

Great Grammar Practice

Parts of
Speech



Capitalization

Verb Tenses



Punctuation

Types of Sentences



Linda Ward Beech

Great Grammar Practice

Linda Ward Beech

New York • Toronto • London • Auckland • Sydney
New Delhi • Mexico City • Hong Kong • Buenos Aires

Teaching
Resources



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Introduction

To be successful at any task, it is important to have the right tools and skills. Grammar is one of the basic tools of written and oral language. Students need to learn and practice key grammar skills to communicate effectively. The pages in this book provide opportunities to introduce and/or expand students' familiarity with grammar rules and concepts.

Using This Book

If your class has grammar texts, you can duplicate the pages in this book to use as reinforcements.

⇒ Read aloud the instructions and examples as some of the material might be unfamiliar to students. If necessary, provide additional examples and answer students' questions.

⇒ Model how to do the activity.

You can add these pages as assignments to your writing program and keep copies in skills folders at your writing resource center.

You may also want to use the activities as a class lesson or have students complete the pages in small groups.

Page by Page

Use these suggestions for completing the activity pages.

Activity 1

Review what students know about subjects and predicates before introducing this page.

Activity 2

Use the chart to review the terms for each kind of sentence.

Activity 3

Point out that a complete subject can include adjectives, articles, and prepositional phrases.

Activity 4

Point out that the verb usually indicates where a predicate begins. Make sure students understand that *helped* is used as a helping verb in sentence 5.

Activity 5

If students have difficulty identifying the subject in sentences with inverted order, suggest they reword the sentence so it is in regular order.

Activity 6

Explain that a compound subject always takes a plural verb form. In Part B, check that students use capital letters and punctuation in the new sentences they write.

Activity 7

Note that sentence 3 is a compound sentence, but does not have a compound predicate. In Part B, check that students use capital letters and punctuation in the new sentences they write.

Activity 8

Run-on sentences are a common error in student writing. This page offers practice in identifying and correcting them.

Activity 9

Discuss the substitute words students use in Part A. Encourage students to try out several words to see how they affect the tone.

Activity 10

If necessary, review the differences between compound subjects, compound predicates, and compound sentences.

Activity 11

Provide access to dictionaries for this page. Review spelling changes when suffixes are added to some of the words in Part B.

Activity 12

Have students give other examples of common and proper nouns. For example: the name of an organization, city, ocean, and store.

Activity 13

Point out that students will need to memorize certain plural forms.

Activity 14

The placement of the apostrophe in some possessive nouns is confusing, and students may need additional practice.

Activity 15

Draw attention to the word *all*, which usually indicates that a collective noun should be considered plural.

Activity 16

Review what an antecedent is before introducing the page. Remind students that the pronoun *you* is both singular and plural.

Activity 17

The misuse of pronouns often results in variations of standard English. Provide additional extra for students having difficulty.

Activity 18

Encourage students to use the chart when completing this page. Point out that *its* can't be used alone.

Activity 19

The misuse of these pronouns often results in variations of standard English. Point out that a reflexive pronoun comes after the verb in a sentence while an intensive pronoun comes after a noun or pronoun.

Activity 20

Indefinite pronouns can be confusing. Encourage students to use the chart.

Activity 21

If necessary, review the singular and plural forms of indefinite pronouns (Activity 20).

Activity 22

The misuse of these pronouns is common and often results in variations of standard English. Review the definitions of a subject and a direct object for students who have difficulty with these pronouns.

Activity 23

Encourage students to think carefully about the noun a given pronoun is replacing.

Activity 24

Remind students that action verbs usually have direct objects. Suggest that students ask themselves "What?" after encountering a verb in a sentence. For example, "Craig watched *what*?"

Activity 25

If necessary, review sentences with inverted order before assigning this page (Activity 5).

Activity 26

This page introduces the terms *transitive* and *intransitive*. It builds upon what students know about action and linking verbs. Mention that intransitive action verbs are often followed by prepositional phrases instead of direct objects.

Activity 27

This page introduces the term *auxiliary*. Point out that in the second example, the adverb *already* separates the helping verb from the main verb.

Activity 28

Point out the spelling changes in the different principal parts of some verbs. Provide dictionaries when students work on Part B.

Activity 29

The misuse of irregular verbs often results in variations of standard English. Remind students that there are many other irregular verbs; students should try to memorize the past and past participle forms of these verbs.

Activity 30

Explain that the present perfect tense also includes *have* for plural subjects. For example, “My parents have rented a new apartment.”

Activity 31

This page introduces progressive tenses. If necessary, complete one or two of the items before students work on the rest of the page.

Activity 32

These words are often misused. Encourage students to memorize the word meanings of each tricky pair.

Activity 33

The past tense forms of the verbs used on this page should be familiar to students. If necessary, provide access to dictionaries.

Activity 34

Point out that suffixes not only change a word’s meaning, but its part of speech as well. For example, the noun *comfort* becomes an adjective when the suffix *-able* is added. In completing the page, students may discover that more than one suffix can be used with some words.

Activity 35

Students may need to use a dictionary to spell some proper adjectives correctly.

Activity 36

Students may need to use a dictionary to determine the comparative and superlative forms of some adjectives.

Activity 37

This page expands students’ knowledge of the functions of adverbs. You may wish to do Part B aloud with the class to explain the function of the adverb in each sentence.

Activities 38 and 39

Explain that some words can be used as both adverbs and adjectives. Give an example such as “We had an early dinner” and “We ate early.”

Activity 40

Students should familiarize themselves with the list of prepositions on this page.

Activity 41

Explain that students should use the same criteria for determining adjectives and adverbs when they decide what word a prepositional phrase modifies.

Activity 42

It’s easy to confuse certain adverbs and prepositions. Stress that how a word is used in a sentence determines the word’s part of speech.

Activity 43

Encourage students to identify the object of the preposition in each sentence.

Activity 44

Remind students that a comma is like a yellow traffic light for readers; it indicates a slight pause. When used in a series, commas help readers differentiate the items mentioned.

Activity 45

Explain that an appositive adds information to a sentence by telling more about a noun.

Activity 46

Students may need additional support in deciding whether to use parentheses or dashes.

Activity 47

Review words that would not be capitalized in a title. For example: *in*, *of*, *to*, and *the*.

Activity 48

In the first example, point out that the quotation has its own end punctuation—a period—and it is placed within the quotation marks.

Activity 49

Review what students know about capitalizing the first word of a sentence and

proper nouns. Also review end punctuation for a sentence and when the punctuation should fall within quotation marks.

Activity 50

Learning the meaning of these words should help students know how to use and spell them correctly.

Activities 51 and 52

Suggest that students make lists of common prefixes and suffixes (also see Activities 11 and 34). Then have students find examples of words with these prefixes and suffixes.

Activity 53

Invite volunteers to share how they determined the ranking of a synonym set.

Activity 54

Point out to students that parallel structure is important when they are writing sentences, not just bulleted lists.

Activity 55

Remind students that learning the meaning of these and other easily confused words will help them know how to use and spell them correctly.

Connections to the Standards

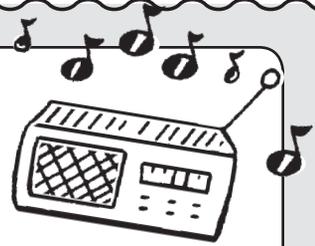
The activities in this book support the College and Career Readiness Anchor Standards for Language. These broad standards, which serve as the basis of many state standards, were developed to establish rigorous educational expectations with the goal of providing students nationwide with a quality education that prepares them for college and careers. The chart below details how the activities align with the specific language standards for students in grade 6.

English Language Arts Standards		Activities
Language	Conventions of Standard English	
	<ul style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 	1–55
	<ul style="list-style-type: none"> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	2, 5–9, 11–14, 21, 33–36, 38, 44–52, 55
	Knowledge of Language	
	<ul style="list-style-type: none"> Use knowledge of language and its conventions when writing, speaking, reading, or listening. 	1–55
	Vocabulary Acquisition and Use	
	<ul style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. 	9, 11–15, 17–25, 28–30, 32–36, 38, 39 50–52, 55
	<ul style="list-style-type: none"> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 	1–55
<ul style="list-style-type: none"> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	1–55	

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Focus on Sentences

A sentence is a group of words that expresses a complete idea.
 The subject tells who or what the sentence is about.
 The predicate tells what the subject does or is.



Most of my friends | **listen to the radio.**

↑
complete idea with subject and predicate

Like the latest music.

↑
incomplete idea; not a sentence

A. Write *sentence* or *not a sentence* for each group of words.

1. There was a school dance last week. _____
2. Decorations transformed the cafeteria. _____
3. The talented musicians. _____
4. All of the boys and girls danced. _____
5. Played all of our favorite songs. _____
6. Everyone had a great time. _____
7. Some parents arrived before the dance ended. _____
8. They remembered their own school dances. _____

B. Draw a vertical line between the subject and the predicate in each sentence (as in the example above).

9. One of the teachers grabbed the microphone and sang to the music.
10. The tasty refreshments included popcorn, pretzels, and lemonade.
11. The school should have a dance every Friday afternoon.
12. I wonder when the next dance will be.

Kinds of Sentences

A sentence is a group of words that expresses a complete idea. There are four kinds of sentences: declarative, interrogative, exclamatory, and imperative.

Kind of Sentence	End Punctuation	Example
A declarative sentence makes a statement.	Period	Some flowers grow from bulbs.
An interrogative sentence asks a question.	Question Mark	What is an example?
An imperative sentence gives a command. The subject is understood as <i>you</i> .	Period or Exclamation Mark	Name one of these flowers.
An exclamatory sentence shows strong feeling.	Exclamation Mark	What a beautiful flower that is!

A. Read the sentences. Write *declarative*, *interrogative*, *imperative*, or *exclamatory*.

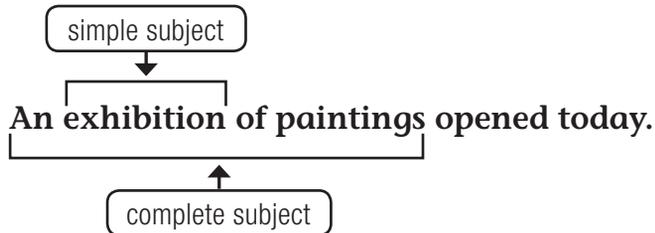
1. Did you know that tulips and daffodils grow from bulbs? _____
2. Have you ever seen an allium? _____
3. An allium is actually an ornamental onion. _____
4. You're kidding! _____
5. Please tell us more about these flowers. _____
6. Gardeners plant allium bulbs in the fall before the ground freezes. _____

B. Add the correct end punctuation. Write what kind each sentence is.

7. Alliums needs a period of dormancy in the cold in order to bloom _____
8. How interesting _____
9. Are these bulbs easy to grow, and when do they bloom _____
10. Watch for their appearance in May or June _____

Simple and Complete Subjects

A sentence has a simple subject and a complete subject. The simple subject is the noun or pronoun that is the most important word in the subject. The complete subject includes all the words in the subject.



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

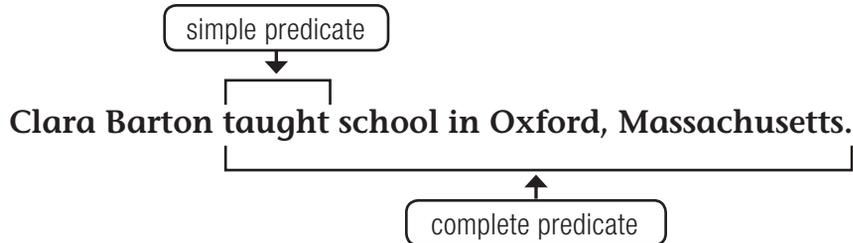
1. An important artist was born in Málaga, Spain, in 1881.
2. His parents named him Pablo Ruiz Picasso.
3. His father taught art and was the curator of a museum.
4. Young Picasso showed a natural talent in art.
5. At the age of 16, he entered the Royal Academy of Art in Madrid.
6. Pablo disliked the teaching and left after one term.
7. A trip to Paris in 1900 was a new and exciting environment for Picasso.
8. Picasso's pictures from this period featured the color blue.
9. The work of other artists interested Picasso at this time.
10. Art collectors began to buy Picasso's paintings.
11. By 1907, tribal masks from Africa had influenced his work.
12. Some people were shocked by this new style called Cubism.

Simple and Complete Predicates

A sentence has a simple predicate and a complete predicate.

A simple predicate is the verb, the most important word in the predicate.

A complete predicate includes all the words in the predicate.



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

1. Few American women worked outside the home in the early 1800s.
2. Clarissa Harlowe Barton had three major careers.
3. She began her working life as a school teacher.
4. She instructed 40 children, ages four to 13, in a one-room schoolhouse.
5. Barton helped care for the wounded during the Civil War.
6. No nursing schools existed at that time.
7. People like Clara Barton learned the job by doing it.
8. Barton's tireless service earned her the nickname "Angel of the Battlefield."
9. Clara Barton went to Europe in 1869.
10. She learned about a new organization called the International Red Cross.
11. Barton founded the American Red Cross in 1881.
12. The new organization chose Clara Barton as its first president.

Inverted Order

The subject usually comes before the predicate in a sentence. However, sometimes the order is inverted, and the subject comes after the predicate. An interrogative sentence has an inverted order.

Regular Order: Marco Polo traveled from Venice all the way to China.

Inverted Order: From Venice to China went Marco Polo.

Did Marco Polo reach China?

Here is the story of Marco Polo.

Circle the simple subject and underline the verb or verb phrase in each sentence. Then write *regular* or *inverted* to identify the order of each sentence.

1. Was Marco Polo born in Venice in 1254? _____
2. There were few European travelers at that time. _____
3. In 1271 Marco Polo left on a long journey with his father and uncle. _____
4. Was their destination the city of Karakorum in China? _____
5. Kublai Khan ruled the Mongol empire from there. _____
6. Here are the notes that Marco Polo kept of the trip. _____
7. Along the Silk Road traveled caravans of traders from many countries. _____
8. Fierce bandits prowled the countryside in some places. _____
9. Over the desert swept powerful sand storms. _____
10. The Polos also took a route over treacherous mountains. _____
11. Were the Mongols expecting the men from Venice? _____

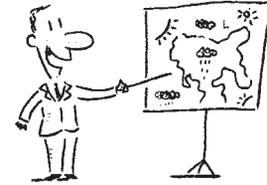
Compound Subjects

A compound subject has two or more nouns or pronouns with the same predicate. The conjunction *and* joins the subjects. A compound subject agrees in number with the verb.

Blizzards and hurricanes cause damage.

↑ ↑
compound subject: nouns joined by *and*

↑
plural verb form



A. Write *compound* or *not compound* to describe the subject in each sentence.

1. Rain and snow are forms of precipitation. _____

2. Wet weather can also include sleet or hail. _____

3. A blustery wind is noisy and stormy. _____

4. Cirrus clouds and cumulus clouds usually mean fair weather. _____

5. Squalls and gales are two kinds of wind storms. _____

6. Another name for a cyclone is a typhoon. _____

7. Sunny days can bring heat and humidity. _____

B. Combine the subjects in these sentences to make one new sentence with a compound subject.

8. Fog covered the land. Mist covered the land.

9. Santa Ana winds are hot. Sirocco winds are hot.

10. Umbrellas keep people dry. Raincoats keep people dry.

Compound Predicates

A compound predicate has two verbs with the same subject. The conjunction *and* joins the verbs. The verbs in a compound predicate are the same tense.

The forester looked and listened. He took pictures and made notes.

↑ ↑ ↑ ↑
compound predicates with verbs in the past tense joined by *and*

A. Write *compound* or *not compound* to describe the predicate in each sentence.

1. Birds called and sang in the woods. _____

2. A squirrel ran up a tree and chattered at Judd. _____

3. A slight breeze rose, and the leaves rustled. _____

4. Judd and his assistant knew many of the birdcalls. _____

5. One tree looked dry and unhealthy. _____

6. Insects hummed and buzzed among the leaves. _____

B. Combine the predicates in these sentences to make one new sentence with a compound predicate.

7. Judd observed invasive species. He noted invasive species.

8. Birds landed on trees. Birds perched on trees.

9. Trees provide shade for people. Trees make good homes for animals.

10. A chipmunk scurried by. It looked at Judd.

More About Sentences

Sometimes a sentence may have too many ideas that run together without the correct punctuation. This is called a run-on sentence.

Run-on Sentence: Everyone at our school loves basketball
we have a great team.

New Sentences: Everyone at our school loves basketball.
We have a great team.



A. Write *run-on* next to each run-on sentence.

1. The basketball fans filled the bleachers they cheered loudly. _____
2. We were playing against our rivals the team was from across town. _____
3. Our team lost the last game our coach gave us some good advice. _____
4. He told us to focus and do our best we always listen to him. _____
5. Our star player was out sick, so we all had to try harder than usual. _____
6. The score was tied most of the game our team scored as the buzzer sounded! _____

B. Write two sentences for each run-on sentence below.

7. There was a long line at the snack bar I almost missed the winning basket.
- _____

8. My friend is the tallest player on the team he is taller than the coach.
- _____

9. Next week we'll play an undefeated team do you think we will win?
- _____

Varying Words and Sentences

Writers can affect the tone of their work by choosing their words carefully. By varying sentences, writers can make their work more interesting to readers.

Bland: The train came down the tracks.

Exciting: The train roared down the tracks.

↑
different verb helps change tone of sentence

Sentence Patterns

Examples

Vary sentence beginning.

A long whistle pierced the night.
Through the night came a long whistle.

Vary kinds of sentence.

Was that a whistle in the night?
Listen to that whistle in the night.

A. Note the underlined word in each sentence. Write a substitute on the line that makes sense and would create a more exciting tone.

1. The signal at the crossing turned red. _____

2. Drivers halted for the arriving train. _____

3. Its light appeared in the darkness down the tracks. _____

4. The ground beneath the cars moved heavily. _____

5. A big noise filled the air. _____

6. Max, who was waiting in his car put his hands over his ears. _____

B. Rewrite three of the sentences in Part A so that you vary the sentence beginning or sentence type.

7. _____

8. _____

9. _____

Review: Sentences

A simple sentence contains a complete subject and a complete predicate. Both the subject and predicate can be in compound form.

Simple Sentence With a

Compound Subject: My friend and I like the country fair.

Simple Sentence With a

Compound Predicate: We go on rides and eat tasty food.

A compound sentence contains two simple sentences joined by a comma and a conjunction such as *and*, *or*, or *but*.

Compound Sentence: It is finally summer, and we can't wait to go to the fair!



Write *compound subject*, *compound predicate*, or *compound sentence* to describe each sentence.

1. Mom and Dad took us to the county fair.
2. We all wanted to play carnival games and go on some rides.
3. I won a small plush toy, but my friend won a gigantic one.
4. Dad encouraged us to check out the animals and offered to lead the way.
5. Mom bought us something to eat, and we went to the grandstand for the music.
6. After a long day, my friend and I were ready to leave.

Focus on Nouns

A noun is a word that names a person, place, thing, or idea. Some nouns are formed by adding suffixes to other words.

Word	Suffix	New Noun
king	-dom	kingdom
govern	-ment	government
disturb	-ance	disturbance
music	-ian	musician

A. Circle the nouns in each sentence.

- In the small town people told an old legend about a buried treasure.
- According to the local electrician, a chest of gold was hidden in a cove there.
- This story was told with great amusement and excitement.
- Searchers had looked, but never found any treasure near the coast.
- One year there was a disturbance in the sea, and an old wreck washed up on the beach.
- Politicians said any wealth from the ship belonged to the government.

B. Add a suffix from the box above to each word to form a new noun.

Use a dictionary to help with the spelling.

- | | |
|------------------|-------------------|
| 7. content _____ | 11. deliver _____ |
| 8. star _____ | 12. appoint _____ |
| 9. academy _____ | 13. bore _____ |
| 10. assign _____ | 14. inherit _____ |

C. Use two nouns you formed in Part B in one sentence of your own.

15. _____

Proper Nouns

Nouns that name a particular person, place, or thing are proper nouns and begin with capital letters.

All other nouns are common nouns.

Common Nouns	Proper Nouns
man	Scott King
woman	Jessica Ricci
monument	Statue of Liberty
day	Thursday
geographical body	Lake Michigan
nation	Indonesia
event	Civil War
continent	Antarctica

A. Write an example of a proper noun for each common noun below.

- | | | | |
|-------------|-------|------------|-------|
| 1. school | _____ | 6. artist | _____ |
| 2. month | _____ | 7. river | _____ |
| 3. building | _____ | 8. pet | _____ |
| 4. weekday | _____ | 9. holiday | _____ |
| 5. mountain | _____ | 10. state | _____ |

B. Draw three lines under each noun that should be capitalized in the following sentences.

11. In december aunt gia and uncle hector visited morocco.
12. This country in africa is separated from spain by the strait of gibraltar.
13. My aunt and uncle rode on camels in the sahara desert and hiked in the atlas mountains.
14. In a city called fez they shopped in a huge bazaar.
15. Most moroccans are descendants of arabs or berbers.

Plural Nouns

Most plural nouns end in *-s*. Other nouns require a spelling change.

Rule	Examples
Add <i>-es</i> to nouns that end in <i>x, z, ch, sh, s,</i> or <i>ss</i>	foxes, bushes, patches
For nouns ending with a consonant plus <i>y</i> , change the <i>y</i> to <i>i</i> , and add <i>-es</i>	spies, parties
For most nouns ending in <i>f</i> or <i>fe</i> , change the <i>f</i> or <i>fe</i> to <i>v</i> , and add <i>-es</i>	halves, lives
Add <i>-s</i> to most nouns that end with a vowel plus <i>o</i>	patios
For some nouns ending in a consonant plus <i>o</i> , add <i>-s</i> or <i>-es</i>	silos, tomatoes
For compound nouns of more than one word, make only one word plural	mothers-in-law, movie stars
Memorize irregular plurals that change spelling	mice, men

A. Write the plural form for each noun. Use a dictionary to help you.

- | | |
|------------------|-----------------------|
| 1. penny _____ | 7. fisherman _____ |
| 2. campus _____ | 8. pogo stick _____ |
| 3. solo _____ | 9. blitz _____ |
| 4. loaf _____ | 10. house _____ |
| 5. goose _____ | 11. golf course _____ |
| 6. allergy _____ | 12. boss _____ |

B. Write the correct plural form for the noun in each sentence.

13. Some people like to keep _____ .
diary

14. Some _____ are keeping journals in school.
twelve-year-old

15. Writing can give insight into the _____ of people.
life

Focus on Personal Pronouns

A personal pronoun is a word that takes the place of one or more nouns.

The noun to which a pronoun refers is called the *antecedent*.

A pronoun must agree in number with its antecedent.

George Washington was born in Virginia, and he lived on a big farm there.



Singular Pronouns

I, me

you

he, him, she, her, it

Plural Pronouns

we, us

you

they, them

Circle the pronoun in each sentence. Underline its antecedent.

1. As a boy, Washington had a pony and learned how to ride it.
2. George Washington joined the Virginia militia and became a major in it.
3. Washington met Martha Custis and soon married her.
4. Congress asked Washington if he would become Commander in Chief of the armed forces.
5. Washington wasn't sure if he could do the job.
6. However, American independence was at stake, and Washington believed in it.
7. The American soldiers lacked supplies, and they suffered greatly.
8. When supplies finally came, Washington divided them equally.
9. After the war, many people wanted Washington to become king, but he said no.
10. Electors voted for America's first President, and they chose Washington.

Subject and Object Pronouns

Subject pronouns are used as subjects of sentences.

Object pronouns can be used as direct objects of verbs or objects of prepositions.

SUBJECT PRONOUNS

OBJECT PRONOUNS

Singular I you he, she, it

Singular me you him, her, it

Plural we you they

Plural us you them

I think jazz is great. My friend Ella agrees with me.

↑
subject pronoun

↑
object pronoun



A. Write the correct pronoun to complete each sentence.

1. Ella and _____ read a book about Duke Ellington.
me I

2. _____ found Ellington's story very interesting.
We Us

3. His parents signed _____ up for piano lessons.
him he

4. Duke didn't want to go because _____ thought baseball was more fun.
he him

5. Years later Duke heard ragtime music that _____ really liked.
he him

6. Now when people heard Duke play, _____ listened.
them they

B. Write the pronoun that can be substituted for the underlined word or group of words in each sentence.

7. Duke and his band soon left for Harlem in New York City. _____

8. People came to hear these musicians play. _____

9. Jazz is my favorite type of music. _____

10. Duke Ellington's music made Ella and me want to dance. _____

Possessive Pronouns

Possessive pronouns show ownership. Some possessive pronouns are used before nouns. Other possessive pronouns stand alone.

Possessive Pronoun	Used Before a Noun	Used Alone
my, mine	This is my desk	This desk is mine.
your, yours	This is your desk.	This desk is yours.
her, hers	This is her letter.	This letter is hers.
his	This is his folder.	This folder is his.
its	This is its label.	
our, ours	This is our album.	This album is ours.
their, theirs	This is their photo.	This photo is theirs.

A. Circle the possessive pronouns in each sentence.

- Dad brought our photo album into his study.
- “Let’s look at this album of ours and talk about its contents,” he said.
- Tyrone examined his soccer team photo and some of his news clippings.
- Mom took out her wedding picture and some old photos that are hers.

B. Add the correct pronoun in parentheses to each sentence.

- “I think _____ dress was beautiful,” said Tyrone.
your yours
- Mom and Dad treasured _____ things from the past.
their theirs
- I was glad all these things were part of _____ family history.
our ours
- “These ribbons were _____ when I was little,” I said.
my mine
- “These memories are _____ to keep,” said Dad.
our ours

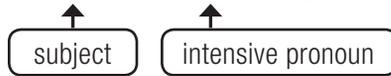
Reflexive and Intensive Pronouns

A reflexive pronoun reflects the action of the verb back to the subject of the sentence. An intensive pronoun emphasizes the noun to which it refers. Never use reflexive or intensive pronouns in place of personal pronouns.

Reflexive: The boys painted themselves.



Intensive: The boys themselves painted portraits.



Singular Reflexive and Intensive Pronouns

myself
yourself
herself, himself, itself

Plural Reflexive and Intensive Pronouns

ourselves
yourselves
themselves

A. Write *reflexive* or *intensive* to identify the underlined pronoun in each sentence.

1. Drew showed himself in sports clothes. _____
2. Gordon himself was in a baseball uniform. _____
3. The students taught themselves how to use oil paints. _____
4. The teacher herself did a self-portrait. _____
5. She portrayed herself in an evening gown. _____
6. You might ask yourself what you would wear in a portrait. _____
7. I myself would be in jeans and a sweatshirt. _____

B. Write the correct pronoun to complete each sentence.

8. Gordon and _____ hung the pictures up in school.
myself I
9. The paintings _____ are very colorful.
themselves themselves
10. We congratulated _____ on such a good exhibit.
ourselves ourselves

Indefinite Pronouns

Indefinite pronouns don't always have antecedents. Indefinite pronouns used as subjects must agree with the verb.

Everyone likes a street fair.

↑
subject; no antecedent

Some people come early, but others arrive late.

↑
subject

↑
refers to subject

INDEFINITE PRONOUNS

Singular	Plural
someone	few
anyone	many
everyone	both
something	several
anybody	others
no one	

A. Circle the indefinite pronoun in each sentence. Underline the antecedent if there is one.

- I hope everyone has fun at the fair.
- People come to eat, and many shop for other things, too.
- Few walk by without purchasing a snack.
- Everyone is welcome at a street fair.
- Anyone can enjoy the sights and activities.
- Bands often perform; several are accompanied by singers.



B. Circle the verb form that agrees with the indefinite pronoun in each sentence.

- Everyone _____ responsible for keeping the street clean.
is are
- Few _____ their litter on the street.
toss tosses
- Many _____ the recycling bins along the sides.
uses use
- Volunteers take away all the trash; others _____ the street.
sweep sweeps

Pronouns and Antecedents

A pronoun must agree with its antecedent, the word to which it refers. If the antecedent is singular, the pronoun should be singular. If the antecedent is plural, the pronoun should be plural.

Margo brought her lunch for the hike. The hikers brought their lunch.

singular subject

singular pronoun

plural subject

plural pronoun

A. Write the pronoun that agrees with the underlined subject in each sentence.

1. Everyone in the group brought _____ lunch.
their his

2. Several brought _____ extra water bottles.
their her

3. Both of the guides carried additional food in _____ pack.
her their

4. If a hiker is careful, _____ can avoid trouble on the trail.
they she

5. Anyone can get careless and then _____ might fall.
he they

6. Many hikers carry extra socks in _____ backpack.
their his

7. Still others bring _____ insect repellent.
their her



B. Rewrite each sentence so the antecedent and pronoun agree.

8. Everyone knew that they should carry a map.

9. No one lost their sunglasses on the hike.

10. Many of the girls brought her cameras.

Using *Who* and *Whom*

Who is a pronoun used as a subject.

Whom is a pronoun used as a direct object of a verb or the object of a preposition.

Who called you from Maine?

↑
subject

Whom did you call?

↑
direct object of verb phrase *did call*

The friend with **whom** you spoke is Avi.

↑
object of preposition *with*



A. Complete each sentence with *who* or *whom*.

1. _____ is your friend in Mexico?
2. To _____ are you writing in Minnesota?
3. Avi knows someone _____ lives in Massachusetts.
4. _____ sent that package from Maryland?
5. By _____ was that book on Missouri written?
6. _____ should you contact for information about Montana?

B. Complete each sentence with *who* or *whom*. Write *subject*, *direct object*, or *object of a preposition* to tell how the pronoun is used.

7. Gino has an uncle _____ lives in Missoula. _____
8. _____ knows where the Mississippi River starts? _____
9. With _____ will you go to Michigan? _____
10. From _____ did you get the
Mount McKinley postcard? _____

Review: Nouns and Pronouns

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

Nouns can be proper. Nouns also have plural or possessive forms.

A pronoun is a word that takes the place of a noun or pronoun.

Pronouns can be singular, plural, or possessive. They can also stand for objects or subjects.

Add the correct pronoun to complete each sentence.

- Wyatt took _____ to the archeological dig.
we us
- Everyone in the group found _____ very interesting.
it its
- The archeologists gave _____ a short tour.
them they
- Jennifer asked _____ to read the article to _____.
I me him her
- Sam suggested that _____ illustrate _____ stories.
they them they their
- Emily loaned _____ book to _____.
she her he him
- Did you hear _____ favorite song?
our ours
- Andrew and James wanted to join _____ school's chorus.
his their
- Wasn't _____ older brother in _____ last year?
their they it our
- "Are these pictures from _____ camera or _____?
mine my you yours

Focus on Verbs

Some verbs show action. Other verbs link the subject to a word or words in the predicate.

Linking Verbs

appear	feel	forms of <i>be</i>
become	seem	look

Action Verbs: Craig watched the play. He liked it.

Linking Verbs: The play seemed good. It was amusing.



A. Write *action* or *linking* to describe the verb in each sentence.

1. Craig was excited about the play. _____
2. The actors spoke their lines clearly. _____
3. Craig became engrossed in the plot. _____
4. He laughed loudly at some of the clever lines. _____
5. The end of act one was thrilling. _____

B. Add a verb of your own to each sentence. Use the verb form shown in parentheses.

6. The curtain _____ for the second act.
(action)
7. The stage _____ mysterious.
(linking)
8. The main character _____ the stage.
(action)
9. She _____ worried and uneasy.
(linking)
10. The plot _____ so interesting.
(linking)
11. The audience _____ pleased with the performance.
(linking)

Subjects and Verbs

Subjects and verbs must agree. A singular subject must have a singular verb. A plural subject must have a plural verb. Sometimes there are other words between the subject and the verb. Sometimes a sentence is in inverted order.

The town parade begins at nine.

singular subject

singular verb form

Are the musicians and other marchers ready?

plural verb form

plural subject



Circle the subject in each sentence. Write the verb that agrees with it to complete each sentence.

- The parade leader nervously _____ his watch.
check checks
- _____ everyone ready to begin the parade?
Is Are
- The dancers and singers on the first float _____ their hands.
clap claps
- How many horses _____ in the parade?
are is
- A cheerleader in a blue and white uniform _____ her baton.
twirl twirls
- She _____ smartly along the parade route.
steps step
- Many in the parade _____ to the spectators.
waves wave
- A silly clown on tall stilts _____ along.
stride strides
- Everyone _____ at the passing parade.
cheer cheers

Transitive and Intransitive Verbs

An action verb is usually followed by a direct object. An action with a direct object is a transitive verb.

If an action verb does not have a direct object, it is called an intransitive verb. Linking verbs are also intransitive because they do not have direct objects.

Transitive Verb

action verb with direct object

Example

Kerrie entered the station.

Intransitive Verb

action verb without direct object
linking verb

Example

Kerrie walked into the station.
Kerrie was in the station.

A. Underline the verb in each sentence. Circle the direct object if the verb has one.

1. Kerrie took her wallet from her pocket.
2. Many people rushed by her in the station.
3. The station was busy at this hour of the day.
4. Kerrie pushed the turnstile near the entrance.
5. Soon the train roared into the station.
6. Passengers poured out onto the platform.



B. Write *transitive* or *intransitive* to identify the verb in each sentence.

7. Kerrie helped a woman with a baby stroller.
8. The woman thanked Kerrie for her kindness.
9. A young man gave his seat to the woman.
10. The train lurched through the dark tunnels.

Principal Verb Parts

The tenses for regular verbs are formed from the verb's principal parts. Principal parts include the present, present participle, past, and past participle.

Present	Present Participle (with a helping verb)	Past	Past Participle (with a helping verb)
climb	climbing	climbed	climbed
rescue	rescuing	rescued	rescued
carry	carrying	carried	carried
grin	grinning	grinned	grinned

A. Underline the verb or verb phrase in each sentence. Then write *present participle* or *past participle* where a participle is used.

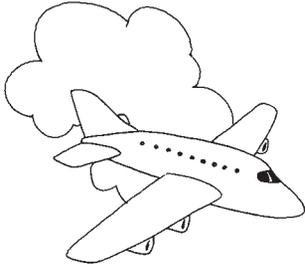
- My family is holding a big reunion this summer. _____
- Uncle Ernie has scheduled it for August. _____
- At first I worried about the weather for such a big group. _____
- However, my cousins are renting a tent for the occasion. _____
- I really like that idea. _____
- Aunt Sara and Uncle Ernie have organized the food. _____

B. Complete the chart. Write the missing forms for each verb.

Present Tense	Present Participle	Past Tense	Past Participle
7. receive			
8.	stopping		
9.			multiplied
10.		permitted	
11.	omitting		

Irregular Verbs

Some verbs are irregular. The past tense and past participles are not formed in the regular way, which is to add *-ed*.



Present	Past	Past Participle (with a helping verb)
freeze	froze	frozen
drive	drove	driven
leave	left	left
swing	swung	swung
break	broke	broken
lead	led	led
fly	flew	flown
fall	fell	fallen
go	went	gone

Write the correct form of the verb to complete each sentence.

- Calvin _____ to Missouri for a visit with our aunt and uncle.
fly flew
- He _____ very early this morning.
leave left
- Aunt Mimi and Uncle Kyle have _____ to the airport to meet him.
driven drove
- Ice has _____ on the ground there.
frozen froze
- Calvin _____ while carrying his suitcase to Uncle Kyle's car.
fall fell
- Luckily, he has not _____ any bones.
broken break
- The temperatures in Missouri have _____ up and down this year.
swing swung
- Calvin has _____ his parka at home.
leaved left
- He _____ the first day of his visit.
froze froze

Perfect Tenses

The perfect tenses of a verb use forms of the helping verb *have* to show action. The perfect tenses are present perfect, past perfect, and future perfect.

Present Perfect Tense

Shows action begun in past and completed in present.

Example:

My family has rented a new apartment.

Past Perfect Tense

Shows action begun at one point in past and completed at another point in past.

Example:

My family had looked at places for weeks.

Future Perfect Tense

Shows action begun in past or present and completed in future.

Example:

My family will have lived in three apartments by winter.

A. Underline the verb in each sentence. Write *present perfect*, *past perfect*, or *future perfect* to show the verb's tense.

1. My mother had wanted another apartment for a long time. _____
2. She has complained for weeks about needing more room. _____
3. My parents have discussed this problem a lot. _____
4. Until last week, I had shared a room with my two sisters. _____
5. My brother has used the dining room as a bedroom. _____
6. If we manage to get through this, we will have coped pretty well. _____

B. Write the verb and the verb tense in parentheses in each sentence.

7. Dad _____ a great apartment.
find (present perfect)
8. Mom _____ for sun as well as more space.
ask (present perfect)
9. Glen _____ for a room of his own.
beg (past perfect)
10. We _____ twice by the end of the month.
move (future perfect)

Progressive Tenses

Progressive tenses show action in progress.

Tense	Formed by	Example
Present progressive shows action going on right now.	Adding <i>am, is, or are</i> to the present participle of a verb.	Mr. Gupta <u>is walking</u> around the block
Past progressive shows action that was in progress in the past.	Adding <i>was or were</i> to the present participle of a verb.	Mr. Gupta <u>was walking</u> around the block.

Underline the verb in each sentence. Write *present progressive* or *past progressive* to identify the tense.

1. Mr. Gupta is getting his daily exercise. _____
2. He was enjoying a sunny day. _____
3. He is benefiting from lots of fresh air every day. _____
4. The neighbors were admiring his dedication. _____
5. Mr. da Silva was thinking about exercise, too. _____
6. Many health care professionals are recommending it. _____
7. I am joining Mr. Gupta for a walk. _____
8. I was talking to him about this last week. _____
9. We are hoping for a good, long walk. _____
10. Mr. da Silva is waiting for our report on the route. _____
11. I am anticipating some hardy exercise. _____
12. Mr. Gupta is looking forward to some companionship. _____

Troublesome Verbs

Some verbs look alike and have similar meanings. It's important to use these words correctly.

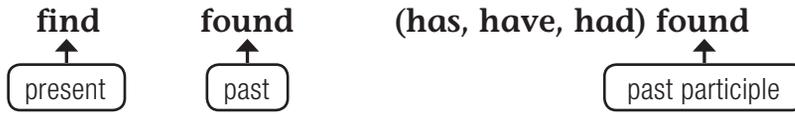
Present	Past	Past Participle (with a helping verb)	Meaning	More Information
lie	lay	lain	rest or recline	Does not usually take direct object.
lay	laid	laid	put or place	Usually takes direct object
sit	sat	sat	take sitting position	Does not usually take direct object
set	set	set	put or place	Usually takes direct object
rise	rose	risen	get up or move	Does not usually take direct object
raise	raised	raised	lift something up; make higher	Usually takes direct object

Write the correct verb to complete each sentence.

- Abdel _____ the window to let a breeze in.
raises rises
- He _____ the plant near the open window.
set sat
- Then he _____ down for a short nap.
laid lay
- When Dad entered the room, Abdel quickly _____ .
raised rose
- "You could have _____ there longer," said Dad.
laid lain
- "I should have _____ earlier," Abdel said.
risen rose
- Dad _____ in a chair next to Abdel.
set sat
- A breeze blew through the window and _____ the curtain.
rose raised

Review: Verbs

It is important to memorize irregular verbs.
 An irregular verb does not form the past tense by adding *-ed*.
 The past participle—a form of the verb used with a helping verb such as *has*, *have*, or *had*—is also irregular.



A. Write the past tense form of each verb.

- | | |
|---------------|-----------------|
| 1. say _____ | 6. lose _____ |
| 2. pay _____ | 7. tell _____ |
| 3. keep _____ | 8. buy _____ |
| 4. hold _____ | 9. think _____ |
| 5. meet _____ | 10. catch _____ |

B. Choose five verbs from Part A. Write sentences using the past participle form of each verb.

11. _____
12. _____
13. _____
14. _____
15. _____

Focus on Adjectives

An adjective is a word that modifies a noun or pronoun. Some adjectives are formed by adding suffixes to other words.

Word	Suffix	New Adjective
comfort	-able	comfortable
harm	-less	harmless
play	-ful	playful
imp	-ish	impish

Darren has an impish and playful dog. He is harmless and remarkable.

↑ ↑
adjectives modify noun *dog*

↑ ↑
adjectives modify pronoun *He*

A. Circle the adjectives in each sentence. Draw an arrow from each adjective to the noun it modifies.

1. Zippy's silly antics are sometimes priceless.
2. Are Zippy's foolish tricks always manageable?
3. A pet is a joyful companion and a wonderful friend.
4. Malik has an enormous and friendly cat.
5. Snakes can be harmful if you are clueless about their habits.
6. Certain animals are not suitable for everyone.



B. Write each word using a suffix to form a new adjective. Use a dictionary for help with the spelling.

7. laugh _____

11. defense _____

8. afford _____

12. cloud _____

9. baby _____

13. boy _____

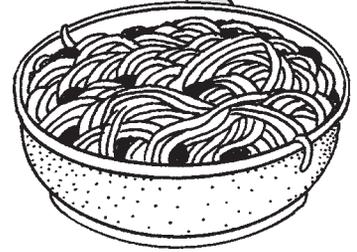
10. skill _____

14. meaning _____

Proper Adjectives

A proper adjective is formed from a proper noun.
Proper adjectives begin with capital letters.

Proper Nouns	Proper Adjectives With Common Nouns
Italy	Italian pasta
Midwest	Midwestern plains
South America	South American vacation



A. Form a proper adjective from each proper noun. Use a dictionary to help you.

- | | | | |
|------------|-------|----------------|-------|
| 1. America | _____ | 6. Hawaii | _____ |
| 2. Nigeria | _____ | 7. Malaysia | _____ |
| 3. Finland | _____ | 8. Georgia | _____ |
| 4. Mexico | _____ | 9. Puerto Rico | _____ |
| 5. Poland | _____ | 10. Brazil | _____ |

B. Each sentence has an incorrect proper adjective. Cross it out and write the correct form above the word.

11. We ate french pastry in a small café in Paris.
12. In Stockholm, we enjoyed swedish meatballs.
13. We gobbled german bratwurst in Berlin.
14. How about those spanish olives in Barcelona!
15. The irish stew in Dublin was really hearty.
16. How many belgian chocolates did we eat in Brussels?

Comparing With Adjectives

Most adjectives have positive, comparative, and superlative forms.

Positive is the basic form of an adjective.

Comparative compares two things. Add *-er*. Use *more* for longer adjectives.

Superlative compares three or more things. Add *-est*. Use *most* for longer adjectives.

young

younger

youngest

red

redder

reddest

silly

sillier

silliest

delicious

more delicious

most delicious

Write the comparative and superlative forms of each adjective.
Use a dictionary to help with your spelling.

1. happy _____
2. brilliant _____
3. practical _____
4. spicy _____
5. beautiful _____
6. wise _____
7. small _____
8. tan _____
9. grim _____
10. funny _____

Focus on Adverbs

An adverb is a word that can modify verbs, adjectives, and other adverbs. An adverb can come before or after the verb it modifies or in between the parts of a verb. An adverb that modifies an adjective or other adverb comes before the words it modifies.

Soon Roxie will rise. She is an unusually deep sleeper. She can sleep almost anywhere.

↑
modifies verb *will rise*

↑
modifies adjective *deep*

↑
modifies adverb *anywhere*

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

- Roxie usually oversleeps two times a week.
- Then she bounces from her bed in a big rush.
- She gobbles her breakfast quickly.
- Will Roxie arrive late for school this morning?
- Everyone in the family nervously holds his or her breath.
- Finally, Roxie dashes from the house for the bus.
- The driver closes the bus door and expertly steers into the morning traffic.

B. Write *verb*, *adverb*, or *adjective* to identify the kind of word the underlined adverb in each sentence modifies. Circle the modified word.

- Devon is always an early riser. _____
- He is quite confident and refuses an alarm clock. _____
- He is unusually prompt for his appointments. _____
- He nearly always leaves the house by seven. _____
- Devon is definitely unlike his sister Roxie. _____

Comparing With Adverbs

Most adverbs have positive, comparative, and superlative forms.

Positive is the basic form of an adverb.

Comparative compares two things. Add *-er*. Use *more* for longer adverbs.

Superlative compare three or more things. Add *-est*. Use *most* for longer adverbs.

soon

sooner

soonest

late

later

latest

neatly

more neatly

most neatly

swiftly

more swiftly

most swiftly

Write the comparative and superlative forms of each adverb.
Use a dictionary to help with your spelling.

1. early _____ _____
2. clearly _____ _____
3. easily _____ _____
4. loudly _____ _____
5. softly _____ _____
6. near _____ _____
7. fast _____ _____
8. late _____ _____
9. skillfully _____ _____
10. carefully _____ _____

Focus on Prepositions

A preposition is a word used to form a prepositional phrase. A prepositional phrase begins with a preposition and ends with a noun or pronoun. The noun or pronoun that follows a preposition is called the object of the preposition.

Wes learned about Sequoyah last week. Wes read a book about him.

↑
prepositional phrase ending with a noun

↑
prepositional phrase ending with a pronoun

A. Underline the prepositional phrase or phrases in each sentence.

1. Sequoyah was born about 1770 in a Cherokee village.
2. He had several names during his life.
3. He was lame in one leg from an accident or from a disease.
4. In the Cherokee language Sequoyah means "lame one."
5. Sequoyah wanted a written language for his people
6. He invented a kind of alphabet of sounds for the Cherokee language.
7. Each symbol in his alphabet stands for a sound.

B. Underline the prepositional phrase or phrases in each sentence. Circle the object of the preposition.

8. Sequoyah taught the alphabet to his daughter.
9. The council of Cherokee chiefs tested the alphabet.
10. Sequoyah taught the alphabet to his people
11. The Cherokee nation gave a medal to him.
12. Today a redwood tree in California, the sequoia, is named for him.

Prepositions

about	from
above	in
across	into
after	near
along	of
among	off
around	on
at	out
before	outside
behind	over
below	through
beside	to
between	toward
by	under
down	until
during	up
for	with

Using Prepositional Phrases

A prepositional phrase can act as an adjective or as an adverb. An adjective prepositional phrase modifies a noun. An adverb prepositional phrase modifies a verb.



Amir entered a contest about riddles. He completed the form with his pen.

adjective phrase modifies noun *contest*

adverb phrase modifies verb *completed*

A. Circle the word or words in the sentence that the underlined prepositional phrase modifies. Write *noun* or *verb* to identify the part of speech of the modified word.

1. Amir saw the contest in a magazine. _____
2. The rules for the contest were easy. _____
3. Amir decided that he would enter for fun. _____
4. He and Lois had books of good riddles. _____
5. Maybe the books had ideas in them. _____
6. Amir jotted his own riddles in his notebook. _____
7. Lois giggled at Amir's silly riddles. _____

B. Underline the prepositional phrase in each sentence. Write *adjective* or *adverb* to tell which kind it is.

8. Riddles with clever ideas require good thinking. _____
9. Amir finished his riddles on Saturday morning. _____
10. Lois wrote her riddles on a clean paper. _____
11. Into the mail went the contest entries. _____

Preposition or Adverb?

Some words can function as either prepositions or adverbs. A preposition always has a noun or pronoun as an object.

The baby ran around the house. The baby ran around.

↑
preposition

↑
adverb



A. Write *preposition* or *adverb* to identify how the underlined word is used in each sentence.

1. The trash basket's contents spilled out. _____
2. The dog ran over and sniffed. _____
3. The family cat walked by. _____
4. She stepped daintily through the mess. _____
5. The baby stared up and laughed. _____
6. The dog barked and wandered off. _____
7. The cat scampered after him. _____

B. Add an object to the underlined adverb in each sentence to make a prepositional phrase.

8. The baby crawled along _____.
9. She stood and reached above _____.
10. Some hats and mittens tumbled down _____.

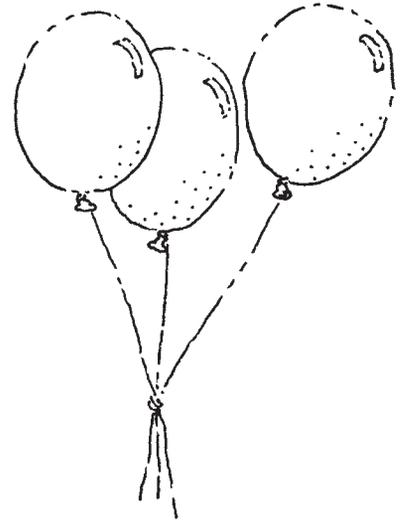
Review: Prepositions

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

A prepositional phrase tells where, when, or how something takes place, or describes a noun. It can also act as an adjective or as an adverb.

A. In each sentence, underline the prepositional phrase and circle the preposition.

1. Mom is throwing a surprise party for Dad.
2. We sent invitations to his friends.
3. The refreshments will be made by Aunt Julia.
4. My job is to transform the room with decorations.
5. Guests are supposed to arrive before Dad.
6. Keith has promised a special song on the piano.
7. We asked guests to tell us if they will arrive with a friend.
8. We almost forgot to order a cake from the bakery.
9. Are you going home by car or train?

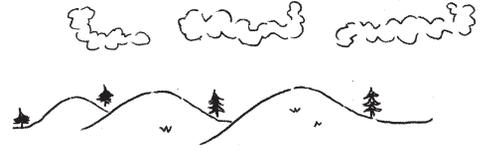


B. Complete each sentence with a prepositional phrase.

10. My family and I live _____.
11. Hiking is my favorite thing to do _____.
12. My sister and I can swim _____.

Commas in a Series

Commas separate words or phrases in a series.
Use a comma and the word *and* before the
last word in a series.



Pioneers in America crossed rivers, mountains, and plains.

↑ ↑
commas separate words in series

Across rivers, up mountains, and over plains traveled the pioneers.

↑ ↑
commas separate phrases in a series

Add commas where needed in each sentence.

1. Hunters trappers farmers adventurers and missionaries made the long trip west.
2. Cowboys lumberjacks and gold seekers also headed west.
3. In the early 1800s, most Americans lived along the East Coast in cities towns and farms.
4. A frontier family's first work was to clear land plant crops and build a house.
5. Thick forests offered wood for building logs for burning and animals for eating.
6. When crossing rivers, pioneers faced balking animals shifting currents and drifting logs.
7. Pioneers traveled by foot on horseback by handcart and in covered wagons.
8. A covered wagon carried tools blankets flour water candles guns and ammunition.
9. On the trip, axles broke wheels fell off and wagons tipped over.
10. The pioneers were courageous determined and adventurous people.

Using Commas for Appositives

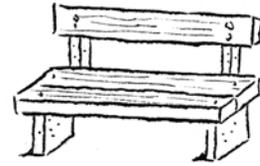
An appositive is a noun or phrase that follows another noun and explains or identifies it. An appositive is set off by commas.

Mr. Lowe, our neighbor, takes a walk every afternoon.

↑
appositive phrase identifies Mr. Lowe

He enjoys the outing, his daily exercise.

↑
appositive phrase explains *outing*



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

1. Mr. Lowe wears an old hat, a worn out baseball cap.
2. Joel, a friend of mine, stops to talk to Mr. Lowe.
3. They laugh over the antics of Thunder, Joel's dog.
4. Thunder barks at Mo Buckley, the postman.
5. Another neighbor, Kenya Wells, comes by with her dog.

B. Add a comma or commas to set off the appositive in each sentence.

6. Kenya's dog Dusty is not as big as Thunder.
7. The excited dogs Thunder and Dusty start chasing one another.
8. Joel a fast runner quickly grabs Thunder's leash.
9. Kenya picks up Dusty a squirming terrier.
10. Mr. Lowe an understanding man moves on down the block.
11. He reaches his destination a bench by the corner.
12. He settles onto the bench a good place for a rest.

Parentheses and Dashes

Parentheses enclose words that clarify or add to information in a sentence. They can act as an aside to information in a sentence. Parentheses also enclose references to page numbers, chapters, or dates.

Parentheses: My gift (all three parts of it) arrived today. One item was the book about Wolfgang Amadeus Mozart (1756–1791).

Dashes can show a sudden change of thought.

Dashes: The gift was mailed on Monday—no, it was Tuesday—by Aldo.

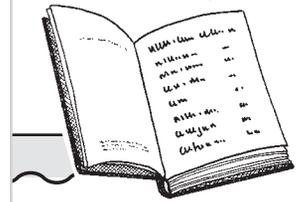
Add parentheses or dashes to each sentence.

1. I read the section pages 40–95 about Mozart’s childhood.
2. At age two maybe it was three he showed signs of musical genius.
3. He learned to play the harpsichord see Chapter One when he was four.
4. Mozart’s father was a violinist he wrote a book about violin playing and composer.
5. Young Mozart wrote music for the harpsichord, piano, and orchestras all by age 14.
6. He was known as a brilliant performer see pages 101–116 and composer.
7. He wrote 22 operas in his short life he died before he was 36 and some 40 symphonies.
8. One well-known opera is *The Marriage of Figaro* 1786.
9. *Don Giovanni* and *The Magic Flute* contain beautiful arias songs for single voices.
10. Most of Mozart’s symphonies contain four movements sections.
11. Mozart’s last and my favorite symphony is called the “Jupiter.”
12. His best known sacred work is the Requiem 1791.

Writing Titles

Capitalize the first, last, and other important words in the titles of books, movies, songs, and other works. Underline titles of books, magazines, newspapers, plays, and movies when writing. Use italics instead of an underline when working on a computer. Use quotation marks for titles of stories, poems, songs, and articles.

Book:	<u>Julie of the Wolves</u>	Story:	"The Necklace"
Magazine:	<u>Cobblestone</u>	Song:	"Home on the Range"
Newspaper:	<u>The Lakeville Journal</u>	Poem:	"Casey at the Bat"
Play:	<u>The Lion King</u>	Article:	"How to Snowboard"
Movie:	<u>Frozen</u>		



Write each title correctly. Use the chart to help you.

1. island of the blue dolphins (book) _____
2. ranger rick (magazine) _____
3. star wars (movie) _____
4. the cat and the moon (poem) _____
5. on the grasshopper and cricket (poem) _____
6. romeo and juliet (play) _____
7. who made that? (article) _____
8. where the red fern grows (book) _____
9. the wall street journal (newspaper) _____
10. of thee I sing (song) _____
11. sleeping beauty (story) _____
12. how to eat fried worms (book) _____

Writing Dialogue

When writing dialogue, quotation marks show the exact words that someone says. Punctuation separates a quotation from the rest of the sentence.

Position of Speaker's Name	Punctuation Rule
Before the quotation	Use a comma
Following the quotation (place this punctuation inside the end quotation mark)	Use a comma for a statement Use ? for a question Use ! for an exclamation

Mr. Riley commanded, "Catch that mouse." "I almost got it!" yelled Jenny.



Add quotation marks to each sentence.

1. Where is the mouse now? asked Teresa.
2. George said, I think I saw it go behind the bookcase.
3. We have to find it! moaned Ben.
4. Mr. Riley said, Let's quiet down and look carefully.
5. How did it escape anyway? asked Rita.
6. I don't want it climbing on me! exclaimed Sam with a shiver.
7. It's probably more scared of us than we are of it, said Ernie.
8. There it is! shouted Teresa, as the mouse scurried across the room.
9. Oh, it went under George's desk, said Cara. How will we get it out?
10. Jenny said, I don't think it was such a good class pet.

Review: Capitalization and Punctuation

Rewrite each sentence correctly. Use capital letters, punctuation, commas, and quotation marks where needed.



1. who is at the door asked mr johnson

2. i'll find out said peter walking to the door

3. mrs santos asked is your mother home

4. we're having a block party explained mrs santos

5. that's great exclaimed peter

6. what can we bring inquired mrs johnson

7. mrs santos said here's a sign-up sheet

8. she continued we'll need refreshments game leaders and if possible musicians

9. mrs johnson answered i'll sign up to bring macaroni and cheese

10. mr johnson chimed in i'll sign up to play my ukelele bongos and tambourine

Easily Confused Words

Some words look or sound similar but have different meanings and spellings.

Confusing Word	Meaning
advice	guidance
advise	to give advice or guidance
allude	to refer to indirectly
elude	to avoid
alley	narrow street or passage between buildings
ally	to join by agreement
personal	having to do with particular person; private
personnel	people working for a business
preceding	coming before
proceeding	a course of action; to go ahead with an action
recipe	instructions for cooking
receipt	the fact of receiving something

Write the word from the chart that fits each definition. Use a dictionary to help you.

1. opposite of *public* _____
2. to escape _____
3. tip or pointer _____
4. cooking formula _____
5. back road _____
6. opposite of *following* _____
7. workers at a company _____
8. suggest a solution _____
9. proof of purchase _____
10. partner _____

Prefixes

A prefix is a group of letters added to the beginning of a word. A prefix changes the word's meaning.

Prefix	Meaning	Example
en-	cause to be	enable
ex-	from, out of	exhale
pro-	favor or support	promote
sub-	below	subnormal
super-	over, above	supernatural
trans-	across, beyond	transport

A. Underline the word with a prefix in each sentence. Write the word's meaning. Use a dictionary if needed.

- The wind makes supernatural sounds in the chimney. _____
- It sounds like an animal exhaling. _____
- The temperatures in the house are subnormal. _____
- A new furnace would enable us to stay warm. _____
- Let's promote that idea. _____
- In the meantime, let's transport some wood from the yard to the house. _____

B. Add a prefix from the chart to each word below to make a new word. Use a dictionary to help with the spelling.

- _____ + close = _____
- _____ + pose = _____
- _____ + form = _____
- _____ + long = _____
- _____ + dear = _____
- _____ + press = _____
- _____ + market = _____
- _____ + merge = _____
- _____ + claim = _____
- _____ + change = _____

Suffixes

A suffix is a group of letters at the end of a word that changes the word's meaning.

Suffix	Meaning	Example
-al	a connection with	critical
-ion	outcome of an act or process	confession
-ish	having qualities of	boyish
-ive	tending toward	effective
-ize	make; cause to become	realize
-ship	condition or skill of	friendship

A. Underline the word with the suffix in each sentence. Write the word's meaning. Use a dictionary if needed.

- Ziggy did a foolish thing the other day. _____
- You could tell from his confession that he was sorry. _____
- His words were very effective. _____
- He realized that he was in the wrong. _____
- The problem was annoying but not critical. _____
- The good thing is that our friendship is still intact. _____

B. Add a suffix from the chart to each word below to make a new word. Use a dictionary to help with the spelling.

- | | |
|----------------------------|------------------------------|
| 7. owner + _____ = _____ | 12. material + _____ = _____ |
| 8. initial + _____ = _____ | 13. mechanic + _____ = _____ |
| 9. leader + _____ = _____ | 14. modern + _____ = _____ |
| 10. edit + _____ = _____ | 15. impress + _____ = _____ |
| 11. comic + _____ = _____ | 16. author + _____ = _____ |

Degree of Meaning

Synonyms are words that have the same meaning. Among synonyms, however, the degree of meaning may go from not very strong to very strong. Choosing the word that shows precisely what you mean can improve your writing.



Write a number under each word to rank the degree of its meaning.

Use the number 1 for “not very strong” and the number 4 for “very strong.”

Use a dictionary to help you.

- | | | | | |
|-----|-------------|-----------|-------------|----------------|
| 1. | interesting | engaging | fascinating | captivating |
| 2. | snicker | giggle | howl | laugh |
| 3. | bawl | cry | weep | whimper |
| 4. | adore | enjoy | prefer | like |
| 5. | scrumptious | delicious | yummy | mouth-watering |
| 6. | sprinkle | pour | rain | drizzle |
| 7. | stump | confuse | baffle | mystify |
| 8. | faint | quiet | low | hushed |
| 9. | frigid | chilly | cold | arctic |
| 10. | wise | smart | bright | intelligent |

Parallel Structure

A bulleted list is an effective way to organize ideas. Bullet points can begin with nouns, verbs, and other parts of speech—but they must be parallel. If one begins with a verb, they all need to begin with a verb—and be in the same tense.

Things I Like to Do at Camp

- ride horses
- tell ghost stories
- hike trails
- swim in the lake

Read the bulleted lists below. Cross out the item on the list that does not match the parallel structure of the other items.

1. School Success Tips

- Be on time
- Good friends
- Listen carefully
- Study every night

2. Characteristics of a Good Friend

- Hang out
- Kind
- Trustworthy
- Reliable

3. Things to Do at the Mall

- Shop for clothes
- See a movie
- Meet friends
- Food court

4. Things to Do on Vacation

- Sleep late
- Relax on the beach
- Mountain cabin
- Ride a bicycle

5. Ways to Help in the Kitchen

- Set table
- Put groceries away
- Wash dishes
- Kitchen chores

6. Proofreading Tips

- Checking your work.
- Reread each sentence.
- Look for spelling errors.
- Add missing punctuation.

Review: Spelling and Usage

Some words look or sound almost alike but have different meanings.

Learning the meanings of these words will help you know how to use and spell them correctly.

Confusing Words

advice	advise
allude	elude
alley	ally
personal	personnel
preceding	proceeding
recipe	receipt

Write the correct word from the chart in each sentence.
Use a dictionary if necessary.

- Martha read the _____ for bread. She was in _____ of it from a restaurant.
- She had requested it the _____ night. Now she was _____ with the baking.
- The restaurant chef called to _____ her. His _____ made the bread tastier.
- Did any of the instructions _____ her? He _____ to letting the yeast rise.
- The smell of baking bread wafted into the _____ .
Martha decided to _____ herself with the restaurant.
- She spoke to _____ there. She told them her _____ story about baking bread.

Activity 1: 1. sentence 2. sentence 3. not a sentence 4. sentence 5. not a sentence 6. sentence 7. sentence 8. sentence B. 9. teachers|grabbed 10. refreshments|included 11. school|should 12. I|wonder

Activity 2: A. 1. interrogative 2. interrogative 3. declarative 4. exclamatory 5. imperative 6. declarative B. 7. .; declarative 8. !; exclamatory 9. ?; interrogative 10. .; imperative

Activity 3: 1. An important **artist** 2. His **parents** 3. His **father** 4. Young **Picasso** 5. **he** 6. **Pablo** 7. A **trip** to Paris in 1900 8. Picasso's **pictures** from this period 9. The **work** of other artists 10. Art **collectors** 11. tribal **masks** from Africa 12. Some **people**

Activity 4: 1. **worked** outside the home in the early 1800s 2. **had** three major careers 3. **begin** her working life as a school teacher 4. **instructed** 40 children, ages four to 13, in a one-room schoolhouse 5. **helped care** for the wounded during the Civil War 6. **existed** at that time 7. **learned** the job by doing it 8. **earned** her the nickname "Angel of the Battlefield" 9. **went** to Europe in 1869 10. **learned** about a new organization called the International Red Cross 11. **founded** the American Red Cross in 1881 12. **chose** Clara Barton as its first president

Activity 5: 1. Marco Polo; was born; inverted 2. travelers; There were; inverted 3. Marco Polo; left; regular 4. destination; was; inverted 5. Kublai Khan; ruled; regular 6. notes; are here; inverted 7. caravans; traveled; inverted 8. bandits; prowled; regular 9. storms; swept; inverted 10. The Polos; took; regular 11. Mongols; were expecting; inverted

Activity 6: A. 1. compound 2. not compound 3. not compound 4. compound 5. compound 6. not compound 7. not compound B. 8. Fog and mist covered the land. 9. Santa Ana and Sirocco winds are hot. 10. Umbrellas and raincoats keep people dry.

Activity 7: A. 1. compound 2. compound 3. not compound 4. not compound 5. not compound 6. compound B. 7. Judd observed and noted invasive species. 8. Birds landed and perched on trees. 9. Trees provide shade for people and make good homes for animals. 10. A chipmunk scurried by and looked at Judd.

Activity 8: A. 1. run-on 2. run-on 3. run-on 4. run-on 5. [sentence] 6. run-on B. 7. There was a long line at the snack bar. I almost missed the winning basket. 8. My friend is the tallest player on the team. He is taller than the coach. 9. Next week we'll play an undefeated team. Do you think we will win?

Activity 9: A. Answers will vary. Possible: 1. flashed 2. oncoming 3. loomed 4. shifted 5. ear-splitting 6. pressed B. 7.–9. Answers will vary. Check that students have varied the sentence beginning or type.

Activity 10: 1. compound subject 2. compound predicate 3. compound sentence 4. compound predicate 5. compound sentence 6. compound subject

Activity 11: A. 1. town, people, legend, treasure 2. electrician, chest, gold, cove 3. story, amusement, excitement 4. Searchers, treasure, coast 5. year, disturbance, sea, wreck, beach 6. Politicians, wealth, ship, government B. 7. contentment 8. stardom 9. academician 10. assignment 11. deliverance 12. appointment 13. boredom 14. inheritance C. 15. Answers will vary. Check that students use the words correctly.

Activity 12: A. 1.–10. Answers will vary. Check that students capitalize the proper nouns correctly. B. 11. December; Aunt Gia; Uncle Hector; Morocco 12. Africa; Spain; Strait of Gibraltar 13. Sahara Desert; Atlas Mountains 14. Fez 15. Moroccans; Arabs; Berbers

Activity 13: A. 1. pennies 2. campuses 3. solos 4. loaves 5. geese 6. allergies 7. fishermen 8. pogo sticks 9. blitzes 10. houses 11. golf courses 12. bosses B. 13. diaries 14. twelve-year-olds 15. lives

Activity 14: A. 1. electrician's 2. citizens' 3. men's 4. ferry's 5. artists' 6. children's 7. army's 8. Joneses' 9. box's 10. knives' B. 11. Randy's 12. dresses' 13. Ernie's 14. customers'

Activity 15: A. 1. is playing 2. yell 3. is sitting 4. plays B. 5. its 6. their 7. its 8. their

Activity 16: 1. pony; it 2. Virginia militia; it 3. Martha Custis; her 4. Washington; he 5. Washington; he 6. independence; it 7. soldiers; they 8. supplies; them 9. Washington; he 10. Electors; they

Activity 17: A. 1. I 2. We 3. him 4. he 5. he 6. they B. 7. They 8. them 9. it 10. us

Activity 18: A. 1. our; his 2. ours; its 3. his; his 4. her; hers B. 5. your 6. their 7. our 8. mine 9. ours

Activity 19: A. 1. reflexive 2. intensive 3. reflexive 4. intensive 5. reflexive 6. reflexive 7. intensive B. 8. I 9. themselves 10. ourselves

Activity 20: A. 1. everyone 2. People; many 3. Few 4. Everyone 5. Anyone 6. Bands; several B. 7. is 8. toss 9. use 10. sweep

Activity 21: A. 1. his 2. their 3. their 4. she 5. he 6. their 7. their B. 8. Everyone knew that he (or she) should carry a map. 9. No one lost her (or his) sunglasses on the hike. 10. Many of the girls brought their cameras.

Activity 22: A. 1. Who 2. whom 3. who 4. Who 5. whom 6. Whom B. 7. who; subject 8. Who; subject 9. whom; object of preposition 10. whom; object of preposition

Activity 23: 1. us 2. it 3. them 4. me; her 5. they; their 6. her; him 7. our 8. their 9. their; it 10. my; yours

Activity 24: A. 1. linking 2. action 3. linking 4. action 5. linking B. 6.–11. Answers will vary. Check that students use the kind of verb called for and that the verb makes sense.

Activity 25: 1. leader; checks 2. everyone; is 3. dancers and singers; clap 4. horses; are 5. cheerleader; twirls 6. She; steps 7. Many; wave 8. clown; strides 9. Everyone; cheers

Activity 26: A. 1. took; wallet 2. rushed 3. was 4. pushed; turnstile 5. roared

6. poured B. 7. transitive 8. transitive 9. transitive 10. intransitive

Activity 27: A. 1. had; asked 2. was; planning 3. had; bothered 4. should have; thought 5. has; tidied 6. Has been; getting 7. Will be; improving 8. must be; wondering B. 9. Should help 10. will be deciding 11. is depending 12. is suffering

Activity 28: A. 1. is holding; present participle 2. has scheduled; past participle 3. worried; past 4. are renting; present participle 5. like; present 6. have organized; past participle B. 7. receiving; received; received 8. stop; stopped; stopped 9. multiply; multiplying; multiplied 10. permit; permitting; permitted 11. omit; omitted; omitted

Activity 29: 1. flew 2. left 3. driven 4. frozen 5. fell 6. broken 7. swung 8. left 9. froze

Activity 30: A. 1. past perfect 2. present perfect 3. present perfect 4. past perfect 5. present perfect 6. future perfect B. 7. has found 8. has asked 9. had begged 10. will have moved

Activity 31: 1. is getting; present progressive 2. was enjoying; past progressive 3. is benefitting; present progressive 4. were admiring; past progressive 5. was thinking; past progressive 6. are recommending; present progressive 7. am joining; present progressive 8. was talking; past progressive 9. are hoping; present progressive 10. is waiting; present progressive 11. am anticipating; present progressive 12. is looking; present progressive

Activity 32: 1. raises 2. set 3. lay 4. rose 5. lain 6. risen 7. sat 8. raised

Activity 33: A. 1. said 2. paid 3. kept 4. held 5. met 6. lost 7. told 8. bought 9. thought 10. caught B. 11.–15. Answers will vary. Check that students use the correct verb form.

Activity 34: A. 1. silly antics; priceless antics 2. foolish tricks; manageable tricks 3. joyful companion; wonderful friend 4. enormous cat; friendly cat 5. harmful snakes; clueless you 6. certain animals; suitable animals B. 7. laughable 8. affordable 9. babyish 10. skillful 11. defenseless 12. cloudless 13. boyish 14. meaningful

Activity 35: A. 1. American 2. Nigerian 3. Finnish 4. Mexican 5. Polish 6. Hawaiian 7. Malaysian 8. Georgian 9. Puerto Rican 10. Brazilian B. 11. French 12. Swedish 13. German 14. Spanish 15. Irish 16. Belgian

Activity 36: 1. happier, happiest 2. more brilliant, most brilliant 3. more practical, most practical 4. spicier; spiciest 5. more beautiful, most beautiful 6. wiser, wisest 7. smaller, smallest 8. tanner, tannest 9. grimmer, grimmest 10. funnier; funniest

Activity 37: A. 1. usually; oversleeps 2. Then; bounces 3. gobbles; quickly 4. arrive; late 5. nervously; holds 6. Finally; dashes 7. expertly; steers B. 8. verb; is 9. adjective; confident 10. adjective; prompt 11. adverb; always 12. adjective; unlike

Activity 38: 1. earlier, earliest 2. more clearly, most clearly 3. more easily, most easily 4. more loudly, most loudly 5. more softly, most softly 6. nearer, nearest 7. faster, fastest 8. later, latest 9. more skillfully, most skillfully 10. more carefully, most carefully

Activity 39: A. 1. dustier; comparative 2. more tarnished; comparative 3. shiny; positive 4. most elegant; superlative 5. most significant; superlative B. 6. more swiftly; comparative 7. highest; superlative 8. brighter; comparative 9. fastest; superlative 10. harder; comparative

Activity 40: A. 1. about 1770; in a Cherokee village 2. during his life 3. in one leg; from an accident; from a disease 4. In the Cherokee language 5. for his people 6. of alphabet; of sounds; for the Cherokee language 7. in his alphabet; for a sound B. 8. to his **daughter** 9. of Cherokee **chiefs** 10. to his **people** 11. to **him** 12. in **California**; for **him**

Activity 41: A. 1. saw; verb 2. rules; noun 3. would enter; verb 4. books; noun 5. had; verb 6. jotted; verb 7. giggled; verb B. 8. with clever ideas; adjective 9. on Saturday morning; adverb 10. on a clean paper; adverb 11. Into the mail; adverb

Activity 42: A. 1. adverb 2. adverb 3. adverb 4. preposition 5. adverb 6. adverb 7. preposition B. 8.–10. Answers will vary.

Activity 43: A. 1. **for** Dad 2. **to** his friends 3. **by** Aunt Julia 4. **with** decorations 5. **before** Dad 6. **on** the piano 7. **with** a friend 8. **from** the bakery 9. **by** car or train B. 10.–12. Answers will vary. Check that students have used prepositional phrases correctly.

Activity 44: 1. Hunters, trappers, farmers, adventurers, and missionaries made the long trip west. 2. Cowboys, lumberjacks, and gold seekers also headed west. 3. In the early 1800s, most Americans lived along the East Coast in cities, towns, and farms. 4. A frontier family's first work was to clear land, plant crops, and build a house. 5. Thick forests offered wood for building, logs for burning, and animals for eating.

6. When crossing rivers, pioneers faced balking animals, shifting currents, and drifting logs. 7. Pioneers traveled by foot, on horseback, by handcart, and in covered wagons. 8. A covered wagon carried tools, blankets, flour, water, candles, guns, and ammunition. 9. On the trip, axles broke, wheels fell off, and wagons tipped over. 10. The pioneers were courageous, determined, and adventurous people.

Activity 45: A. 1. a worn out baseball cap; hat 2. a friend of mine; Joel 3. Joel's dog; Thunder 4. the postman; Mo Buckley 5. Kenya Wells; neighbor B. 6. Kenya's dog, Dusty, 7. excited dogs, Thunder and Dusty, 8. Joel, a fast runner, 9. Dusty, a squirming terrier 10. Mr. Lowe, an understanding man, 11. destination, a bench by the corner 12. bench, a good place for a rest

Activity 46: 1. (pages 40–95) 2. —maybe it was three— 3. (see Chapter One) 4. (he wrote a book about violin playing) 5. —all by age 14. 6. (see pages 101–116) 7. (he died before he was 36) 8. (1786) 9. (songs for single voices) 10. (sections) 11. (and my favorite) 12. (1791)

Activity 47: 1. Island of the Blue Dolphins 2. Ranger Rick 3. Star Wars 4. "The Cat and the Moon" 5. "On the Grasshopper and Cricket" 6. Romeo and Juliet 7. "Who Made That?" 8. Where the Red Fern Grows 9. The Wall Street Journal 10. "Of Thee I Sing" 11. "Sleeping Beauty" 12. How to Eat Fried Worms

Activity 48: 1. "Where is the mouse now?" asked Teresa. 2. George said, "I think I saw it go behind the bookcase." 3. "We have to find it!" moaned Ben. 4. Mr. Riley said, "Let's quiet down and look carefully." 5. "How did it escape anyway?" asked Rita. 6. "I don't want it climbing on me!" exclaimed Sam with a shiver. 7. "It's probably more scared of us than we are of it," said Ernie. 8. "There it is!" shouted Teresa, as the mouse scurried across the room. 9. "Oh, it went under George's desk," said Cara. "How will we get it out?" 10. Jenny said, "I don't think it was such a good class pet."

Activity 49: 1. "Who is at the door?" asked Mr. Johnson. 2. "I'll find out," said Peter, walking to the door. 3. Mrs. Santos asked, "Is your mother home?" 4. "We're having a block party," explained Mrs. Santos. 5. "That's great!" exclaimed Peter. 6. "What can we bring?" inquired Mrs. Johnson. 7. Mrs. Santos said, "Here's a sign-up sheet." 8. She continued, "We'll need refreshments, game leaders, and, if possible, musicians." 9. Mrs. Johnson answered, "I'll sign up to bring macaroni and cheese." 10. Mr. Johnson chimed in, "I'll sign up to play my ukelele, bongos, and tambourine."

Activity 50: 1. personal 2. elude 3. advice 4. recipe 5. alley 6. preceding 7. personnel 8. advise 9. receipt 10. ally

Activity 51: A. 1. supernatural; outside the natural world 2. exhaling; breathing out 3. subnormal; below normal 4. enable; make possible 5. promote; aid or advance 6. transport; carry B. Possible: 7. enclose 8. expose 9. transform 10. prolong 11. endear 12. express 13. supermarket 14. submerge 15. proclaim 16. exchange

Activity 52: A. 1. foolish; like a fool 2. confession; outcome of confessing or admitting 3. effective; having an effect 4. realized; accepted as reality 5. critical; serious 6. friendship; condition of being friends B. Possible: 7. ownership 8. initialize 9. leadership 10. edition 11. comical 12. materialize 13. mechanical 14. modernize 15. impression 16. authorship

Activity 53: Answers will vary but should show some sense of degree of meaning. Possible: 1. 1/2/3/4 2. 1/2/4/3 3. 4/2/3/1 4. 4/3/2/1 5. 3/2/1/4 6. 1/4/3/2 7. 2/1/3/4 8. 1/3/4/2 9. 3/1/2/4 10. 4/1/2/3

Activity 54: 1. Good friends 2. Hang out 3. Food court 4. Mountain cabin 5. Kitchen chores 6. Checking your work

Activity 55: 1. recipe; receipt 2. preceding; proceeding 3. advise; advice 4. elude; alluded 5. alley; ally 6. personnel; personal