekly. __________________________
13. My mother or my dad will take pictures. __________________________
14. Two boys and four girls helped build the fence. __________________________
15. Our neighbors and friends enjoy the garden. __________________________

At Home: Add another sentence to the activity above. Write two simple sentences with the same predicates. Then combine the subjects with and or or to make one sentence.
McGraw-Hill Language Arts
Grade 6, Unit 2, Nouns, pages 102–103

Mechanics and Usage: Titles of Works

RULES

• **Capitalize** the first, last, and each important word in the title of a book, magazine, or newspaper.

  *The Chicago Tribune* (newspaper)

• **Underline** or *italicize* the titles of longer works, such as books, magazines, or newspapers.

  *The New York Times*

• Use **quotation marks** around the titles of shorter works, such as short stories, articles, songs, poems, and chapters in a book.

  "The People Could Fly"  "America the Beautiful"

A. Write each title correctly.

1. (book) The wind in the willows ________________________________

2. (song) somewhere, over the rainbow ____________________________

3. (newspaper) the bergen record ________________________________

4. (magazine) discovery _______________________________________

5. (chapter title) home at last __________________________________

6. (poem) the rose tree _________________________________________

7. (article) How to grow tasty tomatoes ___________________________

8. (song) on top of old smokey __________________________________

9. (book) Dicey's song _________________________________________

10. (story) Little red riding hood _________________________________

11. (book) Big brother, little brother ______________________________

12. (poem) sugar plums _________________________________________

13. (chapter title) Lisa visits new york ____________________________

14. (article) how to make a kite __________________________________

15. (song) farmer in the dell ____________________________________

At Home: Write the names of the following: a local newspaper, your favorite song, a magazine you have read, the last book you read, the first chapter in your science text.
Mixed Review

**RULES**

- A **possessive noun** shows ownership.

<table>
<thead>
<tr>
<th>Singular Noun</th>
<th>Singular Possessive</th>
<th>Plural Noun</th>
<th>Plural Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>friend</td>
<td>friend's house</td>
<td>friends</td>
<td>friends' journey</td>
</tr>
</tbody>
</table>

- An **appositive** is a word or group of words that comes after a noun. It modifies, or gives more information about the noun.

  The Jewish people first settled in Canaan, a land along the Jordan River.

**A.** Write the correct possessive form of the underlined noun on the line.

1. King Mino story __________________________

2. the houses windows ________________________

3. the mens' hard work ________________________

4. the ruins appearance ________________________

5. two girl's faces ____________________________

**B.** Read each sentence. Then underline the appositive and draw an arrow to the noun it modifies.

6. The medieval period, or Middle Ages, began in 1066.

7. That's when Harold, the king of England, was defeated by William the Conqueror.

8. William introduced feudalism, a landholding system, to England.

9. Merchants formed guilds, groups which set standards and prices.

10. The Magna Carta, or Great Charter, was a document that limited the king's powers.
Common Errors: Plurals and Possessives

RULES

- **Plural nouns** name more than one person, place, thing, or idea. They usually end with -s or -es.
  
  Europeans were the first to use gasoline engines.

- **Possessive nouns** show ownership. Singular nouns use an apostrophe and s (’s), but plural nouns ending in s just use an apostrophe.
  
  French engineers’ designs were used to develop gas-driven automobiles.
  
  By 1920, the automobile was a person’s chief method of transportation.

A. Write plural, singular possessive, or plural possessive to identify the underlined word.

1. Two Americans took another look at the gasoline engine. ________________

2. Their names were Orville and Wilbur Wright. ________________

3. The Wright brothers’ plan was to use it to power an aircraft. ________________

4. Each brother’s success was uncertain. ________________

5. No one had ever flown gas-driven planes before. ________________

B. Write the correct form of the underlined noun.

6. Two American’s named Orville and Wilbur Wright connected the gasoline engine to a new idea. ________________

7. The first gasoline-powered airplane was built in the Wright brother’s bicycle shop. ________________

8. The Wrights’s workshop has been moved to Dearborn, Michigan. ________________

9. You can still see the two inventor’s bicycle shop at the Greenfield Museum. ________________

10. By 1920, some airplane’s operated commercially. ________________

At Home: Write three of your own sentences that show examples of plural, singular possessive, and plural possessive nouns.
Study Skills: Parts of a Book

- Certain parts of a book help you find information quickly. Here are parts of a social studies textbook.

**UNIT TWO**

**River Valley Civilizations**

66 ADVENTURES WITH NATIONAL GEOGRAPHIC

High and Dry

68 CHAPTER 4 - Ancient Egypt

70 LESSON 1 Geography of Ancient Egypt

74 LESSON 2 Land of the Pharaoths

82 LEGACY Egyptian Boats

84 LESSON 3 Ancient Egyptian Civilization

92 GEOGRAPHY SKILLS Using Maps at Different Scales

94 LESSON 4 Daily Life in Ancient Egypt

108 CHAPTER 4 REVIEW

102 CHAPTER 5 - Ancient Mesopotamia

104 LESSON 1 Geography of the Fertile Crescent

108 LESSON 2 Sumer and Babylon

116 LEGACY The Wheel

118 THINKING SKILLS Identifying Cause and Effect

120 LESSON 3 The Beginnings of Judaism

126 CHAPTER 5 REVIEW

128 CHAPTER 6 - Ancient India

130 LESSON 1 Geography of Ancient India

134 LESSON 2 Early Indian Civilization

140 GEOGRAPHY SKILLS Comparing Different Kinds of Maps

142 LESSON 3 Beginnings of Hinduism

148 LEGACY Indian Dance

156 LESSON 4 Beginnings of Buddhism

156 CHAPTER 6 REVIEW

158 CHAPTER 7 - Ancient China

160 LESSON 1 Geography of China

164 LESSON 2 The First Dynasty

168 LESSON 3 The Emperor’s Clay Army

172 STUDY SKILLS Writing a Summary

174 LESSON 4 Continuous Changes China

179 CITIZENSHIP Making a Difference Working for Education

180 LEGACY Silk Making

182 CHAPTER 7 REVIEW

184 UNIT 2 REVIEW

The table of contents lists the titles of the chapters or main sections.

The index lists topics covered in a book in alphabetical order.

Use the parts of the book shown above to answer the following questions.

1. Which part of the book would you use to find the chapter about Ancient India? ________

2. On what page does the chapter about Ancient Egypt begin? ________

3. In which part of the book would you look to find out whether the book has any information about Michelangelo? ________

4. Both the table of contents and the index tell you that the book contains information about Mesopotamia. Which one would help you find the page number for the topic, “trade in Mesopotamia”? ________

5. On what page of the book could you read about comparing maps? ________

McGraw-Hill Language Arts
Grade 6, Unit 2, Study Skills,
pages 114–115

At Home: Examine a nonfiction book from the library. Look in the index to see what topics are listed. Then turn to the pages listed for one of the topics and find the information.
Vocabulary: How Language Changes

- **Compound words** are made by joining together two words that already exist. The result may be written as one or two words.
  
  \[ \text{suit + case = suitcase} \quad \text{high + school = high school} \]

- **Clipped words** are shortened forms of old words.
  
  \[ \text{chrysanthemums \rightarrow mums} \quad \text{bicycle \rightarrow bike} \]

- **Blended words** are created by combining two words. The original words lose some letters as the new word is formed.
  
  \[ \text{smoke + fog = smog} \quad \text{breakfast + lunch = brunch} \]

- **Borrowed words** come from different languages.
  
  \[ \text{dim sum (Chinese – Cantonese)} \quad \text{skunk (Algonquin)} \]

Circle the compound, clipped, blended, or borrowed word in each sentence. Then write which type of word you circled.

1. Excuse me for talking while I'm eating this burrito. __________
2. I have a basketball game today at 6 o'clock and I'm starved. __________
3. This afternoon, we play Harrison Elementary School. __________
4. Their team is called the Hedgehogs. __________
5. Our team is the Buchanan Elementary Bulldogs. __________
6. I am in charge of keeping the team's stats. __________
7. Actually, I'm a topnotch statistician. __________
8. I was chosen because I am very good at math. __________
9. I keep all the team's records in a special notebook. __________
10. I am still considered a teammate, although I don't play. __________
11. The team gave me a team sweatshirt to wear. __________
12. My friends phoned to wish us good luck. __________
13. We'll drive across town and stop in front of the Madison Motel. __________
14. The municipal gym is just across the street. __________
15. If we win this game, we'll be the city champs! __________

At Home: Think of a sport you like to play or watch. Write three sentences about that sport using compound, clipped, blended, or borrowed words.
Composition: Outlining

- When you want to organize ideas for writing, you make an **outline**. Your writing **topic** is named in the outline **title**.
- The **main ideas** are listed next to Roman numerals (I, II, III, and so on).
- Ideas that support each main idea are **subtopics**. Subtopics are listed with **capital letters** (A, B, C, and so on) under each main idea.
- **Supporting details** that explain or add important information about each subtopic are listed next to **numbers** under each subtopic.

Here is an outline that Joshua wrote about the different ways he uses a personal computer. Complete the outline by writing the correct numerals, letters, and numbers in the blank spaces.

---

**Title: How I Use a Personal Computer**

1-15. **I. Internet**

- Research
  1. school work
- sports and hobbies

- On-line Conversations with People
  - about school topics
  - about sports and hobbies

- **Word Processing**
  - Personal
    - journal
    - letters

- School
  - homework
  - reports

- E-Mail
  - Receive mail
  - Write and send mail

---

At Home: Discuss the outline above with a family member. Then add Part IV to the outline with the help of a family member.
Action Verbs

**RULES**

- An **action verb** expresses action. It tells what the subject of the sentence does or did. The action can be physical or mental.

  *Jassy* jumped the hurdle.

  *Martin* dreamt about next week’s meet.

Write the action verbs in the following sentences.

1. Jassy and Martin enjoy sports. __________
2. They practice several times a week. __________
3. Jassy runs. __________
4. She competes in relay races with her school team. __________
5. She helped her team in last week’s meet. __________
6. Martin excels in the long jump. __________
7. He jumps farther each time. __________
8. The coach encourages him. __________
9. Martin watched a video of himself. __________
10. He improves at each meet. __________
11. Jassy and Martin joined the “Y” in their town. __________
12. Jassy likes the pool best. __________
13. She swims for an hour each week. __________
14. Martin prefers the basketball court. __________
15. He often plays there with his friends. __________
Direct and Indirect Objects

**RULES**

- A **direct object** is the person, place, thing, or idea that receives the action of the verb.

  *Julia sent a letter.*

  What was the action? Sending something. What did Julia send? A letter. *Letter* is the direct object.

- An **indirect object** is a noun or pronoun that answers the question to *what? for what? to whom? or for whom?* It comes after the verb but before the direct object.

  *Julia sent David a letter.*

  To whom did Julia send the letter? David. *David* is the indirect object.

**Write whether the underlined part of the sentence is a direct object or an indirect object.**

1. David received a **letter** from his cousin Julia. ______________
2. Julia sent **him** an invitation. ______________
3. She was having a **costume party**. ______________
4. “I accept the **invitation**,” he wrote. ______________
5. Then David planned his **costume**. ______________
6. He made a black eye **patch**. ______________
7. His mother gave **him** a black wig. ______________
8. She loaned him a large gold **earring**, too. ______________
9. He fashioned a **mustache** from yarn. ______________
10. He found a long blue **coat** to wear. ______________
11. His little brother loaned **David** a toy sword. ______________
12. He also used a **tool** from the garden shed. ______________
13. The night of the party, David’s mom drove **him** to Julia’s house. ______________
14. His cousin opened the **door**. ______________
15. She shrieked when she saw **Captain Hook**! ______________

**At Home:** Find a recipe for a favorite food. In the recipe, find three sentences that have direct objects. Name the direct objects.

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**McGraw-Hill Language Arts Grade 6, Unit 3, Verbs pages 166–167**
Verb Tenses

**RULES**

Tense means “time.” The **tense** of a verb tells when an action takes or took place.

- **Present tense** verbs show that something is happening now.
  
  *I write with a word processor.*

- **Past tense** verbs tell about something that already happened.
  
  *The Sumerians wrote on clay tablets.*

- **Future tense** verbs tell about something that will happen in the future.
  
  *Perhaps people will write in a new way in the future.*

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

1. I **enjoy** reading about ancient civilizations. __________
2. We **learned** about the Sumerians last week. __________
3. The Sumerians **used** a writing system called **cuneiform**. __________
4. They **wrote** on clay tablets. __________
5. At first, the symbols **looked** like pictures of the things they described. __________
6. Eventually writers **simplified** the symbols. __________
7. In most countries today, almost everyone **knows** how to write. __________
8. One day, everyone in the world **will read** at least one language. __________
9. But in ancient Sumer, only a small number of people **knew** how to write. __________
10. Sumerians **used** writing to keep farm records. __________
11. They also **recorded** letters, laws, stories, and songs. __________
12. We **use** writing for the same things. __________
13. Today we **write** on paper or on computer disks instead of clay tablets. __________
14. Computers **changed** the way we record information. __________
15. Probably writing **will change** in another thousand years, too. __________

---

**At Home:** In a newspaper or magazine article, find sentences that show present, past, and future tense.
Subject-Verb Agreement

**RULES**

- The **verb** in a sentence must **agree** with the **subject**.
- If the **subject** of a sentence is **singular**, use a **singular verb**.
  
  *Jean lives in France.*
- If the **subject** of a sentence is **plural**, use a **plural verb**.
  
  *Nadia and Jon live in Romania.*
- If a compound subject is joined with **either...or** or **neither...nor**, the verb agrees with the subject that is closest to it.
  
  *Neither Stephen nor his cousins live in a city.*

Choose the verb in parentheses that agrees with the subject of the sentence. Write it on the line.

1. Europe _________ a long coastline. (has, have)
2. The Atlantic Ocean and several seas _________ the continent. (border, borders)
3. The oceans _________ fish. (provide, provides)
4. Warm ocean currents also _________ the climate of Europe. (affect, affects)
5. People _________ the rivers of Europe for transportation. (use, uses)
6. France, a country in Europe, is where Jean _________ . (live, lives)
7. His parents _________ a dairy farm. (own, owns)
8. He and his friends _________ to play soccer. (like, likes)
9. Neither Jean nor his friends _________ much about baseball. (know, knows)
10. Jean _________ riding his bicycle, too. (enjoy, enjoys)
11. He often _________ along the canal. (ride, rides)
12. Sometimes his friends or his sister _________ with him. (come, comes)
13. France _________ many rivers and canals. (has, have)
14. The canals of Europe _________ important sources of transportation. (provide, provides)
15. Some people _________ vacation trips along the canals. (take, takes)

At Home: Choose five of the action verbs that weren’t used in the sentences above. Write your own sentences using those verbs.
Main Verbs and Helping Verbs

**RULES**

- Sometimes the verb in a sentence is just one word.
  
  *A terrible plague* **struck** Europe in 1348.

- Sometimes the verb is more than one word. A **verb phrase** contains a **main verb** and one or more **helping verbs**.
  
  *The plague* **was called** the Black Death.
  
  **main verb:** called  **helping verb:** was

- The **helping verb** helps the main verb show an action or make a statement.

Write the verb phrase on the line. Circle the main verb. Underline the helping verbs.

1. The plague had started in Siena, Italy.

2. This fast-spreading disease was caused by bacteria.

3. The city was bustling with activity.

4. Workers had been building a cathedral there for two hundred years.

5. Ships from foreign ports were arriving daily at Siena’s docks.

6. These ships were carrying grain and other goods.

7. Rats also were traveling on these ships.

8. The rats and their fleas were carrying deadly bacteria.

9. Few people could avoid exposure to the fleas.

10. Soon people were beginning to catch the disease.

11. The disease was transferred by the bite of a flea.

12. Scientists have labeled the disease “bubonic plague.”

13. People did not understand germs and viruses back then.

14. Eventually, two thirds of Siena and a third of Europe would die.

15. The cathedral of Siena has remained unfinished to this day.
Mechanics and Usage: Commas

**RULES**

A comma signals a pause between parts of a sentence.

- Use a comma after the **greeting** and **closing** in a friendly letter.
  
  *Dear Lily, Your friend,*

- Use a comma to separate the day and year in a **date** and the city and state in an **address**.
  
  *April 12, 2003 Sante Fe, New Mexico*

- Use commas to separate words or numbers in a **series**.
  
  *Tim bought carrots, corn, and beans.*

- Use a comma after **introductory words**, or to set off a **direct address**.
  
  *No, I’m not ready. Lee, please help me.*

- Use a comma to set off an **appositive** or an **interrupter**.
  
  *Jim, my brother, is ill. I will, of course, visit him.*

Add commas where needed.

1. The Renaissance a period of great creativity started in Florence Italy around 1350.

2. It was a period when literature art and science flourished.

3. The Medici family who were bankers and traders helped make Florence a rich city.

4. Lorenzo Medici was a patron or supporter of the arts.

5. Petrach was a poet who studied the classics the works of ancient Greece and Rome.

6. Michaelangelo one of the world’s most famous artists was a painter and sculptor.

7. Leonardo da Vinci another great Renaissance artist was born on April 15 1452.

8. Leonardo was a painter a sculptor an architect a scientist an engineer and a musician.

9. One of his most famous paintings the Mona Lisa is in the Louvre in Paris France.

10. William Shakespeare an English poet and playwright is considered the greatest writer of the English language.

**At Home:** Write a letter to a friend to tell him or her your five favorite foods. Include a date, a greeting, and a closing, properly punctuated.
Mixed Review

RULES

• An action verb tells what a subject does or did.

  Celia cuts the wood.

• The verb’s tense tells when the action takes place.

  Present-tense verbs tell what is happening now.

  She plans to make a bookcase.

  Past-tense verbs tell what has already happened.

  She chose the wood yesterday.

  Future-tense verbs tell what will happen.

  Tomorrow she will begin her new project.

• The subject and verb of a sentence must agree.

Write the correct form of the verb in parentheses.

1. Celia ___________ to make things from wood. (like)
2. Her father ___________ her to use power tools. (teach)
3. Last month she ___________ a bookcase for her room. (build)
4. She ___________ cherry, a beautiful hardwood. (use)
5. First Celia ___________ the wood to size. (cut)
6. Then she ___________ the pieces together. (nail)
7. She always ___________ slowly and carefully. (work)
8. Next she ___________ the wood until it was smooth. (sand)
9. Finally she ___________ several coats of finish. (apply)
10. Now she ___________ to make a table for her little brother. (want)
11. Tomorrow she ___________ to the lumber yard to choose wood. (go)
12. She ___________ to use knotty pine. (plan)
13. When she is finished, she ___________ the table. (paint)
14. Her little brother ___________ impatiently. (wait)
15. He and his friends ___________ to play games on the new table. (want)

At Home: Choose five sentences from a magazine or newspaper article that contain action verbs. Underline the verb and tell what tense the verb shows.
Progressive Forms

**RULES**

• The **present-progressive** form of a verb expresses action that is continuing now.

  *I am reading* a good book.

• The **past-progressive** form of a verb expresses action that continued for some time in the past.

  *I was reading* it last night when my friend called.

• To form the present-progressive tense, use the helping verb *am*, *is*, or *are* followed by a present participle, or the *–ing* form of a verb. For the past-progressive tense, use the helping verb *was* or *were* with the present participle.

Underline the verb phrase. Then tell whether it is in the **present-progressive** form or the **past-progressive** form.

1. I am trying to read all the mysteries in our library. _______________
2. I was reading a mystery last night. _______________
3. The bare branches were scratching my window. _______________
4. I am planning to trim those branches soon. _______________
5. At first my cat was sitting in my lap. _______________
6. Suddenly she was yowling at the window. _______________
7. Something was moving around outside. _______________
8. Soon the hairs on the back of my neck were standing up. _______________
9. Then I realized that another cat was calling to her from the porch. _______________
10. Now, of course, my cat is pretending it never happened. _______________

**At Home:** Write two sentences to tell what you were doing when you heard the phone ring. Then write two sentences to tell about what is happening now.
Perfect Tenses

**RULES**

- Sometimes a verb tells about an action that happened sometime in the past. The action may also have started in the past and is still going on. To express this action, use the **present-perfect tense**.

  *I have tried* ice skating.

- If one action occurred before another action in the past, use the **past-perfect** tense.

  *Before last year, none of my friends had tried* snowboarding.

Write whether the underlined verb is in the **present-perfect** tense or the **past-perfect** tense.

1. People **have used** skis for centuries, of course. ________________

2. Kids **have raced** downhill on everything from sleds to pieces of cardboard.

   ________________

3. Before I was six, I **had learned** to ski. ________________

4. My parents **have encouraged** me to try new things. ________________

5. But snowboarding **has existed** for only about 35 years. ________________

6. I **have enjoyed** snowboarding the last few winters. ________________

7. Before the 1960s, no one **had heard** of snowboarding. ________________

8. Some people **have credited** Sherman Poppen with inventing the first snowboard, called a Snurfer, in 1965. ________________

9. Others **have given** credit to Tom Sims, who built one as an eighth grade project in 1963. ________________

10. By the late 1970s, Snurfer competitions **had been** an annual event. ________________

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**At Home:** Look through a magazine or newspaper to find sentences that show the past-perfect and the present-perfect tense. Tell a family member how you can tell the tense.

**McGraw-Hill Language Arts**

Grade 6, Unit 3, Verbs

pages 180–181
Linking Verbs

**RULES**

Some verbs are **linking verbs.** A linking verb links the subject to a noun or an adjective in the predicate.

- A **predicate noun** names or identifies the subject.
  
  *My aunt is a *baker.*

- A **predicate adjective** describes the subject.
  
  *My aunt is *talented.*

Circle the linking verb. Write *PN* or *PA* on the line to tell whether the underlined word is a predicate noun or a predicate adjective.

1. This recipe appears simple. _______________
2. I am a *beginner,* you know. _______________
3. Chocolate is always my *choice.* _______________
4. This cake will be *terrific.* _______________
5. You are a good *baker.* _______________
6. The batter is *ready.* _______________
7. The oven is *hot* now. _______________
8. The cake smells *wonderful.* _______________
9. The oven is still *warm.* _______________
10. The cake is almost *ready.* _______________
11. It is too *hot* to frost now. _______________
12. I am a big *fan* of chocolate. _______________
13. The frosting is *thick* and sweet. _______________
14. The first bite tastes *delicious!* _______________
15. This cake is a *masterpiece.* _______________

**At Home:** Write three sentences about a friend using linking verbs. Circle the predicate nouns or adjectives.
Irregular Verbs

RULES

• Most verbs show the past tense by adding -ed or -d. These are regular verbs.
  
  *Yuiko sketched a picture.*

• Irregular verbs do not add -d or -ed to show the past tense or the past participle.
  
  *She drew some trees and a fence. She has drawn animals, too.*

Choose the correct form of the verb in the parentheses. Write it on the line.

1. Yuiko and her parents have ______________ to Vermont. (drived, driven)
2. They have ______________ there for a vacation. (go, gone)
3. Yuiko has ______________ her sketching materials. (taken, taked)
4. She has ______________ there will be many things to draw there. (knew, known)
5. Last year, the family ______________ to Maine. (flyed, flew)
6. Yuiko ______________ pictures of lighthouses last year. (drew, drawed)
7. Have you ______________ her paintings of the Bar Harbor light? (seen, saw)
8. Painting is not all she has ______________, however. (done, did)
9. Last year she ______________ swimming every day. (went, go)
10. Yuiko and her brother ______________ horses, too. (ridden, rode)
11. Yuiko also had ______________ a lot this year. (rode, ridden)
12. She and her brother ______________ on a team. (swimmed, swam)
13. Yay! Yuiko has ______________ to me. (written, wrote)
14. I ______________ she would write. (knowed, knew)
15. She even ______________ me a picture of the place where she is staying. (draw, drew)

At Home: Write about a vacation you and your family have taken. Circle the irregular verbs you use in your writing.
More Irregular Verbs

RULES

- Irregular verbs do not add -d or -ed to form the past tense and past participles. You should memorize irregular verbs.

  *Jim’s grandmother taught piano.*

Underline the form of the verb which correctly completes the sentence.

1. Jim has (take, taken) piano lessons for years.
2. His grandmother (teached, taught) him to play.
3. He had not (think, thought) it would be easy.
4. He (caught, catched) on quickly, though.
5. Last week, her students (holded, held) a recital.
6. Each one played a piece he or she had (choosed, chosen).
7. Jim actually (wear, wore) a tuxedo!
8. Mrs. Sinclair (speak, spoke) for a few minutes before the recital.
9. “Some of these songs have (break, broken) my heart,” she said.
10. She (say, said) she was proud of everyone’s accomplishments.

At Home: With a family member, write three sentences that contain the irregular verbs eat, drink, choose. Compare your sentences.
Mechanics and Usage: Contractions with *Not*

**RULES**

- A **contraction** is a shortened form of two words. Many contractions can be made with *not*.
  
  *is not*  *isn’t*  *have not*  *haven’t*

- Use an **apostrophe** in place of the letters that have been left out.

Underline the contraction in each sentence. Then write the two words it is made from.

1. I **didn’t** know you could speak Spanish. ________________

2. I **haven’t** heard you speak it before. ________________

3. It **isn’t** difficult to learn. ________________

4. I **can’t** understand what you are saying. ________________

5. You **mustn’t** give up. ________________

6. We **won’t** be studying a language in school until next year. ________________

7. You **don’t** have to wait until then. ________________

8. You **shouldn’t** be shy. ________________

9. You **couldn’t** sound any funnier than I do. ________________

10. I **wasn’t** very good at first. ________________

11. You **wouldn’t** believe how I sounded! ________________

12. My sister hasn’t **been** sorry she started studying it. ________________

13. She **doesn’t** want to stop. ________________

14. I **hadn’t** had any interest before today. ________________

15. I **won’t** be satisfied until I learn, too. ________________

At Home: Examine a novel or story that has lots of conversation. Find three sentences that have contractions using the word *not.*
Mixed Review

RULES

- Use **present-progressive verbs** to express action that is continuing right now.
  
  *I am reading* about wetlands.

- Use **past-progressive verbs** to express action that was continuing in the past.
  
  *I was reading* a good article when you called.

- Use **present-perfect verbs** to express action that began sometime in the past and is still going on.
  
  *I have waited* to show it to you.

- Use **past-perfect verbs** to tell of a past action that occurred before another past action.
  
  *I had known* the importance of wetlands.

- Not all verbs show action. **Linking verbs** link the subject noun with a **predicate noun** or a **predicate adjective**. They tell what someone or something is or was.
  
  *Wetlands are important to our water supply.*

Complete the sentences by writing the tense of the verb indicated in parentheses.

1. Our county legislature _________________ a resolution about protecting wetlands. (study: present-progressive)
   
2. They _________________ in favor of such resolutions in the past. (vote: present-perfect)

3. They _________________ a firm stance on environmental issues. (take: present-perfect)

4. Mrs. Keasbey _________________ many articles about the need for protection of wetlands. (write: present-perfect)

5. She _________________ extensively in college. (teach: past-perfect)

6. Now she _________________ a course in environmental science in our high school. (teach: present-progressive)

7. She _________________ wonderful photos of our Great Swamp. (take: present-perfect)

8. I _________________ how beautiful it is. (realize: present-progressive)

9. Not only are the wetlands beautiful, but they _________________ prevent flooding, too. (help: present)

10. We _________________ how important this is during Hurricane Floyd. (see: past)
Common Errors: Subject-Verb Agreement

RULES

• Singular subjects require a singular verb. Plural subjects require a plural verb. Ignore words or phrases that separate the subject and verb.

  One of our classmates suggests that we visit the Natural History Museum.

• When sentences begin with here or there, the verb should agree with the subject that follows it.

  There are other students who want to go too.

• With compound subjects joined by and, use plural verbs.

  Insects and dinosaurs captivate our interest the most.

• With compound subjects joined by or or nor, use the verb that agrees with the closest subject.

  Neither the students nor the bus driver knows the route.
  Neither the bus driver nor the students know the route.

A. Write agree if the subjects and verbs agree. Write disagree if they do not.

  1. The insect section is quite large. ______________
  2. We asks about the water strider in the small pool. ______________
  3. Phillip and two teachers meets the entomologist. ______________
  4. Jeffery asks why the water strider has only four legs. ______________
  5. They have six legs, but the two in front is very short. ______________

B. Underline the correct form of the verb in parentheses.

  6. Neither the students nor our teacher (know, knows) about the scorpion fly.
  7. It often (eat, eats) a spider’s fly.
  8. Scorpion flies (spit, spits) at spiders’ webs.
  9. The spider silk (dissolves, dissolve).
  10. Now the teacher and students (board, boards) the bus to return home.

At Home: Rewrite the sentences in Part A that did not agree. Change the verb form to agree with the subject.
At Home: Look up the word *walk* in a dictionary and in a thesaurus. Explain how the different information each provides can help you.
Vocabulary: Prefixes and Suffixes

- **Prefixes** are word parts that are added to the beginning of base words.
- **Suffixes** are word parts that are added to the end of base words.
- Both prefixes and suffixes change the meaning of words.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Suffix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>un-</td>
<td>not</td>
<td>-able</td>
<td>able to</td>
</tr>
<tr>
<td>non-</td>
<td>not, without</td>
<td>-ful</td>
<td>full of</td>
</tr>
<tr>
<td>dis-</td>
<td>opposite of</td>
<td>-ly</td>
<td>like in nature or manner</td>
</tr>
<tr>
<td>re-</td>
<td>again, back</td>
<td>-er, -or</td>
<td>one who, that which</td>
</tr>
<tr>
<td>pre-</td>
<td>before</td>
<td>-ment</td>
<td>act, condition</td>
</tr>
</tbody>
</table>

Circle the prefixes and underline the suffixes in the sentences.

1. It was a beautiful day for the school picnic and charity drive.
2. The sunshine seemed likely to last all day.
3. The children and the parents were filled with excitement.
4. The teachers had done a great job with the event.
5. Each student donated food that was not perishable.
6. The fourth grade students brought utensils, cups, and dishes that could be reused next year.
7. Plates, napkins, and tablecloths were made from recycled paper.
8. Each sixth-grade pupil brought articles of unused clothes.
9. The cafeteria staff made an enjoyable array of sandwiches and salads.
10. Then the sky darkened and turned a frightful shade of gray.
11. Just as suddenly, the wind gusted with near-gale strength.
12. Everyone stood in disbelief as the picnic began to blow away.
13. Quickly, each person grabbed an armload of goods and ran for the cafeteria.
14. The picnic was reassembled there.
15. Fortunately, the day was saved and everyone had a terrific time.

At Home: Write five sentences describing an experience you had during a storm. Use suffixes and prefixes in each sentence. Read your sentences to a family member.
Composition: Organization

- Use different methods to organize a written piece to make it more understandable for the reader.

- Words like left, right, above, near, in front, or outside in a spatial description show how things are arranged: The hat slid under the chair.

- Time-order words like first, next, then, before, and after show the order of steps: First, measure the flour, then pour it in the bowl.

- Words like caused or because point out what happened or why it happened in cause and effect statements: We ran inside because of the heavy rain.

Look at the words in dark type. Circle what kind of words they are.

1. A tumble in the mud caused the stain on her shirt.
   spatial description cause and effect time order

2. Before you turn on the washer, put detergent in it.
   spatial description cause and effect time order

3. Fold the clothes neatly after you take them from the dryer.
   spatial description cause and effect time order

4. She lost a button from the bottom of her coat.
   spatial description cause and effect time order

5. What caused this dog to sit on its hind legs and beg?
   spatial description cause and effect time order

6. You will find the hammer inside of the cabinet.
   spatial description cause and effect time order

7. Rover will roll over because he’s been trained well.
   spatial description cause and effect time order

8. The next step is to tighten the screw.
   spatial description cause and effect time order

9. Our house is behind the public library.
   spatial description cause and effect time order

10. Are those stores near the park or the skating rink?
    spatial description cause and effect time order

At Home: Use time-order, spatial, and cause and effect words to tell a family member about objects in your home.
Adjectives

**RULES**

- An adjective is a word that describes, or modifies, a noun or pronoun. A single noun can be modified by more than one adjective.

  *The tall, creepy monster entered the room.*

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

  *The monster was green and hairy.*

Circle the adjective or adjectives that modify the underlined noun or pronoun.

1. Joey borrowed a new video **camera**.
2. He was anxious to make a movie.
3. We got some of our good **friends** to help.
4. We used some scrap **wood** to build a set in the backyard.
5. We decided to film a horror **movie**.
6. Next we created some strange **costumes**.
7. Kenny wore a wild **wig** and glasses.
8. He also wore a long, white **coat**.
9. He would play the part of the mad **scientist**.
10. Brandon wore a marvelous **mask**.
11. He was awesome as the fierce **gorilla**.
12. At the beginning of the movie, he was in a large wooden **crate**.
13. The scientist’s injection gave him superhuman **strength**.
14. The **music** Keisha played on her keyboard in the background was creepy.
15. Our movie was a huge **success**.

**At Home:** Write three sentences about a movie you recently saw. Use adjectives. Then circle the nouns or pronouns the adjectives describe.
Choose the correct article to complete the sentence. Write a, an, or the on the line.

1. The antique store was in ________ small village upstate.
2. It was in ________ old house.
3. In the back of________ store there was ________ unusual little green lamp.
4. I thought ________ lamp would look nice on ________ dresser in my room.
5. ________ shopkeeper seemed reluctant to sell ________ lamp.
6. He tried to talk me into buying ________ different lamp.
7. He offered to throw in ________ vase and ________ odd statue, too.
8. But I had developed ________ fondness for ________ unusual lamp.
9. I didn’t want ________ others.
10. Finally I won ________ argument, and we put ________ lamp in my car.
11. As we drove down ________ road,

   I got ________ strange feeling.
12. Was there ________ shadowy shape

   in ________ backseat?
13. I caught ________ glimpse of him

   from ________ corner of my eye.
14. I turned and saw ________ fat little man!
15. “I am ________ genie,” he announced.

At Home: With a parent or sibling copy a short paragraph containing several articles from a newspaper or magazine. Omit the articles. Then exchange papers and fill in the correct articles. Check each other’s answers.
Demonstrative Adjectives

**RULES**

- *This, that, these,* and *those* are **demonstrative adjectives**. They point out nouns and answer the question **which one(s)?**

  *This* dog is a German Shepherd. *That* dog is a poodle.

- Use *this* and *that* for singular nouns.
- Use *these* and *those* for plural nouns.
- Use *this* and *these* for nouns that are close at hand.
- Use *that* and *those* for nouns that are farther away.

Choose the correct demonstrative adjective and write it on the line.

1. ____________ kennel raises German Shepherd pups. (This, These)
2. ____________ mother dog there is named Neela. (That, Those)
3. ____________ puppies over there in the last pen are Neela’s. (These, Those)
4. ____________ puppies here are five weeks old. (These, Those)
5. The pups in ____________ pen over there are three months old. (this, that)
6. The kennel owner is showing us ____________ puppies. (these, this)
7. The ones in ____________ kennel over there have already been sold. (that, this)
8. But ____________ puppies here are still for sale. (these, those)
9. I think ____________ puppy I am holding is the most lively. (this, that)
10. But ____________ one over there seems smarter. (this, that)
11. Here, hold ____________ sable pup. (this, that)
12. Look at ____________ fat little pup over there! (this, that)
13. I think ____________ two are my favorites. (these, this)
14. But look at ____________ puppies chasing each other over there. (these, those)
15. I’ve decided. I want ____________ one that’s pulling on my shoelace. (this, that)

**At Home:** Find sentences in a magazine or newspaper containing each of the demonstrative adjectives. Then circle the nouns they modify.
Mechanics and Usage: Proper Adjectives

**RULES**

- An adjective formed from a proper noun is called a **proper adjective**.
- Always use a capital letter for a **proper adjective**.

<table>
<thead>
<tr>
<th>Country</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia</td>
<td>Asian</td>
</tr>
<tr>
<td>France</td>
<td>French</td>
</tr>
<tr>
<td>Ireland</td>
<td>Irish</td>
</tr>
<tr>
<td>Japan</td>
<td>Japanese</td>
</tr>
</tbody>
</table>

Underline each proper adjective.

1. My aunt is a famous American actress.
2. She has a Boston accent.
3. She is good at imitating a British accent, too.
4. She recently returned from a Caribbean cruise.
5. We celebrated and had dinner at a Jamaican restaurant.
6. After dinner, my aunt had a cup of Colombian coffee.
7. I had a huge piece of Italian cheesecake for dessert.
8. My aunt gave me a little Persian cat for my birthday.
9. It was carved from Indian teak.
10. During the summer I hope to travel with her to the Scandinavian countries.
11. Once I traveled with her to three South American countries.
12. I am very interested in Argentine arts.
13. We also saw Brazilian gauchos on our trip.
14. The food in Brazil shows a strong African influence.
15. Next month she tours ten European countries.

**At Home:** With a parent or sibling, take turns naming a proper noun. The other person should then name the proper adjective that can be made from it.
Mixed Review

RULES

• An adjective describes a noun or pronoun. Adjectives can come before or after the word they describe.

• Predicate adjectives modify nouns or pronouns in the predicates of sentences. They come after linking verbs. The high, craggy Alps are awesome!

• This, that, these, and those are demonstrative adjectives. They point out nouns and answer the question which one(s). These and those modify plural nouns. This and these point out nouns that are nearby. That and those point out nouns that are farther away.

• A, an, and the are special adjectives called articles.

Write PA above any predicate adjectives. Then circle the articles in the sentences. Draw one line under all other adjectives and two lines under demonstrative adjectives.

1. Greece is mountainous.
2. The plains are fertile.
3. The Italian peninsula looks like a boot.
4. At the northern border of Italy are high mountains.
5. These mountains are the Alps.
6. Like Greece, Italy has rich flat land.
7. One famous plain, the Latium plain, is in central Italy.
8. Archaeologists became curious about remains on this important plain.
9. Have you heard the Roman legend of Romulus and Remus?
10. Those twins were raised by a wolf.
11. That story is fascinating.
12. The soil on the Latium plain is rich and fertile.
13. However, much of the soil is rocky.
14. That soil is excellent.
15. Italy’s fine wines became valuable trading goods.

At Home: Choose an illustration that interests you. Write three sentences using adjectives to describe the picture.
Comparative and Superlative Adjectives

**RULES**

Some adjectives compare things or people.

- To compare two people or things, use a **comparative adjective**.
  
  To make the comparative form, add `-er` to most short adjectives of one or two syllables.
  
  *The second movie was **funnier** than the first one.*

- To compare more than two people or things, use a **superlative adjective**.
  
  To make the superlative form, add `-est` to most short adjectives of one or two syllables.
  
  *I thought it was one of the **funniest** movies I’ve ever seen.*

Choose the correct comparative or superlative adjective for each sentence. Write it on the line.

1. Which movie was _____________, *The Three Sillies in Hawaii* or *Father of the Bride*? (funnier, funniest)
2. Which movie is _____________, *Frankenstein* or *The Wolfman*? (old, older)
3. I know I thought *Frankenstein* was _____________. (scarier, scariest)
4. Who was _____________, Lon Chaney or Bela Lugosi? (tall, taller)
5. Is *The Haunted Car Wash* the _____________ movie you ever saw? (scarier, scariest)
6. No, I thought it was _____________ than *Frankenstein*, though. (sillier, silliest)
7. The _____________ horror movie ever made was *Attack of the Green Vegetables*. (sillier, silliest)
8. Was Godzilla _____________ than King Kong? (taller, tallest)
9. I know King Kong was ______________. (hairiest, hairier)
10. Who is ______________, Superman or King Kong? (strongest, stronger)
11. Was *Space Rabbits* an ______________ spin-off than *Voyager*? (earlier, earliest)
12. I think Vulcans are ______________ than Klingons. (brave, braver)
13. Well, Klingons are certainly ______________! (uglier, ugliest)
14. Who was ______________, Mr. Drew or Dr. Beard? (smartest, smarter)
15. Which TV show had the ______________ run? (longer, longest)

**At Home:** Make a list of five adjectives of one or two syllables. Write their comparative and superlative forms.
Comparing with *More* and *Most*

**RULES**

- For most short words, add *-er* and *-est* to form the **comparative** and **superlative** forms.
- For most words of more than two syllables, use **more** and **most**.

Rewrite each sentence. Use the correct form of the adjective.

1. Hanna is a *(experienceder, more experienced)* painter than I am.

2. Her paintings are a lot *(colorfuller, more colorful)* than mine.

3. She is not afraid to tackle the *(most difficult, difficultest)* subjects!

4. I think she is *(more talented, talenteder)* than I am.

5. I hope to become a *(more skillful, skillfuller)* painter with practice.

6. I did a painting of Mt. Washington, the *(highest, most high)* peak in our state.

7. The scenery there is the *(most beautifullest, most beautiful)* I have ever seen.

8. The fall colors there are *(more wonderful, more wonderfuller)* than in my hometown.

9. I think landscapes are *(more interesting, interestenger)* to paint than still lifes.

10. I think being able to create a beautiful painting is the *(most rewarding, most rewardingest)* thing I know.

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At Home: In a newspaper or magazine find and underline five comparisons which use *more* or *most.*
Comparing with *Good* and *Bad*

**RULES**

- Some adjectives have irregular forms for the **comparative** and **superlative**.

  
  \[
  \begin{align*}
  &\text{I am a } \textbf{good} \text{ skier} \\
  &\text{Jan is a } \textbf{better} \text{ skier.} \\
  &\text{Fritz is the } \textbf{best} \text{ skier in} \\
  &\text{the class.} \\
  &\text{This was a } \textbf{bad} \text{ storm.} \\
  &\text{Last week’s storm was } \textbf{worse}, \\
  &\text{but it was not the } \textbf{worst} \text{ storm I’ve ever seen.}
  \end{align*}
  \]

Choose the correct form of the adjective in parentheses and write it on the line.

1. Fritz is a ____________ skier 
   than Jan. (good)
2. I am a ____________ skier
   than I am a skater. (bad)
3. Kenan is a much ____________
   skater than I am. (good)
4. Who is the ____________ skier you know? (good)
5. I am much ____________ at snowboarding than at skiing. (good)
6. Joe is pretty ____________ at snowboarding! (bad)
7. He is much ____________ at swimming than he is at winter sports. (good)
8. Just because he grew up in California, he thinks he is the world’s ____________ surfer! (good)
9. Well, he is much ____________ at it than you are. (good)
10. That’s true. But hardly anyone is ____________ than I am. (bad)
11. You are not the ____________ swimmer in the world, though. (bad)
12. No, but I am pretty ____________! (bad)
13. Do you like winter sports ____________ than summer sports? (good)
14. I think the ____________ thing about swimming is lying on the beach. (good)
15. The ____________ thing about winter sports is getting snow down your neck. (bad)

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**At Home:** Use *better*, *best*, *worse*, or *worst* to write three sentences that compare your skill in a sport you like and one you dislike.
Combining Sentences: Adjectives

**RULES**

• Short, choppy sentences that tell about the same person, place, or thing can be combined.

**Separate:** The chickadee is a lively bird. The chickadee is a small bird.

**Combined:** The chickadee is a small, lively bird.

Combine the sentences to make one sentence. Write the new sentence.

1. The chickadee will eat from my hand. The chickadee is bold.

2. The nuthatch is little. The nuthatch is gray.

3. This woodpecker is called a flicker. This woodpecker is large.

4. A bird feeder is in my backyard. The bird feeder is small.

5. Many birds eat these seeds. These seeds are sunflower seeds.

6. The bluejay has a noisy call. The bluejay is beautiful.

7. The cardinal is bright red. The cardinal is a male.

8. The cardinal is duller. The cardinal is a female.

9. The cardinal has a whistle. The whistle is cheery.

10. The birds put on a show. The show is interesting.

At Home: Write some short sentences using the same subject, but with different adjectives. Then show how you could combine the sentences to make a longer, smoother sentence.
Mechanics and Usage: Abbreviations

**RULES**

- An **abbreviation** is a shortened form of a word.
- Abbreviate titles before or after a person’s name.
  - Mr. (Mister)  Dr. (Doctor)  Jr. (Junior)
- Use the abbreviations **A.M.** (ante meridiem, “before noon”) and **P.M.** (post meridiem, “after noon”) for exact times.
- Use abbreviations for days of the week or months only in lists or charts.
  - **Tues.**  **Nov.**
- In addresses, abbreviate the words that refer to streets.
  - Rd. (Road)  St. (Street)  Rte. (Route)
- Postal Service abbreviations for the names of states do not have periods.
  - NJ (New Jersey)  OK (Oklahoma)  NM (New Mexico)

Write the abbreviation for the underlined word.

1. The chart said “**January, 2001.**” ________________
2. That was the day I would meet **Doctor** Roberts. ________________
3. My appointment was for **3 post meridiem** sharp! ________________
4. I woke up at 6:15 **ante meridiem**. ________________
5. I walked over to **Bleecker** **Street**. ________________
6. I stopped to visit **Governor** Jackson. ________________
7. She lives on the corner near **Sixth** **Avenue**. ________________
8. On the way, I met **Reverend** **Sandler**. ________________
9. He showed me a letter he received from **Mister** **Mustard**. ________________
10. The letter was written last **Tuesday**. ________________
11. He is moving to **Tennessee**. ________________
12. He will live on **Mulberry** **Drive**. ________________
13. I went there last **August**. ________________
14. My friend, Simone, moved there in **February**. ________________
15. Maybe we will all meet in **California** this year. ________________
Mixed Review

RULES

• To compare two or more things use the **comparative** form of the **adjective**.
  This mountain is **taller** than that one.

• To compare more than two things, use the **superlative** form of the **adjective**.
  Mt. Aconcagua is the **tallest** mountain in North America.

• Use *more* and *most* to form the **comparative** and **superlative** of most adjectives
  of more than two syllables.
  Which continent is the **most interesting**?

• Some adjectives have irregular forms for the **comparative** and **superlative**.

Write the correct form of the adjective in parentheses.

1. The Andes are a very ____________ mountain range in South America. (high)
2. Which are _____________, the Rocky Mountains or the Andes? (high)
3. The Andes are _____________. (tall)
4. They have the _____________ mountain in the Americas, too—Mt. Aconcagua. (tall)
5. The Andes are also the ____________ mountain range in the world. (long)
6. The _____________ civilizations in the Americas developed in South America. (early)
7. The Inca had one of the ____________ civilizations. (advanced)
8. The _____________ temple in the Inca city of Cuzco honored the sun god. (important)
9. Were the builders of Cuzco ________________ than the builders of the Egyptian pyramids? (skillful)
10. In ____________ areas, the Inca built terraces of earth so they could farm the land. (hilly)

At Home: Write sentences comparing TV shows, movies, or books, telling which you think are scary, funny, or most interesting. Use comparative and superlative adjectives.
Common Errors: Adjectives

**RULES**

- When using adjectives to compare two nouns, add -er. When comparing more than two nouns, add -est.
  
  Our solar system is **smaller** than our galaxy.

- When using adjectives with two or more syllables, add more or most to create the comparative and superlative forms.
  
  Some stars are **more massive** than other stars.

- Never use more or most before adjectives ending in -er or -est, or before irregular comparative and superlative adjectives: better, best, worse, worst.

  **Incorrect:** The telescopes in space give **more better** views of space than telescopes on Earth.

  **Correct:** The telescopes in space give **better** views of space than telescopes on Earth.

Write the correct form of the adjective in parentheses.

1. Venus is (closer, closest) to the sun than Earth. __________
2. Mercury is (closer, closest) to the sun of all nine planets. __________
3. Mars is (distanter, more distant) from the sun than Earth. __________
4. Pluto is the (more distant, most distant) planet of all. __________
5. Telescopes provide (clearest, clearer) views of space than the naked eye. __________
6. Space probes do a (thorougher, more thorough) exploration of space than telescopes. __________
7. The nine planets are the (larger, largest) of all objects that orbit the sun. __________
8. Jupiter is 45 times (larger, largest) than Pluto. __________
9. Its diameter makes Jupiter the (more large, largest) of all the planets. __________
10. Saturn, with its colorful rings, is the (beautifulest, most beautiful) of all planets. __________

**At Home:** Tell a family member what nouns are being compared in each sentence above.
Write where you would look in the library media center to find the following:

1. the novel *Julie of the Wolves* ________________
2. a set of encyclopedias _________________________
3. an atlas on CD-ROM __________________________
4. a biography of Jacques Cousteau __________________
5. a video about volcanoes _________________________
6. *The Farmers' Almanac* _________________________
7. yesterday’s sports scores _______________________
8. a book about earthquakes ______________________
10. last month’s *Time* magazine ___________________

**At Home:** Describe three different areas of your local library and tell what kinds of materials you would find there.
Vocabulary: Synonyms and Antonyms

- **Synonyms** are words with the same or nearly the same meaning.
- **Antonyms** are words with opposite or nearly opposite meanings.

<table>
<thead>
<tr>
<th>Synonyms</th>
<th>Antonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>pretty and beautiful</td>
<td>tall and short</td>
</tr>
<tr>
<td>sleepy and tired</td>
<td>huge and tiny</td>
</tr>
<tr>
<td>big and huge</td>
<td>quickly and slowly</td>
</tr>
<tr>
<td>glad and happy</td>
<td>asleep and awake</td>
</tr>
</tbody>
</table>

Write the letter of the word in the box that is either an antonym or synonym of the word in dark type.

<table>
<thead>
<tr>
<th>a. forgotten</th>
<th>b. find</th>
<th>c. chambers</th>
<th>d. searching</th>
<th>e. beauty</th>
<th>g. largest</th>
<th>h. enormous</th>
<th>i. ancient</th>
<th>j. damaged</th>
</tr>
</thead>
</table>

1. There has been an exciting **discovery** in the Valley of the Kings. __________

2. A **tiny** tomb, named KV5, has been uncovered. __________

3. It was found by a traveler in 1825, then abandoned and **remembered**. __________

4. In 1989, a **modern** road over the tomb was going to be widened. __________

5. An archeologist feared the long-forgotten tomb would be **repaired** by the new road. __________

6. Therefore, he went **looking** for it. __________

7. The archeologist was surprised and **delighted** at the size of the find. __________

8. It is the **smallest** tomb in the Valley of the Kings to date. __________

9. There are many **rooms**, at least 110 of them! __________

10. The wife of Ramses II, named Nefertari, was famous for her **ugliness**. __________

---

**At Home:** Pretend you have just discovered an ancient Egyptian tomb. Write a paragraph about your discovery. Use synonyms and antonyms in your story.
Composition: Writing Descriptions

- A **description** is a vivid picture you create with words.
- Descriptive writing uses **sensory details** to appeal to the reader’s senses of sight, smell, hearing, taste, and touch.
- The **order of details** helps a reader understand a description. Use a spatial order (front-to-back, left-to-right, up-and-down) or cause-and-effect order (reasons for something happening and the results) for your details.

  The breeze felt *cool* and *humid*, while the air smelled *fresh* because of the rain.

  - **sensory detail/touch**
  - **sensory detail/smell**

Read these descriptive sentences. Underline the words in each sentence that create sensory details. Then write the kind of sense it appeals to: *touch, sight, smell, taste, or hearing.*

1. The pine tree at the top of the mountain looked like a dazzling spike. 
2. The mountain air whistled melodiously in my ears as I began my climb.
3. The mossy covered ground was a silken blanket I could easily nap on.
4. Darting down from the tree tops, the cries of birds stung our ears.
5. The low clouds looked like soft pillows.
6. The distant clouds I saw were puffs of cotton candy sailing through the sky.
7. The afternoon sun burned down on our backs.
8. Standing by myself on the mountain top, the crisp air cooled my face.
10. Sun reflecting off the stream sparkled like the cut edge of a diamond.

**At Home:** Write five sentences that describe your favorite place in nature. Use sensory details in your descriptions.
Underline the personal pronoun in each sentence.

1. Nicole and I had been invited to a masquerade party.
2. We didn’t know what costumes to wear.
3. Nicole said she had a long black dress.
4. The dress gave me an idea.
5. We could get glitter stars to put on the dress.
6. They would make the dress look like the night sky.
7. Nicole could go to the party as Night, and I could go as Day.
8. Mom helped me make a dress out of a blue sheet.
9. We sewed puffy clouds on the blue dress.
10. Nicole made stars and sewed them on her dress.
11. Mom made a mask for me that looked like the sun.
12. She made one for Nicole that looked like the moon.
13. We went to the party dressed as Day and Night.
14. All the guests applauded when they saw the costumes.
15. The judges gave us the prize for the most inventive costume.
Pronouns and Referents

**RULES**

- A referent, or antecedent, of a pronoun is the word or group of words to which the pronoun refers.
- Pronouns and referents (antecedents) must agree in number and gender.

<table>
<thead>
<tr>
<th>Singular:</th>
<th>Pronoun</th>
<th>Referent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liana chose the experiment she wanted to do.</td>
<td>pronoun</td>
<td>referent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural:</th>
<th>Pronoun</th>
<th>Referent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corey and Andrew checked out the equipment they needed.</td>
<td>pronoun</td>
<td>referent</td>
</tr>
</tbody>
</table>

A. Choose the pronoun that completes the sentence.

1. them it
   Henry read about a water rocket and decided to make _____________.

2. she he
   Henry wanted to make a water rocket because _____________ was fascinated by space travel.

3. them it
   He looked for the things he needed and found _____________ around the house.

4. them it
   He drilled a hole in a cork and pushed the needle adapter from his bicycle pump through _____________.

5. them it
   He cut fins out of balsa wood and glued _____________ to a plastic bottle.

B. Circle the referent for each underlined pronoun.

6. Henry’s mom found a cork for Henry’s bottle, and she gave it to him.

7. Henry connected his bicycle pump to the rocket he intended to launch.

8. Henry and his friend Joey took the contraption to the park where they could play without hitting anything.

9. Henry set the bottle upside down and started pumping air into it.

10. Henry released the cork and watched the rocket as it soared into the air.

At Home: Make up a sentence that has no pronouns, such as “Ice makes the sidewalks slippery.” Ask your family member to restate the sentence, replacing every noun with a pronoun.
## Subject and Object Pronouns

### Rules

- **A subject pronoun** takes the place of a noun as the subject of a sentence.

  *Mark* did a report on the Middle Ages. *He* wrote about knights and armor.

  Use a subject pronoun when the pronoun is part of a compound subject.

  *Emily* wrote about knights, too. *She* and *Mark* shared their research.

- **An object pronoun** is used as the object of a verb or as an object of a preposition, such as *at, in,* or *to.*

  When *Mark* talks about armor, everyone listens to *him.*

  Use an object pronoun when the pronoun is part of a compound object.

  The teacher congratulated *Mark* and *me.*

Write *S* if the underlined word is a subject pronoun. Write *O* if its an object pronoun.

1. **We** are learning about the Middle Ages. _____
2. Our teacher read **us** *A Medieval Feast.* _____
3. **It** described a day in the life of a king. _____
4. In the book, **he** visits the lord of the manor. _____
5. The household makes special preparations for **him.** _____
6. In the kitchen, **they** prepare elaborate dishes fit for a king. _____
7. **They** also plan elaborate entertainment. _____
8. A visit from the king was a lot of work for **them.** _____
9. **They** probably wished the king would just stay home. _____
10. **He** traveled because he was short of money. _____
11. Travel allowed **him** to live off others for a while. _____
12. The noblemen had to do what was expected of **them.** _____
13. **They** went to great expense to entertain the king. _____
14. Our teacher also showed **us** a book of medieval recipes. _____
15. Some of our classmates made one of the dishes and shared it with all of **us.** _____

---

**At Home:** Find a newspaper or magazine article. Read the first paragraph aloud. Identify the pronouns and tell if they are subject pronouns or object pronouns.
Combining Sentences: Subject and Object Pronouns

**RULES**

- Two sentences with the same predicate but different subjects or objects can be combined by forming **compound subjects** and **objects**. This reduces repetition. Use a **subject pronoun** in a compound subject. Use an **object pronoun** in a compound object.

  **Subject Pronouns**
  Separate:  
  - She helped organize a puzzle tournament.
  - Andrew helped organize a puzzle tournament.
  Combined:  
  - She and Andrew helped organize a puzzle tournament.

  **Object Pronouns**
  Separate:  
  - Henry helped Andrew.
  - Henry helped her.
  Combined:  
  - Henry helped Andrew and her.

Combine each pair of sentences and write the combined sentence.

1. Aurora chose the puzzles. I chose the puzzles.

2. She wanted lots of word games. Milo wanted lots of word games.


4. Our teacher advised Aurora. Our teacher advised us.

5. We invited the fifth graders. We invited you.

**At Home:** Make up two simple sentences. Replace the subjects or the objects with pronouns. Then combine the two sentences into one sentence.
Add quotation marks in the correct places.

1. I wish I could find my sneakers, said Susan.
2. We'll help you find them, said Vicki.
3. Let's think about this, said Alan. Where were the sneakers last seen?
4. Susan answered, I wore them yesterday to play tennis.
5. Maybe you left them at the tennis courts, suggested Alan.
6. No, said Susan. They were still on my feet when I got home.
7. Did you look in your closet? asked Vicki.
8. Susan replied, That's the first place I looked.
9. Did you look under your bed? asked Alan.
10. That was the second place I looked, said Susan.
12. Susan replied, My brother’s taking him for a walk.
14. He’s got a bed in my brother’s room, Susan answered.
15. You should look there, said Eric. I bet you'll find your sneakers.
Mixed Review

RULES

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

“Will you help me make posters for the play?” asked Beau.

Underline the sentence in each pair that has the correct punctuation marks.

4. But you’re a good artist”, said Beau. “But you’re a good artist,” said Beau.
5. “What play are you doing?” asked Stacy. “What play are you doing,” asked Stacy.
6. “We’re doing Cinderella,” said Beau. “We’re doing Cinderella” said Beau.
8. “I’m the footman, said Beau.” “I’m the footman,” said Beau.
9. “Doesn’t the footman start out as a horse?” asked Stacy.
   “Doesn’t the footman start out as a horse!” asked Stacy.
10. “Change into a footman!” said Stacy.
    “Change into a footman” said Stacy.
11. A big cutout of a horse is on stage,” said Beau.
    “A big cutout of a horse is on stage,” said Beau.
    “Fairy Godmother, wave your wand,” Beau says.
15. “Whose idea was that”, asked Stacy. “Whose idea was that?” asked Stacy.
Indefinite Pronouns

**RULES**

An indefinite pronoun does not refer to a particular person, place, or thing. Indefinite pronouns can be singular or plural.

**Singular:** Somebody was singing.

**Plural:** Many could hear the song.

Underline the indefinite pronoun in each sentence.

1. Everybody heard the sound.
2. Nobody knew who was singing.
3. In fact, some didn’t think it was singing at all.
4. To several, it sounded like the sound of the wind.
5. Others thought it might be an animal.
6. Someone said it sounded like a coyote.
7. We had never heard anything like it before.
8. Then somebody called out, “Who’s there?”
9. All of us waited to hear what would happen.
10. We weren’t sure if something would answer or not.
11. At first, we didn’t hear anything.
12. Then we heard something weird.
13. Nobody knew what it was.
14. It was like no sound anyone had heard before.
15. Some of us were starting to get scared.
16. Then we heard something familiar.
17. Everybody recognized it immediately.
18. It was the sound of someone giggling.
19. Soon everyone had figured out the mystery.
20. Andrea was hiding in the woods making weird sounds and trying to scare everybody.

---

**At Home:** Ask a family member to write a sentence with a subject and an object. Then rewrite it, replacing the subject and the object with indefinite pronouns.
At Home: Write three sentences with singular subject pronouns and three sentences with plural subject pronouns.

In each sentence, cross out the verb that does not agree with the subject pronoun.

1. They (dig, digs) in the garden.
2. They (pretend, pretends) they’re archaeologists.
3. She (find, finds) a bit of pottery.
4. She (examine, examines) it carefully.
5. It (look, looks) like part of a plate.
6. He (discover, discovers) a large coin.
7. It (is, are) bigger than a quarter.
8. He (think, thinks) it is a half dollar.
9. He (scrape, scrapes) off the dirt with his thumb.
10. He (try, tries) to see the date.
11. She (ask, asks) how old it is.
12. He (see, sees) that the date is 1924.
13. “That’s a very old coin,” she (say, says).
14. He (know, knows) the coin is mostly silver.
15. They (think, thinks) the coin may be worth more than fifty cents.
16. They (keep, keeps) digging, hoping they will find something else.
17. After a while, she (uncover, uncovers) something big and hard.
18. They (think, thinks) it might be a treasure chest.
19. He (help, helps) her shovel the dirt off.
20. Then they (realize, realizes) it is only a flat rock.

Reteach

The **subject pronoun** and the **verb** must agree in a sentence. They should both be singular or plural.

**Singular:** She **wants** to be an archaeologist.

**Plural:** We **want** to go on an archaeological dig.

**RULES**
Possessive Pronouns

**RULES**

- A **possessive pronoun** shows ownership.
- Some possessive pronouns stand before nouns: *my, your, his, her, its, our,* and *their.*
- Other possessive pronouns can stand alone: *mine, yours, his, hers, its, ours,* and *theirs.*

\[ \text{Sienna’s report was longer than Sean’s.} \]
\[ \text{Her report was longer than his.} \]

- Possessive pronouns are not contractions. They never take an apostrophe.

Cross out the pronoun that does not fit the sentence.

1. Sienna and I both wanted to do (our, ours) reports on Queen Elizabeth I of England.
2. Sienna decided to write (her, hers) about the time before Elizabeth became queen.
3. I wanted (my, mine) to be about what she did while she was queen.
4. Elizabeth was Henry VIII’s daughter, and Anne Boleyn was (her, hers) mother.
5. Sienna read about Henry VIII’s other children and (their, theirs) lives.
6. Elizabeth’s half-brother Edward succeeded (their, theirs) father as king of England.
7. Edward was only nine years old when he began (his, their) reign.
8. Elizabeth’s half-sister, Mary, was in (her, hers) thirties when she became queen.
9. Edward’s reign had been short, but (their, his) reign was not as short as Mary’s.
10. In 1558, Elizabeth succeeded (her, hers) half-sister as queen of England.
11. This is when England enjoyed one of (its, it’s) greatest periods in history.
12. I wrote (my, mine) report about that period.
13. I learned about William Shakespeare and (his, their) theater.
14. I read about Sir Francis Drake and Sir Walter Raleigh and (their, theirs) adventures.
15. Sienna’s report was interesting, but I think (my, mine) was better.

**At Home:** Write three sentences that include a possessive pronoun before a noun.
Mechanics and Usage: Pronoun-Verb Contractions

**RULES**

- A **pronoun-verb contraction** is formed by joining a pronoun and verb with an apostrophe that replaces the letters that have been left out.

  *They are looking for the perfect gift.* *They’re looking for the perfect gift.*

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

  *They’re looking for the perfect gift for their teacher.*

Write the contraction that can replace the underlined pronoun and verb.

1. We know when our teacher’s birthday is, and it is coming up soon. __________
2. He is such a great teacher that we want to do something special. __________
3. Some kids said they would like to buy him a present. __________
4. They are not sure what he would like. __________
5. I think it is really hard to buy presents for grownups. __________
6. Some of us decided that we are going to be spies. __________
7. We will listen and think about everything he says and does. __________
8. Maybe he will give us a clue about something we could give him. __________
9. This afternoon, we are reading a story about kayaking. __________
10. He asks us to visualize the setting and imagine we are on a tranquil stream. __________
11. It is quiet, and we can hear nothing but the sounds of nature. __________
12. I know he is wishing he were there. __________
13. I ask him if he has ever gone kayaking on the river. __________
14. When he says no, I get the idea for something he will really like. __________
15. We will rent him a kayak for a day on the river. __________
Choose the correct word to complete each sentence. Write it on the line.

1. your / you’re Check ________________ bags at this counter.

2. Your / You’re ________________ the person who bought the ticket, right?

3. its / it’s Then ________________ time to go to the gate.

4. their / they’re The gate area is filled with people waiting for ________________ planes.

5. its / it’s The agent says ________________ time to board the plane.

6. our / ours These seats might be ________________.

7. my / mine The window seat is ________________.

8. their / they’re Some people are already in ________________ seats.

9. her / hers My mom fastens ________________ seatbelt.

10. my / mine I need help with ________________.

11. its / it’s Soon the plane is making ________________ way down the runway.

12. my / mine Mom grabs ________________ hand and smiles.

13. our / ours I think ________________ flight will be great.

14. their / they’re The flight attendants start ________________ work.

15. her / hers Mom offers me ________________ snack.

At Home: Write five more sentences about taking a trip on a plane, a train, a bus, or in a car. Use a possessive pronoun or a pronoun-verb contraction in each sentence.
Common Errors: Pronouns

**RULES**

**Pronouns** are words that take the place of nouns.

- Use a noun instead of a pronoun when a pronoun can refer to more than one referent.
  
  *The teacher told James about the car wash, then he invited me.*
  
  *The teacher told James about the car wash, then James invited me.*

- In the subject of a sentence, use subject pronouns such as *I, we, he, she,* and *they.*
  
  *We asked the bank for permission to use their parking lot.*
  
  *They said we could use it after the bank closed on Saturday.*

- Use object pronouns such as *me, us, him, her,* and *them* as the object of a verb or preposition.
  
  *It was nice of the bank to help us.*
  
  *We told them how much we appreciated their help!*

Write the correct pronoun in parentheses that completes each sentence.

1. James asked Sherry and (I, me) to help raise money for the class trip. ________

2. I told (him, he) I could help at the car wash. ________

3. The teacher told (we, us) to bring a pail and rags from home. ________

4. The people at the bank said (them, they) would let us use their parking lot. ________

5. At first, (we, us) didn’t have any customers. ________

6. Sherry and (me, I) made a large sign that advertised the car wash. ________

7. James and Sherry stood with the sign where passing cars could see (they, them). ________

8. Sherry said James helped (she, her) get people’s attention by waving at the cars. ________

9. Suddenly, (she, her) was directing cars into the bank’s parking lot. ________

10. People were lined up waiting for (we, us) to wash their dirty cars. ________

---

At Home: Tell a family member whether each pronoun you wrote is a subject pronoun or an object pronoun.

**McGraw-Hill Language Arts**

Grade 6, Unit 5, Pronouns,

pages 358–359
When you take notes for a report, you write down **main ideas** and **important facts**. Then you can use these notes to **summarize** the information you find.

**New South Wales** was discovered and claimed for Great Britain by explorer James Cook, who sailed into Botany Bay in 1770. The first settlement was Fort Jackson, a prison camp, established in 1788. The settlement was then renamed Sydney, for British Home Secretary Lord Sydney. By the 1820s, there were more free settlers arriving than convicts. The search for sheep-grazing land led to further exploration of the area. Other colonies (South Australia 1836, Victoria 1851) were established in New South Wales. New South Wales became a state in 1901 upon achievement of federation.

See also, Cook.

Underline five items that you would include in notes from this article on a note card.

Title: New South Wales

1. James Cook died in 1779.
2. Colonists also raised wheat.
3. New South Wales was discovered in 1770 by Captain Cook.
4. First settlement was a prison camp at Fort Jackson, in 1788.
5. Later, more free settlers arrived than convicts.
6. Fort Jackson was renamed Sydney.
7. Wales is a region west of England.
8. Victoria is south of New South Wales.
9. Cook prevented scurvy by using good dietary and hygienic measures.
10. New South Wales became a state in 1901.

**At Home:** Use the notes above to write a short summary of the most important ideas in the article.
Vocabulary: Root Words

- **Root words** are word parts to which suffixes, prefixes, and combining forms are added to form new words.

<table>
<thead>
<tr>
<th>aud</th>
<th>“to hear”</th>
<th>dict</th>
<th>“to tell”</th>
<th>loc</th>
<th>“place”</th>
</tr>
</thead>
<tbody>
<tr>
<td>equ</td>
<td>“equal”</td>
<td>fer</td>
<td>“carry or bear”</td>
<td>pose</td>
<td>“to put”</td>
</tr>
<tr>
<td>fort</td>
<td>“strong”</td>
<td>ped</td>
<td>“foot”</td>
<td>port</td>
<td>“carry”</td>
</tr>
<tr>
<td>spect</td>
<td>“to look”</td>
<td>fin</td>
<td>“end”</td>
<td>meter</td>
<td>“measure”</td>
</tr>
</tbody>
</table>

Circle the root word in each word printed in dark type.

1. Each year, our country **imports** many products from other countries.

2. Should we **impose** higher taxes on certain products?

3. We can **inspect** products from other countries.

4. Celsius and Fahrenheit **thermometers** measure temperature on different scales.

5. **Equality** under the law is one of the main building blocks of democracy.

6. Tons of frozen fish were **transferred** from the ship to the dock.

7. The crumbling walls of the old castle will require extensive **fortification**.

8. The **final** game of the World Series had to be postponed because of rain.

9. Climbing Mount Everest requires physical and emotional **fortitude**.

10. The jury's verdict was fair and **equitable** for all parties.

11. This year's fireworks were quite a **spectacle**.

12. Paying close attention to your car's **speedometer** is a good safety rule.

13. Human beings have an **infinite** capacity for love and kindness.

14. Einstein's famous **equation** is \( e=mc^2 \).

15. It took the dogsled driver nearly three days to **finish** the grueling race.

**At Home:** Use the root words **equ**, **duct**, and **fort** to write about a great building such as the Greek Parthenon, the Roman Colosseum, or the Egyptian pyramids.
Composition: Writing Dialogue

- **Dialogue** in writing is made up of the words the characters in a story actually say. Words like *said, asked, answered, exclaimed* are **dialogue words**. Dialogue words help readers know who said what and how the words were said.

- Before and after the exact words a character speaks, use **quotation marks**. Use a **capital letter** for the first word of a sentence a character says.

- Every time a new character speaks, begin a **new paragraph** and use a separate set of quotation marks.

- Use a **comma** between the words of a speaker and the rest of the sentence. If the words of a speaker are a question or an exclamation, use a question mark or an exclamation point.

Read the story. Underline every group of words spoken by story characters.

1-10. One quiet winter day, Karon stared out of the window saying, "Maybe something special will happen today." Suddenly, she saw the mail carrier turn up her walkway.

"Well, fine day, don’t you think?” the mail carrier asked.

“I suppose,” Karon replied. Karon took the letter from the mail carrier.

“This has my name on it!”

The mail carrier smiled and said, “Then I guess it must be for you.”

“This letter comes from Kenya, all the way from Africa!” Karon said with excitement.

“That’s special,” the mail carrier said.

“This may be a letter from my new pen pal,” Karon replied.

The mail carrier turned to make the next delivery and said, “You’re a lucky girl!”

“Yes, I am!” Karon responded.
Adverbs That Modify Verbs

RULES

• An adverb is a word that modifies a verb, an adjective, or another adverb.
  
  *Daniel devotedly watches old TV comedies.*
  
  The adverb *devotedly* modifies the verb *watches.*

• An adverb can supply one of three types of information about a verb—
  how, where, or when.

  *Lately he’s been watching them at night.*
  
  The adverb *Lately* tells when.

• Many adverbs end in -ly.

Underline the adverb in each sentence.

1. Daniel truly enjoys old TV comedies.
2. He watches them regularly.
3. He usually watches one between homework and bedtime.
4. He collapses comfortably in front of the TV.
5. Daniel chuckles contentedly as he watches.
6. The characters frequently laugh at their own mistakes.
7. Daniel rarely sees a new episode of a show.
8. He has been watching them faithfully for years.
9. He can easily recite parts of the dialogue.
10. He especially likes it when his parents recite lines.
11. He remembers his favorite episodes clearly.
12. His family really enjoys playing this game.
13. They watch the beginning of the show attentively.
14. They identify the episode quickly.
15. Daniel knows instantly which episode it is.

At Home: Find an article that interests you in a magazine. Read it and make a list of all the -ly adverbs that are used in the article. Use some of them in sentences of your own.
Adverbs That Modify Adjectives and Adverbs

**RULES**

- Adverbs can modify adjectives and other adverbs.

  *Matt wanted to write a perfectly wonderful report.*

  The adverb *perfectly* modifies the adjective *wonderful*.

  *Time was running out very quickly.*

  The adverb *very* modifies the adverb *quickly*.

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

Circle the word that the underlined adverb modifies. Then write *adverb* or *adjective* to tell what the circled word is.

1. Matt had been thoroughly excited about his topic. __________________________
2. He had always been absolutely fascinated by space exploration. ______________
3. The courage of the early astronauts was truly amazing. ____________________
4. He knew that Alan Shepard was the very first American in space. ______________
5. He knew how incredibly small the early space capsules were. ________________
6. He was extremely knowledgeable about the Apollo missions. ________________
7. His research was amazingly thorough. _________________________________
8. Now he faced an immensely hard job. _________________________________
9. He had to put all that information into one relatively short paper. ___________
10. Perhaps he chose his subject too hastily. _______________________________
11. He quite calmly went through his notes. _______________________________
12. He came to a fairly obvious conclusion. _______________________________
13. He had to focus on one carefully defined topic. _________________________
14. Matt quite wisely decided to limit his topic. ___________________________
15. He was completely confident about his plan. ___________________________

**At Home:** Read an article in a magazine or newspaper and look for examples of adverbs that modify adjectives and adverbs that modify other adverbs.
Comparing with Adverbs

**RULES**

- The **comparative form** of an adverb compares two actions.
- Add *-er* or *more* to write the comparative form.
  
  *Andrew finished sooner than Melanie.*
  
  *Melanie worked more slowly than Andrew.*

- The **superlative form** of an adverb compares more than two actions.
- Add *-est* or *most* to write the superlative form.
  
  *Xavier finished soonest of all.*
  
  *Of all the students, he worked most quickly.*

A. Write the comparative and the superlative form of each adverb.

1. carefully ___________________________ ___________________________
2. close _______________________________ ___________________________
3. well _________________________________ ___________________________
4. early _________________________________ ___________________________
5. slowly _______________________________ ___________________________

B. Write the comparative form that correctly completes each sentence.

6. more eagerly most eagerly
   
   Nobody looked forward to the test ___________________________ than Julio.

7. better best
   
   He never did the ___________________________ on tests.

8. worse worst
   
   He did the ___________________________ of all the students.

9. harder hardest
   
   Julio studied ___________________________ than anyone else this time.

10. more most
    
    So he was the ___________________________ relieved when it was over.
Negatives

RULES

- **Negative** words express the idea of “no.”
- Use only one negative word to give a sentence a negative meaning.
- Correct a double negative by substituting a positive word or by dropping not or n’t from the sentence.

Incorrect:  I haven’t never eaten an artichoke.
Correct:    I haven’t ever eaten an artichoke. I have never eaten an artichoke.

A. Circle the words that correctly complete the sentences. Avoid double negatives.

1. Once I hardly (never, ever) tried new foods.
2. I didn’t like to eat (nothing, anything) new.
3. At home I (never, ever) have to eat (nothing, anything) I don’t like.
4. But that’s not true (nowhere, anywhere) else.
5. Our family went to a restaurant where we’d (never, ever) been before.
6. There was (nothing, anything) on the menu I wanted to eat.
7. Mom and Dad ordered (never, something) for me.
8. The waiter brought something I had (never, ever) tried—an artichoke!
9. There was (no, any) way to eat it with a knife and fork.
10. Then I found out (no one, someone) eats artichokes that way.

B. Correct the double negative in each sentence. Cross out the incorrect word and write the correct word above it.

11. I didn’t never think I would like artichokes.
12. They didn’t taste nothing like other green vegetables.
13. Of course, there aren’t no green vegetables I like much.
14. I had never tasted nothing like it.
15. I hope I don’t never forget to try new vegetables.

---

At Home: Write a sentence with a double negative. Correct it once by eliminating one of the negatives. Correct it a different way by changing a negative to a positive.
Mechanics and Usage: Colons and Hyphens

**RULES**

- Use a **colon** to separate the hour and the minute.
  
  *Meet us at 1:00.*

- Use a **colon** to introduce a list of items that ends a sentence.
  
  *Look for the three of us: Nina, Alan, and Roberto.*

- Use a **colon** after the greeting of a business letter.
  
  *Dear Friends:*  

- Use a **hyphen** to show the division of a word at the end of a line.
  
  *I hope you come with us next **Tuesday**. We are going to the museum.*

- Use a **hyphen** in numbers from twenty-one through ninety-nine.
  
  *There were **thirty-two people in line**.*

- Use a **hyphen** in compound words, including compound adjectives.
  
  *Most of them were **eleven-year-olds**.*

Add a colon or a hyphen.

1. Dear Museum Director
2. We’re coming to the natural history museum.
3. There are twenty one in the group.
4. We are interested in these things dinosaurs, whales, and cave people.
5. We will arrive at 1:30.
6. We got on the bus at 12:00.
7. Twenty five minutes later we were at the museum.
8. Three teachers went with us Mr. Alvarez, Ms. Berry, and Ms. Chung.
9. We wanted to see the dinosaurs before anything else.
10. We saw triceratops, the three horned dinosaur.

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**At Home:** List three things you did today and the exact time you did them.
Mixed Review

RULES

- **Adverbs** can modify verbs, adjectives, and other adverbs. A **comparative adverb** compares two actions. A **superlative adverb** compares more than two actions.

  Adverb: Andrew applauds **enthusiastically**.

  Comparative adverb: Adele cheers **more enthusiastically**.

  Superlative adverb: Coach Appleby yells **most enthusiastically** of all.

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

  Incorrect:  I have **never** seen **nobody** so excited.

  Correct:    I have **never** seen **anybody** so excited.

A. Underline the adverb in each sentence.

1. The team is playing **amazingly good** basketball.
2. It is as if the players can’t do anything wrong.
3. They move quickly.
4. They handle the ball skillfully.
5. They are playing **better than ever before**.

B. Write each sentence correctly. Drop one negative or change it to a positive.

6. The other team doesn’t hardly have a chance.

7. Rachel isn’t letting **nobody** get near the basket.

8. Ella hardly never misses a rebound.

9. The other players can’t never get their hands on it.

10. Rachel and Ella never spend **no** time on the bench.

---

At Home: Write five negative sentences to tell what you imagine might happen when Rachel and Ella get back in the game during the fourth quarter. Underline the negative word you use in each sentence.
Prepositions

**RULES**

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

*The school band marches in the parade.*

The preposition *in* relates the word *parade* to the verb *marches.*

Underline the preposition or prepositions in each sentence.

1. Everybody came to band practice.
2. The band had been rehearsing for weeks.
3. They practiced every day after school.
4. They met in the band room.
5. They practiced marching on the soccer field.
6. The leader gave directions over a bull horn.
7. They marched in an intricate pattern.
8. Everyone marched to the drum beat.
9. The drum major signaled with his whistle.
10. The band started playing with spirit.
11. The band marched across the field.
12. Then half the band turned to the left.
13. After ten steps, they stopped.
14. The other half marched in the other direction.
15. They stopped at the edge of the field.
16. That night the fans rose from the bleachers.
17. They clapped in time to the music.
18. A vendor sold a bag of popcorn to a child.
19. The popcorn spilled onto the seats.
20. The bands played until midnight.

At Home: Choose something in your home and make up sentences to describe it that include prepositions—for example, “It is behind the couch.”
Prepositional Phrases

RULES
• A **prepositional phrase** begins with a preposition and ends with a noun or pronoun.
• The **object of the preposition** is the noun or pronoun that follows the preposition.

Underline the prepositional phrase in each sentence.

1. Great paintings hang in art museums.
2. They are seen by many people.
3. Great paintings are also seen in other places.
4. Are you familiar with the painting *American Gothic*?
5. It is a picture of a stern-looking farmer and his daughter.
6. The farmer has a pitchfork in his hand.
7. The daughter has her hair in a tight bun.
8. There is a farmhouse behind them.
9. Grant Wood’s painting hangs in the Chicago Art Institute.
10. Have you ever been to that museum?
11. Advertisements sometimes feature copies of famous paintings.
12. Advertisements are seen by a huge audience.
13. They appear in popular magazines.
14. They also appear on TV.
15. Many people know *American Gothic* through advertisements.

At Home: With a member of your family, read an article in a newspaper or magazine. Underline or copy all the prepositional phrases you find.
Prepositional Phrases as Adjectives

RULES

- A prepositional phrase contains a preposition, its object, and any modifiers of the object.

\[ \text{prepositional phrase} \]

\[ \text{The mountain with the chair lift looked interesting.} \]

- A prepositional phrase acts as an adjective when it modifies or describes a noun or pronoun. Such prepositional phrases are called adjective phrases.

- Adjective phrases answer the questions **What kind?** and **Which one?**

  - What kind? \( \text{People on skis shivered and stomped their feet.} \)
  - Which ones? \( \text{The skiers behind Ahmed talked nervously.} \)

An adjective phrase in each sentence is underlined. Circle the noun it modifies.

1. Ahmed’s first time on the chair lift was challenging.
2. The chair lift went to the top of an intermediate slope.
3. Ahmed had only skied on slopes for beginners.
4. He was almost at the front of the line.
5. A wave of panic spread over him.
6. The trip on the chair lift was just the beginning.
7. When he got to the top of the mountain, he had to ski down.
8. He tried to judge the height of the slope.
9. The glare of the sun made it hard to see.
10. Should he give up his place in line?
11. The person behind Ahmed encouraged him to stay.
12. Ahmed got to the top of the mountain.
13. He gazed at the slope with its icy patches.
15. It was a fast trip down that hill!

At Home: What do you think Ahmed will say about his adventure? Write three sentences that continue the story.
Prepositional Phrases as Adverbs

RULES

- A prepositional phrase can act as an adverb when it modifies or describes a verb, an adjective, or an adverb.
  
  *The National Marbles Tournament is held in Wildwood, New Jersey.*
  
  This prepositional phrase modifies a verb: *is held.*
  
  *The players are skillful to an amazing degree.*
  
  This prepositional phrase modifies an adjective: *skillful.*
  
  *They shoot accurately in many tournaments.*
  
  This prepositional phrase modifies an adverb: *accurately.*

- These prepositional phrases are called adverb phrases.

- Adverb phrases answer the questions *where,* *how,* or *when.*

Circle the word or words modified by the underlined adverb phrase.

1. Some players travel far to New Jersey.
2. Tournament players compete for scholarships.
3. Most people play marbles in the dirt.
4. On dirt surfaces marbles roll in funny ways.
5. Tournament members play on a smooth, hard surface.
6. “Ringer” is played at the tournament.
7. Tournament players place thirteen marbles on the smooth surface.
8. Players knock the marbles out of the circle.
9. To do this, they hit them hard with a shooter, or “taw.”
10. They hit them quickly at a right angle.
11. Spin helps for a good shot.
12. The marble moves with great speed.
14. It’s best if the taw stays within the circle.
15. Wherever it lands, the player shoots from that spot.

At Home: With a family member, read a magazine article and look for adverb phrases. Tell what kind of phrase it is.
Interjections

**RULES**

- **Interjections** are words or phrases that express strong feeling.
- Mild interjections are followed by **commas**.
  
  *Well, I just need to get something.*

- Strong interjections are followed by **exclamation marks**.
  
  *Sssh! I'm trying to write.*

Underline the interjection in each sentence.

1. Good grief! This is taking forever.
2. Wow! You sure write a lot of papers.
3. Well, this is the last one for a while.
4. Gee, you're lucky you've got a computer.
5. Imagine writing this by hand! Ugh!
6. Hey, let me see what you're writing.
7. Oops! Some of your cards fell off the table.
8. Yikes! Those were my note cards.
9. Oh dear, I'll pick them up for you.
10. Yikes! I had them all in order.
11. Well, they're not in order now.
12. Oh no, I'll be up all night.
13. Wow, I'm really sorry.
14. These are still in order! Amazing!
15. Phew! Maybe it's not so bad.

**At Home:** Work with someone in your family to write a dialogue. Include interjections in most of the lines.
Combining Sentences: Prepositional Phrases

**RULES**

- Two sentences can be combined by taking the **prepositional phrase** from one sentence and adding it to the other.
- The verb must agree with the subject of the sentence, not with the object of the preposition.

  *Ramon was reading a story. It was about Sherlock Holmes.*

  *Ramon was reading a story about Sherlock Holmes.*

Combine each pair of sentences. Write the new sentence.

1. Sherlock Holmes is a detective in stories. The stories are by Arthur Conan Doyle.

2. Sherlock Holmes solved mysteries. He did it by deduction.

3. People came to his rooms. They came for help.

4. One day, a young woman arrived. She arrived at Sherlock Holmes’s rooms.

5. Someone had been following her. He was on a bicycle.

6. The man wore a false beard and dark glasses. The man was on the bicycle.

7. Holmes went to investigate. He went with his friend Dr. Watson.

8. They hid beside the road and waited. They waited for the mysterious bicyclist.

9. They discovered something amazing. It was about the mysterious bicyclist.

10. The man was trying to protect the young woman. The man was in disguise.

**At Home:** Write a simple sentence. Give it to a family member and ask that person to add an adjective phrase or an adverb phrase.
Mechanics and Usage: Punctuating Introductory Prepositional Phrases and Interjections

**RULES**

- Use a **comma** after a long introductory prepositional phrase.
  
  *On a rainy and boring afternoon last summer, we did a jigsaw puzzle.*

- Use a comma to prevent a misreading after a short introductory phrase.
  
  *For some people, puzzles are relaxing.*

- Put an exclamation mark after an **interjection** that expresses very strong feeling.

  *Aha! This piece goes right here!*

- Put a comma after an **interjection** that expresses a milder feeling.

  *Well, I wonder where this piece is.*

Correct these sentences. Add commas or exclamation marks to separate prepositional phrases and interjections from the rest of the words in the sentence.

1. Oops I dropped a piece of this puzzle.

2. Phew I’m glad I found it.

3. When it’s time for dinner we’ll have to stop.

4. When we eat what will we do with the puzzle?

5. Well we’ll have to stop working on it.

6. With this puzzle all over the table we can’t eat.

7. Yeah I guess this is the dining room table.

8. After dinner and dessert let’s work on this again.

9. Sure but what do we do in the meantime?

10. Hey Let’s put the tablecloth over the puzzle.
Mixed Review

RULES

• A **preposition** comes before a noun or pronoun and relates the noun or pronoun to other words in a sentence.

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

```
preposition object of the preposition

The sheep are rounded up and herded into pens by sheepdogs.
```

• Two sentences can be combined by adding a prepositional phrase from one sentence to the other sentence.

```
Many people saw sheepdog trials. They were in the movie Babe.
Many people saw sheepdog trials in the movie Babe.
```

Underline the prepositional phrase in each sentence.

1. Border collies are favorite dogs for sheepherding.
2. The sheepdogs in the movie *Babe* were border collies.
3. Border collies are usually black with a white blaze and collar.
4. They may have white on their legs.
5. The tips of their tails may also be white.
6. Border collies are stars in sheepdog trials.
7. The dogs have to separate three sheep from the rest.
8. Then they must get the sheep to go into a pen.
9. Some people think border collies are the smartest dogs in the world.
10. They are the dogs you see most at agility trials.
11. They are also stars in Frisbee competitions.
12. Border collies are called “canine workaholics” by many people.
13. They love to work, and are miserable with nothing to do.
14. Without training and work, they can be unhappy and destructive.
15. Consequently, they don’t make good pets for most people.

At Home: Write a simple sentence with a subject, a verb, and a direct object—for example, *David read a book*. Have a family member expand the sentence by adding a prepositional phrase.
Common Errors: Adverbs

**RULES**

- An adjective describes a noun or pronoun. An adverb tells more about a verb, an adverb, or an adjective.
  
  **Incorrect:** Jimmy plays most sports *careful.*  
  **Correct:** Jimmy plays most sports *carefully.*

- *Good* is an adjective, *well* is an adverb.
  
  **Incorrect:** Jimmy does a *well* job when playing most sports.  
  **Correct:** Jimmy does a *good* job when playing most sports.

- Never use more than one negative word in a sentence.
  
  **Incorrect:** His mom doesn’t want him playing football *no* more.  
  **Correct:** His mom doesn’t want him playing football *any* more.

Rewrite each sentence correctly if the word in bold type is not used properly. Write correct if the sentence is written correctly.

1. Jimmy had to *quick* decide what sport he wanted to play next year.

2. He played baseball and football *well,* but he also liked tennis.

3. Jimmy *severely* injured his elbow playing football last October.

4. Tennis doesn’t seem to have *no* effect on his elbow.

5. Jimmy doesn’t have *no one* to help him make his decision.

At Home: Explain to a family member another way to correct the double negatives in exercises 4 and 5.
You can use the computer and the Internet to find information on almost anything! To do a good search, however, you must choose a good key word that is not too general or too specific.

Write the key word from the words in parentheses that you would use to find related web pages for each topic.

1. Hadrian’s Wall in England (walls, Hadrian’s Wall, England)
   ______________________________

2. Recent earthquakes in North America (earthquakes, recent, North America)
   ______________________________

3. List of passengers on board the Titanic (lists, passenger lists, Titanic)
   ______________________________

4. Life cycle of wolves in Yellowstone Park (life, wolves, Yellowstone Park)
   ______________________________

5. How Francis Scott Key wrote the Star-Spangled Banner (Francis Scott Key, Key, Star-Spangled Banner) ______________________________

6. How to raise and train llamas (raising animals, how-to, llamas)
   ______________________________

7. Pollution of the world’s oceans (world, oceans, ocean pollution, pollution)
   ______________________________

8. Inventions of Thomas A. Edison which changed the world (inventions, world, Thomas A. Edison) ______________________________

9. Cesar Chavez’s fight for migrant workers (fight, Cesar Chavez, migrant workers)
   ______________________________

10. Nesting habits of the American bald eagle (nesting, American, bald eagle)
    ______________________________
Vocabulary: Word Choice

- **Good word choice** depends on knowing which word to use to enlighten the reader. Precise word choice involves the skillful use of the possible **positive** and **negative** meanings, or **connotations** of words.

  - **Positive connotation:** Joe wore a bright red sweater.
  - **Negative connotation:** Joe wore a glaring red sweater.

Write each sentence, using one of the words in parentheses. Then write whether the word has a positive or negative connotation.

1. After a (quick, hasty) game of basketball, the girls ate lunch in the park.

2. Jodi saw her friend (charging, sprinting) across the grass.

3. She tried (regularly, frantically) to get her friend's attention.

4. Finally, the boy (smiled, smirked) back at her.

5. Jodi said that Paul is a (clever, wily) and talented student.

**At Home:** Recount an event that you were sure you were going to hate that turned out fine. Use words with a negative connotation and words with a positive connotation.
Composition:
Leads and Endings

- The first sentence in a persuasive composition is the lead. It should grab the attention of your reader.
- The last sentence is the ending. It should give your reader the feeling of completeness. It may state your strongest argument, draw a conclusion, or restate the main idea.

Read each pair of leads or endings. Underline the one that is the stronger.

1. How can you influence decisions made in the student council?
   - You can help the student council.
2. Just like fresh-picked flowers, gardening as a hobby will bring beauty into your life.
   - Gardening makes a good hobby.
3. Take a CPR class today.
   - Please don’t forget: CPR (Cardiac Pulmonary Resuscitation) helps to save lives.
4. When did you last keep a personal diary?
   - She opened her diary.
5. Remember, be a good sport.
   - Always remember that courtesy and sportsmanship go hand in hand.
6. Why should you wear a helmet every time you ride your bike?
   - You must wear a bicycle helmet when you ride.
7. Think about your unfulfilled dreams for a moment.
   - Tell about a dream you have.
8. When we recycle paper, we help the environment.
   - Recycled paper means one more tree left in a forest.
9. Now is the time to sign up for the student volunteer corps.
   - We need your help for the student volunteer corps.
10. Let me tell you a secret about successful students.
    - What makes a successful student?

At Home: Write a lead and an ending for a composition you might write to answer the question: Do You Support a Student Dress Code?