

Writer's Choice
Grammar and Composition

Grammar Reteaching

Grade 6



New York, New York Columbus, Ohio Woodland Hills, California Peoria, Illinois

Glencoe/McGraw-Hill 
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Printed in the United States of America.

Send all inquiries to:
Glencoe/McGraw-Hill
8787 Orion Place
Columbus, Ohio 43240

ISBN 0-07-823366-6

1 2 3 4 5 6 7 8 9 045 04 03 02 01 00

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8.1 Kinds of Sentences

Key Information

A **sentence** is a group of words that expresses a complete thought. All sentences begin with a capital letter and end with a punctuation mark. There are four different kinds of sentences. A **declarative** sentence makes a statement. It ends with a period. An **interrogative** sentence asks a question. It ends with a question mark. An **exclamatory** sentence expresses strong feeling. It ends with an exclamation point. An **imperative** sentence gives a command or makes a request. It ends with a period.

Directions

Write whether each of the following sentences is *declarative*, *interrogative*, *exclamatory*, or *imperative*.

Last summer we visited the Grand Canyon. *declarative*

- _____ 1. Have you ever seen the Grand Canyon?
- _____ 2. How incredible that place is!
- _____ 3. The forces of wind, water, heat, and pressure created huge ruts in the rock and dirt.
- _____ 4. What was the oldest fossil ever found in the Grand Canyon?
- _____ 5. Keep reading to find out.
- _____ 6. The oldest fossil uncovered was a billion-year-old primitive sea plant.
- _____ 7. How could the fossil of a sea plant be discovered in the desert?
- _____ 8. Didn't you know the area was once completely covered with water?
- _____ 9. How far it is from one side of the canyon to the other!
- _____ 10. The canyon's width varies from four miles to fifteen miles from rim to rim.

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8.2 Sentences and Sentence Fragments

Key Information

Every sentence has a subject and a predicate. The **subject** tells who or what the sentence is about. The **predicate** tells what the subject does or has. It may tell what the subject is or is like.

The light [subject] controls the flow of traffic [predicate].

A **sentence fragment** is a group of words that does not express a complete thought.

It may be missing a subject, a predicate, or both.

Is made of nylon. [lacks a subject]

That backpack. [lacks a predicate]

Along the winding path. [lacks both]

To correct a sentence fragment, determine which part is missing. Then write a new subject or predicate that you can add to the fragment to make it a sentence.

Directions

Read each sentence fragment, and name the part of the sentence—either *subject* or *predicate*—that is missing.

creates a rainbow of colors *subject*

1. Carlsbad Caverns in New Mexico. _____
2. Became a national park in 1930. _____
3. Can hike down into the cavern. _____
4. Went by high-speed elevator. _____
5. One of the most impressive spots. _____
6. The Big Room's ceiling. _____
7. Is fourteen acres in size. _____
8. Spreads eight hundred feet below the surface. _____
9. Hundreds of thousands of bats. _____
10. Grow up from the floors in tall spires. _____

8.3 Subjects and Predicates

Key Information

The **complete subject** includes all the words in the subject part of the sentence. The **complete predicate** includes all the words in the predicate part of the sentence. The **simple subject** is the main word or group of words in the subject part of the sentence. It is usually a noun or a pronoun. The **simple predicate** is the main word or group of words in the predicate part of the sentence. It is a verb.

People from hundreds of miles away / **bring** their hiking shoes and tents.

Directions

Read the following sentences. Each sentence has a line dividing the complete subject and the complete predicate. In the space provided, write the simple subject and the simple predicate for each sentence.

A very large cat / lives near here. *cat / lives*

1. The new principal / addressed the class this morning. _____
2. A huge boulder / tumbled down the cliff. _____
3. A friend of yours / is on the phone. _____
4. A big blue balloon / floated in the sky. _____
5. Clara's mother / left her keys on the counter. _____
6. The boys on the football team / asked for more practice time. _____
7. Three sixth-graders / represent the school at city council meetings. _____
8. The soft leather jacket / is mine. _____
9. Most of the fish / are guppies. _____
10. A lady down the street / found your kitten. _____

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8.4 Finding Subjects

Key Information

In most sentences, the subject comes before the predicate.

I traveled to the Everglades.

Most questions begin with part of the predicate, followed by the subject, and then the rest of the predicate.

May **we** rent a boat?

If you have trouble finding the subject in a question, turn the question into a statement. The subject will usually come first.

We may rent a boat.

In statements with inverted word order, the predicate comes before the subject.

Out of the swamp crawled an **alligator**.

To identify the subject, change the order of the words.

An **alligator** crawled out of the swamp.

Directions

Rewrite each sentence so that the subject comes first.

Do the Everglades cover most of southern Florida?

The Everglades do cover most of southern Florida.

1. Can the people in the back row see the screen? _____

2. Into the diner went the driver of the red truck. _____

3. Over the fence leaped a white-tailed deer. _____

4. Did you hear my alarm clock? _____

5. In the cafeteria stand the boxes with the new tables. _____

6. Is the water in the Everglades fresh water? _____

7. Are those snakes really dangerous? _____

8. In the warm swamps live many interesting animals. _____

8.5 Compound Subjects and Compound Predicates

Key Information

A **compound subject** is two or more simple subjects that have the same predicate. They are joined by *and*, *or*, or *but*.

My **sister** and **I** want to go to Yellowstone.

A **compound predicate** is two or more simple predicates, or verbs, that have the same subject.

We **go** to the park and **hike**.

Sometimes a simple sentence has both a compound subject and a compound predicate.

My **grandmother** and **grandfather** / **travel** by van and **sleep** in it at night.

Directions

Underline each compound subject or compound predicate in the following sentences. A sentence may contain a compound subject, a compound predicate, or both.

Nestor and Sumio went to the movies.

1. Yellowstone and the Grand Tetons are national parks.
2. Both parks have forests and shelter the same animals.
3. Pelicans, eagles, elk, and moose roam the Grand Tetons.
4. Visitors walk on trails or drive through the park.
5. Hot springs and geysers attract thousands of tourists each year.
6. Old Faithful and Riverside Geyser erupt regularly and spray water.
7. The bears and other animals stay in the forests and look for food.
8. Miles of hiking trails offer spectacular views and provide hours of nature study.
9. My grandparents and I went to the park and took a full picnic basket.
10. No bears or other animals approached us that day.

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8.6 Simple, Compound, and Complex Sentences

Key Information

A **simple sentence** has one subject and one predicate. It may have a compound subject, a compound predicate, or both.

Yosemite National Park / is in California.

My friend and I / visited the park and stayed a week.

A **compound sentence** consists of two or more simple sentences (main clauses) joined by a comma and *and*, *but*, or *or*. A clause is a group of words that has a subject and a predicate.

We / enjoyed our vacation, **and** we / took plenty of photographs.

A **complex sentence** is a sentence that has one main clause and one or more subordinate clauses.

We decided to visit Yosemite when we heard about its beautiful scenery.

Directions

Write whether each sentence is *simple*, *compound*, or *complex*.

James wants to hike, and I want to take more photos. *compound*

1. Glaciers smoothed the valley floor, and they melted to form a lake. _____
2. A hike and a mule ride are two ways to see the park. _____
3. Fifteen hundred trees and plants live in the park. _____
4. El Capitan is a mountain of granite, and it rises 3,600 feet above the Merced River. _____
5. Yosemite Falls has a spectacular 2,425-foot drop. _____
6. Bird watchers can see more than two hundred different species of birds when they visit Yosemite. _____
7. Rugged mountains, clear lakes, and rushing streams attract many tourists and outdoor enthusiasts. _____
8. Yosemite and Hetch Hetchy are two beautiful valleys inside the park. _____
9. Cloud's Rest is the highest point in Yosemite Valley, and it rises nearly 10,000 feet. _____
10. Congress established Yosemite National Park in 1890, but the original park did not include Mariposa Grove or Yosemite Valley. _____

9.1 Common and Proper Nouns

Key Information

A noun is a word that names a person, place, thing, or idea. A **common noun** names *any* person, place, thing, or idea. A **proper noun** names a specific person, place, thing, or idea. A proper noun begins with a capital letter. If there is more than one word in the proper noun, the first word and all other important words are capitalized.

Common nouns: lake, mayor, book, document

Proper nouns: Lake Erie, Susan Brown, *Charlotte's Web*, Bill of Rights

Directions

Underline each common noun once and each proper noun twice.

The United States has an interesting history.

1. Our country was still a colony of England.
2. A road ran between Boston and New Bedford.
3. Stagecoaches traveled this bumpy road.
4. The drivers stopped at an inn to pay the toll.
5. The inn became known as the Toll House Inn.
6. Ruth and Kenneth Wakefield bought the Toll House Inn.
7. They opened a restaurant there.
8. Mrs. Wakefield had a great idea; she created cookies with chunks of chocolate.
9. She named her cookies Toll House.
10. Today these cookies give pleasure to people around the world.

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9.2 Singular and Plural Nouns

Key Information

A **singular noun** names one person, place, thing, or idea. A **plural noun** names more than one person, place, thing, or idea. To form the plural of most nouns, simply add *-s* or *-es*. To form the plural of nouns that end with a consonant and *-y*, change the *-y* to *-i* and add *-es* (sky—skies). For the plural of nouns ending in *-o*, add *-s* or *-es* (pianos, tomatoes). Consult a dictionary if you are not sure. For the plural of nouns ending with *-f* or *-fe*, add *-s* or change the *-f* to *-v* and add *-es* (roofs, loaves). Again, consult a dictionary if you are not sure. Some irregular nouns totally change their spelling to form the plural (foot, feet). Others keep the same spelling (deer, deer).

Directions

Write the plural form of each singular noun in the space provided.

party *parties*

- | | |
|----------------------|--------------------|
| 1. fireplace _____ | 2. reef _____ |
| 3. mouse _____ | 4. tray _____ |
| 5. beach _____ | 6. patio _____ |
| 7. bass _____ | 8. calf _____ |
| 9. cheese _____ | 10. match _____ |
| 11. potato _____ | 12. wife _____ |
| 13. cargo _____ | 14. birch _____ |
| 15. strawberry _____ | 16. key _____ |
| 17. kiss _____ | 18. assembly _____ |
| 19. alto _____ | 20. chair _____ |
| 21. rodeo _____ | 22. lunch _____ |
| 23. jury _____ | 24. woman _____ |

9.3 Possessive Nouns

Key Information

A **possessive noun** tells who or what has or owns something. Plural nouns and singular nouns can be possessive.

Most singular nouns form the possessive by adding an **apostrophe** and **s ('s)**.

Bob's house James's brother

Plural nouns ending in **-s** add an **apostrophe(')**.

the girls' tent

Plural nouns not ending in **-s** add an **apostrophe** and **s('s)**.

the children's library

Directions

Read the following sentences. Decide whether the underlined words are possessives. Write *yes* or *no* in the space provided. If the answer is *yes*, write whether the possessive noun is *singular* or *plural*.

The factory's workers were very busy. *Yes, singular*

The factory's going to open six days a week. *No*

1. Levi Strauss's life is an American success story. _____
2. He headed west when he heard of California's gold rush. _____
3. He saw that men's pants weren't strong enough for gold mining. _____
4. He asked, "Who's going to want to wear these thin pants?" _____
5. He turned the canvas he had into prospectors' pants. _____
6. The miners' lives were changed after that. _____
7. Jeans today are made in factories around the world. _____
8. It's hard to imagine teenagers without blue jeans. _____
9. Advertisers' promotions show fashionable teens in jeans. _____
10. Nobody's wardrobe is complete without a pair of jeans. _____

10.1 Action Verbs and Direct Objects

Key Information

All verbs can be grouped as action verbs or linking verbs. Action verbs tell what someone or something does. Action verbs can be divided into two groups—transitive and intransitive.

Transitive verbs take **direct objects**. A **direct object** is a noun that receives the action of the verb. It answers the question *whom?* or *what?* after an action verb.

A chimpanzee enjoys **company**.

Directions

Change each sentence into a question that asks *whom?* or *what?* after the verb. The answer is the direct object.

My uncles drive two large tractors on the farm.

My uncles drive what? tractors

1. Walrus follow the currents in arctic oceans. _____

Question: _____

Direct object: _____

2. Both males and females have large ivory tusks. _____

Question: _____

Direct object: _____

3. Walrus dig clams with their tusks. _____

Question: _____

Direct object: _____

4. Walrus like cold weather. _____

Question: _____

Direct object: _____

5. They ride flat chunks of ice. _____

Question: _____

Direct object: _____

6. Thick layers of fat insulate walrus from the cold. _____

Question: _____

Direct object: _____

10.2 Indirect Objects

Key Information

Action verbs with direct objects may also have indirect objects. Unlike the direct object, which answers the question *whom?* or *what?*, the indirect object tells to *whom* or to *what* or for *whom* or for *what* the verb's action was done.

The trainer tossed the **dolphin** a fish.

To determine whether a word is an indirect object, try adding the word *to* or *for* before the indirect object and placing it after the direct object: The *trainer tossed a fish to the dolphin*. If the sentence still makes sense, the word is an indirect object.

Directions

Identify the indirect objects in these sentences. Rewrite each sentence, using *to* or *for* before the indirect object and placing it after the direct object. The direct object is underlined.

Dolphins gave the fish a scare.

indirect object: fish Dolphins gave a scare to the fish.

1. The trainer at the water park threw the dolphin a ball. _____

2. The dolphin tossed the trainer the ball. _____

3. One dolphin flipped the trainer a hoop. _____

4. Sometimes dolphins give a ship's crew a show at sea. _____

5. They show sailors dives and flips. _____

6. Sailors throw the dolphins food. _____

7. We bought the dolphins treats. _____

8. Dolphins give people an understanding of their world. _____

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10.3 Linking Verbs and Predicate Words

Key Information

Linking verbs connect the subject of a sentence with a noun or adjective in the predicate. A **predicate noun** tells what the subject is. A **predicate adjective** describes the subject.

The manatee is a strange **animal**.

The manatee appears **clumsy**.

The most common linking verbs are the forms of *be*, such as *am*, *is*, *are*, *was*, and *were*. Other common linking verbs include *become*, *seem*, *appear*, *feel*, *taste*, *grow*, and *look*.

Directions

Tell whether the underlined verb in each sentence is an *action verb* or a *linking verb* by writing *action* or *linking* in the space provided. If the verb is a linking verb, write whether it is followed by a *predicate noun* or a *predicate adjective*.

Red is my favorite color.

linking—*predicate noun*

1. Manatees are mermaids. _____
2. At least ancient sailors thought so. _____
3. Manatees look strange up close. _____
4. Their eyes seem tiny. _____
5. Their whiskered lips appear swollen. _____
6. Manatees live in warm water. _____
7. They are very slow. _____
8. Power boats sometimes hit the manatees. _____
9. Manatees are not dangerous. _____
10. They eat only grass. _____

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10.4 Present, Past, and Future Tenses

Key Information

The tense of the verb tells when an action takes place. The **present tense** of a verb names an action that happens regularly. It is also used to express a general truth. The **past tense** of a verb tells about something that has already happened. The **future tense** of a verb tells about something that will happen in the future.

Base form	Present tense	Past tense	Future tense
jump	I jump. He jumps.	I jumped. He jumped.	I shall jump. He will jump.

Directions

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

I like to watch animals. *present*

1. Some animals live in faraway places. _____
2. Maybe I will visit them someday. _____
3. I watch animals in my own neighborhood. _____
4. I especially enjoy rabbits, chipmunks, and squirrels. _____
5. Yesterday I observed a raccoon. _____
6. The raccoon sneaked around the corner of the garage. _____
7. It jumped into the garbage can. _____
8. Dad will put a heavy rock on the lid of the garbage can. _____
9. That trick worked for our neighbor. _____
10. My brother feeds the birds. _____
11. He placed a birdfeeder on a pole in the backyard. _____
12. We watch cardinals, sparrows, and woodpeckers. _____
13. Next summer he will build a house for martins. _____
14. My mother enjoys hummingbirds the most. _____
15. My family will soon hike on the nature trail at the park. _____

10.5 Main Verbs and Helping Verbs

Key Information

All verbs have four principal parts: **base form**, **present participle**, **past form**, and **past participle**.

<u>Principal parts</u>	<u>Example Verb phrase</u>
base form	play
present participle	playing is playing
past form	played
past participle	played has played

Participle forms join with **helping verbs** to form **verb phrases**. The most common helping verbs are the forms of *be* and *have*. The forms of *be* are often used with the present participle. The forms of *have* are often used with the past participle.

Directions

In each sentence, the verb phrase is underlined. Draw a second line under the main verb, and write whether it is a *present participle* or a *past participle*.

We are beginning to understand the problem. *present participle*

1. Many species of animals are disappearing. _____
2. In the past, species have disappeared at the rate of one a year. _____
3. Now they are vanishing at the rate of one a day. _____
4. People have changed the environment. _____
5. We have chopped forests down. _____
6. We have paved animal habitats. _____
7. Years ago passenger pigeons were flying in huge flocks across the sky. _____
8. Buffalo herds were roaming the plains. _____
9. Now all the passenger pigeons have died. _____
10. We are visiting buffalo herds in zoos. _____
11. Some animals are protected by law. _____
12. They are called “endangered species.” _____
13. Park rangers are patrolling the wildlife preserves. _____
14. My class has adopted a local park. _____
15. We are keeping the park clean for animals and humans. _____

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10.6 Present and Past Progressive Forms

Key Information

The **present progressive** form of a verb names an action that is continuing to happen in the present time. The **past progressive** form names an action that was continuing in the past. To make present progressive verb forms, use the helping verbs *am*, *is*, and *are* along with the present participle. To make past progressive verb forms, use the helping verbs *was* and *were* along with the present participle.

Directions

Write whether the underlined verb form is in the *present progressive* form or the *past progressive* form.

I was waiting to see the otters. *past progressive*

1. Yesterday I was watching my friends with their sleds. _____

2. They were coasting down the hill. _____

3. Now I am watching the otters. _____

4. They are playing together, too. _____

5. They are sliding down the bank of the river. _____

6. At the bottom, they are making a big splash. _____

7. Yesterday my friend Mark was racing his brother to the top of the hill. _____

8. They were pulling heavy sleds behind them. _____

9. The otters are swimming in the cold water. _____

10. They are hunting for fish, frogs, and crayfish. _____

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10.7 Perfect Tenses

Key Information

Perfect tense verbs all use a form of the helping verb **have**. The **present perfect** tense can show action that happened at an indefinite time in the past or action that began in the past and is still happening. The **past perfect** tense tells about something that happened before another action in the past.

To form the present perfect tense, use the helping verb *have* or *has* with the past participle form of the main verb. To form the past perfect tense, use the helping verb *had* with the past participle form of the main verb.

Directions

Write whether the underlined verb or verb phrase is *present*, *past*, *present perfect*, or *past perfect*.

Bears live in the United States. *present*

1. Forest lands contain both grizzly bears and black bears. _____
2. Of the two, grizzly bears have earned the worse reputation. _____
3. For a long time, lumberjacks have told this story about the bears. _____
4. A tenderfoot had spotted a bear in the woods. _____
5. He had climbed a tree in a hurry. _____
6. The bear had sat down at the bottom of the tree to wait. _____
7. Finally, an old woodsman came along. _____
8. He had chased the bear away. _____
9. Luckily, the bear had been a brown bear. _____
10. Angry grizzlies have climbed up trees after their prey. _____
11. Have you ever seen a bear at the zoo? _____
12. I had visited the zoo twice before seeing a polar bear. _____
13. Polar bears swim in their pools at the zoo. _____
14. They have attracted crowds of visitors. _____
15. Their white fur hides polar bears in the snow of the Arctic. _____

10.8–9 Irregular Verbs

Key Information

Most verbs form their past and past participle forms by adding *-ed* to the base form.

Juan **stayed** late for the meeting. (past)

Juan has **stayed** late twice this week. (past participle)

Irregular verbs do not form their past and past participle forms in the usual way, but some irregular verbs follow patterns. Some verbs just change one vowel. Some use the same form for both the past and past participle forms. Other irregular verbs form their past participle by adding *-n* or *-en*. Words that end in *-ow* usually have past forms that end in *-ew* and past participle forms that end in *-own*. Some irregular verbs use the base form all the time.

I **saw** that movie.

We **sang** the song you requested.

They **threw** the tea into the bay.

The mayor **cut** the ribbon.

I have **seen** that movie.

We have **sung** the song you requested.

They have **thrown** the tea into the bay.

The mayor has **cut** the ribbon.

Directions

Write each sentence. Use the past tense form or the past participle form of the verb in parentheses.

I (make) my career choice yesterday. *I made my career choice yesterday.*

1. Yesterday two forest rangers (speak) at our school. _____

2. After the speech, I (know) my career plans. _____

3. One ranger (draw) a map of her forest preserve. _____

4. She has (ride) a horse into the deep forest. _____

5. Once she (bring) help to a lost camper. _____

6. He had (fall) in a wooded ravine. _____

7. This ranger has (see) some unusual animals. _____

8. The rangers have (teach) us about the importance of wildlife. _____

11.1 Personal Pronouns

Key Information

A pronoun is a word that takes the place of one or more nouns, along with all the words that describe them. When pronouns refer to people or things, they are called **personal pronouns**.

Different pronouns have different uses. The **subject pronouns**—*I, you, he, she, it, we, and they*—can be used as subjects of sentences. **Object pronouns** can be used as direct and indirect objects. The object pronouns are *me, you, him, her, it, us, and them*. Notice that two pronouns, *it* and *you*, are used as both subjects and objects.

Directions

Read each pair of sentences. Then write *subject* or *object* to tell how each underlined pronoun is used.

We studied the skin in science class today.

We studied it in science class today. *object*

1. Live cells under the top layer replace the ones that fall off.
They replace the ones that fall off. _____
2. The skin protects the body.
The skin protects it. _____
3. The pigment in skin keeps out some of the sun's harmful rays.
The pigment in skin keeps some of them out. _____
4. Mrs. Smith says pigment also colors the skin.
She says pigment also colors the skin. _____
5. Pigment makes Mrs. Smith a pretty shade of brown.
Pigment makes her a pretty shade of brown. _____
6. Pigment also gives Bill his freckles.
Pigment also gives him his freckles. _____
7. Sometimes Bill wishes the freckle pigment would go away.
Sometimes he wishes the freckle pigment would go away. _____
8. The skin is really a very important organ.
It is really a very important organ. _____
9. Do you and Cherie know what is the body's largest organ?
Do you know what is the body's largest organ? _____
10. The largest organ is the skin.
It is the skin. _____

11.2 Using Pronouns Correctly

Key Information

Don't confuse subject and object pronouns. Remember that subject pronouns are used as subjects of sentences. Object pronouns are used as direct and indirect objects of verbs. Be sure to use subject pronouns in **compound subjects** and object pronouns in **compound objects**. Test the pronoun you choose by saying the sentence without the other part of the compound subject or object. Does your pronoun sound correct?

When the pronoun *I* or *me* is used in a compound subject or object, *I* or *me* should be last.

Directions

Underline the correct pronoun in parentheses. Then tell whether each is used as a *subject* or an *object*.

Jerry and (I, me) learned something new today. *subject*

- (We, Us) did an experiment in science class. _____
- The experiment showed (we, us) how to fool our senses. _____
- The experiment surprised (I, me). _____
- (I, Me) put one hand into a bowl of hot water and the other into a bowl of cold water. _____
- Then I shoved (they, them) both into lukewarm water. _____
- (They, them) each felt different in the dish of lukewarm water. _____
- The experiment surprised (he, him) too, Jerry said. _____
- (He, Him) felt warm water with one hand and cold water with the other! _____
- Jerry and (I, me) decided to write a report about what causes that reaction. _____
- My dad drove my friend and (I, me) to the library. _____

11.3 Pronouns and Antecedents

Key Information

The noun a pronoun refers to is called the pronoun's **antecedent**. Make sure the pronouns you use agree with their antecedents in **number** (singular and plural) and **gender** (masculine, feminine, or neuter). Whenever you use a pronoun, make sure the antecedent is clear.

Directions

In the space provided, supply the correct pronoun for each underlined antecedent.

My classmates and I were studying the brain in science class. We learned some interesting new information.

1. The brain has three major parts. _____ are the *cerebrum*, the *cerebellum* and the *medulla*.
2. The cerebrum is largest. _____ controls conscious acts.
3. The teacher asked Aiko. "What part of the brain do _____ use to think?"
4. Then the teacher tossed a foam rubber ball to Karen. _____ caught it.
5. "Those were voluntary muscle movements," Mrs. Arnett said. "The cerebrum controls _____."
6. We don't need to think about involuntary actions. _____ are controlled by the medulla.
7. A baseball game shows all types of actions. When the pitcher breathes, _____ is performing involuntary action.
8. The batter thinks fast and uses voluntary movements when someone pitches _____ a curve ball.
9. When base runners trip, voluntary movements, such as reaching out, help _____.
10. You and I depend on the signals our brains give _____.

11.4 Possessive Pronouns

Key Information

Possessive pronouns replace possessive nouns, which show who or what has or owns something. There are two kinds of possessive pronouns. The possessive pronouns used before nouns are *my, your, her, his, its, our,* and *their*. The possessive pronouns used by themselves are *mine, yours, hers, his, its, ours,* and *theirs*.

Directions

Underline the correct possessive pronoun in each sentence.

Hallie was relieved when we found (her, hers) math book.

1. Charles wanted to raise money for (his, her) mother's birthday gift.
2. It was (its, his) idea to have a pet show.
3. He called his uncle Robert and aunt Lucy to see if he could use (her, their) backyard.
4. (Its, It's) fence made the yard a good place to hold a pet show.
5. Charles's friend Melinda brought a bird. (Her, Its) bird did a trick.
6. One dog is named Lady. (Her, Hers) behavior was very good.
7. If there had been a prize for good behavior, Lady and I would have won it. It would have been (our, ours).
8. The prize for slowest animal was Kema's and her pet turtle's. The prize was (their, theirs).
9. All the owners paid entry fees for (their, theirs) pets.
10. Even after Charles paid for prizes, (his, your) pockets were full.

12.1 Adjectives and Proper Adjectives

Key Information

An adjective is a word that describes a noun or a pronoun. Adjectives tell *what kind, how many, or which one*.

Usually adjectives come before the nouns they describe.

Yellow flowers are blooming.

When an adjective comes after a linking verb, it is called a **predicate adjective**.

The flowers are **yellow**.

Proper adjectives are formed from proper nouns and should be capitalized.

The **Russian** travelers enjoyed their visit.

Directions

Circle the noun or pronoun modified by the underlined adjective. Then write whether the adjective tells *what kind, how many, or which one*.

The sand was warm under our feet.

The sand was warm under our feet. *what kind*

1. We ate Chinese food for dinner. _____
2. The cold wind blew snow across the field. _____
3. Sixteen million newcomers have entered the United States through the Ellis Island Immigration Center. _____
4. That painting was done by Vincent van Gogh. _____
5. Many people ride the subway to work. _____
6. My sneakers were old. _____
7. Dozens of corporations are located in one skyscraper _____
8. Janine was impressed by those photographs. _____
9. We visited two galleries today. _____
10. We read Scandinavian folktales. _____

12.2 Articles and Demonstratives

Key Information

Demonstrative adjectives point out something. *This, that, these, and those* are demonstrative adjectives when they come before a noun.

These pickles are too sour.

When the words *this, that, these, and those* stand alone, they are **demonstrative pronouns** because they take the place of a noun.

I'll take **those**.

This and *these* refer to something close to you; *that* and *those* refer to something far from you.

Directions

In the space provided, write whether the underlined word is a *demonstrative adjective* or a *demonstrative pronoun*.

This vase is quite elegant.

demonstrative adjective

1. This soil is rich and fertile. _____
2. We grew these in our garden. _____
3. That photograph of green peppers was taken by Edward Weston. _____
4. Those look like purple jewels. _____
5. We bought these from the farmer's market. _____
6. That farm grows unusual vegetables like endive. _____
7. We made pie with those apples. _____
8. Those tasted very sweet. _____
9. This land was once covered by glaciers. _____
10. That was a huge pumpkin. _____

12.3 Adjectives That Compare

Key Information

The **comparative form** of an adjective compares two things. To make the comparative form of a one-syllable adjective, you usually add *-er* to the end of the adjective. For longer adjectives, use the word *more* before the adjective.

The **faster** car won the drag race.
Today is **more beautiful** than yesterday.

The **superlative form** of an adjective compares more than two things. For a one-syllable adjective, you usually add *-est* to the end of the adjective. For longer adjectives, use the word *most* before the adjective.

The **fastest** car at the track belongs to Mario.
Sunday was the **most beautiful** day last week.

Do not use *more* or *most* before adjectives that already have *-er* or *-est* endings.

Directions

Underline the comparative or the superlative form of the adjective in parentheses.

Of the two bands, that one is (more loud, louder).

Of the two bands, that one is (more loud, louder).

1. California has some of the (biggest, bigger) trees in the world.
2. Its redwood trees are (taller, tallest) than some skyscrapers.
3. The California condor is one of the (rarer, rarest) birds in the world.
4. California is (more populated, populated) than Rhode Island.
5. The population is (more diverse, diverser) in California than it used to be.
6. Soccer is one of the (fastest, most fast) growing sports in the country.
7. In Europe, soccer is (more popular, most popular) than football.
8. Some people believe soccer is (more safe, safer) than football.
9. Kevin is the (quickest, most quick) player on our soccer team.
10. He kicks the ball (harder, more hard) than I do.

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13.1 Adverbs Modifying Verbs

Key Information

An **adverb** is a word that modifies a verb, an adjective, or another adverb. Adverbs that modify verbs tell *how*, *when*, or *where* something happens.

The cat stretched **lazily**. [how]

My friend **often** tells jokes. [when]

The pioneers traveled **westward**. [where]

When an adverb modifies a verb, it may come before or after the verb or at the beginning or end of the sentence. Many adverbs, such as *proudly*, are formed by adding *-ly* to adjectives, but there are many other adverbs, such as *after*, *often*, *now*, and *later*.

Directions

An adverb is underlined in each sentence below. Circle the verb the adverb modifies, and in the space provided, write whether the adverb tells *how*, *when*, or *where*.

English sparrows gobble bugs eagerly.

English sparrows (gobble) bugs eagerly. *how*

1. Starlings often live in the city. _____
2. Sometimes, starlings are a nuisance to city people. _____
3. Many people chase starlings away. _____
4. In fact, some cities relentlessly wage war on starlings. _____
5. Starlings originally lived in Europe. _____
6. They were first introduced to New York City in 1890. _____
7. They travelled westward. _____
8. Today many live east of the Rocky Mountains. _____
9. Starlings sing beautifully. _____
10. However, sometimes they squeak and wheeze. _____

13.2 Adverbs Modifying Adjectives and Adverbs

Key Information

Adverbs do not modify just verbs. They also can modify adjectives and other adverbs. When adverbs modify adjectives or other adverbs, they usually come right before the word they modify.

The bird's feathers were **bright** blue.

Becoming familiar with the adverbs that often modify adjectives or other adverbs will help you recognize them in sentences. The following adverbs commonly modify adjectives and other adverbs: *very, too, almost, quite, really, so, partly, extremely, rather, nearly, barely, unusually, just, somewhat, totally, and hardly.*

Directions

Study the underlined adverb in each sentence. Write the word it modifies, and tell which part of speech, *adjective* or *adverb*, the modified word is.

A male blue jay treats his mate quite well.

Word modified: *well* Part of Speech: *adverb*

1. Blue jays are very pretty birds.

Word modified: _____ Part of speech: _____

2. They are extremely clever.

Word modified: _____ Part of speech: _____

3. Sometimes they are rather mean.

Word modified: _____ Part of speech: _____

4. Jays chase somewhat smaller songbirds.

Word modified: _____ Part of speech: _____

5. They nearly always finish the smaller birds' meals.

Word modified: _____ Part of speech: _____

6. The blue jay's call can be quite loud.

Word modified: _____ Part of speech: _____

7. Its nest can be built somewhat sloppily.

Word modified: _____ Part of speech: _____

8. Blue jays' nests are unusually strong.

Word modified: _____ Part of speech: _____

13.4 Telling Adjectives and Adverbs Apart

Key Information

Adverbs and adjectives are sometimes confused, especially when they come after a verb. When you are not sure whether a word is an adjective or an adverb, look carefully at the verb. Adjectives usually follow linking verbs, and adverbs usually follow action verbs.

She sang **happily**.

Happily is an adverb modifying the action verb *sang*.

She is **happy**.

Happy is an adjective following the linking verb *is*. *Happy* modifies the subject *she*.

Bad and *good* are sometimes confused with *badly* and *well*. Remember that *bad* and *good* are both adjectives. *Badly* and *well* are usually adverbs. *Well* is an adjective when it refers to a person's health.

Directions

For each sentence below, write whether the verb is an *action verb* or a *linking verb*. Then write whether the underlined word is an *adjective* or an *adverb*.

The parakeet was clever. *linking verb; adjective*

1. The nest of a bee hummingbird is small. _____
2. That bird sings melodiously. _____
3. A finch's lively activities are amusing. _____
4. Some pet birds fly rarely. _____
5. Bobwhites help farmers immensely. _____
6. Some birds live chiefly in forests. _____
7. Parakeets are acrobatic. _____
8. Some birds are valuable because of their unique abilities. _____
9. A robin's music sounds good in early spring. _____
10. The other day, I did not feel well. _____

13.5 Avoiding Double Negatives

Key Information

Negative words say “no” in a sentence. *Not* is a common negative word. It often appears in a contraction as *-n’t*. Affirmative words say “yes” in a sentence. The following chart gives some key negative and affirmative words.

Negative	Affirmative
never	ever, always
none	one, all, some, any
nothing	something, anything

Two negative words in a sentence make a **double negative**. You can correct a double negative by removing one of the negative words or by replacing one of the negative words with an affirmative word.

- I **don’t** know **nothing**. [double negative]
- I know **nothing**. [correct]
- I **don’t** know **anything**. [correct]

Directions

Read each pair of sentences, and draw a line through the sentence containing a double negative.

- We hadn’t ever imagined we would have a pet bird.
~~We hadn’t never imagined we would have a pet bird.~~
- 1. No bird has never been like my pet parakeet Brutus.
 No bird has ever been like my pet parakeet Brutus.
- 2. That bird isn’t afraid of nothing.
 That bird is afraid of nothing.
- 3. He isn’t afraid of nobody either.
 He isn’t afraid of anybody either.
- 4. He doesn’t never stop chasing the cat.
 He never stops chasing the cat.
- 5. None of us knows where he will show up next.
 None of us doesn’t know where he will show up next.
- 6. We haven’t never found a way to keep that bird in a cage.
 We haven’t ever found a way to keep that bird in a cage.
- 7. Our old dog doesn’t like anybody anymore.
 Our old dog doesn’t like nobody anymore.
- 8. He doesn’t like nobody but Brutus, that is.
 He likes nobody but Brutus, that is.

14.1 Prepositions

Key Information

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

The squirrel ran **up** the tree.

Study the list of prepositions in your textbook. The list will help you recognize prepositions in sentences.

Some prepositions are made up of more than one word. Some examples are *according to*, *along with*, *because of*, *in spite of*, *on top of*, *across from*, *aside from*, *in front of*, *instead of*, and *out of*.

Directions

Underline the prepositions.

Virginia Hamilton is a writer of many interesting children's books.

1. She wrote books about Ohio.
2. Virginia Hamilton was born in Yellow Springs, Ohio.
3. She won a Newbery Medal for the novel *M. C. Higgins, the Great*.
4. The Newbery Medal is an annual award given to the author of the best children's book.
5. Virginia Hamilton created some excellent works of fiction.
6. She also collected folktales from cultures around the world.
7. The Caldecott Medal is awarded for the illustrations in children's books.
8. David Macaulay won a Caldecott Medal in 1990.
9. Because of his interest in buildings, Macaulay studied architecture.
10. After that, he wrote many children's books on architecture.

14.2 Prepositional Phrases

Key Information

A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun called the **object of the preposition**.

I went **to** the grocery **store**.

A preposition can have a compound object—two or more objects joined by a connecting word.

I went **to** the **store** and the **cleaners**.

Often sentences will have more than one prepositional phrase. Prepositional phrases can appear anywhere in a sentence.

On Monday I went **to the store**.

Directions

In the following sentences, the prepositions are underlined. Draw an arrow from the prepositions to their objects.

Children of all ages like books.

Children of all ages like books.

1. *Hatchet* is a book by Gary Paulsen about a plane crash.
2. A boy must survive in the wilderness.
3. Because of its popularity, Gary Paulsen wrote a sequel to it.
4. Three of his books have received Newbery Honor Awards.
5. Gary Paulsen writes about his own experiences.
6. *Dragonsong* is based on Paulsen's experience in the Iditarod, a dogsled race across the Arctic.
7. Katherine Paterson is another modern author who appeals to both boys and girls in a variety of age groups.
8. She has received two Newbery Awards for her books.
9. Paterson's best known book is probably *Bridge to Terabithia*, written in 1978.
10. It tells about a friendship between a boy and girl from different backgrounds.

14.3 Pronouns After Prepositions

Key Information

When you use a pronoun as the object of a preposition, use an object pronoun such as *me*, *you*, *her*, *him*, *us*, *it*, *them*, or *whom*.

Yuri gave the book to **me**. To **whom** am I speaking?

When the object of a preposition is compound, be sure to use an object pronoun.

I'm going home with Bonita and **her**.

If you are not sure which pronoun to use in a compound object, say the sentence with only the pronoun as the object of the preposition. If the phrase sounds correct, you have probably chosen the correct pronoun.

Directions

Each sentence has a compound object of a preposition. To help you decide which pronoun to choose, first write the sentence with only the pronoun as the object of the preposition. Then write the sentence with the compound object.

Please lend that book to Joan and (me, I).

Please lend that book to me. Please lend that book to Joan and me.

1. I gave *A Wrinkle in Time* to Dan and (him, he). _____

2. I wanted to read *Hatchet*, but Juan gave the book to Nita and (she, her). _____

3. Ling read *Castle* aloud to Rachel and (we, us). _____

4. Ling and Luci agreed to a switch between Russell and (they, them). _____

5. The teacher will sit between you and (I, me). _____

6. None of the books were given to (I, me). _____

7. The teacher asked for book reviews from the boys and (we, us). _____

8. The author spoke to the teacher and (I, me). _____

14.6 Conjunctions

Key Information

A conjunction is a word that joins words or groups of words in a sentence. The most common conjunctions are the **coordinating conjunctions** *and*, *but*, and *or*. Conjunctions can be used to form compound subjects, compound predicates, and compound sentences.

Correlative conjunctions are conjunctions that work in pairs, including *either...or*, *neither...nor*, and *both...and*. Remember that a comma is used before a conjunction connecting two simple sentences.

Jamil **either** pitches **or** plays shortstop.
 Bob ran fast, **but** Shirley tagged him out.
 Bob **and** Jamil play baseball.

Directions

Write whether the underlined conjunctions join the parts of a compound sentence, a compound subject, or a compound predicate by writing *compound sentence*, *compound subject*, or *compound predicate*.

My mom drove us to the library, and Traci's dad planned to take us home.
compound sentence

1. We went to the library and looked for new books. _____
2. *The River* and *The Winter Room* were Juan's first choices. _____
3. Either *Missing May* or *Journey* appealed to Traci. _____
4. Nita headed straight for *Maniac Magee*, and Russell went for *Shiloh*. _____
5. Neither Lester nor William could find the books he wanted. _____
6. Ling had already read *Hoops*, but she hadn't read *Mop*, *Moondance*, and the *Nagasake Knights*. _____
7. I planned to borrow *The Westing Game*, but I had to take *Weasel* instead. _____
8. Dan borrowed the book *Mossflower* and read it quickly. _____
9. I suggested *Jacob Have I Loved* to Lucie, but she has read it already. _____
10. Neither Russell nor Juan was ready to leave when Mr. Taylor said it was time to go. _____

14.7 Interjections

Key Information

Some words or short phrases, called **interjections**, are used to express strong feelings. They are not complete sentences. Examples are *great*, *oops*, and *ouch*. Interjections that show strong feeling are followed by an exclamation point. Milder interjections may be joined to a sentence by a comma.

Aha! I've found you. **Oh,** there you are. We made it up the hill. **Phew!**

Directions

Underline each interjection.

Wow! Don't you love a good book? Hey, I've been looking for you.

1. Hey! There's a bookstore.
2. Gee, do you think we could stop in?
3. Wow! I really enjoy browsing in bookstores.
4. I wonder if they have any new books. Yes!
5. Gosh, I've been waiting for a new book by Mildred Taylor.
6. Oh, I read her last one, too.
7. Well, we have a little time.
8. Look! Here's the book I've been waiting for.
9. I've been waiting for this book to come out in paperback. Great!
10. Aha! There's *A Wrinkle in Time*.

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15.1 Making Subjects and Verbs Agree

Key Information

Subjects and verbs must agree in number. If the subject is singular, the verb should also be singular. If the subject is plural, the verb should be plural.

Whitney **walks**. The girls **walk**.

The irregular verbs *be*, *do*, and *have* may be main verbs or helping verbs, but in both cases, the verb must agree with its subject in number.

Directions

Circle the subject in each sentence. Then underline the correct form of the verb in parentheses.

Boston (has, have) many outstanding museums.

Boston (has, have) many outstanding museums.

1. More than 600,000 people (lives, live) in Boston.
2. The John Hancock Building (is, are) the tallest building in New England.
3. Its observatory (offers, offer) a great view of the city.
4. Many generations (has, have) walked on Boston Common.
5. A common (is, are) land that is shared by people.
6. Many anti-slavery meetings (was, were) conducted in the African Meeting House, the oldest African American church building.
7. After the Revolutionary War, Massachusetts (was, were) the first state to free slaves.
8. The Freedom Trail (leads, lead) tourists past some of the historic landmarks of the Revolutionary War period.
9. Harvard University (date, dates) back to 1636.
10. Paul Revere (is, are) buried there.

15.2 Problems with Locating the Subject

Key Information

Sometimes a **prepositional phrase** comes between the subject and the verb in a sentence. Make certain that the verb agrees with the subject of the sentence, not the object of the preposition.

The **people** on the bus **were sleeping**.

The prepositional phrase *on the bus* separates the subject and the verb. Ask yourself who or what is doing the action. You may take out the prepositional phrase and say the sentence to yourself to check that the verb form is correct.

The people were sleeping.

Some sentences begin with *here* or *there*. These words are never subjects. In this type of sentence, look for the subject after the verb.

There **are** three **apples** in the bag.

Put the subject before the verb to help you find the correct verb form.

Directions

Circle the subject of each sentence. Then underline each correct verb in parentheses.

The settlers of the new colony (has, have) to clear land.

The settlers of the new colony (has, have) to clear land.

1. There (is, are) no rest for the weary travellers.
2. Hard work from all family members (was, were) expected.
3. The fireplace in log cabins (is, are) the center of activity.
4. The source of light and heat (is, are) the fire.
5. A huge fire of logs (burns, burn) all night long.
6. Somebody in the family (has, have) to keep the fire burning.
7. There (is, are) no matches.
8. A member of the family (needs, need) to restart the fire if it goes out.
9. An entire family of six or more (live, lives) in a one-room cabin or shanty.
10. The children of the settlers eventually (take, takes) over the homestead.

15.3 Agreement with Compound Subjects

Key Information

A **compound subject** consists of two or more subjects joined by a conjunction. If the conjunctions *and* or *both ... and* join the parts of the subject, the subject is plural and the plural form of the verb is used.

Both his **son** and his daughter **help** him plan family meals.

When the conjunctions *or*, *nor*, *either ... or*, or *neither ... nor* are used, the verb must agree with the part of the subject that is closer to it.

Either he or his parents **choose** the main course.

Either his parents or he **chooses** the main course.

Directions

Underline each compound subject, including the conjunction. Then circle the correct form of the verb in parentheses.

Neither my brother nor my sister (live, lives) in New England.

Neither my brother nor my sister (live, lives) in New England.

1. The Schuylkill River and the Delaware River (come, comes) together in Philadelphia, the City of Brotherly Love.
2. Neither William Penn nor his fellow Quakers (realize, realizes) how large this early settlement will grow.
3. Imagine your family and your friends (is, are) living in 1775 under the rule of the king of England.
4. Neither your parents nor your older brother (thinks, think) England should raise taxes in the colonies.
5. Your mother and father (worries, worry) that violence will break out.
6. Independence Hall and Graff House (is, are) important locations in the creation of the Declaration of Independence.
7. Thomas Jefferson and John Adams (is, are) two of the five chosen to write a declaration.
8. John Hancock and the other delegates (sign, signs) the document.
9. Political reform and social changes (occur, occurs) as a result of the Revolution.
10. Still, neither women nor slaves (have, has) full rights as citizens.

16.1–2 Using Troublesome Words

Key Information

Some words, such as *it's* and *its*, are easy to confuse. Study the words in your book. Watch for the words as you read and write. The only way to learn to distinguish between the confusing words is through **memorization** and **practice**. The more you use these words, the less confusing they will be.

Directions

Underline the correct word or words in parentheses.

He poured the water (in, into) the cup.

1. Why did I (accept, except) that invitation?
2. I had (all ready, already) thrown some clothes into a bag.
3. I didn't know we were going (all together, altogether).
4. (Beside, Besides) having to bait her hook, I have to sit (beside, besides) her in the boat.
5. When the boat was ready to (leave, let) the dock, my father decided to (leave, let) my sister steer.
6. The oars were (lose, loose).
7. We paddled for more (than, then) fifteen minutes, and (than, then) we reached Grandpa's favorite fishing spot.
8. As I (raise, rise) the fishing rod over my head to cast, the boat (raises, rises) with the gentle waves.
9. I didn't want to do anything (accept, except) sleep.
10. Please don't (lose, loose) the directions.
11. (It's, Its) too bad that (it's, its) collar is lost.
12. (Lay, Lie) the book on the counter while you (lay, lie) down to rest.

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18.1 Capitalizing Sentences, Quotations, and Salutations

Key Information

Capitalize the **first word of a sentence**. Capitalize the **first word of a direct quotation** if it is a complete sentence.

If a direct quotation is interrupted by a phrase such as *she said*, do not begin the second part of the quotation with a capital letter unless it is a separate sentence.

“Will you please pass the mustard,” Kathy mumbled, “and the salt?”
The captain exclaimed, “Beam me up!”

Directions

Rewrite the sentences or phrases below, adding capital letters as needed.

the weatherman said, “the sky will be blue tomorrow.”

The weatherman said, “The sky will be blue tomorrow.”

1. one day I asked Mom, “could I work in Grandmother’s greenhouse over the summer?”

2. “she always told me,” I explained, “that I could work for her when I was old enough.”

3. mom suggested, “perhaps you should call her.”

4. as soon as the phone rang, my grandma picked it up.

5. “hello,” she said. “this is Olsen’s Greenhouse.”

6. “grandma,” I answered, “may I come work with you this summer?”

7. my grandmother teased, “if you write a letter of application, I’ll consider it.”

8. “look for my letter this week,” I agreed.

9. “dear Grandma,” my letter began.

10. finally I could start earning my own money.

18.2 Capitalizing Names and Titles of People

Key Information

The following are examples of how to capitalize the names and titles of people. For details about these examples, refer to *Writer's Choice*, page 475.

Delia J. Cintron **Colonel Robert Pugh** **Ms. Cintron** **Marcus Welch, M.D.**

Doctor Jonas Salk researched a vaccination against polio.

Later people congratulated him, "Well done, **Doctor!**"

Tomorrow **Mother** and **Cousin Lucia** are going to the library.

Lucia is my **mother's** **cousin**, not mine.

Directions

Explain why each underlined word or term is either capitalized or not. If you need help, refer to the rules in your textbook.

President George Washington *title and name of a person*

1. Robert E. Lee was a general in the Civil War.

2. Did you know that General Lee was well respected for his military skills?

3. William Carvey, Ph.D., my uncle, teaches history at the university.

4. According to Uncle Bill, President Lincoln asked Lee to command the Union Army.

5. Lee refused the president's offer because he was loyal to the South.

6. Even though the South lost, I think General Lee was a great leader.

7. Robert E. Lee even surrendered with grace and dignity.

8. People on both sides were moved by Lee's surrender to General Grant at Appomattox.

9. Will you take me to the museum, Father?

10. My cousin is Felicia D. Huston, M.D.

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18.3 Capitalizing Names of Places

Key Information

These are examples of the use of capital letters in the names of places. For details about these examples, refer to *Writer's Choice*, page 477.

Zanesville	Asia	Ohio	California
Muskingum County	Lake Tahoe	Australia	Puget Sound
Scioto River	Death Valley	Gobi Desert	Pike's Peak
Texas Panhandle	Breadbasket of America	Mohawk Street	Golden Gate Bridge
the Northwest	the West Coast	the North	the Southeast
southeasterly wind	northern Illinois	Canada is north of Cleveland.	

Directions

Rewrite each word or group of words in the space provided, using correct capitalization for names of places.

the great plains *the Great Plains*

1. san francisco bay _____
2. the cumberland gap _____
3. statue of liberty _____
4. mount mckinley _____
5. eastern ohio _____
6. west fifth avenue _____
7. the east _____
8. southeasterly wind _____
9. tropic of cancer _____
10. black hills _____

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18.4 Capitalizing Other Proper Nouns and Adjectives

Key Information

These are examples of how to capitalize other proper nouns and adjectives. For details about these examples, refer to *Writer's Choice*, page 479.

Boy Scouts	Goodwill Industries	Republican Party
Brach's candy	Planters peanuts	Maori art
War of the Roses	Stone Age	Magna Carta
Friday	April	Yom Kippur
Across Five Aprils	Young Miss	African American dance
African American	Korean	Latin

Directions

Rewrite each word or group of words, using correct capitalization for proper nouns and adjectives.

girl scout cookies *Girl Scout cookies*

1. the star-spangled banner _____
2. every thursday _____
3. labor day _____
4. american independent party _____
5. *national geographic* _____
6. australian _____
7. spanish american music _____
8. bill of rights _____
9. conn's potato chips _____
10. winter _____

19.1 Using the Period and Other End Marks

Key Information

The ending punctuation mark you choose depends on whether your sentence is declarative, imperative, interrogative, or exclamatory. Use a **period** at the end of a declarative sentence, which makes a statement, and an imperative sentence, which makes a request. Use a **question mark** at the end of an interrogative sentence, or question. Use an **exclamation point** at the end of an exclamatory sentence, which shows strong feeling. An exclamation point is also used after an interjection, a word or phrase that shows strong feeling.

Directions

Add the correct ending punctuation mark for each sentence in the space provided.

The students interviewed older people about slavery
The students interviewed older people about slavery.

1. In 1966, the children of enslaved people were still alive _____
2. Explain the project to me _____
3. They had learned about slavery from their parents _____
4. Did they tell some interesting stories _____
5. Do you know about the Underground Railroad _____
6. What an exciting English project this is _____
7. They tell me the students enjoyed it _____
8. They met some really interesting people _____
9. Did they find out how people lived their daily lives _____
10. Write a story about your family's history _____

19.2 Using Commas I

Key Information

Commas make your writing easier to read because they send a signal that tells your reader to pause. Use commas to separate three or more items in a series and to show a pause after an introductory word. Use a comma after two or more prepositional phrases at the beginning of a sentence. Use commas to set off words that interrupt the flow of a sentence and to set off nouns of direct address.

Directions

Tell why each comma or pair of commas belongs in each sentence by writing *items in a series*, *introductory word*, *two or more beginning prepositional phrases*, *words that interrupt the sentence's flow*, or *name used in direct address*.

We could not buy soap, of course, in the old days.

words that interrupt the sentence's flow

- Here's how we used to wash clothes, Simone. _____

- We used a big kettle, as I recall, made of brass. _____

- In a kettle of creek water, we boiled the clothes. _____

- We filled that kettle with dirty clothes, water, and lye soap. _____

- Yes, we also used the kettle for cooking. _____

- No, we never bought soap at a store. _____

- After boiling the clothes, I think, we carried them to the creek. _____

- That was a really heavy load, DeWayne. _____

- Sticks to beat the clothes with could not be made from oak, poplar, or chestnut. _____

- Oaken sticks would have broken down, become rough, and ruined the clothes. _____

19.3 Using Commas II

Key Information

Use commas to separate the parts of a compound sentence when they are joined by the conjunction *and*, *but*, or *or*. Place a comma before the conjunction.

Juanita writes letters, but Shirley makes telephone calls.

Use a comma after the salutation (greeting) and the closing of a friendly letter. Commas may also be used to prevent confusion for your reader.

After he left, the party was over.

Directions

Add commas where they are needed. Hint: There is one comma missing in each numbered item.

I enjoy writing to my friends but I like receiving letters even more.

I enjoy writing to my friends, but I like receiving letters even more.

(1) Dear Clarissa

(2) I like English class this year and I am working on an interesting project. **(3)** It is hard but it is rewarding. **(4)** We are visiting people in nursing homes and we are making an oral history based on their memories. **(5)** We record our interviews with a tape recorder or we tape them with the school's video recorder. **(6)** The residents tell us stories about their school days and we tell them about our school today. **(7)** Some of the people seemed grouchy at first but they turned out to be very nice. **(8)** Instead of two one student visited each room at first. **(9)** We thought two visitors might make the people nervous and we were right.

(10) Your friend

Pablo

19.4 Using Commas III

Key Information

Some rules for comma usage are standard, including those for punctuating dates, addresses, and titles. Use commas before and after the year when it is used with the month and day. Use commas before and after the name of a state or country when it is used with the name of a city, but not before a ZIP code. Commas set off an abbreviation for a title or degree that follows a person's name. Use a comma before *too* when it means "also." A comma or a pair of commas sets off a direct quotation.

Directions

Add commas where they are needed in each sentence.

The race began when the man said "Go."

The race began when the man said, "Go."

1. An encyclopedia is useful for locating facts and dates, and an almanac is a good resource for finding facts and dates too.
2. A major earthquake occurred in San Francisco California on October 17 1989.
3. On May 4 1776 the colony of Rhode Island declared independence.
4. You can find out that Abraham Lincoln died in April 1865.
5. You can write to the Cincinnati Reds baseball team at 100 Riverfront Stadium Cincinnati OH 45202.
6. This book gives the addresses of all the other major league teams too.
7. "Sometimes I look through the almanac just for fun" said James.
8. "It's not" he added "a boring thing to do."
9. Terrance Jackson M.D. uses it to find statistics for articles he writes.
10. Daytona Beach Florida has a large population.

19.5 Using Semicolons

Key Information

A compound sentence is a sentence that consists of two simple sentences that have been joined together because they are closely related. The parts of a compound sentence may be joined by a conjunction such as *and*, *but*, or *or*. When you do not use a conjunction, use a semicolon to join compound sentences.

Marla found a book on American folk heroes; she read it in one sitting.

Directions

Remove the comma and the conjunction from each compound sentence and join the two parts of the sentence with a semicolon. Write the new sentence in the space provided.

Some of these legends are well-known, but others are obscure.

Some of these legends are well-known; others are obscure.

1. Some figures in American folklore were real people, but some are just legends. _____

2. John Chapman lived from 1774 to 1845, and he planted apple trees in the Midwest. _____

3. Calamity Jane was really Martha Jane Canary, and she rode for the Pony Express. _____

4. Paul Bunyan was a giant, but he was a gentle giant. _____

5. Pocahontas was the daughter of a Native American chief, and she saved Captain John Smith's life. _____

6. Joel Chandler Harris wrote about a great storyteller, and the storyteller's name was Uncle Remus. _____

7. Davy Crockett really fought at the Alamo, but he probably did not kill a bear when he was three years old. _____

8. Annie Oakley starred in a wild west show, and she was a champion target shooter. _____

19.5 Using Colons

Key Information

A colon can be used to introduce a list of items that ends a sentence. Use words such as *these*, *the following*, *as follows*.

When you go to the store, please get **the following**: eggs, milk, and cheese.

You can also use a colon to separate the hour and the minute when you write the time and after the salutation, or greeting, of a business letter.

12:23 A.M. Dear Ms. Hernandez:

Directions

Insert colons where needed. There will be at least one colon in each numbered sentence.

My pet peeves are as follows bank machines that don't work, broken appliances, and letters of complaint.

My pet peeves are as follows: bank machines that don't work, broken appliances, and letters of complaint.

(1) Dear Sir or Madam

(2) I am writing to complain about these appliances an alarm clock and an automatic coffee maker. **(3)** I needed the alarm clock for these reasons I had a dental appointment and a job interview. **(4)** I wanted to be sure that I would arrive at exactly 830 at the dentist's office. **(5)** I set the alarm clock for 615 A.M. **(6)** I set the coffee maker for 630 A.M. **(7)** I was sure that I would be awakened by one of the following the ringing of the alarm or the smell of coffee. **(8)** Well, the alarm clock did wake me up, but not until 900. **(9)** The coffee maker started up at 630, but it did not make coffee. **(10)** I will be visiting your store soon to return the following one broken alarm clock and one broken coffee maker.

Respectfully,

Jerome Jackson

19.6 Using Quotation Marks

Key Information

Quotation marks let the reader know the exact words of a speaker. A quotation may begin a sentence, end a sentence, or may be divided in the middle by a phrase such as *she said*, which is separated from the quotation by commas. Commas belong outside the opening quotation marks but inside closing quotation marks. Periods are placed inside closing quotation marks, too.

He said, "I enjoy reading famous quotations."

The position of a question mark or exclamation point depends on the sentence. Both marks belong inside the quotation marks when they are part of the quotation. They belong outside the quotation marks when they are part of the whole sentence.

Directions

Add quotation marks to these sentences where they are needed. Use quotation marks to identify the exact words of a speaker.

Who said, Give me liberty or give me death?

Who said, "Give me liberty or give me death"?

1. My father said, I know many famous quotations.
2. Benjamin Franklin said, Early to bed and early to rise makes a man healthy, wealthy, and wise.
3. I have not yet begun to fight! shouted John Paul Jones.
4. Dr. Martin Luther King Jr. is famous for saying, I have a dream.
5. Ask not what your country can do for you, said John F. Kennedy.
6. Hamlet muses, To be or not to be; that is the question.
7. Not knowing that Jefferson had died, John Adams exclaimed on his deathbed, Thomas Jefferson lives!
8. Do you know who said The hills are filled with gold?
9. Andrew asked, Will somebody help me find a quotation by Emily Dickinson?
10. Ms. Little said, Emily Dickinson is my favorite poet.

19.6 Using Quotation Marks and Italics

Key Information

Italics are often used to identify titles. Use italics to identify the titles of books, plays, films, television series, magazines, and newspapers. Enclose titles of short stories, essays, poems, songs, magazine or newspaper articles, and book chapters in quotation marks.

Directions

Punctuate the titles correctly by adding quotation marks or by underlining to show italics.

Reader's Digest

Reader's Digest

1. The Cat Ate My Gymsuit (book) _____
2. My Favorite Martian (television series) _____
3. Keeping Cool (essay) _____
4. New York Times (newspaper) _____
5. The Raven (poem) _____
6. Beauty and the Beast (movie version) _____
7. Beauty and the Beast (play version) _____
8. Beauty and the Beast (song) _____
9. Beauty and the Beast (short story) _____
10. Mad for Plaid (newspaper article) _____
11. The Cat in the Hat (book) _____
12. Aladdin (movie) _____
13. A Tale of Two Cities (book) _____
14. City to Build New Park (newspaper article) _____
15. Cats (play) _____

19.7 Using Apostrophes and Hyphens

Key Information

Use an apostrophe to show possession and to form contractions.

Tom's men's isn't can't

Use a hyphen to divide a word between syllables at the end of a line. Compound numbers and some compound nouns, such as *father-in-law*, use hyphens.

sixty-five great-uncle

Directions

Using the form given in parentheses, change the underlined word or words in each sentence. Rewrite the sentence with the new word.

(compound noun) My friend's great grandmother was named Mary.

My friend's great-grandmother was named Mary.

1. (possessive) Lucy childhood is going by so quickly. _____

2. (possessive) Children toys are very different today. _____

3. (possessive) My family members favorite shows are game shows. _____

4. (contraction) That is a pastime we still enjoy today. _____

5. (compound noun) Her great uncle is still remembered for winning those games. _____

6. (possessive) Mary rag dolls keep her busy. _____

7. (possessive) (hyphen) Her six brothers favorite game was hide and seek. _____

8. (possessive) Thinking of things to do was Jamil job. _____

9. (compound number) If Mary were still alive, she would be almost ninety seven years old. _____

10. (contraction) She would remember her family every year on their birthdays _____

19.8 Using Abbreviations

Key Information

Abbreviations save time and space. Titles before names and professional or academic degrees that follow names are often abbreviated.

Dr. Alvarez Jane Mitter, **Ph.D.**

The names of certain government agencies and organizations may also be abbreviated.

Federal Bureau of Investigation **FBI**

The abbreviations **A.M.** and **P.M.** are used for time and **B.C.** and **A.D.** for dates.

Some abbreviations are appropriate only in certain kinds of writing. Abbreviate calendar items only in charts and lists.

Fri. **Oct.**

In scientific writing, abbreviate units of measure. Abbreviate street names if you are writing informally. In writing addresses, use the special abbreviations from the Postal Service's list for the names of states.

Directions

Write the abbreviation for each word or group of words in the space provided.

Boulevard *blvd.*

1. Girl Scouts of America _____
2. Wednesday _____
3. December _____
4. New Mexico _____
5. Street _____
6. Junior _____
7. Mister _____
8. Doctor _____
9. Texas _____
10. before noon _____
11. Alaska _____
12. January _____
13. National Football League _____
14. Senior _____
15. after noon _____

19.9 Writing Numbers

Key Information

Sometimes numbers are spelled out in sentences, but sometimes they may be written as numerals. Spell out numbers if they can be written in one or two words, if the number begins a sentence, or if they appear as ordinal numbers.

one hundred four sixth

Spell out the time of day unless it is used with the abbreviation *A.M.* or *P.M.* to express the exact time.

six o'clock 9:15 A.M.

Write numbers with numerals when the number is longer than two words or when it is a very large number. Use numerals to express the exact time of day and to write dates, house and street numbers, apartment and room numbers, telephone numbers, amounts of money that are more than two words, and percentages.

Directions

Rewrite each sentence in the space provided. Follow the rules to spell out the number in parentheses or write it as a numeral.

Today is January (25), 2001. *Today is January 25, 2001.*

1. There were (25) people on the trip. _____

2. Do you think there are more than (10,000,000) stars? _____

3. School starts at (8:00) A.M. _____

4. (450) seniors graduated last year. _____

5. The poll shows that (50) percent of the people agree with me. _____

6. We had a special party for my brother's (16th) birthday. _____

7. My cat Boots won (1st) place at the regional cat show. _____

8. We are leaving at (6) o'clock this evening. _____
