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. Dalmations are delightful, too. ________
8. Dalmations are fun, but they need lots of exercise. ________
9. Carlos is getting a dog for his birthday. ________
10. He might choose an Irish setter, or he might pick a spaniel. ________
11. I like mixed breed dogs. ________
12. My dog is not a purebred, but I love him. ________
13. My cousin has a whippet, and he also has a greyhound. ________
14. Train your dog when it is a puppy, or attend an obedience training class for dogs. ________
15. Give your dog love and kindness, and your dog will bring you joy. ________

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

RULES

- A **complex sentence** contains an independent clause and at least one dependent clause.
  
  \[ I \text{ watched TV after I ate dinner.} \]

- An **independent clause** can stand alone. It can be a sentence by itself.
  
  \[ I \text{ watched TV.} \]

- 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.
  
  \[ after \text{ I ate dinner.} \]

 Either clause can come first in the sentence.

 \[ after I \text{ ate dinner, I watched TV. I watched TV after I ate dinner.} \]

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 wanted to be a writer since he was a young teenager.
7. He wrote for the school newspaper until he graduated 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.”
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**

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 and correctly punctuate them. Combine others to make compound or complex sentences.

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

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

**RULES**

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

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

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

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

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

1. The tall boy is my cousin Louie.

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

3. He drank two glasses of milk, too.

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

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

6. I stayed at his house once.

7. The next morning I slept until ten.

8. Then I was ready for breakfast.

9. My breakfast was toast and juice.

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

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

**RULES**

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

- The **simple predicate** is the main verb in the complete predicate. It can be more than one word.
  
  *The mayor closed the schools.*  *He has closed them before.*

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

1. I heard the news on the radio this morning.
2. The mayor made the announcement.
3. The schools are closed for the rest of this week.
4. This storm did a lot of damage.
5. The wind felled a lot of trees.
6. The streets are flooded.
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 hurricane lamp lights the room.
14. We eat dinner by candlelight.
15. Other people stop by.

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

**RULES**

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

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

  *Rachel and Sarah* played the game.

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

1. Daniella played tennis. Kathy played tennis.
   
   __________________________

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

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

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

   
   __________________________

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

   
   __________________________

   
   __________________________

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

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

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

**RULES**

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

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

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

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

2. Kamir will whistle. Kamir will dance.

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

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

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

6. The director worried. The director complained.

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

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

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

10. The crowd cheered. The crowd clapped.

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

**RULES**

- A **run-on sentence** is really two or more sentences that run together.
  
  Keisha spends a lot of time at the library she reads the magazines there.

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

- Make it into **two simple sentences**.
  
  Keisha spends a lot of time at the library. She reads the magazines there.

- Make a **complex sentence** by joining the two sentences with a conjunction.
  
  Keisha spends a lot of time at the library because she reads the magazines there.

- Make a **compound sentence** by joining two sentences with a comma and the words **and**, **but** or **or**.
  
  Keisha spends a lot of time at the library, and she reads the magazines there.

- Make a **compound sentence** by joining the sentences with a semicolon.
  
  Keisha spends a lot of time at the library; she reads the magazines there.

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

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

   -----------------------------

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

   -----------------------------

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

   -----------------------------

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

   -----------------------------

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

   -----------------------------

At Home: Choose one run-on sentence in the exercise above. Show another way that you could correct it.
### 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.

  *My cousin Michael 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.

  *My cousin Michael* /petted the dog.*  
  
  complete subject  complete predicate

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


- **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.

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.
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 | People in the 1600’s made long hauls difficult |
| completed an important waterway | This all-water route |
| 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

   ______________________________________________________

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

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

**A**

![Map A](image1)

**B**

![Map B](image2)

**C**

![Map C](image3)

Study the maps and answer the questions below.

1. Which map is a physical map? _________________

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

3. Which map shows the Himalayas? _________________

4. Which map shows where wheat is grown? _________________

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

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

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

Read the sentences and circle the time-order words.

1. I got ready for school quicker than I usually do today.

2. First, I put on my jeans and my sweatshirt.

3. Second, I ate a bowl of granola and drank some mango juice.

4. After, I brushed my teeth to prevent getting cavities.

5. Then, I put my gym uniform in my gym bag.

6. Before the bus arrived, I finished one last bit of homework.

7. First, I did three multiplication problems.

8. I wrote a short paragraph for social studies next.

9. Last, I clipped an article from the newspaper for science class.

10. As soon as I was done, the bus came.

11. After I got on the bus, I remembered I had forgotten my gym bag.

12. Meanwhile, my mother found my gym bag by the door.

13. Later, she brought it to me on her way to work.

14. Finally, I was ready for school.

15. I will try to be more organized tomorrow!

---

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

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

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

1-2. The best part of my birthday was meeting my new cat Tabs. First of all, I had wanted a cat for a long time. My father never let on that he was thinking of agreeing with my wish. Tigers are a kind of cat, and they are interesting kinds of cats. 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. _____________
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 form of the following words.

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

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

RULES

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

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

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

2. She came to **Baltimore**, Maryland, in 1818 at age five.

   common noun  proper noun

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

   common noun  proper noun

4. She was raised by a family **friend**.

   common noun  proper noun

5. In 1835 she married and moved to **New Orleans**.

   common noun  proper noun

6. Margaret found a job in the **laundry** of an orphanage.

   common noun  proper noun

7. **Margaret** spent part of her earnings on the children.

   common noun  proper noun

8. Margaret had a flair for business; she established a dairy and a **bakery**.

   common noun  proper noun

9. The **profits** of her businesses went to help the children in orphanages.

   common noun  proper noun

10. Her statue is the first monument to a woman in **America**.

   common noun  proper noun

---

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

---

**RULES**

- Write 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 El Cinco de Mayo*

- Capitalize the names of specific family members.  
  *Uncle Freddy*

- Capitalize titles of respect that are used as part of a name.  
  *Professor Anders*

---

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

<table>
<thead>
<tr>
<th>Plural Nouns</th>
<th>Endings</th>
<th>Rule</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>most words</td>
<td>add -s or -es</td>
<td>dogs, wishes</td>
</tr>
<tr>
<td></td>
<td>consonant and y</td>
<td>change y to i, add -es</td>
<td>babies</td>
</tr>
<tr>
<td></td>
<td>f or fe</td>
<td>add -s or change the f to</td>
<td>thieves</td>
</tr>
<tr>
<td></td>
<td>vowel and o</td>
<td>add -s</td>
<td>radios</td>
</tr>
<tr>
<td></td>
<td>consonant and o</td>
<td>add -es</td>
<td>heroes</td>
</tr>
</tbody>
</table>

- **Capitalize** proper nouns, such as names of specific people, titles, organizations, addresses, holidays, languages, 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 language, including dutch and german.

3. He works for the world health organization.

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

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

---

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

**RULES**

- A **possessive noun** shows that someone owns something.
- To form the **possessive of a singular noun**, add an apostrophe (’).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 (’).s.
  
  *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 the sentence.

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

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

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

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

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

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

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

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

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

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

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McGraw-Hill Language Arts  
Grade 6, Unit 2, Nouns,  
pages 96–97

**At Home:** Find five sentences in one of your textbooks which include possessive nouns. Tell whether each noun is singular possessive or plural possessive.
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.*

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.

Write the compound subject of each sentence.

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

At Home: Add another sentence to the activity above. Write two simple sentences with the same predicates. Then combine the subjects with and or or to make one sentence.
Mechanics and Usage: Titles of Works

RULES

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

  *The Chicago Tribune* (newspaper)

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

  *The New York Times*

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

  "*The People Could Fly*"  "*America the Beautiful*"

A. Write each title correctly.

1. (book) The wind in the willows

2. (song) somewhere, over the rainbow

3. (newspaper) the bergen record

4. (magazine) discovery

5. (chapter title) home at last

6. (poem) the rose tree

7. (article) How to grow tasty tomatoes

8. (song) on top of old smokey

9. (book) Dicey’s song

10. (story) Little red riding hood

11. (book) Big brother, little brother

12. (poem) sugar plums

13. (chapter title) Lisa visits new york

14. (article) how to make a kite

15. (song) farmer in the dell

---

**At Home:** Write the names of the following: a local newspaper, your favorite song, a magazine you have read, the last book you read, the first chapter in your science text.
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.
Reteach 28

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, 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.

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. Rewrite 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. These famous Americans workshop has been moved to Dearborn, Michigan. _________________

9. You can still see Orvilles and Wilbur’s bicycle shop at the Greenfield Museum. _________________

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

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

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

UNIT TWO River Valley Civilizations

66 ADVENTURES WITH NATIONAL GEOGRAPHIC

High and Dry

68 CHAPTER 4 • Ancient Egypt

70 LESSON 1 Geography of Ancient Egypt

74 LESSON 2 Land of the Pharaohs

62 LEGACY Egyptian Boats

64 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 Sun 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

174 LESSON 4 Confucius Changes China

179 CITIZENSHIP Making a Difference Working for Education

180 LEGACY Silk Making

182 CHAPTER 7 REVIEW

184 UNIT 2 REVIEW

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

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

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

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

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

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

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

5. On what page of the book could you read about comparing maps?
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 where the original words can 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.

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

---

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

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

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

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

1-15. I. Internet

______ Research

1. school work

______ sports and hobbies

______ On-line Conversations with People

______ about school topics

______ about sports and hobbies

______ Word Processing

______ Personal

______ journal

______ letters

______ School

______ homework

______ reports

______ E-Mail

______ Receive mail

______ Write and send mail

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

RULES

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

  Jassy jumped the hurdle.

  Martin dreamt about next week’s meet.

Write the action verbs in the following sentences.

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

At Home: Read a page in your social studies textbook. Write three action verbs you found on the page.
Direct Objects 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 receives the action indirectly.
  
  *Julia sent David a letter.*  
  To whom did Julia send the letter? David. *David* is the indirect object.

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

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

1. David received a **letter** from his cousin Julia. __________

2. Julia sent **him** an invitation. __________

3. She was having a **costume party**. __________

4. “I accept the **invitation**,” he wrote. __________

5. Then David planned his **costume**. __________

6. He made a black eye **patch**. __________

7. His mother gave **him** a black wig. __________

8. She loaned him a large gold **earring**, too. __________

9. He fashioned a **mustache** from yarn. __________

10. He found a long blue **coat** to wear. __________

11. His little brother loaned **David** a toy sword. __________

12. He also used a **tool** from the garden shed. __________

13. The night of the party, David’s Mom drove **him** to Julia’s house. __________

14. His cousin opened the **door**. __________

15. She shrieked when she saw **Captain Hook**! __________

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

RULES

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

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

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

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

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

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

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

**RULES**

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

- If the **subject** of a sentence is **singular**, use a **singular verb**.
  
  *Jean lives in France.*

- If the **subject** of a sentence is **plural**, use a **plural verb**.
  
  *Nadia and Jon live in Romania.*

- If a compound subject is joined with **either...or** or **neither...nor**, the verb agrees with the subject that is closest to it.

  *Neither Stephen nor his cousins live in a city.*

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

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

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

RULES

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

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

  main verb: called  helping verb: was

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

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

1. The plague had started in Siena, Italy. ________________

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

3. The city was bustling with activity. ________________

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

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

6. These ships were carrying grain and other goods. ________________

7. Rats were also traveling on these ships. ________________

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

9. The disease must have been lurking somewhere for years. ________________

10. Soon people were beginning to catch the disease. ________________

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

12. Also it was spread through the air. ________________

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. ________________

At Home: Write about an historical event using verb phrases.
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 after an **appositive** or an **interrupter**.
  
  *Jim, my brother, is ill. I will, of course, visit him.*

Add commas where needed.

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

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

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

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

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

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

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

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

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

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

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

• For the past-progressive tense use the helping verbs *was* or *were* and 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 wind was blowing the trees. __________

4. The bare branches were scratching my window. __________

5. I am planning to trim those branches soon. __________

6. At first my cat was sitting in my lap. __________

7. Suddenly she was yowling at the window. __________

8. Please, I am trying to explain what happened. __________

9. Something was moving around outside. __________

10. Soon the hairs on the back of my neck were standing up. __________

11. What are you thinking? __________

12. I am not making this up. __________

13. I was fearing the worst. __________

14. Then I realized that another cat was calling to her from the porch. __________

15. Now, of course, my cat is pretending it never happened. __________

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

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

\[
\text{I have tried} \quad \text{ice skating.}
\]

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

\[
\text{Before last year, I had never tried snowboarding.}
\]

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 been sliding downhill on everything from sleds to pieces of cardboard. __________

3. Before I was six, I had learned to ski. __________

4. I have even tried tobogganing. __________

5. But snowboarding has only been around for 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. __________

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

RULES

• Not all verbs show action.
• Some verbs are linking verbs. A linking verb links the subject with a word in the predicate.

  This word can be a predicate noun:
  *My aunt is a baker.*

  Or it can be a predicate adjective.
  *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 closed. _______________
10. The cake is almost finished. _______________
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. (bring, brought)
4. She has _____________ there will be many things to draw there. (knew, known)
5. Last year, the family _____________ to Maine. (flyed, flew)
6. Yuiko _____________ pictures of lighthouses last year. (drew, drawed)
7. Have you _____________ her paintings of the Bar Harbor light? (seen, saw)
8. Painting is not all she has _____________, however. (done, did)
9. Last year she _____________ swimming every day. (went, go)
10. Yuiko and her brother _____________ horses, too. (ridden, rode)
11. Yuiko also had _____________ a lot this year. (rode, ridden)
12. I just _____________ a letter in the mail. (get, got)
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)
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 has (keep, kept) at it, 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. She (told, telled) of the students’ hard work.
10. She (say, said) she was proud of everyone’s accomplishments.
11. Then each student (give, gave) a short performance.
12. One girl (sang, sung) a song at the end.
13. Everyone (stand, stood) and applauded her.
14. We thought she had (stole, stolen) the show.
15. Afterwards, everyone (eaten, ate) cookies and (drank, drunk) punch.

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

**RULES**

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

  - is not
  - isn’t
  - have not
  - haven’t

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

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

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

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

**RULES**

- Use **present-progressive** verbs to express action that is continuing right now.
  
  \( I \text{ am reading} \) **about wetlands.**

- Use **past-progressive** verbs to express action that was continuing in the past.

  \( I \text{ was reading} \) a good article when you called.

- Use **present-perfect verbs** to express action that began sometime in the past and is still going on.

  \( I \text{ have waited} \) to show it to you.

- Use **past-perfect verbs** to tell of a past action that occurred before another past action.

  \( I \text{ had not known} \) how important wetlands are.

- Not all verbs show action. **Linking verbs** link the subject noun with a **predicate noun**, a **predicate pronoun**, 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. (taught: 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 not ____________ how beautiful it is. (realized: past perfect)
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.
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 suggested 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 students or the bus driver knows the route.

  Neither bus driver or students know the route.

A. Write agree if the subject and verb agree. Write disagree if they do not.

  1. The insect section is quite large. ___________

  2. We asks about the water strider in the small pool. ___________

  3. Phillip and two teachers meets the entomologist. ___________

  4. Jeffery asks why the water strider has only four legs. ___________

  5. They have six legs, but the two in front is very short. ___________

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

  6. Neither the students nor our teacher (know, knows) about the scorpion fly.

  7. It often (eat, eats) a spider’s fly.

  8. Scorpion flies (spit, spits) at spiders’ webs.

  9. The spider silk (dissolves, dissolve).

  10. Now the teacher and students (board, boards) the bus to return home.

At Home: Rewrite the sentences in Part A that did not agree. Change the verb form to agree with the subject.
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.

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

Circle the prefixes and underline the suffixes in the sentences.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

RULES

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

  *The tall, creepy monster entered the room.*

• **A predicate adjective** is an adjective in the predicate of the sentence 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 *lab coat*.
9. He would play the part of the mad *scientist*.
10. Brandon wore a marvelous *mask*.
11. He was awesome as the genetically-altered *gorilla*.
12. At the beginning of the movie he was in a large wooden *crate*.
13. The scientist’s injection gave him superhuman *strength*.
14. The *music* Keisha played on her keyboard in the background was creepy.
15. Our movie was a huge *success*.

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

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

**RULES**

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

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

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

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

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

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

**RULES**

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

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

Underline each proper adjective.

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

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

RULES

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

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

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

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

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

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

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

**RULES**

Some adjectives compare things or people.

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

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

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

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

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

**RULES**

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

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

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

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

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

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

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

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

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

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

9. I think landscapes are (more interesting, 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.

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

**RULES**

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

  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.

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

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

**RULES**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**RULES**
- An abbreviation is a shortened form of a word.
- Abbreviate titles before 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 Bleeker 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 Colonel Mustard.
10. He works for the Department of Defense.
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.
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 (farthest, farther) from the sun than Earth. ________________

4. Pluto is the (farthest, farther) planet of all. ________________

5. Telescopes provide (clearest, clearer) views of space than the naked eye. ________________

6. Space probes do a (thorougher, more thorough) exploration of space than telescopes. ________________

7. The nine planets are the (larger, largest) of all objects that orbit the sun. ________________

8. Jupiter is 45 times (larger, largest) than Pluto. ________________

9. Its diameter makes Jupiter the (more large, largest) of all the planets. ________________

10. Saturn, with its colorful rings, is the (beautifulest, most beautiful) of all planets. ________________

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- A description is a vivid picture you create with words.
- Descriptive writing uses sensory details to appeal to the reader’s sense 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 or right, up and down) or cause and effect order (reasons for something happening and the results) for your details.

The breeze felt cool and velvety, while the air smelled electric because of the rain.

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 sweetly in my ears as I began my climb. ______________
3. The mossy covered ground was a silken blanket I could easily nap on. ______________
4. Drifting 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 heat sizzled on my skin like bacon in a frying pan. ______________
8. Standing by myself on the mountain top, the crisp air struck my face. ______________
9. But I wasn’t lonely on the mountain top, because water from a nearby stream sounded like a friendly song. ______________
10. Sun reflecting off the stream sparkled like the cut edge of a diamond. ______________

At Home: Write five sentences that describe your favorite place in nature. Use sensory details in your descriptions.
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.
Pronouns and Referents

**RULES**

- A **referent**, or **antecedent**, of a **pronoun** is the word or group of words to which the pronoun refers.
- **Pronouns** and **referents** (antecedents) must agree in number and gender.
  
  **Singular:**  Liana chose the experiment she wanted to do.
  
  referent  pronoun

  **Plural:**  Corey and Andrew checked out the equipment they needed.
  
  referent  pronoun

A. Choose the pronoun that completes the sentence.

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

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

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

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

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

B. Circle the referent for each underlined pronoun.

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

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

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

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

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

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

RULES

• A **subject pronoun** is used as the subject of a sentence. It names a person, place, or thing the sentence is about.

  *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 said *Mark* and *Emily* had done a good job. *He* congratulated *Mark* and *her*.

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 had us read *A Medieval Feast*. _____
3. She said the book would be a good introduction to the period. _____
4. In the book, the king announces that *he* will visit the lord of the manor. _____
5. The household makes special preparations for *him*. _____
6. In the kitchens, *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. Sometimes kings traveled because *they* were short of money. _____
11. Travel allowed *them* to live off others for a while. _____
12. The noblemen had to do what was expected of *them*. _____
13. *They* went to great expense to entertain the king. _____
14. Our teacher also showed *us* a book of medieval recipes. _____
15. Some of our classmates made one of the dishes and shared it with all of *us*. _____

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

**RULES**

- **Subject and object pronouns** can be used to **combine sentences** by forming compound subject and objects. This reduces repetition.

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

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

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

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

Combine each pair of sentences and write the combined sentence.

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

   ______________________________

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

   ______________________________


   ______________________________

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

   ______________________________

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

   ______________________________

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

1. I wish I could find my sneakers, said Susan.

2. We’ll help you find them, said Vicki.

3. Let’s think about this, said Alan. Where were the sneaker last seen?

4. Susan answered, I wore them yesterday to play tennis.

5. Maybe you left them at the tennis courts, suggested Alan.

6. No, said Susan. They were still on my feet when I got home.

7. Did you look in your closet? asked Vicki.

8. Susan replied, That’s the first place I looked.

9. Did you look under your bed? asked Alan.

10. That was the second place I looked, said Susan.


12. Susan replied, My brother’s taking him for a walk.


14. He’s got a bed in my brother’s room, Susan answered.

15. You should look there, said Eric. I bet you’ll find your sneakers.

**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**.

**At Home:** Write a conversation you have had with a friend or family member. Use quotation marks and other punctuation marks correctly.
Mixed Review

**RULES**

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

> "Will you help me make posters for the play?" asked Beau.

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

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

At Home: Remember a conversation you had with a friend or family member. Write the conversation as a dialogue, using quotation marks to show what each of you actually said.
Indefinite Pronouns

**RULES**

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

**Singular:** Somebody was singing.

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

Underline the indefinite pronoun in each sentence.

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

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

**At Home:** Write three sentences with singular subject pronouns and three sentences with plural subject pronouns.
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.
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.
15. Sienna’s report was interesting, but I think *(my, mine)* was better.

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

**RULES**

- A **pronoun-verb contraction** is formed by joining a pronoun and verb with an apostrophe.

  *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 decide 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. The way he describes the setting 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.
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.

---

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

See also, Cook.

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

**Title: New South Wales**

1. James Cook died in 1779.
2. Colonists also raised wheat.
3. New South Wales was discovered in 1770 by Captain Cook.
4. First settlement was a prison camp at Fort Jackson, in 1788.
5. Later, more free settlers arrived than convicts.
6. Fort Jackson was renamed Sydney.
7. Lord Sydney was the British Home Secretary.
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.

---

McGraw-Hill Language Arts
Grade 6, Unit 5, Study Skills,
pages 366–367

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

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

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

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

1. Each year our country **imports** many products from other countries.
2. Should we **impose** higher taxes on certain products?
3. We can **inspect** products from other countries.
4. Celsius and Fahrenheit **thermometers** measure temperature on different scales.
5. **Equality** under the law, is one of the main building blocks of democracy.
6. Tons of frozen fish were **transferred** from the ship to the dock.
7. The crumbling walls of the old castle will require extensive **fortification**.
8. The **final** game of the World Series had to be postponed because of rain.
9. Climbing Mount Everest requires physical and emotional **fortitude**.
10. The jury's verdict was fair and **equitable** for all parties.
11. Some people **prefer** the mountains to the beach in the summer.
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, show **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.

• Show 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, show 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 then 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.

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

**RULES**

- Adverbs can modify adjectives and other adverbs.
  
  *Matt wanted to write a perfectly wonderful report.*
  
  The adverb *perfectly* modifies the adjective *wonderful.*
  
  *Time was running out very quickly.*
  
  The adverb *very* modifies the adverb *quickly.*

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

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

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

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

A. Write the comparative and the superlative form of each adverb.
1. carefully __________________  __________________
2. close __________________  __________________
3. well __________________  __________________
4. early __________________  __________________
5. slowly __________________  __________________

B. Write the comparative form that correctly completes each sentence.
6. more eagerly   most eagerly  
   Nobody looked forward to the test __________________than Julio.

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

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

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

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

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

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

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

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

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

**RULES**

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

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

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

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

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

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

Add a colon or a hyphen.

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

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

**RULES**

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

  *Adverb:* Andrew applauds *enthusiastically.*

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

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

- Avoid using two words that mean “no” when writing negative sentences.
  
  **Incorrect:** *I have never seen nobody so excited.*
  
  **Correct:** *I have never seen anybody so excited.*

A. Underline the adverb in each sentence.

1. The team is playing amazingly good basketball.
   
2. It was as if they 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 team can't never get their hands on it.
   
10. Rachel and Ella never spend no time on the bench.

---

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

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

RULES

• A **prepositional phrase** begins with a preposition and ends with a noun or pronoun.

• The **object of the preposition** is the noun or pronoun that follows the preposition.

Some great paintings are familiar **to almost everyone**.

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 wife.
6. The farmer has a pitchfork in his hand.
7. The wife has her hair in a tight bun.
8. There is a farmhouse behind them.
9. The 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.

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

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

- Adjective phrases answer the questions **What kind?** and **Which one?**
  - What kind? \quad \text{People on skis shivered and stomped their feet.}
  - Which ones? \quad \text{The skiers behind Ahmed talked nervously.}

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

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

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

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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.*
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 your cards fell off the table.
8. Yikes! Those were my note cards.
9. Oh dear, I'll pick them up for you.
10. Yikes! I had them all in order.
11. Well, they're not in order now.
12. Oh no, I'll be up all night.
13. Wow, I'm really sorry.
14. These are still in order! Amazing!
15. Phew! Maybe it's not so bad.

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

**RULES**

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

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

  *Ramon was reading a story about Sherlock Holmes.*

Combine each pair of sentences. Write the new sentence.

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

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

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

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

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

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

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

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

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

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

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

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

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

- Put an exclamation mark after an **interjection** that expresses very strong feeling.
  
  *Aha! This piece goes right here!*

- Put a comma after an **interjection** that expresses a milder feeling.
  
  *Well, I wonder where this piece is.*

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

1. Oops I dropped a piece of this puzzle.
2. Phew I’m glad I found it.
3. When it’s time for dinner we’ll have to stop.
4. When we eat what will we do with the puzzle?
5. Well we’ll have to stop working on it.
6. With this puzzle all over the table we can’t eat.
7. Yeah I guess this is the dining room table.
8. After dinner and desert 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.

**At Home:** In a newspaper or magazine article, find three examples of introductory prepositional phrases that end with a comma. Decide what the reason is for including a comma in each sentence.
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 tip of their tail 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.
Rewrite each sentence correctly if the word in bold type is not used correctly. 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.

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**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.

**At Home:** Explain to a family member another way to correct the double negatives in exercises 4, and 5.
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.

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

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

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

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

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