

Language Conventions Practice

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LESSON 1

Sentences

A **sentence** tells a complete thought. It names someone or something and tells what that person or thing is or does. An incomplete sentence is called a **fragment**.

Sentence The girls ate strawberries.

Fragment A farmer in the big field.

Words in a sentence are in an order that makes sense. A sentence always begins with a capital letter and ends with an end mark.

A Write *S* if the group of words is a sentence. Write *F* if the group of words is a fragment.

1. The bakery sells fresh bread.
2. Serving lunch at the café.
3. The banker eats there each day.
4. At a quiet table in the corner.
5. Sometimes the miners come to town.
6. The shops are busy.
7. Selling tools and groceries.
8. Everyone works hard all week.
9. Each person has a job.
10. In town or on a farm.
11. The farmer rests.
12. Out in the field under a tree.



B Write the group of words in each pair that is a sentence.

1. Who will build a store?
Selling food and other goods?
2. Need cloth for shirts and pants.
One shop sells bolts of cloth.
3. Builders, cooks, and bankers.
A new town needs many workers.
4. Soon the town will be full of people.
Going to town on errands.
5. Milk, eggs, bread, and a toothbrush.
People rush from store to store.
6. Did I forget something?
Ten things on my shopping list.

C Add your own words to make complete sentences. Write the new sentences. Remember to use capital letters and punctuation marks.

7. Apple pie ____.
8. The kitchen in my house ____.
9. ____ tastes good after lunch.
10. ____ are easy to bake.
11. All kinds of fruit ____.
12. ____ is my favorite thing to cook.
13. I like ____.
14. For lunch, we ____.

LESSON 2

Declarative and Interrogative Sentences

A **sentence** is a group of words that expresses a complete thought. A sentence begins with a capital letter. A sentence that tells something is a **declarative sentence**. A declarative sentence ends with a period. A sentence that asks a question is an **interrogative sentence**. An interrogative sentence ends with a question mark.

Declarative Sentence

The library is full of interesting books.

Interrogative Sentence

How many of these books have you read?

A Write *D* if the sentence is declarative. Write *I* if the sentence is interrogative.

1. Which region of the country do you like best?
2. The Northeast gets plenty of snow.
3. Is there a state that is always warm?
4. The tallest mountains are in the West.



Write each sentence with the correct end punctuation mark.

5. Last year Al's brother walked the Appalachian Trail
6. How long did it take him
7. He started in May and finished in October
8. Would you go on a hike like that

B Make each word group into a sentence by writing it with correct capitalization and punctuation. Write *D* if the sentence is declarative. Write *I* if the sentence is interrogative.

1. our family is planning a trip to the mountains
2. why are you going in the winter
3. it's fun when the woods are full of snow
4. dad wants to take us all snowshoeing
5. have you ever been on skis
6. is snowboarding as much fun as it looks
7. what would happen if you had an accident
8. we're all going to take skiing lessons
9. do you think you'll go again next year
10. I'd be happy if you would send me a card

C Change each sentence to the kind named in (). Write the new sentence.

Example Maria will be home soon. (interrogative)
Will Maria be home soon?

11. Has Maria gone to Florida on vacation? (declarative)
12. Are there alligators in Florida? (declarative)
13. You can swim all year-round in the ocean.
(interrogative)
14. Florida oranges do make wonderful juice.
(interrogative)
15. Will she call us from the airport? (declarative)

LESSON 3

Imperative and Exclamatory Sentences

An **imperative sentence** gives a command or makes a request. It usually begins with a verb and ends with a period. The subject (*you*) is not shown. An **exclamatory sentence** shows strong feeling or surprise. It ends with an exclamation mark. An **interjection** also shows strong feeling and ends with an exclamation mark. An interjection is a word or group of words, not a complete sentence.

Imperative Sentence

Steer the boat.

Exclamatory Sentence

This river is wide!

What a trip this is!

Interjection

Amazing! Ouch!

- A** Write *I* if the sentence is imperative.
Write *E* if it is exclamatory.

1. Look at the top of that skyscraper.
2. That's one amazingly tall building!
3. Please take my photograph there.
4. Wow! I've never been in a city this huge!
5. Don't go too close to the edge.
6. Get on any subway train marked 9 or 11.
7. Make sure to read the station names.
8. I can't believe the number of trains there are!
9. What a noise they make!
10. Watch your step when you get off the train.



B Make each word group into a sentence by writing it with correct punctuation. Write *I* if the sentence is imperative. Write *E* if the sentence is exclamatory.

1. Buy your tickets here for the Statue of Liberty
2. What a long line this is
3. Please have your money ready
4. How wonderful the statue looks from the sea
5. Remember to bring your camera
6. Take plenty of pictures
7. Don't miss the bus tour of the city
8. You won't believe how big New York is
9. That bridge is so beautiful
10. Watch your step on the subway

C Add words to change each item below into an interesting sentence. Each item will tell you whether to write an imperative or an exclamatory sentence.

11. the tall Empire State Building (exclamatory)
12. a map of the city (imperative)
13. toys in this store (exclamatory)
14. the busy street (imperative)
15. to the show (imperative)
16. those expensive shoes (exclamatory)
17. the view from the hotel (exclamatory)
18. at the ticket office (imperative)

LESSON 4

Four Kinds of Sentences A

Each kind of sentence begins with a capital letter and has a special end mark.

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

A good vocabulary makes you a better reader.

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

Do you know what the word *loquacious* means?

- An **imperative sentence** gives a command or makes a request. It ends with a period. The subject (*you*) does not appear, but it is understood.

Learn these fifty words by Friday.

- An **exclamatory sentence** shows strong feeling. It ends with an exclamation mark.

You have got to be kidding! What a hard test that was!

- An **interjection** is a word or a group of words that expresses strong feeling. It is not a complete sentence.

Wow! My goodness! Hooray! Ouch!

- A** Write *D* if the sentence is declarative. Write *IN* if the sentence is interrogative. Write *IM* if the sentence is imperative. Write *E* if the sentence is exclamatory.

1. Is it hard for you to spell words?
2. I really enjoy a game called Scrabble®.
3. Pick up seven of the letter tiles.
4. Players spell words with their letters.
5. What a terrible bunch of letters I have!

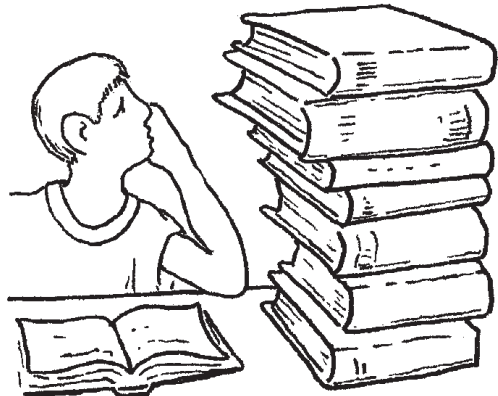
B Write each sentence, adding capitalization and the correct end mark. Then write *D* if the sentence is declarative, *IM* if it is imperative, *IN* if it is interrogative, or *E* if it is exclamatory.

1. how can I build my vocabulary
2. look in this thesaurus
3. a thesaurus lists synonyms for words
4. wow! What a lot of synonyms there are for *big*
5. how do you remember new words
6. i try to use the new word often each day
7. please write original sentences with your vocabulary words
8. what are synonyms and antonyms
9. synonyms have similar meanings
10. think of a synonym for *happy*

C Complete each sentence with words from the box. Write the sentences using capitalization and correct end marks.

to look at the examples	is a useful tool
a lot of definitions	are listed for the word <i>set</i>
does it contain	this dictionary is

11. the dictionary ____
12. what information ____
13. how many meanings ____
14. wow, that's ____
15. don't forget ____
16. what a heavy book ____



LESSON 5

Four Kinds of Sentences B

- A **declarative sentence**, or statement, tells something. It ends with a period.
Specially trained dogs help people with disabilities.
- An **interrogative sentence** asks a question. It ends with a question mark.
What kinds of jobs can these dogs do?
- An **imperative sentence** gives a command or makes a request. It ends with a period. *You* is the understood subject.
Read this newspaper article about some heroic canines.
- An **exclamatory sentence** shows strong feeling. It ends with an exclamation mark.
How interesting this article is! That dog is amazing!
- An **interjection** is a word or a group of words that expresses strong feeling. It is not a complete sentence.
Oh, my! Wow! Ouch! Hooray!

A Write *D* if the sentence is declarative. Write *IN* if it is interrogative. Write *IM* if it is imperative. Write *E* if it is exclamatory.

1. Where did you find your new puppy?
2. The animal shelter rescues abandoned pets.
3. What a wonderful job that place does!
4. Visit the shelter in your neighborhood.
5. You will be amazed at the variety of animals.
6. Do they have snakes and lizards at the shelter?
7. Call this number for that information.
8. Wow! A pet snake would be terrific!

B Write each sentence, adding capitalization and the correct end mark. Then write *D* if the sentence is declarative, *IM* if it is imperative, *IN* if it is interrogative, or *E* if it is exclamatory.

1. a dog is fiercely loyal to its owner
2. what a great watchdog Wilbur is
3. is Wilbur a German shepherd
4. we adopted Wilbur as a pup
5. watch him do his tricks
6. have you ever heard a dog sing
7. wilbur howls while I practice piano
8. that is an unbelievable racket
9. why does Wilbur bark when someone comes to the door
10. he is defending his territory and his family



C Complete each sentence with words from the box. Write the sentences using capitalization and correct end marks.

to their owners' illnesses	that is
about cancer-sniffing dogs	read more about this
have defended their owners	cancer in people

11. many dogs
12. are dogs sensitive
13. read this article
14. these dogs can sense
15. what an amazing life-saving act
16. where can I

LESSON 6

Subjects and Predicates

A sentence must have a subject and a predicate. The **subject** tells whom or what the sentence is about. All the words in the subject are the **complete subject**. The most important word in the complete subject is the **simple subject**. It may be more than one word, such as *Mrs. Williams*.

My favorite neighbor lives in a big, yellow house.

The simple subject is *neighbor*.

The **predicate** tells what the subject is or does. All the words in the predicate are the **complete predicate**. The most important word in the predicate is the **simple predicate**, or the verb. It may have more than one word, such as *has lived*.

My favorite neighbor lives in a big yellow house.

The simple predicate is *lives*.

A **fragment** is a group of words that lacks a subject or a predicate. The fragment below lacks a subject.

Lived in her house for 60 years.

A **run-on** is two or more complete sentences run together.

Mrs. Moy has a flower garden her roses are beautiful.

I'm not a gardener, everything I touch wilts.

A Write each sentence. Divide the complete subject and complete predicate with a line. Underline the simple subject once and the simple predicate twice.

1. Her house is surrounded by a white picket fence.
2. Many beautiful flowers grow in the front yard.
3. Mrs. Williams works in her gardens every sunny day.
4. Two huge oak trees tower over her house.

B Write *F* for a fragment. Write *RO* for a run-on. Write *S* for a complete sentence.

1. Visits the nursing home on Oak Street once a month.
2. The children bring pictures and vases as gifts.
3. The leader of Troop 133.
4. Mr. Clay plays piano sometimes he brings his dogs.
5. The residents love to pet Lefty and Bear.
6. Cheers up many of the elderly people.
7. Music soothes and stimulates people of all ages.
8. Animal companions also bring new life to the home.
9. The scouts feel good about themselves, the residents enjoy talking to young people.
10. A win-win situation for all.



C Add your own words to each of the following fragments to make a complete sentence. Write the new sentence. Underline the simple subject and circle the simple predicate.

11. My great-grandmother
12. was her name
13. This red-haired teenager
14. Family friends on the East Side
15. hired as a governess for the children of a wealthy family
16. married Thomas O'Brien, an auto mechanic
17. Wedding pictures of Thomas and Molly
18. had twelve children
19. Their twelfth child
20. was my grandmother and my namesake

LESSON 7

Verbs, Objects, and Subject Complements

A **direct object** follows an action verb and tells who or what receives the action of the verb.

Chris told a secret. (*Told* is an action verb. *Secret* is a direct object.)

An **indirect object** follows an action verb and tells to whom or what the action of the verb is done.

Chris told Bill a secret. (The indirect object *Bill* tells to whom Chris told the secret. An indirect object comes before the direct object.)

A **subject complement** follows a linking verb and tells who or what the subject is or is like.

Maggie felt sick. (*Felt* is a linking verb, and *sick* is a subject complement that describes Maggie.)

Maggie is the third student in the first row. (*Is* is a linking verb, and *student* is a subject complement telling who Maggie is.)

- A noun used as a subject complement is a predicate noun. An adjective used as a subject complement is a predicate adjective.

A For items 1–3, write the subject complement in each sentence. For items 4–6, write the direct objects and one indirect object. Label each answer *SC*, *DO*, or *IO*.

1. The shore was rocky.
2. The seawater tasted salty.
3. The boys were the champions in sports.
4. Someone painted lines on the sides of the pool.
5. Lee kicked her legs in the water.
6. The instructor gave his students diving lessons after class.

B Write each sentence. Circle the linking verb and underline the subject complement. Write *PA* if it is a predicate adjective. Write *PN* if it is a predicate noun.

1. The water looked perfectly calm.
2. An afternoon swim seemed a good idea.
3. Unfortunately, a strong undercurrent was present.
4. The current was a forceful pull.
5. My arms and legs became heavy logs.
6. Soon I felt very afraid.
7. I was also exhausted.
8. That lifeguard looked wonderful to me!
9. Water safety is an important skill.
10. The lake water smelled fishy.
11. The surface looked muddy.
12. The lake no longer seemed the best place for a swim.



C Complete each sentence with a word. Write the sentence. Write *DO* if the word you added is a direct object. Write *IO* if the word you added is an indirect object.

13. Winnie gave ____ a swimming lesson.
14. She has taught ____ for years.
15. Swimming uses up the body's ____.
16. Winnie offered ____ a snack.
17. Glenn handed ____ a dry towel.
18. She wrapped ____ gratefully around her shoulders.
19. We took ____ for the upcoming swim meet.
20. Coach offered ____ a second chance to improve our times.

LESSON 8

Common and Proper Nouns A

A **common noun** names any person, place, or thing. A **proper noun** names a particular person, place, or thing. Proper nouns begin with capital letters.

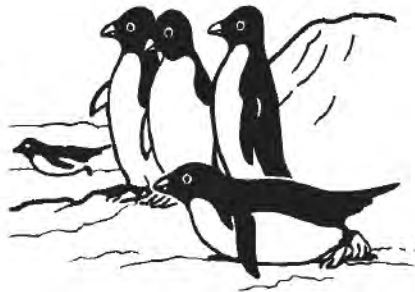
Common Nouns These birds live in cold places.

Proper Nouns It is cold in Antarctica in July.

The names of days, months, and holidays are proper nouns. They begin with capital letters. Capitalize each important word in a proper noun: *Fourth of July*.

A Write *C* if the underlined noun is a common noun. Write *P* if the underlined noun is a proper noun.

1. Penguins have black and white feathers.
2. Some penguins live in zoos in the United States.
3. Penguins have webbed feet.
4. New Zealand has many penguins.
5. This penguin hatched in August.
6. Penguins eat fish from the water.
7. There is much food in the ocean.
8. Some penguins live in Australia.
9. Seals and whales live in Antarctica.
10. Did you see penguins at the zoo on Labor Day?



B Write the headings *Common Nouns* and *Proper Nouns* on your paper. Write each noun in the sentences under the correct heading. There are nine common nouns and three proper nouns.

1. Many birds can be found in Antarctica.
2. Most birds do not live near the South Pole in winter.
3. Their home then is far across the ocean.
4. South America is one destination.
5. The sea can also be a source of food.

C Write the sentences. Capitalize the proper nouns correctly. The number in () tells how many proper nouns are in each sentence.

6. We left on our trip to alaska on new year's day. (2)
7. Some whales and seals live in the pacific ocean. (1)
8. One day david and I took pictures of a whale. (1)
9. We saw a polar bear in january. (1)
10. It was near the coast of the arctic ocean. (1)
11. We saw many birds near the city of anchorage. (1)
12. They live in the pine forests in denali national park. (1)
13. Brown bears live on kodiak island. (1)
14. The largest glacier in north america is in alaska. (2)
15. Mr. murphy and I saw many glaciers. (1)
16. We stopped at sitka and ketchikan on our way home. (2)

LESSON 9

Common and Proper Nouns B

A **common noun** names any person, place, or thing. Common nouns are not capitalized.

The feathers floated above the boy in the pool.

A **proper noun** names a particular person, place, or thing. Capitalize the first word and each important word of a proper noun.

Uncle Tim recited the Pledge of Allegiance in Hob Park.

Capitalize days, months, and holidays. Capitalize the first word and all important words in a title.

Memorial Day is on the last Monday in May.

Please return the book The Adventures of Hercules.

Abbreviated proper nouns appear in addresses, titles and initials in names, and names of days, months, and states. These abbreviations begin with capital letters. Many end with periods.

Contact Rev. Samuel B. Farb, Jr., at 1556 Heather St.,
Syracuse, NY 13210 before Tues., Jan. 31.

A Rewrite each sentence using correct capitalization.

1. mr. klein moved to tulsa, oklahoma, on wed., dec. 14.
2. The choir sang "america the beautiful" on the fourth of july.
3. The plant palace on thomas road is open tuesday to saturday.
4. We will visit the statue of liberty in june.
5. I addressed the letter to sen. s. leoni at 356 sherwood dr., beloit, wi 53511.

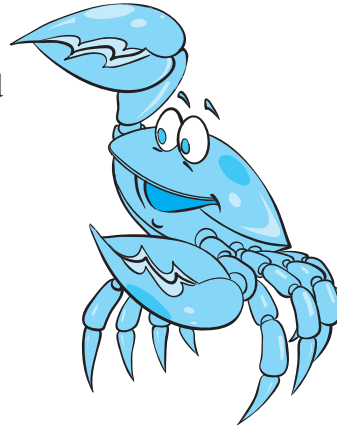


B Write *P* if the list shows proper nouns. Write *C* if the list shows common nouns. Then add another example to each list.

1. poodle, collie, terrier
2. Idaho, Kansas, Alabama
3. Missouri River, Lake Superior, Gulf of Mexico
4. roses, daffodils, daisies
5. King Blvd., Ashton St., Twelfth Ave.
6. Disney World, Universal Studios, Knotts Berry Farm
7. Sunday, Tuesday, Friday
8. Ms., Maj., Rep.
9. minutes, hours, days
10. loafers, sneakers, sandals

C Write each sentence. Capitalize the proper nouns.

11. Our pets include a dog named cinnamon, a cat named sir nibs, and a cockatoo named pretty boy.
12. It was hard moving them from providence, rhode island, to des moines, iowa.
13. The best pet store in town is george's pet emporium on south seventh street.
14. The office of dr. barnes is located on highway 38 one mile south of town.
15. Have you visited the corn palace in mitchell, south dakota?
16. Let's meet in huber park on saturday, march 26, to fly our kites.
17. My favorite authors are mark twain, j. k. rowling, and bill bryson.
18. On thanksgiving day I read my younger brother jake a book called *a turkey comes to dinner*.
19. We visited yellowstone national park and the grand canyon.
20. The author of *a cat named soccer* grew up in chicago near wrigley field.



LESSON 10 CONCRETE AND ABSTRACT NOUNS

A concrete noun names something that can be recognized through any of the five senses.

An abstract noun names something that cannot be recognized through the senses.

Concrete nouns name people, places, and things. Abstract nouns name ideas. See the examples below.

Concrete nouns	Sara, friend, airport, Galveston Bay, desk, taco, highway
Abstract nouns	friendship, kindness, cruelty, suspense, guilt, love

Practice A Identifying Concrete and Abstract Nouns

Read each sentence. Then, underline the concrete nouns and circle the abstract nouns.

Example: Jules never forgot the stranger's kindness.

Answer: Jules never forgot the stranger's kindness.

- The cruelty of bullfighting is hard to deny.
- Rafe felt surprise when Cary spoke up.
- Jill is known for her bravery.
- A poet said, "Beauty is truth, truth beauty."
- My mom doesn't like cats, but she feels affection for Dot.
- My dad says rush-hour traffic causes frustration.
- Gid felt a spark of envy when he saw his friend's new television.
- Da Vinci, a true artist, could find inspiration anywhere.
- The truth of Maria's claim was never in doubt.
- Seeing Yasmin cross the finish line gave Jim a shock.

Practice B Labeling Concrete and Abstract Nouns

Read each sentence. Then, on the line provided, identify whether each underlined noun is concrete or abstract.

Example: Happiness arrives when you're not looking.

Answer: abstract

- His goal in life is simplicity. _____
- Her thoughtfulness to her friends is appreciated. _____
- Do you think animals feel regret? _____
- Lawrence has a passion for acting. _____
- George's stubbornness will get him into trouble someday. _____
- When Claude begins to feel anger, he counts to ten. _____
- My dad feels compassion toward all small creatures. _____
- Living on the river gives excitement to our days. _____
- My intention is to become a more outgoing person. _____
- A little knowledge is a dangerous thing. _____

Writing and Speaking Application

Write a two-sentence description of someone you know, using at least three abstract nouns. Circle the nouns. Then, take turns reading your sentences with a partner. Your partner should listen for and name the abstract nouns you used. Switch roles with your partner.

Lesson 11 COLLECTIVE NOUNS A

A collective noun is a word that names a group of people, places, animals, or things.

**Examples: a swarm of bees
a scout troop**

Swarm is the collective noun. It is a word that names a group of bees. *Troop* is a collective noun. It is a word that names a group of scouts.

Collective nouns are considered singular, so when they are the subject of a sentence, the verb needs to be the singular form.

Examples: The group sits quietly.

Group is a collective noun. *Sits* is the singular form of the verb *sit*.

A Underline the collective noun in each sentence.

1. This bunch of bananas is ready to eat.
2. Some cows had walked away from the herd.
3. The choir sang beautifully.
4. We watched the flock of geese fly overhead.
5. My room is up a flight of stairs.
6. We bought mom a bouquet of flowers.

B The subject of each sentence is a collective noun. Choose the verb in the correct tense that correctly completes each sentence.

1. The team (is, are) warming up for the big game.
2. The band (play, plays) over 200 concerts every year.
3. An audience (clap, claps) at the end of the play.
4. The herd of cows (eat, eats) the grass in the field.
5. The crowd (cheer, cheers) to encourage the marathon runners.
6. The jury (find, finds) the accused not guilty.
7. The bunch of grades (is, are) for out lunch.
8. The mountain range (stretch, stretches) across three states.
9. A flock of geese (float, floats) on the pond.
10. The pack of wolves (howl, howls) at the moon.

C Application to Writing and Speaking

Choose two collective nouns from the box. Write a sentence for each collective noun. Be sure to use the correct verb to agree with the collective noun. Turn to a classmate and read your sentences. Have your classmate make sure that you used the collective nouns correctly.

pride gaggle litter school army

11. _____

12. _____

LESSON 12 COLLECTIVE NOUNS B

A collective noun names a group of people or things.

Examples of collective nouns are *audience*, *crowd*, *couple*, and *family*.

Practice A Finding Collective Nouns

Read each group of nouns. On the line provided, write the word in each group that is a collective noun.

Example: herd, animals, deer

Answer: herd

1. fans, audience, viewers _____
2. father, sister, family _____
3. group, members, friends _____
4. network, signal, subscribers _____
5. singer, band, piano player _____
6. committee, workers, plan _____
7. point guard, team, rebounder _____
8. litter, kittens, mother _____
9. voters, citizens, public _____
10. vermin, mice, bugs _____

Practice B Identifying Collective Nouns

Read each sentence. Then, underline each collective noun.

Example: The audience applauded after the performance.

Answer: The audience applauded after the performance.

1. A firefighter spoke to my class about safety.
2. The jury could not agree on a verdict.
3. The chess club meets every Friday in the quad.
4. My sister's team is selling cookies.
5. A flock of sparrows flew over our heads.
6. The board of directors voted to increase salaries.
7. A crowd gathered to watch the puppet show.
8. The committee set a date for the spring dance.
9. A school of fish swam away from the divers.
10. All kinds of vermin were living in the abandoned building.

Writing and Speaking Application

Write a two-sentence description of a group of animals, using at least two collective nouns. Circle the nouns. Then, take turns reading your sentences with a partner. Your partner should listen for and name the collective nouns you used.

Regular Plural Nouns



- Singular nouns name one person, place, or thing. **Plural nouns** name more than one person, place, or thing.
- Add -s to form the plural of most nouns.
school/schools dog/dogs cow/cows
- Add -es to form plurals of nouns that end in *ch*, *sh*, *s*, *ss*, or *x*.
ranch/ranches bush/bushes gas/gases
cross/crosses fox/foxes
- To form the plural of nouns that end in a consonant followed by a *y*, change the *y* to *i* and add -es.
family/families party/parties pony/ponies

A Write the plural noun in each sentence.

1. The students at my mom's school all dressed the same.
2. They wore blue and white uniforms.
3. They ate their lunches outside when the weather was nice.
4. Once Mom threw her food into the bushes!
5. She says her teachers were good.
6. Classes were small, and the work was interesting.
7. There weren't many after-school activities.
8. The only teams were basketball and softball.

B Write the plural form of the noun in () in each sentence.

1. Last summer our family visited my uncles' (ranch).
2. Some (day) the men would cut down trees.
3. My (brother) and I wanted to cut trees too.
4. We found a tall pine far from the (house).
5. We didn't have saws, so we all grabbed (ax).
6. The tree came down with loud (crash).
7. It missed me by (inch)!
8. We never told the (family), but we learned our lesson.
9. We didn't want them to make (fuss).
10. Our (sister) still laugh at us, but it's really not funny.
11. At least we didn't cry like (baby).
12. However, we will stick to trimming (bush).

C Complete the paragraph with plural forms of nouns in the box. Write the paragraph. Use each noun only once.

box	dish	bench
carton	lady	sandwich



(13) At school we eat lunch sitting on ___ in the cafeteria. (14) Mom packs my ___ in a brown paper bag. (15) Some kids bring colorful plastic ___. (16) We drink our milk out of cardboard ___. (17) The ___ in charge make us throw our waste paper away. (18) There are no ___ or silverware to wash.

Irregular Plural Nouns



A plural noun names more than one person, place, or thing. Many nouns add -s to form the plural. An **irregular plural noun** has a special form for the plural.

Singular Nouns

The child kept a pet mouse.

Irregular Plural Nouns

The children kept pet mice.

Some nouns and their irregular plural forms are *calf/calves*, *child/children*, *deer/deer*, *foot/feet*, *goose/geese*, *leaf/leaves*, *life/lives*, *loaf/loaves*, *man/men*, *moose/moose*, *mouse/mice*, *sheep/sheep*, *shelf/shelves*, *tooth/teeth*, *wife/wives*, *wolf/wolves*, and *woman/women*.

A Write the irregular plural noun in each sentence.

1. The children at our school take care of many animals.
2. We make sure our animals lead happy lives.
3. We keep mice in our classroom.
4. The fish tanks are on shelves by the window.
5. Two geese live in a pen near the playground.
6. They eat grain and crumbs from old loaves of bread.
7. Once we looked after two young deer.
8. A local farmer showed us a flock of sheep.
9. He also let us feed his calves from a bottle.
10. We looked after a cat when it hurt its front feet.

B Write the plural form of each underlined singular noun.

1. In school we are studying the life of frontier family.
2. Man had to do many difficult task every day.
3. Their wife worked hard in their homes and garden.
4. Even the cat had to work at catching mouse!
5. The child also had to help with family chore.
6. They might feed the hens, duck, and goose.
7. In the fall boy and girls would help rake leaf into piles and burn them.
8. Men would hunt and bring home deer or moose.
9. Sometimes wolf would steal sheep from the pasture.
10. Men, woman, and children had to work very hard in those day.

C Complete the sentences with plural forms of nouns in the box. Write the sentences.

child	foot	loaf	tooth	wolf
-------	------	------	-------	------

11. Every Friday afternoon in winter, my grandmother bakes ____ of crusty raisin bread.
12. I rush home from school on Friday as fast as my ____ will carry me.
13. Sometimes Grandma will invite other ____ from the neighborhood to come to our house.
14. We attack the hot bread like hungry ____.
15. We just can't wait to get our ____ into that fresh raisin bread.

LESSON 15

Regular and Irregular Plural Nouns

Plural nouns name more than one person, place, or thing.

- Most plural nouns are formed by adding *-s*.
picture/pictures wing/wings day/days
- Add *-es* to nouns ending in *ch*, *sh*, *x*, *z*, *s*, and *ss*.
bunch/bunches wish/wishes box/boxes class/classes
- If a noun ends in a consonant and *y*, change *y* to *i* and add *-es*.
berry/berries spy/spies
- Some nouns have **irregular plural** forms. They change spelling.
mouse/mice goose/geese child/children woman/women
- For most nouns that end in *f* or *fe*, change *f* to *v* and add *-es*.
leaf/leaves knife/knives calf/calves wife/wives
- Some nouns have the same singular and plural forms.
sheep deer moose headquarters series elk
- For compound nouns, make only the important word plural.
fathers-in-law secretaries of state
- If a noun ends in a vowel and *o*, add *-s*.
video/videos radio/radios
- Check a dictionary for plurals of nouns ending in consonant *-o*.
photo/photos potato/potatoes hero/heroes echo/echoes

A Write the plural form of each singular noun. Use a dictionary if you need help.

- | | |
|-------------------|------------|
| 1. galaxy | 6. tomato |
| 2. planet | 7. series |
| 3. brother-in-law | 8. life |
| 4. porch | 9. address |
| 5. child | 10. photo |

B Write the plural forms of the underlined singular nouns.

1. Man who are more than 7 foot tall are unusual.
2. They may make better basketball player than astronaut.
3. Stars probably formed from cloud of gas and dust.
4. Do you know what black hole and quasar are?
5. There are billion of stars in our galaxy and billion of galaxy in the universe.
6. We took sandwich and bunch of grape for our lunch.
7. The sixth-grade class sat on bench at the planetarium.
8. The first astronauts' life were changed by their flight into space.
9. Was that a herd of moose or elk?
10. There have been several headquarters for the office of our national secretary of state.

C Write each sentence. Correct any errors in plural forms of nouns.

11. Several child~~s~~ signed up for the class~~s~~ in astronomy and physics.
12. Because of light~~es~~ in city~~s~~, we couldn't see most star~~'s~~.
13. Some famil~~ys~~ drive long distances on country road~~z~~ so they can see the stars more clearly.
14. Long ago, view~~erz~~ imagined the shapes of bea~~re~~s, wolf~~s~~, and de~~er~~s in the stars.
15. What shap~~s~~ can you see in the night sky~~s~~?
16. I discuss the~~or~~ys about the origin~~z~~ of the universe with my two brother-in-law~~s~~.



LESSON 16

Possessive Nouns

A **possessive noun** shows ownership. A **singular possessive noun** shows that one person, place, or thing has or owns something. A **plural possessive noun** shows that more than one person, place, or thing has or owns something.

- To make a singular noun show possession, add an apostrophe (') and -s.
the ranch's landscape James's coat
- To make a plural noun that ends in -s show possession, add an apostrophe (').
five writers' collections the bushes' leaves
- To make a plural noun that does not end in -s show possession, add an apostrophe (') and -s.
the children's books the women's ideas

A Write the possessive form of each noun. Write *S* if the possessive noun is singular. Write *P* if it is plural.

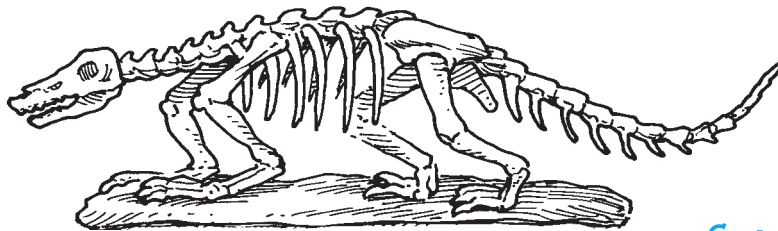
- | | |
|---------------|----------------|
| 1. computer | 11. rock |
| 2. Mr. Garcia | 12. geologists |
| 3. hornets | 13. men |
| 4. student | 14. girl |
| 5. dinosaurs | 15. riverbank |
| 6. fossil | 16. storm |
| 7. women | 17. skeletons |
| 8. explorers | 18. stories |
| 9. reptiles | 19. dish |
| 10. Earth | 20. pictures |

B Write the correct possessive noun in () to complete each sentence.

1. The (dinosaur's, dinosaurs') remains showed that it was about the size of a dog.
2. All (paleontologist's, paleontologists') work requires patience.
3. A (fossil's, fossils') condition provides clues.
4. We walked slowly as we stared at the (river's, rivers') dry bed.
5. This (field trip's, field trips') purpose was fossil hunting.
6. Several (children's, childrens') finds were new and exciting.
7. This rock has imprints of several (trilobite's, trilobites') bodies.
8. This ancient (arthropod's, arthropods') body looks like a small armored tank.
9. The (worker's, workers') days began at dawn and ended when they could no longer see.
10. The (men's, mens') and (women's, womens') muscles ached after they crouched all day.

C Write each sentence. Change the underlined words to a phrase with a possessive noun.

11. The project of our class on dinosaurs was interesting.
12. *Tyrannosaurus rex* was the choice of several students.
13. The report of Dylan focused on a less familiar dinosaur.
14. The dinosaur of Iris was an ancestor of the horse.
15. The apatosaurus was the suggestion of our teacher.
16. What was the climate of Earth like millions of years ago?
17. Why is the extinction of the dinosaurs so fascinating to us?
18. Like the work of detectives, paleontologists' work involves finding and interpreting clues.



LESSON 17

Singular and Plural Pronouns

Pronouns are words that take the place of nouns. Pronouns that take the place of singular nouns are **singular pronouns**. *I, me, he, she, him, her, and it* are singular pronouns.

The plane took off. It took off.

Pronouns that take the place of plural nouns are **plural pronouns**. *We, us, they, and them* are plural pronouns.

The wheels lifted up. They lifted up.

You can be used as a singular and a plural pronoun.

Children, do you know the story of Icarus?
Icarus, you must not fly too high.

A Write the pronoun in each sentence.

1. Mr. Lewis told us an old story.
2. It was about a boy with wings.
3. The boy's dad told him not to fly too high.
4. He went too close to the sun.
5. The sun heated the wings, and they melted.
6. Did you learn a lesson from the story?
7. He drew a flying machine in 1500.
8. They have designed machines with all kinds of wings.

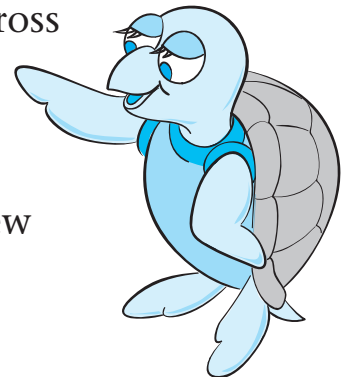


B Write *S* if the underlined pronoun is singular. Write *P* if it is plural.

1. Orville Wright and he built the first successful airplane over a century ago.
2. They flew the plane in 1903.
3. A woman watched from afar, and she was amazed.
4. Louis Bleriot built a plane and flew it from France to England.
5. Early planes were unlike those that carry us.
6. Ben, you would like the Wright brothers' glider.
7. It had two wings, one atop the other.
8. Companies held air races and from them developed better airplanes.
9. I am interested in old airplanes.

C Revise each pair of sentences. Replace the underlined words with one of these pronouns: *she, he, they*.

10. The government sold planes from World War I. The planes were made of wood and cloth.
11. Charles Lindbergh flew nonstop across the Atlantic Ocean. Lindbergh was the first to do this alone.
12. Amelia Earhart flew across the Atlantic Ocean nonstop. Earhart flew in a plane called *Friendship*.



LESSON 18

Subject and Object Pronouns

A personal pronoun used as the subject of a sentence is called a **subject pronoun**.

He published an article. She and I read the article.

A personal pronoun used as a direct object, indirect object, or object of a preposition is called an **object pronoun**.

The explorer thanked them. I gave the book to Becky and him.

- Subject pronouns are *I, you, he, she, it, we, and they*.
- Object pronouns are *me, you, him, her, it, us, and them*.
- Remember to use the correct pronoun form with a compound subject or object.
- Subject pronouns replace the nouns they represent. Do not use a subject pronoun with the noun it represents.

No: Tim he went ice fishing with his brother.

Yes: Tim went ice fishing with his brother.

A Write the correct pronoun in () to complete each sentence.

1. Tamara and (she, her) photographed the Northern Lights.
2. (Them, They) took enough supplies for five years.
3. Curt and (she, her) will join the expedition.
4. The North Pole would be too cold for (I, me).
5. Carlos and (me, I) could lose toes.
6. (We, Us) know what happened to those explorers.
7. Seth and (he, him) are going on the class field trip.
8. The class accompanied (they, them) to the museum.
9. Mr. Jasper told Ann and (I, me) about his trip to Greenland.
10. He invited Ms. Eddings and (we, us) to view ancient relics.

B Write the pronoun in each sentence. Write *SP* if it is a subject pronoun. Write *OP* if it is an object pronoun.

1. It is a thrilling story of adventure.
2. The Arctic explorers astound my friends and me.
3. The extreme weather and danger there are scary to us.
4. Maria and I will travel by dogsled on our trip.
5. Can John and she come along for the ride?
6. The travelers took twenty pairs of dogs and tons of supplies with them.
7. Peary and they continued to the North Pole.
8. He and Henson may have reached the Pole on April 6, 1909.
9. The public finally gave him credit for being first.
10. However, because there was no firm proof, we cannot be sure.
11. The guide will let you drive the sled for a while.
12. Anika trained for months so that the team would obey her.

C Use each of the phrases below correctly in a sentence. Write the sentence.

13. the campers and them
14. he and I
15. Charlie and she
16. you and I
17. the guide and him
18. Ginny and he
19. Grace and us
20. Sean and I



Possessive Pronouns

Pronouns that show ownership are called **possessive pronouns**.

A possessive pronoun and its antecedent must agree in number and gender. Before you use a possessive pronoun, ask yourself whether the antecedent is singular or plural. If the antecedent is singular, decide whether it is masculine, feminine, or neuter. Then choose a pronoun that agrees.

Possessive Pronouns

My/mine, your/yours, his, her/hers, its, our/ours, their/theirs

- *My, your, her, our, and their* are always used with nouns.
Your understanding of history is important.
- *Mine, yours, hers, ours, and theirs* stand alone.
Is that history book yours?
- *His and its* can be used with nouns or can stand alone.
His report was on a biography of Satchel Paige.
The book about Satchel Paige was his.
- Do not use an apostrophe with a possessive pronoun.

A Write the possessive pronouns in the sentences.

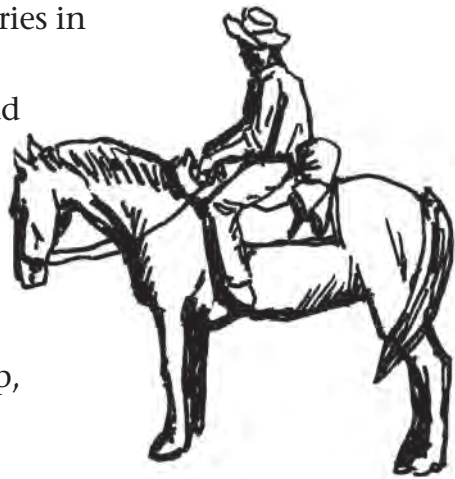
1. Homesteaders built their houses by piling layers of sod.
2. The Nicodemus Blues was one of our nation's first black baseball teams.
3. That Louisiana farmer was able to buy his own land.
4. The Union Army soldiers knew the uniforms were theirs.
5. The report about African American cowboys is mine.
6. My dream of freedom is the same as yours.

B Write the pronoun in () that correctly completes each sentence.

1. African Americans served (their, his) country in the Civil War.
2. The Tenth Cavalry had only black soldiers in (its, our) ranks.
3. The black soldier was given poor equipment and weapons to protect (his, their) life.
4. Because these soldiers fought bravely, honor was (yours, theirs).
5. The Wild West is a part of (our, ours) cultural heritage.
6. Is this book about African Americans in the West (mine, my) or (your, yours)?
7. The American West had (its, their) racial troubles, but it also offered opportunity.
8. (Her, Hers) report on the Buffalo Soldiers was interesting, but (your, yours) was better.
9. David did (their, his) report on the Civil War years, and we did (our, ours) on the years after the war.
10. We will remember these soldiers and (his, their) contributions to (our, its) history.

C Replace each underlined word or phrase with a possessive pronoun. Write the sentences.

11. For homesteaders, life was lonely, and homesteaders' work was endless.
12. Today we Americans enjoy many luxuries in Americans' lives.
13. The Home Place is a restored homestead brought to life by actors who work in the Home Place's buildings and fields.
14. The sixth graders visited there as part of the sixth graders' spring field trip.
15. Ms. Isak was in charge of the field trip, and the plan to go to Home Place was Ms. Isak's plan.



Indefinite and Reflexive Pronouns A

Indefinite pronouns may not refer to specific words. They do not always have definite antecedents: Has anyone met the new kid?

Some common indefinite pronouns are listed below:

Singular Indefinite Pronouns

someone, somebody, anyone, anybody, everyone, everybody, something, no one, either, each

Plural Indefinite Pronouns

few, several, both, others, many, all, some

- Use singular verb forms with singular indefinite pronouns and plural verb forms with plural indefinite pronouns:
Everyone gets a cookie. Few turn it down.

Reflexive pronouns reflect the action of the verb back on the subject. Reflexive pronouns end in *-self* or *-selves*: We introduced ourselves to her.

Singular Reflexive Pronouns

himself, herself, myself
itself, yourself

Plural Reflexive Pronouns

ourselves, yourselves,
themselves

- A** Write the pronoun in each sentence. Write *indefinite* or *reflexive* to identify the kind of pronoun it is. Then write *singular* or *plural* to show its number.

1. Everyone is really thirsty.
2. The boys help themselves to milk.
3. Others want cider or lemonade.
4. Ileana bought herself a soda.

B Write the correct pronoun in () to complete each sentence.

1. (Everybody, Many) wants to have friends.
2. Have you ever thought whether you are a good friend to (yourself, yourselves)?
3. (No one, Others) are often less critical of us than we are.
4. Lin gets mad at (herself, theirselves) when she makes mistakes.
5. Then (anyone, several) around her gets blamed.
6. We all need to accept (ourselves, ourselves) as imperfect.
7. If I am at ease with (himself, myself), I accept others as they are.
8. (Few, Somebody) have learned that lesson.
9. (All, Something) tells me it is a lesson that takes time to learn.
10. Time and experience teach us; (both, either) are necessary.

C Choose a pronoun from the box to complete each sentence correctly. Write the sentence. Be sure indefinite pronouns used as subjects agree in number with their verbs.

many others themselves itself

11. ____ of us have a favorite spot to relax.
12. Some like a quiet place where they can be by ____.
13. ____ prefer a place filled with noise and people.
14. Even a mouse will find ____ a quiet place to rest.



Indefinite and Reflexive Pronouns B

Indefinite pronouns may not refer to specific words. They do not always have definite antecedents: No one got a new uniform.

Some common indefinite pronouns are listed below:

Singular Indefinite Pronouns

someone, somebody, anyone,
anybody, everyone, everybody,
something, no one, either, each

Plural Indefinite Pronouns

few, several, both, others,
many, all, some

- Use singular verb forms with singular indefinite pronouns and plural verb forms with plural indefinite pronouns: Everyone wants to go into space. Few get the chance.

Reflexive pronouns reflect the action of the verb back on the subject. Reflexive pronouns end in *-self* or *-selves*:

The cadet imagined herself a hero.

Singular Reflexive Pronouns

myself, yourself, himself,
herself, itself

Plural Reflexive Pronouns

ourselves, yourselves,
themselves

- There are no such words as *hissself*, *theiirself*, *theiirselves*, or *ourself*.

A Write the indefinite or reflexive pronoun in each sentence. Identify the pronoun as *indefinite* or *reflexive* and *singular* or *plural*.

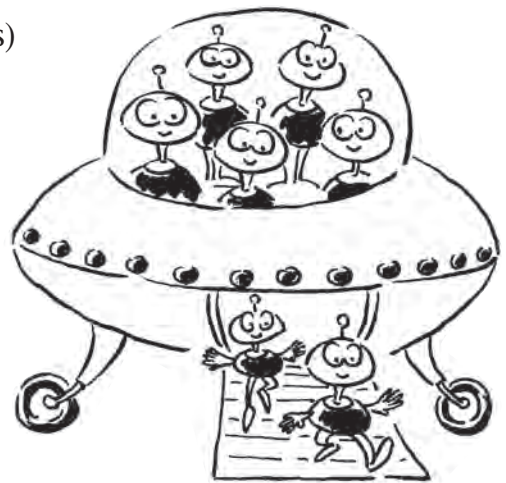
1. Few wonder where the captain is heading.
2. I asked myself why I had become a cadet.
3. Each of the cadets knows the way to the space port.
4. We transmitted the data ourselves.
5. Everyone in the class writes a report.

B Write the correct pronoun in () to complete each sentence.

1. (Everybody, Some) believe that we will find life on other planets.
2. The sun (itself, himself) could not harbor life.
3. (Few, Somebody) know about the vast number of galaxies in the universe.
4. (Someone, Several) in the back row is speaking.
5. People are kidding (themselves, themselves) if they think there is no other life out there.
6. (All, Each) of the galaxies are bound to contain at least one planet with conditions like those on Earth.
7. Does (anybody, others) think Mars or Venus has life?
8. (Both, Either) of these planets are close to Earth.
9. (Each, Others) in our solar system are too close or too far from the sun.
10. I thought to (myself, yourselves), "I'll believe it when I see it."

C Write a sentence using the indefinite pronoun and the correct verb in ().

11. something (seem, seems)
12. all (is, are)
13. few (want, wants)
14. no one (understand, understands)
15. (do, does) anyone remember



LESSON 22

Using *Who* and *Whom*



The pronoun **who** is used as a subject of a sentence or clause.

Who called me? (*Who* is the subject of the sentence.)

My brother asked who had called me. (*Who* is the subject of the dependent clause *who had called me*.)

The pronoun **whom** is used as the object of a preposition or as a direct object.

To whom did you give the assignment? (*Whom* is the object of the preposition *to*.)

This was an assistant whom he trusted. (*Whom* is the direct object of the verb *trusted* in the dependent clause *whom he trusted*.)

Whom did you see? (*Whom* is a direct object.)

You can check if *whom* should be used as a direct object. Change the word order so that the subject comes first. (*Whom* did you see? You did see *whom*?)

A Write the pronoun in () that correctly completes each sentence.

1. (Who, Whom) invested in Edison Electric Light Company?
2. With (who, whom) did Edison test ideas for an invention?
3. (Who, Whom) gave us the most valuable inventions?
4. The committee decided on (who, whom) they would award the Nobel Prize.
5. The helper (who, whom) worked hardest became the top assistant.
6. The scientist (who, whom) you met made a wonderful discovery.

B Write *who* or *whom* to complete each sentence correctly. Then write *subject*, *object of preposition*, or *direct object* to identify how the word is used in the sentence.

1. To ____ shall we award the honor “Greatest Inventor”?
2. ____ did more than Thomas Edison?
3. Edison’s workers admired “the old man,” ____ worked harder and longer than anyone.
4. The person for ____ Edison worked was the consumer.
5. Someone ____ sees a use for a product will buy it.
6. ____ did you choose for your report?
7. Charles Batchelor, ____ was a machinist, became Edison’s right-hand man and close friend.
8. Visitors ____ visited Edison’s lab in December 1879 could not believe their eyes.
9. ____ believed electricity could be used to light the darkness?
10. This genius, for ____ no task seemed too difficult, was dubbed the Wizard of Menlo Park.
11. ____ will you discuss in your report on inventors?
12. I admire Leonardo da Vinci, ____ worked in many different fields.
13. Claire will write about Bell, to ____ we owe the telephone.

C Choose *who* or *whom* to complete each sentence correctly. Then write the sentence and answer or explain it with another sentence.

14. (Who, Whom) is your favorite inventor?
15. If you could go back in time, (who, whom) would you most like to meet?
16. Someone (who, whom) has original, creative ideas is ____.
17. A person (who, whom) I know well is ____.
18. If you could choose one person as your role model, (who, whom) would you choose?

This, That, These, and Those

The adjectives *this*, *that*, *these*, and *those* tell which one or which ones. *This* and *that* modify singular nouns. *These* and *those* modify plural nouns. *This* and *these* refer to objects that are close by. *That* and *those* refer to objects farther away.

This classroom is brighter than that one across the hall.

These students at our table are my friends. Those students over there are new.

- Do not use *here* or *there* after *this*, *that*, *these*, or *those*.

No This here book is about astronauts. That there one is about space.

Yes This book is about astronauts. That one is about space.

- Do not use *them* in place of *those*.

No She wrote them books for children.

Yes She wrote those books for children.

A Write the word in () that completes each sentence correctly.

- (That, Those) movie tells about the flight of *Apollo 13*.
- (This, These) story shows how three astronauts survived.
- (That, This) picture I am holding is dramatic.
- It was the 1960s, and in (these, those) days space travel was new.
- Look at (these, this) pictures of a space capsule.
- The first astronauts lived in (that, these) tiny space.
- Will you proofread (this here, this) report on space travel?
- For information, I looked in (them, those) new reference books at the learning center.

B Write *C* if the sentence is correct. If the words *this*, *that*, *these*, or *those* are used incorrectly, rewrite the sentence with the correct word.

1. Those sunset is colorful.
2. I think those farthest clouds are the kind called nimbus.
3. I'll use these camera to take a picture of the sunset.
4. Do you remember that day last year when we flew across the country from east to west?
5. This here sunset reminds me of the one we saw from the plane.
6. Them pictures of space were taken by the Hubble telescope.
7. These photograph of the moons of Saturn is especially interesting.
8. That there stack of magazines on the shelf shows more pictures of space.
9. Have you ever thought about traveling into those territory?
10. Them brave men and women who fly in space must see our world with different eyes.
11. That astronauts may not get a chance to go into space.
12. They were willing to wait for that opportunity.

C Space travel brings exciting new technology to the world. Use the following phrases to build sentences describing new technology you imagine in the future. Use *this*, *that*, *these*, and *those* correctly.

13. this new telescope
14. these lighter-than-air shoes
15. those bubble domes on Mars
16. that personal space vehicle



LESSON 24 USING RELATIVE PRONOUNS

A relative pronoun begins a subordinate clause and connects it to another idea in the same sentence.

The five relative pronouns are *that*, *which*, *who*, *whom*, and *whose*.

Practice A Identifying Relative Pronouns

Read each sentence. Then, on the line provided, write each subordinate clause and circle the relative pronoun.

Example: The house that Jack built is huge.

Answer: that Jack built

1. My position, which I've stated before, is that the curfew is too early. _____
2. The girl who collects ceramic cats is named Annette. _____
3. He is the singer whom Clive Davis discovered. _____
4. The student whose essay is chosen gets a prize. _____
5. The leaves that are on oak trees turn red in the fall. _____
6. Darryl, whom I overheard, said he was leaving. _____
7. The friend whom I called is not home. _____
8. The mouse that ran the maze is called Shep. _____
9. That is the author whose new book was just reviewed. _____
10. Photosynthesis, which lets plants turn sunlight into food, is a useful process. _____

Practice B Writing Relative Pronouns

Read each sentence. Then, fill in the blank with the appropriate pronoun.

Example: Our server was the girl _____ fingernails are blue.

Answer: whose

1. The newspaper _____ I read is going out of business.
2. The filter, _____ cleans drinking water, goes here.
3. Pat is a carpenter _____ can build or fix anything.
4. We need a speaker _____ our audience will like.
5. I don't know _____ gloves those are.
6. The team _____ takes a chance on Pablo will win.
7. The wiring, _____ is very old, needs to be replaced.
8. Did your mother say _____ she voted for?
9. I don't know _____ he is.
10. The man _____ cell phone rang was kicked out of the concert.

Writing and Speaking Application

Write a three- or four-sentence explanation of how to do something, using at least four relative pronouns. Then, take turns reading your sentences with a partner. Your partner should listen for and identify the relative pronouns. Switch roles with your partner.

LESSON 25 INTERROGATIVE PRONOUNS

An interrogative pronoun is used to begin a question.

The five interrogative pronouns are *what*, *which*, *who*, *whom*, and *whose*.

Practice A Identifying Interrogative Pronouns

Read each sentence. Then, on the line provided, write each interrogative pronoun.

Example: What time is it?

Answer: What

- Which movie did you see? _____
- Who told you that he was guilty? _____
- To whom should I address the letter? _____
- Whose glasses are those? _____
- What reason did he give for leaving early? _____
- Which outfit do you like better? _____
- Who left the gate open? _____
- For whom is that gift basket intended? _____
- Whose car are we using today? _____
- Tell me, what does that symbol mean? _____

Practice B Writing Interrogative Pronouns

Read each sentence. Then, fill in the blank with the appropriate interrogative pronoun.

Example: _____ debater made the best case for her opinion?

Answer: Which

- _____ adopted that cute border collie?
- With _____ should I register my complaint?
- _____ idea was it to picket the cafeteria?
- _____ is the square root of 144?
- _____ laptop are you planning to buy?
- _____ told Denny what I said?
- To _____ is the song dedicated?
- _____ chili won first prize at the county fair?
- _____ is the state tree of Texas?
- _____ of these photos belongs to you?

Writing and Speaking Application

Write four questions to ask an imaginary person. Use an interrogatory pronoun in each. Then, take turns reading your sentences with a partner. Your partner should listen for and identify the interrogatory pronouns. Switch roles with your partner.

Lesson 26 RECIPROCAL PRONOUNS A

A reciprocal pronoun shows that two or more people do an action together. The purpose of reciprocal pronouns in English is to help keep sentences simple. There are two reciprocal pronouns.

Reciprocal Pronouns

each other
one another

In general, use *each other* when the pronoun refers to two nouns or pronouns.

Use *one another* when the pronoun refers to more than two nouns or pronouns.

Examples in Sentences

Jack and Anna are talking to **each other**.
The students in this class work well with one another.

A Underline the simpler sentence that uses a reciprocal pronoun.

1. A. My sister doesn't talk to me and I don't talk to my sister.
B. My sister and I don't talk to each other.
2. A. My family loves one another.
B. Everyone in my family loves everyone else in my family.
3. A. My partner and I help each other.
B. My partner helps me and I help my partner.
4. A. I missed my friends over winter break and my friends missed me.
B. My friends and I missed one another over winter break.
5. A. Ivan and Alex know each other well.
B. Ivan knows Alex well and Alex knows Ivan well.
6. A. Sarah and Bailey gave each other gifts.
B. Sarah gave Bailey a gift and Bailey gave Sarah a gift.

B Underline *each other* or *one another* to correctly complete each sentence. Remember to use *each other* when the pronoun is replacing nouns or pronouns for two. Use *one another* when the reciprocal is replacing nouns or pronouns for more than two.

1. Pranav and Jordan trust (each other, one another).
2. The jury didn't agree with (each other, one another).
3. Carly and Olivia help (each other, one another).
4. The three friends greeted (each other, one another).
5. The teachers in the school support (each other, one another).
6. The twins look like (each other, one another).
7. The baseball team members watch out for (each other, one another).
8. Faith and Tom admire (each other, one another).
9. The family members gave gifts to (each other, one another).
10. Our dog and cat like to play with (each other, one another).

C Application to Speaking and Listening

Write a sentence using each of the reciprocal pronouns. Exchange with a classmate. Read each other's sentences aloud. Make sure that your partner has used reciprocal pronouns correctly in the sentences.

11. each other

12. one other

Lesson 27 RECIPROCAL PRONOUNS B

A reciprocal pronoun shows that two or more people do an action together. The purpose of reciprocal pronouns in English is to help keep sentences simple. There are two reciprocal pronouns. In general, use *each other* when the pronoun refers to two nouns or pronouns. Use *one another* when the pronoun refers to more than two nouns or pronouns.

Reflexive pronouns show that the noun or pronoun both does the action of the verb and receives that action of the verb.

Reciprocal Pronouns

each other
one another

Reflexive Pronouns

myself
yourself
himself
herself
itself
yourselves
ourselves
themselves

It can sometimes be tricky to know when to use a reciprocal pronoun and when to use a reflexive pronoun

A Write reciprocal if the underlined pronoun is a reciprocal pronoun and reflexive if it is a reflexive pronoun.

1. I want to finish this myself.
2. We helped one another across the dangerous bridge.
3. Kate and I are meeting each other at the mall.
4. We cleaned the house by ourselves.
5. Billy and Maggie smiled at each other.
6. She made herself a cup of coffee.

B Choose the correct pronoun to complete each sentence..

1. Carlos hurt (himself, each other) when he wrecked his bicycle.
2. Emma and Clara frowned at (themselves, each other).
3. The babies saw (themselves, each other) through the window.
4. Malissa cooked (herself, each other) beans and rice.
5. My friend and I help (ourselves, each other) with difficult problems.
6. Omar and Serena like (themselves, one another).
7. Jason and Clifford painted the house by (themselves, each other).
8. Nate and I have known (ourselves, each other) since kindergarten.
9. The kids looked at (themselves, one another) with surprise.
10. Chad and Owen help (themselves, each other) with their homework.

C Application to Writing and Speaking

Write a complete and correct sentence for each pronoun. Read your sentences aloud to a classmate. Have your classmate determine if you used the reciprocal and reflexive pronouns correctly.

11. each other

12. ourselves

13. one another

14. themselves

Action and Linking Verbs A

A **verb** is a word that tells what someone or something is or does. **Action verbs** are words that show action. **Linking verbs**, such as *am, is, are, was, and were*, do not show action. They link a subject to a word or words in the predicate.

Action Verb Roses grow on bushes in the garden. They have soft petals.

Linking Verb Each rose is a different color.

A Write the verb in each sentence.

1. We see many wildflowers on our trips.
2. Wildflowers have wonderful names.
3. My favorites are bluebonnets.
4. Queen Anne's Lace is a soft white flower.
5. My sister loves little yellow buttercups.
6. Wildflowers wilt on a hot day.
7. Once I picked a fairy slipper.
8. Clover is usually purple.
9. Tina steps on a lily by mistake.
10. Forests are full of violets and other wildflowers.



B Write the verb in each sentence. Write *A* after an action verb. Write *L* after a linking verb.

1. Some flowers grow from bulbs.
2. A bulb is an underground stem.
3. Gardeners plant some bulbs in the fall.
4. Tulips come from bulbs.
5. Flowers from bulbs bloom each year.
6. Other flowers start as seeds.
7. They are annuals.
8. My favorite annual is a snapdragon.
9. It has many little blossoms.
10. Petunias are annuals also.

C Add a verb to complete each sentence. Write the sentence.

11. A garden ____ a peaceful place to relax.
12. Butterflies ____ around the flowers.
13. Leaves ____ in the breeze.
14. The flowers ____ colorful and fragrant.
15. Bees ____ noisily around the flowers and vegetables.



Action and Linking Verbs B

A **verb** is the main word in the predicate of a sentence. The verb tells what the subject of the sentence is or does. An **action verb** tells what the subject does. A **linking verb** links, or joins, the subject with a word or words in the predicate that tell what the subject is or is like. Linking verbs are most often forms of the verb *be*, such as *am*, *is*, *are*, *was*, and *were*. *Become*, *seem*, *appear*, *feel*, *taste*, *smell*, and *look* can be linking verbs.

Action Verbs Girls place bonnets on their heads.
She walks down the path.

Linking Verbs They seem awkward in their bonnets.
The boy is happy.

- A **predicate nominative** is a noun or pronoun that follows a linking verb and identifies or explains the subject: *The mattresses were straw-filled bags. This bed is mine.*

A Write *A* if the underlined word is an action verb. Write *L* if it is a linking verb. Write *PN* if it is a predicate nominative.

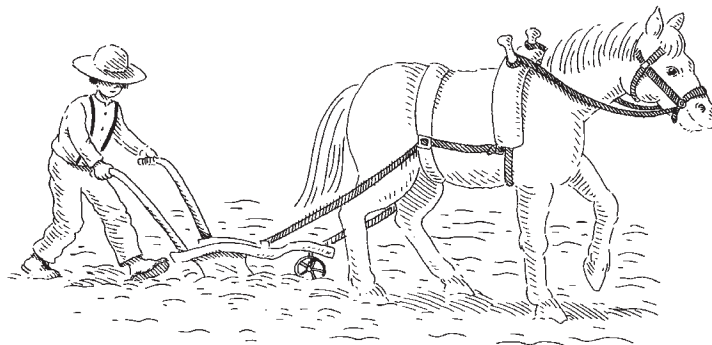
1. Charles is a blacksmith.
2. Darlene was proud of her homemade pie.
3. The milk splashed on the floor.
4. The baked ham smells good.
5. Uncle Joslin carried water in buckets.
6. The girls laundered the clothes.
7. Billy is a blacksmith's apprentice.
8. The boys owned many books.
9. The girls practiced their sewing.
10. The straw mattresses felt hard and lumpy.

B Write the verb in each sentence. Write *A* if it is an action verb. Write *L* if it is a linking verb.

1. In the 1800s, many families lived in the country.
2. Most men were farmers.
3. They raised crops and livestock.
4. Women worked hard in the home.
5. In old pictures, the children appear happy.
6. However, they did many chores every day.
7. Now we buy almost everything in stores.
8. We no longer make our own bread, butter, and soap.
9. Some of these skills seem amazing to us now.
10. Less work and more leisure are ours today.

C Add a verb of your own to complete each sentence. Write the sentence. Write *A* or *L* to tell what kind of verb you added.

11. That large tin pan ____ a bathtub.
12. Bathers ____ in and poured water over themselves.
13. People ____ water for a bath over the fire.
14. Farmers ____ crops for food.
15. Horses, mules, or oxen ____ plows in the fields.
16. Children ____ school but not during planting or harvesting season.
17. No phones, radios, or TVs ____ in the house.
18. Their world ____ quiet.
19. Children ____ few toys.
20. Young people ____ the skills of adult life.



Irregular Verbs



Usually you add *-ed* to a verb to show past tense.

Irregular verbs change in other ways.

Present Tense

Men come here.

Past Tense

Men came here.

Past with *has, have, or had* Men have come here.

Irregular verbs have a special form when they are used with *has, have, or had*. Below are some examples.

Present Tense	Past Tense	Past with <i>has, have, or had</i>
come	came	(<i>has, have, had</i>) come
fall	fell	(<i>has, have, had</i>) fallen
go	went	(<i>has, have, had</i>) gone
hear	heard	(<i>has, have, had</i>) heard
hit	hit	(<i>has, have, had</i>) hit
is/are	was/were	(<i>has, have, had</i>) been
leave	left	(<i>has, have, had</i>) left
read	read	(<i>has, have, had</i>) read
see	saw	(<i>has, have, had</i>) seen
take	took	(<i>has, have, had</i>) taken
tell	told	(<i>has, have, had</i>) told
write	wrote	(<i>has, have, had</i>) written

A Write the past tense of each irregular verb.

1. go

3. hit

5. come

2. leave

4. fall

6. take

B Write the correct past form of the verb in ().

1. I have (read) a book about how animals communicate.
2. We (see) a movie about a gorilla that knew sign language.
3. Our teacher has (tell) us about her talking parrot.
4. An expert on dolphins (come) to our school.
5. We (hear) a tape recording of whale noises.
6. My brother has (write) a paper about bird songs.
7. That paper (take) a long time to complete.
8. The whole class (go) to the science museum yesterday.
9. We (leave) at 7 A.M. to get there by 9.
10. I have (is/are) to the zoo several times.

C Complete the story with verbs from the box. Put each verb in the past tense or the past tense with *has*, *have*, or *had*.

come	fall	is/are	leave
see	take	tell	write



(11) Now I have ___ everything! (12) If anyone had ___ me this, I probably wouldn't have believed them. Here's what happened. (13) I had ___ soccer practice Monday and was walking home. (14) On the corner of Spring and Elm, this black cat ___ up to me and looked me straight in the eyes. (15) "I have ___ waiting to speak to you," the cat said. (16) As you can imagine, I nearly ___ over. (17) It must have ___ me a few seconds to get over my surprise. When I looked again, the cat had vanished. (18) I have ___ about this event in my journal.

LESSON 31

Contractions and Negatives

A **contraction** is a shortened form of two words. An **apostrophe** is used to show where one or more letters have been left out. Some contractions are made by combining pronouns and verbs: *we + have = we've*. Other contractions are formed by joining a verb and *not* or *have*: *should + not = shouldn't*; *could + have = could've*.

- *Won't* and *can't* are formed in special ways (*can + not = can't*; *will + not = won't*).

Negatives are words that mean “no” or “not”: *no, not, never, none, nothing*. Contractions with *n't* are negatives too. To make a negative statement, use only one negative word.

No Don't never use the wrong zip code.

Yes Don't ever use the wrong zip code.

- Use positive words, not negatives, in a sentence with *not*.

Negative	Positive	Negative	Positive
nobody	anybody, somebody	nothing	anything, something
no one	anyone, someone	nowhere	anywhere, somewhere
none	any, all, some	never	ever, always

A Write the contraction for each pair of words.

1. they are

3. should not

5. we will

2. I have

4. he is

6. will not

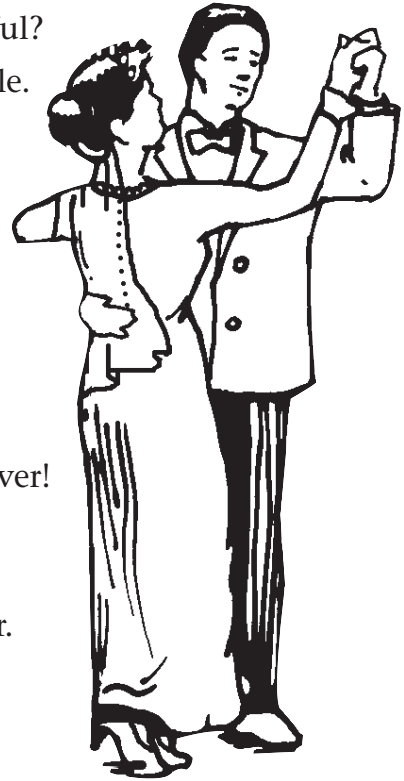
Write the word in () that correctly completes each sentence.

7. Nothing should (ever, never) go wrong at a wedding.

8. The groom wasn't (nowhere, anywhere) to be found.

B Write the contraction in each sentence. Then write the two words used to form the contraction.

1. Martha wished she'd planned a smaller wedding.
2. Didn't you think the flowers were beautiful?
3. Ben and I would've arrived earlier if possible.
4. The bride and groom look as though they're happy.
5. When do you think they'll serve the cake?
6. You'd be amazed at how expensive a wedding can be.
7. Who's got the rings?
8. That's the most beautiful wedding gown ever!
9. Judy can't wait for the bride to throw her bouquet.
10. The band wouldn't play until after dinner.



C Rewrite each sentence to make it a negative sentence. Change the underlined word to a negative word or a contraction.

Example Everybody thought the wedding was too long.

Answer Nobody thought the wedding was too long.

Example Did you take any pictures at the ceremony?

Answer Didn't you take any pictures at the ceremony?

11. Some of the guests cried during the ceremony.
12. Has anyone passed out the little packages of birdseed?
13. The guests will throw seeds at the departing couple.
14. The seeds do remain on the concrete because birds eat them.
15. The couple has decided on a honeymoon site.
16. Almost everyone thinks the couple should go to Puerto Rico.

Lesson 32 HELPING VERBS A

Helping verbs are very important to the structure of a sentence, but they do not tell very much on their own. Their purpose is to help the main verb by making it more specific. The main helping verbs are forms of the verbs *to be*, *to have*, and *to do*.

Forms of *to be*—is, am, are, was, were
continuous tenses—She is grilling fish.
passive voice—Small fish are eaten by big fish.

Forms of *to have*—have, has, had
perfect tenses—I have finished my work.

Forms of *to do*—did, do, does (including contractions didn't, don't, doesn't)
make negatives—I do not agree.
ask questions—Do you agree with me?

A Underline the helping verb in each sentence.

1. Derrick is playing basketball in the park.
2. I don't plan to go on the field trip.
3. Sherrill has decided to read this book.
4. We were planning to finish writing our essays today.
5. They are helping the teacher.
6. Do you want to go with me?

B Choose the helping verb that best completes each sentence.

1. Carey (is, does, has) fixing his bicycle.
2. (Did, Do, Does) Maria bake cookies today?
3. I (am, do, have) painting a picture.
4. Estella (was, had, did) left for school by the time I got to her house.
5. Jarod (is, has, did) earned money by mowing lawns.
6. We (are, have, did) playing softball later.
7. Gracen (was, have, did) studying for a test.
8. I (do, have, is) not want to go.
9. My sister (is, does, has) singing in the shower.
10. The doctor (was, has, did) performed the surgery before .

C Application to Writing and Speaking

Write a complete and correct sentence, using each main verb and helping verb. Exchange sentences with a classmate. Read each other's sentences aloud. Make sure that your partner used helping verbs correctly.

11. is winning

12. have written

13. don't want

14. am hoping

Lesson 33 HELPING VERBS B

A modal verb is another kind of helping verb. Modal verbs help the main verb in a sentence express a possibility, a necessity, or an expectation. They help express the mood of a verb.

Examples: I may change my mind.
I change my mind.

In the first sentence, *may* is a modal helping verb. The word *may* is helping the verb change by expressing a possibility. The second sentence, without the modal helping verb, can only express a basic action. There is a very important difference in meaning between these two sentences. The second sentence states an action directly. The first sentence states an action that could possibly happen.

Modal Helping Verbs

a possibility	can, could, may, might
a necessity	must, ought
an expectation	will, would, shall, should

A Underline the modal helping verb in each sentence. Then write P if the modal helping verb expresses a possibility, N for a necessity, and E for an expectation.

1. I could meet you at the restaurant.
2. You must finish this before you can leave.
3. I will play kickball tomorrow.
4. We should set a time to meet.
5. I might become a doctor when I grow up.
6. I may have time to read this book tonight.

B Underline the correct modal helping verb in each sentence.

1. I (might, must) play soccer next year if I have the time.
2. Shane (might, can) help you with your homework now.
3. Teri (may, can) speak English well and Spanish even better.
4. There is a chance that we (might, must) cancel the track meet.
5. We (could, ought) have found a parking space if we had gotten here earlier.
6. Bright lights (should, can) hurt your eyes.
7. Clarence (should, might) fix his bicycle so he can ride it.
8. Because Grandma will be here tomorrow, we (will, may) finish cleaning the apartment today.
9. You (should, must) not be late; the bus will leave at 9:00.
10. You (may, must) borrow my pencil. I don't need it right now.

C Application to Writing and Speaking

Write sentence complete and correct sentence for each type of modal helping verbs. Turn to a classmate and read your sentences aloud. Your classmate should decide if you used modal helping verbs correctly in your sentences.

- 11.** express a necessity

- 12.** express a possibility

- 13.** express an expectation

Past, Present, and Future Tenses 1

The **tense** of a verb tells when an action happens. A verb in the **present tense** tells about action that is happening now. A verb in the **past tense** tells about action that has already happened. Many past tense verbs end in *-ed*. A verb in the **future tense** tells about action that will happen in the future. The helping verb *will* is added to a verb to form the future tense.

Present Tense The rain pours. We use umbrellas.

Past Tense It rained last night. We waded in puddles.

Future Tense The rain will stop tomorrow.

- When a verb ends with *e*, drop the *e* before adding *-ed*: *save/saved*.
- When a one-syllable verb ends with one vowel followed by one consonant, double the final consonant before adding *-ed*: *clap/clapped*.
- When a verb ends with a consonant followed by *y*, change the *y* to *i* before adding *-ed*: *hurry/hurried*.

A Write *present*, *past*, or *future* for each underlined verb.

1. My dog hates thunderstorms.
2. He hides under the bed during a storm.
3. Last summer a storm arrived one afternoon.
4. The wind nearly knocked me over.
5. Next time I will stay indoors.

B Write the underlined verb in each sentence in the tense shown in (). Write the sentence.

1. My family take a summer vacation every year. (present)
2. We often visit beautiful places. (present)
3. Last summer we camp in a state forest. (past)
4. It rain for six days. (past)
5. We worry about our leaky tent. (past)
6. Water drip on our heads. (past)
7. We shiver in the cold. (past)
8. Dad look for different vacation spots each year. (present)
9. Next summer we rent a cabin. (future)
10. A solid roof keep us dry. (future)

C Complete the paragraph with verbs from the box. Put each verb in past or future tense as necessary.

close	melt	play	rain
shine	snow	stop	change



My sister Sarah and I love winter weather. **(11)** We were happy last week because it ____ for 24 hours. **(12)** All the traffic in town _____. **(13)** Our school _____ at noon. **(14)** Sarah and I _____ outside all afternoon. **(15)** Unfortunately, the weather _____ tomorrow. **(16)** The forecasters predict that it _____. **(17)** After that, the sun _____. **(18)** Our poor snowman _____.

LESSON 35

Past, Present, and Future Tenses 2

The **tense** of a verb shows when something happens. **Present tense** verbs show action that happens now. Most present tense singular verbs end with -s. Most present tense plural verbs do not.

Marge picks flowers from the garden. They pick flowers.

Past tense verbs show action that has already happened. Most verbs in the past tense end in -ed.

The flowers in the vase wilted after two days.

Future tense verbs show action that will happen. Add *will* (or *shall*) to most verbs to show the future tense.

Flowers with no water will wilt soon.

Some regular verbs change spelling when -ed is added. For verbs ending in *e*, drop the *e* and add -ed: *liked, baked*. For verbs ending in a consonant and *y*, change the *y* to *i* and add -ed: *hurried, carried*.

For most one-syllable verbs that end in one vowel followed by one consonant, double the consonant and add -ed: *stopped, bragged*.

Irregular verbs change spelling to form the past tense: *are/were, break/broke, bring/brought, build/built, buy/bought, do/did, find/found, go/went, have/had, is/was, keep/kept, make/made, sit/sat, see/saw, take/took, teach/taught, tell/told, wear/wore, write/wrote*.

A Identify the tense of each verb. Write *present*, *past*, or *future*.

- | | | |
|---------------|-------------|---------------|
| 1. noted | 4. explains | 7. discovered |
| 2. tell | 5. shipped | 8. will teach |
| 3. will study | 6. saw | |

B For each present tense verb below, write the past tense and the future tense forms.

- | | |
|------------|-------------|
| 1. make | 11. write |
| 2. are | 12. is |
| 3. find | 13. keep |
| 4. design | 14. grab |
| 5. harvest | 15. have |
| 6. live | 16. teach |
| 7. play | 17. survive |
| 8. build | 18. buy |
| 9. believe | 19. worry |
| 10. go | 20. survey |

C Complete each sentence. Use a verb in the tense indicated in () and other words. Write the sentence.

21. (past) Ancient Egyptian writing ____
22. (present) Experts on Egyptology ____
23. (future) Future generations ____
24. (past) A word picture, or hieroglyph, ____
25. (future) The King Tut exhibit ____
26. (past) This ancient Egyptian pharaoh ____
27. (present) Today people all over the world ____
28. (future) Archaeologists who are interested in ancient Egypt ____



Principal Parts of Regular Verbs

A verb's tenses are made from four basic forms. These basic forms are called the verb's **principal parts**.

Present	Present Participle	Past	Past Participle
walk	(is, are) walking	walked	(has, have, had) walked
study	(is, are) studying	studied	(has, have, had) studied

A **regular verb** forms its past and past participle by adding *-d* or *-ed* to the present form.

The present and the past form can be used by themselves as verbs.

The present participle and the past participle are always used with a helping verb.

A Write *present*, *present participle*, *past*, or *past participle* to identify the principal part used to form the underlined verb.

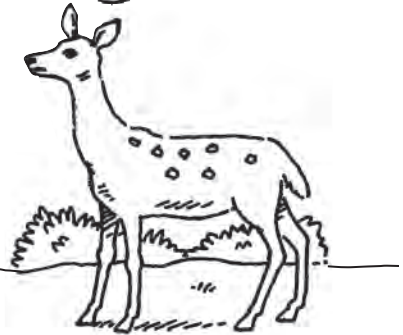
1. The porcupine terrified the young boy.
2. Brian is pouring the water onto the flames.
3. Wendy had wished for an early spring.
4. Jack saves his strength.
5. The sun warmed his back.
6. The rescue pilots are searching the area every day.
7. Marian carries the supplies by herself.
8. The hikers had settled into a daily routine.
9. The hungry flames are burning the dry bark.
10. He hammered the rock with the flat end of his hatchet.

B Write the form of the underlined verb indicated in ().

1. The scouts enjoy a hiking trip in July each year. (present)
2. This year they travel to Shawnee National Forest. (present participle)
3. Last year they hike in the Adirondack Mountains. (past)
4. The scoutmaster rent a van for the gear. (past participle with *had*)
5. The group cook food over an open fire. (present)
6. Everyone request stew for dinner. (past participle with *has*)
7. Jonah's feet blister on the third day. (past)
8. Dan develop a rash from poison ivy. (past participle with *has*)
9. The scouts listen to scary stories around the fire at night. (present)
10. Every boy pack a flashlight. (past participle with *had*)
11. The troop leader praise the boys for their efforts. (present)
12. They plan a trip to Yellowstone next year. (present participle)

C Write a sentence using the subject and verb given. Use the form of the verb in ().

13. children wander (past)
14. they ignore (past participle with *have*)
15. forest look (present)
16. father search (present participle)
17. animals live (present)
18. rescuers locate (past)
19. they wait (past participle with *had*)
20. deer and raccoons visit (present participle)



LESSON 37

Principal Parts of Irregular Verbs

Usually you add *-ed* to a verb to show past tense. **Irregular verbs** do not follow this rule. Instead of having *-ed* forms to show past tense, irregular verbs usually change to other words.

Present	Present Participle (<i>is, are</i>)	Past	Past Participle (<i>has, have, had</i>)
become	becoming	became	become
choose	choosing	chose	chosen
fall	falling	fell	fallen
find	finding	found	found
get	getting	got	gotten
give	giving	gave	given
go	going	went	gone
hear	hearing	heard	heard
is/are	being	was/were	been
know	knowing	knew	known
leave	leaving	left	left
sing	singing	sang	sung
speak	speaking	spoke	spoken

A Write *present*, *present participle*, *past*, or *past participle* to identify the principal part used to form the underlined verb.

1. Marian chose her favorite songs.
2. Eleanor Roosevelt had heard about her struggles.
3. Everyone knows the story of Marian Anderson.
4. She is giving the performance of her life.
5. The audience knew Marian's strong, velvety voice.
6. The crowd is speaking in whispers.
7. Ethel May had become Marian's biggest fan.
8. They go to Europe next week.

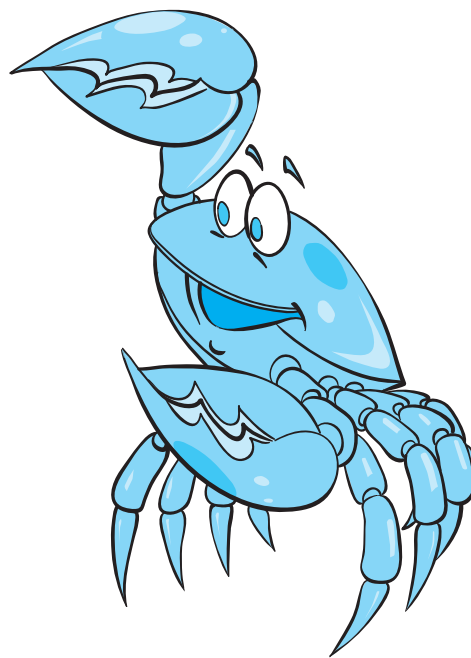


B Write the verb in () that correctly completes each sentence.

1. After the concert, Dana (knewed, knew) her future career.
2. Soon she (had chosen, choosed) a voice teacher.
3. Every day she (leaved, left) home at 6:30 for the train.
4. Ms. Rossi (is giving, gaved) her voice lessons.
5. No one (are singing, sings) as beautifully as Ms. Rossi.
6. Thousands of fans (going, went) to her concerts over the years.
7. In three months, Dana (sung, had sung) thousands of scales and exercises.
8. After all the practice, she (hears, hearing) a change in her voice.
9. Every day, she (finded, is finding) singing easier.
10. Last week, Ms. Rossi (getted, got) her new music for the spring recital.

C Write a sentence using the principal part of the given verb indicated in ().

11. go (present participle with *are*)
12. hear (past participle with *have*)
13. sing (present)
14. know (past)
15. become (past participle with *has*)
16. give (past)
17. speak (present)
18. fall (past participle with *had*)
19. get (present participle with *is*)
20. leave (past)



LESSON 38 **RECOGNIZING THE PROGRESSIVE TENSE OF VERBS**

The progressive tense, or form, of a verb shows an action or condition that is ongoing.

The progressive form of a verb describes an event that is in progress. You create the progressive form by using the present participle of a verb. That is the principal part that ends in *-ing*. You also add the form of the verb *be* that matches the tense and number.

Progressive Tense	Be + Present Participle	Progressive Tense	Be + Present Participle
Present	I am stopping.	Present Perfect	I have been stopping.
Past	I was stopping.	Past Perfect	I had been stopping.
Future	I will be stopping.	Future Perfect	I will have been stopping.

Practice A Recognizing the Progressive Tense in Sentences

Read each sentence. Circle the progressive verb form in the sentence. Then, write the tense of the verb on the line provided.

Example: I was feeling tense and nervous. _____

Answer: I was feeling tense and nervous. past progressive

- The author has been signing autographs all afternoon. _____
- My cousin was standing at the top of the steps. _____
- By Wednesday, I will have been waiting for three days. _____
- The fire is warming the entire room. _____
- The smoke was spreading throughout the house. _____
- The clerk has been adding up all of my purchases. _____
- Before the game, we will be attending a pep rally. _____
- My brother had been trying to open the door with the wrong key. _____
- I will have been sleeping for only three hours by then. _____
- The news reporter is asking many personal questions. _____

Practice B Using Progressive Tense Verbs in Sentences

Read the sentences. Then, fill in the blank for each, using the tense of the verb in parentheses.

Example: The game _____ soon. (end, present progressive)

Answer: The game is ending soon.

- Carlos _____ computer programming. (study, past perfect progressive)
- Spotlights _____ on the stage. (shine, past progressive)
- The electrician _____ our house for a new television. (wire, future progressive)
- Our teacher _____ a lot of homework lately. (assign, present perfect progressive)
- By midnight, rain _____ for six hours. (fall, future perfect progressive)

Writing and Speaking Application

Write a paragraph describing a scene from a movie you saw recently. Use past progressive tense verbs in your paragraph. Read your paragraph aloud to a partner. Have your partner identify the verbs you used. Then, switch roles with your partner.

LESSON 39 USING THE PROGRESSIVE TENSE OF VERBS

To conjugate the progressive forms of a verb, add the present participle of the verb to a conjugation of the basic forms of *be*.

With all verbs, regular or irregular, you create the progressive tense by using the present participle—the one that ends in *-ing*—with different forms of the verb *be*.

There are six progressive tenses. Notice how the form of *be* changes in progressive tenses.

Present progressive	Ellen <i>is singing</i> in the choir.
Past progressive	She <i>was playing</i> a guitar.
Future progressive	She <i>will be performing</i> at next week's assembly.
Present perfect progressive	Carlos <i>has been humming</i> that song all day.
Past perfect progressive	Selena <i>had been telling</i> a story to her baby.
Future perfect progressive	Antonio <i>will have been listening</i> for days.

Practice A Recognizing the Progressive Tenses in Sentences

Read each sentence. Then, write the tense of the underlined verb on the line provided.

Example: I was speaking as softly as I could.

Answer: past progressive

- The band will be rehearsing in our garage. _____
- Nicholas has been reciting a poem. _____
- By next week, I will have been living here for a year. _____
- Nana is wearing a beautiful dress. _____
- The water had been boiling in the kettle. _____
- My partner and I will be dancing in the contest. _____
- The cheer squad was performing the new pep song. _____
- Toni had been singing harmony with the group. _____

Practice B Using Progressive Tense Verbs in Sentences

Read the sentences. Then, fill in the blank so that each sentence contains the progressive tense of the verb shown in parentheses.

Example: The Sandwich Sisters _____ on television tomorrow. (appear, future progressive)

Answer: The Sandwich Sisters will be appearing on television tomorrow.

- Sarita _____ an Indian folk song. (sing, present perfect progressive)
- The children _____ in the closet. (hide, past progressive)
- Sean _____ in his sleep. (walk, past perfect progressive)
- By 8 A.M., fans _____ up for hours. (line, future perfect progressive)
- The wind _____ through the trees. (whistle, present perfect progressive)
- Lori and Micki _____ pies for back-to-school night. (bake, past perfect progressive)

Writing and Speaking Application

Write three sentences describing a school concert or talent show. Use verbs in different progressive tenses in your sentences. Read your sentences aloud to a partner. Have your partner identify the tense of each verb you used. Then, switch roles with your partner.

Lesson 40

1 RECOGNIZING THE PERFECT TENSE OF VERBS

The perfect tense describes actions that are already completed. They are called “perfect” because in this case the word means “made complete.” There is a past, present, and future perfect tense. They are all formed with the correct tense of the verb *to have* and the *past participle* of the verb.

Present perfect	The action is complete in the present: <i>I have seen it.</i>
Past perfect	The action was complete in the past: <i>I had seen it.</i>
Future perfect	The action will be complete at a point in the future: <i>I will have seen it.</i>

Practice A Identify Perfect Tense Verbs

In each sentence, underline the perfect tense verb phrase.

1. My grandmother has arrived.
2. My grandmother had arrived by the time I got home from school.
3. My mother will have arrived home by the time my grandmother gets there..
4. Robert will have lived in Tennessee for ten years next month.
5. I wish I had been brave enough to ride the roller coaster.
6. I have read this book.

Practice B Choose Perfect Tense

In each sentence, choose the correct verb phrase to complete each sentence.

1. By the midnight tonight, it (has snowed, will have snowed)
2. When I got home, I discovered that Jane (had cooked, will have cooked) dinner
3. We (have eaten, will have eaten) all of the food, so I need to go to the store.
4. After I go today, I (have seen, will have seen) the movie *Frozen* three times.
5. I (have bought, had bought) more apples before I found a bag in the refrigerator.

Name _____ Date _____

6. The race (has begun, will have begun).
7. By the end of this year, I (had run, will have run) almost a hundred miles.
8. I (have eaten, will have eaten) an entire pizza by myself before.
9. I (have eaten, will have eaten) an entire pizza by myself before.
10. We (had finished, will have finished) the work by the time help arrived.

Writing and Speaking Application

Write three sentences for each verb—one using the present perfect tense, one using the past perfect tense, and one using the future perfect tense. Exchange sentences with a classmate. Read each other's sentences aloud, paying attention to whether your partner used perfect tenses correctly.

cooked

11. present perfect

12. past perfect

13. future perfect

played

14. present perfect

15. past perfect

16. future perfect

Lesson 41**1 USING THE PERFECT TENSE OF VERBS**

B head goes here initial cap.

The perfect tense describes actions that are already completed. The past, present, and future perfect tenses are all formed with the correct tense of the verb *to have* and the *past participle* of the verb.

Present perfect	The action is complete in the present: <i>I have seen it.</i>
Past perfect	The action was complete in the past: <i>I had seen it.</i>
Future perfect	The action will be complete at a point in the future: <i>I will have seen it.</i>

Practice A Present Perfect Tense

For each word, write a sentence in the present perfect tense.

1. baked

2. waited

3. whispered

4. slept

5. laughed

Practice B Past Perfect Tense

For each word, write a sentence in the past perfect tense.

6. baked

7. waited

Name _____ Date _____

8. whispered

9. slept

10. laughed

Practice C Future Perfect Tense

For each word, write a sentence in the future perfect tense.

11. baked

12. waited

13. whispered

14. slept

15. laughed

Name _____ Date _____

Writing and Speaking Application

Write a story about a place that you would like to visit. Use at least one verb in the present perfect tense, one verb in the past perfect tense, and one verb in the future perfect tense. Tell your story to a friend. Make sure you use the perfect verb tenses correctly.

LESSON 42 IDENTIFYING THE BASIC FORMS OF THE SIX TENSES

The tense of a verb shows the time of the action or state of being.

Verbs have six tenses. The tenses show whether an action is happening in the present, past, or future. If the verb shows that the action is going on over a period of time, you might use the present perfect, past perfect, or future perfect tense. The chart below shows the basic form of the six tenses for one regular verb and one irregular verb.

Tense	Regular Verb Basic Forms	Irregular Verb Basic Forms
Present	I demand.	I bring.
Past	I demanded.	I brought.
Future	I will demand.	I will bring.
Present perfect	I have demanded.	I have brought.
Past perfect	I had demanded.	I had brought.
Future perfect	I will have demanded.	I will have brought.

Practice A Identifying the Basic Forms of Verb Tenses

Read each sentence. Then, write the underlined verb and its tense on the line provided.

Example: The train chugged into the station.

Answer: chugged — past

- The fire has burned for more than six hours. _____
- The firefighters had received their orders. _____
- The captain will answer any questions about the fire. _____
- Each firefighter will have worked for 30 straight hours. _____
- One resident nearly fell through a burning floor. _____

Practice B Recognizing Verb Tenses

Read each sentence and find the underlined verb. Write the basic form of that verb for the tense shown in parentheses.

Example: I lose my wallet. (past perfect)

Answer: had lost

- I remember this story. (future) _____
- Janet painted the walls silver. (present) _____
- The puppy gulps down his food. (present perfect) _____
- The choir sings very loudly. (past perfect) _____
- The child spins the top along the floor. (past) _____
- I put the bill into my pocket. (present perfect) _____
- The horses race across the plains. (past perfect) _____
- The clowns perform amazing tricks. (future) _____

Writing and Speaking Application

Write three sentences about a circus. Use different verb tenses in your sentences. Read your sentences aloud to a partner. Have your partner identify each verb you used and its tense. Then, switch roles with your partner.

Lesson 43

1 USING VERB TENSE TO SHOW SEQUENCE

Verb tenses allow us to specify the sequence in which event occur. The three simple tenses of the English language—present, past, and future—tell at what point in time an event occurred. To determine which tense to use, ask yourself at what point in time the event happened compared to the current point in time.

The action happened in the past.	Use the past tense: I saw it.
The action is happening now.	Use the present tense: I see it.
The action has not yet happened.	Use the future tense: I will see it.

Continuous tenses also allow us to specify sequence, but for events that happen a length of time. The three continuous tenses of the English language are present, past, and future. To determine which tense to use, ask yourself at what point in time the event happened compared to the current point in time.

The action happened in the middle of another event in the past	Use the past continuous: I was looking up when I saw it.
The action is happening now and is continuing to happen	Use the present continuous: I am seeing it now.
The action is happening in the future and will continue for a period of time	Use the future continuous: I will be seeing it later.

The perfect tense describes actions that are already completed. They are called “perfect” because in this case the word means “made complete.” There is a past, present, and future perfect tense. They are all formed with the correct tense of the verb *to have* and the *past participle* of the verb.

The action is complete in the present	Use the present perfect: I have seen it.
The action was complete in the past	Use the past perfect: I had seen it.
The action will be complete at a point in the future	Use the future perfect: I will have seen it.

Practice A Sequence of Verbs

Use the verbs to determine the sequence in which each of these events occur. Use 1 for the past, 2 for the present, and 3 for the future.

1. _____ She disagrees with you.
_____ She will disagree with you.
_____ She disagreed with you.

2. _____ She will be disagreeing with you if you say that.
_____ She is disagreeing with what you are saying.
_____ She had disagreed with what you are saying.

3. _____ She had disagreed with you.
_____ She will have disagreed with you.
_____ She has disagreed with you.

Practice B Apply Sequence of Verbs

Choose the verbs to correctly apply the sequence of these actions. Remember that all of the verbs in a sentence, both those in independent and subordinate clauses, need to apply the correct sequence.

Example: Text goes here for example.

Answer: Text goes here for example.

4. I (am excited, was excited) to go to that concert tonight.
5. This (will be, had been) the third time that I have seen this band.
6. Although they started playing country music, they (will become, have become) a good rock band.
7. The last concert I went to (was, will be) a little disappointing though.
8. The lead singer (had become, was becoming) ill, so he wasn't able to play.
9. I (am looking, was looking) forward to hearing him sing tonight.
10. I (have heard, had heard) that he is feeling well and performing well.

Name _____ Date _____

Writing and Speaking Application

Write a short paragraph about something that you are looking forward to. See how many different verb tense forms you can use correctly in your paragraph. Exchange paragraphs with a partner. Read each other's paragraph's aloud and check to make sure all of your action sequences are correct in the text.

Lesson 44

1 USING VERB TENSE TO SHOW CONDITIONS

The conditional mood creates dependencies. One statement can be true only if the other statement is true: If you wash the dishes, you will be able to go for a bike ride.

The present unreal conditional tells about a condition that is untrue in the present. Use the simple past in the *if*-clause and *would*, *could*, *should*, or *might* in the result clause.

A past unreal conditional tells about a condition that is untrue in the past. Use the past perfect in the *if*-clause and *would*, *could*, *should*, or *might* plus the past participle in the result clause. Use the contraction *'d* for had with pronouns only.

Present unreal conditional	<p><i>What would happen if a disease were to spread through the flock? If a disease spread, the flock could die.</i></p> <p>Unreal condition: The disease hasn't spread, so the flock hasn't died.</p>
Past unreal conditional	<p><i>If they'd known about the storm, the residents might not have lost so much.</i></p> <p>Unreal condition: They didn't know about the storm, so the residents lost a lot.</p>

Practice A

Write whether each is a present or past unreal conditional.

Example: If I didn't come home, my parents would worry.

Answer: present unreal conditional

1. If you got a haircut, you would look a lot better.
2. If I were you, I would tell the truth.
3. If we had gotten an invitation to the party, we would have gone.
4. She wouldn't have eaten it if she had know it had fish in it.
5. You should leave early if it snows.

Name _____ Date _____

Practice B

Underline the result clause in each sentence. Then write whether the conditional is present unreal or past unreal.

Example: If we get enough votes, we could change the plan.

Answer: If we get enough votes, we could change the plan. present unreal

6. If I had enough time, I would've sent you a postcard.
7. I would drive to school if I had a car.
8. If he had more money, he would travel around the world.
9. If we'd had a dog, we wouldn't have been able to go to the beach.
10. If they had asked for their father's help, he would not have refused them.

Writing and Speaking Application

Complete each unreal conditional with your own ideas. Read your sentences to a partner.

11. If I could go anywhere in the world, _____

12. If I had known _____

LESSON 45 IDENTIFYING THE ACTIVE AND PASSIVE VOICE A

Focus on the TEKS

(19)(A)(i), (19)(B)

The voice of a verb shows whether or not the subject is performing the action. A verb is in the active voice when its subject performs the action. A verb is in the passive voice when its subject does not perform the action.

Active voice	Halley kicked the ball over the fence.
Passive voice	The ball was kicked over the fence by Halley.

Show that you understand and can use active and passive voice by completing the following exercises.

Practice A Recognizing Active or Passive Voice

Read each sentence. Decide if the underlined verb is written in active or passive voice. Write AV for active voice or PV for passive voice.

Example: Janet rode her bicycle. _____

Answer: Janet rode her bicycle. AV

- The walls were painted red. _____
- A clown juggled bowling pins. _____
- Shawn strummed a guitar. _____
- The book was read by Steven. _____
- The doctor saved her life. _____
- The game was watched by 10,000 fans. _____
- We cheered for hours. _____
- That painting was stolen by thieves. _____
- The window was opened by Mom. _____
- Sammy tackled the quarterback. _____

Practice B Using Active Voice in Sentences

Read each sentence. Then, rewrite each sentence in active voice.

Example: The closet was cleaned by Danita.

Answer: Danita cleaned the closet.

- The campsite was cleared by my father. _____
- A stone was tossed by Sal. _____
- The castle was attacked by the army. _____
- The story was written by Anita. _____
- A hymn was sung by the choir. _____
- The tire was fixed by the mechanic. _____
- The cake was baked by my sister. _____
- Cindy was scared by that dog. _____
- The fish was caught by Anna. _____
- My face was licked by the poodle. _____

Writing and Speaking Application

Write a short paragraph about making or fixing something. Use both active and passive voice. Then, read your paragraph aloud to a partner. Have your partner decide the voice of each sentence. Then, switch roles with your partner.

LESSON 46 IDENTIFYING THE ACTIVE AND PASSIVE VOICE B

Focus on the TEKS

(17)(A)(i)

The voice of a verb shows whether or not the subject is performing the action.

Active voice shows that the subject is performing an action. **Passive voice** shows that the subject is having an action performed on it.

Active voice	Celine planned the party.
Passive voice	The party was planned by Celine.

Show that you can use and understand the active voice and passive voice by completing the following exercises.

Practice A Identifying Active and Passive Voice

Read each sentence. Decide if the underlined verb is written in active or passive voice. Write AV for active voice and PV for passive voice.

Example: William drove to school.

Answer: AV

- The book was written by Amy Tan. _____
- Jasper chased her ball. _____
- Mr. Poppick checked the paper. _____
- The speech was presented by Alan. _____
- The dinner is being eaten by the girls. _____
- She learned to play the flute. _____
- The watercolor was painted by Lou. _____
- Breakfast is being made by Bea. _____
- The bird sat on the perch. _____
- The cat meowed loudly. _____

Practice B Rewriting in Active Voice

Read each sentence. Then, rewrite each sentence in the active voice.

Example: The bike was ridden by Bobbie.

Answer: Bobbie rode the bike.

- It was decided by Ms. Archer. _____
- The jacket was worn by Sullivan. _____
- It was explained by the principal. _____
- The football was thrown by my cousin. _____
- It was prescribed by the physician. _____
- The hockey puck was lost by my sister. _____
- The truck was driven by Andy. _____
- The corn was grown on a local farm. _____
- The peaches were picked by our neighbor. _____
- The photograph was taken by my aunt. _____

Writing and Speaking Application

Write three sentences about your weekend. Use active and passive voice. Then, read the sentences to a partner. Have your partner identify the voice of each sentence. Then, switch roles with your partner.

LESSON 47 USING ACTIVE AND PASSIVE VOICE

Focus on the TEKS

(17)(A)(i)

Use active voice whenever possible. Use passive voice to emphasize the receiver of an action or when the performer of an action is not easily identified.

See the examples of passive voice below.

David was presented with a difficult choice.
The library's hours were posted on the door.

Show that you can use and understand the active voice and passive voice by completing the following exercises.

Practice A Recognizing the Performer of an Action

Read each sentence. Then, write the performer of the action in each sentence on the line provided.

Example: Selma added onions to the salsa.

Answer: Selma

- The club voted in a new president. _____
- Laura called us yesterday. _____
- Raquel joked with her teammates. _____
- We each brought extra pencils. _____
- All the students know the rules. _____
- Wildflowers grow in the field by our house. _____
- Caitlin planted tomatoes between the rose bushes. _____
- Icicles hung from the roof. _____

Practice B Using Active Voice

Read each item. Then, use the noun and verb in each item to write a sentence in active voice.

Example: Desi — decided

Answer: Desi decided to go swimming.

- | | |
|---------------------------------|-----------------------------------|
| 1. Nikki — golfs
_____ | 6. the chipmunk — ran
_____ |
| 2. ducklings — waddled
_____ | 7. Marla — likes
_____ |
| 3. Darby — plays
_____ | 8. the truck — screeched
_____ |
| 4. the snake — coiled
_____ | 9. Michael — dropped
_____ |
| 5. acorns — dropped
_____ | 10. Jordan — remembered
_____ |

Writing and Speaking Application

Write a paragraph about activities you did this past week. Trade papers with a partner. Your partner should underline all the active verbs in your paragraph. Then, take turns saying sentences about activities you enjoy, using active verbs in your descriptions.

Lesson 48

1 USING THE CONDITIONAL MOOD

The conditional mood always has two parts to a statement. One statement is true only if another one is true. If you think of the conditional mood in terms of “If this, then that . . .” or perhaps “Under these conditions. In the “if” part of the sentence, the verb is the simple tense. The conditional mood verb uses *will*, *shall*, *can*, or *might* or their forms.

Example: If you clean your room, you will be able to go to the movie.

The second part of this statement, *you will be able to go to the movie*, is only true if the first part is true, *If you clean your room*.

Practice A If sentences

Underline the correct verb to complete each sentence.

1. You will be towed if you (park, will park) your car there.
2. If you (go, have gone) to the store, will you get me a card?
3. If you drive more slowly, you (have, will have) fewer accidents.
4. If Rosa had been there, it (would have been, will be) more fun .
5. If I (heard, have heard) the door bell, I would have answered the door.
6. If Juana works hard, she (could go, would have gone) to college.
7. I wouldn't not have gone even if I (had, have) the time.
8. If you are late to class again, I (must report, had reported) it.
9. You will be on time if you (hurry, will hurry).
10. If they pass the test, they (will be, must be) very happy.

Name _____ Date _____

Writing and Speaking Application

Write a conditional to complete each "If" statement. After you have finished, exchange with a partner. Read aloud each other's sentences. Compare how you each completed the sentence.

11. If I were you _____

12. If our team wins the big game _____

13. If you do that again _____

14. If I were a millionaire _____

15. If I have enough time _____

LESSON 49 **AUXILIARY VERBS THAT EXPRESS THE SUBJUNCTIVE MOOD**

(17)(B)

Because certain auxiliary verbs (*could, would, should*) suggest conditions contrary to fact, they can often be used to express the subjunctive mood.

See the example of an auxiliary verb that expresses the subjunctive mood below.

The subjunctive mood expressed by a form of <i>be</i>	If you <i>were</i> here, I'd help you.
The subjunctive mood expressed by an auxiliary verb	If you <i>could</i> be here, I'd help you.

Show that you can use and understand auxiliary verbs that express the subjunctive mood by completing the following exercises.

Practice A Identifying Auxiliary Verbs That Express the Subjunctive Mood

Read each sentence. Then, on the line provided, write the word or words that express the subjunctive mood. If a sentence uses an auxiliary verb, write AV after the verb.

Example: If we should adopt a dog, would you walk it every day?

Answer: should; AV

1. We'd eat now if dinner were ready. _____
2. I may have a pencil to lend you if you should need one. _____
3. If necessary, I would leave the meeting early to pick you up. _____
4. Your sister would stop crying if she felt better. _____
5. If you could remember which shampoo you like, I'd buy it. _____

Practice B Writing Subjunctive Mood Sentences With Auxiliary Verbs

Read each sentence. Then, rewrite each sentence, using auxiliary verbs.

Example: If Miriam were to miss the meeting, I would tell her what happened.

Answer: If Miriam should miss the meeting, I would tell her what happened.

1. I'd go to the play if practice were canceled. _____
2. If you were to pick one, which would you want? _____
3. If Mom were to give her permission, we could go. _____
4. I'd fix your bike today if the parts were available. _____
5. The water pipes could burst if they were to freeze. _____
6. Matt would buy more juice if we were to run out. _____
7. If the rain were to ease up, we'd run to the car. _____
8. If you were to find my wallet, would you call me? _____
9. If I were to eat this huge sandwich, I'd be ill. _____
10. If Amy were to wake up, we'd ask her. _____

Writing and Speaking Application

Write a paragraph describing something that you wish would happen. Use verbs in the subjunctive mood. Take turns reading your paragraph aloud with a partner. Your partner should identify the subjunctive verbs in your description.

LESSON 50 USING THE SUBJUNCTIVE MOOD

Focus on the TEKS

(17)(B)

The indicative mood is used to make factual statements and ask questions. The imperative mood is used to give orders or directions. The subjunctive mood is used to express requests, demands, and proposals, or an idea contrary to fact.

See the examples of the subjunctive mood below.

I suggest that she arrive on time.
If you were ready, we could leave now.

Show that you can use and understand the subjunctive mood by completing the following exercises.

Practice A Identifying the Subjunctive Mood

With a partner, take turns reading each sentence aloud. Then, on the line provided, identify the mood of the underlined verb.

Example: If it were warmer, I would go swimming.

Answer: subjunctive

1. I want him to take a break. _____
2. Gabriella insisted that we be here by noon. _____
3. It is important that he order more shirts. _____
4. Add your e-mail address to the list. _____
5. Stop wasting time! _____
6. Mr. Perez asked that Dan leave the library. _____
7. If Sandy were here, she would know what to do. _____
8. Shut the windows before you leave the house. _____
9. Janice walked as if she were in a hurry. _____
10. The librarian said that I owe a fine. _____

Practice B Recognizing Subjunctive Verbs

Read each sentence. Then, write the subjunctive verb on the line provided.

Example: He suggests that each person buy a thesaurus. _____

Answer: buy

1. Our school requires that each student join one club. _____
2. He insists that we finish by tomorrow. _____
3. She proposed that the school paper extend the contest deadline. _____
4. Evelyn asked that Gustavo lock the new projector in the closet. _____
5. He wishes that he were a better golfer. _____

Writing and Speaking Application

Use the sentences in Practice B as a model to write several similar sentences. Trade papers with a partner. Your partner should point out each subjunctive verb and tell whether the verb is used to express doubts, wishes, or possibilities.

Lesson 51

1 USING VOICE AND MOOD TO ACHIEVE EFFECTS

Verbs are very important words in sentences. They tell what will happen and when it will happen.

Voice An important part of verb choice is voice. Voice tells whether the subject of a sentence is the actor, which is active voice. Or whether the subject of a sentence is acted on, which is passive voice. Mostly writers should use the active voice, but sometimes the passive voice is a better choice. When you are speaking, it can be a better choice because it doesn't point the finger of blame in the same way that the active voice does.

Mood Verb choice also clearly expresses the mood or attitude of the writer. Verbs have several moods. Writers can choose verbs to express their attitude and create a mood for the reader.

Mood	Definition and Example Sentence
Indicative	state facts, ask questions: You need to clean your room.
Subjunctive	Express emotion, doubt, wishes: I wish I my room were clean.
Imperative	making commands: Clean your room!
Conditional	creating dependencies; one statement is true only if another one if true: If you clean your room, you will be able to go to the movie.

Practice A Identify Voice

Write A if the sentence is in the active voice and P if the sentence is in the passive voice. Notice how sometimes the passive voice may be more appropriate than the active voice. Put a star by the sentence that uses the passive voice to avoid blaming an error on someone.

1. Karen solved the problem.
2. The problem was solved by Karen.
3. Ella forget the sandwiches.
4. The sandwiches were forgotten.
5. The family went to the beach.

Practice B Identify Mood

Write IN if the verb is in the indicative mood, IM if it is in the imperative mood, C if it is in the conditional mood, and S if it is in the subjunctive mood. Remember that the subjunctive uses the modal helping verbs that you have learned.

6. The cheetah runs faster than any other animal.
7. Be yourself.
8. The next president may be a woman.
9. I wish I could grow up faster.
10. If you wish to be doctor, you should take biology.
11. Please send me a sample.
12. If I brush my teeth, I can avoid cavities.

Writing and Speaking Application

Write sentences in each voice and mood that communicate something about the importance of finishing your homework. Read your sentences aloud to a partner. Have your partner name the voice or mood. (Hint: Mix up the order of the sentences as you read)

LESSON 52 USING VERBALS AND VERBAL PHRASES

A verbal is any verb form that is used in a sentence not as a verb but as another part of speech. Like verbs, verbals can be modified by an adverb or adverbial phrase. They can also be followed by a complement. A verbal used with a modifier or a complement is called a verbal phrase.

A **verb** expresses the action in the sentence, but a **verbal** acts as another part of speech, such as a noun or adjective. **Participles** and **participial phrases** are examples of verbals. A participle is a form of a verb used most often as an adjective. Look at these examples:

Type	What It Looks Like	Example
Present participle	ends in <i>-ing</i>	She took a <u>hiking</u> trip.
Past participle	most end in <i>-d</i> or <i>-ed</i> ; can also end in <i>-n</i> , <i>-t</i> , or <i>-en</i>	The <u>filled</u> water bottles were heavy.
Participial phrase	a present or past participle with modifiers	The child, <u>flattered by the applause</u> , took several bows.

Practice A Identifying Participles and Participial Phrases

Read each sentence. Underline the participle or participial phrase in each sentence.

Example: Pulling on his leash, the dog chased the squirrel.

Answer: Pulling on his leash, the dog chased the squirrel.

- The burnt toast set off the smoke alarm.
- I woke up to the sound of a crying baby.
- Turning into the wind, the vulture soared above.
- The worn jacket is still my favorite.
- I prefer the tomatoes grown in my garden.
- Sometimes we eat frozen meals.
- Working quickly, we shaped the dough.
- The taxi driver, confused by the address, drove in circles.
- Don't wake the sleeping cat.
- Some snakes living in Texas are poisonous.

Practice B Identifying Present and Past Participles

Read the sentences. Then, write the participle on the line provided and identify it as a past participle or a present participle.

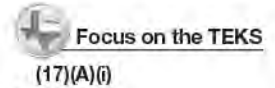
Example: We like chilled watermelon.

Answer: chilled — past participle

- I could not understand her mumbled words. _____
- The pouring rain lasted for hours. _____
- The officer gave the speeding driver a ticket. _____
- A key placed under the mat is not safe. _____
- I found my missing MP3 player. _____

Writing and Speaking Application

Write a two-sentence description of a trip you took, using at least two participles. Read aloud your sentences to a partner. Your partner should listen for and identify the participles. Then, switch roles with your partner.

LESSON 53 **VERBAL PHRASES**

A verbal is a verb that is used as a noun, an adjective, or an adverb. A verbal that includes modifiers or complements is called a **verbal phrase**.

- Verbals look like verbs, but they are not verbs. Verbs express an action, a condition, or that something exists. Verbals can function as nouns or modify another word.
- Verbals can be essential or nonessential to the meaning of a sentence. When they are **nonessential**, they have commas on both sides; when they are **essential**, they do not.
- When a verb acts as an adjective, it forms a **participle**. The two most common kinds of participles are the present participle (The sputtering car...) and the past participle (The interrupted game...).
- Participles can include modifiers, in which case they form a **participial phrase**. (All of the children raised in that town are brilliant.)

Show that you can use and understand verbals and verbal phrases by completing the following exercises.

Practice A Identifying Verbals and Verbal Phrases

Read the following sentences. Then, underline the verbal or the verbal phrase in each sentence. (The verbals in this exercise are participles or participial phrases, which means they describe nouns.)

Example: Melanie, exhausted from the activity, went to bed early.

Answer: Melanie, exhausted from the activity, went to bed early.

1. Ruined by rain, the toy was thrown out.
2. Jeans washed with rocks are soft.
3. The lawn, mowed and trimmed, looked nice.
4. A growing puppy needs a healthy diet.
5. The freshly painted house looks brand-new.
6. That building, designed by a famous architect, is recognized around the world.
7. The teacher, excited to get started, encouraged the students to take their seats.
8. Chopping vegetables for the stew, I cut my finger.

Practice B Recognizing Verbal Phrases

Read the sentences below. On the line provided, indicate whether the underlined word or words in each sentence are (1) a verb (expressing action in the sentence) or (2) a participial phrase (a verbal phrase that describes a noun).

Example: The men remodeled my kitchen.

Answer: The men remodeled my kitchen. verb

1. Twisted but beautiful, the tree enchanted the young girl. _____
2. The roof, covered by snow for weeks, eventually began to leak. _____
3. The bad news disappointed the family. _____
4. Running down a hill, the toddler was an accident waiting to happen. _____

Writing and Speaking Application

Write three sentences that have participial phrases (verbal phrases that describe nouns). Then, read your sentences to a partner. Your partner should listen for and identify the participial phrase in each sentence. Then, switch roles with your partner.

Subject Verb Agreement A

The subject and the verb in a sentence must work together, or **agree**.

To make most present tense verbs agree with singular nouns or *he*, *she*, or *it*, add *-s*. If the subject is a plural noun or *I*, *you*, *we*, or *they*, the present tense verb does not end in *-s*.

Singular Subject	The <u>sun</u> <u>sets</u> today.
Plural Subject	The <u>girls</u> <u>play</u> outside.
Plural Subject	A <u>boy</u> and a <u>dog</u> <u>sit</u> there.

A form of *be* in a sentence also must agree with the subject. Use *is* or *was* to agree with singular nouns. Use *are* or *were* to agree with plural nouns.

Singular Subject	The <u>moon</u> <u>is shining</u> brightly. The <u>moon</u> <u>is</u> full.
Plural Subject	<u>Fireflies</u> <u>are lighting</u> the sky. <u>They</u> <u>were</u> everywhere.

A Write *C* next to each sentence that is correct.

1. Two deer is standing in the clearing.
2. David steps on a branch.
3. Both deer scampers away.
4. Their white tails lift like flags.
5. These animals are graceful.

B Choose the verb in () that agrees with the subject. Write the sentence.

1. Some animals (stay, stays) awake at night.
2. Bats (is, are) flying around the treetops.
3. Raccoons (are, is) prowling in the yard.
4. In the wild, a wolf (howl, howls).
5. An owl (hoot, hoots) in the forest.
6. Beavers (works, work) at night.
7. A moth and a firefly (is, are) fluttering in the dark.
8. The neighbors' cat (cry, cries) out at midnight.
9. A bullfrog (is, are) croaking at the pond.
10. Many animals (is, are) night creatures.

C Write sentences. Use each numbered phrase as a subject, along with a verb from the box. Make each verb agree with its subject. You may use the same verb more than once.

bark	spin	crawl	sway	glow
------	------	-------	------	------

11. The stars and the moon
12. A little snake
13. A neighborhood dog
14. The tree branches
15. A spider



Subject Verb Agreement B

The subject and verb in a sentence must **agree**, or work together. A singular subject needs a singular verb. A plural subject needs a plural verb.

Use these rules for verbs that tell about the present time.

- If the subject is a singular noun or *he, she, or it*, add -s or -es to most verbs.

A horse *runs*. A dog *chases* the horse. It *barks* loudly.

- If the subject is a plural noun or *I, you, we, or they*, do not add -s or -es to the verb.

Horses *run*. Dogs *chase* the horse. They *bark* loudly.

- For the verb *be*, use *am* and *is* to agree with singular subjects and *are* to agree with plural subjects.

I *am* afraid. Paul *is* fearless. The armies *are* here. We *are* surprised.

- A collective noun names a group, such as *family, team, and class*. A collective noun is singular if it refers to a group acting as one: The class *is going* on a field trip. A collective noun is plural if it refers to members of the group acting individually: The class *are debating* about which place to visit.

A Write the subject of each sentence. Then write the verb in () that agrees with the subject.

1. American history (is, are) an interesting subject.
2. Our class (is, are) studying the American colonies.
3. Williamsburg (was, were) a colonial community.
4. Actors (play, plays) the part of colonists.
5. A blacksmith (pound, pounds) metal at a forge.

B If the subject and verb of a sentence agree, write *C* for correct. If they do not agree, write the sentence, changing the verb to make it agree with the subject.

1. Narrative poems tells stories.
2. Often they are about a nation's heroes.
3. This poem tell of a patriot's courage.
4. Mr. Kuropas always reads this poem aloud to his classes.
5. Every student listen spellbound.
6. Many vivid images comes to life for the students.
7. The hero faces many dangers.
8. He continue for the sake of his countrymen.
9. Such stories creates pride in our country and its heroes.
10. Liberty are the common goal for Americans yesterday and today.

C Add a verb that tells about the present time to complete each sentence. Be sure to use the verb form that agrees with the subject. Write the sentences.

11. The colonial era ____ my favorite part of American history.
12. I ____ many books about the Revolutionary War.
13. If a book is too hard, Dad ____ it to me.
14. The Minutemen ____ very brave to me.
15. Dad and I ____ them fighting the mighty British army.
16. We ____ about each book after we finish it.



Subject Verb Agreement C

The subject and verb in a sentence must **agree**, or work together. A singular subject needs a singular verb. A plural subject needs a plural verb. Use these rules for verbs that express present time.

- If the subject is a singular noun or *he*, *she*, or *it*, add -s or -es to most verbs.

The planet *glows*. The scientist *teaches* school. One of the students *takes* notes. He *works* hard.

- If the subject is compound, a plural noun, or *I*, *you*, *we*, or *they*, do not add -s or -es to the verb.

The planets *glow*. The scientist and the assistant *teach* school. Several of the students *take* notes. They *work* hard.

- For the verb *be*, use *am* and *is* to agree with singular subjects and *are* to agree with plural subjects.

I *am* a scientist. My father *is* on the moon.

The planets *are* visible. We *are* on Earth.

- A **collective noun** names a group, such as *family*, *team*, and *class*. A collective noun is singular if it refers to a group acting as one: The class *is waiting* for takeoff. A collective noun is plural if it refers to members of the group acting individually: The class *are choosing* their seats.

- A** Write *Yes* if the subject and the verb in the sentence agree. If they do not agree, write *No*.

1. A shaft of light blinds me.
2. Supplies costs the settlers more on the moon.
3. The group understands the importance of water.
4. The ferry move slowly from its loading dock.
5. The kids on the moon is having a party.

B Write the verb in () that agrees with the subject.

1. Your moon weight (are, is) one-sixth of your Earth weight.
2. The moon (has, have) a smaller force of gravity than Earth.
3. Less gravity (make, makes) the moon's atmosphere very thin.
4. Visitors to the moon (need, needs) their own oxygen and water.
5. They (leap, leaps) much farther on the moon.
6. (Are, Is) moon rocks valuable?
7. The astronauts (wear, wears) spacesuits.
8. A suit (protect, protects) a moon visitor from extremes of temperature and lack of oxygen.
9. (Think, Thinks) of the future in space.
10. (Are, Is) cities thriving on the moon?

C Write a complete sentence using the noun or pronoun as the subject and the correct form of the verb.

11. planets (revolve, revolves)
12. we (live, lives)
13. sun (provide, provides)
14. people (need, needs)
15. one of the planets (is, are)
16. scientists (discover, discovers)
17. astronomers (observe, observes)
18. I (see, sees)
19. stars (look, looks)
20. they (is, are)



LESSON 57 MAKING VERBS AGREE WITH SINGULAR AND PLURAL SUBJECTS

The subject and verb in a sentence must agree in number. A prepositional phrase that comes between a subject and its verb does not affect subject-verb agreement.

Singular subjects are paired with singular verbs, and plural subjects are paired with plural verbs. Be careful with present-tense verbs. A present-tense singular verb often ends in *-s*. Remember that the singular forms of the verb *be* are *am*, *is*, *was*, and *has been*, and the plural forms include *are*, *were*, and *have been*.

SINGULAR: This flashlight *does not work*. The gum machine *is* out of order.
 PLURAL: These flashlights *sell* for \$2.00 each. The gum machines *have been* fixed.

If a subject is separated from its verb by a prepositional phrase, ignore the prepositional phrase. Then make sure the verb agrees in number with the subject. The object of the preposition is never the subject.

SINGULAR: The boards ~~of my floor~~ *are* warped.
 PLURAL: The signs ~~on the wall~~ *warn* of danger.

Practice A Making Subjects and Verbs Agree

Read the sentences. Write the verb in parentheses that agrees with the subject. Then, label the subject singular or plural.

Example: The boys in the club (enjoy, enjoys) sports.

Answer: enjoy — plural

1. The carpenter (build, builds) beautiful furniture. _____
2. My friends never (complain, complains). _____
3. The items on sale (was, were) placed up front. _____
4. A line of icicles (hang, hangs) from the roof. _____
5. The message (has been, have been) sent. _____

Practice B Revising for Subject-Verb Agreement

Read the sentences. Then, if a sentence has an error in subject-verb agreement, rewrite the sentence correctly. If a sentence has no error, write correct.

Example: A puppy wait on the sidewalk.

Answer: A puppy waits on the sidewalk.

1. The muscles in my shoulder is sore. _____
2. My sister exercise almost every day. _____
3. The players on the team run laps after practice. _____
4. The fastest runners gets to leave early. _____
5. The man in the bleachers cheer loudly. _____

Writing and Speaking Application

Write a paragraph about a parade going on right now. Use singular and plural subjects and present-tense verbs. Read your paragraph aloud to a partner. Have your partner correct any mistakes in subject-verb agreement. Then, switch roles with your partner.

LESSON 58 MAKING VERBS AGREE WITH COLLECTIVE NOUNS

Use a singular verb with a collective noun acting as a single unit. Use a plural verb when the individual members of the group are acting individually.

Collective nouns name groups of people or things. A collective noun that acts as one group together is singular and takes a singular verb. A collective noun in which the group members act as individuals is plural and takes a plural verb.

- SINGULAR: The *audience* stands and cheers.
 The *class* elects a representative.
- PLURAL: The *audience* are slowly taking their seats.
 The *class* admire their teacher.

Practice A Identifying the Number of Collective Nouns

Read the sentences. Then, label each underlined collective noun as singular or plural.

Example: The committee are bringing snacks from home.

Answer: plural

- The class meets every day during second period. _____
- The club has been organized since 2006. _____
- The club are responsible for the decorations. _____
- The audience don't like the play's ending. _____
- Our class are mostly against wearing school uniforms. _____
- The band is marching down the street. _____
- The band are cleaning their instruments. _____
- The army is being transported in trucks. _____
- The troop were pitching their tents. _____
- The troop is holding a dinner for parents. _____

Practice B Making Verbs Agree With Collective Nouns

Read the sentences. Then, circle the verb in parentheses that agrees with the subject.

Example: The band (practice, practices) their instruments.

Answer: The band (practice, practices) their instruments.

- The band (arrive, arrives) before the other students.
- The troop (hold, holds) its meetings at the lodge.
- The family (go, goes) to the beach every summer.
- Our class (is, are) the first to present a gift to the school.
- The club (plan, plans) to arrive in separate cars.

Writing and Speaking Application

Write a paragraph about a school club or scout troop. Use collective nouns as singular and plural subjects. Read your paragraph aloud to a partner. Have your partner correct any mistakes in subject-verb agreement. Then, switch roles with your partner.

LESSON 59 MAKING VERBS AGREE WITH COMPOUND SUBJECTS

A compound subject consists of two or more subjects with the same verb. The subjects are usually connected by a conjunction such as *and*, *or*, or *nor*.

When a compound subject is connected by *and*, the verb that follows is usually plural.

PLURAL VERB: Stan and Meredith *are* best friends.
The players and their coach *are riding* on the bus.

When two singular subjects are joined by *or* or *nor*, use a singular verb. When two plural subjects are joined by *or* or *nor*, use a plural verb.

SINGULAR VERB: My aunt or my mother *is cooking* dinner.
PLURAL VERB: Neither the boys nor their parents *are going* to attend.

When a compound subject is made up of one singular and one plural subject joined by *or* or *nor*, the verb agrees with the subject closer to it.

SINGULAR VERB: The boys or their father *plans* to build the doghouse.
PLURAL VERB: Neither Salaam nor his parents *are feeling* well.

Practice A Making Verbs Agree With Compound Subjects

Read the sentences. Then, circle the verb in parentheses that agrees with the subject.

Example: Luci and Denise (is, are) baking cookies together.

Answer: Luci and Denise (is, are) baking cookies together.

1. The boy or his brother (is giving, are giving) us a ride.
2. Wind and rain (is, are) predicted tomorrow.
3. Neither Aldo nor his sisters (remember, remembers) where I live.
4. Ronni and Anne (has been chosen, have been chosen) to sing solos.
5. The walkway and steps (is covered, are covered) with ice.

Practice B Revising for Agreement Between Verbs and Compound Subjects

Read the sentences. On the line, rewrite the sentence correctly.

Example: John and Steven needs new backpacks.

Answer: John and Steven need new backpacks.

1. Neither Lamont nor his friends enjoys playing softball. _____
2. My coat and sweater is hanging in the closet. _____
3. Iced tea or water are being served. _____
4. The first-grade class or second-grade class use this room. _____
5. Toni and Melanie has seen the new movie. _____

Writing and Speaking Application

Write three sentences using names of your friends as compound subjects joined by *and* or *or*. Read your sentences aloud to a partner. Have your partner correct any mistakes in subject-verb agreement. Then, switch roles with your partner.

LESSON 60 VERB AGREEMENT WITH INDEFINITE PRONOUNS

When an indefinite pronoun is the subject of a sentence, the verb must agree in number with the pronoun.

The chart below shows the three different types of indefinite pronouns.

Always Singular	Always Plural	Singular or Plural
anybody everybody somebody	both	all
anyone everyone someone	few	any
anything everything something	many	more
nothing nobody no one	several	most
one each every	others	none
either more much		some

Many writers have problems making sure that verbs agree with indefinite pronoun subjects. If an indefinite pronoun is followed by a prepositional phrase, mentally cross out the phrase to help you focus on the subject. Then, you can decide whether a singular or a plural is needed.

EXAMPLES: Everyone ~~on both teams~~ stands for the National Anthem.

Few ~~in the family~~ remember my great uncle.

Practice A Making Verbs Agree with Indefinite Pronoun Subjects

Read the sentences. Then, circle the verb in parentheses that agrees with the subject.

Example: Each of the children (is buying, are buying) school supplies.

Answer: Each of the children (is buying) are buying) school supplies.

- Most of her toys (was, were) on the floor.
- Most of the wall (is, are) black.
- Some of my teeth (has, have) cavities.
- Everyone (need, needs) regular checkups.
- If anything (happen, happens), please call me.
- Both (was, were) correct answers.
- Several of the plants (need, needs) water.
- No one (has volunteered, have volunteered).
- Neither (seem, seems) to be a good choice.
- All of the pies (was eaten, were eaten).

Practice B Revising for Agreement Between Verbs and Indefinite Pronouns

Read the sentences. If a sentence has an error in subject-verb agreement, rewrite the sentence correctly. If a sentence has no error, write correct.

Example: Everybody agree with your plan.

Answer: Everybody agrees with your plan.

- Some of the counter were covered with grease. _____
- Each of the houses were painted green. _____
- Somebody in the stands was cheering for the Wildcats. _____
- Most of the jokes was not very funny. _____
- Both hopes to become Olympic athletes. _____

Writing and Speaking Application

Write three sentences about rooms or objects in your home. Use indefinite pronoun subjects in your sentences. Read your sentences aloud to a partner. Have your partner correct any mistakes in subject-verb agreement. Then, switch roles with your partner.

LESSON 61**MAKING VERBS AGREE WITH ABSTRACT NOUNS****B head goes here initial cap.**

Abstract nouns name a thing—but it's a thing that has no physical form. You can't actually touch or interact with the thing. Examples of abstract nouns are love, justice, and knowledge. Abstract nouns name ideas, emotions, and attributes. Abstract nouns can be countable or not countable. They can be singular or plural. They follow the same grammar rules for agreement with verbs that other nouns do, so when an abstract noun is the subject of a sentence, it needs to agree with the verb.

Singular	Plural
ability	abilities
belief	beliefs
justice	No plural; not countable

Practice A Name of practice*Underline the abstract noun in each sentence.*

1. Good advice can be hard to find.
2. The pain in my knee is severe.
3. My courage abandoned me when I was home alone.
4. The beauty of the landscape was breathtaking.
5. Honesty is the best policy.

Practice B Name of practice*Choose the verb tense that agrees with each abstract noun.***Example:** Experience (is/are) the best teacher.**Answer:** Experience *is* the best teacher.

6. Patience (is/are) a good quality in a person.
7. Her disappointment (shows/show) on her face.
8. My fear of heights (does/do) not stop me from flying.
9. Failures often (leads/lead) to success.
10. There is a saying that misery (loves/love) company.
11. Gossip often (hurts/hurt) other people.
12. My dreams sometimes (wakes/wake) me up.

Name _____ Date _____

13. Laughter (makes/make) most people feel good.

14. His determination to succeed (helps/help) him work hard.

Writing and Speaking Application

Write a short paragraph about an idea, such as peace or justice, that you believe in. Be sure to explain why that idea is important to you. Exchange paragraphs with a partner. Read each other's paragraphs aloud and check to make sure that all abstract nouns and verbs agree.

LESSON 62

Pronouns and Antecedents

A **pronoun** takes the place of a noun or nouns. An **antecedent**, or referent, is the noun or nouns to which the pronoun refers. A pronoun and its antecedent must agree in number and gender.

Before you use a pronoun, ask yourself whether the antecedent is singular or plural. If the antecedent is singular, decide whether it is masculine, feminine, or neuter. Then choose a pronoun that agrees. In the following sentences, the antecedents are underlined once; the pronouns are underlined twice.

Sal and Jo bought a book, and they read it together.

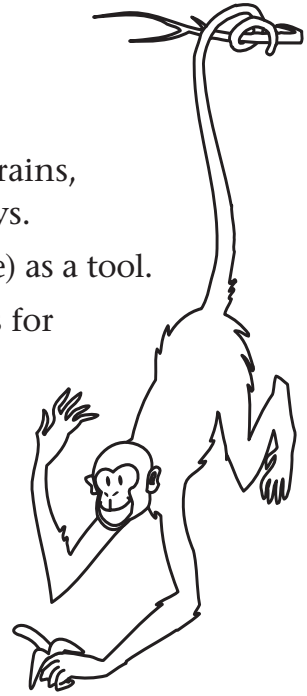
Erik brought a camera so he could take pictures.

A Write the pronoun that refers to the underlined antecedent.

1. Jane Goodall observed chimpanzees and helped them survive.
2. Chimpanzees have interesting ways of finding food when they are hungry.
3. Although Vicky learned to say four words, very few people could understand her.
4. The class was excited when we got a letter from Jane Goodall.
5. Ai grabbed the doll and hugged it tightly.
6. In 1961, Ham was placed aboard a rocket to see whether he could survive the space flight.
7. Paige and I wanted to hold the baby chimp, but the mother would not let us.
8. After Lucy grabbed a stone, she used it to crack open a nut.

B Write the antecedent in each item. Then write the pronoun in () that matches the antecedent.

1. Chimpanzees have brains much like human brains, and (it, they) behave like humans in some ways.
2. A chimpanzee will pick up a stick and use (it, he) as a tool.
3. Lucy learned sign language and made up signs for objects whose names (it, she) did not know.
4. Ham was a male chimpanzee who went into space in 1961. Although frightened, (he, them) survived.
5. Barb and I thought the baby chimps were imitating (us, we).
6. Baby chimps cling to their mothers but are sometimes taken from (her, them).
7. Does the zoo treat chimpanzees well? (It, They) has living quarters with a natural habitat.
8. The chimpanzees live in family groups that give (them, it) nearly normal lives.



C Read each sentence. Write another sentence with a pronoun that refers to the underlined words.

9. Many chimpanzees have been taught American Sign Language.
10. Jane Goodall has worked with and studied chimpanzees all her adult life.
11. A male chimpanzee and a female chimpanzee are roughly the same height.
12. The wilderness homes of chimpanzees are threatened.
13. Jane Goodall addressed the children of our school.
14. All people must make an effort to solve this problem.
15. Think of some things you can do to help preserve habitats.

LESSON 63 MAKING PERSONAL PRONOUNS AND ANTECEDENTS AGREE

A personal pronoun must agree with its antecedent in person, number, and gender.

Person tells whether a pronoun refers to the person speaking (first-person—*I* or *we*), the person spoken to (second-person—*you*), or the person, place, or thing spoken about (third-person—*he*, *she*, *it*, *they*).

Number tells whether the pronoun is singular or plural.

Gender tells whether a third-person-singular antecedent is masculine, feminine, or not known.

EXAMPLES: The bear rose up on its hind legs.
Dmitri completed his project on time.

In the first example, the pronoun *its* agrees with the antecedent *bear* in number (both are singular), in person (both are third person), and in gender (not masculine or feminine). In the second example, the pronoun *his* agrees with its singular, masculine, third-person antecedent, *Dmitri*.

Practice A Making Personal Pronouns Agree With Their Antecedents

Read each sentence. Then, fill in the blank with the correct personal pronoun.

Example: The children visited _____ grandmother.

Answer: their

1. Either Ellen or Janice will give _____ speech next.
2. Alonzo forgot to bring _____ key.
3. Both Jack and Henry forgot to bring pencils with _____.
4. Sylvia paddled _____ kayak to victory.
5. Candace and Madison asked all of _____ friends.

Practice B Revising for Pronoun-Antecedent Agreement

Read each sentence. Then, revise each so that the personal pronoun agrees with its antecedent.

Example: The girls brought her computers to school.

Answer: The girls brought their computers to school.

1. Jeri and Tomas put drops in his eyes. _____
2. Each boy remembered their lines in the play. _____
3. One of the coins was not placed in their correct case. _____
4. Both of my sisters called her grandmother. _____
5. Do you know where to put its sleeping bag? _____

Writing and Speaking Application

Write three sentences about a trip to the zoo. Use personal pronouns in each of your sentences.

Read your sentences aloud to a partner. Have your partner correct any mistakes in pronoun-antecedent agreement. Then, switch roles with your partner.

LESSON 64 MAKING PERSONAL PRONOUNS AND INDEFINITE PRONOUNS AGREE

Use a singular personal pronoun when its antecedent is a singular indefinite pronoun.

Many indefinite pronouns are singular in number. Some examples are *everyone*, *someone*, *each*, *every*, and *either*. When one of these pronouns serves as an antecedent in a sentence, you must use a singular personal pronoun (*his*, *her*, *its*) to refer to it. You can use the pronoun phrase *his or her* if you want to refer to both males and females. When a plural indefinite pronoun (*all*, *many*, *both*, *several*) is an antecedent, use a plural personal pronoun, such as *their* or *our*.

Remember to ignore a prepositional phrase that comes between the antecedent and the pronoun. The pronoun must match the antecedent and not the object of the preposition.

EXAMPLES: Everyone built *his* or *her* own Web site.
Each of the boys changed *his* screen name.

Practice A Supplying Pronouns That Agree With Indefinite Pronoun Antecedents

Read the sentences. Then, fill in each blank with a pronoun that agrees with its antecedent.

Example: Each of the girls wore _____ school sweatshirt.

Answer: her

1. Some of us were asked to repeat _____ work.
2. Each of the boys was given _____ trophy.
3. Everybody must mail in _____ form by Friday.
4. Hal put each of the stamps in _____ place in the album.
5. The boss gave both employees _____ assignments.
6. Few of the guests responded to _____ invitations.
7. One of the bees flew back to _____ hive.
8. Every girl was given _____ own bracelet.

Practice B Revising for Pronoun-Antecedent Agreement

Read each sentence. Then, revise each sentence so that the personal pronoun agrees with its antecedent.

Example: One of the girls remembered their dreams.

Answer: One of the girls remembered her dreams.

1. Every student lined up to get their ticket to the concert. _____
2. Several boys decided to sell his baseball cards. _____
3. Few of us have kept their old report cards. _____
4. Everybody is expected to write their autobiography. _____
5. All of the scouts earned his merit badges. _____

Writing and Speaking Application

Write three sentences about things that people collect. Use indefinite and personal pronouns in each of your sentences. Read your sentences aloud to a partner. Have your partner correct any mistakes in pronoun-antecedent agreement. Then, switch roles with your partner.

Adjectives and Articles A

An **adjective** is a word that can describe a person, place, or thing. Adjectives tell more about nouns. *A, an, and the* are special adjectives called **articles**.

Adjectives Many people wore bright clothes to the annual parade.

Articles The child wore an orange sweater and a blue jacket.

- The articles *a* and *an* are used only with singular nouns. *A* is used before a word that begins with a consonant sound: *a box, a red coat*. *An* is used before a word that begins with a vowel sound: *an egg, an empty box, an old coat*.
- Use *the* before singular or plural nouns: *the earring, the earrings*.

A Write the adjective that describes each underlined noun.

1. A kimono is made of vivid cloth.
2. The Japanese wear kimonos for special occasions.
3. They wear wide belts with their kimonos.
4. We will wear fancy kimonos to the party.

Write the article in () that correctly completes each sentence.

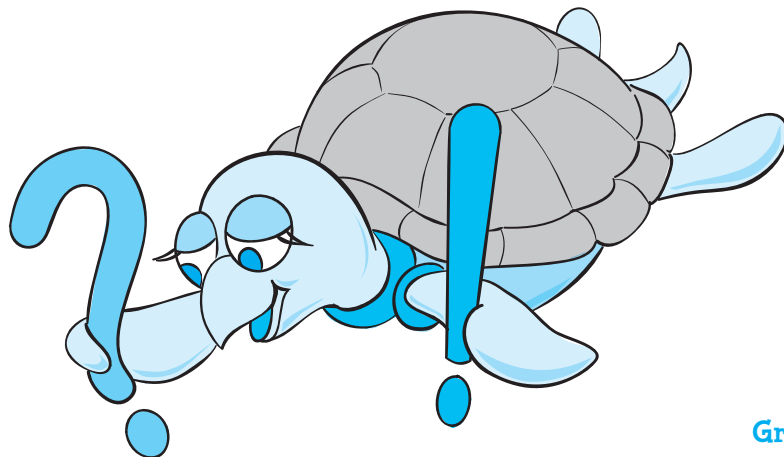
5. In Hawaii, a muumuu is (a, an) long dress.
6. I bought (a, an) attractive muumuu in Honolulu.
7. My dad bought (an, the) brightest shirt he could find.

B Write the adjectives, including the articles, in each sentence. The number in () tells you how many are in the sentence.

1. Noriko took a long trip to faraway Japan. (3)
2. She stayed with elderly Aunt Chiyoko. (1)
3. She loved the bright, noisy city of Tokyo. (3)
4. Aunt Chiyoko had a small apartment. (2)
5. The family ate dinner at a low table. (3)
6. They ate some unusual fish with delicious sauce. (3)
7. Noriko and Aunt Chiyoko visited an elegant garden. (2)
8. The small, fancy trees in the garden were called *bonsai*. (4)
9. One was an evergreen bonsai. (2)
10. Noriko had an excellent time on the trip. (3)

C Add an adjective for each blank. Write the new sentences.

11. The ____ garden had ____ flowers.
12. A ____ tree was covered with ____ blossoms.
13. The ____ weather signaled an ____ spring.
14. ____ people walked among the ____ beds of flowers.
15. Two ____ rabbits hopped around a ____ bush.





Adjectives and Articles B

An **adjective** is a word that describes a noun or pronoun. An adjective usually comes before the word it describes, but it can also follow the noun or pronoun. Many adjectives answer the question *What kind?* Others answer *How many?* or *Which one?*

What Kind? The ship made a cozy home.

How Many? The *John Ena* had four masts.

Which One? Classes are held in this room.

A, *an*, and *the* are special adjectives called **articles**. *A* and *an* are used only with singular nouns. Use *the* with both singular and plural nouns.

I had an egg and a slice of toast for breakfast.
The hen laid the eggs.

- Proper adjectives are formed from proper nouns.

Proper Nouns America, Greece, China

Proper Adjectives American, Greek, Chinese

- A** Decide what kind of question each underlined adjective answers. Write *What kind?* *How many?* or *Which one?*

1. The family lived on a big ship.
2. This ship was called the *John Ena*.
3. The *John Ena* sailed to many parts of the world.
4. The family had many exciting adventures.
5. Several animals lived onboard.

B Each sentence contains an adjective and an article. Write the sentence. Underline the adjective. Circle the article.

1. I had a wonderful dream.
2. I was traveling in an enormous balloon.
3. The balloon was lighter than air.
4. It had red letters on the side.
5. I sailed two miles above the ground.
6. A tiny truck raced by below me.
7. Several times the balloon dipped dangerously.
8. It brushed the tops of tall trees.
9. I wasn't nervous for an instant.
10. Now I want to travel in a real balloon.

C Complete the paragraph with adjectives of your own.

(11) My dad took me on a(n) ___ camping trip last summer. (12) We went to some really ___ mountains in New England. (13) ___ mountains are famous for hiking and winter sports. (14) It took about ___ hours to get to the campsite. (15) That first night I went straight to bed because I was ___. (16) The next morning Dad woke me up with a ___ bowl of oatmeal. (17) "We've got ___ miles to cover before sunset," he said. (18) "This is going to be a(n) ___ day." (19) For the next five days, we hiked through ___ forests. (20) We waded across rivers and scrambled up ___ trails. (21) From the tops of mountains we had ___ views. (22) This was the ___ vacation I've ever had.

Adjectives and Articles C

An **adjective** describes a noun or pronoun. It tells what kind, how many, or which one.

What Kind The sun shone on the white sand.
The wind was warm.

How Many Several workers rested.
One man read a newspaper.

Which One César lives in that house.
Those houses belong to the landowner.

The **articles** *a*, *an*, and *the* appear before nouns or other adjectives. Use *a* before a word that begins with a consonant sound. Use *an* before a word that begins with a vowel sound. Use *the* before words beginning with any letter.

He spent a long day pulling beets out of the ground.
It was an awful job.

A **proper adjective** is formed from a proper noun. Proper adjectives are always capitalized.

César Chávez is an American hero.

A Write each sentence. Underline adjectives once and articles twice.

1. That meeting was held at an abandoned theater in Fresno.
2. Green vineyards fill the valleys in California.
3. Plump grapes drooped on many vines.
4. César Chávez was good at solving a problem.
5. Imagination is required to find a nonviolent solution.
6. Chávez touched the new Italian suit.
7. Biographies are the stories of real people.
8. Hot sun baked the ground in Arizona.

B Write the adjectives in the sentences. Do not write the articles. Write whether each adjective tells *what kind*, *how many*, or *which one*.

1. That family ate outside on warm nights.
2. The little boy listened as aunts and uncles told magical tales.
3. The Southwestern ranch had eighty acres of fertile land.
4. The family had lived in this place for fifty years.
5. For several years there was a terrible drought.
6. The earth became dry and hard.
7. Those people had to leave that life behind.
8. The small Hispanic boy worked in the hot fields in California.
9. By evening, every worker was exhausted.
10. Most workers lived in substandard housing.
11. The American dream was only a dream for these people.
12. Thirty years later, the boy had become a great leader.



C Add your own adjectives and articles to complete each sentence. Write the sentences.

13. ____ landowners treated their ____ workers badly.
14. Children of these ____ workers missed ____ days of school.
15. ____ man worked to improve ____ conditions for farmworkers.
16. Their methods would be ____ strikes and ____ marches.
17. ____ grapes in ____ vineyards were left to rot.
18. ____ workers marched with ____ determination to spread the word.
19. By the end of the march, ____ people had joined the cause.
20. They earned ____ conditions for the workers.

Demonstrative Adjectives

The adjectives *this*, *that*, *these* and *those* are called **demonstrative adjectives**. They describe which one or which ones. *This* and *that* modify singular nouns. *These* and *those* modify plural nouns. *This* and *these* refer to objects that are close by. *That* and *those* refer to objects farther away.

This myth is African. That myth we read last week is Chinese.

These clouds are small, but those clouds over there are huge.

- Do not use *here* or *there* after *this*, *that*, *these*, or *those*.

No This here animal eats grass. That there animal eats meat.

Yes This animal eats grass. That animal eats meat.

- Do not use *them* in place of *those*.

No Them stars twinkle in the sky.

Yes Those stars twinkle in the sky.

A Write the word in () that completes each sentence correctly.

1. (This, Those) great River ran across the continent of Africa.
2. In the rich and plentiful land, (that, these) animals have everything they need.
3. The grasses trail their roots in (that there, that) cool, clear river water.
4. (Those, This) hyenas drink from the river every day.
5. The people of Malawi created (this, them) myth.
6. (These, That) wildebeest keeps running away from the sun.
7. (These, This) sandy dunes were once grassy fields.
8. The River wants to go to (those, these here) stars.

B Write *C* if the sentence is correct. If the sentence contains errors in the use of *this*, *that*, *these*, or *those*, write it correctly.

1. This here story is an example of a myth.
2. Them there shelves are filled with nonfiction books.
3. Did all of those early cultures create myths?
4. This fanciful tales occur in every civilization.
5. Those there myths were created by Greeks centuries ago.
6. In that distant past, people explained their world in myths.
7. These collection I am holding contains myths of Africa.
8. Do you remember that there Chinese myth we read last week?
9. The animals shown in this illustration can all talk and reason.
10. These art really brings the story to life.

C Replace the underlined word with the correct demonstrative adjective. Use the clue in (). Rewrite each sentence.

11. (far away) The mighty rivers in distant lands have a powerful hold on our imaginations.
12. (nearby) The book on South America has a whole chapter about the Amazon.
13. (nearby) The photographs of the Brazilian rainforest show brilliantly colored animals.
14. (far away) The spectacular waterfall makes the river seem like a living character.
15. (far away) Kasiya has retold the myths of the Malawi with skill and understanding.



LESSON 69

Comparative and Superlative Adjectives

Comparative adjectives are used to compare two people, places, things, or groups. Add *-er* to most short adjectives to make their comparative forms. Use *more* with longer adjectives. **Superlative adjectives** are used to compare three or more people, places, things, or groups. Add *-est* to most short adjectives to make their superlative forms. Use *most* with longer adjectives.

Adjective	Comparative	Superlative
small	small <u>er</u>	small <u>est</u>
precious	<u>more</u> precious	<u>most</u> precious

- Never use *more* or *most* with *-er* and *-est*.
No more longer, most amazingest
Yes longer, most amazing
- Some adjectives have irregular comparative and superlative forms: *good, better, best; bad, worse, worst; much, more, most; little, less, least*.

A Write the comparative and superlative forms for each adjective.

- | | |
|--------------|----------------|
| 1. fancy | 11. perfect |
| 2. much | 12. early |
| 3. delicate | 13. remarkable |
| 4. thin | 14. soft |
| 5. rugged | 15. bad |
| 6. lovely | 16. elegant |
| 7. heavy | 17. wet |
| 8. brilliant | 18. tiny |
| 9. dense | 19. good |
| 10. little | 20. strange |

B Write the correct adjective form or forms in () to complete each sentence.

1. Is silver (more valuable, valuabler) than gold?
2. Of all the precious metals, I think gold is the (better, best).
3. Twenty-four carat gold is (more finer, finer) and (more softer, softer) than eighteen carat gold.
4. That prospector was (happiest, happier) than this one because he discovered gold.
5. Sam Dawson had the (worse, worst) luck of all the prospectors.
6. A few miners became wealthy, but (more, most) of the other prospectors were disappointed.
7. Merchants who sold goods to the miners became (more prosperous, prosperouser) than the miners.
8. Of all the miners, only the (luckier, luckiest) ones found rich veins of gold ore.
9. Lumps of gold called nuggets are the (purer, purest) natural form of the metal.
10. The rains were (heavier, heaviest) this year than last year; they made this the (wetter, wettest) spring on record.

C Write a sentence about the given topic. Use your own words and the adjective form indicated in ().

11. big vein of ore (superlative)
12. beautiful pendant (comparative)
13. amazing sight (superlative)
14. smart miner (comparative)
15. shabby cabin (superlative)



Lesson 70 ADJECTIVE ORDER A

Sometimes you need to use more than one adjective in a sentence. What do you do if you see a puppy that is both tiny and cute? How do you know the order of the adjectives? In general, the order is as follows:

1. Opinion—cute, fun, delicious, nice
2. Size—large, small, tiny, skinny
3. Shape—round, square, oval, long
4. Condition—dirty, hungry, sad
5. Age—young, old, teenage, antique
6. Color—blue, red, greenish
7. Pattern—polka dot, checked, zigzag
8. Origin—American, Hawaiian, Japanese
9. Material—gold, cotton, wooden, aluminum
10. Purpose—wedding, sleeping, shopping

A For each item, write the adjectives in order to modify the noun. Use the list above as a reference.

1. Noun—dog; Adjectives—spotted, happy, cute
2. Noun—pants; Adjectives—gray, new, wool
3. Noun—earring; Adjectives—Italian, gold, large
4. Noun—boy; Adjectives—teenage, angry, skinny
5. Noun—dress; Adjectives—wedding, antique, white

B The adjectives in these sentences are written in the wrong order. Rewrite each sentence with the adjectives in the correct order.

1. The new small restaurant has Mexican great food.
2. She ordered her leather black boots online.
3. They watched the old music funny video.
4. The shop sells paperback used books.
5. The hungry small dog had sad large eyes.

6. My mom likes wooden long African necklaces.
7. The brown tiny ugly bug crawled on the sidewalk.
8. He likes to wear black cotton baggy pants.
9. The waiting tiny room was full of young sick people.
10. My favorite uncle likes Italian small racing cars.
11. Tanya has a new cute haircut.
12. A modern tall building will go up in the parking empty lot.

C Writing and Speaking Application

Write a short paragraph about a recent experience. See how many different adjectives you can use correctly in your paragraph. Exchange paragraphs with a partner. Read each other's paragraphs aloud and check to make sure that all of the adjectives are in the correct order.

Lesson 71 ADJECTIVE ORDER B

Sometimes you need to use more than one adjective in a sentence. In English, we generally have only two adjectives in a row modifying a noun. It sounds more natural that way. In general, the order of adjectives in a sentence is:

- | | |
|---------------------------------------|--|
| 1. Opinion—cute, fun, delicious, nice | 6. Color—blue, red, greenish |
| 2. Size—large, small, tiny, skinny | 7. Pattern—polka dot, checked, zigzag |
| 3. Shape—round, square, oval, long | 8. Origin—American, Hawaiian, Japanese |
| 4. Condition—dirty, hungry, sad | 9. Material—gold, cotton, wooden, |
| 5. Age—young, old, teenage, antique | 10. Purpose—sleeping, shopping |

A Write each set of adjectives in the best order to modify the noun.

1. Noun—friend; Adjectives—trustworthy, old
2. Noun—cat; Adjectives—playful, baby, Siamese
3. Noun—pizza; Adjectives—cheesy, large, delicious
4. Noun—garden; Adjectives—vegetable, small
5. Noun—shoes; Adjectives—canvas, dirty, black

B The adjectives in these sentences are written in the wrong order. Rewrite each sentence with the adjectives in the correct order.

1. I have a flowered cute quilt on my bed.
2. The brick old building has many apartments.
3. My aunt has reading new glasses.
4. The chef prepares Korean delicious food.
5. Their math young teacher is Ms. Brown.
6. Shawn plays drums in the marching large band.
7. The black hungry cat meows for food.
8. You can bake the brownies in a glass square pan.
9. Baseball practice is in the athletic small field.
10. The dirty disgusting dishes were piled in the sink.

11. Mia works at the Mexican tiny food store.

12. The old rusty car was parked on the street.

C Writing and Speaking Application

Write a short paragraph about a place or object that has special importance for you. See how many different adjectives you can use correctly in your paragraph. Exchange paragraphs with a partner. Read each other's paragraphs aloud and check to make sure that all of the adjectives are in the correct order.

LESSON 72 ADJECTIVAL CLAUSES

An **adjectival clause** or **adjective clause** is a subordinate clause that modifies a noun or a pronoun. Adjectival clauses act like adjectives. They explain *what kind* or *which one*.

- Most adjectival clauses begin with the words *that*, *which*, *who*, *whom*, and *whose*.
The girl whose pencil I borrowed is from Peru. (tells which girl)
Eugene wanted a dessert that was healthful. (tells what kind)
- Some adjectival clauses begin with subordinating conjunctions, such as *since*, *where*, or *when*.
The apartment where I live is on Grove Street. (tells which apartment)
- You can use adjectival clauses to combine two sentences. Look at this example:
We visit my grandparents every summer. My grandparents live in Fort Worth.
We visit my grandparents, who live in Fort Worth, every summer.

Practice A Identifying Adjectival Clauses

Read each sentence. Then, underline each adjectival clause.

Example: The sale, which I read about in the paper, starts tomorrow.

Answer: The sale, which I read about in the paper, starts tomorrow.

1. We gave the blue ribbon to the dog that behaved best.
2. In the hour since you left, I worked a lot.
3. The spot where we planted the pecan tree gets a lot of sun.
4. The bowler whose score is highest competes again next week.
5. The pizza, which we left in the oven too long, was very crispy.
6. The girl who kicked the winning goal is Mia.

Practice B Using Adjectival Clauses to Combine Sentences

Read each pair of sentences. Then, combine the sentences using an adjectival clause.

Example: We visited Bastrop State Park. Bastrop State Park is Andre's favorite place to hike.

Answer: We visited Bastrop State Park, which is Andre's favorite place to hike.

1. The store opened last week. The store sells souvenirs from Texas.

2. We put sunflower seeds in the bird feeder. Sunflower seeds are popular with cardinals.

3. The child was lost. The child was crying.

4. We decided to study at the library. We usually get a lot of work done at the library.

5. The desk is in Dad's office. The desk should be replaced.

Writing and Speaking Application

Write a short paragraph describing places and things in your school, using at least two adjectival clauses. Read aloud your paragraph to a partner. Your partner should listen for and identify the adjectival clauses. Then, switch roles with your partner.

LESSON 73

Adverbs A

An **adverb** is a word that can tell when, where, or how something happens.

Yesterday, the family moved into a new home. (when)

They carried boxes inside. (where)

They happily unpacked the boxes. (how)

- Adverbs can come before or after the verbs they describe.
- Adverbs that tell how something happens often end in *-ly*.

A Write the adverb in each sentence.

1. Recently Jangmi said good-bye to her house in Korea.
2. Then she left the house.
3. She wandered around.
4. Jangmi quietly looked at her big bedroom.
5. She now was happy about her new home.
6. The house has a playroom downstairs.
7. There is a beautiful garden outside.
8. The builders arranged the bricks beautifully on the new house.
9. The painters carefully painted each room.
10. The workers cleaned the house thoroughly.
11. Jangmi will unpack her boxes later.
12. Finally, the house will belong to its new owners.

B Write the adverb in each sentence. Then write whether the adverb tells *when*, *where*, or *how*.

1. The Wilsons often discuss their need for a new home.
2. Today Maria suggested a familiar city neighborhood.
3. Maria's dad had a store there.
4. Dad supported Maria's suggestion heartily.
5. Tom always had wanted an oceanside home.
6. Then Maria's mom mentioned a pretty little town.
7. Both the city and the beach were nearby.
8. Surprisingly, everyone liked Mom's idea.
9. The family quickly made their plans.
10. Soon they will find a new home in the town.

C Make each sentence more specific by adding an adverb from the box. Write the new sentences. Use each adverb only once.

often	fondly	soon	eagerly	first	later
-------	--------	------	---------	-------	-------

11. Will's family looks forward to their trip to Korea.
12. They will go to the capital city of Seoul.
13. They will go to a village near the sea.
14. Will's parents have described their native country.
15. They remember their early years in Korea.
16. The whole family will have memories of Korea.

LESSON 74

Adverbs B

An **adverb** tells *how*, *when*, or *where* actions happen. An adverb may appear before or after the verb it modifies or between the parts of a verb phrase.

The boy walked quietly through the library. (How)

He has now read the entire book. (When)

Outside the traffic rumbled and roared. (Where)

Adverbs such as *too*, *very*, *quite*, *really*, *so*, *nearly*, and *almost* can modify adjectives and other adverbs.

I was almost late. He reads very fast.

Comparative adverbs compare two actions. Add *-er* to most adverbs to make them comparative. **Superlative adverbs** compare three or more actions. Add *-est* to most adverbs to make them superlative. If an adverb ends in *-ly*, use *more* or *most* instead of *-er* or *-est*.

bright	brighter	brightest
--------	----------	-----------

carelessly	more carelessly	most carelessly
------------	-----------------	-----------------

Some adverbs have special comparative and superlative forms: *well*, *better*, *best*; *badly*, *worse*, *worst*; *much*, *more*, *most*.

A Write each sentence. Underline the adverb(s). Circle the word(s) each adverb modifies.

1. The caliph enthusiastically bought valuable books.
2. The new library is nearly completed.
3. The precious manuscripts are stored here.
4. Everywhere men sat and carefully read their books.
5. They shared their ideas very openly.

B If the sentence is correct, write C. If it contains an adverb error, rewrite the sentence and correct the error.

1. The translator worked rapid but accurately.
2. People in great civilizations have always valued wisdom.
3. Scholars thoughtful study the wise ideas and writings of past generations.
4. Baghdad once shone brightlyer than any other city in the ancient world.
5. The library safely harbored the greatest collection of knowledge in the world.
6. That particular manuscript is real old and priceless.
7. Ali learned most quickly than Ghassan.
8. Bev studied Arabic daily for three years.
9. She held the rare manuscript more respectful than a priceless crown of gold.
10. The university library was always quiet, but not too quiet.
11. The librarian turned the fragile pages of the old manuscript very slow.
12. Of all the library's possessions, this ancient book was handled more carefully.

C Rewrite each sentence. For each sentence, add an adverb that answers the question in ().

13. Some students study the night before a test. (How?)
14. Alison memorized key words and facts. (When?)
15. However, she will forget this information. (When?)
16. Real learning takes place when you understand something. (How?)
17. Plato taught Aristotle. (How?)
18. Aristotle went on to become a great teacher himself. (When?)
19. Aristotle's pupil Alexander revered his teacher. (How?)
20. We know this bright pupil as Alexander the Great. (When?)

Lesson 75 ADVERB OR ADJECTIVE? A

You have learned that adjectives describe nouns and pronouns. Adverbs describe verbs, adjectives, and other adverbs.

Example: I am a bad singer.

The adjective *bad* describes the noun *singer*.

Example: I sing badly.

The adverb *badly* describes the verb *sing*.

A In each sentence, write whether the underlined word is an adjective or an adverb.

1. She quickly completed the quiz.
2. Do you get daily exercise?
3. The traffic moved slowly.
4. My best friend has curly hair.
5. That author writes well.
6. Fast music is fun to dance to.

B Choose the correct adjective or adverb to complete each sentence.

1. The (new/newly) baby cries a lot.
2. Some dogs bark (loud/loudly).
3. The customers expect (good/well) service.
4. Yesterday it rained (heavy/heavily).
5. Maria is a (shy/shyly) child.
6. He plays the guitar (well/good).
7. (Quick/Quickly) tell me the problem.
8. She speaks very (soft/softly).
9. I send (brief/briefly) text messages.
10. They opened the gifts (eager/eagerly).

C Writing and Speaking Application

Write a short paragraph about a recent event at school. See how many different adjectives and adverbs you can use correctly in your paragraph. Exchange paragraphs with a partner. Read each other's paragraphs aloud and check to make sure that all of the adjectives and adverbs are used correctly.

LESSON 76 ADVERB OR ADJECTIVE? B

If a noun or pronoun is modified by a word, that modifying word is an adjective. If a verb, adjective, or adverb is modified by a word, that modifying word is an adverb.

Some words can function as either adjectives or adverbs, depending on their use in a sentence. An adjective answers the question *What kind? Which one? How many?* or *How much?* An adverb answers the question *Where? When? In what way?* or *To what extent?*

EXAMPLES: He arrived **early**.
 verb adverb

Let's have an **early** dinner.
adjective noun

Not all words that end in *-ly* are adverbs. Words like *lovely* and *neighborly* are adjectives.

EXAMPLES: Luisa earns an **hourly** wage. My computer files are saved **hourly**.
adjective noun verb adverb

Practice A Identifying Adverbs and Adjectives

Read each sentence. Then, circle each adjective and underline each adverb.

Example: The group moved slowly through the green, steamy jungle.

Answer: The group moved slowly through the green, steamy jungle.

1. Tonight Edna added some cool songs to her playlists.
2. I need a new watch fast; my old one merely flashes "12:00."
3. Sadly, Max just burned two batches of oatmeal cookies.
4. It's an incredibly difficult task to learn a new language.
5. I could not believe that Dwayne really liked rainy days.

Practice B Writing Adverbs and Adjectives

Read each sentence. Then, rewrite each sentence, adding at least one adjective and one adverb.

Example: Jules looked at the moon.

Answer: Jules looked longingly at the huge full moon.

1. William reads the newspaper. _____
2. June and Fred went dancing. _____
3. The cat lies in the sun. _____
4. Guillermo goes for a walk. _____
5. The table leg broke. _____

Writing and Speaking Application

Write a paragraph describing someone you know, using at least three adjectives and three adverbs. Then, take turns reading your sentences with a partner. Your partner should listen for and identify the adverbs. Switch roles with your partner.

Lesson 77 RELATIVE ADVERBS

Relative adverbs are used to join sentences or clauses. The most common relative adverbs are *when*, *where*, and *why*. Relative adverbs introduce the relative clause that follows. A relative clause is a type of subordinate. It has a subject and a verb, but it does not express a complete thought: *why she left*, *how it is done*.

Examples

There must be some reason *why* she left.

The relative adverb *why* connects the relative clause *why she left* to the independent clause *There must be some reason*.

Please tell me *how* it is done.

The relative adverb *how* connects the relative clause *how it is done* to the independent clause *Please tell me*.

We were nervous about tomorrow *when* the results of our exam will be posted.

The relative adverb *when* connects the relative clause *when the results will be posted* to the independent clause *We were nervous about tomorrow*.

A Underline the relative adverb in each sentence.

1. I don't know where my parents went.
2. I wonder when Sasha will be home.
3. That is the town where we used to live.
4. The gym is a place where you can exercise..
5. They never told us why they left.
6. Tell me about the time when you went to the amusement park.

B Underline the relative adverb that best completes each sentence.

1. Do you know the reason (where, why) she is mad at me?
2. That is the house (when, where) I was born.
3. I don't know the reason (why, when) they moved away.
4. I saw you the day (where, when) I didn't feel well.
5. The school (where, when) I attend is on the next street.
6. That is the cabinet (where, why) we keep the snacks.

7. Neighborhoods (when, where) flooding was bad have been rebuilt.
8. I don't know the reason (when, why) Aidan is not here yet.
9. No one was in the building (when, why) the fire started.
10. Wesley sings along (why, when) he is listening to songs on the radio.
11. The movie was just starting (where, when) we took our seats.
12. That bin is (where, when) we put our recycling.

C Writing and Speaking Application

Write a sentence using each relative adverb in a relative clause. Read your sentences aloud to a partner. Your partner should tell you the relative clause in each of your sentences.

1. why

2. where

3. when

LESSON 78 ADVERBIAL CLAUSES

An adverbial clause or adverb clause is a subordinate clause that modifies a verb, an adjective, or an adverb.

- **Adverbial clauses** act like adverbs. They answer questions such as *Where? When? In what manner? To what extent? Under which conditions? or Why?*
- Adverbial clauses begin with a subordinating conjunction, such as the following:

after	although	as	because	before	even though	if
in order that	since	so that	than	though	unless	until
when	whenever	where	wherever	while		

- Look at these examples of adverbial clauses and the words they modify:

Verb: Joyce leaves her shoes wherever she takes them off. (leaves them where?)

Adjective: I am happy because I did well on my test. (happy why?)

Adverb: She drives slowly when she is in the school zone. (drives slowly when?)

Practice A Identifying Adverbial Clauses

Read each sentence. Then, underline the adverbial clause in each one.

Example: I learn more when I work with a partner.

Answer: I learn more when I work with a partner.

1. Our dog is happy when he has a job to do.
2. Dad moved the car so that it would be safe.
3. The bus was late because it made two extra stops.
4. Natalie can play if she finishes her chores.
5. Kai walks to school unless it is raining.
6. Before you turn in your essay, you should check it carefully.

Practice B Using Adverbial Clauses to Combine Sentences

Read each pair of sentences. Then, combine the sentences by changing one of them into an adverbial clause. Use the subordinating conjunction in parentheses.

Example: I will wash the dishes. You dry them. (if)

Answer: I will wash the dishes if you dry them.

1. I want to stop writing. I'm not done yet. (even though)

2. The community garden put up a fence. Rabbits could not eat the plants. (so that)

3. The movie comes out in January. I want to read the novel. (before)

4. Natasha rides the bus frequently. She bought a monthly bus pass. (because)

5. I was at the library. I wrote four pages of my report. (while)

Writing and Speaking Application

Write a short paragraph describing how to prepare a snack or a favorite kind of food. Use at least three adverbial clauses. Read aloud your paragraph to a partner. Your partner should listen for and identify the adverbial clauses. Then, switch roles with your partner.

LESSON 79

PREPOSITIONS AND PREPOSITIONAL PHRASES A

A **preposition** is the first word in a group of words called a prepositional phrase. A **prepositional phrase** ends with a noun or pronoun called the **object of the preposition**. A prepositional phrase tells more about other words in a sentence.

Preposition The eagle lived on a cliff.

Prepositional Phrase The eagle lived on a cliff.

Object of Preposition The eagle lived on a cliff.

Here are some prepositions: *about, above, across, after, against, along, among, around, at, before, behind, below, beneath, beside, between, beyond, by, down, during, except, for, from, in, inside, into, near, of, off, on, onto, out, outside, over, past, since, through, throughout, to, toward, under, underneath, until, up, upon, with, within, without.*

A Write the preposition in each sentence.

1. My family drove through the Rocky Mountains.
2. A huge bird flew across the sky.
3. It settled above a rocky cliff.
4. It stopped beside a huge nest.
5. Inside the nest, baby eagles rested.
6. The word for a baby eagle is *eaglet*.
7. An eaglet is covered with fuzz.
8. Eaglets leave the nest after 12 weeks.



B Write the prepositional phrase in each sentence. Underline the preposition.

1. Are eagles the strongest birds in the world?
2. They fly even during bad weather.
3. Eagles stay far from people.
4. The golden eagle has been called the “king of birds.”
5. An eagle has strong claws on its feet.
6. It carries prey with its claws.
7. Eagles are among the heaviest birds.
8. They glide high above the trees.
9. An eagle catches a fish near the water’s edge.
10. It uses its wings for paddles.
11. The eagle carries its prey to its nest.
12. It tears the fish into pieces.

C Choose a preposition from the box that makes sense in each sentence. Write the sentences.

inside	upon	without	across	of	to
--------	------	---------	--------	----	----

13. A nest ____ eagles is called an aerie.
14. Each year, the eagle returns ____ the same aerie.
15. Eagles lay eggs ____ their aeries.
16. The mother eagle sits ____ the eggs.
17. The father eagle flies ____ the valley.
18. He does not return ____ food.

LESSON 80

PREPOSITIONS AND PREPOSITIONAL PHRASES B

A **preposition** begins a group of words called a **prepositional phrase**. The noun or pronoun that follows the preposition is called the **object of the preposition**. Prepositional phrases provide details about the rest of the sentence.

Animation is created from careful drawings.
(preposition)

Animation is created from careful drawings.
(prepositional phrase)

Animation is created from careful drawings.
(object of the preposition)

Common Prepositions

about	around	by	into	over	until
above	at	down	near	through	up
across	before	for	of	to	with
after	below	from	on	toward	
against	between	in	onto	under	

A Write the prepositional phrase in each sentence. Circle the preposition.

1. The first animated cartoons were made by Walt Disney.
2. Disney created Mickey Mouse in 1928.
3. This film used sound for the first time.
4. Viewers loved the little mouse with the silly grin.
5. Mickey's looks changed over time.
6. Today he is beloved around the world.
7. Many millions of people visit Disney World and Disneyland.
8. There you can see Mickey strolling across the grounds.

B Write the prepositional phrase in each sentence. Write *P* above the preposition. Write *O* above the object of the preposition.

1. Two of my favorite animated films are *Shrek* and *The Incredibles*.
2. The ogre Shrek is kind at heart.
3. Shrek's swamp is crowded with annoying fairy-tale characters.
4. They are there against their will.
5. Lord Farquaad sends Shrek to a far-off castle.
6. The beautiful Princess Fiona must be rescued from a fire-breathing dragon.
7. Fiona has a secret, however, that causes more trouble for Shrek.
8. The characters seem real and lovable to me.
9. They made me care about them.
10. Which character in the movie is your favorite?

C Add a prepositional phrase of your own to complete each sentence. Write the sentence.

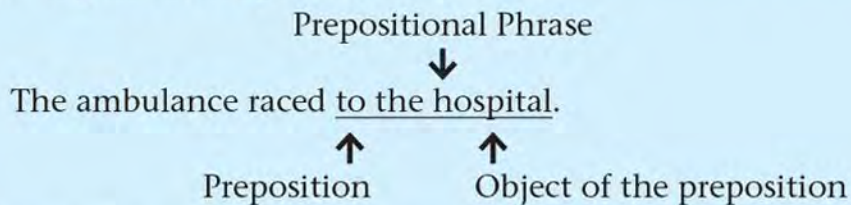
11. Computers have made moviemaking simpler ____ .
12. Many special effects are created ____ .
13. Animators are artists ____ .
14. Once, they had to make thousands of drawings ____ .
15. Computers have removed much of the drudgery ____ .
16. Computer programs will color and add texture ____ .
17. The characters move and speak ____ .
18. Computer animation will become even more amazing ____ .



LESSON 81

PREPOSITIONS AND PREPOSITIONAL PHRASES C

A **preposition** shows a relationship between a noun or pronoun and another word in the sentence, such as a verb, adjective, or other noun. A **prepositional phrase** begins with a **preposition** and usually ends with a noun or pronoun. The noun or pronoun is called the **object of the preposition**.



Here are some common prepositions: *about, above, across, after, against, along, among, around, as, at, before, behind, below, beneath, beside, between, beyond, by, down, during, except, for, from, in, inside, into, near, of, off, on, onto, out, outside, over, past, since, through, throughout, to, toward, under, underneath, until, up, upon, with, within, without.*

- Like an adjective, a prepositional phrase can modify a noun or pronoun. The girl in the red hat is my sister.
- Like an adverb, a prepositional phrase can modify a verb. Elizabeth walked into the classroom.

A Write the prepositional phrase or phrases in each sentence. Write *P* above the preposition and *O* above the object of the preposition in each prepositional phrase.

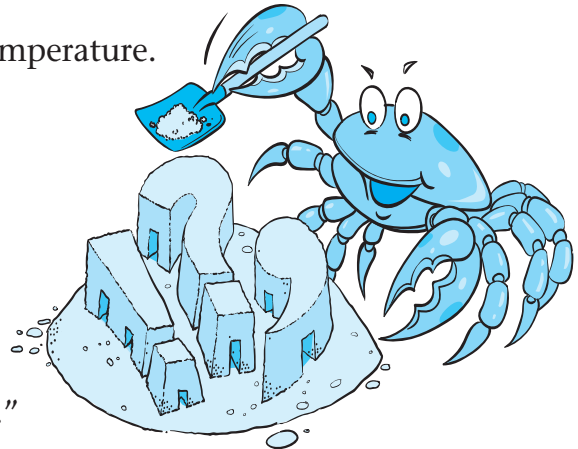
1. My friend works at a college in Philadelphia.
2. The president dismissed the meeting before lunch.
3. Eva felt discouraged about her progress in her career.
4. The medical profession was not ready for a female surgeon.
5. Elizabeth worked as a student nurse in the maternity ward.

B Write the prepositional phrase in each sentence. Write *Adjective* if the phrase acts as an adjective. Write *Adverb* if it acts as an adverb.

1. Both men and women have been pioneers in medicine.
2. Women struggled for equal rights.
3. Few women worked outside the home.
4. Medical school was an impossible dream for most women.
5. A few courageous women fought against prejudice.
6. Elizabeth Blackwell became the first woman doctor in the United States.
7. This was not accomplished without a great struggle.
8. Her achievement has been remembered through the years.
9. The secret force behind her success was determination.
10. An important characteristic of any doctor is knowledge, not gender.

C Add a prepositional phrase to each sentence. Write the sentence.

11. One time I got sick.
12. The teacher sent me.
13. The school nurse took my temperature.
14. Then he called my dad.
15. I lay down and waited.
16. Soon Dad picked me up.
17. The flu kept me home.
18. The doctor recommended fluids and rest.
19. I didn't enjoy my "vacation."
20. My fever, aches, and pains disappeared.



Conjunctions A

A **conjunction** is a word such as *and*, *or*, or *but* that joins words, phrases, or sentences.

- Use *and* to join related ideas: Deer and elk are similar animals.
- Use *but* to join contrasting ideas: The deer looks small but healthy.
- Use *or* to suggest a choice: Do deer eat more grass or leaves?

You can use conjunctions to make compound subjects, compound predicates, and compound sentences. Place a comma before the conjunction in a compound sentence.

Compound Subject	No wolves <u>or</u> bears lived there.
Compound Predicate	The deer herd thrived <u>and</u> grew.
Compound Sentence	The deer grew fat, <u>and</u> their numbers grew quickly.

A Write the conjunction in () that correctly completes each sentence.

1. Deer eat green plants, (and, but) these are not available in winter.
2. Deer may have to eat bark (and, but) twigs instead.
3. Too much snow (but, or) ice can keep them from grazing.
4. Five deer tramped into the yard (and, or) ate from the bird feeder.
5. A strip mall went up nearby, (and, or) the deer lost their habitat.
6. Now the deer must look for food in yards, (but, or) they will go hungry.

B Write the conjunction in each sentence. Then write *compound subject*, *compound predicate*, or *compound sentence* to identify the parts that the conjunction joins.

1. Sheep and cattle are domesticated animals.
2. Domesticated animals depend on humans, and in return they provide humans with useful products.
3. Wild animals live on their own but depend on humans too.
4. People may not see these animals, but the animals have a profound impact on their lives.
5. Construction and pollution are two human causes of problems for animals.
6. However, people can also pass laws for endangered animals or create wildlife refuges.

C Combine the sentences using appropriate conjunctions. Write the new sentences. Add commas where needed.

7. Beavers are fun to watch. They can be destructive.
8. They cut down trees near a creek. They use these trees to build a dam.
9. Creek water floods the area. The habitat changes.
10. These changes are great for the beavers. They are frustrating for humans.
11. Would you want beavers living in your yard? Would you want them inhabiting a park used by lots of people?
12. The population of humans is growing.
The population of wildlife is shrinking.



Conjunctions B

A **conjunction** is a word that is used to join words, phrases, or sentences.

Coordinating conjunctions such as *and*, *but*, and *or* are used to combine two or more subjects, predicates, or sentences to make compound subjects, predicates, or sentences.

Chariot races and foot races were part of the games.

Athletes might perform in many sports or focus on one sport.

I wanted to see the long jump, but I was too late.

Subordinating conjunctions such as *because*, *if*, *when*, *although*, *before*, and *after* are used to link dependent clauses and independent clauses in complex sentences.

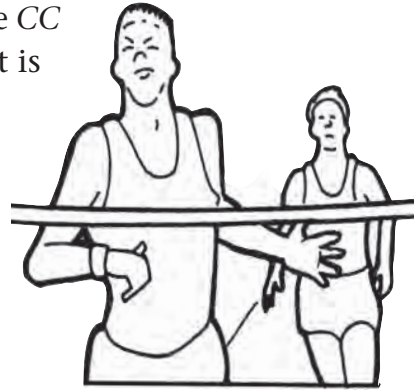
Before the games began, all wars stopped.

She is a good runner because she practices.

- A** Write the coordinating conjunction in () that correctly completes each sentence. Write *compound subject*, *compound predicate*, or *compound sentence* to identify the parts that the conjunction joins.
1. The Greeks made carvings on the walls (or, but) covered them with paintings instead.
 2. *The Iliad* (but, and) *The Odyssey* are epic Greek poems.
 3. Phoenician art (and, but) shipbuilding would be great subjects for our reports.
 4. Free male citizens of Athens could vote on laws, (or, but) women and slaves could not.
 5. The Minoan king Minos was supposedly the son of Zeus (and, or) therefore possessed special powers.
 6. Was Athens the capital of ancient Greece, (and, or) was it Troy?

- B** Write the conjunction in each sentence. Write *CC* if it is a coordinating conjunction and *SC* if it is a subordinating conjunction

1. There will be a ceremony before the games begin.
2. Will the athletes march in through the east or the west gate?
3. He carried his country's flag with pride and honor.
4. If she makes this jump, she will win a gold medal.
5. Athletes train for years but can lose by a fraction of a second.
6. Perhaps they will relax after they complete their events.
7. The Swiss team will win the silver or the bronze medal.
8. The Olympic Games inspire greatness because they test the abilities of the world's best athletes.



- C** Rewrite the following paragraph. Combine related subjects, predicates, or sentences using conjunctions to make the paragraph smoother. Where appropriate, drop repeated words or replace repeated nouns with pronouns.

(9) The Minoan civilization arose on the island of Crete around 2200 B.C. The Minoan civilization came to an end around 1450 B.C. **(10)** We know about this civilization. Archaeologists have uncovered Minoan palaces. **(11)** Beautiful paintings on the palace walls show happy, peaceful people. The paintings also show a country with strong sea power. **(12)** The Minoans wrote in a type of hieroglyphics. No one has been able to translate it yet.

LESSON 84 CORRELATIVE CONJUNCTIONS

Correlative conjunctions are *pairs of words that connect similar kinds of words or groups of words*.

These pairs of words are correlative conjunctions:

both/and	either/or	neither/nor	not only/but also	whether/or
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Correlative conjunctions can connect different words. Look at these examples:

Nouns	Either Rosa <u>or</u> Mei-Ling will pick you up after school.
Verbs	We <u>neither swim nor fish</u> .
Prepositional phrases	Please clean <u>both under the couch and between the cushions</u> .
Clauses	<u>Not only did Steve win, but he also set a record</u> .

Practice A Identifying Correlative Conjunctions

Read each sentence. Then, underline the correlative conjunctions in each one.

Example: We bought not only peaches but also plums.

Answer: We bought not only peaches but also plums.

- Whether you drive or take the train, the trip takes an hour.
- Not only did I adopt a cat from the shelter, but I also adopted a puppy.
- Both Stacy and Aaron volunteer at the community center.
- At her job, she can take a break either before 11 A.M. or after 2 P.M.
- Neither Frank nor Toni has found a new job.
- Talia decided to both ski and snowboard in Colorado.
- Whether beside my chair or next to my bed, my dog waits patiently for a walk.
- I neither wanted nor needed a new bike.
- My brother has to both wash dishes and take out the trash.
- Not only was the scenery beautiful, but the hike was also good exercise.

Practice B Supplying Correlative Conjunctions

Read each sentence. Then, fill in the blank with the correct correlative conjunction.

Example: She eats _____ dairy products nor eggs.

Answer: She eats neither dairy products nor eggs.

- Both my sister _____ I enjoy playing the piano.
- _____ my cell phone nor my home phone rang all day.
- The city is noisy not only at night, _____ in the morning.
- Students have to _____ give a speech or perform a scene from a play.
- The coach will decide whether Veronica _____ Robin will play.

Writing and Speaking Application

Write two or three sentences about something you enjoy at school. Your sentences should include at least two different pairs of correlative conjunctions. Read your sentences aloud and have a partner listen for and identify the correlative conjunctions. Then, switch roles with your partner.

LESSON 85

Independent and Dependent Clauses A

A related group of words with a subject and a predicate is called a **clause**. A clause that makes sense by itself is an **independent clause**. A clause that does not make sense by itself is a **dependent clause**. A **complex sentence** contains an independent and a dependent clause.

Independent Clause



Dependent Clause



They lived on the island *until they were attacked*.

In the example sentence, *They lived on the island* could stand alone as a sentence, so it is an independent clause. The second clause (*until they were attacked*) cannot stand alone. It must be combined with an independent clause to make sense, so it is a dependent clause. Dependent clauses begin with words such as *if*, *so*, *when*, *after*, *because*, and *before*.

If the dependent clause comes first, set it off with a comma: *Until they were attacked, they lived on the island*. If the independent clause is first, no comma is needed: *They lived on the island until they were attacked*.

A Write *I* if the group of words is an independent clause. Write *D* if it is a dependent clause.

1. Native Americans were self sufficient
2. before white settlers came
3. because it supplied all their needs
4. they left the land in its original condition
5. when they hunted an animal
6. they used every part of it

- B** Write *I* if the underlined group of words is an independent clause. Write *D* if it is a dependent clause.

1. When I read a book, I may daydream about the story.
2. I read many survival stories because they are my favorite.
3. I could probably survive if I lived alone on an island.
4. When my scout troop took a wilderness trip last year, I learned fire building and other outdoor skills.
5. Before I could catch fish on my island, I would need a line and a hook.
6. I might sleep in a cave until I could build a shelter.
7. Since I am good at climbing trees, I could reach coconuts.
8. After a passing ship saw my fire, I would be rescued from the island.

- C** Add an independent clause to each dependent clause to make a complex sentence. Add capital letters and commas as needed. Write the sentences.

9. when my family visited a tropical island ____
10. since Mom loves the water and underwater exploring ____
11. because he is interested in surfing ____
12. ____ after I had lunch
13. ____ until the sun set
14. before we left the island ____
15. ____ when the sailboat tipped over



Independent and Dependent Clauses B

An **independent clause** has a subject and verb and can stand alone as a complete sentence. A **dependent clause** has a subject and a verb but cannot stand alone as a complete sentence. It is introduced by a conjunction such as *before*, *if*, *since*, or *although*. A complex sentence contains an independent and a dependent clause.

In the following complex sentences, the independent clause is underlined once; the dependent clause is underlined twice. The dependent clause is followed by a comma when it comes before the independent clause.

Lucinda's relatives were in a makeshift boat before they reached America.

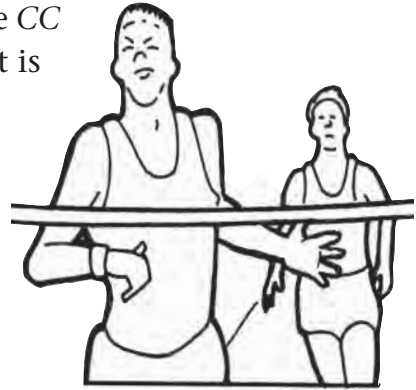
Before they reached America, Lucinda's relatives were in a makeshift boat.

A Write *I* if the group of words is an independent clause. Write *D* if it is a dependent clause and circle the conjunction.

1. Before the U.S. Coast Guard cutter towed them.
2. The perilous journey lasted two days.
3. Lucinda's family moved to West New York, New Jersey.
4. If the dog has not been found.
5. Whenever she heard a Spanish song.
6. Since she lived in an apartment building.
7. Some homes had cement lawns and paved driveways.
8. It was all too confusing.
9. Although he didn't feel like it.
10. Many people didn't know one another.

- B** Write the conjunction in each sentence. Write *CC* if it is a coordinating conjunction and *SC* if it is a subordinating conjunction

1. There will be a ceremony before the games begin.
2. Will the athletes march in through the east or the west gate?
3. He carried his country's flag with pride and honor.
4. If she makes this jump, she will win a gold medal.
5. Athletes train for years but can lose by a fraction of a second.
6. Perhaps they will relax after they complete their events.
7. The Swiss team will win the silver or the bronze medal.
8. The Olympic Games inspire greatness because they test the abilities of the world's best athletes.



- C** Rewrite the following paragraph. Combine related subjects, predicates, or sentences using conjunctions to make the paragraph smoother. Where appropriate, drop repeated words or replace repeated nouns with pronouns.

(9) The Minoan civilization arose on the island of Crete around 2200 B.C. The Minoan civilization came to an end around 1450 B.C. **(10)** We know about this civilization. Archaeologists have uncovered Minoan palaces. **(11)** Beautiful paintings on the palace walls show happy, peaceful people. The paintings also show a country with strong sea power. **(12)** The Minoans wrote in a type of hieroglyphics. No one has been able to translate it yet.

LESSON 87 INDEPENDENT AND DEPENDENT CLAUSES C

A main, or independent, clause has a subject and a verb and can stand by itself as a complete sentence. A subordinate clause, also known as a dependent clause, has a subject and a verb but cannot stand by itself as a complete sentence. It is only part of a sentence.

Every sentence has at least one main clause. If a sentence also has a subordinate clause, it is called a **complex sentence**. Look at the main clauses (underlined once) and the subordinate clauses (underlined twice) in these examples of complex sentences:

If it rains tomorrow, we will not go to the park.

We will visit the museum, which has an exhibit on Texas high school football.

Subordinate clauses begin with subordinating conjunctions or relative pronouns. These words are usually clues that a clause is subordinate.

- Relative pronoun examples: *who, whom, whose, which, that*
- Subordinating conjunction examples: *if, because, when, while, where, after, since, until, although, even though, before, whenever, wherever*

Practice A Differentiating Between Main and Subordinate Clauses

Read the following sentences. On the line provided, write whether each underlined clause is the main clause or a subordinate clause.

Example: Unless I finish my homework, I can't go to the movie.

Answer: subordinate clause

1. We studied the Mayan calendar, which I thought was fascinating. _____
2. Lyndon B. Johnson, who was born in Stonewall, became president in 1963. _____
3. I felt a thrill when I solved the difficult math problem. _____
4. After they played basketball, the boys went home for dinner. _____
5. Hunter picked a report topic that turned out to be difficult. _____

Practice B Identifying and Using Main and Subordinate Clauses

Read the clauses. Then, write main or subordinate for each clause. If the clause is a subordinate clause, add a main clause to make it a complex sentence.

Example: Unless we study.

Answer: subordinate; Unless we study, we won't pass the spelling test.

1. Before I go to school. _____
2. We heard a concert at Town Lake Park. _____
3. That I read for English class. _____
4. The principal's office is at the front of the school. _____
5. Although the team played well. _____

Writing and Speaking Application

Write two complex sentences about a place you like to visit. Read aloud your sentences to a partner. Your partner should listen for and identify the main and subordinate clauses in each sentence. Then, switch roles with your partner.

COMBINING SENTENCE PARTS A

When you **combine sentences**, you join two sentences that are about the same topic. You make them into one sentence.

- You can join two simple sentences to form a compound sentence. Add a comma and a conjunction such as *and*, *but*, or *or*.

We saw a mural. Its bright colors amazed us.

We saw a mural, and its bright colors amazed us.

- You can combine two sentences that have the same subject.

The mural was in a cave. The mural seemed very old.

The mural was in a cave and seemed very old.

- You can combine two sentences that have the same predicate.

Michael liked the mural. I liked the mural.

Michael and I liked the mural.

- A** Combine each pair of short sentences into a compound sentence. Use a comma and the conjunction in ().

1. People in France explored caves. They found murals.
(and)
2. Were the murals painted by modern people? Were they painted by cave people long ago? (or)
3. The murals showed animals from long ago. The art style dates back thousands of years. (and)
4. People can view the cave murals. They must be careful.
(but)

B Combine each pair of sentences with a conjunction that works. Use the underlined words only once in your new sentence. Do not use commas in your sentences.

1. Our teacher saw an empty wall downtown. Our teacher got permission to paint a mural on it.
2. We drew pictures on the wall. We painted them with bright colors.
3. Our teacher worked every day for weeks. The students worked every day for weeks.
4. Dancers are pictured on the mural. Musicians are pictured on the mural.
5. Our parents came to see the mural. Friends came to see the mural.
6. Making a mural is fun. Making a mural is difficult.
7. We could make a mural next year. We could choose another kind of art.

C Combine the items in each pair. Combine subjects or predicates, or write compound sentences. Use a conjunction that works. Remember to use commas in compound sentences.

8. Robert draws well. Some other students draw even better.
9. Robert might become a cartoonist. He might illustrate children's books.
10. Sadie likes pastels. She doesn't like watercolors.
11. Yolanda wants to be a sculptor. Michael wants to be a photographer.
12. The students work hard. They have fun as well.

Compound and Complex Sentences A

A **simple sentence** expresses a complete thought. It has a subject and a predicate.

Satchel Paige was a great athlete.

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

Fans waited many hours to see him, but Satch never let them down.

A **complex sentence** contains an independent clause, which can stand alone, and a dependent clause, which cannot stand alone. The clauses are joined with a word such as *if*, *when*, *because*, *until*, *before*, *after*, or *since*. In the following sentence, the independent clause is underlined once; the dependent clause is underlined twice.

When the second baseman caught the ball, the Tigers made a double play.

A Write S if the sentence is a simple sentence. Write CD if it is a compound sentence. Write CX if it is a complex sentence.

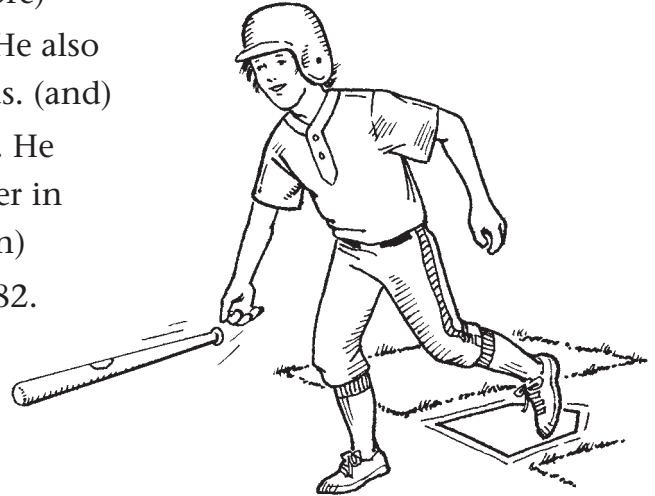
1. Chele is the pitcher for the Leland Lions.
2. When she pitches, they usually win.
3. This outstanding young player has a most unusual style.
4. She winds up ten times, and then she lets it fly.
5. Her pitches look odd, but fans aren't laughing.
6. Since she gets results, they cheer her on.
7. If you go to a game, you will agree.
8. Chele's talent may earn her a scholarship.

B Write each sentence. Underline the word that joins the two clauses in each sentence. Write *CD* if the sentence is a compound sentence. Write *CX* if it is a complex sentence.

1. Many sports heroes have unusual nicknames, but these nicknames are used with affection.
2. Leroy Paige was called Satchel because he carried baggage as a boy.
3. "Babe" is a famous sports nickname, and many players have had it.
4. Do you think first of Babe Ruth, or does the name Babe Didrikson Zaharias come to mind?
5. If I were a star, I would choose the nickname "Magic."

C Join each pair of simple sentences with the conjunction in (). Write the compound or complex sentence. Change punctuation and capital letters as necessary.

6. Sports heroes are larger than life. Fans feel close to them. (but)
7. Fans read stories and articles about their favorite. They wear clothing with that star's name and number. (and)
8. A sports hero is playing. Fans always watch the game. (when)
9. Satchel Paige was a player in the major leagues. He was a star in the Negro Leagues. (before)
10. Paige pitched superbly. He also brought out huge crowds. (and)
11. Paige turned 59 in 1965. He became the oldest pitcher in the major leagues. (when)
12. Satchel Paige died in 1982. His legend will live forever. (but)



Compound and Complex Sentences B

A **simple sentence** has a complete subject and a complete predicate.

The rain forest is being destroyed.

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

The rain forest is being destroyed, and many of its plants and animals are disappearing.

A **complex sentence** has one independent clause and one or more dependent clauses introduced by a conjunction such as *if*, *because*, *after*, or *since*.

The rain forest is being destroyed because people cut down too many trees.

A **compound-complex sentence** has more than one independent clause and at least one dependent clause.

Because people cut down too many trees, the rain forest is being destroyed, and many of its plants and animals are disappearing.

A Write *simple*, *compound*, *complex*, or *compound-complex* to identify each sentence.

1. Because they have leaves year-round, tropical rain forest trees are evergreen trees.
2. The trees grow tall and close together.
3. The forest ranger warned the hikers, but they did not listen.
4. After the rain ended, animals hunted and birds sang.
5. Whenever she can, Paula wakes before sunrise.
6. Do you like hot, humid weather?

B Write each sentence. Underline the conjunction that joins the two clauses. Write *CD* if the sentence is a compound sentence. Write *CX* if it is a complex sentence.

1. Trees take water in through their roots, and then they pump it upward throughout the system.
2. A tree is a living organism, but it looks dead in the winter.
3. Since many trees lose their leaves in winter, they stand bare through the cold months.
4. We must replace trees, or the world will become a barren place.
5. When people cut down trees, they often do not think about the consequences.



C Join each pair of simple sentences with the conjunction in (). Write the compound or complex sentence. Change punctuation and capital letters as necessary.

6. ___ Trees give off oxygen.
They are essential to life on Earth. (because)
7. A tropical forest seems lush. ___
Its soil is actually thin and poor. (but)
8. ___ People cut down the rain forest trees.
The soil is soon swept away by heavy rains. (when)
9. This practice must be stopped. ___
We will be left with deserts in place of lush forests. (or)
10. ___ The forests are allowed to disappear.
We will lose many irreplaceable organisms. (if)

LESSON 91**COMBINING SENTENCE PARTS B**

A conjunction connects words or groups of words. Conjunctions help show the relationships between ideas. Conjunctions fall into three groups: coordinating conjunctions, correlative conjunctions, and subordinating conjunctions.

Coordinating Conjunctions *and, but, for, nor, or, so, yet*

Coordinating conjunctions connect words of the same kind, such as two or more nouns or verbs. They can also connect larger groups of words, such as phrases or even complete sentences. Use coordinating conjunctions to show addition (*and*), contrast (*but, yet*), effect (*so*), and reason or choice (*for, or, nor*).

To show addition	Matt and Ray ate lunch together.
To show contrast	They brought sandwiches but forgot to bring the fruit.
To show choice	Put the vegetables onto the table or into the basket.

Correlative Conjunctions

Correlative conjunctions also connect words of the same kind, but they are used in pairs. They help show the relationship between elements in a sentence. For example:

both... and	Both Li and Dave went to the concert.
neither... nor	Neither my sister nor I know the story.
either... or	Either the blanket or the quilt will work.
not only... but also	Not only do they skate, but also they ski.
whether... or	Please decide whether you want eggs or cereal.

Subordinating conjunctions

Subordinating conjunctions are used to connect two ideas by making one idea dependent on the other. Here are some frequently used subordinating conjunctions: *after, although, as, as long as, as soon as, because, before, even though, if, since, than, though, unless, until, when, where, while*.

When a subordinating conjunction is used in a sentence, it always introduces the dependent idea. The dependent idea can come at the beginning or at the end of the sentence.

Dependent idea first	When she called yesterday , I was worried that something was wrong.
Dependent idea second	I made the plans after I heard the weather report .

Practice A

Underline the conjunction in each sentence.

Example: I knew it was getting late, yet I could not put the book down.

Answer: I knew it was getting late, yet I could not put the book down.

1. Get in the car now, or you'll have to find another ride.
2. Today is Josh's birthday, so we are cooking dinner for him.
3. I don't know whether I will go to the movie or stay home.
4. Both Rachel and Joe went to the party.
5. Although Jamal is only a freshman, he decided to try out for the team.

Practice B

Underline the conjunction in each sentence. Then write whether it is a coordinating, correlative, or subordinating conjunction.

Example: The quarterback threw the pass quickly and accurately.

Answer: The quarterback threw the pass quickly and accurately. *coordinating*

6. Neither Sam nor James wanted to come with us.
7. Mike wants a bicycle and a helmet.
8. Even though I have other friends, I miss Bella.
9. The food was still in the oven, yet it was time to eat.
10. After Michelle stole the ball, she began racing toward the goal.

Writing and Speaking Application

11. Write two sentences about how you like to spend your free time. Use subordinating conjunctions in both sentences. Read your sentences to a partner.
12. Write two sentences about the weather. In the first sentence, use a coordinating conjunction. In the second, use a correlative conjunction. Read your sentences to a partner.

**LESSON 92** **COMBINING SENTENCE PARTS C**

Sentences can be combined by using a compound subject, a compound verb, or a compound object. Join two main clauses to create a compound sentence.

Compound subject	Terry plays soccer. Roberto plays soccer.	<u>Terry</u> and <u>Roberto</u> play soccer.
Compound verb	My dog fetches the newspaper. My dog chases squirrels.	My dog <u>fetches</u> the newspaper and <u>chases</u> squirrels.
Compound direct object	We played checkers. We played chess.	We played <u>checkers</u> and <u>chess</u> .
Compound sentence	Storm clouds gathered. The wind whipped through the trees.	Storm clouds gathered, and the wind whipped through the trees.

Show that you can use punctuation marks, including commas in compound sentences, by completing the exercises.

Practice A Identifying Compound Parts in Sentences

Read each sentence. Underline the compound subject, compound verb, or compound direct object.

Example: Carrie bought potatoes and chicken at the market.

Answer: Carrie bought potatoes and chicken at the market.

- Shakespeare wrote plays and sonnets.
- That musician writes and plays his own music.
- People ski and snowboard in those mountains.
- Foxes and snakes eat mice.

Practice B Combining Main Clauses

Read the sentences. Combine them to make a compound sentence using a comma and the coordinating conjunction in parentheses.

Example: The trip took several hours. It was worth every minute. (but)

Answer: The trip took several hours, but it was worth every minute.

- We had a great time at the beach. I can't wait to go back. (and)

- The marathon was exhausting. I'd like to run another one someday. (yet)

- We waited in line for movie tickets. They were sold out. (but)

- You can buy a snack. You could make one yourself. (or)

Writing and Speaking Application

Write a paragraph about how you spent last weekend. Use a compound subject, a compound verb, and a compound sentence. Read your paragraph to a partner, who will listen for and identify the compound parts. Then, switch roles with your partner.

LESSON 93**COMBINING CLAUSES TO SHOW RELATIONSHIPS**

Sentences can be combined by changing one of them into a subordinate clause. Sentences can also be combined by changing one of them into a phrase.

If an idea in one sentence depends on an idea in another, the two sentences can be combined into a complex sentence with a main and subordinate clause.

Two sentences: Toni was upset. She couldn't find her cell phone.

Combined: Toni was upset because she couldn't find her cell phone.

If one sentence adds details to another sentence, the two sentences can be combined by changing one of the sentences into a phrase:

Two sentences: Our class visited the museum. It was in Austin.

Combined: Our class visited the museum in Austin.

Practice A Identifying Subordinate Clauses

Read each sentence. Identify and underline the subordinate clause.

Example: Turn the lights out when you leave the classroom.

Answer: Turn the lights out when you leave the classroom.

- Adam studied for his science test because he wanted to do well.
- You should turn the music down so that your brother can study.
- Although I left the house early, the drive to work still took an hour.
- Lena does her homework while she watches television.
- After the game ends, we are going out for pizza.

Practice B Combining Sentences Using Phrases

Read the sentences. Combine them by changing one sentence into a phrase.

Example: Shauna found the perfect gift. She got it at the art fair.

Answer: Shauna found the perfect gift at the art fair.

- Alexis helps people understand the exhibits. Alexis is a guide at the museum.

- Settlers built new towns in Texas. They built them during the 1890s.

- The class performed a play. The play was by Shakespeare.

- Darlene went to the museum. She wanted to see the quilt exhibit.

- Randall plays goalie. He plays on the hockey team.

Writing and Speaking Application

Write a paragraph about things you do after school. Use subordinate clauses. Read your paragraph to a partner. Your partner should listen for and identify the subordinate clauses. Then, switch roles.

CAPITAL LETTERS A

Use **capital letters** for proper nouns. Proper nouns include days of the week, months of the year, and holidays. Titles for people and abbreviations of the titles should be capitalized when they are used with a person's name. Do not capitalize titles when they are used by themselves.

Incorrect The fourth thursday in november is thanksgiving.

Correct The fourth Thursday in November is Thanksgiving.

Incorrect My Grandpa visits on hanukkah and labor day.

Correct My grandpa visits on Hanukkah and Labor Day.

A Write correctly the words in each sentence that should have capital letters. If a sentence has no capitalization mistakes, write C.

1. Today dr. chang said Americans have many symbols of freedom.
2. My mom and dad display our flag each july.
3. That is when our country celebrates independence day.
4. Some people display flags from january to december.
5. One monday in june I spotted a bald eagle.
6. Bald eagles stand for freedom in the United States.

B Write the sentences. Use capital letters correctly.

1. The art students are taking a trip with ms. collins in february.
2. They will see a statue of mr. lincoln on presidents' day.
3. On tuesday they will visit a statue of president Washington.
4. They will also see wooden carvings in mr. toma's studio.
5. They will see bronze statues on wednesday.
6. On thursday, february 25, the students plan to study paintings of cowboys.
7. Stacy's uncle will show us his marble statues on friday.
8. He made aunt Ellen a statue for valentine's day.
9. On saturday, everyone will return to New York.
10. Next year the art trip will take place over memorial day.

C Answer each question with a complete sentence.
Use capital letters correctly.

11. Which holiday did you celebrate most recently?
12. In what month does this holiday occur?
13. What is a holiday for which you receive gifts?
14. On which day of the week do you get up latest?
15. In which month did you go on a trip away from home?
16. Who is your favorite coach?



CAPITAL LETTERS B

Here are some rules for **capitalizing** proper nouns.

- Capitalize the first word and every important word of a proper noun. Proper nouns name particular persons, places, or things.

Jim **T**horpe was born in what is now **O**klahoma. His mother was a **N**ative **A**merican. He went to **C**arlisle **I**ndian **S**chool in **P**ennsylvania.

- Capitalize the first letter of an abbreviation. Capitalize both letters in a state postal abbreviation.

14 **C**olumbus **S**t. **T**ulsa, **OK**

- Capitalize days of the week, months of the year, and holidays.

Saturday **S**eptember **P**residents' **D**ay

- Capitalize titles that are used before people's names. Everyone called **M**r. Warner **C**oach Warner.

A Write *C* if the group of words is capitalized correctly. If the group of words is capitalized incorrectly, rewrite it using correct capitalization.

1. American indian

2. Chief black hawk

3. Mauch Park, PA

4. Haskell institute

5. Saturday afternoon

6. Fourth of July

7. U.S. postal service

8. 47 Jim Thorpe St.

9. Phillips school

10. Appalachian mountains

11. Raleigh, NC

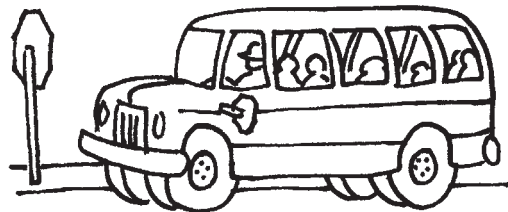
12. dr. Mary Reiter

- B** Correct the capitalization in each sentence. Write the new paragraph.

(1) every may, fourth-grade students at lincoln elementary school go on a field trip. (2) This generally takes place the week before memorial day. (3) our outing this year is on tuesday, may 26. (4) we are going to visit mt. clement cemetery in centerville. (5) ms. lopez and principal skinner will be leading the trip. (6) we've each been assigned a soldier who died in the civil war. (7) I've been assigned major john peters from maryland. (8) mark petrie and joan lipkis will be working with me. (9) after our visit to the cemetery, we will stop for lunch at a restaurant in niles. (10) then we will report on major peters on thursday at the meeting of the pta.

- C** Rewrite each sentence. Add the information in (). Use correct capitalization.

11. What are you doing on (date and month)?
12. Come with me to the track meet in (city and state).
13. It's at the (center or field).
14. That is part of (school or college).
15. The exact address is (street).
16. I'm taking a bus from (city) to (city).
17. Why don't we meet at (train station)?
18. (teacher) and (coach) will be there too.



Titles



In your writing, underline the **titles** of books, magazines, and newspapers. When these titles appear in printed material, they are set in italic type.

Handwritten the Washington Post, National Geographic, Charlotte's Web

Printed the *Washington Post*, *National Geographic*, *Charlotte's Web*

- Put titles of stories, poems, and songs in quotation marks.

We sang "Happy Birthday" and recited "Birches."

- Capitalize the first word, the last word, and other important words in titles. Capitalize all forms of the verb *be*. Do not capitalize the following short words unless they begin or end a title: the articles *a*, *an*, and *the*; the conjunctions *and*, *but*, and *or*; and prepositions with fewer than five letters, such as *to*, *for*, *in*, *of*, *on*, *at*, or *with*.

How to Be a Star at Baseball, "The Man on the Moon"

A Underline or place quotations around the title in each sentence.

1. My favorite book is First Man on the Moon.
2. Footprints in the Sand is a poem about the moon.
3. The Boston Globe has a kids' science page each week.
4. One of the stories is called Lost in Space.
5. There's a song called Fly Me to the Moon.
6. Do you know the song Fly Away?

B Correct any mistake in capitalization in the title. Write *Correct* if the title has no errors.

1. "Slam, Dunk, And Hook"
2. Rosa Parks: my Story
3. "Oh Broom, Get To Work"
4. "The Courage That My Mother Had"
5. "the Song That Never ends"
6. The Monsters are Due on Maple Street
7. How Night Came From the Sea
8. "I'll Walk the Tightrope"
9. "Cat And Rat: The Legend of The Chinese Zodiac"
10. "There is No Word for Goodbye"
11. "Americans Worry about the Decline of the Oceans"
12. Belmont Citizen and Record

C Find the titles in the following sentences. Then copy the sentences, writing the titles correctly. The words in () tell you what the titles are.

13. The house at pooh corner is about Winnie the Pooh. (book)
14. Does Dad subscribe to modern computers? (magazine)
15. Our class likes to recite casey at the bat. (poem)
16. there was a young fellow of ealing is a funny poem. (poem)
17. The night the bed fell also makes me laugh. (story)
18. My uncle reads the toronto globe and mail. (newspaper)

PUNCTUATION A

You have already learned about commas, quotation marks, and end marks. Here are some other kinds of punctuation.

- A **colon (:)** is used to separate hours and minutes in expressions of time. It is also used after the salutation in a business letter.

12:00 P.M. 9:35 A.M. Dear Mr. Smith: Sir:

- A **hyphen (-)** is used in some compound words, such as numbers from twenty-one to ninety-nine and compound words that are thought of as one word.

a ten-year-old rider thirty-five a high-class club

- A **semicolon (;)** can be used to join two independent clauses instead of a comma and a conjunction.

Ben practiced piano faithfully; he became a fine pianist.

- **Italics** or **underlining** is used for titles of books, newspapers, magazines, and works of art. Because you cannot write italics, underline titles in your writing.

Los Angeles Times or Los Angeles Times (newspaper)

- A **dash (—)** sets off information or a comment that interrupts the flow of a sentence.

The shiny horn—the only new thing he had ever had—took his breath away.

A Rewrite each sentence. Add the missing punctuation marks.

1. The note said, "Dear Ms. Imm Please arrive at 130 P.M."
2. The New York Times is a top notch newspaper.
3. The party it was for Grandma's sixty first birthday was to begin at 700 P.M.
4. Quentin was a great musician he always drew large crowds.



B If a sentence is correct, write *C*. If it has mistakes in punctuation, rewrite it, adding the needed marks.

1. Mr. Casey hates country western music to him, it is simply noise.
2. I'd like to convince him that this music—I've loved it since I was very young—is worthwhile.
3. An ad in the Salem Chronicle said several well known performers would be playing in concert.
4. I invited Mr. Casey to attend; I didn't mention the performers.
5. The concert would start at 800 P.M. sharp we set out at about 630.
6. Twenty five minutes after we arrived, Mr. Casey—I never saw his face so red before was ready to leave.

C Write a letter that contains each of the following groups of words. Add today's date and an appropriate closing. Use colons, hyphens, semicolons, dashes, and underlining in your letter.

Dear Sir or Madam
thirty five good seats
her best selling book Flying to the Moon
either the 100 or the 300 show
something we've been looking forward to since last year
some students will come by bus some will walk
an article in the Miami Herald
tickets for us at the main floor box office



PUNCTUATION B

- A **semicolon (;)** can be used instead of a comma and a conjunction to join two independent clauses.

Mr. Li moved to Chicago; he looked for a house.

- Semicolons separate items in a series if commas are already used in the series.

The band includes John Drummond, horn; Tim Salmonson, piano; and Jim Smelser, drums.

- A **colon (:)** is used after the salutation in a business letter and to separate hours and minutes in expressions of time.

Dear Sir: 12:01 P.M.

- Colons introduce a list and set off a speaker's name in a play.

The train stops in the following cities: Jackson, Little Rock, and Chicago.

JOHN: I can't wait to start my new job.

- A **dash (—)** sets off information that interrupts the flow of a sentence.

Jon Bixly—he's written a book—is an authority on the early 1900s.

- A **hyphen (-)** joins compound adjectives before nouns, spelled-out numbers, and some two-word nouns.

a well-cooked goose forty-three self-control

A Rewrite each sentence. Add the missing punctuation marks.

1. I have visited these states Idaho, Montana, and Colorado.
2. Mr. Thomas he was running late caught the 504 P.M. train.
3. We found seats on the train thirty two people had to stand.
4. This train will stop in Nashville, Tennessee Louisville, Kentucky and Indianapolis, Indiana.

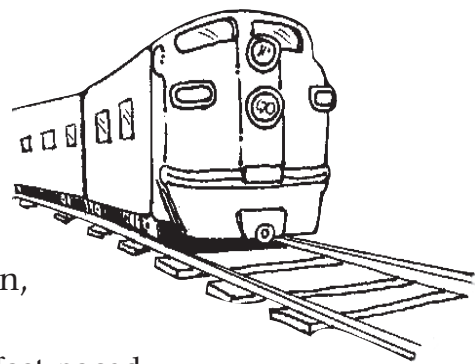
- B** Match each item in the box with a numbered item to form a logical sentence. Write the sentences, adding colons or semicolons as needed.

one of her paintings sold for more than a million dollars
a number 2 pencil, a calculator, and a bottle of water
We hope you will approve our health fair plan
I plan to specialize in oncology
Aurora, Illinois Waco, Texas and Wilmington, North Carolina

1. For the test you will need the following
2. I have lived in these towns
3. Dear Principal Breen
4. The artist had become famous
5. I hope to be a doctor someday

- C** Add hyphens, dashes, colons, and semicolons to the following sentences. Rewrite the sentences.

6. The number 12 train on the Blue Line that's the one I take to work arrives in Chicago at 837 A.M.
7. You'll find the train a first rate choice for commuting it never gets stuck in rush hour traffic.
8. Fifty two riders signed the petition that began "Dear Mayor Katz We protest the closing of Lincoln School."
9. The empire fell for these reasons corrupt leaders, social disorganization, and an epidemic of plague.
10. I especially enjoy an action packed, fast paced adventure tale.



COMMAS A

Use a **comma** and a conjunction to join two sentences.

I went outside, and I saw some ants.

Use **commas** to separate words in a series.

The ants were small, brown, and very active.

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

Dear Ellie, Your friend,

Use a **comma** between the name of a city and a state in an address.

Casper, WY 82602 Cleveland, Ohio

Use a **comma** to separate the month and day from the year.

April 28, 2007

A Write *C* if commas are used correctly in the sentence.
Write *NC* if commas are not used correctly.

1. Ants are social insects, and they live in groups called colonies.
2. Ants may live in rotten logs leaves or thorns.
3. I finished my report on ants on October 3, 2007.
4. An ant's sting is painful but it isn't poisonous.
5. That scientist lives in Miami, Florida.



B Write each line of the letter. Add commas where they are needed.

1. Dear Caroline
2. Frankie and I went to the park and we took a picnic lunch.
3. On our picnic we had sandwiches pickles and fruit.
4. It was summer and the day was very hot.
5. Coming toward us was a line of big ants little ants and medium ants.
6. Frankie said there are many ants in Tulsa Oklahoma.
7. We moved our food and Frankie left stale bread on the table.
8. Soon red ants brown ants and black ants were eating the bread.
9. The date of our victory over the ants was August 15 2006.
10. Your friend
Eliza

C Answer each question with a complete sentence. Make your writing clear by using commas correctly.

11. What are three of your favorite hobbies?
12. What was the month, date, and year when you turned 6?
13. What is the name of the city and state or city and country where you were born?
14. What two subjects do you enjoy most at school? Write a compound sentence for your answer.
15. Do you like ants? Write a compound sentence for your answer.



COMMAS B

Here are some rules for using **commas**.

- Use commas to separate items in a series.

We grew squash, eggplants, and corn.

- Use commas to set off the name of someone being spoken to. This is called *direct address*.

Miguel, have you watered the garden? Yes, Tía, I have. Have a smoothie, Miguel.

- Use commas after introductory words and phrases.

Yes, I like a purple house. Of course, it is a little bright.

- Use commas in dates and addresses.

Between the day and the month: Saturday, June 23

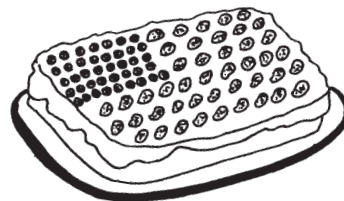
Between the date and the year: August 14, 2005

Between the city and the state: Boise, Idaho

A Add one comma to correct each sentence. Write the sentences.

1. Miguel could play shortstop second base, or third base.
2. His big moment happened on Tuesday August 22, 2005.
3. That day he hit a single a double, a triple, and a home run.
4. Pedro Martínez Juan Marichal, and Sammy Sosa are Dominican baseball players.
5. Martínez was born on October 25 1971.
6. He played from 1997 to 2004 in Boston Massachusetts.

- B** Write the sentences. Add commas as needed.



1. Where were you born Miguel?
2. I was born in Peru on April 23 1998.
3. My goodness that's a long way from Seattle!
4. Well my dad got a job here.
5. I've also lived in Texas Utah and New York.
6. I live with my parents three sisters and a dog.
7. My favorite sports are baseball basketball and soccer.
8. Of course learning English is very important.
9. I want to be a lawyer a musician or a baseball player.
10. We will become U.S. citizens on Monday May 7.
11. There's a special ceremony in Seattle Washington.
12. Believe me we'll be happy to be Americans.
13. We're celebrating with a red white and blue cake!
14. Miguel it's been great talking to you.

- C** The note below requires twelve commas to punctuate it correctly. Write the note with the added commas.

(15) Monday May 14 2_____

(16) You wouldn't believe the day I've had Maria!
(17) Coach made us run ten laps take batting practice field fly balls and play a practice game. **(18)** Then I had to go with my mom to pick up Dad in Portsmouth New Hampshire. **(19)** Did I say that I had homework in math English history and Spanish? **(20)** After all this my good friend I am ready for bed!

COMMAS C

Commas can clarify meaning and tell readers when to pause.

- Put a comma after every item in a *series* but the last.

King Midas turned roses, porridge, and a girl into gold.

The king wept, moaned, and wrung his hands.

- When you speak or write to someone, you may use the person's name or title. This noun of *direct address* is set off with a comma, or two commas if it is in the middle of a sentence.

What's wrong, Father?

There's not a thing, dear, for you to worry about.

- *Appositives* are noun phrases that describe another noun. They are set off by commas.

Ms. Wong, my favorite teacher, received an award.

- Put a comma after an *introductory word or phrase*, such as *yes, no, well, of course, or as usual*.

Yes, I did enjoy the story. In fact, it is my new favorite.

A Rewrite each sentence. Add commas where they are needed.

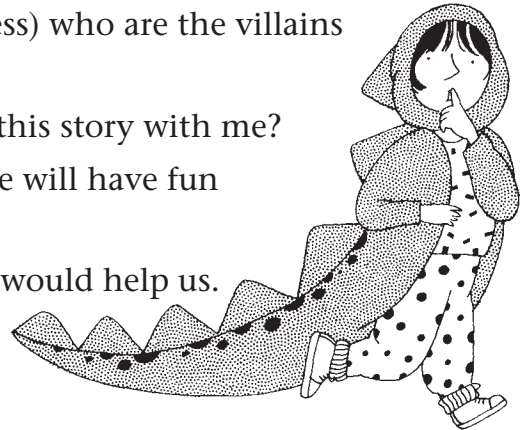
1. Joan Mary and Wes want to turn the story into a play.
2. They will write dialogue plan sets and hold auditions.
3. Mr. Allen our music teacher will handle the sound effects.
4. Patty will you make the sets?
5. As usual Patty you have done a great job.
6. Who will play King Midas the most important role?
7. Jada's mom Mrs. Chandler will make costumes.
8. King Midas his daughter and the mysterious stranger need costumes.

B Each sentence contains comma errors. Rewrite the sentence, adding commas where they are needed and deleting commas where they are not needed.

1. Costumes props, and sets, all help create the atmosphere for a play.
2. Of course finding the right materials and using them effectively requires a lot of imagination.
3. Dylan will you make a cardboard crown, a paper, rose and some gold-colored coins?
4. Ms. Washington our costume designer will make a long cape and a dress.
5. Can we count on you Anita to help with the stage sets?
6. We will need to create, a dungeon an impressive throne room, and a garden.
7. Yes, Helen that armchair covered with gold fabric does look like a throne.

C Add the kind of words in () to complete each sentence. Write the sentences using commas where they are needed.

8. (items in series) are three villains in fairy tales
9. (appositive) The main character in my favorite fairy tale faces many challenges.
10. Can you remember (direct address) who are the villains of these stories?
11. (direct address) will you act out this story with me?
12. (introductory word or phrase) we will have fun doing this!
13. Ms. Mason (appositive) said she would help us.
14. We need to (items in series) to get ready.



COMMAS D

You already know some uses of **commas**, such as with words in a series and in compound sentences. Here are some more uses.

- After an introductory word or phrase, such as *well* or *yes*:
By the way, I want to stop at the store. Yes, let's go.
- To set off a noun of direct address:
Mrs. Lin, come in. I hope, sir, you will join us.
- After a dependent clause at the beginning of a sentence:
Because he was shy, Tom was uneasy in crowds.
- Before and/or after an appositive—a noun or noun phrase describing another noun:
The waiter, a refined gentleman, wore a tuxedo.
- Before and after interrupting words or phrases:
Prawns, as you may know, are shrimp.
- Between a day of the week and a month and between a date and a year:
The party is Saturday, June 1. Their wedding was on December 12, 2007.
- Between the street address and the city and between the city and the state in an address, but *not* before the ZIP code:
She lives at 99 North Street, Little Rock, AR 72204.

A Write the parts of the letter. Add commas where they are needed.

1. Saturday September 6
2. Dear Meg
3. O'Fallon Illinois 62269
4. Meg how are you?
5. This summer by the way we will go to China Japan and India.
6. Yes I have to pinch myself but it is happening.

B Write each sentence. Add commas where they are needed.

1. Han what can you tell us about Chinese food?
2. I can make egg rolls wonton soup and sweet and sour chicken.
3. Hop's Chinese Restaurant is located at 1034 Peach Road DeKalb GA.
4. The bowling banquet always a favorite of mine will be held there on Friday October 13.
5. Will you pass the sauce Barb when you get a chance?
6. General Tsao's chicken the most popular item on the menu is both spicy and sweet.
7. Mr. Ta will you teach Marie Paul and me how to make fortune cookies for our party?
8. The letter was dated February 12 1944 and it began "Dear Hal You must come and visit."



C Write sentences with the parts described in (). Be sure to use commas correctly to set off these parts.

9. (appositive)
10. (interrupting word or phrase)
11. (dependent clause at beginning of sentence)
12. (noun of direct address)
13. (introductory word or phrase)
14. (complete mailing address)
15. (day, month, date, and year)

LESSON 103 USING COMMAS IN A SERIES

Use commas to separate three or more words, phrases, or clauses in a series.

The comma follows each of the items except the last one in a series. The conjunction *and* or *or* is added after the last comma. There are two exceptions to this rule. If each item except the last is followed by a conjunction, do not use commas. Also, do not use a comma to separate groups of words that are considered to be one item.

Series of Words: Angola, Egypt, and Kenya are countries in Africa.

Series of Phrases: Towns spring up beside lakes, near oceans, and along rivers.

Exceptions: We saw penguins and seals and icebergs.

The sandwiches are peanut butter and jelly, ham, and egg salad.

Practice A Recognizing Commas in a Series

Read each sentence. On the line, write the word that should be followed by a comma.

Example: Herons, egrets and storks all live in Africa.

Answer: egrets

- | | |
|---|--|
| 1. My dog has a collar, a leash and several toys. _____ | 6. We hiked across town, through the woods and into the cave. _____ |
| 2. Waldo dashes through the house out the door, and around the yard. _____ | 7. Tiffany, Christina and Paige are down the hall in Room 101. _____ |
| 3. Luis walks his dog in the morning, after school and again at night. _____ | 8. Do you want to go to the park, to the beach or to the parade? _____ |
| 4. I need to buy pencils a notebook, and a big eraser. _____ | 9. Our pets include a hamster a parakeet, and a poodle. _____ |
| 5. At the museum, we saw a gaslight a victrola, and a horse and carriage. _____ | 10. We are having chicken corn, and mashed potatoes for supper. _____ |

Practice B Adding Commas

Read each sentence. If it is correct, write C on the line. If it has an error in commas, underline the word that should be followed by a comma and add the comma.

Example: Pasta is served with red sauce, with white sauce or with olive oil.

Answer: Pasta is served with red sauce, with white sauce, or with olive oil.

- The cafeteria is serving chicken soup vegetable stew, or chili. _____
- Mom ordered a book for herself, curtains for the kitchen, and a desk for me. _____
- Mrs. Winton sews, crochets and knits many things as gifts. _____
- Baseball gymnastics, and soccer are offered by the park district. _____
- Are you getting a calico a Siamese, or a Maine Coon cat? _____
- The science fair features space shuttle models, robots, and original experiments. _____
- Would you believe a show with singing and dancing and fireworks! _____
- The drive takes you through the mountains, into a valley, and past a waterfall. _____

Writing and Speaking Application

Write about three places you want to go, using a series with commas. Then, take turns with a partner. Read your sentences aloud. Your partner should listen for and tell which words should be followed by commas. Then, switch with your partner.

LESSON 104 USING COMMAS BETWEEN ADJECTIVES

Use commas to separate adjectives of equal rank. Do not use commas to separate adjectives that must appear in a specific order. Do not use a comma to separate the last adjective in a series from the noun it modifies.

To tell whether the adjectives in a sentence are of equal rank, try using the word *and* between the adjectives or change the order of the adjectives.

Practice A Identifying Correct Comma Use

Read each sentence. Identify the comma error and write Add or Omit on the line to show how to correct the sentence. Then, circle the word before the error.

Example: Emily is a lively friendly person.

Answer: Emily is a lively friendly person. Add

1. That shiny sleek car is new. _____
2. Courtney brought delicious ham turkey, and beef sandwiches. _____
3. We bumped along on the rough pitted road. _____
4. Four, sturdy chairs came today. _____
5. We looked out into the still black night. _____
6. Sadie loves fresh, ripe, watermelon. _____
7. A murky cold lake is not the place to swim. _____
8. Mom asked me to buy a fresh cut-up chicken. _____
9. It took Dad only ten, quick minutes to put up the shelf. _____
10. The gloomy overcast sky is threatening rain. _____

Practice B Rewriting Sentences

Read each sentence. Correct any misplaced or missing commas. Rewrite the sentence correctly on the line.

Example: The little black, kitten needs a home.

Answer: The little, black kitten needs a home.

1. The old restored building is downtown. _____
2. The moody grumpy boy is Chris. _____
3. Alyssa brought those, delicious muffins. _____
4. The plain humble cottage is quite cozy. _____
5. The game was short exciting, and close. _____
6. I'm wearing my new, red sweater. _____
7. The loud, jarring, music is annoying. _____
8. Come to our grand glorious celebration! _____
9. Those big ugly bugs are everywhere. _____
10. I need a warm, lined, jacket with a hood. _____

Writing and Speaking Application

Write a brief description of a building. Use at least two sentences with adjectives in a series. Circle any commas. Then, take turns with a partner reading aloud and listening to your descriptions. Discuss where the commas belong.

LESSON 105 USING COMMAS AFTER INTRODUCTORY WORDS, PHRASES, AND CLAUSES

When a sentence begins with an introductory word, phrase, or other structure, that word or phrase is usually separated from the rest of the sentence by a comma.

Use a comma after most introductory words, phrases, or dependent clauses.

Introductory word	Juan, what do you think? Yes, I can come over today.
Introductory phrase	To pass the test, you must study daily. In the desk, you should find the pens.
Introductory adverbial clause	Because our soccer team won the game, we celebrated on the field.

Practice A Adding a Comma

Read each sentence. Underline the word that should be followed by a comma. Then add the comma.

Example: Devin you should try out for the team.

Answer: Devin, you should try out for the team.

- After school today we'll go to the mall.
- Oh what a mess I've made!
- Jordan can you help me with the clean-up?
- Although it is late we are not tired.
- To win the contest you must enter by Friday.
- Well that's a fine mess.
- During the meeting of our group I was elected leader.
- Hello is Jeremy there?
- Until later in the week we are very busy.
- Unless the schedule changes we will meet at four.

Practice B Rewriting Sentences

Read the sentences. Rewrite each sentence, adding the comma needed after the introductory word, phrase, or clause.

Example: In place of a book report you may write a newspaper review of a book.

Answer: In place of a book report, you may write a newspaper review of a book.

- Besides I don't like your idea for the project. _____
- Throughout the class I kept sneezing. _____
- Since the book is due tomorrow I have renewed it. _____
- Before he gave up William tried everything he could. _____
- Although Jake is a good player he is arrogant. _____
- James did you complete your assignment? _____
- Beneath the sea you can see many interesting fish. _____
- Toward the east you will see a spectacular sunrise. _____
- Although she is walking slowly Monica is headed home. _____
- So that all goes well please register this week. _____

Writing and Speaking Application

Write two sentences about a meeting. Use and underline one introductory word, one phrase, and one clause. Then, take turns reading your sentences with a partner. Listen and tell the introductory words, phrases, and clauses you hear.

LESSON 106 USING COMMAS WITH PARENTHETICAL EXPRESSIONS

A parenthetical expression is a word or phrase that is not essential to the meaning of the sentence. These words or phrases generally add extra information to the basic sentence. Use commas to set off parenthetical expressions from the rest of the sentence.

Names of people being addressed	Please, Victoria, will you sit down? You may begin now, Jake.
Certain adverbs	Jason and I are going, too.
Common expressions	They, on the other hand, will not be going.
Contrasting expressions	That bike, not this one, belongs to Kaitlyn.

Practice A Recognizing Parenthetical Expressions

Read each sentence. Then, underline the parenthetical element and add one comma if it is at the end of a sentence or two commas if it is in the middle.

Example: You should for example read your assignment each day.

Answer: You should, for example, read your assignment each day.

- We're going without you Matthew.
- I will try to do my best of course.
- It is in my opinion a good idea.
- Mrs. Blackstone is I think much too strict.
- Summer camp therefore is too expensive.
- I ordered salad not soup.
- Your first idea Edward is your best one.
- The math problem is not easy however.
- You should I think wear the purple sweater.
- Your essays students are due on Friday.

Practice B Rewriting Sentences With Parenthetical Expressions

Read each sentence. Then, on the line provided, rewrite the sentence. Set off the parenthetical expression with a comma or two commas.

Example: Art classes for example will be held in the gym for now.

Answer: Art classes, for example, will be held in the gym for now.

- My parents will volunteer of course. _____
- The bus however will not run in the summer. _____
- I would like a burger not a hot dog. _____
- The lesson therefore is clear. _____
- Caleb's answer not Mason's is correct. _____
- The truth Shannon is always best. _____
- Our experiments therefore didn't work. _____
- The cost of replacing the window should be added I think. _____
- I wanted the chicken dinner not the beef. _____
- Please pick up some milk Sophia. _____

Writing and Speaking Application

Write two sentences about a school rule. Use at least one parenthetical expression and underline it. Then, take turns reading and listening to a partner's sentences. Discuss the parenthetical expressions and how commas are used.

Quotations

Quotation marks (“ ”) show the exact words of a speaker.

- Use a comma to separate the speaker’s exact words from the rest of the sentence.
- Capitalize the first word inside the quotation marks.
- Put the punctuation mark that ends the quotation inside the quotation marks.

“I want to be a glassblower,” said Elena.

“Is that a hard job?” I asked.

She replied, “You need good lungs!”

Quotation marks also indicate titles of short works, such as songs, poems, and stories.

Elena sang “Burro Serenade.”

A Write *C* if a sentence is correct. If it is not correct, make the corrections that are needed.

1. There are many ways to make glass into objects,” Al said.
2. You can blow the hot glass with a blowpipe,
Kit said.
3. Taylor mentioned, “you can press the glass into a mold.
4. Kevin added, “You can pour hot glass into a mold.”
5. “You can make so many useful things with glass!”
Sara exclaimed.
6. I asked, “Are some lamps made of glass?

B Write the sentences. Add capital letters, quotation marks, commas, and other punctuation marks as needed.

1. I read an article about the desert Rosanna said.
2. The title of the article was Not Always Hot and Dry.
3. At night deserts can get very cold Russell explained.
4. Olivia asked aren't deserts different in different places
5. Yes, some deserts are in cold climates replied Ms. Lacy.
6. Manuel said, I lived near the desert in Arizona.
7. It was really hot in summer he exclaimed.
8. Manuel wrote a poem called Song of the Desert.
9. What was it like in spring Anna asked.
10. In spring it rained, and wildflowers grew
Manuel replied.

C Answer each question with a complete sentence. Make each answer a quotation followed by the words *I said*. Use quotation marks and other punctuation correctly.

Example Do you like to travel?
"Yes, I like to travel," I said.

11. Do you like the desert, mountains, beach, or another natural place best?
12. What is your favorite part of this place?
13. What would you do in this place if you took a trip there?
14. What animals would you see in this place?
15. What would you take on your trip?

Quotations and Quotation Marks

A **direct quotation** gives a speaker's exact words. Begin each quotation with a capital letter and enclose it in **quotation marks**. Use commas to set off words that introduce, interrupt, or follow a direct quotation. Place the end punctuation or the comma that ends the quotation inside the quotation marks.

"Are you going to the festival tonight?" I asked. "I will go," he replied.

Do not begin the second part of an interrupted quotation with a capital letter. Set off the interrupting words with commas.

"My baby is ill," said the woman, "so I can't attend."

If the interrupted quotation is two complete sentences, use a period and a capital letter.

"Look at that warrior," I said. "He is brave."

An **indirect quotation** is a quotation that is reworded instead of being quoted directly. It does not need quotation marks.

Sara said she was going to the festival.

A Write *I* if the sentence is punctuated or capitalized incorrectly. Write *C* if the sentence is correct.

1. "When you study Aztec history" said Mr. Dale, "you will learn about Montezuma."
2. "We burned the temple as a sign to the world," boasted the warrior.
3. The warrior shouted, "Round up the captives"!
4. "I am an Eagle warrior," he said, "And my brother is a Jaguar."
5. "Put this gold in the treasury," he ordered. "Montezuma will be pleased."

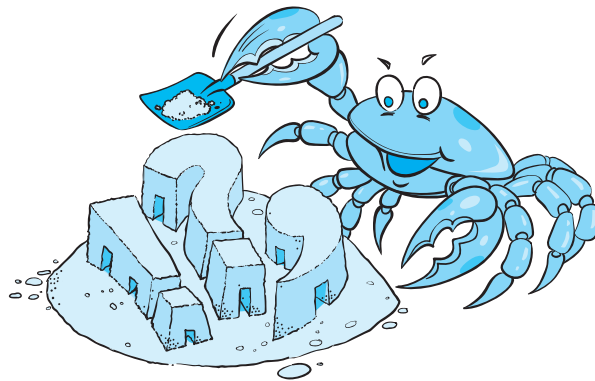


B If a sentence needs quotation marks and other punctuation, rewrite it correctly. If it does not need corrections, write C.

1. What do you know about the Aztec kingdom asked Mr. Hadley.
2. They had a wealthy civilization said Aaron and they built a city on a lake.
3. Jahlil said he thought their temples were interesting.
4. Mr. Hadley remarked Tenochtitlán was an Aztec city built by making an island on a shallow lake.
5. It had canals, streets, causeways, and a great temple at the center he added.
6. The system of canals was brilliant said Alice because it provided constant irrigation for crops.

C Write the following paragraph. Add quotation marks, punctuation, and capitalization. Use a paragraph indent to indicate each time the speaker changes.

How did the Aztec empire end asked Will. It fell to Spanish conquistadors Mom replied. They were adventurer-soldiers with armies in search of wealth. The Aztecs were warriors said Will why couldn't they beat the Spanish? They lacked the guns, cannons, and horses of the Spaniards Mom explained and Montezuma believed the leader Cortés might be a god. That's ridiculous Will hooted how could he believe that a person was a god? It was 1519 she went on and in that year the Aztecs believed the exiled god Quetzalcoatl would return to reclaim his throne.





Dialogue

Dialogue is a character's actual words. Dialogue is placed inside quotation marks in a story but written without quotation marks in a play or an interview. Good dialogue reveals a character's thoughts and attitudes.



Match each quotation to the appropriate sentence below. (Note the punctuation for each.) Write the sentence, including the quotation.

"Wow! You never told me North Carolina would look like this!"

"that is, unless you bring me lunch."

"How can I make this choice?"

"so how did we end up with a snake?"

"Oh, dear, not again,"

"and away we go!"

1. ____ he asked, looking at the two doors.
2. "You're not allowed to visit football practice," Tania told her mother, ____
3. The pilot seemed very excited. "Just one push of the button," he exclaimed, ____
4. ____ said Ralphie, his eyes full of wonder.
5. ____ sighed Sophia, dejected. "We ran out of peanut butter."
6. "You said you were buying a hamster," said Bonnie, ____



Imagine you are writing a brief scene in a story. Larry has given Mari an unexpected gift. Write Mari's response as dialogue. Her words should show whether she thinks the gift is weird or wonderful.



LESSON 110 DASHES

A dash (—) shows a strong, sudden break in thought or speech.

Like commas and parentheses, dashes separate certain words, phrases, or clauses from the rest of the sentence or paragraph. A dash may also take the place of certain words before an explanation.

Use to show a sudden break in thought or speech.	I chose the paint—it's a yellow—for my room.
Use in place of <i>in other words, namely, or that is</i> before an explanation.	Sam came for one reason—he loves a good time. We need help—we need volunteers at 3:00.
Use to set off nonessential appositives or modifiers.	The team—led by Ryan—is headed for the field.

Practice A Using Dashes

Read the sentences. Rewrite each sentence on the lines, adding dashes where they are needed to show a break in thought or nonessential modifiers.

Example: It was wrong one hundred percent wrong if he took the money.

Answer: It was wrong—one hundred percent wrong—if he took the money.

1. There were five ducks did you see them? slowly crossing the road.

2. Rosie Spoonbills look for these birds near ponds have a bill shaped like a spoon.

3. *Rosie* in the bird's name comes from its color a pinkish red.

4. Wading birds ibises, egrets, and herons are found all over the world.

Practice B Using Dashes to Set Up Explanations

Read the sentences. Rewrite each sentence on the lines, adding dashes where they are needed.

Example: Dad said there is one thing he expects of us that we be honest with him.

Answer: Dad said there is one thing he expects of us—that we be honest with him.

1. A vacation can be an adventure a chance to explore other cultures.

2. Then, I came back I had to because I had forgotten my jacket.

3. Sea turtles are interesting animals they lay their eggs in the sand.

4. The teacher gave one last instruction don't forget to proofread your essay.

Writing and Speaking Application

Write a two-sentence explanation of something that interests you. Use at least one dash. With a partner, take turns reading and listening to your explanations. Can you identify the places that need dashes in your partner's sentences?

LESSON 111 PARENTHESES

Focus on the TEKS

(20)(B)(iii)

Parentheses are used to separate information from the rest of a sentence or paragraph.

Set off explanations or other information loosely related to the rest of the sentence.	Hatshepsut (ruler of Egypt from 1473 B.C. to 1458 B.C.) was a woman and a pharaoh.
Do not begin a parenthetical sentence within another sentence with a capital letter.	A map (click here to see map) shows the location of the Ancient Egypt exhibit.
End a parenthetical sentence within a sentence with a question mark or exclamation mark but not a period.	A map (it's interactive!) shows the location of the Ancient Egypt exhibit.
On its own, a parenthetical sentence begins with a capital letter and ends with an end mark.	A map shows the location of the Ancient Egypt exhibit. (Click here to see the map.)

Show that you can recognize and use parentheses in the following exercises.

Practice A Using Parentheses

Read the sentences. Add parentheses where they are needed in the sentence.

Example: There were two kinds of land fertile and barren in Ancient Egypt.

Answer: There were two kinds of land (fertile and barren) in Ancient Egypt.

1. Ancient Egyptians had many gods and goddesses for example, Osiris, Isis, Thoth to guide them.
2. Osiris was protector of the dead lord of the underworld and often pictured as a green-skinned man.
3. Isis wife of Osiris watched over women and children.
4. Ancient Egyptians preserved bodies this was thousands of years ago! by wrapping them in linen.
5. Thoth was god of wisdom. He watched over writing and knowledge.

Practice B Proofreading for Parentheses

Read the sentences. Rewrite each sentence on the lines, using parentheses where appropriate.

Example: Two twentieth-century presidents Theodore and Franklin were Roosevelts.

Answer: Two twentieth-century presidents (Theodore and Franklin) were Roosevelts.

1. Most insurance policies life and auto will be canceled if the premium is not paid on time.

2. The best months for pleasant weather here are in the fall October and November.

3. Students can register for elective courses courses art, theater, music on Wednesday.

4. Choose a free magazine. Choices include *People in the News* and *Teens*.

Writing and Speaking Application

Write three sentences about history. Use parentheses to separate information. With a partner, take turns reading and listening. Partners should try to identify the words in parentheses.

LESSON 112 USING THE ELLIPSIS

Focus on the TEKS

(20)(B)(iii)

An ellipsis (. . .) shows where words have been omitted from a quoted passage. It can also mark a pause in dialogue.

An ellipsis consists of three evenly spaced periods, or ellipsis points, in a row. There is a space before the first ellipsis point, between ellipsis points, and after the last ellipsis point. The plural form of the word *ellipsis* is *ellipses*.

Shows words are omitted from the middle or end of a quoted passage. Use an end mark after an ellipsis at the end of a sentence.	"We the people . . . in order to . . . secure the blessings of liberty . . . establish this Constitution for the United States . . ." — <i>Preamble to the Constitution</i>
Marks a pause in a dialogue or speech.	Your invitation is kind . . . but I can't come if Janie will be there.
Shows an incomplete statement.	Sharon said, "I'd like to go, but . . ."

Show that you can recognize and use ellipses by completing the following exercises.

Practice A Using Ellipses

Read the sentences. On the line, write whether the ellipses are used to indicate an omission or a pause.

Example: **RESOLVED** by the Senate and House of Representatives of the United States of America, in Congress . . . that the following Articles be proposed . . . as amendments. . . .

Answer: omission

- Please . . . don't go yet. _____
- I heard you say, "Listen to Station XYZ . . .," but I didn't hear the rest. _____
- "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise. . . ." _____
- Hey . . . I am talking to you! _____
- "No person shall be held to answer for a capital, or otherwise infamous crime, unless . . ." _____
- "Excessive bail shall not be required, nor . . . cruel and unusual punishments inflicted." _____

Practice B Using Ellipses

Read the sentences. On the line, write whether ellipses are used to indicate a pause or an incomplete statement.

Example: Well . . . if I think about it, I may come up with an answer.

Answer: pause

- I . . . I can't believe you said that. _____
- Enough . . . _____
- Sure . . . but do you really think it is a good idea? _____
- In a minute . . . _____
- No . . . it's my final answer. _____
- Where did you say . . . _____
- Let's agree . . . or not, and say we did. _____
- How many did you say? Was it three . . . or thirty-three? _____
- I don't know what to say. . . . _____
- Hooray . . . We won! _____

Writing and Speaking Application

Write a two-sentence dialogue about a conflict. Use ellipses. Exchange dialogues with a partner and take turns reading and listening to your sentences. Pause to show where the ellipses are in the dialogue. Discuss your use of ellipses with your partner.

Lesson 113

Choose Punctuation for Effect A

What do commas do? Commas are interrupters or signals to pause. Some commas keep words, phrases, and clauses apart. Understanding the rules for using commas is important, but sometimes you have to rely on your instincts to achieve the right effect. Remember: commas make a reader slow down and pay attention to the words and ideas they set off.

Use a comma after an introductory dependent clause. Dependent clauses are signaled by words such as <i>after, although, as, because, before, if, since, unless, when while.</i>	While Dad drove to the park, we sat in the back and played cards. If the weather cooperates, we are going to play football. Before we went to the park, Al stopped to buy a new ball. After the game was cancelled, we went out for pizza. Because he likes hot weather, Tom moved to Arizona.
Comma missing	Although the rain had stopped the game was cancelled because of the condition of the field.
Comma added	Although the rain had stopped, the game was cancelled because of the condition of the field.
What's the difference?	When there is no comma after an introductory clause, the reader may not understand where the main clause of the sentence begins, or more importantly, what you are trying to say.

Practice A

Insert commas in these sentences where needed.

Example: While Jose practiced dribbling the ball Coach Smith helped the other players.

Answer: While Jose practiced dribbling the ball, Coach Smith helped the other players.

1. If she wants to come over she can.
2. Since last week I have not felt well.
3. When the rain stops the game begin.
4. Unless he goes we will stay home.
5. Although I studied all night I didn't pass.
6. After she left everyone was relieved.

Practice B

Underline the dependent clauses and insert commas where needed.

Example: If the car runs out of gas we will not make it to the theater on time.

Answer: If the car runs out of gas, we will not make it to the theater on time.

7. Because I passed my test I got to go to the movies.
8. As Mrs. Smith does every year she baked her famous banana cream pie.
9. After the party at Luke's Tina walked home with her new friends.

Name _____ Date _____

10. I am going to go to the movies since I finished my homework.

11. Rick couldn't use his phone anymore after his mom saw the phone bill.

12. After school the class gathered in the gym while they waited for their parents.

13. Tony has not been the same since his dog Max ran away.

Writing and Speaking Application

Complete the sentences with an independent clause, a comma, and a period. Read your sentences to a partner.

14. If I get a good grade on my test _____

15. _____ because the coach
thought I was the best player on the team.

Lesson 114

Choose Punctuation for Effect B

When should commas enclose words and phrases? Enclosing some words and phrases with commas makes sentences more readable; the commas chunk information into manageable units.

Use commas to set off nonessential (nonrestrictive) modifiers	When you can remove a modifier from a sentence without affecting the main meaning of the sentence, the modifier is <i>nonessential</i> . Commas surround these modifiers. When you can't remove the modifier without affecting the meaning, the modifier is <i>essential</i> . Essential modifiers do not take commas.
Nonessential	The principal, who had been walking the halls, marched in front of the class.
Modifier	who had been walking the halls
Modifier Removed	The principal marched in front of the class.

Practice A

Insert commas before and after nonessential modifiers.

Example: The dog stood by his bowl which was empty and cried.

Answer: The dog stood by his bowl, which was empty, and cried.

- Coach Davis who always works hard stayed after school and taught the boys how to shoot baskets.
- Vegetables that are low in calories are good for your health.
- The students who stood in line for hours applauded when the doors opened.
- Water a precious resource is in demand.

Practice B Nonessential or Essential?

Put an "N" in front of the sentence if it has a nonessential modifier and an "E" in front of the sentence if it has an essential modifier. Then underline the modifier in each sentence..

Example: My friends who always stick by my side visited me in the hospital.

Answer: N My friends who always stick by my side visited me in the hospital.

- ___ Exercise when done properly can have huge benefits.
- ___ Diamonds that are from Africa are being boycotted.
- ___ The police who always drive down my block keep me safe.
- ___ Breakfast as my mother always says is the most important meal of the day.
- ___ That dog with the black spots is my favorite.

Name _____ Date _____

Writing and Speaking Application

Write essential and nonessential modifiers in each sentence. Read your sentences to a partner and have him or her tell whether the modifier is essential or nonessential.

6. (essential) The boy _____ was in the park.
7. (nonessential) Homework _____ can make you smarter.
8. (essential) The teacher _____ was his favorite.

LESSON 115 VARYING SENTENCE LENGTH

Varying the length of sentences makes writing lively and interesting to read.

There are different ways to vary the length of sentences. Several short sentences can be combined to include one long and one short sentence.

Short sentences: The air was cold. It felt as if it might snow. I checked the weather.
Two sentences: The air was cold, and it felt as if it might snow. I checked the weather.

A long sentence can be broken into shorter sentences:

Long sentence: When I woke up, I wasn't sure what to expect, but I was pleased to see the snow.
Two sentences: When I woke up, I wasn't sure what to expect. I was pleased to see the snow.

Practice A Varying Sentence Length by Breaking Longer Sentences

Read the sentences. Then, revise each one as two or more shorter sentences. Circle a comma to change it to a period. Underline a letter to show a capital letter. Cross out a word to omit it.

Example: Before he went to the game, Xavier had to clean his room, and he also had to help his mom.

Answer: Before he went to the game, Xavier had to clean his room_o ~~and~~ he also had to help his mom.

1. While he was putting the toy together for his sister, Bart looked at the instructions, but he thought they were confusing because they had no pictures.
2. During our trip, we watched bats fly out of a cave, we also toured the Alamo, and we walked along the River Walk.
3. In science class we studied the planets, we also learned about the sun and moon, and we watched a video about the first moon landing.
4. On our field trip we visited the museum that opened last year, but I had the most fun when we walked on a trail along the Colorado River.

Practice B Varying Sentence Length by Combining Sentences

Read the sentences. Then, combine two of them to have one shorter and one longer sentence.

Example: I saw a baby owl in a tree. It was cute. I decided to take a picture of it.

Answer: I saw a baby owl in a tree. It was cute, so I decided to take a picture of it.

1. I studied the spelling words. They were difficult. I had a hard time learning them.

2. Diane made her bed. She put the laundry away. She also swept the bedroom floor.

3. Our class read a novel. We researched the author. Then, we wrote book reports.

4. The runners put on their shoes. They warmed up. They started their workout.

Writing and Speaking Application

Write two long sentences. Read them aloud to a partner. Your partner should listen for and suggest ways to vary the sentence lengths. Then, switch roles with your partner.

LESSON 116**VARYING SENTENCE BEGINNINGS**

Sentence beginnings can be varied by reversing the traditional subject–verb order or starting the sentence with an adverb or a phrase.

Changing the beginning of your sentences can add variety.

Sentence Beginning	Example
Noun	Repairs to the car will be expensive, unfortunately.
Adverb	Unfortunately, repairs to the car will be expensive.
Infinitive	To repair the car, unfortunately, will be expensive.
Gerund	Repairing the car, unfortunately, will be expensive.
Prepositional Phrase	For my parents, repairing the car will be expensive.

Practice A Identifying Sentence Beginnings

Read the sentences. Look at the underlined beginnings. On the line, write whether the sentence beginning is a noun, adverb, infinitive, gerund, or prepositional phrase.

Example: After school, we plan to go to the library.

Answer: prepositional phrase

1. Mr. Lambert has been coaching volleyball for 12 years. _____
2. Surprisingly, tickets were still available to the concert. _____
3. To run a mile in less than seven minutes was Ingrid's goal. _____
4. Paying the bill on the Internet was not an option. _____
5. On the sidelines, the nervous parents paced back and forth. _____

Practice B Varying Sentence Beginnings

Read the sentences. Rewrite them to vary the beginnings. Use the sentence part in parentheses.

Example: Malik's goal was to attend college. (gerund)

Answer: Attending college was Malik's goal.

1. The thing my brother wants most is to get his driver's license next year. (gerund)

2. We could see the meteor shower in the clear night sky. (prepositional phrase)

3. The Fourth of July fireworks show, surprisingly, was short. (adverb)

4. In the morning, Dede walked to Walnut Creek Park. (noun)

5. The students put beans in water and soil to see which seeds would grow. (infinitive)

Writing and Speaking Application

Write two sentences about something you might see in nature. Use different sentence beginnings. Read your sentences to a partner. Your partner should listen for and think of another way to start one of the sentences. Then, switch roles with your partner.

LESSON 117 CORRECTING FRAGMENTS

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

Fragments are not complete sentences. They may be missing a subject, a verb, or both:

Missing Part	Fragment	Complete Sentence
No subject	Went to the store after work.	Dad went to the store after work.
No verb	The bus at the shopping mall.	The bus stops at the shopping mall.
No subject, no verb	At the corner market.	We shop at the corner market.

If a fragment lacks a subject and verb, the missing parts can be added to make a complete sentence. The fragment can also be joined to a nearby sentence.

Practice A Recognizing Fragments

Read the groups of words. Write whether the words are a fragment or sentence.

Example: Will go to the library.

Answer: fragment

- Before the start of school. _____
- Heard a funny story. _____
- Drove 200 miles from Austin to Dallas. _____
- Donna is a good manager. _____
- We looked out the window. _____
- A plane in the sky. _____
- Nancy worked on the project. _____
- Without a doubt. _____
- The book on Ben's desk. _____
- I hope Jill gets better. _____

Practice B Correcting Phrase Fragments

Read the groups of words. Rewrite them to eliminate the fragment. Use the directions in parentheses to combine the fragment with the sentence or to add a subject and verb.

Example: Penny had a goal. To attend college. (add subject and verb)

Answer: Penny had a goal. She wanted to attend college.

- Evelyn wants to get her driver's license. In the next year. (combine)

- Squirrels eat the tomatoes. In our garden. (combine)

- The car was hot. Sitting in the hot sun. (add subject and verb)

- The players practiced every day. To win the big game. (add subject and verb)

- I have an appointment. On Tuesday afternoon. (combine)

Writing and Speaking Application

Write several phrases about a place. Read your phrases to a partner. Your partner should listen for and suggest ways to turn the phrases into sentences. Then, switch roles with your partner.

LESSON 118 RUN-ON SENTENCES

A run-on is two or more complete sentences that are not properly joined or separated.

There are two types of run-ons:

- A **fused sentence** is two sentences that run together without punctuation:
I took the test I did well.
- A **comma splice** is two or more sentences separated by only a comma:
I saw a butterfly, it was orange and black.

Practice A Recognizing Run-on Sentences

Read the groups of words. Write whether the words are a run-on or a sentence.

Example: She whispered I couldn't hear her.

Answer: run-on

- | | |
|---|--|
| 1. She bought a new car it got good mileage. _____ | 6. A hailstorm struck last night it did a lot of damage. _____ |
| 2. After I poured the cereal, I realized we had no milk. _____ | 7. I walked to the courts, people were playing basketball. _____ |
| 3. We visited Toronto, it is a city in Canada. _____ | 8. People fish and swim in the river. _____ |
| 4. Our class studied the planets, and students wrote reports. _____ | 9. We went to the park to fly kites. _____ |
| 5. Buses run on a limited schedule at night. _____ | 10. Ken built a model rocket, he launched it in the field. _____ |

Practice B Identifying Types of Run-on Sentences

Read the run-on sentences. Write whether the run-on is a comma splice or a fused sentence.

Example: My alarm didn't go off, I woke up late.

Answer: comma splice

1. I bought the CD, I really enjoyed it. _____
2. After we got home, we turned on the TV my sister made popcorn. _____
3. My aunt and uncle live in Fredricksburg the town is known for its peaches. _____
4. We buy the newspaper at the corner newsstand, the price went up last year. _____
5. For my science project, I wrote about the moon I included drawings. _____
6. Trina got a new cell phone, she hasn't put it down in hours. _____
7. The boy who lives next door plays drums, they are really loud. _____
8. Last weekend we saw the new comedy I thought it was very funny. _____
9. The squirrels in the park are busy they are collecting the pecans. _____
10. We went to the skate park, I tried out my new skateboard. _____

Writing and Speaking Application

Write one run-on sentence and one correct sentence about school events. Read your sentences aloud to a partner. Your partner should identify which sentence is a run-on and which is correct. Then, switch roles with your partner.

LESSON 119 THREE WAYS TO CORRECT RUN-ONS

Use an end mark to separate a run-on sentence into two sentences. Use a comma and a coordinating conjunction to combine two independent clauses into a compound sentence. Use a semicolon to connect two closely related ideas into one sentence.

Use an end mark to divide the run-on into two sentences.	The cat was hungry I fed her. The cat was hungry. I fed her.
Use a comma and coordinating conjunction (<i>and, but, for, or, nor, so, yet</i>) to make a compound sentence.	It was cold outside I got my coat. It was cold outside, so I got my coat.
Use a semicolon between independent clauses when the ideas are closely related.	The parts were old we replaced them. The parts were old; we replaced them.

Practice A Correcting Run-on Sentences

Read the run-on sentences. Add a semicolon or period where needed to correct the run-on. Circle it. If a word needs to be capitalized, underline it.

Example: Lars forgot his math book he went home to get it.

Answer: Lars forgot his math book o he went home to get it.

1. Boris is a great tennis player he should easily win his match.
2. My dad's company is a good place to work it treats its workers well.
3. Tonight the moon is full the sky will be bright.
4. Tara likes to write blog entries she's on the computer all the time.
5. Neptune is far from the sun it takes 165 years to go around the sun once.

Practice B Rewriting Run-on Sentences

Read the run-on sentences. Use a comma and a coordinating conjunction to correct each one.

Example: I want to do well on my test I will study.

Answer: I want to do well on my test, so I will study.

1. Our class visited McDonald Observatory we had a star-watching party.

2. I went to the store I forgot to buy bread.

3. The roads were icy school was delayed an hour.

4. We can go shopping we can go for a walk.

5. Katya wants to go to the movies she has to finish her report.

Writing and Speaking Application

Write one run-on sentence. Read your sentence aloud to a partner. Your partner should identify two different ways to correct the run-on sentence. Then, switch roles with your partner.

Read about two ways to combine sentences. Then practice each way.

Combine sentences by joining two or more main clauses. The result is a compound sentence.

Use common conjunctions such as *and*, *but*, *or*, *nor*, *for*, *so*, or *yet*. Use a comma before the conjunction.

Example: Several pair of osprey nest on the island. Nesting bald eagles are rare.

Compound sentence: Several pair of ospreys nest on the island, but nesting bald eagles are rare.

Notice that new compound sentence is more precise and detailed.

Combine sentences by changing one into a subordinate clause. The result is a complex sentence.

Use conjunctions such *after*, *although*, *because*, *before*, *since*, and *unless*.

Examples: The whales migrate south in the fall. They need warmer waters to breed and give birth to their calves.

Complex sentence: The whales migrate in the fall because they need warmer waters to bread and give birth to their calves.

Notice that the new complex sentence shows cause and effect. The effect is that whales migrate. The cause is that they need for warmer water to breed and give birth to their young.

Lesson XX COMBINE SENTENCES

A Read both simple sentences. Combine them to form a compound sentence. Use one of these conjunctions: *and*, *but*, *or*, *for*, *so*, *yet*.

1. Claudia wrote a poem. Claudia wrote a short story.
2. We needed fresh air and sunshine. We went to the beach.
3. My aunt loves to travel. My uncle prefers to remain at home.
4. We could go for a hike. We could go swimming at the lake.
5. I want to take an art class. I don't really have the time.

B Read both simple sentences. Combine them to form a complex sentence. Use a clause that starts with *after*, *although*, *before*, or *because*, or *until*.

1. I need to clean my bedroom. Mom gets home in an hour.
2. The doctor told Sam he needs more sleep. Sam usually goes to bed early.
3. I'm trying to get more exercise. It helps me to keep strong.
4. Carlos arrived in the late afternoon. The party was over.
5. I'm baking a cake. I'm also making a stew.

Lesson 121 CONDENSING IDEAS IN SENTENCES

Read about two ways to condense sentences. Then practice each way.

Condense sentences by turning one of them into a phrase. The result is a complex sentence.

Use words such as *that*, *who*, *which*, *where*, *when*, *with*, *at*, *in*, and *since*.

Example: The play is advertised in the newspaper. The play will be performed at 8:00.

Complex sentence: The play that was advertised in the paper will be performed at 8:00.

Notice that the new complex sentence is more precise and detailed.

Another way to condense sentences is by changing a verb into a noun.

Examples: The storm destroyed many people's homes. Hundreds of people were left homeless.

Condensed sentence: The destruction caused by the storm left many people homeless.

Notice that the new condensed sentence avoids the need to repeat words.

Here are more verbs that can be turned into nouns:

lead/leadership, prevent/prevention, perform/performance, hospital/hospitalization, assist/assistance, attend/attendance.

A Read both sentences. Then use a phrase to condense them into one sentence.

1. The birds migrate by the thousands. The birds migrate in the autumn.
2. My sister leaves the house every morning. My sister leaves the house at 8:00 a.m.
3. My friend Tim loves to play tennis. He loves to play at the park near his house.
4. We've been celebrating the holiday every year. We've been celebrating the holiday since I was born.
5. I went to a museum exhibit last week. I went to a museum exhibit of African art.

B Read both sentences. Condense them by turning a verb into a noun. Use the nouns listed above.

6. He assisted many customers every day. His customers were very pleased.
7. The principal leads the entire school. He has made many wonderful changes.
8. Many people attended the opening of the play. The performers were very pleased.

- 9.** The acting troupe performs at schools. Students always enjoy attending their shows.
- 10.** My cousin is in the hospital. He will be there for weeks.

LESSON 122 AVOIDING COMMON USAGE PROBLEMS

Review these common usage problems:

To, Too, Two	
<i>To</i> is a preposition or part of an infinitive. <i>Too</i> is an adverb. <i>Two</i> is a number.	We want <u>to</u> go <u>to</u> the store. I drank the cold water <u>too</u> quickly. We baked <u>two</u> pies instead of one.
There, Their, They're	
<i>There</i> is an adverb or sentence starter. <i>Their</i> is a possessive adjective; it modifies a noun. <i>They're</i> is a contraction of <i>they are</i> .	<u>There</u> was a car parked <u>there</u> . <u>Their</u> car is very dirty. <u>They're</u> buying a new car today.
Accept, Except	
<i>Accept</i> is a verb; it means <i>to take something offered; to agree</i> . <i>Except</i> is a preposition; it means <i>leaving out; other than</i> .	Jon will <u>accept</u> the prize. Everyone <u>except</u> me will attend.

Practice A Choosing the Correct Usage

Read the sentences. Then, circle the word in parentheses that best completes each sentence.

Example: We drove (there, their, they're) in our car.

Answer: We drove (there, their, they're) in our car.

- (There, Their, They're) are 52 weeks in a year.
- We want (to, too, two) see the movie the day it opens.
- The coach is going to (accept, except) the award for the team.
- I like these shoes because (there, their, they're) very comfortable.
- I filled out the entire form (accept, except) for the last section.

Practice B Correcting Usage Problems

Read the sentences. Then, rewrite them to correct the usage problems.

Example: Everyone accept Leslie ran the mile in under eight minutes.

Answer: Everyone except Leslie ran the mile in under eight minutes.

- The college students are studying because there taking exams next week.

- All the dogs at the animal shelter accept the terrier were adopted.

- Edgar thinks that driving from Austin to Dallas takes to long.

- The bus has too make a lot of stops on its downtown route.

- The electricity went off because their was a major windstorm.

Writing and Speaking Application

Write two to three sentences describing an activity you tried for the first time. Use at least four of the words shown in the chart above. Read your sentences aloud to a partner. Your partner should listen for and record the sentences, checking for correct usage. Then, switch roles with your partner.

LESSON 123 TROUBLESOME VERBS A

Some verbs cause writers problems. You must learn to use these verbs correctly.

Remember these rules about troublesome verbs.

Use *isn't*, not *ain't*.

Use *did* as the past tense of *do*, not *done*.

Use *saw* as the past tense of *see*, not *seen*.

Use *raise* to mean lift something, not *rise*.

The past tense of *lie* is *lay*, not *laid*.

The past participle of *lie* is *lain*, not *laid*.

Use *leave* to mean "allow to remain," not *let*.

Use *let* to mean "to permit," not *leave*.

Use *should have*, not *should of*.

Use *said* to report someone's words, not *says*.

Practice A Using the Correct Verb

Read the sentences. Then, choose the correct form of the verb from the pair in parentheses and write it on the line provided.

Example: Sid should (raise, rise) the window two inches.

Answer: raise

1. I plan to (lie, lay) down for a short nap. _____
2. My brother (laid, lay) asleep in his crib. _____
3. Please (leave, let) me do my job without help. _____
4. Katy (set, sat) the books on the table. _____
5. I decided to (sit, set) down for a few minutes. _____
6. Yesterday, Bobby (lay, laid) the bricks for the new wall. _____
7. Please make sure I (raise, rise) by 5 P.M. _____
8. My sister has (lain, laid) in bed all morning. _____
9. The waiter (says, said), "We have several specials today." _____
10. I (should have, should of) left my house earlier. _____

Practice B Using Troublesome Verbs Correctly

Read the sentences. If the underlined verb is used correctly, write correct. If it is not, rewrite the sentence using the correct verb.

Example: I done my best to finish the puzzle.

Answer: I did my best to finish the puzzle.

1. Tomas seen two men in the store. _____
2. Armando set the pot on the stove. _____
3. Then the boy says, "Watch me dive." _____
4. There ain't any reason to complain. _____
5. I set down to rest for a while. _____
6. Trash laid on the floor of the car. _____

Writing and Speaking Application

Write a brief dialogue between a child and parent. The child uses troublesome verbs incorrectly, and the parent explains the right way to use each verb. Then, read your paragraph aloud with a partner. One of you reads the child's dialogue, and the other reads the parent's dialogue.

Troublesome Verbs B

Some pairs of verbs are troublesome verbs because they have similar meanings or because they look alike.

Verb	Meaning	Present	Past	Past Participle (has, have, had)
sit	sit down	sit	sat	sat
set	put or place	set	set	set
lie	rest or recline	lie	lay	lain
lay	put or place	lay	laid	laid
rise	get or move up	rise	rose	risen
raise	lift up	raise	raised	raised
let	allow or permit	let	let	let
leave	go away	leave	left	left
lend	give to someone	lend	lent	lent
borrow	get from someone	borrow	borrowed	borrowed
teach	show how	teach	taught	taught
learn	find out	learn	learned	learned

A Write the form of the underlined verb indicated in ().

1. She sit at the table and peeled apples. (past)
2. The sunburn raise blisters on the worker's arms. (present)
3. The rancher had lend his bulldozer to his neighbor. (past participle)
4. Juan Valdez borrow baskets from us. (past)
5. He set his boots by the side of his bed. (present)
6. In the morning, he had rise and gone back to work. (past participle)

B Write the verb that correctly completes the sentence. Use context to help you decide which verb is needed.

1. Can you (learn, teach) me that folk song?
2. Our class (learned, taught) about folk literature of Mexico.
3. Helen (borrowed, lent) me her book of Latin American tales.
4. I also (borrowed, lent) a book on folk art from my teacher.
5. Those books have (lain, laid) on my desk for days.
6. I accidentally (set, sat) some papers on them.
7. Then I (let, left) them there for two weeks.
8. Will you (leave, let) me have an extra day?
9. Ms. Gomez said yes and (raised, rose) my hopes.
10. If I (raise, rise) early tomorrow, I can finish the report.
11. I (sat, set) down and went right to work.
12. I (laid, lay) the assignment sheet on the counter.

C Complete each sentence using a form of the verb from the box. Use the tense indicated in (). Write the sentences.

lie lay rise raise sit set

13. Papa always ____ in the large chair at the head of the table. (present)
14. Mama ____ the table with the good linen and china. (past participle)
15. The bread ____ in the loaf pan. (past participle)
16. The wonderful yeasty smell ____ my spirits immediately. (past)
17. Papa ____ his newspaper aside and came to the table. (past)
18. After dinner we usually ____ down for a siesta. (present)



Lesson 125

1 CORRECTING SHIFTS IN MOOD AND VOICE

When you write, you should keep the elements in your sentence consistent. A shift or a change in verb mood or voice can be confusing to readers.

Mood

There are three verb moods. The **indicative** mood indicates, or states, something. It is also used to ask questions. The **subjunctive** mood describes a wish or condition that is unlikely to happen or not possible. The **imperative** mood states a request or command and always uses the present tense.

Indicative	John left the house.
Subjunctive	If I were running the meeting, I would let everyone speak.
Imperative	Please don't forget!

When you write, make sure the mood does not shift within sentences. For example:

Shift in mood	Ask Alex where he's going and then you should tell him to bring an umbrella.
Corrected	Ask Alex where he's going and tell him to bring an umbrella.

Voice

Most verbs have two voices: **active**, to show that the subject is doing an action, and **passive**, to show that the subject is acted upon.

Active voice	Jamal wrote the article.
Passive voice	The article was written by Jamal.

Use **active voice** whenever possible. Sentences with active verbs are less wordy and more forceful than those with passive verbs.

However, there will be times when you will need to use the passive voice. Use **passive voice** to emphasize the receiver of an action rather than the performer of an action. For example: The orchestra **was directed** by the conductor. Also use the passive voice when the performer is unknown or not named in the sentence. For example: The painting **was created** sometime in the last century.

When a sentence has two or more verbs, make sure the voice does not shift. For example:

Shift in voice	Delicious food was eaten when Lila went to the new restaurant.
Corrected	Lila ate delicious food when she went to the new restaurant.

Practice A

Underline the verbs. Then write AV if the verb is in active voice and PV if the verb is in passive voice.

Example: The trees were planted by my father.

Answer: The trees were planted by my father. PV

1. The leftovers were heated in the microwave.
2. The singer performed her new song.
3. The directions were given to us.
4. The town elected a new mayor.
5. Dinner was cooked by Sam.

Practice B

Underline the verbs. Then write the letter S if there is a shift in mood or voice.

Example: The teacher explained the assignment and then the directions were given.

Answer: The teacher explained the assignment and then the directions were given. S

6. He made a speech and then an award was given to him.
7. Take the test and then you should hand it back to the teacher.
8. The artist created a sculpture and gave it to the city.
9. Watch the movie and they you should tell me what it was about.
10. Ray took the picture and sent it to Ethan.

Writing and Speaking Application

11. With a partner, take turns telling about something you wished for when you were younger. Use at least one verb in each of the three moods. Ask your partner to listen for and correct any shifts in mood.
12. Write an announcement for an activity at your school. Read the announcement to a partner. Ask your partner to listen for and correct any shifts in voice.

Lesson 126

1 VAGUE PRONOUNS

To avoid confusion, a pronoun should always have an antecedent that is either stated or clearly understood. Vague pronouns can make sentences unclear: I loved tasting the new recipe, but *they* never explained what ingredients were used to make it. You can't tell whom the pronoun *they* refers to. Pronouns should always have a clear antecedent. Use *you* only when the reference is truly to the reader or listener.

There are two ways to correct a vague pronoun reference.

Vague reference	<i>I am going to the beach with my sister. It should be a lot of fun.</i>
Replace the pronoun with a specific noun	<i>I am going to the beach with my sister. The trip should be a lot of fun.</i>
Revise the sentence to make the idea clear	<i>The trip to the beach with my sister should be a lot of fun.</i>

Practice A Identifying Vague Pronouns

Write whether each contains a vague pronoun or a clear reference to an antecedent.

Example: The movie was good, but *they* could have made it shorter.

Answer: vague pronoun

1. In this book, *it* suggests that eggs are a healthy breakfast.
2. To train for a marathon, *you* must train very often.
3. Elena and Sara like dancing, but *they* like gymnastics better.
4. My friends are going to the park, and *they* are staying until noon.
5. In the summer, *you* are expected to find a part-time job.

Practice B Rewriting to Correct Vague Pronouns

Read the sentence. Correct the vague pronoun reference by replacing the pronoun with a specific noun or revising the sentence to make the idea clear.

Example: On the team my brother played for, *you* were expected to win all the time.

Answer: On the team my brother played for, *athletes* were expected to win all the time.

1. *You* couldn't understand a word the group sang.
2. When we arrived at the mall, *they* told us which store was having a sale today.
3. Omayya worked in the library and enjoyed *it* very much.
4. At the meeting, *they* spoke about fire safety.
5. *You* must speak Spanish to qualify for that job.
6. Jaime is visiting an art museum next month. *It* should be very enlightening.

Name _____ Date _____

7. *They* predict that spring will come early this year.
8. Mr. Stevens was named soccer coach. *That* should get the team to the finals this year.
9. On the news *it* mentioned that unemployment has declined.
10. During colonial time, *you* had to grow your own crops in order to survive.

Writing and Speaking Application

Use sentences 1 to 10 above as models to write similar sentences. Then, read aloud your sentences to a partner. Work together to rewrite each sentence to make it clearer.

LESSON 127**AVOIDING PROBLEMS WITH NUMBER AND GENDER**

A personal pronoun must agree with its antecedent in person, number, and gender.

Sometimes it is not easy to determine either the number or gender of the antecedent. The chart below provides some suggestions.

Use a singular personal pronoun when . . .	two or more singular antecedents are joined by <i>or</i> or <i>nor</i> .	Either Bob or Tim will deliver <i>his</i> report.
Use a plural personal pronoun when . . .	two or more antecedents are joined by <i>and</i> .	Bob and Tim will deliver <i>their</i> reports.
Use a singular pronoun to refer to a collective noun . . .	that names a group that is acting as a single unit.	The class will meet in <i>its</i> usual room.
Use a plural pronoun to refer to a collective noun . . .	when the members or parts of a group are acting individually.	The class will bring <i>their</i> projects in tomorrow.
To refer to both males and females at the same time . . .	use the phrase <i>his or her</i> or <i>him or her</i>	Each student will bring <i>his or her</i> work to class.
To avoid the problem of matching gender . . .	rewrite the sentence to use a plural antecedent and plural pronoun.	<i>All students</i> will bring <i>their</i> work to class.

Show that you can use and understand correct pronoun and antecedent agreement by completing these exercises.

Practice A Making Pronouns and Antecedents Agree

Read the sentences. Then, write the pronoun in parentheses that agrees with its antecedent.

Example: The club approved (its, their) new constitution.

Answer: its

1. Luka and Tony have finished (his, their) project. _____
2. Neither Nancy nor Sarah brought (her, their) form. _____
3. Each firefighter passed (her, his or her) physical exam. _____
4. Everyone must complete (his or her, their) outline by Tuesday. _____
5. The audience rose from (their, its) seats. _____

Practice B Supplying Pronouns That Agree With Their Antecedents

Read each sentence. Then, supply a pronoun or pronoun phrase to complete the sentence.

Example: Each teacher decorated _____ classroom.

Answer: his or her

1. Dean or Andrew entered _____ name in the contest.
2. The police captain and lieutenant deserve _____ raises.
3. The troop are wearing _____ dress uniforms.
4. A bluebird or robin built _____ nest in our tree.
5. Congress will begin _____ recess on November 18.

Writing and Speaking Application

Write three sentences using names of your brothers, sisters, or cousins as compound subjects.

Use personal pronouns in each of your sentences. Read your sentences aloud to a partner. Have your partner correct any mistakes in pronoun-antecedent agreement. Then, switch roles with your partner.

Modifiers A

Adjectives, adverbs, and prepositional phrases are **modifiers**, words or groups of words that tell more about, or modify, other words. Adjectives modify nouns and pronouns. Adverbs modify verbs, adjectives, or other adverbs. Prepositional phrases can act as adjectives or adverbs.

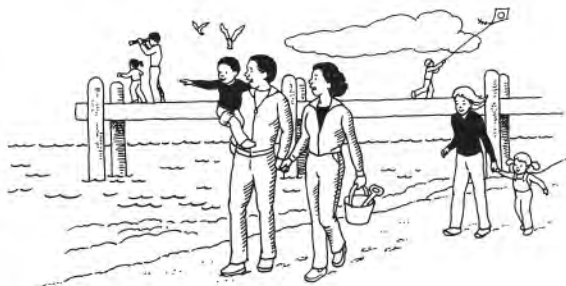
As Adjective The towel with green stripes is mine.

As Adverb A crab ran under a rock.

- To avoid confusion, place modifiers close to the words they modify. Adjective phrases usually come right after the word they modify. Adverb phrases may appear right after a verb or at the beginning of a sentence.
- Meaning can be unclear if a modifier is misplaced.
No The girl set out a picnic in a red bathing suit.
Yes The girl in a red bathing suit set out a picnic.
- The position of *only* in a sentence can also affect meaning. Place *only* directly before the word it modifies.
Example Only he ate oysters. (Nobody else ate them.)
 He only ate oysters. (He didn't do anything except eat.)
 He ate only oysters. (He ate nothing else.)

- A** Write adverb, adjective, or prepositional phrase to identify each underlined modifier.

1. We always visit the beach.
2. I love the warm sun.
3. A wave crashed very loudly.
4. I see a tiny jellyfish!
5. One stung me on the foot.

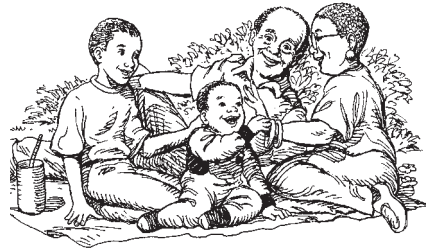


B Write each prepositional phrase. Tell whether it acts as an adverb or an adjective by writing *adv.* or *adj.* The number in () tells how many prepositional phrases are in the sentence.

1. Near my house is a beautiful sand beach. (1)
2. Several members of my family jog on the wet sand. (2)
3. A sign with big red letters says, "Swim at your own risk." (2)
4. People of all ages fish and relax on the pier. (2)
5. Above the blue ocean water, parasailers soar toward the clouds. (2)
6. Sunbathers with towels and in lounge chairs nap in the sun or read books. (3)
7. Seagulls with broad wings flap and dive along the long sandy coastline. (2)
8. By late afternoon, most of the people have left. (2)
9. Sunsets of beautiful reds and oranges bring an end to many peaceful days. (2)
10. A runner is alone with the cries of the gulls. (2)

C Add adjectives, adverbs, and prepositional phrases to these sentences to create more specific, interesting statements. Reposition the misplaced modifiers that are in four sentences.

11. The children waited at a picnic table.
12. Their parents brought a picnic.
13. One boy drank lemonade.
14. We gave a girl some lotion with a sunburn.
15. Sara shrieked when a wave hit her loudly.
16. Two children chased a sandpiper with a net.
17. Of all the children, Mark had worn only sunscreen.
18. The parents packed the car.



Modifiers B

Adjectives, adverbs, and prepositional phrases are **modifiers**, words or groups of words that tell more about, or modify, other words. Adjectives modify nouns and pronouns. Adverbs modify verbs, adjectives, or other adverbs. Prepositional phrases can act as adjectives or adverbs.

As Adjective He read books about knights.

As Adverb He dreamed about knights.

- To avoid confusion, place modifiers close to the words they modify. Adjective phrases usually come right after the word they modify. Adverb phrases may appear right after a verb or at the beginning of a sentence.

- Meaning can be unclear if a modifier is misplaced.

No Fair and sweet, every knight needs a lady.

Yes Every knight needs a lady, fair and sweet.

- The position of *only* in a sentence can affect meaning. Place *only* directly before the word(s) it modifies.

Example: Only she laughed at him. (Nobody else laughed at him.)

She only laughed at him. (She didn't do anything except laugh at him.)

She laughed only at him. (She laughed at no one else.)

- A** Write *adj.*, *adv.*, or *prep. phrase* to identify each underlined modifier. Write *adj.* or *adv.* to identify how a prepositional phrase is used.

1. We watch a movie about medieval knights.
2. Two armies battle fiercely.
3. The scene is noisy and confusing.
4. The king swings his heavy sword.
5. One knight falls to the ground.

B Write each sentence. Underline adjectives once and adverbs twice. (Do not underline the articles *a*, *an*, and *the*.) Circle prepositional phrases.

1. A fierce dragon terrorized the good people of the kingdom.
2. The king quickly called his faithful knights around him.
3. "I will handsomely reward the one who slays the dragon."
4. The youngest knight stepped forward fearlessly.
5. He had a golden ring with magical powers.
6. On his fast horse, he rode from the castle.
7. Black smoke and flames rose from a mountain cave.
8. Sir Arnold cured the miserable dragon of his heartburn.



C Add the kind of modifier indicated in () to each sentence. Reposition the misplaced modifiers that are in the final five sentences. Write the new sentences.

9. Fairy tales intrigued the children. (prepositional phrase)
10. The knight charged the dragon. (adjective)
11. Dragons bring good luck. (prepositional phrase)
12. King Arthur ruled England. (adverb)
13. Tales grew out of his legend. (adjective)
14. Camelot is a kingdom. (adjective and prepositional phrase)
15. Knights defended their king. (prepositional phrase and adverb)
16. She wore a gown to the feast with feathers.
17. We read about knights who lived long ago on the Internet.
18. The girl could only wed the man who saved her, no one else.
19. The knight saved the damsel with a sword.
20. Jon read late at night about medieval monsters in bed.

LESSON 130**MODIFIERS C**

A modifier should be placed as close as possible to the word it describes.

A modifier is a phrase or clause that acts as an adjective or adverb. When a modifier is not close to the word it modifies, a sentence may be odd or unclear. Place the modifier closer to the word it modifies:

Ready to pounce, Margaret looked under her bed and saw her kitten.

Margaret looked under her bed and saw her kitten ready to pounce.

Practice A Identifying Misplaced Modifiers

Read the sentences. Then, underline the misplaced modifier in each one.

Example: I poured the milk down the drain that was sour.

Answer: I poured the milk down the drain that was sour.

1. The dog belongs to my neighbor with the red collar.
2. The clown gave the child a balloon in the stroller.
3. Soaring over the canyon, the hikers saw an eagle.
4. I found a pizza shop walking through downtown.
5. Cecilia found the lost book cleaning her bedroom.

Practice B Recognizing and Correcting Misplaced Modifiers

Read the sentences. Then, rewrite them to correct the misplaced modifiers. You may need to add words to the sentences.

Example: Answering the door, the dog wouldn't stop barking.

Answer: As I was answering the door, the dog wouldn't stop barking.

1. I returned the sweater to the store that was too small.

2. We ate Mexican food after the movie that was tasty.

3. Looking out the window, a deer jumped over the fence.

4. Wearing a heavy backpack, the hike seemed difficult.

5. Hopping in the garden, I saw a toad.

Writing and Speaking Application

Write two to three sentences describing a place you like to visit. Include at least two modifying phrases or clauses. Read your sentences aloud to a partner. Your partner should identify the modifiers and check if they are properly placed. Then, switch roles with your partner.