

Sentences and Sentence Fragments

RULES

- A **sentence** expresses a complete thought.

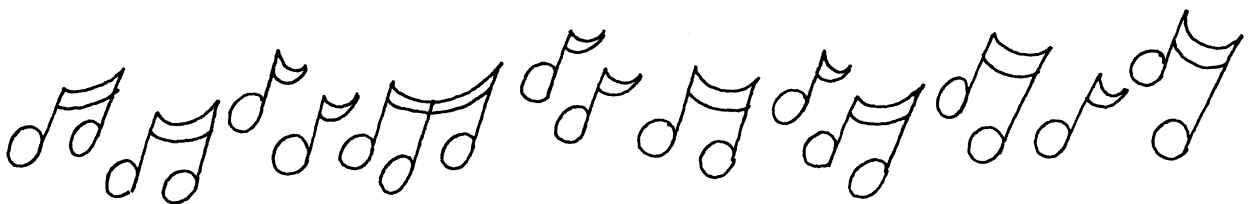
My friend Jesse loves music.

- A **sentence fragment** is only part of a sentence.

My friend Jesse

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

- | | | |
|---|--------------------------|--------------------------|
| 1. Jesse takes guitar lessons. | complete sentence | sentence fragment |
| 2. His brother Stuart | complete sentence | sentence fragment |
| 3. Saves money to buy CDs. | complete sentence | sentence fragment |
| 4. Stuart and Jesse wrote a song. | complete sentence | sentence fragment |
| 5. Likes all kinds of music. | complete sentence | sentence fragment |
| 6. Jesse and I | complete sentence | sentence fragment |
| 7. Enjoy country music. | complete sentence | sentence fragment |
| 8. Stuart wants to learn piano. | complete sentence | sentence fragment |
| 9. He just discovered ragtime. | complete sentence | sentence fragment |
| 10. Hopes to be a musician. | complete sentence | sentence fragment |
| 11. Enjoyed the music. | complete sentence | sentence fragment |
| 12. They attend many concerts. | complete sentence | sentence fragment |
| 13. Their friends encourage | complete sentence | sentence fragment |
| 14. Jesse practices each day | complete sentence | sentence fragment |
| 15. The boys play together
every Saturday. | complete sentence | sentence fragment |



Kinds of Sentences

RULES

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

A hurricane is a tropical storm with high winds.

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

Do you remember Hurricane Floyd?

- An **imperative sentence** gives a command or makes a request. It ends with a period.

Tell me what you remember.

- An **exclamatory sentence** expresses strong feeling. It ends with an exclamation point.

That was one scary storm!

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

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

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

Combining Sentences: Compound Sentences

RULES

- A **compound sentence** is made of two or more simple sentences joined together. A comma and a conjunction join the sentences.
- A **conjunction** is a word that joins words, sentences, or phrases together. Some conjunctions are *and*, *or*, and *but*.

Sally has a cat, but Philip has a dog.

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

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



Combining Sentences: Complex Sentences

RULES

- A **complex sentence** contains an independent clause and at least one dependent clause.

I watched TV after I ate dinner.

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

I watched TV.

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

after I ate dinner.

Either clause can come first in the sentence.

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

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

1. Unless I have a lot of homework, I usually finish it after school.
2. I get it done early so I can watch TV.
3. Whenever I can, I watch "Biography Tonight."
4. Although I had seen it already, I watched the episode about my favorite writer.
5. Before he wrote books, he was a newspaper reporter.
6. He had wanted to be a writer since he was a teenager.
7. He wrote for the school newspaper until he graduated from school.
8. After high school, he wrote for his college newspaper.
9. Though he was in his twenties, he still enjoyed reporting the news.
10. If you ever wanted to write, you should watch "Biography Tonight."

At Home: With a family member, write some dependent clauses. Then exchange papers and complete one another's sentences by adding an independent clause.

Mechanics and Usage: Punctuating Sentences**RULES**

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

Rewrite each sentence. Add the missing punctuation.

1. I enjoy classic horror movies

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

3. What a ridiculous movie that was

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

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

Mixed Review**RULES**

- A **declarative sentence** makes a statement and ends with a period.
Sheila is reading about John F. Kennedy.
 - An **interrogative sentence** asks a question and ends with a question mark.
Wasn't he the President in the early 1960s?
 - An **imperative sentence** makes a command or a request and ends with a period.
Tell me about the Cuban missile crisis.
 - An **exclamatory sentence** expresses strong feeling and ends with an exclamation point.
That must have been a scary time!
 - A **compound sentence** is made up of two simple sentences joined with a conjunction. Use a comma before the conjunction.
 - A **complex sentence** is made up of a simple sentence (independent clause) and a dependent clause. Use a comma after the dependent clause when it comes at the beginning of the sentence.
- Compound:** *Sheila is preparing an oral report, and she is writing a report, too.*
- Complex:** *When she has finished taking notes, she will begin to write.*

Rewrite the following word groups as one sentence and correct the punctuation, if necessary.

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

2. Is she interviewing people for her report

3. Right now. Make a list of questions.

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

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

At Home: Write four more sentences about JFK. Use four different kinds of sentences.

Complete Subjects and Complete Predicates

RULES

- Every sentence has a subject and a predicate.
- The **complete subject** is all words that tell whom or what the sentence is about.

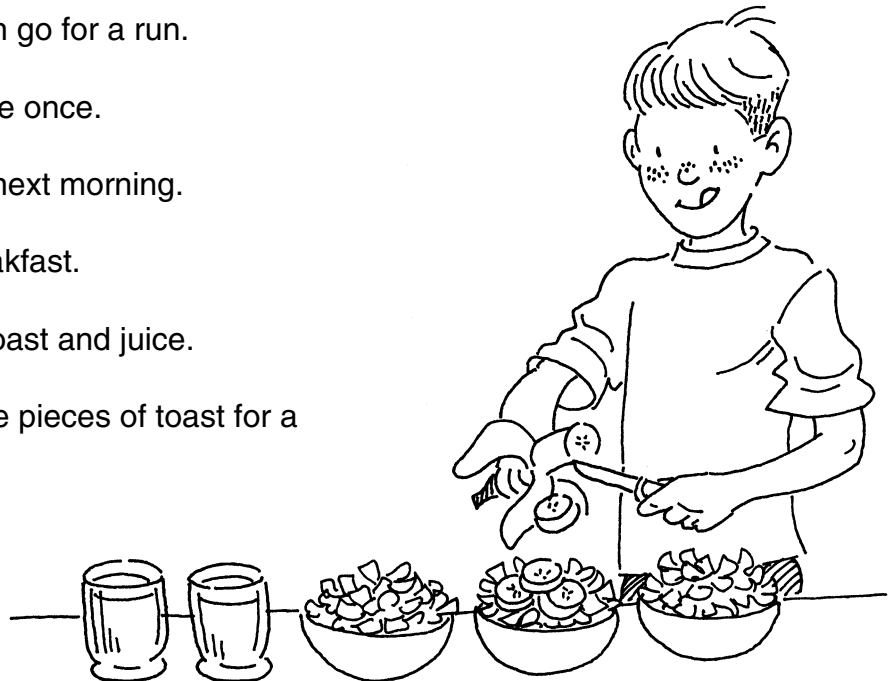
CS
The tall boy with the freckles ate a banana for breakfast.

- The **complete predicate** tells what the subject does or is. It is everything in the sentence that is not the complete subject.

The tall boy with the freckles **CP** *ate a banana for breakfast.*

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

1. The tall boy is my cousin Louie.
2. Louie ate a banana and three bowls of cereal for breakfast.
3. He drank two glasses of milk, too.
4. Louie usually wakes up at 5 a.m.
5. He and his dog then go for a run.
6. I stayed at his house once.
7. I slept until ten the next morning.
8. I was ready for breakfast.
9. My breakfast was toast and juice.
10. My cousin had three pieces of toast for a mid-morning snack.



Simple Subjects and Simple Predicates

RULES

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

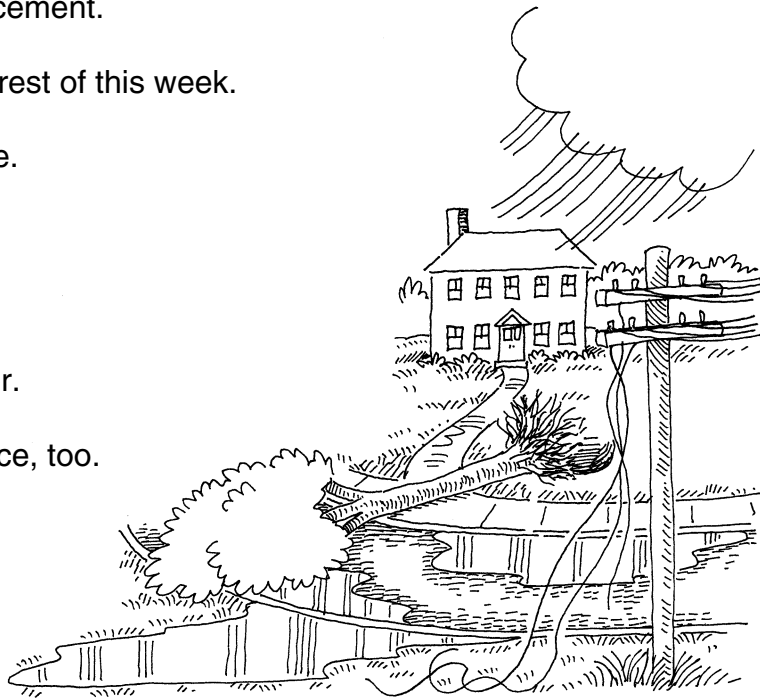
*The **mayor** closed the schools.*

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

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

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

1. I heard the news on the radio this morning.
2. The mayor made the announcement.
3. The schools will close for the rest of this week.
4. This storm did a lot of damage.
5. The wind felled a tree.
6. The streets filled with water.
7. Many areas lost electric power.
8. Some towns lack phone service, too.
9. We will miss our math test.
10. I feel terrible!
11. Now I will help Mom.
12. Our neighbor needs some candles.
13. A lamp lights the room.
14. We eat dinner by candlelight.
15. Other people stop by.



Combining Sentences: Compound Subjects**RULES**

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

Rachel played the game. **Sarah** played the game.

Rachel and Sarah played the game.

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

1. Daniella played tennis. Kathy played tennis.

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

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

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

5. Bridget takes swimming lessons. Debbie takes swimming lessons.

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

7. Brooke sat on a blanket. Megan sat on a blanket.

8. Jason played horseshoes. Wilson played horseshoes.

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

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

Combining Sentences: Compound Predicates**RULES**

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

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

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

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

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

2. Kamir will whistle. Kamir will dance.

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

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

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

6. The director worried. The director complained.

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

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

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

10. The crowd cheered. The crowd clapped.

Mechanics and Usage: Correcting Run-on Sentences**RULES**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. Reshelfing books is boring she doesn't mind.

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

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

Mixed Review

RULES

- The **simple subject** is the main word or words that tell whom or what the sentence is about.
- The **simple predicate** is the main word or words that tell what the subject does or did.

The young boy petted the dog.

simple subject **simple predicate**

- The **complete subject** includes all the words that tell whom or what the sentence is about.
- The **complete predicate** includes all the words that tell what the subject does or is.

The young boy/petted the dog.

complete subject **complete predicate**

- A **compound subject** has two or more simple subjects that have the same predicate.

Michael loves dogs. Kevin loves dogs. Michael and Kevin love dogs.

- A **compound predicate** has two or more simple predicates that have the same subject.

*Michael petted the dog. Michael played with the dog.
Michael petted and played with the dog.*

Draw a line between the complete subject and the complete predicate in each sentence. Then draw one line under the simple subject and two lines under the simple predicate. Some sentences may have a compound subject or a compound predicate. Some simple predicates may have two words.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Michael and Kevin have a dog. 2. Their dog is a German shepherd. 3. Her name is Omega. 4. Omega enjoys long walks. 5. The two brothers also have a cat. | <ol style="list-style-type: none"> 6. The cat is named Ebony. 7. Ebony hunts and catches mice. 8. Omega chases rabbits. 9. Omega has been well-trained. 10. Ebony enjoys being brushed, too. |
|--|---|

At Home: Write five more sentences about a dog you have or know. Then underline the complete subject and circle the complete predicate.

Common Errors: Fragments and Run-on Sentences

RULES

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

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

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

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

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

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

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

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

Rewrite each fragment as a complete sentence by adding a subject or a predicate from the box.

pulled the barges with ropes
 completed an important waterway
 This all-water route

People in the 1600's
 made long hauls difficult
 Boats and barges

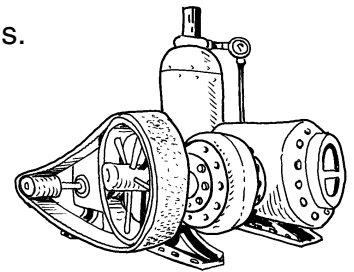
1. traveled short distances on land using horse-drawn wagons.

2. Poor road conditions _____

3. had to be used for long distances.

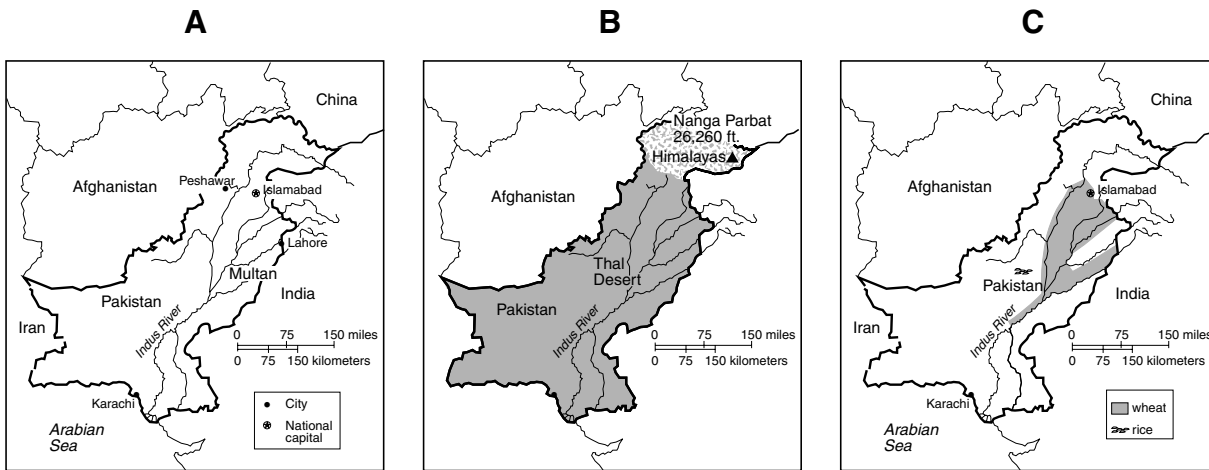
4. Trudging horses _____

5. The opening of the Erie Canal in 1825



Study Skills: Maps and Atlases

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



Study the maps and answer the questions below.

1. Which map is a physical map? _____
2. Which kind of map would you use to find out how far Islamabad is from Lahore? _____
3. Which map shows the Himalayas? _____
4. Which map shows where wheat is grown? _____
5. How does the resource map show where wheat is grown in Pakistan? _____

Vocabulary: Time-Order Words

- **Time-order words** explain the order in which events take place or tell when events occur.

first next meanwhile now before

after second third yesterday

- Sometimes a phrase may be used to express when things happen.

as soon as

Read the sentences and circle the time-order words.

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

Composition: Main Idea

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

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

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

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

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

Nouns**RULES**

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

man (person) *garden* (place) *chariot* (thing) *truth* (idea)

- A **noun** can be more than one word.

old age

Underline the nouns in the following sentences.

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

Singular and Plural Nouns

RULES

- A **singular noun** names one person, place, thing, or idea.

Mrs. Li Orlando computer love

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

women cities machines fears

- Add **-s** or **-es** to most singular nouns.

apple apples wish wishes

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

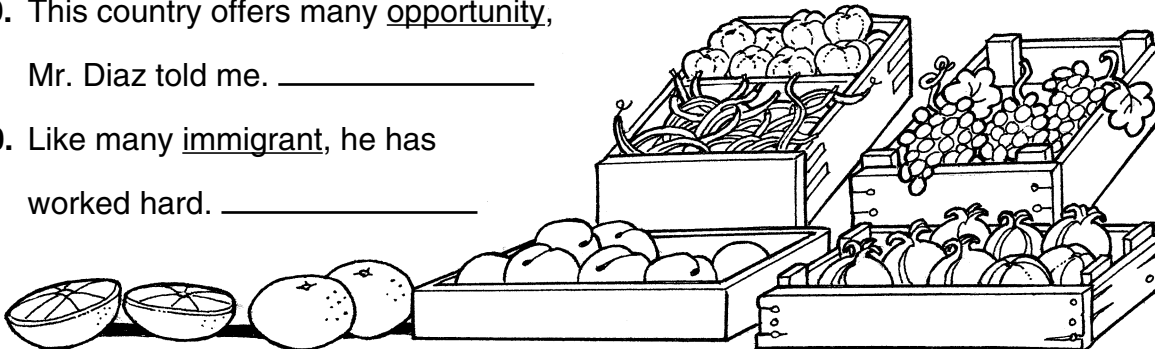
berry berries

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

turkey turkeys

Write the plural form of each underlined noun.

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



At Home: Write a list of ten things you could find in a grocery store. Write the plural forms of these nouns.

More Plural Nouns

RULES

- You can form the plural of most nouns that end in *f* or *fe* by adding **-s**.

safe—safes

- You can form the plural of other words that end in *f* or *fe* by changing the *f* to *v* and adding **-es**.

knife—knives leaf—leaves

- You can form the plural of nouns that end in a vowel and *o* by adding **-s**.

radio—radios

- You can form the plural of nouns that end with a consonant and *o* by adding **-s** or **-es**.

tomato—tomatoes

- Some irregular nouns have special plural forms.

man—men sheep—sheep

Write the plural forms of the following words.

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

Common and Proper Nouns

RULES

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

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

1. Margaret Gaffney Haughery was born in County Cavan, Ireland.
common noun proper noun
2. She came to Baltimore, Maryland, in 1818 at age five.
common noun proper noun
3. Her parents died of the plague in 1822, leaving her an orphan.
common noun proper noun
4. She was raised by a family friend.
common noun proper noun
5. In 1835 she married and moved to New Orleans.
common noun proper noun
6. Margaret found a job in the laundry of an orphanage.
common noun proper noun
7. Margaret spent part of her earnings on the children.
common noun proper noun
8. Margaret had a flair for business; she established a dairy and a bakery.
common noun proper noun
9. The profits of her businesses went to help the children in orphanages.
common noun proper noun
10. Her statue is the first monument to a woman in America.
common noun proper noun

Mechanics and Usage: Capitalization**RULES**

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

Rewrite the following sentences. Use capitals where needed.

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

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

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

4. Then he studied languages at indiana university.

5. He learned romanian and polish.

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

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

8. Will he visit us this thanksgiving?

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

10. His plane will land at newark airport.

Mixed Review**RULES****Plural Nouns**

Endings	Rule	Example
most words	add -s or -es	dogs, wishes
consonant and <i>y</i> <i>f</i> or <i>fe</i>	change <i>y</i> to <i>i</i> , add -es add -s or change the <i>f</i> to <i>v</i> and add -es	babies roofs, thieves
vowel and <i>o</i>	add -s	radios
consonant and <i>o</i>	add -es	heroes

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

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

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

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

3. He works for the world health organization.

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

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

Possessive Nouns

RULES

- A **possessive noun** shows that someone owns something.
- To form the **possessive of a singular noun**, add an apostrophe (') and **s**.
Jane—Jane's pencils Miss Blass—Miss Blass's coat
- To form the **possessive of a plural noun** ending in **-s**, add only an apostrophe (').
dogs—dogs' tails babies—babies' bottles
- To form the possessive of a plural noun that does not end in **s**, add an apostrophe (') and **-s**.
men—men's names mice—mice's whiskers

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

- I have always been fascinated by other country cultures. countries' country's
- Africa past is fascinating. Africa's Africas'
- Trader journeys across the deserts of Africa were made possible by camels. Trader's Traders'
- Camel feet do not sink into the sand. Camel's Camels'
- Ancient Egyptian farmers along the Nile depended on each summer flood. summer's summers'
- Too little flooding meant farmer crops failed. farmer's farmers'
- The Arctic original people were the Inuit. Arctic's Arctics'
- Inuit hunter lives were difficult in northern Canada and Greenland. hunter's hunters'
- Seal skins were used for clothing. Seal's Seals'
- The women teeth became worn from chewing skins to soften them. women's womens'

Appositives

RULES

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

*Egypt, **a country in Africa**, has a fascinating history.*

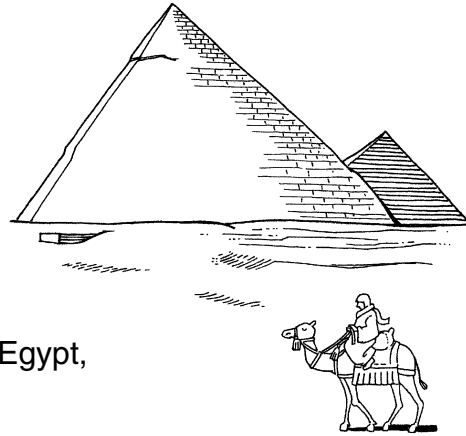
- Most appositives are set off from the rest of the sentence by **commas**.
- You can combine two short sentences by using an appositive.

Cairo is the present capital of Egypt. Cairo is an old city.

*Cairo, **the present capital of Egypt**, is an old city.*

A. Underline the appositive in each sentence. Then circle the noun it identifies.

1. The Nile, the world's longest river, helped Egypt become a great civilization.
2. Farmers along the Nile used irrigation, a way of watering land by using canals or pipes.
3. Menes, the first pharaoh, unified Egypt in about 3100 BC.
4. From hieroglyphics, the writing system of ancient Egypt, we have learned about this civilization.
5. The pyramids, huge stone structures, were built as tombs for the pharaohs.



B. Combine the two sentences by forming an appositive. Write the new sentence.

6. Tutankhamen was a pharaoh of ancient Egypt. Tutankhamen is now famous.

7. Tutankhamen became pharaoh at age nine. Tutankhamen is known as King Tut.

8. His burial place was in the Valley of the Kings. The Valley of the Kings was the site of many pharaoh's tombs.

9. Howard Carter discovered the tomb in 1922. Howard Carter was an English archaeologist.

10. The Valley of the Kings is near Thebes. Thebes was the capital of ancient Egypt.

At Home: Write two short sentences with the same subject. Then combine the sentences by forming an appositive.

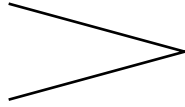
Combining Sentences: Nouns

RULES

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

The children worked in the community garden.

The adults worked in the community garden.



The children and the adults worked in the community garden.

Write the compound subject of each sentence.

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



Mechanics and Usage: Titles of Works**RULES**

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

The Chicago Tribune (newspaper)

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

The New York Times

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

"The People Could Fly" "America the Beautiful"

A. Write each title correctly.

1. (book) The wind in the willows _____
2. (song) somewhere, over the rainbow _____
3. (newspaper) the bergen record _____
4. (magazine) discovery _____
5. (chapter title) home at last _____
6. (poem) the rose tree _____
7. (article) How to grow tasty tomatoes _____
8. (song) on top of old smokey _____
9. (book) Dicey's song _____
10. (story) Little red riding hood _____
11. (book) Big brother, little brother _____
12. (poem) sugar plums _____
13. (chapter title) Lisa visits new york _____
14. (article) how to make a kite _____
15. (song) farmer in the dell _____

Mixed Review**RULES**

- A **possessive noun** shows ownership.

Singular Noun	Singular Possessive	Plural Noun	Plural Possessive
	add 's		add ' to words already ending in -s
<i>friend</i>	<i>friend's house</i>	<i>friends</i>	<i>friends' journey</i>
			add 's to plurals not ending in -s
<i>child</i>	<i>child's toy</i>	<i>children</i>	<i>children's heritage</i>

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

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



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

1. King Mino story _____
2. the houses windows _____
3. the mens' hard work _____
4. the ruins appearance _____
5. two girl's faces _____

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

6. The medieval period, or Middle Ages, began in 1066.
7. That's when Harold, the king of England, was defeated by William the Conqueror.
8. William introduced feudalism, a landholding system, to England.
9. Merchants formed guilds, groups which set standards and prices.
10. The Magna Carta, or Great Charter, was a document that limited the king's powers.

Common Errors: Plurals and Possessives

RULES

- **Plural nouns** name more than one person, place, thing, or idea. They usually end with *-s* or *-es*.

*Europeans were the first to use gasoline **engines**.*

- **Possessive nouns** show ownership. Singular nouns use an apostrophe and *s ('s)*, but plural nouns ending in *s* just use an apostrophe.

*French **engineers'** designs were used to develop gas-driven automobiles.*

*By 1920, the automobile was a **person's** chief method of transportation.*

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

1. Two Americans took another look at the gasoline engine. _____
2. Their names were Orville and Wilbur Wright. _____
3. The Wright brothers' plan was to use it to power an aircraft. _____
4. Each brother's success was uncertain. _____
5. No one had ever flown gas-driven planes before. _____

B. Write the correct form of the underlined noun.

6. Two American's named Orville and Wilbur Wright connected the gasoline engine to a new idea. _____
7. The first gasoline-powered airplane was built in the Wright brother's bicycle shop.

8. The Wrights's workshop has been moved to Dearborn, Michigan. _____
9. You can still see the two inventor's bicycle shop at the Greenfield Museum.

10. By 1920, some airplane's operated commercially. _____

At Home: Write three of your own sentences that show examples of plural, singular possessive, and plural possessive nouns.

Study Skills: Parts of a Book

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

UNIT TWO *River Valley Civilizations*

64

66 ADVENTURES WITH NATIONAL GEOGRAPHIC
*High and Dry*68 CHAPTER 4 • *Ancient Egypt*

70 LESSON 1 Geography of Ancient Egypt

74 LESSON 2 Land of the Pharaohs

82 LEGACY Egyptian Boats

84 LESSON 3 Ancient Egyptian Civilization

92 GEOGRAPHY SKILLS Using Maps at Different Scales

94 LESSON 4 Daily Life in Ancient Egypt

100 CHAPTER 4 REVIEW

102 CHAPTER 5 • *Ancient Mesopotamia*

104 LESSON 1 Geography of the Fertile Crescent

108 LESSON 2 Sumer and Babylon

116 LEGACY The Wheel

118 THINKING SKILLS Identifying Cause and Effect

120 LESSON 3 The Beginnings of Judaism

126 CHAPTER 5 REVIEW

128 CHAPTER 6 • *Ancient India*

130 LESSON 1 Geography of Ancient India

134 LESSON 2 Early Indian Civilization

140 GEOGRAPHY SKILLS Comparing Different Kinds of Maps

142 LESSON 3 Beginnings of Hinduism

148 LEGACY Indian Dance

150 LESSON 4 Beginnings of Buddhism

156 CHAPTER 6 REVIEW

158 CHAPTER 7 • *Ancient China*

160 LESSON 1 Geography of China

164 LESSON 2 The First Dynasty

168 LESSON 3 The Emperor's Clay Army

172 STUDY SKILLS Writing a Summary

174 LESSON 4 Confucius Changes China

179 CITIZENSHIP Making a Difference Working for Education

180 LEGACY Silk Making

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184 UNIT 2 REVIEW

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trade and, 622, 626
World War I and, 529
Mexico City, Mexico, 287, 426, 469–470, 474, 495
Michelangelo, 338

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

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

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

1. Which part of the book would you use to find the chapter about Ancient India? _____
2. On what page does the chapter about Ancient Egypt begin? _____
3. In which part of the book would you look to find out whether the book has any information about Michelangelo? _____
4. Both the table of contents and the index tell you that the book contains information about Mesopotamia. Which one would help you find the page number for the topic, “trade in Mesopotamia”? _____
5. On what page of the book could you read about comparing maps? _____

Vocabulary: How Language Changes

- **Compound words** are made by joining together two words that already exist. The result may be written as one or two words.

suit + case = suitcase *high + school = high school*

- **Clipped words** are shortened forms of old words.

chrysanthemums → *mums* *bicycle* → *bike*

- **Blended words** are created by combining two words. The original words lose some letters as the new word is formed.

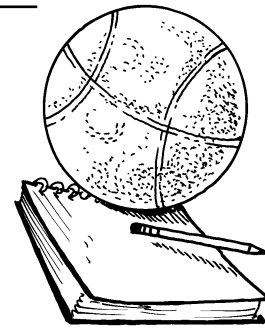
smoke + fog = smog *breakfast + lunch = brunch*

- **Borrowed words** come from different languages.

dim sum (Chinese – Cantonese) *skunk* (Algonquin)

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

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



Composition: Outlining

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

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

Title: How I Use a Personal Computer

1-15. I. Internet

_____ Research

1. school work

_____ sports and hobbies

_____ On-line Conversations with People

_____ about school topics

_____ about sports and hobbies

_____ Word Processing

_____ Personal

_____ journal

_____ letters

_____ School

_____ homework

_____ reports

_____ E-Mail

_____ Receive mail

_____ Write and send mail

Action Verbs

RULES

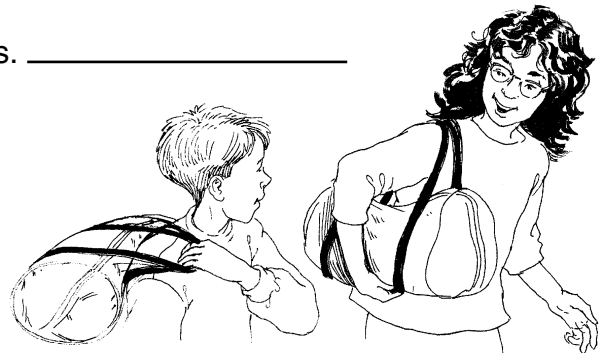
- An **action verb** expresses action. It tells what the subject of the sentence does or did. The action can be physical or mental.

*Jassy **jumped** the hurdle.*

*Martin **dreamt** about next week's meet.*

Write the action verbs in the following sentences.

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



Direct and Indirect Objects

RULES

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

*Julia sent a **letter**.*

What was the action? Sending something. What did Julia send? A letter.

Letter is the direct object.

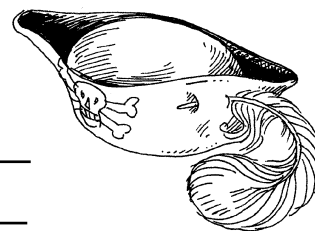
- An **indirect object** is a noun or pronoun that answers the question to *what? for what? to whom? or for whom?* It comes after the verb but before the direct object.

*Julia sent **David** a letter.*

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

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

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



Verb Tenses

RULES

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

- **Present tense** verbs show that something is happening now.

*I **write** with a word processor.*

- **Past tense** verbs tell about something that already happened.

*The Sumerians **wrote** on clay tablets.*

- **Future tense** verbs tell about something that will happen in the future.

*Perhaps people **will write** in a new way in the future.*

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

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



Subject-Verb Agreement

RULES

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

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

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

Main Verbs and Helping Verbs

RULES

- Sometimes the verb in a sentence is just one word.

*A terrible plague **struck** Europe in 1348.*

- Sometimes the verb is more than one word. A **verb phrase** contains a **main verb** and one or more **helping verbs**.

*The plague **was called** the Black Death.*

main verb: *called* **helping verb:** *was*

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

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

1. The plague had started in Siena, Italy. _____
2. This fast-spreading disease was caused by bacteria. _____
3. The city was bustling with activity. _____
4. Workers had been building a cathedral there for two hundred years.

5. Ships from foreign ports were arriving daily at Siena's docks. _____
6. These ships were carrying grain and other goods. _____
7. Rats also were traveling on these ships. _____
8. The rats and their fleas were carrying deadly bacteria. _____
9. Few people could avoid exposure to the fleas. _____
10. Soon people were beginning to catch the disease. _____
11. The disease was transferred by the bite of a flea. _____
12. Scientists have labeled the disease "bubonic plague." _____
13. People did not understand germs and viruses back then. _____
14. Eventually, two thirds of Siena and a third of Europe would die.

15. The cathedral of Siena has remained unfinished to this day. _____

Mechanics and Usage: Commas

RULES

A comma signals a pause between parts of a sentence.

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

Dear Lily, Your friend,

- Use a comma to separate the day and year in a **date** and the city and state in an **address**.

April 12, 2003 Sante Fe, New Mexico

- Use commas to separate words or numbers in a **series**.

Tim bought carrots, corn, and beans.

- Use a comma after **introductory words**, or to set off a **direct address**.

No, I'm not ready. Lee, please help me.

- Use a comma to set off an **appositive** or an **interrupter**.

Jim, my brother, is ill. I will, of course, visit him.

Add commas where needed.

1. The Renaissance a period of great creativity started in Florence Italy around 1350.
2. It was a period when literature art and science flourished.
3. The Medici family who were bankers and traders helped make Florence a rich city.
4. Lorenzo Medici was a patron or supporter of the arts.
5. Petrarch was a poet who studied the classics the works of ancient Greece and Rome.
6. Michaelangelo one of the world's most famous artists was a painter and sculptor.
7. Leonardo da Vinci another great Renaissance artist was born on April 15 1452.
8. Leonardo was a painter a sculptor an architect a scientist an engineer and a musician.
9. One of his most famous paintings the Mona Lisa is in the Louvre in Paris France.
10. William Shakespeare an English poet and playwright is considered the greatest writer of the English language.

Mixed Review

RULES

- An **action verb** tells what a subject does or did.

*Celia **cuts** the wood.*

- The verb's **tense** tells when the action takes place.

Present-tense verbs tell what is happening now.

*She **plans** to make a bookcase.*

Past-tense verbs tell what has already happened.

*She **chose** the wood yesterday.*

Future-tense verbs tell what will happen.

*Tomorrow she **will begin** her new project.*

- The **subject** and **verb** of a sentence must agree.

Write the correct form of the verb in parentheses.

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

Progressive Forms

RULES

- The **present-progressive** form of a verb expresses action that is continuing now.
*I **am reading** a good book.*
- The **past-progressive** form of a verb expresses action that continued for some time in the past.
*I **was reading** it last night when my friend called.*
- To form the present-progressive tense, use the helping verb *am*, *is*, or *are* followed by a present participle, or the *-ing* form of a verb. For the past-progressive tense, use the helping verb *was* or *were* with the present participle.

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

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

Perfect Tenses

RULES

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

*I **have tried** ice skating.*

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

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

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

1. People have used skis for centuries, of course. _____
2. Kids have raced downhill on everything from sleds to pieces of cardboard.

3. Before I was six, I had learned to ski. _____
4. My parents have encouraged me to try new things. _____
5. But snowboarding has existed for only about 35 years. _____
6. I have enjoyed snowboarding the last few winters. _____
7. Before the 1960s, no one had heard of snowboarding. _____
8. Some people have credited Sherman Poppen with inventing the first snowboard, called a Snurfer, in 1965. _____
9. Others have given credit to Tom Sims, who built one as an eighth grade project in 1963. _____
10. By the late 1970s, Snurfer competitions had been an annual event.

Linking Verbs

RULES

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

A **predicate noun** names or identifies the subject.

*My aunt is a **baker**.*

A **predicate adjective** describes the subject.

*My aunt is **talented**.*

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

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



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

Irregular Verbs

RULES

- Most verbs show the past tense by adding *-d* or *-ed*. These are **regular verbs**.

*Yuiko **sketched** a picture.*

- **Irregular verbs** do not add *-d* or *-ed* to show the past tense or the past participle.

*She **drew** some trees and a fence. She **has drawn** animals, too.*

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

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

More Irregular Verbs

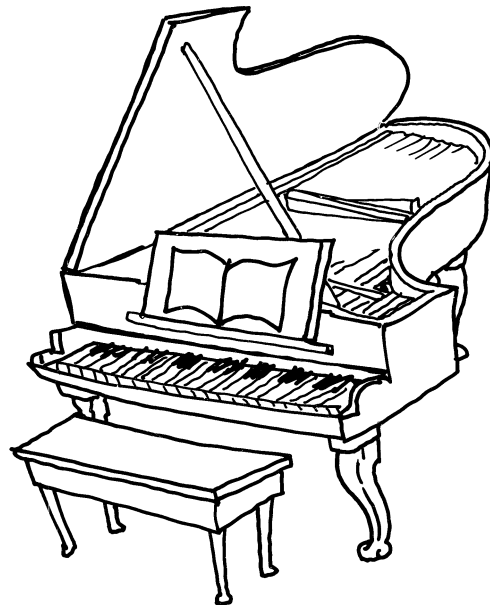
RULES

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

*Jim's grandmother **taught** piano.*

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

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



Mechanics and Usage: Contractions with *Not***RULES**

- A **contraction** is a shortened form of two words. Many contractions can be made with *not*.

is not isn't have not haven't

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

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

1. I didn't know you could speak Spanish. _____
2. I haven't heard you speak it before. _____
3. It isn't difficult to learn. _____
4. I can't understand what you are saying. _____
5. You mustn't give up. _____
6. We won't be studying a language in school until next year. _____
7. You don't have to wait until then. _____
8. You shouldn't be shy. _____
9. You couldn't sound any funnier than I do. _____
10. I wasn't very good at first. _____
11. You wouldn't believe how I sounded! _____
12. My sister hasn't been sorry she started studying it. _____
13. She doesn't want to stop. _____
14. I hadn't had any interest before today. _____
15. I won't be satisfied until I learn, too. _____

Mixed Review

RULES

- Use **present-progressive verbs** to express action that is continuing right now.
*I **am reading** about wetlands.*
- Use **past-progressive verbs** to express action that was continuing in the past.
*I **was reading** a good article when you called.*
- Use **present-perfect verbs** to express action that began sometime in the past and is still going on. *I **have waited** to show it to you.*
- Use **past-perfect verbs** to tell of a past action that occurred before another past action. *I **had known** the importance of wetlands.*
- Not all verbs show action. **Linking verbs** link the subject noun with a **predicate noun** or a **predicate adjective**. They tell what someone or something is or was.
*Wetlands **are** important to our water supply.*

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

1. Our county legislature _____ a resolution about protecting wetlands.
(study: present-progressive)
2. They _____ in favor of such resolutions in the past.
(vote: present-perfect)
3. They _____ a firm stance on environmental issues.
(take: present-perfect)
4. Mrs. Keasbey _____ many articles about the need for protection of wetlands. (write: present-perfect)
5. She _____ extensively in college. (teach: past-perfect)
6. Now she _____ a course in environmental science in our high school. (teach: present-progressive)
7. She _____ wonderful photos of our Great Swamp.
(take: present-perfect)
8. I _____ how beautiful it is. (realize: present-progressive)
9. Not only are the wetlands beautiful, but they _____ prevent flooding, too. (help: present)
10. We _____ how important this is during Hurricane Floyd. (see: past)

At Home: Write a sentence for each of the following tenses: present progressive, past progressive, present perfect, and past perfect tenses. Explain the differences in the action verbs.

Common Errors: Subject-Verb Agreement

RULES

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

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

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

*There **are** other students who want to go too.*

- With compound subjects joined by *and*, use plural verbs.

*Insects and dinosaurs **captivate** our interest the most.*

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

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

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

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

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

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

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

Study Skills: Print Resources

Several **print resources** can be helpful when you are doing research.

- A **thesaurus** provides synonyms and antonyms.
- A **dictionary** provides definitions, parts of speech, and other information about specific words.
- An **encyclopedia** is a book or a set of books with articles on many different subjects.
- An **almanac** contains information on current events, facts, figures, and brief information on many subjects. The information is often given in charts and graphs.
- The **Readers' Guide to Periodical Literature** can help you find magazine articles on specific topics. It is an alphabetical list of topics, which gives the name of the magazine, the date, and the page numbers.
- A **How-to Book** or manual helps explain the steps of a process.

Decide which resources could best help you answer the questions below. Write the name of the resource or resources.

1. What was the population of Brazil in 1990?

2. Who was the fourteenth president of the United States?

3. What word can I use that means "speak softly"?

4. What does archaic mean? Is it a noun or an adjective?

5. How can I grow roses?

Vocabulary: Prefixes and Suffixes

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

Prefix	Meaning	Suffix	Meaning
un-	not	-able	able to
non-	not, without	-ful	full of
dis-	opposite of	-ly	like in nature or manner
re-	again, back	-er, -or	one who, that which
pre-	before	-ment	act, condition

Circle the prefixes and underline the suffixes in the sentences.

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

Composition: Organization

- Use different methods to **organize** a written piece to make it more understandable for the reader.
- Words like *left, right, above, near, in front, or outside* in a **spatial description** show how things are arranged: *The hat slid **under** the chair.*
- **Time-order** words like *first, next, then, before, and after* show the order of steps: ***First**, measure the flour, **then** pour it in the bowl.*
- Words like *caused or because* point out what happened or why it happened in **cause and effect** statements: *We ran inside **because** of the heavy rain.*

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

1. A tumble in the mud **caused** the stain on her shirt.
spatial description cause and effect time order
2. **Before** you turn on the washer, put detergent in it.
spatial description cause and effect time order
3. Fold the clothes neatly **after** you take them from the dryer.
spatial description cause and effect time order
4. She lost a button from the **bottom** of her coat.
spatial description cause and effect time order
5. What **caused** this dog to sit on its hind legs and beg?
spatial description cause and effect time order
6. You will find the hammer **inside** of the cabinet.
spatial description cause and effect time order
7. Rover will roll over **because** he's been trained well.
spatial description cause and effect time order
8. The **next** step is to tighten the screw.
spatial description cause and effect time order
9. Our house is **behind** the public library.
spatial description cause and effect time order
10. Are those stores **near** the park or the skating rink?
spatial description cause and effect time order

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

Adjectives

RULES

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

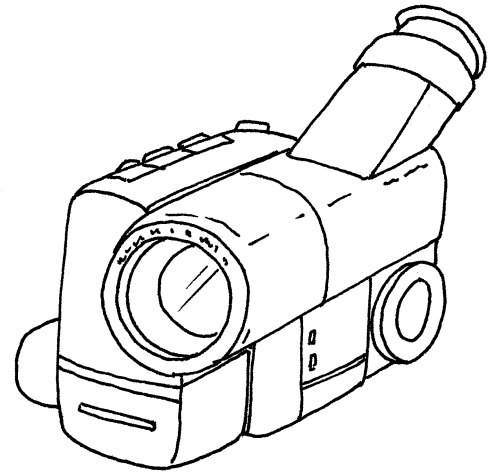
*The **tall, creepy** monster entered the room.*

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

*The monster was **green and hairy**.*

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

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

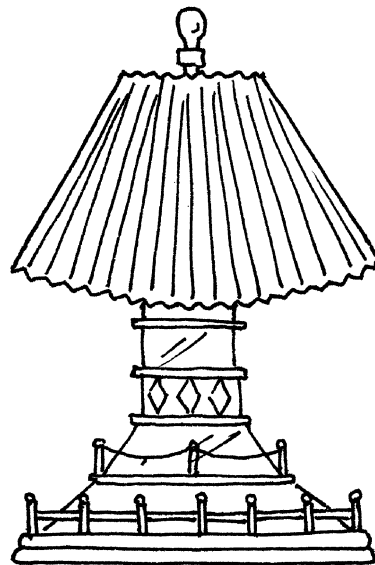


Articles: *a, an, the***RULES**

- Three special adjectives used before nouns are ***a, an,*** and ***the.*** They are called **articles.**
- ***A*** and ***an*** are used with singular nouns. Use ***an*** if the next word starts with a vowel.
*We stopped at **an** antique shop on **the** way to **a** local park.*

Choose the correct article to complete the sentence. Write *a, an,* or *the* on the line.

1. The antique store was in _____ small village upstate.
2. It was in _____ old house.
3. In the back of _____ store there was _____ unusual little green lamp.
4. I thought _____ lamp would look nice on _____ dresser in my room.
5. _____ shopkeeper seemed reluctant to sell _____ lamp.
6. He tried to talk me into buying _____ different lamp.
7. He offered to throw in _____ vase and _____ odd statue, too.
8. But I had developed _____ fondness for _____ unusual lamp.
9. I didn't want _____ others.
10. Finally I won _____ argument, and we put _____ lamp in my car.
11. As we drove down _____ road,
I got _____ strange feeling.
12. Was there _____ shadowy shape
in _____ backseat?
13. I caught _____ glimpse of him
from _____ corner of my eye.
14. I turned and saw _____ fat little man!
15. "I am _____ genie," he announced.



Demonstrative Adjectives

RULES

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

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

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

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

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

Mechanics and Usage: Proper Adjectives**RULES**

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

Asia → Asian

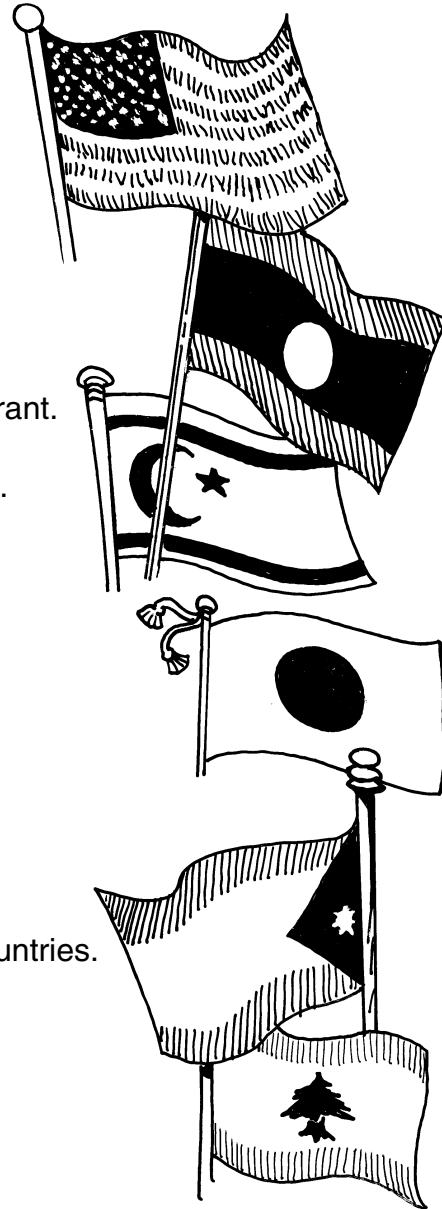
France → French

Ireland → Irish

Japan → Japanese

Underline each proper adjective.

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



Mixed Review

RULES

- An **adjective** describes a noun or pronoun. Adjectives can come before or after the word they describe.
- **Predicate adjectives** modify nouns or pronouns in the predicates of sentences. They come after linking verbs. *The high, craggy Alps are awesome!*
- **This, that, these,** and **those** are demonstrative adjectives. They point out nouns and answer the question **which one(s)**. **These** and **those** modify plural nouns. **This** and **these** point out nouns that are nearby. **That** and **those** point out nouns that are farther away.
- **A, an,** and **the** are special adjectives called **articles**.

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

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

Comparative and Superlative Adjectives

RULES

Some adjectives compare things or people.

- To compare two people or things, use a **comparative adjective**.

To make the comparative form, add *-er* to most short adjectives of one or two syllables.

*The second movie was **funnier** than the first one.*

- To compare more than two people or things, use a **superlative adjective**.

To make the superlative form, add *-est* to most short adjectives of one or two syllables.

*I thought it was one of the **funniest** movies I've ever seen.*

Choose the correct comparative or superlative adjective for each sentence.

Write it on the line.

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

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

Comparing with *More* and *Most*

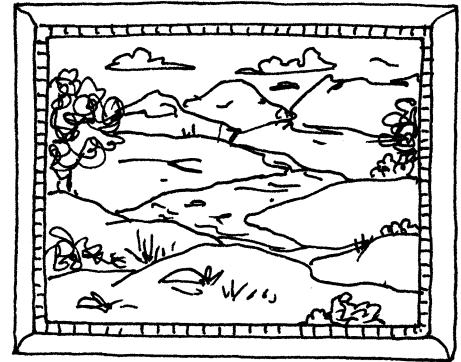
RULES

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

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

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

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



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

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

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

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

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

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

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

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

Comparing with *Good* and *Bad*

RULES

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

*I am a **good** skier*

*Jan is a **better** skier.*

*Fritz is the **best** skier in the class.*

*This was a **bad** storm.*

*Last week's storm was **worse**, but it was not the **worst** storm I've ever seen.*

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

- Fritz is a _____ skier than Jan. (good)
- I am a _____ skier than I am a skater. (bad)
- Kenan is a much _____ skater than I am. (good)
- Who is the _____ skier you know? (good)
- I am much _____ at snowboarding than at skiing. (good)
- Joe is pretty _____ at snowboarding! (bad)
- He is much _____ at swimming than he is at winter sports. (good)
- Just because he grew up in California, he thinks he is the world's _____ surfer! (good)
- Well, he is much _____ at it than you are. (good)
- That's true. But hardly anyone is _____ than I am. (bad)
- You are not the _____ swimmer in the world, though. (bad)
- No, but I am pretty _____! (bad)
- Do you like winter sports _____ than summer sports? (good)
- I think the _____ thing about swimming is lying on the beach. (good)
- The _____ thing about winter sports is getting snow down your neck. (bad)



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

Combining Sentences: Adjectives**RULES**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Mechanics and Usage: Abbreviations

RULES

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

Write the abbreviation for the underlined word.

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

At Home: Write your address as it would appear on an envelope. Tell which words you would abbreviate.

Mixed Review**RULES**

- To compare two or more things use the **comparative** form of the **adjective**.
*This mountain is **taller** than that one.*
- To compare more than two things, use the **superlative** form of the **adjective**.
*Mt. Aconcagua is the **tallest** mountain in North America.*
- Use *more* and *most* to form the **comparative** and **superlative** of most adjectives of more than two syllables.
*Which continent is the **most interesting**?*
- Some adjectives have irregular forms for the **comparative** and **superlative**.

Write the correct form of the adjective in parentheses.

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

Common Errors: Adjectives

RULES

- When using adjectives to compare two nouns, add *-er*. When comparing more than two nouns, add *-est*.

*Our solar system is **smaller** than our galaxy.*

- When using adjectives with two or more syllables, add *more* or *most* to create the comparative and superlative forms.

*Some stars are **more massive** than other stars.*

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

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

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

Write the correct form of the adjective in parentheses.

1. Venus is (closer, closest) to the sun than Earth. _____
2. Mercury is (closer, closest) to the sun of all nine planets. _____
3. Mars is (distanter, more distant) from the sun than Earth. _____
4. Pluto is the (more distant, most distant) planet of all. _____
5. Telescopes provide (clearest, clearer) views of space than the naked eye.

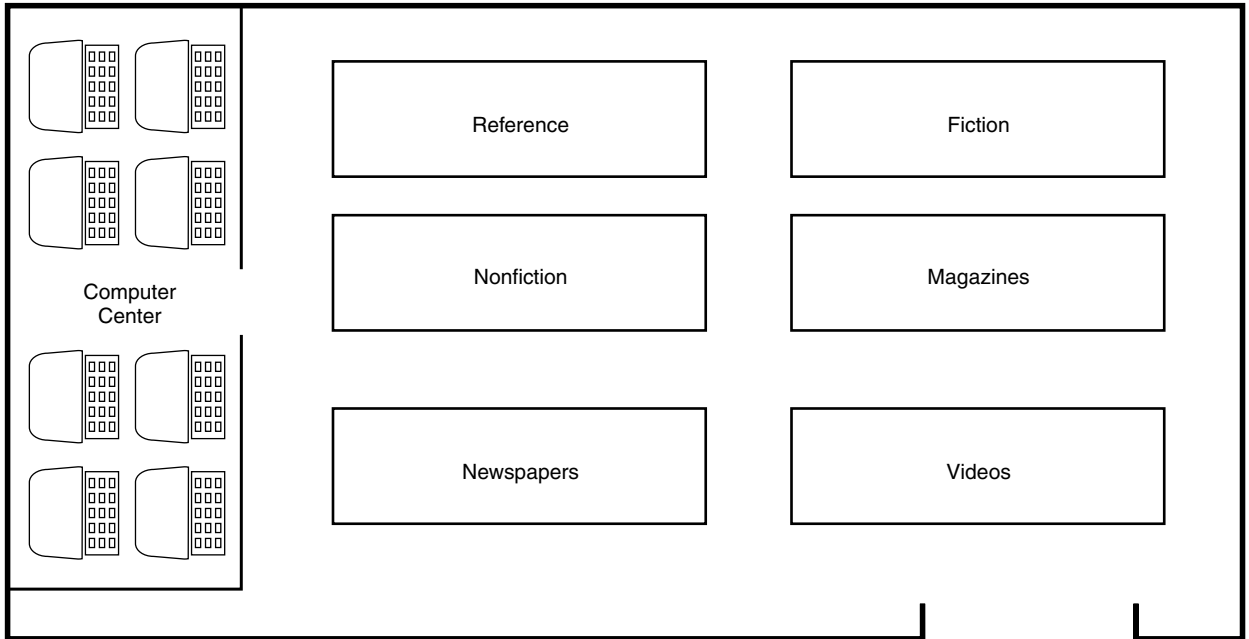
6. Space probes do a (thorougher, more thorough) exploration of space than telescopes. _____
7. The nine planets are the (larger, largest) of all objects that orbit the sun.

8. Jupiter is 45 times (larger, largest) than Pluto. _____
9. Its diameter makes Jupiter the (more large, largest) of all the planets. _____
10. Saturn, with its colorful rings, is the (beautifullest, most beautiful) of all planets.

At Home: Tell a family member what nouns are being compared in each sentence above.

Study Skills: Library, Media Center, and Card Catalog

- The **library** and **media center** contain many resources in addition to fiction and nonfiction books. These resources include magazines, newspapers, microfilm, audio and video recordings, software, and Internet access.



Write where you would look in the library media center to find the following:

1. the novel *Julie of the Wolves* _____
2. a set of encyclopedias _____
3. an atlas on CD-ROM _____
4. a biography of Jacques Cousteau _____
5. a video about volcanoes _____
6. *The Farmers' Almanac* _____
7. yesterday's sports scores _____
8. a book about earthquakes _____
9. *The Guinness Book of World Records* _____
10. last month's *Time* magazine _____

Vocabulary: Synonyms and Antonyms

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

Synonyms

pretty and beautiful

sleepy and tired

big and huge

glad and happy

Antonyms

tall and short

huge and tiny

quickly and slowly

asleep and awake

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

a. forgotten	c. chambers	e. beauty	g. largest	i. ancient
b. find	d. searching	f. happy	h. enormous	j. damaged

1. There has been an exciting **discovery** in the Valley of the Kings. _____
2. A **tiny** tomb, named KV5, has been uncovered. _____
3. It was found by a traveler in 1825, then abandoned and **remembered**. _____
4. In 1989, a **modern** road over the tomb was going to be widened. _____
5. An archeologist feared the long-forgotten tomb would be **repaired** by the new road. _____
6. Therefore, he went **looking** for it. _____
7. The archeologist was surprised and **delighted** at the size of the find. _____
8. It is the **smallest** tomb in the Valley of the Kings to date. _____
9. There are many **rooms**, at least 110 of them! _____
10. The wife of Ramses II, named Nefertari, was famous for her **ugliness**. _____

Composition: Writing Descriptions

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

cause-and-effect
↓
 The breeze felt *cool and humid*, while the air smelled *fresh* because of the rain.
sensory detail/touch **sensory detail/smell**

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

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

Personal Pronouns: Singular and Plural

RULES

- A **personal pronoun** takes the place of a person's name or a noun that names a person or persons.
- A **personal pronoun** is **singular** if it refers to one person.
Benito went to the party as an android.
He was wearing a big cardboard box.
- A **personal pronoun** is **plural** if it refers to more than one person.
Tina, Jen, and Lucie went as the Andrews Sisters.
They wore dresses from the 1940s.

Underline the personal pronoun in each sentence.

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



Subject and Object Pronouns

RULES

- A **subject pronoun** takes the place of a noun as the subject of a sentence.
Mark did a report on the Middle Ages. He wrote about knights and armor.
 Use a subject pronoun when the pronoun is part of a compound subject.
Emily wrote about knights, too. She and Mark shared their research.
- An **object pronoun** is used as the object of a verb or as an object of a preposition, such as *at*, *in*, or *to*.
When Mark talks about armor, everyone listens to him.
 Use an object pronoun when the pronoun is part of a compound object.
The teacher congratulated Mark and me.

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

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

Combining Sentences: Subject and Object Pronouns

RULES

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

Subject Pronouns

Separate: ***She** helped organize a puzzle tournament.*

***Andrew** helped organize a puzzle tournament.*

Combined: ***She and Andrew** helped organize a puzzle tournament.*

Object Pronouns

Separate: *Henry helped **Andrew**. Henry helped **her**.*

Combined: *Henry helped **Andrew and her**.*

Combine each pair of sentences and write the combined sentence.

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

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

3. You wanted picture puzzles. Tim wanted picture puzzles.

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

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

Mechanics and Usage: Punctuation in Dialogue

RULES

- Use **quotation marks** before and after the words of a **direct quotation**.
- Begin a new paragraph and use a separate set of quotation marks each time the speaker changes in a dialogue.
- Use a **comma** to separate the speaker from the quotation when the speaker is identified before the quotation. *Susan said, "I can't find my sneakers."*
- Use a **question mark, exclamation point, or comma** when the speaker is listed after the quotation. *"Where did you see them last?" asked Eric.*
- **End punctuation** of the quotation must come **inside the quotation marks**.

Add quotation marks in the correct places.

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

Mixed Review**RULES**

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

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

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

1. “What play,” asked Stacy. “What play?” asked Stacy.
2. “Our class play,” said Beau. “Our class play.” said Beau.
3. “I’m not a sixth-grader” said Stacy. “I’m not a sixth-grader,” said Stacy.
4. But you’re a good artist”, said Beau. “But you’re a good artist,” said Beau.
5. “What play are you doing?” asked Stacy. “What play are you doing,” asked Stacy.
6. “We’re doing *Cinderella*,” said Beau. “We’re doing *Cinderella*” said Beau.
7. “Are you in the play? asked Stacy. “Are you in the play?” asked Stacy.
8. “I’m the footman, said Beau.” “I’m the footman,” said Beau.
9. “Doesn’t the footman start out as a horse?” asked Stacy.
“Doesn’t the footman start out as a horse!” asked Stacy.
10. “Change into a footman!” said Stacy.
“Change into a footman” said Stacy.
11. A big cutout of a horse is on stage,” said Beau.
“A big cutout of a horse is on stage,” said Beau.
12. “I hide behind it,” said Beau. “I hide behind it”, said Beau.
13. “Fairy Godmother, wave your wand” Beau says.
“Fairy Godmother, wave your wand,” Beau says.
14. “I knock over the cutout,” said Beau. “I knock over the cutout”. said Beau.
15. “Whose idea was that”, asked Stacy. “Whose idea was that?” asked Stacy.

Indefinite Pronouns

RULES

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

Singular: *Somebody was singing.*

Plural: *Many could hear the song.*

Underline the indefinite pronoun in each sentence.

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

Pronoun-Verb Agreement

RULES

The **subject pronoun** and the **verb** must agree in a sentence.

They should both be singular or plural.

Singular: *She wants to be an archaeologist.*

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

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

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



Possessive Pronouns

RULES

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

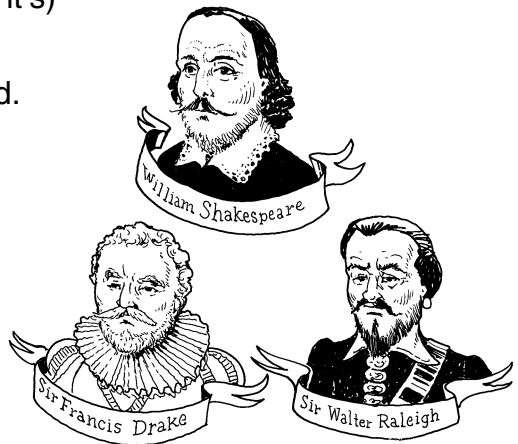
***Sienna's** report was longer than **Sean's**.*

***Her** report was longer than **his**.*

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

Cross out the pronoun that does not fit the sentence.

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



Mechanics and Usage: Pronoun-Verb Contractions

RULES

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

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

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

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

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

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



At Home: Write a sentence with a pronoun-verb combination and have a family member rewrite it using a contraction. Then switch roles and repeat the activity.

Mixed Review**RULES**

- A **possessive pronoun** shows ownership. It never has an apostrophe.

*Is this **your** first plane trip?*

- A **pronoun-verb contraction** is a **pronoun** and **verb** combined. It has an apostrophe.

*I know **you're** going to enjoy it.*

Choose the correct word to complete each sentence. Write it on the line.

1. **your / you're** Check _____ bags at this counter.
2. **Your / You're** _____ the person who bought the ticket, right?
3. **its / it's** Then _____ time to go to the gate.
4. **their / they're** The gate area is filled with people waiting for _____ planes.
5. **its / it's** The agent says _____ time to board the plane.
6. **our / ours** These seats might be _____.
7. **my / mine** The window seat is _____.
8. **their / they're** Some people are already in _____ seats.
9. **her / hers** My mom fastens _____ seatbelt.
10. **my / mine** I need help with _____.
11. **its / it's** Soon the plane is making _____ way down the runway.
12. **my / mine** Mom grabs _____ hand and smiles.
13. **our / ours** I think _____ flight will be great.
14. **their / they're** The flight attendants start _____ work.
15. **her / hers** Mom offers me _____ snack.

Common Errors: Pronouns**RULES**

Pronouns are words that take the place of nouns.

- Use a noun instead of a pronoun when a pronoun can refer to more than one referent.

*The teacher told James about the car wash, then **he** invited me.*

*The teacher told James about the car wash, then **James** invited me.*

- In the subject of a sentence, use subject pronouns such as *I, we, he, she,* and *they*.

***We** asked the bank for permission to use their parking lot.*

***They** said we could use it after the bank closed on Saturday.*

- Use object pronouns such as *me, us, him, her,* and *them* as the object of a verb or preposition.

*It was nice of the bank to help **us**.*

*We told **them** how much we appreciated their help!*

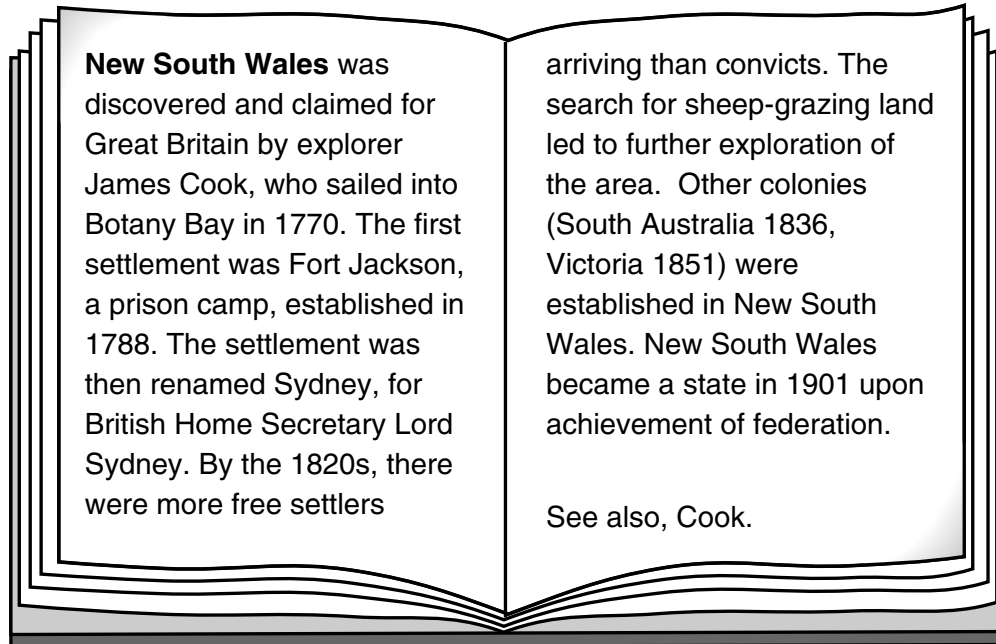
Write the correct pronoun in parentheses that completes each sentence.

1. James asked Sherry and (I, me) to help raise money for the class trip. _____
2. I told (him, he) I could help at the car wash. _____
3. The teacher told (we, us) to bring a pail and rags from home. _____
4. The people at the bank said (them, they) would let us use their parking lot. _____
5. At first, (we, us) didn't have any customers. _____
6. Sherry and (me, I) made a large sign that advertised the car wash. _____
7. James and Sherry stood with the sign where passing cars could see (they, them). _____
8. Sherry said James helped (she, her) get people's attention by waving at the cars. _____
9. Suddenly, (she, her) was directing cars into the bank's parking lot. _____
10. People were lined up waiting for (we, us) to wash their dirty cars. _____

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

Study Skills: Note-Taking and Summarizing

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



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

Title: New South Wales

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

Vocabulary: Root Words

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

aud	“to hear”	dict	“to tell”	loc	“place”
equ	“equal”	fer	“carry or bear”	pose	“to put”
fort	“strong”	ped	“foot”	port	“carry”
spect	“to look”	fin	“end”	meter	“measure”

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

1. Each year, our country **imports** many products from other countries.
2. Should we **impose** higher taxes on certain products?
3. We can **inspect** products from other countries.
4. Celsius and Fahrenheit **thermometers** measure temperature on different scales.
5. **Equality** under the law is one of the main building blocks of democracy.
6. Tons of frozen fish were **transferred** from the ship to the dock.
7. The crumbling walls of the old castle will require extensive **fortification**.
8. The **final** game of the World Series had to be postponed because of rain.
9. Climbing Mount Everest requires physical and emotional **fortitude**.
10. The jury's verdict was fair and **equitable** for all parties.
11. This year's fireworks were quite a **spectacle**.
12. Paying close attention to your car's **speedometer** is a good safety rule.
13. Human beings have an **infinite** capacity for love and kindness.
14. Einstein's famous **equation** is $e=mc^2$.
15. It took the dogsled driver nearly three days to **finish** the grueling race.

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

Composition: Writing Dialogue

- **Dialogue** in writing is made up of the words the characters in a story actually say. Words like *said*, *asked*, *answered*, *exclaimed* are **dialogue words**. Dialogue words help readers know who said what and how the words were said.
- Before and after the exact words a character speaks, use **quotation marks**. Use a **capital letter** for the first word of a sentence a character says.
- Every time a new character speaks, begin a **new paragraph** and use a separate set of quotation marks.
- Use a **comma** between the words of a speaker and the rest of the sentence. If the words of a speaker are a question or an exclamation, use a question mark or an exclamation point.

new paragraphs **dialogue words**

Irene said, "I am going to build an igloo after the next big snowfall." No sooner did Irene speak than great big snowflakes began to fall.

"This is terrific!" Ali exclaimed.

Irene asked, "Will you help me build the igloo, Ali?"

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

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

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

"I suppose," Karon replied. Karon took the letter from the mail carrier. "This has my name on it!"

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

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

"That's special," the mail carrier said.

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

The mail carrier turned to make the next delivery and said, "You're a lucky girl!"

"Yes, I am!" Karon responded.

Adverbs That Modify Verbs

RULES

- An **adverb** is a word that modifies a verb, an adjective, or another adverb.

Daniel devotedly watches old TV comedies.

The adverb *devotedly* modifies the verb *watches*.

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

Lately he's been watching them at night.

The adverb *Lately* tells when.

- Many adverbs end in **-ly**.

Underline the adverb in each sentence.

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

Adverbs That Modify Adjectives and Adverbs

RULES

- Adverbs can modify adjectives and other adverbs.

*Matt wanted to write a **perfectly** wonderful report.*

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

*Time was running out **very** quickly.*

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

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

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

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

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

Comparing with Adverbs

RULES

- The **comparative form** of an adverb compares two actions.
- Add *-er* or *more* to write the comparative form.

*Andrew finished **sooner** than Melanie.*

*Melanie worked **more slowly** than Andrew.*

- The **superlative form** of an adverb compares more than two actions.
- Add *-est* or *most* to write the superlative form.

*Xavier finished **soonest** of all.*

*Of all the students, he worked **most quickly**.*

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

- carefully _____
- close _____
- well _____
- early _____
- slowly _____

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

6. **more eagerly** **most eagerly**

Nobody looked forward to the test _____ than Julio.

7. **better** **best**

He never did the _____ on tests.

8. **worse** **worst**

He did the _____ of all the students.

9. **harder** **hardest**

Julio studied _____ than anyone else this time.

10. **more** **most**

So he was the _____ relieved when it was over.

Negatives

RULES

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

Incorrect: *I haven't never eaten an artichoke.*

Correct: *I haven't ever eaten an artichoke. I have never eaten an artichoke.*

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

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

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

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

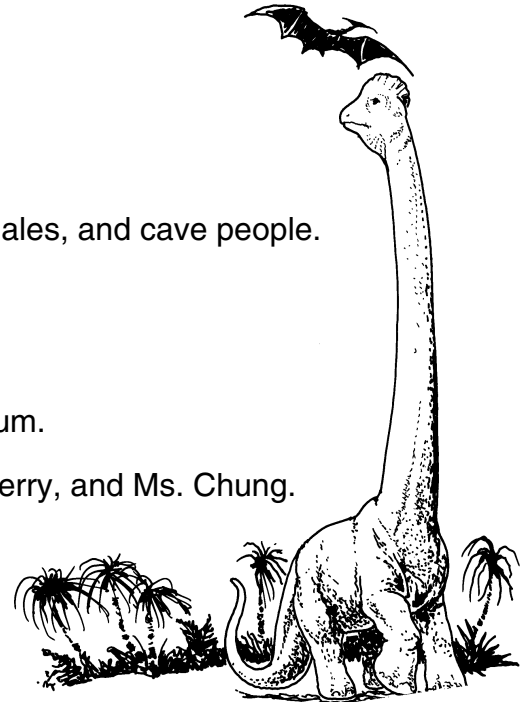
Mechanics and Usage: Colons and Hyphens

RULES

- Use a **colon** to separate the hour and the minute.
Meet us at 1:00.
- Use a **colon** to introduce a list of items that ends a sentence.
Look for the three of us: Nina, Alan, and Roberto.
- Use a **colon** after the greeting of a business letter.
Dear Friends:
- Use a hyphen to show the division of a word at the end of a line.
*I hope you come with us next Tues-
day. We are going to the museum.*
- Use a **hyphen** in numbers from twenty-one through ninety-nine.
*There were **thirty-two** people in line.*
- Use a hyphen in compound words, including compound adjectives.
*Most of them were **eleven-year-olds**.*

Add a colon or a hyphen.

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



Mixed Review**RULES**

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

Adverb: Andrew applauds **enthusiastically**.

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

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

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

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

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

A. Underline the adverb in each sentence.

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

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

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

7. Rachel isn't letting nobody get near the basket.

8. Ella hardly never misses a rebound.

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

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

Prepositions

RULES

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

*The school band marches **in** the parade.*

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

Underline the preposition or prepositions in each sentence.

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

Prepositional Phrases

RULES

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

preposition object of the preposition

Some great paintings are familiar to almost everyone.

prepositional phrase

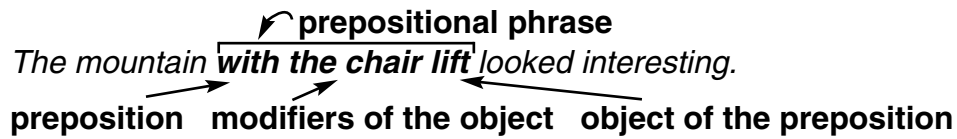
Underline the prepositional phrase in each sentence.

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

Prepositional Phrases as Adjectives

RULES

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



- A prepositional phrase acts as an **adjective** when it modifies or describes a noun or pronoun. Such prepositional phrases are called **adjective phrases**.
- Adjective phrases answer the questions **What kind?** and **Which one?**

What kind? *People **on skis** shivered and stomped their feet.*

Which ones? *The skiers **behind Ahmed** talked nervously.*

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

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

Prepositional Phrases as Adverbs

RULES

- A **prepositional phrase** can act as an **adverb** when it modifies or describes a verb, an adjective, or an adverb.

The National Marbles Tournament is held in Wildwood, New Jersey.

This prepositional phrase modifies a verb: *is held*.

The players are skillful to an amazing degree.

This prepositional phrase modifies an adjective: *skillful*.

They shoot accurately in many tournaments.

This prepositional phrase modifies an adverb: *accurately*.

- These prepositional phrases are called **adverb phrases**.
- Adverb phrases answer the questions *where, how, or when*.

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

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

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

Interjections

RULES

- **Interjections** are words or phrases that express strong feeling.
- Mild interjections are followed by **commas**.

Well, I just need to get something.

- Strong interjections are followed by **exclamation marks**.

Sssh! I'm trying to write.

Underline the interjection in each sentence.

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

Combining Sentences: Prepositional Phrases

RULES

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

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

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

Combine each pair of sentences. Write the new sentence.

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

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

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

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

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

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

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

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

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

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

At Home: Write a simple sentence. Give it to a family member and ask that person to add an adjective phrase or an adverb phrase.

Mechanics and Usage: Punctuating Introductory Prepositional Phrases and Interjections

RULES

- Use a **comma** after a long introductory prepositional phrase.
On a rainy and boring afternoon last summer, we did a jigsaw puzzle.
- Use a comma to prevent a misreading after a short introductory phrase.
For some people, puzzles are relaxing.
- Put an exclamation mark after an **interjection** that expresses very strong feeling.
Aha! This piece goes right here!
- Put a comma after an **interjection** that expresses a milder feeling.
Well, I wonder where this piece is.

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

1. Oops I dropped a piece of this puzzle.
2. Phew I'm glad I found it.
3. When it's time for dinner we'll have to stop.
4. When we eat what will we do with the puzzle?
5. Well we'll have to stop working on it.
6. With this puzzle all over the table we can't eat.
7. Yeah I guess this is the dining room table.
8. After dinner and dessert let's work on this again.
9. Sure but what do we do in the meantime?
10. Hey Let's put the tablecloth over the puzzle.

Mixed Review**RULES**

- A **preposition** comes before a noun or pronoun and relates the noun or pronoun to other words in a sentence.
- A **prepositional phrase** begins with a preposition and ends with a noun or pronoun. The noun or pronoun that follows the preposition is the **object of the preposition**.

preposition object of the preposition

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

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

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

Many people saw sheepdog trials in the movie Babe.

Underline the prepositional phrase in each sentence.

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

Common Errors: Adverbs

RULES

- An **adjective** describes a noun or pronoun. An **adverb** tells more about a verb, an adverb, or an adjective.
Incorrect: *Jimmy plays most sports **careful**.*
Correct: *Jimmy plays most sports **carefully**.*
- **Good** is an adjective, **well** is an adverb.
Incorrect: *Jimmy does a **well** job when playing most sports.*
Correct: *Jimmy does a **good** job when playing most sports.*
- Never use more than one negative word in a sentence.
Incorrect: *His mom doesn't want him playing football **no** more.*
Correct: *His mom doesn't want him playing football **any** more.*

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

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

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

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

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

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

Study Skills: On-Line Searches

You can use the computer and the Internet to find information on almost anything! To do a good search, however, you must choose a good **key word** that is not too general or too specific.

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

1. Hadrian's Wall in England (walls, Hadrian's Wall, England)

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

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

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

5. How Francis Scott Key wrote the Star-Spangled Banner (Francis Scott Key, Key, Star-Spangled Banner) _____
6. How to raise and train llamas (raising animals, how-to, llamas)

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

8. Inventions of Thomas A. Edison which changed the world (inventions, world, Thomas A. Edison) _____
9. Cesar Chavez's fight for migrant workers (fight, Cesar Chavez, migrant workers)

10. Nesting habits of the American bald eagle (nesting, American, bald eagle)

Vocabulary: Word Choice

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

Positive connotation: *Joe wore a bright red sweater.*

Negative connotation: *Joe wore a glaring red sweater.*

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

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

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

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

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

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

Composition: Leads and Endings

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

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

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