Unit 1: Subjects, Predicates, and Sentences

Lesson 1
Kinds of Sentences: Declarative and Interrogative

A sentence is a group of words that expresses a complete thought. All sentences begin with a capital letter and end with a punctuation mark. Different kinds of sentences have different purposes.

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

Last summer I went on a long trip.

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

Where did you go on your vacation?

Exercise 1 Insert a period if the sentence is declarative. Insert a question mark if it is interrogative.

My family and I went to Alaska.

1. Have you ever been that far north

2. Alaska is a wonderful and wild state

3. Isn’t it the largest state in the union

4. Was the weather hotter than you expected

5. Some days were so warm that I wore shorts

6. In some parts of Alaska, the sun never sets in summer

7. Summers in Alaska don’t last very long

8. Are Alaskan winters as cold as they say

9. The ground under much of Alaska is permanently frozen

10. How can animals live in such a cold climate

11. All the animals in Alaska are equipped for the cold

12. Did you see any bears in Alaska

13. We saw a lot of brown bears at Katmai National Monument
14. Male brown bears can be as tall as ten feet.
15. Can an animal that big move very fast?
16. A brown bear can run as fast as twenty-five miles per hour.
17. Do you think you’d be afraid of a brown bear?
18. Did you know that the highest mountain in North America is in Alaska?
19. The mountain is called Denali.
20. What does Denali mean?
21. Denali is a Native American word that means “the great one.”
22. At one time only Native Americans lived in Alaska.
23. Who were the first white settlers in Alaska?
24. Russians built a settlement on Kodiak Island in 1784.
25. Why did the Russians want to settle in Alaska?
26. They went there to look for furs.
27. Russia sold Alaska to the United States in 1867.
28. How much did the United States pay for Alaska?
29. Alaska cost the United States $7.2 million.
30. Does that seem like a lot of money to you?
31. When did Americans begin going to Alaska?
32. Americans began going to Alaska during the 1890s and 1900s.
33. They went there to look for gold.
34. Large amounts of “black gold” were discovered in Alaska in 1968.
35. What is “black gold”?
36. “Black gold” is another name for oil.
37. Alaska also has coal, platinum, copper, and uranium.
38. Did you take many pictures during your trip?
39. I took a great shot of an eagle catching a salmon.
40. Do you want to see some other pictures I took?
Lesson 2
Kinds of Sentences: Exclamatory and Imperative

In addition to declarative and interrogative sentences, there are two other types of sentences. An **exclamatory sentence** shows strong feeling. It ends with an exclamation point.

I never saw so much traffic!

An **imperative sentence** commands someone to do something. The subject you is understood. An imperative sentence can end with either a period or an exclamation point.

(You) Look both ways before crossing the street. (You) Look out!

▶ Exercise 1 Write *exc.* in the blank before each exclamatory sentence and *imp.* before each imperative sentence.

_ exc._

That alarm clock is too loud!

____  1. Give the orange juice to Cecilia.

____  2. How sleepy I am!

____  3. What a funny dream I had last night!

____  4. I can hardly wait for the dance!

____  5. Please don’t talk so loudly.

____  6. Tell Kwasi that it’s time to get up.

____  7. Put the timer where you’ll be sure to see it.

____  8. I love peanut butter sandwiches!

____  9. The toast is burning!

____  10. Give this bottle to the baby.

____  11. Becky spilled all her cereal!

____  12. Mop it up with a paper towel.

____  13. Help me set the table.

____  14. I’m in trouble if I’m late for school!

____  15. Jan forgot to do her math homework!
16. Please take these books back to the library.
17. Pour some more milk for Ricardo.
18. How I would love to be a rock star!
19. Get that cat off the table!
20. The puppy chewed a hole in my sock!
21. Pull up the anchor so we can be on our way.
22. Gordo is such a cute puppy!
23. Take these old magazines to your art teacher.
24. Be careful not to drop the plates.
25. My new sneakers are covered with mud!
26. Comb Tina’s hair and put a ribbon in it.
27. I wish Dad would drive us to school!
28. I can’t believe you ate all of that!
29. Oh, no, the car won’t start!
30. Make sure you have enough air in your bike tires.
31. Put your dishes in the sink before you leave.
32. Don’t forget to call me when you get home.
33. I dropped my ring into the sink!
34. You spilled juice on the floor!
35. Make sure you tie your shoes before jogging.
36. Put this apple in your pocket.

**Writing Link**  Write a paragraph explaining how to play a game. Use exclamatory and imperative sentences.
Lesson 3
Subjects and Predicates: Simple and Complete

Every sentence has two parts: a subject and a predicate. The subject part of a sentence names whom or what the sentence is about. The predicate part of a sentence tells what the subject does or has. It can also describe what the subject is or is like.

<table>
<thead>
<tr>
<th>SUBJECT PART</th>
<th>PREDICATE PART</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mountain climbers</td>
<td>reached the peak.</td>
</tr>
</tbody>
</table>

The complete subject is all of the words in the subject part of a sentence. The complete predicate is all of the words in the predicate part of a sentence.

<table>
<thead>
<tr>
<th>COMPLETE SUBJECT</th>
<th>COMPLETE PREDICATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The horse’s black</td>
<td>was blowing in the</td>
</tr>
<tr>
<td>mane</td>
<td>wind.</td>
</tr>
</tbody>
</table>

The simple subject is the main person or thing in the subject part of a sentence. The simple predicate is the main word or group of words in the predicate part of a sentence.

<table>
<thead>
<tr>
<th>SIMPLE SUBJECT</th>
<th>SIMPLE PREDICATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The horse’s black mane</td>
<td>was blowing in the wind.</td>
</tr>
</tbody>
</table>

Exercise 1 Draw one line under each complete subject and two lines under each complete predicate.

1. That little dog is following us to school.
2. Brian forgot his flute.
3. The yellow canary fell in love with the shiny mirror.
4. Those plaid slacks are much too long for me.
5. Kisha hated the movie.
6. The big, shaggy animals in the pen are yaks.
7. The girl’s long red hair shone in the sun.
8. The Yellow Hornets won the softball game.
9. My cousin Diana hit the ball right over the fence.
10. A sudden rainstorm ended the game.
11. He spilled the popcorn on the person in front of him.

12. Franco walked home alone.

13. The fire engine raced by on the way to a fire.

14. Dad’s tie was ruined by the gooey mess.

15. The red construction paper is in the cabinet.

16. Captain Kidd was a fearsome pirate.

17. The band played for two hours.

18. The small boat sank in the big waves.

19. The brave soldier was rescued.

20. Alison’s stepmother teaches English at the high school.

► Exercise 2 Draw one line under each simple subject and two lines under each simple predicate.

I am twelve years old today.

1. Marco was born in Venice, Italy.

2. Chanel’s father traded his used car for a new one.

3. He traveled all the way to China by himself.

4. Those two were the first to cross the finish line.

5. In March, I returned all of my library books.

6. At least one hundred people waited in line.

7. He told his little sister a bedtime story.

8. Scott’s cousin lost his favorite jacket.

9. The diagram showed three secret passageways.

10. Chen’s nickname was “Louisville Slugger.”

11. Marina never told people her secret.

12. The musician strummed the guitar quietly.

13. Christopher read every book by his favorite author.

14. The red skirt cost more than the blue skirt.

15. The Buckeroos made Gary an honorary member of the team.
Lesson 4
Subjects and Predicates: Compound

Some sentences have more than one simple subject or simple predicate. A **compound subject** is two or more simple subjects that have the same predicate. The simple subjects are joined by *and*, *or*, or *but*.

**Mummies** and **art objects** are found in Egyptian tombs.

A **compound predicate** is two or more simple predicates that have the same subject. The simple predicates are connected by *and*, *or*, or *but*.

The archaeologists **excavated** the tomb and **discovered** the treasure.

Some sentences have both a compound subject and a compound predicate.

The **pharaoh** and his **wife loved** the people and **did** many good works.

**Exercise 1** Draw one line under the compound subject and two lines under the simple predicate that they share.

Volcanoes and **earthquakes** cause great destruction.

1. Rome and Florence are two cities in Italy.
2. Both Sara and Caroline were chosen for the team.
3. Cinders and ashes rose from the fire.
4. People and animals mingle at the zoo.
5. Historians, archaeologists, and tourists love to explore ancient ruins.
6. Paintings and other objects were on display at the museum.
7. Smoke and car exhaust pollute the air.
8. Hot dogs and hamburgers sizzled on the grill.
9. In Egypt mummies and pyramids are favorite subjects of study.
10. My uncle and brother visited me in the hospital.
11. In the summer Shama and I swim every day.
12. Gold and silver cost more than copper.
13. Food and dishes filled the table.
14. The doctor and her nurse waited for the next patient.
15. Teeth and bones need calcium for strength.
16. Emily and Bill met Ron at the movies.
17. The lion and cheetah are predators.
18. The Ohio River and the Missouri River flow into the Mississippi River.
19. The librarian and their teacher helped them.
20. Most men and women exercise to stay in shape.

**Exercise 2** Draw one line under each simple or compound subject and two lines under each compound predicate.

LaToya opened her book and raised her hand.

1. Farmers raise crops and sell them to food companies.
2. Mom and Juan made a casserole and put it in the oven.
3. They left the party and headed home.
4. We changed our clothes and went out for dinner.
5. Both Ahmed and Tanika study hard and get good grades.
6. The cat opened its mouth and yawned.
7. Shawn ignored the television and did his homework.
8. Mom and Dad built a doghouse and painted it.
9. My stepbrother opened the door and ran into the yard.
10. The dog followed him and barked.
11. At night we sit on the front porch and tell stories.
12. Our team scored a run and won the game.
13. Sarah will turn on the light and close the curtain.
14. Alicia and Consuelo went to the store and bought milk.
15. The thunder and lightning scared the campers and kept them awake.
16. Kevin likes hamsters and keeps them as pets.
17. I will wash the dishes and put them away.
18. The 4-H Club raises animals and shows them at fairs.
Lesson 5
Simple and Compound Sentences

A simple sentence has one subject and one predicate.

SUBJECT  
Natalie  
Bill and Edward  
The runners

PREDICATE  
won the marbles tournament.  
signed up for the paper drive.  
lined up and waited for the starting signal.

A compound sentence contains two or more simple sentences joined by a comma and, but, or or. They can also be joined by a semicolon (;).

Jessica’s cake won first prize, and Katherine won the sack race.

Jessica’s cake won first prize; Katherine won the sack race.

Exercise 1 Write S in the blank before each simple sentence and C before each compound sentence.

S  You and I should go to the fair and see the sights.

C  1. Both adults and kids love to go to the fair.

S  2. You buy the tickets, and I’ll get the popcorn.

S  3. The animals are over there, and the crafts are down this way.

S  4. Julieta won a blue ribbon for her painting.

S  5. The games and contests are along the crowded fairway.

C  6. The bubble gum contest and the juggling contest are almost over.

C  7. Al blew a huge bubble, but Fernanda’s bubble was bigger.

C  8. Jack’s pig is groomed well; it’s friendly, too.

S  9. The pig got away and escaped into the crowd.

C  10. I want a hot dog, but Mom says to wait.

C  11. Mrs. Collins bakes wonderful pies, and her children eat them.

S  12. I want to ride the Ferris wheel, but Ted is afraid.

C  13. The roller coaster and the spaceship are the most popular rides.

C  14. Give the calf’s rope to me, or tie it to the post.

C  15. Anita won first prize; Franco came in second.
16. My frog, Big Nell, had the longest legs and jumped farthest.
17. You can put the trophy on the mantel, or you can put it on the shelf.
18. The cats slept in their cages, and their owners waited nervously.
19. Puff was the prettiest cat, but she didn’t win.
20. I’d like to take a kitten home, but we already have too many cats.
21. The goat ate its blue ribbon and took a nap.
22. Anita raised the champion cow; her brother showed it at the fair.
23. The chicken and the rooster stood side by side.
25. The biggest pumpkin and the biggest tomato are on that table.
26. Dad picked the lettuce; I made a prizewinning salad.
27. Jenny feeds the rabbits, and Andy brushes them.
28. My sister and her friends made that quilt.
29. She made the squares for the quilt, and Mandy sewed them together.
30. At the dog show, two terriers got into a fight.
31. The grape jelly and the orange marmalade taste wonderful on toast.
32. Give the chickens some corn, and fill their water dish.
33. The ponies and the horses are in the barn.
34. My sister found a wallet, and I took it to the lost-and-found.
35. Throw a table tennis ball into the goldfish bowl, and win a prize.
36. Herbie won a stuffed gorilla; Alma won a stuffed tiger.

**Writing Link** Write a paragraph that explains how to prepare your favorite food. Use at least two compound sentences.
Lesson 6
Sentence Fragments

A sentence must have both a subject and a predicate to express a complete thought. A group of words that lacks a subject, a predicate, or both is a **sentence fragment**. A fragment does not express a complete thought and should be avoided in writing.

Almost stopped them. (lacks a subject)
The three explorers. (lacks a predicate)
Almost to the top. (lacks a subject and a predicate)

▶ **Exercise 1** Draw one line under the complete subject and two lines under the complete predicate of each complete sentence. If a sentence is not complete, write **F** (fragment) in the blank.

____ **F** Of brave explorers.

____ 1. History tells tales of brave explorers.

____ 2. Christopher Columbus.

____ 3. Sailed in three ships.

____ 4. Christopher Columbus and his men sailed in three ships.

____ 5. Their long voyage brought them to the New World.

____ 6. The explorer Amerigo Vespucci.

____ 7. America was named for the Italian explorer Amerigo Vespucci.

____ 8. Sir Edmund Hillary was the first to climb Mt. Everest.

____ 9. A very high mountain.

____ 10. Everest is a high mountain in Nepal.

____ 11. Hillary and his group almost died in the cold.

____ 12. Hard to breathe.

____ 13. It is hard to breathe on extremely high mountains.

____ 14. Oxygen is very thin that high up.

____ 15. Peary reached the North Pole first.

____ 16. His dogs pulled him on a sled.
17. Arrived there before him.
18. Captain Cook, might have arrived there before him.
19. Other explorers found the Northwest Passage.
21. This watery passage joins the Atlantic and Pacific oceans.
22. Many of today’s explorers.
23. Many of today’s explorers look to the skies.
24. Others explore the deep oceans.
25. You can also explore without leaving your room.
26. You can explore with your mind.
27. Some scientific discoveries are based on theories.
28. Johannes Kepler discovered the cause of tides.
29. Few people believed him.
30. Isaac Newton made many important scientific discoveries.
31. Without these people.
32. These people made a difference in our world.
33. Modern astronauts depend on their discoveries.
34. Today’s scientists are still exploring new ideas.
35. Much different from today’s.
36. Tomorrow’s world will be much different.
37. Space travel may be common.
38. The world tomorrow.

▶ Writing Link  Write two complete sentences about a process you would like to learn more about.
Lesson 7
Run-On Sentences

A run-on sentence is two or more sentences incorrectly written as one sentence. Correct a run-on sentence by writing separate sentences or by combining the sentences with a semicolon (;) or with a comma and and, or, or but.

RUN-ON SENTENCE
Bill won the race, the crowd cheered.

CORRECTED SENTENCE
Bill won the race. The crowd cheered.
Bill won the race; the crowd cheered.
Bill won the race, and the crowd cheered.

Exercise 1 Write R next to each run-on sentence.

R

You took a chance you lost the game.

  1. Architects design buildings, their buildings can take years to complete.
  2. Lionel took the subway and then transferred to a bus.
  3. The colors in his painting are quite striking.
  4. I ordered a small sweatshirt, but I received a large one.
  5. Preheat the oven, bake for one hour.
  6. The tower cleared the runway, but the plane still could not take off.
  7. Yori took an aspirin, there was only one left.
  8. The bill comes to almost twenty dollars, are you going to pay it?
  9. Of all the birds at the pet store, we liked the parrots best.
 10. Subtract ten from twelve for the answer.
 11. Here is your present, but don’t open it until your birthday.
 12. Clean your room first and then we can go to the movie.
 13. Daryl’s first test was too easy, his second test was much more difficult.
 14. Go to the first street; then turn left.
 15. The first store had the best selection, but the second store had the album I wanted.
16. Look at all the people at the parade I wonder where we can sit.
17. Susie is planning a surprise party; Karen doesn’t suspect a thing.
18. The night sky was clear many stars could be seen.
19. George and Hernando are walking to the park, I am riding my bicycle.
20. Saturday’s softball game will have to be postponed if it rains.
21. Tonight we are going to see a skating competition I hope it is like the Olympics.
22. Cynthia wrote a letter to Cousin Jane, and Dad mailed it for her.
23. Mike is reading *The Adventures of Tom Sawyer*, but Jamie is reading *The Prince and the Pauper*.
24. The actors are sewing their own costumes it is quite a challenge.
25. Scott’s jacket is colorful; it is also very warm.
26. The new bridge has several special features one of them is a carving of a ship.
27. We can eat first, or we can start the tour.
28. Buy the seeds this week, and plant them next week.

**Exercise 2** Underline each run-on sentence in the paragraph.

If you’re looking for something to do with your free time, you might think about starting a collection. There are millions of collectors in the world. Some people collect baseball cards, some people collect the autographs of famous people, did you know there are even some people who collect colorful shopping bags from different stores? If you have a special interest in sports or music, you might decide to collect baseball caps or photos of musicians. If you like nature, you could collect seashells, fossils, or wooden carvings of ducks. Collecting is fun, collecting can be profitable. The items you collect can double or even triple in value over the years, stamps and coins are good examples of this. Most people enjoy collecting because they like looking for new items to add to their collection. Finding a rare shell or discovering a one-of-a-kind baseball card in your grandmother’s attic is a real thrill for most collectors.
Unit 1 Review

**Exercise 1** Write dec. in the blank before each declarative sentence, int. before each interrogative sentence, exc. before each exclamatory sentence, and imp. before each imperative sentence.

**exc.** What a great skateboard this is!

1. Should I bring an umbrella?
2. It’s been raining for three days.
3. Come with me to the store.
4. Are your shoes too tight?
5. My library card is ruined!

**Exercise 2** Write S before each simple sentence, C before each compound sentence, and F before each sentence fragment.

S The oldest zoo in the United States is in Philadelphia.

1. Washington and Jefferson liked to fish.
2. I want to get a cat, but my sister wants a dog.
3. In the doghouse behind the garage.
4. The horses are in the barn; the cows are in the field.
5. Bring it here, please.

**Exercise 3** Draw one line under each simple subject. Draw two lines under each simple predicate. Separate the complete subject and complete predicate with a vertical line (|).

Many **children** love animals.

1. Big dogs need lots of space.
2. Kendall made a valentine for his stepmother and gave it to her.
3. The postcard from Eliza is on the table.
4. The dog and cat chased the squirrel up the tree.
5. The red book belongs to Eliza and Ted.
Cumulative Review: Unit 1

Exercise 1 Write **dec.** if the sentence is declarative, **int.** if it is interrogative, **exc.** if it is exclamatory, or **imp.** if it is imperative.

**int.** Is Bobby home?

1. The lightbulb is burned out.
2. Will you help me shovel the driveway?
3. Wow, that was a fantastic movie!
4. Please give Miss Kitty some milk.
5. Your red shirt is in the dryer.
6. What a cold day it is!
7. Did you wear your boots today?
8. The cat is chasing the dog.
9. Don’t drop these eggs.
10. Is it my turn now?

Exercise 2 Draw one line under each simple subject. Draw two lines under each simple predicate. Separate the complete subject from the complete predicate with a vertical line (|).

The **pirates** sailed down the coast.

1. Alma and Phil swam laps together.
2. My mom found the money.
3. My friend’s dog and my neighbor’s cat growl at each other.
4. The third pig’s house was made of brick.
5. The straw basket was full of apples and nuts.
6. The small boy led the way to the castle and opened the door.
7. The tired soldiers charged up the hill.
8. The pizza and drinks were eight dollars.
9. Cara and Tim closed their eyes during the scary movie.
10. Cora’s aunt knitted her a sweater and a hat.
Lesson 8
Nouns: Proper and Common

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

There are two basic kinds of nouns: common nouns and proper nouns.

A **common noun** names any person, place, thing, or idea.

A **proper noun** names a particular person, place, thing, or idea. It may consist of one or more words. Always begin a proper noun with a capital letter. If a proper noun has more than one word, capitalize the first word and all the important words.

<table>
<thead>
<tr>
<th>COMMON NOUN</th>
<th>PROPER NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>People:</td>
<td></td>
</tr>
<tr>
<td>student</td>
<td>Jan Lopez</td>
</tr>
<tr>
<td>police officer</td>
<td>Captain Michael Millay</td>
</tr>
<tr>
<td>Places:</td>
<td></td>
</tr>
<tr>
<td>school</td>
<td>Dewey Middle School</td>
</tr>
<tr>
<td>park</td>
<td>Central Park</td>
</tr>
<tr>
<td>Things:</td>
<td></td>
</tr>
<tr>
<td>poem</td>
<td>“Jabberwocky”</td>
</tr>
<tr>
<td>painting</td>
<td><em>Mona Lisa</em></td>
</tr>
</tbody>
</table>

**Exercise 1** Write **com.** above each common noun and **prop.** above each proper noun.

1. Uncle Lloyd, Aunt June, and I went to a movie.
2. The Cubs won the first game of the season.
3. Felicia scored ten points in the game against Davis School.
4. The Americans fought the British in the Battle of New Orleans.
5. Brenda is a new student in our class.
6. Jaime got a good grade on his paper about Albert Einstein.
7. We left our bags at the station in Pittsburgh.
8. In Philadelphia we visited many historical places.
9. Does this book on Egypt belong to Maria?
10. May we have a picnic at Lincoln Park this weekend?
11. I could see the fear in the eyes of the little dog.
12. My mother is a supervisor at the factory.
13. The water in the pool at Shelby Park is nice and warm.
15. Superman is my hero.
16. The pink and green skateboard belongs to Akimi.
17. The rain and snow kept the children inside for the day.
18. Have you read Alice in Wonderland by Lewis Carroll?
19. Jack says this book is the funniest he has ever read.
20. Gordo, my puppy, ate all the meat.
21. Put your guitar on the chair and your coat in the closet.
22. Broadway is a famous street in New York City.
23. We're going to Texas and Louisiana to visit my cousins.
24. Uncle Antoine keeps his boat on Lake Pontchartrain.
25. Ask Mr. Capozza if he knows where my mitt is.
26. Last winter we skated on Walden Pond.
27. Jo is a character in Little Women by Louisa May Alcott.
28. My father was born in Dublin, Ireland.
29. Put more sauce on this plate of spaghetti.
30. The car got all dirty on the long drive from Omaha.
31. The apples for the pie came from our own trees.
32. Nance left the house before Louisa did.
33. That building across the street is the Empire State Building.
34. I've seen the Atlantic, but I haven't seen the Pacific.
35. There are many schools and colleges in and around Boston.
36. This bus will take you to Park Street.
Lesson 9
Nouns: Singular and Plural

A singular noun names one person, place, thing, or idea. A plural noun names more than one. Most plural nouns are formed by adding -s or -es to the singular form of the noun. To write the plural forms of some nouns, however, you need to know special rules.

**FORMING PLURAL NOUNS**

<table>
<thead>
<tr>
<th>NOUNS ENDING WITH</th>
<th>TO FORM PLURAL</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>s, z, -zz, ch, sh, x</td>
<td>Add -es.</td>
<td>church, churches</td>
</tr>
<tr>
<td>o preceded by a vowel</td>
<td>Usually add -es.</td>
<td>patio, patios</td>
</tr>
<tr>
<td>o preceded by a consonant</td>
<td>Sometimes add -s.</td>
<td>echo, echoes</td>
</tr>
<tr>
<td>y preceded by a vowel</td>
<td>Add -s.</td>
<td>piano, pianos</td>
</tr>
<tr>
<td>y preceded by a consonant</td>
<td>Usually change y to i and add -es.</td>
<td>monkey, monkeys</td>
</tr>
<tr>
<td>f or fe</td>
<td>Usually change f to v and add -es.</td>
<td>knife, knives</td>
</tr>
<tr>
<td></td>
<td>Sometimes add -s.</td>
<td>earmuff, earmuffs</td>
</tr>
</tbody>
</table>

**Exercise 1** Write S above each singular noun. Write P above each plural noun.

1. The paintings were in the old wing of the museum.
2. The donkeys ran through the fields.
3. All the books in the library have special numbers.
4. Did you see the cat run down the alley?
5. The game Josh is playing is the hardest.
6. That sailor has several medals.
7. The calves stood calmly beside their mothers.
8. Scientists work on many serious problems.
9. This store sells supplies for school.
10. Do you have any autographs of famous singers?
11. The cliffs of Dover in England are white.
12. I wonder if the astronaut was afraid as he floated in space.
13. We shouted into the cave and heard an echo.
14. There are not enough forks to go around.
15. Jupiter is the largest planet in the solar system.
16. The baby has outgrown his coat and mittens.
17. I have to go to two birthday parties this weekend.
18. Lions live on the plain, and tigers live in the jungle.
19. The car has four flat tires.
20. Jamie has read several books of historical fiction.

**Exercise 2** Complete each sentence by writing the correct form of the noun in parentheses. Use a dictionary if necessary.

Mom says that all the soldiers are **heroes**. (hero)

1. The little boy was carrying three **bunches** of flowers. (bunch)
2. The squirrel is sitting on the **roof** of the house. (roof)
3. The torn screen allowed **flies** to come in. (fly)
4. Is it very sunny on the **patio**? (patio)
5. Ami and Cyndi played a duet on two **pianos**. (piano)
6. Three **ladies** were ahead of us in line. (lady)
7. The submarine was sunk by the enemy’s **torpedo**. (torpedo)
8. The yodeler’s cry rang through the **valley**. (valley)
9. Yvonne has lived in several large **cities**. (city)
10. I just finished raking up that huge pile of **leaves**. (leaf)
11. The campers dug **trenches** to keep water out of their tents. (trench)
12. I never saw so many **photos** of one cat. (photo)
13. Did you boil enough **potatoes** for the salad? (potato)
14. The **bus** going downtown is usually crowded. (bus)
15. Maddie found three **pennies** on the sidewalk. (penny)
Lesson 10
Nouns: Collective

Words that name a group of people or things, such as *crowd* and *team*, are called **collective nouns**. A collective noun can take either a singular or a plural verb. Make the verb singular when the group acts as a unit. Make it plural when each member of the group acts separately.

The *crowd* was excited by the close game.
The *crowd* were pushing each other to get through the gate.

► Exercise 1 Underline each collective noun. Above it write *S* if it is singular and *P* if it is plural.

S

The class is putting on a musical this year.

1. The audience were shifting restlessly in their seats.
2. All of a sudden the crowd rose to its feet.
3. The construction crew works at night.
4. The herd of cattle is grazing peacefully on the hillside.
5. The jury is glad to take a break.
6. Carla’s family is going to visit relatives in Mexico.
7. The jury are carefully discussing the evidence.
8. A scientific team is searching for a cure.
9. The public is unhappy with the politicians.
10. The group of students were talking and laughing.
11. My family disagree with each other about the movie.
12. The club I belong to does fund-raising for charity.
13. The baseball team take their positions on the field.
14. The committee has finally reached a decision.
15. The swarm of bees was following the queen bee.
16. My class are taking turns watering the plants.
17. The band is playing at the dance.
18. The class is about equally divided between girls and boys.
19. The flock of pigeons flew to the top of the building.
20. The orchestra plays in the park on Sundays.

**Exercise 2** Draw a line under the verb in parentheses that best completes the sentence.

The committee (is, are) unanimous in its decision.

1. My family (is, are) spending the weekend at Grandma’s house.
2. The class (has, have) different ideas on how to decorate the gym.
3. The big crowd (was, were) surprisingly quiet.
4. Jessica’s family (is, are) taking vacations in different places.
5. The Spanish club (is, are) raising money for a trip to Mexico.
6. The group (has, have) followers from all over the world.
7. The team (is, are) running in all directions.
8. The audience (was, were) reading or chatting before the show started.
9. A flock of geese (is, are) flying overhead.
10. The public (is, are) very happy with the new mayor.
11. The office staff (is, are) having a picnic on Saturday.
12. Our team (is, are) ahead by one point.
13. The band of cowhands (is, are) herding the horses across the river.
14. The orchestra (was, were) all playing the wrong notes.
15. The staff (is, are) all members of different health clubs.
16. Only the best team (is, are) going to the playoffs.
17. Do you know if the senate (is, are) meeting today?
18. The crowd (is, are) on its feet.
Lesson 11
Nouns: Possessives

A noun that shows ownership of things or qualities is a **possessive noun**.

The lion’s mane is shaggy.
All of the clowns’ costumes are bright and colorful.
The children’s tickets to the circus are in my pocket.

**FORMING POSSESSIVE NOUNS**

<table>
<thead>
<tr>
<th>NOUNS</th>
<th>TO FORM POSSESSIVE</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most singular nouns</td>
<td>Add an apostrophe and -s (’s).</td>
<td>The seal’s ball is red.</td>
</tr>
<tr>
<td>Singular nouns ending in -s</td>
<td>Add an apostrophe and -s (’s).</td>
<td>Chris’s ticket got lost.</td>
</tr>
<tr>
<td>Plural nouns ending in -s</td>
<td>Add an apostrophe (’).</td>
<td>The tigers’ trainer is brave.</td>
</tr>
<tr>
<td>Plural nouns not ending in -s</td>
<td>Add an apostrophe and -s (’s).</td>
<td>The people’s faces are happy.</td>
</tr>
</tbody>
</table>

Remember that possessive nouns always contain apostrophes. Plural nouns do not.
The acrobats have capes. Where are the acrobats’ capes?

**Exercise 1** Underline each possessive noun. Above it write S if it is singular and P if it is plural.

- P The clowns’ red noses look like cherries.

1. Do you think the human cannonball’s trick is dangerous?
2. The ringmaster’s voice has to be very loud.
3. The lions’ roars don’t seem to scare the trainer.
4. Someone must carefully check the trapeze artists’ ropes.
5. Please don’t eat all of your sister’s popcorn.
6. The trainer is putting his head in the lion’s mouth!
7. I dare you to count the zebras’ stripes.
8. The rider stood on the horse’s back.
9. The audience’s applause rang through the arena.

10. The trainer’s belief is that lions can be trained but not tamed.

11. The big cats’ tempers can be very fierce.

12. The baby elephants grabbed their mothers’ tails.

13. The circus’s winter home is in Florida.

14. The woman’s costume is the same color as her poodles’ fur.

15. The acrobats’ legs must be very strong.

**Exercise 2** Complete each sentence by writing the possessive form of the word in parentheses.

The worker braided the **horse**’s mane. (*horse*)

1. The ____________________ circus was one of the most famous. (*Ringling Brothers*)

2. The human _____________ act is next. (*cannonball*)

3. The _____________ fuse is about to be lit. (*cannon*)

4. The lion _____________ bravery is amazing. (*trainer*)

5. The _____________ antics delight everyone. (*clowns*)

6. The _____________ noise is frightful. (*explosion*)

7. Are most _____________ acts dangerous? (*performers*)

8. The _____________ smiles lit up the arena. (*children*)

9. The circus _____________ coats are sleek and shiny. (*animals*)

10. Look! That _____________ toenails are painted red. (*dog*)

11. The circus _____________ conductor raised her baton. (*band*)

12. The _____________ fangs are long and sharp. (*tiger*)

13. This is supposed to be the _____________ biggest circus. (*world*)

14. The toddler pulled the _____________ tail. (*monkey*)

15. The _____________ capes are made of silk. (*performers*)
Unit 2 Review

Exercise 1 Write *prop.* above each proper noun, *com.* above each common noun, and *col.* above each collective noun.

<table>
<thead>
<tr>
<th>prop.</th>
<th>prop.</th>
<th>com.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jamie and Pat live in the same neighborhood.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Have you seen my copy of *Jem’s Island*?
2. Sharon and Akira belong to the club.
3. The balloons sailed through the sky above Walker Stadium.
4. Watch out for that swarm of bees.
5. The clothing at Frederico’s Department Store is very expensive.
6. All the middle schools in Newton have large libraries.
7. Our family is trying to spend more time together.
8. The red Ford belongs to my sister.
9. The crowd of runners is almost at the line.
10. Do you think the audience liked the play?

Exercise 2 Write *S* above each singular noun and *P* above each plural noun. Draw a line under each singular or plural noun that is also a possessive noun.

<table>
<thead>
<tr>
<th>S</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>That is Steve’s black truck.</td>
<td></td>
</tr>
</tbody>
</table>

1. Your shirts are in this drawer.
2. Alma’s shoes are under the bed.
3. Look at the books in this library!
4. This town has two newspapers.
5. Is this the librarian’s list of books?
6. The team needs new bats and gloves.
Exercise 1  Write *dec.* beside each declarative sentence, *int.* beside each interrogative sentence, *exc.* beside each exclamatory sentence, and *imp.* beside each imperative sentence.

**exc.**  That was a spectacular hit!

1. Bring us our check, please.
2. Are you nervous about giving your speech?
3. The live butterfly exhibit at the park is worth seeing.
4. Fifteen skiers are competing in the downhill race.
5. Help! I think I’m going to fall!
6. Will you give me a hand with my science project?
7. Take the Main Street bus to Mulberry.
8. I wanted the blue hat, but the green one will have to do.
9. May I borrow your tape player for the party?
10. Congratulations, you take first place!

Exercise 2  Write *S* beside each simple sentence, *C* beside each compound sentence, and *F* beside each sentence fragment.

**F**  The road through the orchards and valleys.

1. Mom will bake a cake, and Bill will frost it.
2. The teacher and the principal are laughing.
3. You can take a nap, or you can read a book.
4. All that work.
5. Fish have scales, and birds have feathers.
6. Maizie will turn on the light, and you can unlock the door.
7. The dog and the cat are sleeping on the porch.
8. Alicia wrote the paper, and Jaime drew the pictures.
9. I’m glad you are here.
10. Mountains and mountains of ice cream.
Exercise 3  Write *prop.* above each proper noun and *com.* above each common noun.  
Draw a line under each possessive noun.

**prop.**  **com.**  **prop.**  **prop.**

Neil plays soccer with David and Justin.

1. Allen and Margaret live on Kenmore Street.
2. The butterflies’ wings are orange.
3. The hospital is on the other side of town.
4. Mom wants to use the telephone.
5. I’ll meet you at the doctor’s office.
6. Officer D’Amico is giving a talk on safety today.
7. It was too noisy to hear the singers’ voices.
8. The driver’s jacket is on the chair.
9. Can you see the cars’ headlights?
10. Kerry’s aunt sent her a box of chocolates.

Exercise 4  Complete each sentence by writing the plural form of the noun in parentheses.

The **girls** took medicine for their allergies. (girl)

1. I like everything in my salad except _________. (tomato)
2. Oil ________ dry more slowly than other paints. (paint)
3. Please get a book from the library about the ________ of people in early Rome. (life)
4. The music department has three grand _________. (piano)
5. Their tool ________ were covered with wood shavings. (bench)
6. Jason and his sister rode ________ into the Grand Canyon. (donkey)
7. She applied for a few ________ last week. (job)
8. How many ________ are on your schedule? (class)
9. Part of her salary will go toward state ________. (tax)
10. There aren’t enough ____________ to go around. (dictionary)
Exercise 5  Draw a line under the verb in parentheses that best completes the sentence.

A school of fish (swims, swim) past the shark.

1. The class (begins, begin) their book reports tomorrow.
2. The committee (argues, argue) among themselves.
3. Raphael's family (lives, live) next to the school on Mound Street.
4. The audience (applauds, applaud) when the performance is over.
5. Our team (has, have) different ideas on how to win the volleyball tournament.
6. The jazz band (plays, play) in the park on Sundays.
7. The senate (reads, read) each bill out loud.
8. The stage crew (moves, move) the scenery off the stage.
9. The crowd (cheers, cheer) the team.
10. A gaggle of geese (visits, visit) our pond every winter.

Exercise 6  Complete each sentence by writing the possessive form of the word in parentheses.

The ______ cars' engines were fast enough to win the race. (cars)

1. The crowd cheered the ___________ call. (referee)
2. He groaned when he realized he had backed into his ___________ car. (boss)
3. I found my dad's tie in the ___________ department. (men)
4. Zachary delivers papers to all the ___________ homes. (neighbors)
5. My ___________ team is in fourth place this year. (sister)
6. Mystery ___________ books usually keep the reader in suspense. (writers)
7. Which ___________ toy is best for this age group? (child)
8. Mr. ___________ watch has an alarm that wakes him for work. (Jones)
9. The ___________ horses were trained to herd cattle. (cowhands)
10. Who is the president of the ___________ club this year? (women)
An action verb is a word that describes what someone or something does. An action verb names an action, although not always a physical action. Some action verbs describe mental action.

Tyler swam faster than anyone else at camp. (The action verb *swam* describes a physical action.)

Alicia calculated the score in her head. (The verb *calculated* describes a mental action.)

Sometimes an action verb is followed by a direct object. A direct object receives the action of the verb. It answers the question *what* or *whom*? after an action verb.

Kelsey’s soccer team won yesterday’s game. (The action verb, *won*, is followed by the direct object, *game*, which answers the question *what*?)

### Exercise 1
Draw two lines under the action verb in each sentence.

Yellowstone National Park attracts many visitors.

1. Yellowstone covers more than two million acres of land.
2. Its boundaries reach into three states.
3. The park features thousands of hot springs.
4. Some hot springs shoot columns of water and steam into the air.
5. We call them geysers.
6. Yellowstone’s geysers attract visitors from all over the world.
7. Nearly two hundred geysers dot the park’s landscape.
8. Old Faithful, the largest, erupts almost hourly.
9. It shoots water more than one hundred feet into the air.
10. Enormous crowds gather beside it.
11. Yellowstone National Park contains many other attractions.
12. The Yellowstone River divides the park north to south.
13. It carves a canyon through the mountains.
14. In several places, the river falls from steep cliffs.
15. Visitors to Yellowstone observe a variety of wildlife.
17. Moose roam the area.
18. Herds of bison graze in the park.
20. Yellowstone’s famous bears sometimes frighten campers.

Exercise 2 Draw two lines under the action verb in each sentence. If the action verb has a direct object, circle the direct object.

The Grand Canyon attracts millions of visitors each year.

1. Millions more catch glimpses of the canyon though airplane windows.
2. Grand Canyon National Park contains the most spectacular sections of the gorge.
3. The park encompasses more than one million acres.
4. At visitor centers, people study maps of the park.
5. They learn interesting facts about the area’s geology.
6. An enormous sea once covered this part of North America.
7. The Colorado River carved the canyon over many years.
8. Many visitors hike the park’s trails.
9. Trails lead hikers down from the canyon’s rim and back up.
10. Some people ride mules instead of hiking.
11. Visitors notice fossils in the canyon walls.
12. Sandstone, limestone, and shale form multicolored layers.
13. Weather constantly changes the rock formations.
14. Wind and rain erode the soft rock.
15. Sometimes big chunks of rock fall.
16. Changing light constantly alters the canyon’s appearance.
Lesson 13
Action Verbs and Indirect Objects

An indirect object can appear only in a sentence that has a direct object. Just as a direct object answers the question whom? or what? after an action verb, an indirect object answers the question to whom? or for whom? An indirect object always comes before the direct object.

James bought Corey a cold drink. (The indirect object Corey answers the question, James bought a cold drink for whom?)

Naomi gives the class red pencils. (The indirect object class answers the question Naomi gives red pencils to whom?)

Exercise 1 Write DO in the blank if the italicized word is a direct object or IO if it is an indirect object.

10. The doctor gave Maya a vision test.
   ___ 1. My cousin Rita brought us fresh-picked vegetables.
   ___ 2. Loud music gives my mother headaches.
   ___ 3. Janelle baked her family double-chocolate brownies.
   ___ 4. Louie’s sister made the team a pitcher of lemonade.
   ___ 5. Ezra read us the newspaper from Mexico City.
   ___ 6. Colleen showed her father her new gymnastics routine.
   ___ 7. Camille loaned us her tent.
   ___ 8. He offered my mother a ride to her office.
   ___ 9. My sister gave the dog a dish of water.
   ___ 10. The president gave me his autograph.
   ___ 11. Carmen sewed her new niece a crib quilt.
   ___ 12. My father prepared us a feast.
   ___ 13. The middle school sent the shelter more than five hundred cans of food.
   ___ 14. Oma gave Carl three dollars.
   ___ 15. Mr. Alvarez told me the new teacher’s name.
16. Carlos showed me his baseball card collection.

17. Peter played us three new songs.


19. My Uncle Randall gave me his old computer.

20. I will give Tyler some gum.

**Exercise 2** Circle each direct object. Underline each indirect object.

The Wildcats baked their coach a birthday cake.

1. The tour guide gives each visitor a map.
2. My sister lent me her new magazine.
3. Oleg’s father bought him a leather jacket.
4. Ms. Kumin read the class the last chapter.
5. My grandmother mailed me seventeen postcards.
6. We cooked Carol dinner.
7. Clayton built his sisters a playhouse.
8. The class gave Officer Wallace its full attention.
9. Someone sent Kim a dozen roses.
10. The hotel offered its guests free breakfast.
11. I ordered my mother a silver necklace.
13. My mother ordered Uncle Rob a cup of coffee.
14. Chris paid his brother five dollars.
15. Louisa sings the baby a song.
16. I bought my friend some basketball cards.
17. She read Raul the directions.
18. Aaron left Gabriel a doughnut.
19. Charlie made his family lasagna.
20. Amy gave her sister three old books.
Lesson 14
Transitive and Intransitive Verbs

An action verb that is followed by a direct object is called a **transitive verb**. An action verb that is not followed by a direct object is called an **intransitive verb**. Some verbs can be either transitive or intransitive, depending on the words that follow them. Remember that a direct object answers the question *what?* or *whom?*

**The polar bears eat** slowly.

The word *slowly* tells how the bears eat. It does not answer the question *what?* or *whom?* In this sentence, the action verb *eat* is intransitive because it is not followed by a direct object.

**The polar bears eat** fish.

The word *fish* answers the question *what?* In this sentence, the action verb *eat* is transitive because it is followed by the direct object *fish*.

---

**Exercise 1** Draw two lines under the action verb in each sentence. Write **T** in the blank if the verb is transitive. Write **I** if the verb is intransitive.

____ **T** Mitchell **repaired** the computer.

____ 1. The baby cried loudly.

____ 2. Marta finished early.

____ 3. We climbed three flights of stairs.

____ 4. Carly sings better than I do.

____ 5. My brother pedaled his bike down the sidewalk.

____ 6. The peanut butter cookies burned.

____ 7. My aunt called me yesterday.

____ 8. The pet store opened late.

____ 9. Peter's goldfish eats in the morning.

____ 10. Jen sank the ball through the hoop.

____ 11. After school, Zach ate two apples.

____ 12. The alarm woke Ethan at seven.

____ 13. The bathtub overflowed.
14. Aisha practiced every day.
15. The city closed our street during the construction.
16. My neighbor’s dog barked all night.
17. Tamara washed her mother’s car on Saturday.
18. William found the doctor’s phone number.
19. The upstairs phone rang.
20. Ingrid packed her sister’s lunch.
21. Heavy snow fell during the night.
22. Ruby starts piano lessons tomorrow.
23. We watched a video in class.
24. Our elaborate plans failed.
25. Jamie’s father grows prize-winning pumpkins.
27. Maureen and Sarah skated for two hours.
28. I dropped my key.
29. Gordon borrowed nine books from the library.
30. The track team broke three records.
31. Kaitlin scored in the second inning.
32. Gilberto asked the librarian.
33. She painted more carefully than ever.
34. A kitten followed me home.
35. The hall door slammed.
36. The doctor’s office closes at five.
37. A wave knocked Cameron off his feet.
38. Andy and Jorge’s boat sailed swiftly across the pond.
39. The band played only jazz.
40. The class decorated for the fall festival.
Lesson 15
Linking Verbs and Predicate Words

A **linking verb** connects a sentence’s subject with a noun or an adjective in the predicate. The predicate word tells what a sentence’s subject *is* or *is like.*

An avocado **is a fruit.** (*The linking verb *is* connects the subject *avocado* with *fruit.*)

In the sentence above, *fruit* is a **predicate noun.** It tells what the subject, *avocado,* is. Some sentences have a **predicate adjective,** an adjective that follows a linking verb and tells what the subject is like.

This avocado is **ripe.** (*Ripe* is a predicate adjective. It tells what the subject *avocado* is like.)

**COMMON LINKING VERBS**

<table>
<thead>
<tr>
<th>appear</th>
<th>become</th>
<th>grow</th>
<th>seem</th>
</tr>
</thead>
<tbody>
<tr>
<td>am, is, are, was, were</td>
<td>feel</td>
<td>look</td>
<td>taste</td>
</tr>
</tbody>
</table>

➤ **Exercise 1** Draw two lines under the verb in each sentence. Write **AV** in the blank if the verb is an action verb. Write **LV** if it is a linking verb.

**LV**

Dogs are popular pets.

1. Many dogs use their tails for communication.
2. A dog’s tail expresses playfulness or fear.
3. Some dogs’ tails are long and thin.
4. Other dogs have fluffy or curly tails.
5. Dogs are very good smellers.
6. Their noses are extremely sensitive.
7. Certain dogs actually become detectives.
8. They search with their noses.
9. A dog’s hearing is also very strong.
10. Dogs hear many things.
11. Dogs’ ears move in different directions.
12. Dogs seem sensitive to sounds.
13. Most dogs have forty-two teeth.
14. Different types of teeth serve different purposes.
15. Some dogs are web-footed.
16. Webbed feet make dogs good swimmers.
17. Canine eyesight is different from human eyesight.
18. Small details look fuzzy to dogs.
19. Most colors appear gray to them.
20. In the dark, dogs see better than humans.

**Exercise 2** Draw two lines under the linking verb in each sentence. Write **PA** in the blank if the verb is followed by a predicate adjective. Write **PN** if it is followed by a predicate noun.

**PN** Snakes are very interesting animals.

1. Not all of them are poisonous.
2. Earth is home to more than two thousand species of snakes.
3. About a dozen snake species are rare.
4. One endangered snake is the indigo.
5. Indigos seem very friendly.
6. They are native to Florida and Georgia.
7. Some snakes grow extremely long.
8. A few become longer than thirty feet.
9. The South American anaconda is a large snake.
10. Some anacondas are thick.
11. Thread snakes are the smallest snakes.
12. Some of them appear tiny.
13. A snake’s scaly skin looks slippery.
14. Its skin is only temporary.
15. Some snakes are poisonous.
16. All snakes are carnivores.
Lesson 16
Verb Tenses: Present, Past, and Future

A verb’s tense tells when an action takes place. The present tense describes an action that happens regularly.

We visit my grandmother on Sundays.

It can also express a general truth.

We visit many relatives.

The past tense describes an action that has already taken place. The past tense is most often formed by adding -ed to the verb.

We visited my aunt last weekend.

The future tense describes an action that will take place in the future. The future tense is formed by adding the helping verb will (or shall) to the verb.

We will visit my grandmother next Sunday.

Exercise 1 Draw two lines under the verb in each sentence. Write the tense in the blank: past, present, or future.

Present

Jimmy loves to fish.

1. We traveled to Ontario last summer.

2. My father makes the best whole wheat rolls.

3. I will be there by six o’clock.

4. Mr. Glazer’s class recycles the most paper.

5. India shared her ideas for after-school activities.

6. The karate class will begin promptly at three.

7. My brother will paint the mural.

8. No one unlocked the storage room.

9. We always plant pumpkins behind the garage.

10. The club will sell cookbooks.

11. George returned his library books on time.

12. Each student will contribute one poem to the book.
13. The band practiced for weeks.
14. Amy watches her younger brother on weekends.
15. We discussed the Brazilian rain forest.
16. Carol walked ten blocks in the rain.
17. André lives next door to Mr. Batten.
18. Sharla’s mother will pick her up after practice.
19. Indira will call for a taxi.
21. I locked my bike to the fence.
22. Louis helps me with my algebra.
23. The newspaper will list the score from last night’s game.
24. Three girls studied together for the geography test.
25. We hiked to the top of the ridge.
26. Clarence will audition for the spring play.
27. I usually wear jeans on Saturday.
28. We will order pizza for everyone in the group.
29. Ms. Tapp teaches social studies and history.
30. Our new yard will be smaller than our old one.
31. Barry listens to classical music.
32. Pat skated around the sink.
33. I will keep the key in my backpack.
34. Ezra washes the dishes on Wednesday.
35. They will hold the first meeting in the library.
36. I watched The Yearling last year.
37. The museum closes early on Sunday.
38. Rami called each person on the list.
39. Perry will use his sister’s computer.
40. Together we cleaned the whole apartment in two hours.
Lesson 17
Main Verbs: Principal Parts

Verbs have four principal parts: the **base form**, the **present participle**, the **past form**, and the **past participle**. These principal parts are often combined with helping verbs to form **verb phrases**. The **main verb** is always the last verb in a verb phrase.

**Base Form:**
I learn at least one new song every week.

**Present Participle:**
I am learning how to play guitar. (The main verb, learning, is the last verb in the verb phrase.)

**Past Form:**
I learned two songs last week.

**Past Participle:**
I have learned fourteen songs so far. (The main verb, learned, is the last verb in the verb phrase.)

▶ **Exercise 1**  Draw one line under the entire verb phrase. Draw two lines under the main verb.

Her uncle was bringing the soft drinks.

1. Darnel is selling me his skateboard.
2. Kelsa has donated her old soccer ball.
3. Travis is playing a tape for the class.
4. I have written my grandmother several poems.
5. The jeweler is repairing Allyson’s necklace.
6. People have walked in the flower bed.
7. Carin was learning the history of ballet.
8. NASA is postponing the shuttle mission.
9. Throughout history, people have valued gold.
10. Troy has flown in a 747.
11. We were hoping for a first-place trophy.
12. Craig’s grandmother is coming to the game tonight.
13. The dictionary is sitting on the windowsill.
14. Ms. Chang had opened the door for the children.
15. The bus driver was waiting for Kerwin.
Exercise 2 Draw two lines under the main verb. Write past in the blank if it is a past participle. Write pres. if it is a present participle.

pres. Mira’s family is camping this summer.

1. They have planned their trip carefully.

2. Mira’s mother has selected the destination.

3. She has decided on an isolated island.

4. Now everyone is preparing for the trip.

5. Mira’s brother has formed a list of supplies.

6. He is borrowing as many items as he can.

7. Mira is reading books and magazines about wilderness camping.

8. She had hoped for a different sort of vacation.

9. She was dreaming of a swimming pool and a new bathing suit.

10. She had imagined air-conditioned restaurants and hotel rooms.

11. Now she is learning about fishing bait and camp stoves.

12. Mira had wanted to send postcards to her friends.

13. Her mother has reminded her that there is no post office.

14. Mira is trying hard to be positive.

15. She has decided to make the best of this trip.

Writing Link Write a short paragraph about a trip you have taken. Use at least one present participle and one past participle. Circle the main verbs.
Lesson 18
Helping Verbs

A helping verb is a verb that helps the main verb express an action or make a statement. Forms of the helping verb *be* are used with the present participle.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am memorizing my lines.</td>
<td>We are memorizing our lines.</td>
</tr>
<tr>
<td>You are memorizing your lines.</td>
<td>You are memorizing your lines.</td>
</tr>
<tr>
<td>She is memorizing her lines.</td>
<td>They are memorizing their lines.</td>
</tr>
<tr>
<td>I was memorizing my lines.</td>
<td>We were memorizing our lines.</td>
</tr>
<tr>
<td>You were memorizing your lines.</td>
<td>You were memorizing your lines.</td>
</tr>
<tr>
<td>He was memorizing his lines.</td>
<td>They were memorizing their lines.</td>
</tr>
</tbody>
</table>

Forms of the helping verb *have* are used with the past participle of a main verb.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have visited Florida.</td>
<td>We have visited Florida.</td>
</tr>
<tr>
<td>You have visited Florida.</td>
<td>You have visited Florida.</td>
</tr>
<tr>
<td>He has visited Florida.</td>
<td>They have visited Florida.</td>
</tr>
<tr>
<td>I had visited Florida.</td>
<td>We had visited Florida.</td>
</tr>
<tr>
<td>You had visited Florida.</td>
<td>You had visited Florida.</td>
</tr>
<tr>
<td>She had visited Florida.</td>
<td>They had visited Florida.</td>
</tr>
</tbody>
</table>

Exercise 1  Underline the helping verb in each sentence.

1. Carol has helped her brother with his homework.
2. The three friends were pedaling uphill slowly.
3. Steven had started a new project.
4. Lee is steering the orange canoe.
5. Both girls are riding red bicycles.
6. Lisa had removed her helmet.
7. Andrew was sliding into home plate.
8. No one had practiced.
9. She is hoping to set a new record.
10. Carlos was wearing a blue jacket.
11. Loren had tried to call three times.
12. He has waited all week for this moment.
13. Tova’s father is watching from the car.
14. The three of them were meeting for pizza.
15. Nadim has trained the puppy to sit.
16. Each player had hit the tennis ball twice.
17. My mother is helping us with the new song.
18. Tom had cleaned all the windows before lunch.
19. We have seen this movie twice.
20. Anna has kept her opinion a secret.

**Exercise 2** Draw one line under the helping verb and two lines under the main verb in each sentence.

My great-aunt Marta is learning about herbs.

1. She has loved cooking for many years.
2. She has used herbs in her recipes.
3. She has grown parsley and chives on windowsills.
4. Now she is starting an herb garden.
5. Her garden is expanding slowly.
6. Every spring, she has added two or three plants.
7. Marta’s neighbor, Irene, was teaching her what to plant where.
8. Irene has shared many plants from her own garden.
9. Now Marta has planted a dozen or so different herbs.
10. Mint has appeared near the water faucet.
11. Garlic is growing by the fence.
12. Marta had arranged her garden by color.
13. Violet flowers are blooming right now.
14. Bees are hovering over the chives.
15. Lavender is filling the air with a sweet scent.
Lesson 19
Verb Forms: Present Progressive and Past Progressive

Verbs in the progressive form describe action that continues. The present progressive form of a verb describes an action that is continuing at the present time. The present progressive form consists of a helping verb (am, are, or is) plus the present participle of the main verb.

SINGULAR
I am laughing.
You are laughing.
She, he, or it is laughing.

PLURAL
We are laughing.
You are laughing.
They are laughing.

The past progressive form of a verb describes an action that was continuing at an earlier time. The past progressive form consists of a helping verb (was or were) plus the present participle of the main verb.

SINGULAR
I was laughing.
You were laughing.
She, he, or it was laughing.

PLURAL
We were laughing.
You were laughing.
They were laughing.

Notice that verbs in the progressive form always end in -ing.

Exercise 1 Fill in the blank with the progressive form of the verb in parentheses. Change present tense verbs to the present progressive form and past tense verbs to the past progressive form.

Mr. Ling’s class ______ is studying ______ mammals. (studies)

1. The students _____________ a video about opossums. (watched)
2. Now they _____________ up facts about other animals. (look)
3. Jacob _____________ to a recording of whale sounds. (listens)
4. Mr. Ling _____________ everyone to give a report. (requires)
5. Tamara _____________ to talk about horses. (plans)
6. She _____________ a stable to do research. (visits)
7. The entire class _______________ at the library today. (worked)
8. The librarian _____________ Charlie find information. (helps)
9. Ved _____________ Molly where the books about mammals are. (shows)
10. Molly ____________ to read about Labrador retrievers. (hoped)

11. Jacob’s parents ____________ veterinary medicine. (study)

12. They ____________ to talk to the class on Thursday. (come)

13. Mr. Ling ____________ to bring his rabbit on Friday. (planned)

14. Thursday night, he ____________ his plans, however. (changed)

15. The rabbit ____________ babies. (had)

16. Mr. Ling ____________ the visit until next week. (postpones)

17. The class ____________ a guinea pig named Greta. (adopts)

18. Molly’s cousin Derek ____________ it. (donated)

19. Derek ____________ to England next month. (moves)

20. Everyone ____________ to prepare Greta’s new home. (helps)

► Exercise 2 Draw two lines under the verb phrase. Write pres. prog. in the blank if the verb is in the present progressive form. Write past prog. if the verb is in the past progressive form.

    pres. prog.    Peter’s swimming skills are improving.

__________ 1. Raul is listening to the game on the radio.

__________ 2. My mother was driving home in the storm.

__________ 3. The boys were waiting forty-five minutes.

__________ 4. I am reading a book about Houdini.

__________ 5. Tim was watching a cardinal.

__________ 6. The dishwasher was leaking all over the kitchen floor.

__________ 7. The Ecology Club is meeting on Tuesday.

__________ 8. She is eating dinner with us.

__________ 9. My bike tire was losing air.

__________ 10. You are looking at an aerial view.

__________ 11. The newspaper was blowing away.

__________ 12. The teachers were planning a field trip.
Lesson 20
Perfect Tenses: Present and Past

The present perfect tense of a verb is used to describe an action that happened at an indefinite time in the past. It is also used to describe something that happened in the past and is still going on. The present perfect tense is formed by combining the helping verb have or has with the past participle of the main verb.

Ms. Taylor has recycled glass jars for years.

The past perfect tense of a verb describes an action that happened before another action or event in the past. The past perfect tense is formed by combining the helping verb had with the past participle of the main verb.

Until she started collecting cans, Marella had recycled only newspapers.

Exercise 1 Complete each sentence by changing the verb in parentheses to the tense indicated.

Darrell’s family traveled to Washington, D.C., last summer. (past/travel)
1. They stayed with his aunt in nearby Virginia. (past/stay)
2. Darrell and his father had visited some attractions on previous trips. (past perfect/visit)
3. His stepsister Emily had wanted to see the Air and Space Museum. (past perfect/want)
4. Darrell has visited the Air and Space Museum twice. (present perfect/visit)
5. Space travel fascinates Darrell’s father. (present/fascinate)
6. He agreed to visit the museum with Emily. (past/agree)
7. Darrell and his stepmother had decided earlier to visit monuments. (past perfect/decide)
8. They had planned to see the Washington Monument first. (past perfect/plan)
9. Both of them had wanted to ride the elevator to the top. (present perfect/want)
10. Before they even reached the monument, rain had started to fall. (past perfect/start)
11. The rain _________ for only a few minutes, however. (past/last)

12. The sun reappeared before the two _______________ their tickets. (past perfect/purchase)

13. They _______________ they would be able to see a great distance from the top, but the fog was too dense. (past perfect/believe)

14. By the time they _______________ down all 898 steps, both of them needed a rest. (past perfect/walk)

15. When Darrell is sightseeing, he always _______________ a bottle of drinking water in his backpack. (present/carry)

16. That day, his stepmother _______________ a drink too. (past perfect/pack)

17. They _______________ for a shady spot. (past/look)

18. After their rest, Darrell’s stepmother _______________ to visit the Vietnam Veterans Memorial. (past perfect/want)

19. He _______________ at his watch. (past/look)

20. Darrell _______________ walking if there is enough time. (present/prefer)

21. They _______________ to meet the others for lunch. (past perfect/plan)

22. Darrell _______________ they had plenty of time. (past/believe)

23. That morning, he _______________ his father for directions. (past perfect/ask)

24. They _______________ that the Vietnam Veterans Memorial was not far from the Washington Monument. (past perfect/determine)

25. Darrell _______________ the Vietnam War in school. (present perfect/study)

26. Families of veterans _______________ a monument to honor Americans lost in the war. (past/want)

27. Darrell _______________ a book about the sculptor who designed the memorial. (present perfect/read)

28. Maya Lin _______________ her design in a national competition. (past perfect/enter)
Lesson 21
Irregular Verbs I

Verbs that do not form their past and past participle by adding the ending -ed are called **irregular verbs**. With some irregular verbs, one vowel changes in the past form and past participle.

<table>
<thead>
<tr>
<th>BASE FORM</th>
<th>PAST FORM</th>
<th>PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>begin</td>
<td>began</td>
<td>begun</td>
</tr>
<tr>
<td>drink</td>
<td>drank</td>
<td>drunk</td>
</tr>
<tr>
<td>sing</td>
<td>sang</td>
<td>sung</td>
</tr>
<tr>
<td>swim</td>
<td>swam</td>
<td>swum</td>
</tr>
</tbody>
</table>

With other irregular verbs, the past form and the past participle are the same.

<table>
<thead>
<tr>
<th>BASE FORM</th>
<th>PAST FORM</th>
<th>PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>bring</td>
<td>brought</td>
<td>brought</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
<td>bought</td>
</tr>
<tr>
<td>catch</td>
<td>caught</td>
<td>caught</td>
</tr>
<tr>
<td>feel</td>
<td>felt</td>
<td>felt</td>
</tr>
<tr>
<td>lay</td>
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<td>laid</td>
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<td>taught</td>
<td>taught</td>
</tr>
<tr>
<td>think</td>
<td>thought</td>
<td>thought</td>
</tr>
</tbody>
</table>

**Exercise 1** Write in the blank the past form of the verb in parentheses.

After school, Lisa ______ her books in the library. (leave)

1. Jack __________ in the green tent. (sleep)
2. Martin __________ the essay contest. (win)
3. She __________ me how to do a cartwheel. (teach)
4. Each cast member __________ a costume. (make)
5. We __________ the length of the pool twice. (swim)
6. The telephone __________ while I was in the shower. (ring)
7. Thomas __________ his old skateboard. (sell)
8. After ten minutes, we __________ up. (catch)
9. Paul __________ his watch somewhere at school. (lose)
10. Carla __________ ready for the math test. (feel)
11. José __________ for two tickets. (pay)
12. My mother __________ me two dollars. (lend)
13. She __________ her rock collection on the top shelf. (keep)
14. Carl __________ the yellow poster board. (bring)
15. Tara __________ one book for each child. (buy)
16. The demonstration __________ at precisely two o’clock. (begin)

Exercise 2 Write in the blank the past participle of the verb in parentheses.

Enzo’s team has __________ three games. (win)
1. My mother has __________ across the lake several times. (swim)
2. I have __________ my favorite sweater. (shrink)
3. Carmela has __________ me a new song. (teach)
4. This phone hasn’t __________ at all today. (ring)
5. I had __________ it would be sunny on Saturday. (think)
6. Andrew has __________ three umbrellas this year. (lose)
7. She had __________ it was the best choice. (feel)
8. Kim’s father has __________ a bigger trout. (catch)
9. Gina had __________ her clean clothes in the suitcase. (lay)
10. Zoe has __________ sure that someone will be home. (make)
11. She believed the dog had __________ all day. (sleep)
12. A new baseball season has __________. (begin)
13. Nathan has __________ in the back seat all day. (sit)
14. Courtney’s grandmother had __________ all of her artwork. (keep)
15. The screen door has __________ open three times today. (swing)
16. Jan has __________ us some delicious oatmeal raisin cookies. (bring)
Lesson 22
Irregular Verbs II

With some irregular verbs, the past form ends in -ew, and the past participle ends in -wn.

<table>
<thead>
<tr>
<th>BASE FORM</th>
<th>PAST FORM</th>
<th>PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>blow</td>
<td>blew</td>
<td>blown</td>
</tr>
<tr>
<td>draw</td>
<td>drew</td>
<td>drawn</td>
</tr>
<tr>
<td>fly</td>
<td>flew</td>
<td>flown</td>
</tr>
<tr>
<td>grow</td>
<td>grew</td>
<td>grown</td>
</tr>
<tr>
<td>know</td>
<td>knew</td>
<td>known</td>
</tr>
</tbody>
</table>

With other irregular verbs, the base form, past form, and past participle are all the same.

<table>
<thead>
<tr>
<th>BASE FORM</th>
<th>PAST FORM</th>
<th>PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>cut</td>
<td>cut</td>
<td>cut</td>
</tr>
<tr>
<td>let</td>
<td>let</td>
<td>let</td>
</tr>
</tbody>
</table>

With others, the past form and the past participle do not follow any pattern.

<table>
<thead>
<tr>
<th>BASE FORM</th>
<th>PAST FORM</th>
<th>PAST PARTICIPLE</th>
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</thead>
<tbody>
<tr>
<td>be</td>
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</tr>
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<td>do</td>
<td>did</td>
<td>done</td>
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<tr>
<td>go</td>
<td>went</td>
<td>gone</td>
</tr>
<tr>
<td>wear</td>
<td>wore</td>
<td>worn</td>
</tr>
</tbody>
</table>

Exercise 1 Write in the blank the past form of the irregular verb in parentheses.

Ms. Chandra’s class _______ tomatoes. (grow)

1. Aunt Karin _______ my hair last night. (cut)
2. The wind _______ down four trees. (blow)
3. She _______ her hair in a braid. (wear)
4. My mother _______ me spend the night at Sandra’s house. (let)
5. Miriam _______ all the answers. (know)
6. Tom _______ up lettuce for the salad. (tear)
7. Damon _______ the first to eat all the berries he picked. (be)
8. My brother _______ five inches last year. (grow)
9. I _______ out only recent photos. (cut)
10. She _______ me borrow her necklace. (let)
11. All three of us _________ to the same doctor. (go)
12. Kareem’s mother _______ to Los Angeles on business. (fly)
13. His baby sister _________ a page out of the book. (tear)
14. Melinda _________ my green dress to the wedding. (wear)
15. I _________ the name of the main character. (know)
16. Ms. Pritchard _________ up a balloon for the experiment. (blow)
17. Keith _________ swimming on Saturday. (go)
18. He _________ the same problem twice. (do)
19. Mikki _________ a wool sweater over her blouse. (wear)
20. He _________ his finger making lunch. (cut)

**Exercise 2** Underline the word in parentheses that best completes each sentence.

Charlie has (drew, drawn) a line down the middle of the driveway.
1. We have (blew, blown) out the candles.
2. I wish I had (did, done) that last year.
3. We (knew, known) most of the answers.
4. She has (drew, drawn) a name out of the hat.
5. David (wore, worn) his favorite sweatshirt twice this week.
6. Jim has (wore, worn) his new boots before.
7. Kelly has (tore, torn) open all her presents.
8. Katie had (drew, drawn) two other pictures.
9. She (did, done) a spectacular job.
10. Our class has (went, gone) to the art museum before.
11. She has (knew, known) my parents for a long time.
12. He had (threw, thrown) the boomerang across the park.
13. My father had (went, gone) grocery shopping on Thursday.
14. This plant has (grew, grown) an inch since yesterday.
Lesson 23
Irregular Verbs III

With some irregular verbs, the base form and the past participle are the same.

<table>
<thead>
<tr>
<th>BASE FORM</th>
<th>PAST FORM</th>
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</thead>
<tbody>
<tr>
<td>become</td>
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<tr>
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</tr>
<tr>
<td>run</td>
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<td>run</td>
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</tbody>
</table>

With other irregular verbs, the past participle ends in \-en\.

<table>
<thead>
<tr>
<th>BASE FORM</th>
<th>PAST FORM</th>
<th>PAST PARTICIPLE</th>
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<tbody>
<tr>
<td>bite</td>
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<tr>
<td>write</td>
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</tr>
</tbody>
</table>

**Exercise 1** Write in the blank the past participle of the irregular verb in parentheses.

With the snow melting, mud has **become** a problem. (become)

1. Wayne had **speak** loud enough for everyone to hear. (speak)
2. We had **run** around the track twice. (run)
3. Ted had **come** home on the late bus. (come)
4. My uncle has **become** a vegetarian. (become)
5. My mother had **drive** most of the way. (drive)
6. Keisha has **see** a deer in her yard. (see)
7. The temperature has **rise** this afternoon. (rise)
8. At camp, Diana had **ride** a horse for the first time. (ride)
9. Someone has __________ the popcorn popper. (break)
10. Michelle has __________ to Mr. Dietz about the science fair. (speak)
11. We have __________ all the potato salad. (eat)
12. Tom has __________ the music for the program. (choose)
13. Most of the leaves have __________ off my poinsettia. (fall)
14. Hannah has __________ a letter to her great-grandmother. (write)
15. Marc’s new puppy has ___________ him twice. (bite)
16. We had __________ the server our order half an hour before the food arrived. (give)

Exercise 2 Complete each sentence by changing the verb in parentheses to the form indicated.

Smoke __________ from the chimney. (past/rise)

1. The kitten __________ faster than I expected. (past/grow)
2. Three inches of rain have __________. (past participle/fall)
3. The whistle __________ at noon and six o’clock. (past/blow)
4. We have __________ our classes for next semester. (past participle/choose)
5. Maria __________ more work than anyone else. (past/do)
6. She has __________ that every week. (past participle/do)
7. The geese __________ away. (past/fly)
8. The Lightfoots have __________ dinner. (past participle/eat)
9. I __________ ten minutes early. (past/come)
10. Abraham has __________ pumpkins to sell. (past participle/grow)
11. We have __________ a class president. (past participle/choose)
12. Phil _________ a moon rock at the museum. (past/see)
13. The president __________ out the first ball. (past/throw)
14. We have __________ through two states today. (past participle/drive)
15. In art class, we __________ pictures of dragons. (past/draw)
16. Perry and Daniel have __________ excellent athletes. (past participle/become)
Lesson 24
More Practice with Verb Forms

Exercise 1 Write AV in the blank if the verb is an action verb or LV if it is a linking verb. Above each italicized word write DO for direct object, IO for indirect object, PN for predicate noun, or PA for predicate adjective.

LV                  PN
Balto was a sled dog in Alaska.

1. He brought miners food and tools.
2. In February 1925, he saved the town of Nome.
3. Nome was a remote frontier town.
4. Some people in Nome became very sick.
5. They caught a disease called diphtheria.
6. Nome had only one doctor.
7. The doctor needed special medicine.
8. The medicine was scarce.
9. A hospital 800 miles away sent the doctor some medicine by train.
10. The train soon became stuck in deep snow.
11. Dog sleds carried the medicine the rest of the way.
12. Balto led one of those teams.
13. The February weather was brutal.
15. Deep snowdrifts blocked the trail.
16. The dogs crossed frozen rivers.
17. They grew very tired and weak.
18. Balto led his team for twenty continuous hours.
19. The sick people received the medicine.
20. Balto was a hero.
Exercise 2 Complete each sentence by changing the verb in parentheses to the form indicated.

Newspapers everywhere _______ stories about Balto. (past/print)

1. People _______ tribute to Balto with parades. (past/pay)

2. Balto had _______ the attention of people around the world. (past participle/catch)

3. A statue of Balto still _______ in New York City’s Central Park. (present/stand)

4. By 1927, however, many people had _______ about Balto. (past participle/forget)

5. A greedy man had _______ Balto in a traveling show. (past participle/put)

6. Balto had _______ very thin and frail. (past participle/grow)

7. Some concerned people _______ alarmed. (past/become)

8. The man _______ Balto to them for two thousand dollars. (past/sell)

9. Schoolchildren had _______ much of the money to save Balto. (past participle/collect)

10. Balto _______ to Cleveland, Ohio. (past/go)

11. The people there _______ him another parade. (past/give)

12. The parade _______ fifteen thousand people. (past/draw)

13. Then the people _______ Balto to a zoo. (past/take)

14. They had _______ him a safe place to live. (past participle/find)

15. Balto _______ out his days at the zoo. (past/live)

16. Thousands of people _______ him there. (past/see)

17. The people _______ good care of him. (past/take)

18. Balto _______ to be eleven years old. (past/grow)

19. Today Balto _______ in a museum. (present/stand)

20. Balto’s story has _______ many people about bravery. (past participle/teach)
Unit 3 Review

Exercise 1 Draw two lines under each action verb. Circle each direct object. Write each indirect object in the blank. If there is no indirect object, write none.

Mr. Rosenblum gave each student a poetry notebook.

1. Mareka read us an article about pesticides.

2. My mother marked the appointment on her calendar.

3. Mr. Kalish paid Tory three dollars for washing his car.

4. Pat showed her sister the old silver necklace.

5. Cora painted her father a picture of his dog.

6. The students wrote a weekly newsletter.

7. My grandfather brought me an autographed baseball.

8. Carlos sent his friends two postcards each.

9. Elizabeth baked her family a special dessert.

10. We measure the plants every morning.

11. Tannie’s family visited two museums on Saturday.

12. I made my friend a bracelet with turquoise beads.

13. We bring Mrs. Domingo library books every week.

14. I gave the stranger a suspicious look.

15. My brother gave the van a coat of wax.

16. Clyde brought his grandmother some daffodils.

17. We always eat pizza on Saturday night.

18. I threw the puppy a tennis ball.
Exercise 1  Draw one line under each simple subject and two lines under each simple predicate.

Aunt Margie is cooking chicken parmigiana for dinner.

1. The cottage lies just beyond the river.
2. My necklace is made of gold and silver.
3. A new adventure movie opens at the local theater tonight.
4. Carlos and Tyler are learning the game of rugby.
5. The Fishers will vacation in Arizona this year.
6. Myra located Tanzania on a world map.
7. Some lemonade would taste wonderful right now.
8. Greta and her parents saw a production of *Sunday in the Park with George*.
9. Mark received a telescope for his birthday.
10. The wind blew Simone’s kite into a tree.
12. The farmer sold his best milk cow to a friend.
13. One coat in the store window was purple.
14. Cheryl is making a guest list for the party.
15. Everyone held his or her breath during the aerialist’s daring jump.
16. The telephone company prints new directories every year.
17. Airplanes from Cleveland land three times each day.
18. These library shelves hold many books.
19. A pagoda is a type of tower with many levels.
20. Lenny is fishing for trout and bass.
21. Lydia plays silly songs on the piano.
22. Colorful leaves fall from every tree on the street.
Exercise 2 Write prop. above each proper noun (except possessives), col. above each collective noun, and poss. above each possessive noun.

Abbey’s jacket came from China.

1. The Goldenrod Restaurant is featuring Sally’s pot roast.
2. Our team voted to give Coach Howard a plaque.
3. Mrs. Clark sent Tina’s homework to her so that she wouldn’t fall behind.
4. The famous singer thrilled the crowd with her soulful singing.
5. Gillian’s favorite game is chess, but our class prefers checkers.
6. Damian’s father has been appointed ambassador to Haiti.
7. The Lincoln Memorial is located in Washington, D.C.
8. My church group took a tour of Jerusalem last spring.
9. Judge Lucas waited for the jury to reach a verdict.
10. Turn left at Taylor Avenue and look for Monroe Middle School on the right.
11. The choir performed three selections at the festival.
12. Dr. Callahan’s first patient was early, so I did not have to wait long.
13. My entire family enjoys the game of croquet.
14. Lorna and Meg have tickets to *Cats*.
15. The airplane’s seats were unusually comfortable.
16. The student body elected to have a holiday party.
17. We knew we were in trouble when the car’s engine sputtered and stopped.
18. The capital of California is Sacramento.
19. Ivan’s grandparents, who are from Russia, are coming for a visit.
20. The finance committee submitted its report to the president.

Exercise 3 Write the tense of each italicized verb in the blank: pres. (present), past, pres. prog. (present progressive), past prog. (past progressive), pres. perf. (present perfect), or past perf. (past perfect).

The story involved an opera singer and her ambition to become a star.

1. My little sister climbed a tree and scraped her arm.
2. The teachers *had hoped* for perfect attendance.
3. Two women *are loading* the moving van.
4. Dylan *wants* to name the kittens after planets.
5. Her uncle *is going* to drive us home from the game.
6. The preschoolers *have gone* on a field trip to the fire station.
7. Because the temperature was dropping, the rain *was freezing* on the sidewalks.
8. Jim’s father *is attending* classes at the university.
9. Our pets *had waited* long enough to be fed.
10. Aunt Joan *was painting* her kitchen peach.
11. Roberto *made* a birdfeeder for his mother’s yard.
12. The movie *had begun* five minutes late.
13. Both girls *have sung* solos in previous concerts.
14. Kylee *is drinking* an entire bottle of juice.
15. Not everyone who enters the contest *wins* a prize.
16. Josh *has paid* for his uniform already.
17. The phone *had rung* four times before I could get to it.
18. Marta’s directions *led* us to a dead-end street.
19. Aaron *is making* plans for the weekend.
20. We *keep* the seedlings warm with lights.
22. Mary *was sleeping* when the storm began.
Unit 4: Pronouns

Lesson 25
Personal Pronouns

A pronoun takes the place of a noun, a group of words acting as a noun, or another pronoun. A personal pronoun refers to a person or thing. A personal pronoun that is the subject of a sentence is a subject pronoun. Subject pronouns are I, you, he, she, it, we, you, and they. A personal pronoun that is the direct or indirect object of a verb is an object pronoun. Object pronouns are me, you, him, her, it, us, you, and them.

He has a paper route. (The subject pronoun he is the subject of the sentence.)

Paula asked him for help. (The object pronoun him is the object of the verb asked.)

Exercise 1 Circle each personal pronoun.

walk one mile to school every day.

1. Helen gave him a schedule of the club’s meetings.
2. After swimming for hours, he was very tired.
3. Have you seen them lately?
4. Gary is not sure if he wants to go to the museum with us.
5. We taught them the new computer game.
6. I will happily call you tomorrow morning.
7. They waited excitedly for the parade to reach them.
8. When the power went out, we lit candles and played charades.
9. He watched the sun as it sank in a blaze of orange and red.
10. We nervously watched the big, brown dog approach us.
11. She enjoyed reading The Secret Garden.
12. I watched a show about the great grizzly bear.
13. The trained dog calmly guided him to the bus stop.
14. The eagle soared higher and higher until it disappeared behind a cloud.

15. After eating the cake, I told Mom that I really enjoyed it.

**Exercise 2** Replace each italicized word or group of words with a personal pronoun. Write the pronoun above the words. Write *subj.* in the blank if the pronoun is a subject and *obj.* if it is an object.

obj.

Mrs. Yoshida drove *us* Kay, Don, and me to the movie.

1. *Consuela* fishes almost every weekend.

2. Dad asked *Mindy* to the game.

3. Give *the eraser* to Meagan so she can erase the chalkboard.

4. *Hiroshi and Ray* had been playing chess for hours.

5. *The sun* always rises in the east.

6. Did you taste *the kiwifruit*?


8. *Cheryl* proudly opened a bank account with money earned from baby-sitting.

9. Mom took *Tom and Mitch* with her.

10. *Sumi and I* sang the duet in perfect harmony.

11. With great care, *Pam* chose a gift for her best friend.

12. *The little boy* pushed the shopping cart for his grandmother.

13. *The powerful horses* thundered across the prairie.

14. Mrs. Cuevas quietly told *Janie and me* the sad news.

15. Have you seen *Terry and Rachel*?

**Writing Link** Write a few sentences about a make-believe awards program you would give for your friends or family. Use at least four pronouns besides the pronoun *I*.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Lesson 26
Using Pronouns Correctly

Use a subject pronoun as the subject of a sentence. Use an object pronoun as the object of a verb. Be sure to use a subject pronoun in a compound subject and an object pronoun in a compound object.

Jamal and I fly model planes. (compound subject)
Debra met Jamal and me in the park. (compound object)

In formal writing and speaking, always use a subject pronoun after a linking verb.
The last one in line was he. Yes, this is she.

▶ Exercise 1 Underline the pronoun in parentheses that best completes each sentence.

The baby-sitter and (I, me) watched the squirrels play in the yard.

1. Mom called (we, us) in for supper.
2. (He, Him) and Derek will get to school early.
3. Byron lent (I, me) this video.
4. Are (they, them) ever going to arrive?
5. Who is (he, him)?
6. Aunt Cara brought (she, her) for a visit.
7. Roger and (I, me) rode our new bikes.
8. (We, Us) were late for our appointment.
9. Please tell (I, me) the answer?
10. Uncle Clyde told my sisters and (I, me) a story.
11. We took out the eggs and boiled (they, them) in water.
12. My mom drove Eloise and (she, her) to the concert.
13. The rain really soaked (he, him).
14. No one asked (I, me) about it.
15. (They, Them) mow lawns during summer vacation.
16. Todd bought (they, them) sodas.
17. Evelyn and (she, her) never run out of things to talk about.
18. Julie, Jennifer, and (I, me) made toys for the kindergarten class.
19. Scott and Carl helped (we, us).
20. (They, them) took Emily to the zoo last Saturday.

**Exercise 2** Write C in the blank if the pronoun in italics is correct. If it is incorrect, write the correct pronoun in the blank.

- Susan and **him** love that new album by the Trees.
- Karen and **she** took the bus.
- Bill and **me** saw the movie.
- Ahmed called Carol and **me**.
- Mom and **him** are in the room.
- The best artist is **her**.
- Marla and **me** saw the Renoir painting.
- Sally wrote Ted and **me** letters from camp.
- Wendy and **me** read about Chief Joseph.
- Mom gave Akira and **I** a job for the afternoon.
- Sharks interest Patti and **he**.
- The tallest student is **he**.
- Jim and **me** think that natural resources are important.
- Darla and **we** agreed about the picnic.
- Carl and **us** saw the ballet *Swan Lake*.
- The coach showed Nat and **they** a few tricks.
- Wayne invited **we** to the golf tournament.
- Charlotte and **I** sang a duet at the festival.
- Barbara bought Vicki and **I** souvenirs.
- Linda gave **he** a pumpkin from her garden.
- She and **him** fish in the pond behind their house.
Lesson 27
Pronouns and Antecedents

The word or group of words that a pronoun refers to is its **antecedent**. The pronoun must agree with its antecedent in number and gender.

*The girl in the blue dress is my sister. She is my sister.* *(Girl is the antecedent of the pronoun she).*

*The students wear gym clothes on Friday. They have gym for one hour.* *(Students is the antecedent of the pronoun they.)*

**Exercise 1** Fill in the blank with the correct pronoun. Then circle the antecedent of the pronoun.

The word **Renaissance** is a French word. _______ means **rebirth**.

1. The Middle Ages came before the Renaissance. ________ lasted from about A.D. 500 to A.D. 1500.
2. The Renaissance took place in Europe. ________ lasted from the fourteenth century to the sixteenth century.
3. Achievements in art and literature shaped the Renaissance. ________ made it a special time in history.
4. Modern science also began during the Renaissance. ________ traces its beginnings to this time period.
5. The Renaissance started in Europe. ________ began with the study of the ancient history of Italy.
6. Many great thinkers shaped the Renaissance. ________ held different opinions about many different things.
7. Petrarch headed the study of Italy’s history. ________ was an Italian.
8. Gifted artists lived during this time. ________ were Raphael, Titian, Michelangelo, and Leonardo da Vinci.
9. People called “patrons” supported these artists. They gave ________ money and other things to pay for their work.
10. The Sistine Chapel is in Rome. Michelangelo painted ________.  
11. Michelangelo painted the ceiling of the Sistine Chapel. He began painting ________ in 1508.  
12. Pope Julius II gave Michelangelo the job of painting the chapel. Julius II supported ________ while he worked.  
13. Music also flourished during the Renaissance. ________ developed a specific style.  
14. Renaissance buildings were also unusual. Architects of today often imitate ________.  

Exercise 2 Write C in the blank if the italicized pronoun in the second sentence agrees with its antecedent in the first sentence. Circle the antecedent. If it does not agree with its antecedent, write the correct pronoun in the blank.

C  The (Mona Lisa) hangs in the Louvre in Paris. It is one of the best-known paintings in the world.

____ 1. Leonardo da Vinci painted the Mona Lisa. He is famous for achievements in both art and science.

____ 2. Born in 1452, da Vinci lived during a period of great artistic expression. Early in his career it was an art apprentice.

____ 3. Da Vinci met Michelangelo in Florence, Italy. He was a city where many artists lived.

____ 4. Da Vinci and Michelangelo worked together. Da Vinci taught her how to show movement in art.

____ 5. Da Vinci painted the Mona Lisa and The Last Supper. It are two of his most famous paintings.

____ 6. Da Vinci’s paintings hang in many museums. People come from faraway places to see them.

____ 7. Da Vinci created breathtaking paintings, and he also crafted great sculptures.

____ 8. Two notebooks written by da Vinci were found in 1965. Them revealed many of da Vinci’s plans and ideas.
Lesson 28
Possessive Pronouns

Possessive pronouns are another kind of personal pronoun. A possessive pronoun takes the place of a person or thing that owns or possesses something. It can come before the noun that is possessed or it can stand alone in a sentence.

Dan’s father is a doctor. **His** father is a doctor. (*His* comes before the noun *father*.)

The lunch bag on the table belongs to Donna. The lunch bag on the table is **hers**. (*Hers* stands alone.)

**USED BEFORE NOUNS**
Singular: my, your, her, his, its
Plural: our, your, their

**USED ALONE**
mine, yours, hers, his, its
ours, yours, theirs

> **Exercise 1** Circle each possessive pronoun. Write in the blank **SA** for “stands alone” or **BN** for “before a noun.”

- **SA** The yellow skateboard is **his**.
- **SA** 1. Mia left her notebook on the bus.
- **BN** 2. Is this house key mine?
- **BN** 3. The colorful picture of the flowers is mine.
- **BN** 4. The proud parents brought home their new baby girl.
- **BN** 5. Will strummed his guitar and invited everyone to sing.
- **BN** 6. The red house on the corner is ours.
- **BN** 7. The computer quickly stores information in its huge memory.
- **BN** 8. These warm chocolate chip cookies melt in your mouth.
- **BN** 9. The cheetah lay in the tall grass, planning its attack.
- **BN** 10. Her hand shot up when the teacher asked for volunteers.
- **BN** 11. I didn’t get a cheeseburger, so I tasted hers.
- **BN** 12. Is your seat belt always fastened?
- **BN** 13. The fluffy, brown puppy is theirs.
- **BN** 14. Yours is the third seat in the first row.
15. My cousin from Nebraska is staying with us.

**Exercise 2** Write the correct possessive pronoun above each italicized word or words.

- **Her**
  - *Karen’s* friend showed us *her* new game.

1. The hungry dog pushed *the dog’s* dish with its nose across the kitchen floor.
2. The bird flapped *the bird’s* long wings and flew away.
3. Dave gladly carried *Shari’s* backpack for *her*.
4. Tonya grabbed *my* notebook by mistake, and *I* took *Tonya’s* notebook.
5. The clever idea was *Jim’s* and *Akira’s*.
6. *Greg’s* sister is graceful and smart.
7. Robert’s style of skating is different from *my style of skating*.
8. *My aunt’s* smile is full of love and warmth.
9. The young chimpanzee spends many happy hours playing with *the young chimpanzee’s* brothers and sisters.
10. John dreams of flying high in the clouds in *John’s own plane one day*.
11. Chloe claimed that the purse was *Chloe’s*.
12. The telescope is not mine. It is *Billy’s, Tim’s, and Jane’s*.
13. My family looked everywhere for *my family’s* dog.
14. The biggest fish caught that day was *Juan’s*.
15. This yellow parka looks similar to *my parka*.

**Writing Link** Write a few sentences describing your classroom and the things in it. Use as many possessive pronouns as possible.
Lesson 29
Indefinite Pronouns

An **indefinite pronoun** refers to a person, place, or thing in a more general way than a personal pronoun does. If the indefinite pronoun is singular, it takes a singular verb. If it is plural, it takes a plural verb. Some indefinite pronouns—*all, any, most, none, and some*—may take either a singular or a plural verb, depending on the context of the sentence.

**Everybody knows** the answer. **Many know** the answer. **Some of the pie is gone. Some of the neighbors are gone.**

**Singular Indefinite Pronouns:** another, anybody, anyone, anything, each, either, everybody, everyone, everything, much, neither, nobody, no one, nothing, one, somebody, someone, something

**Plural Indefinite Pronouns:** both, few, many, others, several

**Exercise 1** Underline the word in parentheses that best completes each sentence.

Everybody (has, have) a chance to win the contest.

1. Everyone (likes, like) the pizza in the cafeteria.
2. One of the answers (is, are) correct.
3. Everybody (crowds, crowd) around the stage.
4. (Is, Are) anyone allowed to borrow books from the library?
5. No one (lives, live) in the middle of the desert.
6. All of the frightened sheep (tries, try) to run away from the snarling wolf.
7. Most of the neighbors (was, were) enjoying the cool summer breeze.
8. Either of the songs (seems, seem) perfect for the party.
9. Both of the girls (plays, play) soccer well.
10. Several of the club members (meets, meet) in the library each week.
11. Both of the movies (was, were) good.
12. Neither of the boys (is, are) able to ski.
13. Nothing (smells, smell) as good as Aunt Velda’s roast beef.
14. Much of the work (was, were) done by the time we joined the group.
15. Each (has, have) its own water dish.

16. Few of the puppies (knows, know) how to fetch a ball.

17. (Is, Are) anything as good as a chocolate ice-cream cone on a hot day?

18. Everything (was, were) calm and quiet after the rainstorm.

19. No one (calls, call) after 11:00 P.M.

20. Anybody (is, are) welcome to write a poem for the contest.


22. The others (flies, fly) behind the lead goose.

23. (Has, Have) someone checked the answering machine for messages?

24. Each (chirps, chirp) happily when the mother returns to the nest.

25. Nobody (has, have) a better sense of humor than Jen.

26. Many (visits, visit) Mrs. Cruz in the hospital.

27. (Does, Do) any of the printers in the computer lab work?

28. (Is, Are) everyone allowed to go on the field trip tomorrow?

29. No one (lives, live) in the house next to ours.

30. All of us (tries, try) our best to get good grades.

31. Everyone (watches, watch) in awe as the space shuttle lifts off.

32. Many of the firefighters (is, are) willing to go into the burning building.

33. Much of the movie (remains, remain) to be watched.

34. Some of the stars (shines, shine) more brightly than others.

35. Several (has, have) tried to beat Amad at checkers, but few (has, have) succeeded.

36. Few (hits, hit) the ball over the ballpark fence.

37. Some of the popsicles (has, have) melted.

38. Most of the turkey (was, were) eaten.

39. Everybody in this choir (sings, sing) off-key.

40. Several of those teenagers (visits, visit) this nursing home.
Unit 4 Review

Exercise 1 Fill in the blank with the pronoun that best completes each sentence.

John F. Kennedy was the thirty-fifth president of the United States. ________ was the youngest president ever elected.

1. Anthropology is the study of humans and ________ beginnings, development, and cultures.

2. Mother told Ahmed to put away each toy in the place where ________ belongs.

3. When the birds fluttered around the birdhouse, Jessie ran to feed ________.

4. After Hannah and Roberto finished their homework, ________ went to the movie.

5. Valerie ordered three books, but ________ hasn’t received them yet.

6. At the beach, I picked up a seashell that reminded ________ of home.

7. Carla waved to her mother in the crowd as ________ joined ________ teammates on the court.

8. When my pencil broke, I asked the teacher if I could sharpen ________.

9. When Kristen and I dug the garden, my mother gave ________ seeds to plant.

10. The test questions were not as difficult as ________ looked.

11. Sam was running late this morning, and ________ missed his bus.

12. After searching for his wallet for an hour, Brian found ________.

13. Ever since Kari had a bike accident, ________ has worn a helmet.

14. I finished my math homework quickly because my sister helped ________ figure out the hard problems.

15. Victor and I told mother that ________ could clean the garage ourselves.

16. Our school uniforms are much more comfortable than ________ used to be.

17. Miss Darnell asked the students if ________ would mind helping Mr. Lenox.

18. Ariel and ________ sometimes do our homework together.

19. As I was leaving, Mrs. Dillman gave ________ a big hug.

20. “Is this Marsha?” asked the voice on the phone. “Yes,” said Marsha, “this is ________.”
**Cumulative Review: Units 1–4**

**Exercise 1** Draw one line under each direct object and two lines under each verb. Write in the blank *tr.* if the verb is transitive or *int.* if it is intransitive.

- **int.** The schools closed because of the snowstorm.
- ____ 1. Renee bought a CD with her baby-sitting money.
- ____ 2. My mother’s plane arrived late.
- ____ 3. Fish have gills instead of lungs.
- ____ 4. Crowds of people attended the concert.
- ____ 5. My grandfather’s health improved slowly.
- ____ 6. We sat on my porch for at least an hour.
- ____ 7. The Stevensons keep horses on their small farm.
- ____ 8. Nigan and I walk to the practice field together.
- ____ 9. The fireworks went off with a bang and a burst of color.
- ____ 10. Our neighbor rescued an injured bird.
- ____ 11. My sister and I play tennis with our dad.
- ____ 12. Ariel writes to her pen pal every Saturday.
- ____ 13. The choir sang the song in perfect unison.
- ____ 14. Miguel corrected his mistakes before handing in his paper.
- ____ 15. We jogged to school and back for our morning exercise.

**Exercise 2** Write *pers.* for personal pronoun (subject or object), *poss.* for possessive, or *ind.* for indefinite above each pronoun.

- **ind.** Someone spilled juice on the table.
- ____ 1. Tell them about your favorite book.
- ____ 2. When the travelers arrived, they were weary from their journey.
- ____ 3. She will present her report to the class.
- ____ 4. Is this flute yours?
- ____ 5. No one thinks the quiz will be today.
6. The spelling bee participants carefully studied their long word lists.

7. Somebody forgot to turn off the light.

8. Although the girl is often sick, she is always cheerful.

9. Allison said the idea for the project was hers.

10. Is anyone responsible for taking attendance today?

11. Rayna pulled her desk closer to Judy’s.

12. Few knew of her change in plans.

13. For their birthday, Sabra gave her twin daughters matching sweaters.

14. We will tell you several of our objections to their program.

15. Neither of us had heard of him before.

**Exercise 3** Draw a line under the simple subject of the sentence. Draw two lines under the simple predicate.

She called **me** at six o’clock this morning.

1. In three giant leaps, the cat **crossed** the busy highway.

2. I **read** that story, too!

3. Emily **sang** in the chorus.

4. The bicycle chain **rattled** against the wheel.

5. The buses **chugged** noisily through the school parking lot.

6. Sally and he **told** us that silly joke again.

7. Henry **painted** a watercolor portrait of Camilla.

8. They **laughed** through the entire play.

9. This old movie **makes** my sister cry.

10. Have Ali and you **written** the postcards yet?

11. We laughed at the clowns.

12. The homework **is still not done.**

13. Will it never rain?

14. Kevin and the varsity team **played** really hard.
15. Can you find Lake Erie on the map?

**Exercise 4** Write the correct possessive pronouns above the words in italics.

1. Mary’s foul shot won the game.
2. The tree’s color is a beautiful red-gold.
3. Ted’s book is missing.
4. Bill’s and my bikes both need new tires.
5. Monica and Alina’s project is finished.
6. Renee, is this Renee’s notebook?
7. This ring looks like Cathy’s ring.
8. George Washington’s military skill and daring helped win America’s independence from Britain.
9. Priscilla, where are your and my new jackets?
10. Trina, is this magazine Trina’s?
11. Queen Victoria’s long reign is known as the Victorian Age.
12. Are these concert tickets Patti’s and Carla’s?
13. Those tennis rackets are Terri’s and mine!
14. Ricardo and Larry, I’m pretty sure these baseball cards are Ricardo’s and Larry’s.
15. Baron Karl Friedrich Hieronymus von Münchhausen’s wild stories are unbelievable but very funny.
16. Unfortunately, the books’ covers were torn during the move.
17. Tricia’s new home is in a lovely small town.
18. The drama club’s members were excited about the spring play.
19. This telescope is Pedro’s and Jeff’s.
20. I love this spaghetti; may I eat my brother’s?
A word that describes persons, places, or things is an adjective. An adjective usually answers one of three questions about the noun or pronoun it modifies.

What kind? Please use the drawing paper.
How many? Wanda had three sisters.
Which one? That seat is taken.

Usually the adjective comes just before the noun it modifies. However, when the noun is the subject followed by a linking verb, its adjective follows the linking verb as part of the predicate. These adjectives are called predicate adjectives.

The puppy became frisky.

A proper adjective is an adjective formed from a proper noun. Sometimes the proper adjective is the same word as the noun that forms it. At other times it has a special ending. All proper adjectives begin with a capital letter.

the Wyoming foothills Chinese checkers

**Exercise 1** Draw an arrow from each adjective in italics to the noun or pronoun it modifies.

1. Some *early* robots can still be seen today.
2. In Venice, Italy, two *human-sized* robots dressed in *medieval* clothing strike the clock tower bell every hour.
3. In Germany, figures dance and play *musical* instruments under a *church* clock.
4. Although their movements are *simple*, they are entertaining.
5. These robots get their power from *clock* parts.
6. Today robots work on land, in *outer* space, or on the *ocean* floor.
7. *Japanese* scientists are creating a *crablike* robot to work underwater.
8. This robot can take a great deal of underwater pressure.

9. The abilities of this robot are awesome.

10. Robots are important to space exploration.


12. These robots tested Martian soil and atmosphere.

13. The Soviet Union used robots in 1978 to take the first pictures of the surface of Venus.

14. The pictures showed rust-colored rocks and an orange sky.

15. The pictures were truly breathtaking.

Exercise 2 Underline each adjective.

Robots with human shape are called “androids” or “humanoids.”

1. Many androids or humanoids are run by remote control.

2. True robots run on computer power.

3. Some robots perform household chores.

4. However, household robots are rare.

5. Household robots are also expensive.

6. Household robots could easily cost as much as new houses.

7. Future robots will answer doorbells, clear the dinner table, and keep the kitchen cupboard full.

8. Industrial robots are already quite common.

9. In automobile factories, robots paint cars.

10. On assembly lines, robots are run by computers.

11. Large companies often use these robots to deliver mail.

12. Industrial robots are usually strong.

13. They can use various tools.

14. In one Japanese factory, robots are building other robots.

15. One advantage of robots is that they never become tired.
Lesson 31
Articles and Demonstratives

An article is a special kind of adjective. There are three articles, the words a, an, and the. The describes one specific item or items.

The program was canceled because of the snowstorm.

A and an refer to any one item of a group. Use a before words that begin with a consonant sound. Use an before words that begin with a vowel sound.

A giraffe is an elegant animal.

Demonstrative adjectives are used to point out something. The words this, that, these, and those are demonstrative adjectives. This and that are singular. These and those are plural. This and these refer to things that are close. That and those refer to things that are at a distance.

Read this book. He washed these apples. (close to the speaker)
Take that train. Those boys are on the other team. (at a distance from the speaker)

Demonstratives often appear before the nouns they modify, but they can stand alone. When a demonstrative is used by itself, it is a demonstrative pronoun.

Give this to your sister. I like those the best.

Exercise 1 Write in the blank the article that best completes each sentence.

Do you have _________ a ticket for _________ the class play?

1. _________ moon is really bright tonight.
2. It is helpful to have _________ calculator.
3. My dad keeps maps in _________ car glove compartment.
4. _________ field hockey team has a match after school.
5. Sara hopes to get _________ bicycle for her birthday.
6. My father thinks ordering pizza is _________ excellent idea.
7. I read my little sister a story about _________ unicorn.
8. _________ index of street names appears on most maps.
9. I will be attending _________ school on Maple Street.
10. My mom wants to buy __________ sports car.
11. Please put your backpack on __________ kitchen table.
12. The Metropolitan Museum of Art is __________ huge museum.
13. __________ closest parks are across town.
14. Jeff went shopping for __________ baseball mitt.
15. Many of my friends have __________ interest in astronomy.

Exercise 2  Draw a line under the demonstrative in parentheses that best completes each sentence. Write P in the blank if it is a pronoun or A if it is an adjective.

P (That, These) is the biggest pumpkin I’ve ever seen!

1. (This, Those) baby’s skin is as smooth as silk.
2. Miriam told (those, that) same joke yesterday.
3. (Those, That) elephants are sleeping in the shade of the tree.
4. (This, These) takes two solid hours to complete.
5. Is (those, this) your favorite song?
6. (That, Those) icicles look like long, jagged teeth.
7. (This, Those) is the worst I have seen!
8. (This, These) ants are busy at work.
9. (That, These) are the best days of our lives.
10. I have climbed (those, that) tree a hundred times.
11. The pilot calmly steered us through (that, these) big cloud.
12. (This, Those) makes a high, piercing noise.
13. Her eyes shining, the little girl pointed to (those, that) piece of candy.
14. May I buy five of (that, those), please?
15. (Those, That) students want to transfer to our school.
16. (Those, That) sounds like an interesting movie.
17. (This, These) is what we bought for Dad.
18. Liam, take (this, these) and put it over there.
Lesson 32
Adjectives That Compare

Some kinds of adjectives compare two or more nouns or pronouns.

The **comparative** form of an adjective compares two things or people. It is usually formed by adding *-er* to an adjective that has only one syllable. If an adjective has more than one syllable, the comparative is usually formed by adding the word *more* before the adjective.

Pedro is ***older*** than his brother Carlos.
The long coat is ***more expensive*** than the short one.

The **superlative** form of an adjective compares more than two people or things. It is usually formed by adding *-est* to an adjective that has only one syllable. If the adjective has more than one syllable, the superlative is usually formed by adding *most* before the adjective.

Pedro is the ***oldest*** of the three Castino children.
The long coat is the ***most expensive*** of all the coats.

► **Exercise 1** Underline the adjective in parentheses that best completes each sentence.

Brian is (taller, tallest) than his brother.

1. The park by the ocean is the (peacefullest, most peaceful) place I have ever been.
2. Jimmy Carter is a (more recent, recentest) president than John F. Kennedy.
3. Granite is the (most hard, hardest) rock nature makes.
4. Mt. Shasta is the (higher, highest) mountain I have ever seen.
5. An airplane moves at (greater, more great) speed than a car.
6. The (most big, biggest) problem we have is reading the German book.
7. My brother thinks New York is the (most exciting, excitingest) city in the world.
8. Joseph was (later, more late) than Juan.
9. The English test was (more difficult, difficultest) than the math test.
10. Yellow is the (most light, lightest) color on Brenda’s painting.
11. We had the (thrillingest, most thrilling) time at the amusement park!
12. Apples have (most smooth, smoother) skin than cantaloupes.
13. The bananas were the (more ripe, ripest) fruit in the store.
14. The (most short, shortest) path is the one through the parking lot.
15. The newspaper is (more current, currenter) than the magazine.

**Exercise 2** Write in the blank the correct form of the adjective in parentheses.

A sweater was the ___________ thing she had to wear. (warm)
1. I think this is the ___________ shirt I own. (nice)
2. Of all the ideas, Emily’s was the ___________ to happen. (likely)
3. Gasoline is ___________ than water. (explosive)
4. Mount Everest is the ___________ mountain in the world. (high)
5. The salad bar lettuce seems ___________ today than yesterday. (fresh)
6. This is the ___________ forest I have ever seen! (green)
7. The flowers outside are much ___________ than the ones in the vase. (fragrant)
8. We walked barefoot through the ___________ grass imaginable. (thick)
9. The kitten was ___________ than I remember. (adorable)
10. The shortstop has the ___________ arm on the team. (strong)
11. This song is far ___________ than the one they just played. (popular)
12. The cushion was ___________ than the chair. (old)
13. I think the lamb is the ___________ of our farm animals. (gentle)
14. Spider webs are among the ___________ things in nature. (delicate)
15. This grammar test is the ___________ one so far. (hard)

**Writing Link** Write three sentences about your favorite story. Use adjectives to compare it with others you have read.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Lesson 33
Special Adjectives That Compare

The comparative and superlative forms of some adjectives are not formed in the regular way. Never add more or most before these adjectives.

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>much, many</td>
<td>more</td>
<td>most</td>
</tr>
<tr>
<td>little (amount)</td>
<td>less</td>
<td>least</td>
</tr>
</tbody>
</table>

Exercise 1 Write in the blank the correct form of the adjective in parentheses.

There is _______ corn than spinach in the pantry. (little)

1. My cold is _______ today than it was yesterday. (bad)
2. Many old books are very _______. (good)
3. Felicia had _______ money in her pocket than she thought. (little)
4. Nelson did the _______ amount of work possible. (little)
5. A computer costs far _______ money than a typewriter. (much)
6. Baking bread has the _______ smell in the world. (good)
7. That movie was the _______ one of the two. (good)
8. That was the _______ team we played all year. (bad)
9. The score was far _______ than the last time we lost. (bad)
10. There is _______ help we can give her. (little)
11. The creamy chocolate pie is _______ than the apple pie. (good)
12. All the apples in that bag were _______. (bad)
13. _______ glazed doughnuts were left than plain doughnuts. (many)
14. While _______ students preferred spring, a few preferred summer. (many)
15. Is it _______ to coach softball than to play it? (good)
16. Our team has _______ players than theirs. (good)
17. Not ___________ paint is left. (much)
18. Shana likes ___________ movies she sees. (much)
19. We have had ___________ snow than usual. (little)
20. The museum had ___________ paintings by French artists than by German artists. (many)
21. The potato soup is very ___________. (good)
22. I am ___________ at skiing than at football. (good)
23. Our team had the ___________ number of players of any team in the tournament. (little)
24. Today’s weather was ___________ than yesterday’s. (bad)
25. The magician’s act was ___________ than the comedian’s. (good)
26. There are ___________ trees in Blendon Woods than in Houston Woods. (much)
27. We waited a ___________ while and then went home. (little)
28. Which of the three plans will cause the ___________ trouble? (little)
29. After the bike was painted, it looked ___________ than ever. (good)
30. That was the ___________ movie I had ever seen. (bad)

► Writing Link  Write a short paragraph that describes your neighborhood or a favorite place. Include comparative and superlative forms of the adjectives good, bad, much, and little.

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
Unit 5 Review

Exercise 1 Draw one line under each article and two lines under each comparative or superlative adjective. Circle all other adjectives.

1. That mouse scooted across the most slippery part of the floor.

1. The Victorian house is closer than the modern house.

2. The Constitution guarantees free speech.

3. There was a dark spot on the carpet.

4. The little dog barked at the letter carrier.

5. More people attended the concert this year than last year.

6. Here is the ripest pear I could find.

7. The slowest way to get there is by boat.

8. Thanksgiving is the busiest time of year for airports.

9. In the spring, red roses grow in the park.

10. In 1994 we had the worst winter in five years.

11. The heavy box held a new sewing machine.

12. Please pass those delicious chocolates.

13. Aleta was the earliest arrival.

14. The old oak tree was taller than the house.

15. Rashad thinks Chinese food is better than Mexican food.

16. This bucket is full of soapy water.
Cumulative Review: Units 1–5

Exercise 1 Draw one line under each simple subject. Draw two lines under each simple predicate.

The clown brought a pony to the birthday party.

1. Mother rented a good movie for us.
2. The book is called *The Lion King*.
3. Cody and Brian have a new game.
4. They ran to the park.
5. Over and over they threw and caught the ball.
6. Maria and Juan baked chocolate cookies this afternoon.
8. His older sister took him to the store.
9. The Morgans and the Morenos are our new neighbors.
10. Jamie wants hot dogs, but Simon prefers hamburgers.

Exercise 2 Write in the blank the past tense for each verb.

sit    sat

1. run ____________________________  11. squawk ____________________________
2. go ____________________________  12. take ____________________________
3. smile ____________________________  13. let ____________________________
4. eat ____________________________  14. write ____________________________
5. call ____________________________  15. speak ____________________________
6. do ____________________________  16. croak ____________________________
7. leave ____________________________  17. smell ____________________________
8. ask ____________________________  18. fall ____________________________
9. buy ____________________________  19. squeak ____________________________
10. watch ____________________________  20. laugh ____________________________
Exercise 3  Draw two lines under each verb or verb phrase. Write its tense in the blank: present, past, future, pres. prog. (present progressive), past prog. (past progressive), pres. perf. (present perfect), or past perf. (past perfect.)

    past prog.  The principal was speaking to the student.
    
1. My dad and I will bake brownies tonight.
2. I had already heard the rumor.
3. The snow is falling in big flakes.
4. The editor of the school paper wrote an editorial.
5. You have made my day!
6. Fiona enjoys computer games.
7. My sister was riding the exercise bike.
8. Charles Schulz created the “Peanuts” comic strip.
9. Our dog will stay in a kennel during our vacation.
10. Our class is studying endangered species.
11. Rebecca had hurried to the mall.
12. Everyone was cheering for the home team.
13. Mrs. Santos has discovered the missing workbooks.
14. General Sherman commanded the Union army in the Civil War.
15. The light had burned out in the kitchen.

Exercise 4  Replace the word or words in parentheses with an appropriate pronoun.

    She (Glenda) practiced playing the piano every night.

1. (The squirrels) scampered up the tree.
2. I have seen (the movie) five times.
3. (Samuel) gets up every morning at 6:00.
4. (Mark and I) played catch in the summer sun.
5. My sister borrowed (Kyle's) bike yesterday.
6. Mrs. Simpson wants to call (you and your sister) about raking her leaves.
7. We can’t find (Betty, Kai, and Marillu) anywhere.
8. (Levi’s and my) model airplane is red.
9. We saw (your aunt) at the shopping mall.
10. (The fish’s) gills moved quickly in and out.
11. Do you know if (the Gonzaleses) are coming?
12. We all applauded Carlos and (Maria).
13. Does (Julie) know her sweater is on backwards?
14. My dad carried (the luggage) upstairs.
15. Tricia lent (Jules and me) her library card.

Exercise 5 Draw one line under each regular adjective and two lines under each predicate adjective. Circle all proper adjectives.

The Pennsylvania mountains seem large and rugged.

1. The big barn appears spacious and roomy.
2. The heavy sea thundered against the black basalt rock of the cliffs.
3. A cousin of mine owns a Belgian horse.
4. This new flavor of strawberry sherbet tastes delicious.
5. The outdated steamship became a popular attraction for tourists.
6. Did you see that Italian sports car in front of the old house?
8. Are those beach houses in greater danger from hurricanes than these tall hotels?
9. The English mystery movie interests me more than this Japanese cartoon.
10. June was the driest month on record.
11. The scarlet cardinal sounds happy on this sunny day.
12. The mighty battleship sits quietly at anchor these days, and many people visit it.
13. Glorious sunlight reflects warmly off the brick walls.
14. I like Irish setters; what dog breed do you like?
Unit 6: Adverbs

Lesson 34
Adverbs Modifying Verbs

An adverb modifies, or describes, a verb, an adjective, or another adverb. An adverb tells how, when, or where about the word it modifies. An adverb that modifies a verb may appear in different positions in a sentence.

Chan happily plays ball. (The adverb happily tells how Chan plays ball.)
Often the team travels on a bus. (The adverb often tells when the team travels.)
My sister ran downstairs. (The adverb downstairs tells where my sister ran.)

Most, but not all, words that end in -ly are adverbs. This type of adverb is usually formed by adding -ly to an adjective.

Adjective: graceful  Adverb: gracefully

Some adverbs that do not end in -ly are soon, after, now, later, hard, not, fast, often, today, always, very, and here.

Exercise 1  Underline each adverb. Draw an arrow to the verb it modifies.

The custom of wearing wigs has varied greatly over the centuries.

1. For many centuries both men and women frequently wore wigs.
2. As time passed, wigs gradually became the mark of high fashion.
3. In many countries people grandly dressed their wigs with gold and jewels.
4. Queen Elizabeth I of England dearly loved clothes and jewelry.
5. She soon revived the style of wearing fancy wigs.
6. In France, Queen Marie Antoinette gracefully hid her hair loss with a wig.
7. All of her subjects eagerly followed her style.
8. In the New World many ministers preached energetically against wigs, while other ministers wore them proudly.
9. Just before the American Revolution, colonists heavily powdered their high, puffy wigs.

10. In those days George Washington surely considered his wig high fashion.

11. People later stopped wearing wigs.

12. Wigs were obviously part of the old world.

13. The new Americans certainly wanted freedom in style as well as in government.

14. Even so, they powdered their hair and tied it tightly at the back of the neck.

15. They soaked their hair heavily in oil to hold the powder.

Exercise 2 Complete each sentence by writing an appropriate adverb in the blank.

In many ancient lands people ___proudly___ grew long hair as a mark of honor.

1. People were ____________ punished by having their hair cut.

2. When Julius Caesar conquered a new country, he ____________ forced the people to cut their hair.

3. Many people ____________ believed that long hair increased strength.

4. The story of Samson and Delilah ____________ illustrates how many people felt about hair.

5. On the other hand, the Greeks shaved their heads and ____________ offered the hair to the gods.

6. In return, they ____________ asked for great strength in battle.

7. Peoples like the Anglo-Saxons ____________ dyed their hair in bright colors.

8. They ____________ admired hair dyed in bright green, blue, or orange.

9. Ancient Germans, on the other hand, ____________ preferred hair dyed in bright red.

10. Instead of hair spray, they ____________ used goat’s grease to make their hair stay in place.
Lesson 35
Adverbs Modifying Adjectives and Adverbs

An adverb can also modify an adjective or another adverb. An adverb that modifies an adjective or another adverb tells how, when, or where about the word it modifies. An adverb that modifies an adjective or another adverb almost always appears immediately before the word it modifies.

Kai is an unusually good skater. (The adverb unusually tells how about the adjective good.)

Marta almost always sings. (The adverb almost tells when about the adverb always.)

ADVERBS OFTEN USED TO MODIFY ADJECTIVES AND OTHER ADVERBS

<table>
<thead>
<tr>
<th>very</th>
<th>too</th>
<th>almost</th>
<th>quite</th>
</tr>
</thead>
<tbody>
<tr>
<td>so</td>
<td>extremely</td>
<td>really</td>
<td>partly</td>
</tr>
<tr>
<td>rather</td>
<td>nearly</td>
<td>barely</td>
<td>unusually</td>
</tr>
<tr>
<td>just</td>
<td>somewhat</td>
<td>totally</td>
<td>hardly</td>
</tr>
</tbody>
</table>

Exercise 1 Circle each adverb that modifies an adjective or an adverb. In the blank, write adj. if the adverb modifies an adjective. Write adv. if the adverb modifies another adverb.

adj. I was[barely] awake when the phone rang.

_____ 1. A very nice bowl of flowers arrived in the mail.

_____ 2. We call my grandmother nearly every day.

_____ 3. Pierre is the most popular player on the team.

_____ 4. He almost always turns off the light.

_____ 5. The floor was marked with totally black lines.

_____ 6. We set the eggs on the counter very carefully.

_____ 7. The circus clown had an unusually big, false nose.

_____ 8. The elderly man walked rather slowly.

_____ 9. My shirt is old and somewhat gray.


_____ 11. Bill spends so much time working that he has little time for other things.
12. Suela’s idea was just right.
13. We had a really good pizza last night.
14. Mother is especially successful in her work.
15. They were surprised when the car stopped so suddenly.
16. Jody was really happy to see her cousins.
17. We quite happily fed the ducks.
18. We rode our nearly new bicycles to the park.
19. Bill is extremely eager to race Joel on Saturday.
20. Joel is smaller and faster and can very easily win the race.
21. We all followed the ice cream truck, but Nora was barely able to keep up.
22. Even though she is slow, she hardly ever falls.
23. The unexpected visit from my aunt was too good to be true.
24. Balance is extremely important when riding a bicycle.
25. Pedro almost never eats popcorn in the evening.

Writing Link  Write about one of your favorite things to do. Use adverbs to modify adjectives and other adverbs.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Lesson 36
Adverbs That Compare

The **comparative** form of an adverb compares two actions. The **superlative** form of an adverb compares more than two actions. Adverbs that have only one syllable form the comparative by adding *-er* and form the superlative by adding *-est*. Adverbs that have more than one syllable or that end in *-ly* use the word *more* to form the comparative and the word *most* to form the superlative.

**Comparative:** The little clown ran **faster** than the big one. The little clown ran **more quickly** than the big one.

**Superlative:** The little clown ran the **fastest** of all of them. The little clown ran the **most quickly** of all of them.

### Exercise 1
Write in the blank the missing form of the adverb.

<table>
<thead>
<tr>
<th>ADVERB</th>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>easily</td>
<td><strong>more easily</strong></td>
<td>most easily</td>
</tr>
<tr>
<td>1. fast</td>
<td>faster</td>
<td></td>
</tr>
<tr>
<td>2. firmly</td>
<td>more firmly</td>
<td></td>
</tr>
<tr>
<td>3. rarely</td>
<td></td>
<td>most rarely</td>
</tr>
<tr>
<td>4. simply</td>
<td></td>
<td>most simply</td>
</tr>
<tr>
<td>5. hard</td>
<td></td>
<td>hardest</td>
</tr>
<tr>
<td>6. regularly</td>
<td>more regularly</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>more actively</td>
<td>most actively</td>
</tr>
<tr>
<td>8. long</td>
<td>longer</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>sooner</td>
<td>soonest</td>
</tr>
<tr>
<td>10. high</td>
<td>higher</td>
<td></td>
</tr>
<tr>
<td>11. clearly</td>
<td>more clearly</td>
<td></td>
</tr>
<tr>
<td>12. close</td>
<td></td>
<td>closest</td>
</tr>
<tr>
<td>13. frequently</td>
<td></td>
<td>most frequently</td>
</tr>
<tr>
<td>14. plainly</td>
<td></td>
<td>most plainly</td>
</tr>
<tr>
<td>15. truly</td>
<td>more truly</td>
<td></td>
</tr>
</tbody>
</table>
Exercise 2 Underline the correct form of the adverb in parentheses.

It took us (longer, longest) to get to the museum than to the park.

1. Mark ran the (faster, fastest) of all the boys.
2. Mika worked (more hard, harder) than Roger.
3. Maria speaks the (intelligentliest, most intelligently) of all the candidates.
4. He wins (more frequently, most frequently) than his brother.
5. Sarah is studying (more long, longer) than usual because she has a test tomorrow.
6. We arrived (more soon, sooner) than we thought we would.
7. We play tennis (more often, oftener) now that the weather is warmer.
8. An eagle can fly (more high, higher) than a sparrow.
9. Some animals act (more mean, meaner) than they actually are.
10. Cole plays (more noisier, more noisily) on his electric guitar now that he has a new amplifier.
11. Fred sat (closer, closest) to the door than Shelly did.
12. Mary always eats (faster, fastest) than her brother does.
13. The owl can screech (louder, loudest) than any other bird I know.
14. Tad wrote his report (neatlier, more neatly) the second time.
15. She answered (sooner, soonest) of the ten people asked.
16. In sports, Ruth always tries (more hard, harder) than Susan.
17. The cheetah runs (more swiftly, most swiftly) than any other animal.
18. The gold medal winner skated the (more skillfully, most skillfully) of the ten contestants.
19. Mrs. Roth explained the problem (more clearly, most clearly) than Mrs. Groves did.
20. The prize will go to the ballplayer who attends practice (more regularly, most regularly).
Lesson 37
Irregular Comparative Forms

Some adverbs have irregular forms of the comparative and the superlative.

<table>
<thead>
<tr>
<th>ADVERB</th>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>well</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>badly</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>little (amount)</td>
<td>less</td>
<td>least</td>
</tr>
<tr>
<td>far (distance)</td>
<td>farther</td>
<td>farthest</td>
</tr>
<tr>
<td>far (degree)</td>
<td>further</td>
<td>furthest</td>
</tr>
</tbody>
</table>

Exercise 1 Underline the correct form of the irregular adverb in parentheses.

Robby fixed his stereo (better, best) the second time.

1. I was worried that I did (more badly, worse) on the test.
2. Emilio ate (less, least) quickly than Tom did.
3. Mario could see much (more far, farther) with his new glasses.
4. I don’t want to listen any (further, farther).
5. Ariel does (bestest, best) in school after a good night’s sleep.
6. I hope they repair the bridge (better, best) this time than last time.
7. The metal fence is (badly, worst) rusted from all the rain.
8. I would like to contribute to my community (better, best) than I have in the past.
9. Pearl is (less, least) clever than her sister.
10. Raoul enjoys baby-sitting (better, best) than he enjoys mowing lawns.
11. Friday I played the (worse, worst) of anyone on the team.
12. Humming is the (less, least) annoying of all your habits.
13. Monarch butterflies migrate the (farther, farthest) of all the butterflies.
14. Always do your (better, best), and you will succeed in life.
15. Julius did (worse, worst) in the 500-meter dash than in the 100-meter dash.
**Exercise 2** Complete the sentence by writing in the blank the correct form of the irregular adverb in parentheses.

Vivian traveled _______less____ this year than last year. (little)

1. Last year on vacation we drove as _________ as Mexico. (far)
2. Kayla’s sister drew animals _____________ than she drew people. (well)
3. I will think about it ______________ before next week. (far)
4. Of all the performances, our school play went ______________ on opening night.
   (badly)
5. My dad can throw a football ______________ than I can. (far)
6. In our pet contest, the frog jumped ______________ than the grasshopper. (far)
7. Lisa performed ______________ in today’s volleyball game than in yesterday’s.
   (well)
8. This video game was the ______________ enjoyable of the three. (little)
9. Can you explain the problem ______________ ? (far)
10. The teacher and the students will ______________ refine the class goals. (far)
11. When choosing pretzels, popcorn, or potato chips, remember that potato chips are the ______________ healthful of the three. (little)
12. Atlanta is the ______________ south I have ever been. (far)
13. I like the country ______________ than the city. (well)
14. I like the ocean ______________ of all. (well)
15. Micah performed his violin solo the ______________ he ever had. (well)
16. Martin enjoys swimming ______________ than I do. (little)
17. Juan does ______________ in science than in English. (badly)
18. Do you think my big brother dances ______________ than I do? (badly)
19. The little girl can speak much ______________ than she could six months ago.
   (well)
20. Of any time of day, Jenny sings ______________ in the morning. (badly)
Lesson 38
Telling Adjectives and Adverbs Apart I

Some adjectives and adverbs are easy to identify within sentences. An adjective modifies a noun or pronoun. An adverb modifies a verb, adjective, or another adverb. When they follow a verb, however, they can be confusing. A predicate adjective follows a linking verb and an adverb follows an action verb.

A leopard is fast. (Fast is a predicate adjective.)
A leopard runs fast. (Fast is an adverb.)

Exercise 1 Draw one line under each italicized word that is an adjective. Draw two lines under each italicized word that is an adverb.

Which of the two movies did you like better?

1. The king was a just ruler.
2. I have just started this assignment.
3. Everyone worked hard on the projects for the science fair.
4. The toast had become hard and cold.
5. We have less homework than usual tonight.
6. I enjoyed the stage play less than the movie.
7. Jess skates better than Tony.
8. This book seems better than that one.
9. Peggy can swim faster than Carol.
10. The jockey wanted a faster horse.
11. The explorers climbed a high mountain.
12. The plane flew high overhead.
13. Linda took a long drink of water.
14. How long have you waited here?
15. Come close, and I’ll tell you a secret.
16. The referee made a close call.
17. Only one person arrived late.
18. The Changs ate a late dinner.
19. This is the most popular restaurant in town.
20. Most people look forward to weekends.

**Exercise 2** Underline the adjective or adverb in parentheses that best completes each sentence.

1. Mr. Denton (usual, usually) arrives before seven o’clock.
2. Juanita is a (great, greatly) chess player and a good sport.
3. Mom and Dad appeared (great, greatly) pleased with their anniversary gift.
4. Mitzi (near, nearly) collided with Tim in the doorway.
5. A (near, nearly) miss does not count in basketball.
6. Myra looked (sad, sadly) at her friend’s broken glasses.
7. The little puppy looked (sad, sadly) and lonely.
8. The rain came down (sudden, suddenly).
9. There was a (sudden, suddenly) shower this afternoon.
10. What is the (probable, probably) cause of the disease?
11. We have (probable, probably) waited too long.
12. It is (unusual, unusually) cold today.
13. A temperature of seventy seems (unusual, unusually) for February in Iowa.
14. It was an absolutely (perfect, perfectly) summer day.
15. Mr. Murphy told us a (perfect, perfectly) ridiculous joke!
16. Could you (possible, possibly) help me with this math problem?
17. The long white envelope looked quite (ordinary, ordinarily).
18. I would not (ordinary, ordinarily) read a book about computer technology.
19. Jake grew (gloomy, gloomily) toward the end of the day.
20. The picknickers watched the dark clouds (gloomy, gloomily).
Lesson 39
Telling Adjectives and Adverbs Apart II

Some adjectives and adverbs demand special attention because they can be confusing. *Bad* and *good* are adjectives. They are used after linking verbs. *Badly* and *well* are adverbs. They modify action verbs. When *well* is used after a linking verb to describe a person’s health, it is an adjective. *Real* and *sure* are adjectives. They describe nouns or pronouns. *Really* and *surely* are adverbs. *Most* is usually an adjective. When it is part of a superlative, it is an adverb. *Almost* is usually an adverb. When it is followed by an indefinite pronoun, it is an adjective.

**ADJECTIVES**
The choir sounds **bad**.
The grapes are **good**.
The roses are **real**.
We are **sure** to win.
**Most** people like music.

**ADVERBS**
She sings **badly**.
Grapes keep **well**.
The roses are **really** pretty.
We will **surely** win.
The song is **almost** too loud.

>>> Exercise 1  Underline the word in parentheses that best completes each sentence.

Our cat is (real, really) fuzzy.

1. We will (sure, surely) beat the Lions tomorrow!
2. Does this milk taste (good, well) or is it sour?
3. We (most, almost) always have salad with dinner.
4. The wrestler had a (sure, surely) hold on his opponent.
5. Alex didn’t feel (good, well), so he stayed home from school.
6. The boxer who landed the (most, almost) punches won the fight.
7. (Most, Almost) everyone in our class was excited about the basketball play-offs.
8. Bagels don’t fit (good, well) in our toaster.
9. Don and Maria had a (real, really) good time at the party.
10. I go to (most, almost) every football game.
11. My sister and I behave (good, well) when our grandparents visit.
12. We saw a (real, really) whale when we vacationed at Cape Cod!
13. Are you (sure, surely) you are right about the time of the movie?
14. The CD sounds (good, well) on our new disc player.
15. (Most, Almost) plants need sun and water.

► **Exercise 2** Write in the blank the correct form of the word in italics. If the word is correct, write C in the blank.

well
Sheila did *good* on her English grammar test.

__________ 1. The baseball cap looked *well* on Neal’s head.

__________ 2. The Mexican food was *real* spicy.

__________ 3. Jazz is *surely* popular in New Orleans!

__________ 4. Joel *most* never watches TV on school nights.

__________ 5. With the help of my calculator, I did *good* on my math homework.

__________ 6. We will *sure* go to the mall this weekend.

__________ 7. *Almost* politicians have degrees in either political science or law.

__________ 8. The sound system in our school auditorium works *badly*.

__________ 9. The soccer match was *real* exciting!

__________ 10. Jasmine’s grandma knits very *good*.

__________ 11. Your messy room looks *badly*.

__________ 12. The pepperoni pizza tastes *well*.

__________ 13. Mr. Valdez is *surely* about the results.

__________ 14. Dolphins are *really* smart mammals.

__________ 15. The old car rattled *bad*.

► **Writing Link** Write one or two sentences comparing your ability to do something this year with your ability to do it last year.

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
Lesson 40
Avoiding Double Negatives

**Negative words** express the idea of *not* or *no*. The adverb *not* often appears in the form of a contraction.

```
is + not = isn't
d + not = don't
w + not = wasn't
d + not = didn't
w + not = weren't
c + not = can't
```

Negative words are the opposite of affirmative words. **Affirmative words** show the idea of *yes*. Each negative will have several opposite affirmatives.

<table>
<thead>
<tr>
<th>NEGATIVE</th>
<th>AFFIRMATIVE</th>
<th>NEGATIVE</th>
<th>AFFIRMATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>never</td>
<td>ever, always</td>
<td>nobody</td>
<td>somebody, anybody</td>
</tr>
<tr>
<td>nothing</td>
<td>something, anything</td>
<td>nowhere</td>
<td>somewhere, anywhere</td>
</tr>
</tbody>
</table>

Using two negatives in a sentence creates a **double negative**. Avoid using more than one negative in a sentence. Correct a double negative by using an affirmative word in place of one of the negative words.

Incorrect: The teacher didn’t grade no papers.
Correct: The teacher graded no papers. The teacher didn’t grade any papers.

►**Exercise 1** Underline the word in parentheses that best completes each sentence.

We didn’t see (none, any).

1. My father doesn’t (never, ever) want to vacation in Florida.
2. Bill doesn’t think (nothing, anything) is as much fun as mountain climbing.
3. My mother says she isn’t (no, a) swimmer.
4. There weren’t (no, any) apples on the tree.
5. There isn’t (no, any) easy way to decide where to go.
6. Aaron wasn’t (never, ever) able to keep up with the older boys.
7. We didn’t see (nothing, anything) interesting at the flea market.
8. The book can’t be kept (no, any) longer.
9. My brother didn’t break (no, any) windows.
10. The band didn’t play (nowhere, anywhere) last week.
11. Did you say you don’t (never, ever) make a mistake?
12. Marcy hasn’t (no, any) money for the book.
13. We looked for the treasure, but we didn’t find (nothing, anything).
14. The pirates didn’t intend for (no one, anyone) to find it.
15. Mr. Allen didn’t mean (nothing, anything) by his comment.
16. After the picnic there weren’t (no, any) potato chips left.
17. The broken glass wasn’t (no one’s, anyone’s) fault.
18. We won’t (never, ever) visit that theater again.
19. The police officer yelled, “Don’t (nobody, anybody) move!”
20. There wasn’t (no, any) popcorn for the movie.

Exercise 2 Write a negative in the blank for each of the following affirmative words. Use contractions when possible.

ever never
1. will __________________________ 11. can __________________________
2. one __________________________ 12. some __________________________
3. anywhere ______________________ 13. could __________________________
4. did __________________________ 14. was __________________________
5. have __________________________ 15. someone __________________________
6. should __________________________ 16. would __________________________
7. any __________________________ 17. were __________________________
8. is __________________________ 18. anything __________________________
9. do __________________________ 19. has __________________________
10. always __________________________ 20. does __________________________
Unit 6 Review

**Exercise 1**  Underline each adverb. Draw an arrow to the word it modifies.

We practiced **eagerly** for two hours.

1. Rob kicked the ball **well**.
2. Marlo closed the door **quickly**.
3. The actors performed the play **badly**.
4. The music was **really** beautiful.
5. We **arrived late** to the movie.
6. The pool will **open soon**.
7. We always **swim in the summer**.
8. Alma cheerfully taught her little sister the game.
9. They walk to school **nearly every day**.
10. Their mother **regularly** calls them at home.

**Exercise 2**  Complete each sentence with the correct comparative or superlative form of the adverb in parentheses.

Our dog obeys **better** than he used to. (well)

1. The play will be held **sooner** than expected. (soon)
2. Of all the animals in the world, the cheetah runs **fastest**. (fast)
3. This writing can be read because you pressed **more firmly** than before. (firmly)
4. Of all the bikers, Ralph climbed the slope **most easily**. (easily)
5. Kendra plays checkers **better** than anyone else. (well)
6. My brother plays the guitar **worse** than he thinks. (badly)
Exercise 1  For each complete sentence draw one line under each simple subject and two lines under each simple predicate. In each blank write S for simple sentence, C for compound sentence, or F for sentence fragment.

C  Our dog chased the squirrel, and the squirrel chased the mouse.

1. Our trip during spring break was a lovely cruise.
2. The weather became cool and cloudy.
3. We were unhappy with the stove, and we returned it to the store.
4. Common errors by the teacher in art class.
5. Most of the time we didn’t swim in the ocean water.
6. Marcia and I went to the movie and walked to the mall.
7. Celebrating her birthday.
8. Pedro and Marta practiced their song, and they sang it for Mother and me.
9. Akeem loved the trip to the desert in Arizona.
10. For some groceries for our Thanksgiving dinner at Granddad’s house.
11. Tomorrow Lance will come to the meeting.
12. Rona ate before the movie, but her brother ate afterward.
13. Angry at those rude and noisy people in the first few rows.
14. Carl sang a solo in choir last week.
15. As a child, Mark always seemed happy.
16. Susana with her father to the game.
17. The cheerleaders are planning the pep rally, but they need more help.
18. The space shuttle carried our science experiment on its last flight.
19. The contest during the last week of band practice.
20. I am looking forward to a career in space, and my brother plans as career as a teacher.
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Unit 6, Adverbs

Chapter 17: Adverbs

Exercise 2 Write in the blank the plural of each noun.

1. piano ____________________________
2. team ____________________________
3. sister ____________________________
4. birthday _________________________
5. potato ____________________________
6. visitor ____________________________
7. church ____________________________
8. wish ______________________________
9. library ____________________________
10. market ____________________________
11. donkey ____________________________
12. puppy ____________________________
13. bee ______________________________
14. boss ______________________________
15. toy ______________________________
16. fly ______________________________
17. fox ______________________________
18. dress ____________________________
19. bush ____________________________
20. lunch ____________________________

Exercise 3 Write adj. in the blank if the word in italics is an adjective. Write adv. if it is an adverb.

adj. What a lovely tulip!

1. The baby has curly brown hair.
2. At almost any moment, the phone may ring with the news.
3. The school band will perform at the game.
4. There was little truth to her statement.
5. What is your favorite show on television?
6. Grace carefully braided her hair.
7. Aunt Beth has nearly twenty varieties of house plants.
8. Keith moved rapidly through the grocery store.
9. The reporter followed events closely.
10. I like my new home very much.
11. My father works hard for a living.
12. The new student is very friendly.
13. Please cut the cake quickly!

14. The hardest part of redecorating my room was choosing the wallpaper.

15. A kangaroo jumps higher than a rabbit.

16. We almost always are involved in community service.

17. My sister works long hours delivering newspapers.

18. Abdul tiptoed sneakily through the house.

19. I sometimes curl up on the couch for a nap.


21. My mom becomes very sleepy after nine o’clock.

22. My family often goes to baseball games.

23. The jet pilot had perfect vision.

24. The plumber worked long and hard on the broken pipe.

25. Josh looked handsome in his new suit.

26. The backhoe dug a deep hole.

27. A gray seagull soared effortlessly in the sunny sky.

28. In a short while we’ll be ready to go.

29. The flag fluttered wildly on its broken rope.

30. I hurried downstairs.

31. That is a hilarious story.

32. Elizabeth cares deeply about her patients.

33. This program ends soon.

34. That antique chair is fragile.

35. Please come here quickly.
Lesson 41
Prepositions

A preposition is a word that relates a noun or a pronoun to some other word in a sentence. Most prepositions are single words, but some are made up of two or three words. Prepositions made up of two or three words are called compound prepositions.

Park the tractor behind the barn.
Victor came to the meeting instead of Charles.

**WORDS COMMONLY USED AS PREPOSITIONS**

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<thead>
<tr>
<th>about</th>
<th>because of</th>
<th>in addition to</th>
<th>over</th>
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<tbody>
<tr>
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<td>in spite of</td>
<td>than</td>
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<td>till (until)</td>
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<td>to</td>
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<td>but (except)</td>
<td>next to</td>
<td>toward</td>
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<td>by (next to)</td>
<td>of</td>
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<tr>
<td>among</td>
<td>despite</td>
<td>off</td>
<td>underneath</td>
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<tr>
<td>apart from</td>
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<td>on</td>
<td>until</td>
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<td>during</td>
<td>onto</td>
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<td>as</td>
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<tr>
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<td>in</td>
<td>outside</td>
<td>without</td>
</tr>
</tbody>
</table>

**Exercise 1** Draw a line under each preposition and compound preposition.

Jeremiah, please stand by my desk.

1. Place the umbrella stand beside the door.
2. Lean a little to the left.
3. Mom, may I go skating with Suzi?
4. You can get extra supplies from the stationery store.
5. Eileen and Miranda have been best friends since third grade.
6. The ground under the trees isn’t even wet.
7. We can do this work without any extra help.
8. The paprika is between the onion powder and the pepper.
9. I can stay only until eight o’clock.
10. I found my homework inside my social studies book.
11. We ran five laps around the gym and then practiced shots.
12. Myra lives near Mr. Polumski, who is my English teacher.
13. The airplane flew above the storm.
14. Sprinkle the colored sugar on top of the frosting.
15. Meet me during lunch period.
16. I can meet you in front of the library at four o’clock.
17. Samantha and David ran down the street.
18. Alfie, my golden retriever, relaxes in the shade under the oak tree.
19. Juan shyly stood apart from the other new students.
20. We must be on the train by noon.
21. Jeremy sits third from the left among the other trumpet players.
22. Will you write about John Cabot instead of Abigail Adams?
23. According to Mr. Wolford, you performed beyond all expectations.
24. Everyone went outside the building because of the false alarm.
25. All of these papers except the green ones are for Salem Elementary.
26. Crawl through the tunnel, and climb onto the platform.
27. How did you get inside the house without your key?
28. Go into the stable and look for the saddle soap.
29. During my study time, I came upon this beautiful poem.
30. On top of the mountain the temperature often drops below zero.
31. Put this shovel against the wall and behind the lawn mower.
32. Above the sagging couch hung a broken lamp.
Lesson 42
Prepositional Phrases

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

The Adirondack Mountains are **in northern New York**. (*New York* is the object of the preposition *in.*)

I will mark the map **for you**. (*You* is the object of the preposition *for.*)

**Exercise 1** Draw a line under the prepositional phrase or phrases in each sentence.

1. Yosemite, **in central California**, is one of the best-known national parks.
2. It became a national park **through the efforts of naturalist John Muir**.
3. Yosemite National Park is known **for its waterfalls**, **for its mountains and domes**, and **for its giant sequoia trees**.
4. During the Ice Age, glaciers carved the Yosemite Valley.
5. Small side valleys, **also formed by glaciers**, have rivers at their bases.
6. These rivers spill **over the sides of the mountains in spectacular waterfalls**.
7. At 2,435 feet, Yosemite Falls is the highest waterfall in North America.
8. The water in Yosemite Creek spills **over the edge in three falls**.
9. Two of Yosemite’s natural wonders are called El Capitán and Half Dome.
10. El Capitán is the world’s largest piece of exposed granite.
11. Half Dome is a piece of granite that looks like a gumdrop cut in half.
12. The Sierra Nevadas are one huge piece of granite.
13. The park contains three separate groves of giant sequoia trees.
14. Among these groves, the Mariposa Grove of Big Trees is the most famous.
15. The largest tree in the park, the Grizzly Giant, is 3,800 years old.
16. According to historians, the name *Yosemite* means “grizzly bear.”
Exercise 2 Draw one line under each preposition and two lines under its object.

Naturalists like John Muir left messages for people.

1. John Muir was born in Dunbar, Scotland, in 1838.
2. He was a boy when his family moved to Wisconsin in 1849.
3. When he was a young man, he walked a thousand miles from the Ohio River to the Gulf Coast.
4. Muir studied geology at a university in Wisconsin.
5. There he heard debates about the formation of the Yosemite Valley.
6. He was thirty years old when he first went to California in 1868.
7. Upon his arrival, John Muir fell in love with the land.
8. He devoted his life to the study of nature.
9. He believed erosion from glaciers caused the formation of the Yosemite Valley.
10. Muir did many studies of the Sierra Nevada Mountain Range.
11. In the 1890s, John Muir started the Sierra Club.
12. This club has been active in conservation efforts for a century.
13. John Muir was a friend of Theodore Roosevelt.
14. Teddy Roosevelt was president of the United States from 1901 to 1908.
15. In 1903 Roosevelt and Muir spent a night in Yosemite camping underneath the stars.
16. They listened to sounds of water tumbling down sheer cliffs.
17. After a campfire meal, they slept among the giant sequoias.
18. Muir wanted the valley preserved for all people.
19. Through the efforts of John Muir and with the support of Theodore Roosevelt, the valley became part of Yosemite National Park.
20. Roosevelt’s administration made great efforts toward conservation.
Lesson 43
Pronouns After Prepositions

When a pronoun is the object of a preposition, use an object pronoun, not a subject pronoun.

I backpacked with my parents last summer.
I backpacked with them last summer.

Use an object pronoun when a preposition has a compound object consisting of a noun and a pronoun or two pronouns.

Mike and Sal usually play tennis with José and her.

Pronouns in compound subjects or compound objects can be confusing. When deciding what pronoun to use, read the sentence with only the pronoun. This eliminates extra words and can help you decide if you should use a subject pronoun or an object pronoun.

Mike and Sal usually play tennis with her.

The pronoun who is a subject pronoun, and the pronoun whom is an object pronoun.

Who told you about the trip? From whom did you get the details?

Notice that who is the subject of the first sentence and whom is the object of the preposition from in the second sentence.

Exercise 1 Write the appropriate personal pronoun above the word or words in italics.

We have to go by Mr. Mahoney to get out of the room.

1. Armand, stand next to Chico and Jenna.
2. Gordon and Sookie will play opposite Joe and Natasha.
3. Our teacher is on the second floor with Mrs. Lane.
4. Did you get the tickets from Aunt Beatrice?
5. Please give a paper to each of the students.
6. The banner will be held by Ling and Claudia.
7. Let’s make room for Alicia between Amy and Ana.
8. The serpent costume with the green scales is for Emilio.
9. This award really belongs to all the students in the sixth grade.
10. For the second picture, I want Diana standing in front of Micah and Kenneth.
11. When the cheerleaders make a pyramid, Jenny is on top of me and everyone else.
12. In tonight’s performance, Kitty Cain will perform instead of Julia Rice.
13. You remind me a lot of a boy I used to know.
14. We live on the sixth floor, above the Garcias.
15. Is everyone here now except Sonia?
16. Find a seat near Lydia and Ryan.
17. Jimmy, stop wrestling with your brother.
18. We will have to leave without Paul and Mrs. Macchio.
19. For this song, Audrey stands beside Betty Jo and faces the audience.
20. The fifth grade always sits in the bleachers below the sixth grade.

► Exercise 2 Underline the pronoun in parentheses that best completes the sentence.

First find Melissa, and Juan will be right next to (she, her).

1. I think that the Crowleys live across from (they, them).
2. According to (she, her), Monday’s practice is cancelled.
3. Rodolfo, who is a new student, sits across from my sister and (I, me).
4. Stacey, I want you to help me instead of (she, her).
5. Stand back to back, lean against (he, him), and then try to sit down.
6. From (who, whom) did you get this information?
7. Jorge, will you please go to the office along with Chad and (he, him)?
8. Everyone form a circle around Mrs. Rodrigez and (we, us).
9. (Who, Whom) else is going with (they, them)?
10. Hillary is in line behind (she, her).
11. Can we rearrange the furniture in Alice’s room without (she, her)?
12. (Who, Whom) wanted help from my tutor and (I, me)?
Lesson 44
Prepositional Phrases as Adjectives and Adverbs

Prepositional phrases serve as adjectives and adverbs. An adjective phrase is sometimes a prepositional phrase that describes a noun or a pronoun.

Castles in Japan were built differently from European castles. (describes the noun castles)
Those in Japan often included many courtyards. (describes the pronoun those)

An adverb phrase is sometimes a prepositional phrase that describes a verb, another adverb, or an adjective.

The first European castles were built of earth and timber. (describes the verb built)
Later in history castles were built out of stone. (describes the adverb later)
The chapel was important in a Christian castle. (describes the adjective important)

Exercise 1 Identify the phrase in italics by writing adj. in the blank for each adjective phrase or adv. for each adverb phrase. Circle the word or phrase it modifies.

adv. Castles served as homes for lords and as strongholds.

1. How did people live inside a medieval castle?
2. The main room in a castle was the great hall.
3. The great hall served as a bedroom, dining room, and office.
4. Early halls had fireplaces in the middle of the room.
5. Later, wall fireplaces were introduced, and the lord’s table was often near the fire.
6. The main meal was eaten late in the morning.
7. Servants with pitchers of water helped guests wash their hands before and after eating.
8. Some tables had removable legs so the room could be used for many purposes.
9. The lord’s table was often the only table with fixed legs.
10. Removing the tables used for dining provided space for entertainment.
11. Later in the evening straw mattresses were brought into the great hall for sleeping.

12. The floors of some castles were decorated with tiles.

13. Medieval people rarely used carpets as floor coverings.

14. Carpets were regarded as luxuries.

15. Some carpets hung on the walls as tapestries.

16. Castles built after the year 1200 often had extra rooms.

17. The heat for cooking came from an open fire.

18. To prevent fires, halls were built away from the kitchen.

19. Often the kitchen was in the courtyard.

20. Later the kitchen was connected to the great hall.

21. Medieval people living in castles ate a variety of foods.

22. They ate beef, mutton, and many kinds of wild birds.

23. They served venison and other game after a hunt.

24. They ate fish during Lent.

25. Many castles had gardens with orchards.

26. Northern orchards provided fruit like apples and pears.

27. Trenchers were flat pieces of stale bread.

28. Trenchers were used as plates.

29. The stale bread soaked up the gravy from the meat.

30. The trenchers could be given to the poor.

31. Nobles were usually served by pages.

32. Only rich people had chairs, so most people sat on benches.

33. Hunting and hawking were enjoyed as entertainment.

34. In addition, the knights participated in tournaments.

35. People listened to musicians and storytellers.
Lesson 45

Telling Prepositions and Adverbs Apart

Some words can be used as either prepositions or adverbs. For a word to be a preposition, it must be part of a prepositional phrase. A preposition never stands alone in a sentence. If the word has an object, it is probably a preposition. If the word is not followed closely by a noun or a pronoun that could be an object, it is probably an adverb.

Anastasia is riding her bike **around the neighborhood**. (preposition)
Anastasia is riding her bike **around**. (adverb)

**WORDS THAT CAN BE USED AS PREPOSITIONS OR ADVERBS**

- about
- before
- down
- near
- out
- through
- above
- behind
- in
- off
- outside
- up
- around
- below
- inside
- on
- over

**Exercise 1** Write *adv.* in the blank if the word in italics is an adverb and *prep.* if it is a preposition.

**adv.**

Everyone, please sit **down**.

1. I will leave the package **outside** my front door.
2. Kyla had a feeling that she had been here **before**.
3. Can we hang this picture on the wall **above** my bed?
4. Stay with the group. Don’t fall **behind**.
5. The yacht’s entire crew just went **below**.
6. Is Stephanie **in** third grade or fourth grade now?
7. This book is so good that I can’t put it **down**.
8. Valerie made a perfect swan dive **off** the ten-foot board.
9. Let’s put the small box **inside** the larger box.
10. Won’t you please come **in** and talk?
11. Would the children like to come **inside** for a snack?
12. I don’t see Amanda, but I’m sure she is **near**.
13. We’ve put this **off** long enough.
**Grammar**

14. Mom locked her keys *inside* the car.
15. Put your boots *on* so your feet stay dry.
16. Take Lucky *out* for a walk.
17. Do you think we can finish this *before* noon?
18. The rescuers climbed *up* the fire escape to the third floor.
19. We put the trash *outside* on Tuesday nights.
20. I’m glad that this project is finally *over*.
21. Go *through* the door, and turn left.
22. The crowds wouldn’t let me *through*.
23. Button *up* before you go outside.
24. Most female adult gymnasts weigh *about* ninety-five pounds.
25. Is it possible to fly *around* the world non-stop?
26. Federico always has to be home *before* dinner.
27. A piece of paper just fell *behind* the sofa.
28. I’ll be *around*, so call if you need me.
29. We can store these props in the space *below* the stage.
30. It’s almost noon, so I’m sure she’s *up*.
31. The Zaharis family lives *down* this street.
32. Hang your coat on the rack *near* the back door.
33. The book you want is *on* the third shelf.
34. We will have recess *outside* today.
35. Please go *out* the doors at the front of the gym.
36. We went *over* the hill to the picnic area.
37. Look *above* and below for the package.
38. Everything is still *up* in the air.
39. Carefully put the punch bowl *down* on this table.
40. What do you think you will be doing *in* twenty years?
Lesson 46
Conjunctions

A **conjunction** is a word that joins single words or groups of words in a sentence. The most common conjunctions—*and, but,* and *or*—are called **coordinating conjunctions**. Coordinating conjunctions can be used to connect individual nouns, pronouns, verbs, adjectives, adverbs, prepositions, phrases, or clauses. Place a comma before the conjunction in a compound sentence.

We scoured **and** scrubbed the kitchen sink.
Simon is very relaxed **or** very lazy.
I have recovered, **but** my sister is still sick.

**Correlative conjunctions** are pairs of words used to connect words or phrases in a sentence. Correlative conjunctions include *both . . . and, either . . . or, neither . . . nor,* and *not only . . . but also.*

**Both** Wanda **and** Emily **are** right-handed.
**Neither** the coach **nor** Ms. Thomas **is** left-handed.

---

**Exercise 1** Circle each coordinating conjunction. Underline the words it connects.

I was thrilled **and** excited when I heard your news.

1. Maureen or Margaret could help you.
2. Give these packages to him and her.
3. Broad Street runs east and west.
4. I really want to stay home, but my mom says I have to go.
5. The water was cool and clear.
6. Did you travel by plane or by car?
7. We drove over a bridge and through a tunnel.
8. William hemmed and hawed before he answered the question.
9. The flowers smell fresh and delicate.
10. We can write Mandy a letter tonight, or we can call her tomorrow.
11. Was Washington or Jefferson the first president?
12. The Rockies are in the West, and the Alleghenies are in the East.
13. This package came for you and me.

14. Would you like milk or water?

15. Are you sure of your answer, or do you need some time to think?

**Exercise 2** Underline each coordinating or correlative conjunction.

Both Jackson and Austin are state capitals.

1. Either Danielle or Benjamin has the tickets.
2. My stepfather and mother walk two miles every day.
3. Both Manet and Monet are famous painters.
4. Either a salad or soup comes with the meal.
5. Neither red nor blue is my favorite color.
6. Ms. Torrence or Mr. Rodriguez teaches that course.
7. My cocker spaniel and cat chase each other around the tree.
8. Both the taxi driver and the bus driver drive faster than they should.
9. Neither fruit nor vegetables contain much fat.
10. Either the toast or the pie in the oven is burning.
11. The north trail and south trail end at the foot of the mountain.
12. Neither the garter snake nor the black snake is poisonous.
13. Do you know if either Li or Mason eats meat?
14. If it rains, neither the softball team nor the tennis team practices.
15. An open door or window lets in fresh air.
16. Both my bicycle and my father’s car have a flat tire.
17. Can either girls or boys enter the contest?
18. Neither the drug store nor the grocery store sells notebooks.
19. Whenever you do that, Lynn and Morgan laugh.
20. Either a bacteria or a virus causes that disease.
Lesson 47
Interjections

An interjection is a word or group of words that expresses mild or strong feeling.

**COMMON INTERJECTIONS**

<table>
<thead>
<tr>
<th>ah</th>
<th>congratulations</th>
<th>hooray</th>
<th>ouch</th>
</tr>
</thead>
<tbody>
<tr>
<td>aha</td>
<td>good grief</td>
<td>phew</td>
<td>no</td>
</tr>
<tr>
<td>all right</td>
<td>great</td>
<td>oh</td>
<td>ugh</td>
</tr>
<tr>
<td>awesome</td>
<td>hey</td>
<td>oh, no</td>
<td>wow</td>
</tr>
<tr>
<td>bravo</td>
<td>hi</td>
<td>oops</td>
<td>yes</td>
</tr>
</tbody>
</table>

Since an interjection is not related to other words in the sentence, it is set off from the rest of the sentence by a comma or an exclamation point. Use an exclamation point after an interjection that stands alone, either before or after a sentence. Use a comma before or after an interjection that expresses a mild emotion to separate it from the rest of the sentence.

Yes! I knew you could do it!
You got front row seats! Great!
Congratulations, you passed the test.

**Exercise 1** Underline each interjection.

No way! You go first.

1. Bravo! You won!
2. Hi, I think we met at Jarrod’s party.
3. What! You said you were bringing the money!
4. Ah! That sun feels good.
5. Ouch! You stepped on my foot.
6. Yes, I understand you perfectly.
7. I didn’t take the last piece of cake. Really!
8. Well, it’s about time you got here!
9. No, I haven’t seen your sister.
10. Whoops! I didn’t realize the floor was so slippery.
11. Oh, no! I left my homework on the bus!
12. I only have one token left, and I need two for the subway. Good grief!

13. My, how you’ve grown since the last time I saw you!

14. Whew, that sure was a close call!

15. Do I want to go with you to see our favorite movie again? Yes!


17. Oh, well, better luck next time!

18. Rats! They sold the last team sweatshirt an hour ago.

19. Aha! You didn’t think I’d be able to find you, did you?

20. Ahem, I believe you’re sitting in my seat.

**Exercise 2** Add to each sentence an interjection that expresses the emotion in parentheses. Add appropriate punctuation.

<table>
<thead>
<tr>
<th>Interjection</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Congratulations!</td>
<td>You got the part. (compliment)</td>
</tr>
<tr>
<td>_______________</td>
<td>I didn’t mean to make such a mess. (apology)</td>
</tr>
<tr>
<td>_______________</td>
<td>that can’t be true. (denial)</td>
</tr>
<tr>
<td>_______________</td>
<td>that’s my dessert. (call attention to)</td>
</tr>
<tr>
<td>_______________</td>
<td>The Eagles are winning at last. (excitement)</td>
</tr>
<tr>
<td>_______________</td>
<td>That really hurts! (pain)</td>
</tr>
<tr>
<td>_______________</td>
<td>All the snow has turned to slush. (disgust)</td>
</tr>
<tr>
<td>_______________</td>
<td>We are already twenty minutes late. (impatience)</td>
</tr>
<tr>
<td>_______________</td>
<td>I’ll be glad to help you. (agreement)</td>
</tr>
<tr>
<td>_______________</td>
<td>Did you really win ten dollars? (surprise)</td>
</tr>
<tr>
<td>_______________</td>
<td>Watch out for the car! (call attention to)</td>
</tr>
<tr>
<td>_______________</td>
<td>That was a great performance. (approval)</td>
</tr>
<tr>
<td>_______________</td>
<td>The bell rang just as I got to my desk. (relief)</td>
</tr>
<tr>
<td>_______________</td>
<td>I dropped my glass on the floor! (surprise)</td>
</tr>
<tr>
<td>_______________</td>
<td>I finally solved the puzzle. (satisfaction)</td>
</tr>
<tr>
<td>_______________</td>
<td>We were supposed to stop at the store first. (regret)</td>
</tr>
</tbody>
</table>
Exercise 1  Identify each word in italics by labeling it *adv.* (adverb), *conj.* (conjunction), *inter.* (interjection), or *prep.* (preposition).

Unbelievable! Ramón placed second in the first race and won this one.

1. Wow! I am so impressed with your natural talent.
2. I like most of this jewelry, but I can buy only one piece.
3. Have you read any stories by Jack London before?
4. It’s supposed to snow six inches on Friday, and I don’t have any boots.
5. Oh, are you still practicing for your recital?
6. The road to success is paved with hard work.
7. Does Ezra or Camilla have the key to the back door?
8. The storage shed is behind the garage, which is next to the house.
9. Would you rather play a board game instead of cards?
10. Uh-oh, I’m not sure where I put the envelope with the money.
11. I keep the soap under the sink, but all other cleansers belong in this cupboard.
12. Neither Yosef nor Pauline recognized me in the costume.
13. Phew! We made it inside before the storm.
14. Mr. Golden lives in the house on the southeast corner of this block.
15. Have you seen a jacket with zippers and snap fasteners in the store recently?
16. Oh, good! You’ve got the bag of prizes and the tickets for the games.
17. Sandra felt weak during math class, and afterward she left for home.
18. My uncle and my four cousins have been inside for three hours.
19. Towers like the one in this picture were used as watchtowers or storage areas.
20. Look underneath the bed for my brown shoes and the box with my sweaters.
Exercise 1 Draw one line under the complete subject and two lines under the complete predicate. If the subject is understood, write you in the space provided.

you

Give me a chance!

1. The gate in our backyard has a lock but no key.
2. Does anyone in the audience have any questions?
3. Roll up your sleeves.
4. You tell a good story!
5. The furniture in my bedroom came from my uncle’s house.
6. Try again.
7. Has anyone been to Grand Teton National Park?
8. Visit with Grandma sometime this week.
9. The evergreen tree bowed under the weight of the snow.
10. Everyone but Joe was on time for the meeting.
11. Not one more thing will fit in my closet.
12. Am I speaking loudly enough?
13. Sort these files alphabetically.
14. Sharpen these pencils for me.
15. I won a great prize!
16. You must decide before five o’clock.
17. These instructions are confusing!
18. Can you show me that step one more time?
19. Turn the stereo and the television off.
20. Can you believe it!
21. Put the milk in the refrigerator right away.
22. Mark and Melissa made apple pie for tonight’s dessert.
23. My mother’s second cousin, April, is living with us now.
24. Can you call my mom or dad for me?
25. Do you ever use the new software?

**Exercise 2** Write in the blank the tense or form of the verb indicated in parentheses.

Yesterday we **walked** through the park at dusk. (*walk*, past)

1. Kisha **enjoys** her advanced dance classes. (*enjoy*, present)
2. Fred **is cooking** dinner right now. (*cook*, present progressive)
3. Opa **pointed** to Germany and Ghana on the map when she was told to find countries starting with the letter *g*. (*point*, past)
4. Mrs. Morris **has collected** dolls for years. (*collect*, present perfect)
5. Elizabeth **is jogging** with Barry. (*jog*, present progressive)
6. Mr. Schaffer **typed** this report. (*type*, past)
7. This picture **proves** my point. (*prove*, present)
8. I **have talked** to Susan several times already. (*talk*, present perfect)
9. The Coles **live** on Mulberry Street near High Street. (*live*, present)
10. Mr. and Mrs. Thomas **sat** in the first row. (*sit*, past)
11. Joshua **has given** a lot of time to this project. (*give*, present perfect)
12. Shannon **is studying** for tomorrow’s test. (*study*, present progressive)
13. Will you **swim** in Saturday’s meet? (*swim*, future)
14. Mrs. Gunther **had taught** seventh grade for ten years. (*teach*, past perfect)
15. **Have you** **gone** to Dallas before? (*go*, present perfect)
16. Dad **cut** my hair yesterday. (*cut*, past)
17. I **have worn** that shirt only once. (*wear*, present perfect)
18. Who **broke** this glass? (*break*, past)
19. Jeremy’s little brother **was crying**. (*cry*, past progressive)
20. I **will bring** flowers to my grandma next week. (*bring*, future)
Exercise 3 Identify the word in italics by labeling it *adv.* (adverb), *conj.* (conjunction), *inter.* (interjection), or *prep.* (preposition).

---

1. *Congratulations!* You got the blue ribbon *for* creative arts.

2. *Since* my accident, I ski cross-country *but* not downhill.

3. The basketball team has won its first game *in* two years. *Hooray!*

4. Sylvio, can you find the Indian Ocean *or* the Bay of Bengal *on* this map?

5. *Ouch,* I didn’t know the edge *of* the table was so sharp.

6. I actually ran *to* school this morning, *but* I was still late.

7. He left his gloves *on* when he painted the mural *on* the wall.

8. I vacuumed the carpets *but* still have to clean *behind* the couch.

9. *During* the party the dog has to stay *outside* the house.

10. If you can’t reach my mom *or* dad, my aunt is probably *around.*

11. You can find an almanac *and* a dictionary *on* the shelf *in* the den.

12. *Oh, no!* I cracked an egg, and the shell fell *into* the batter.


14. *Along with* Jerry and Phil, I walked *toward* the opening of the cave.

15. Put your book *down, and* listen *to* me.

16. *Wow!* Sam says you are fluent *in* English, Spanish, *and* German.

17. Turn your lights *out by* ten o’clock.

18. *Either* close your door, *or* turn the volume *on* your stereo *down.*
Unit 8: Subject-Verb Agreement

Lesson 48
Making Subjects and Verbs Agree

The subject and verb of a sentence must agree in number. A noun that is singular must have the singular form of the verb. A noun that is plural takes the plural form of the verb.

A cat sleeps during the day. (singular noun cat, singular verb sleeps)
Cats sleep during the day. (plural noun cats, plural verb sleep)

Exercise 1 Draw two lines under the verb in parentheses that agrees with the subject.

Leroy (rides, ride) his bicycle to school every day.

1. Television (brings, bring) the world into our homes with pictures, or video, and sounds, or audio.
2. The electronic television imaging device (was, were) invented in the 1920s.
3. The first practical TV system (was demonstrated, were demonstrated) at the New York World’s Fair in 1939.
4. Early television sets (was, were) crude black and white models.
5. Today, technical advancements (gives, give) us high-quality color pictures.
6. Also, most programs now (comes, come) with stereo sound.
7. Television programs (is based, are based) on movies, plays, books, original screenplays, and short stories.
8. The subjects (remains, remain) the same, yesterday and today.
9. I Love Lucy still (serves, serve) as the example for all family shows.
10. The Mickey Mouse Club (was, were) first broadcast to “Mouseketeers” throughout America in 1955.
11. Today, their grandchildren (watches, watch) a new program with the same name.
12. Both Mickey Mouse Club shows (has, have) music, games, information, and humor.
13. The original *Mickey Mouse Club* (seems, seem) almost foreign to viewers of today’s show.

14. However, each show (presents, present) the popular styles of the day.

15. Until the 1960s, a city (was given, were given) only four or five TV channels.

16. Thirty years later, cable TV (brings, bring) many channels into your set.

17. Entire channels (focuses, focus) on one subject.

18. Experts (predicts, predict) 500-channel cable systems in the next few years.

19. Television sets can (shows, show) more than just TV programs.

20. The “Information Superhighway” (combines, combine) computer data, programs, games, and communications.

**Exercise 2** Underline the subject of each sentence. Then, choose the verb in parentheses that agrees with the subject and write it in the blank.

Many individuals ______ use television to view the news. (uses, use)

1. A television newscast ______ on the efforts of many different persons. (relies, rely)

2. The on-air newscasters ______ a small part of a large, mostly unseen team. (is, are)

3. News programs ______ with a producer. (begins, begin)

4. The producer ______ which stories to cover. (decides, decide)

5. The assignment desk dispatcher ______ reporters and video photographers to different parts of the city. (sends, send)

6. News photographers ______ video cameras to tape whatever stories they cover. (carries, carry)

7. Back at the station, electronic news gathering (ENG) editors ______ different videotapes and scenes to tell a story. (combines, combine)

8. Each news tape ______ between twenty and ninety seconds. (lasts, last)

9. Live newscasts ______ broadcast from a studio. (is, are)

10. A typical studio ______ about thirty powerful spotlights. (has, have)
Lesson 49
Subject Pronouns and Verb Agreement

Subject pronouns (I, you, he, she, it, we, they) must also agree with the verb.

I walk. (First person, singular)         We walk. (First person, plural)
You walk. (Second person, singular)    You walk. (Second person, plural)
He, she or it walks. (Third person, singular) They walk. (Third person, plural)

The verbs have, do, and be can be main verbs or helping verbs. They must agree with the subject whether they are used as main verbs or helping verbs.

I am asleep. (main verb)               I am walking. (helping verb)
She does good work. (main verb)       They do like their work. (helping verb)
You have three dollars. (main verb)    You have met our new teacher. (helping verb)

Exercise 1 Draw two lines under the verb in parentheses that agrees with the subject.

I (hopes, hope) the movie isn’t sold out.

1. Before beginning to eat, they (thanks, thank) their hostess.

2. We always (has, have) to wait for Anne to arrive.

3. She (is, are) planning to read Little Women this summer.

4. On the top shelf you (finds, find) the basket of fruit.

5. It (is, are) obvious that the picnic will have to be postponed.

6. He (lives, live) in a town called Woodsfield.

7. Walking up to the plate, I (prepares, prepare) to bat.

8. They (has, have) seen the new art exhibit.

9. We usually (packs, pack) our suitcases the day before we leave on a trip.

10. Since it is so late, he (is, are) coming with us.

11. Today you (seems, seem) even happier than usual.

12. Gretchen was going to organize a softball game, but now it (looks, look) like rain.

13. I (practices, practice) singing every day.

14. She (visits, visit) the neighbors twice a week.

15. He (says, say) the park is filled with flowers.
16. We (is, are) waving to the boaters from the bridge.
17. When shopping for gifts, they (searches, search) for practical items.
18. You (paints, paint) beautifully, Irene.
19. I (has, have) enjoyed learning to play chess.
20. It (is, are) the prettiest garden we have ever seen!
21. They (likes, like) to go camping on weekends.
22. She (is, are) thinking about buying Christina a new watch.
23. Beyond the horizon he (sees, see) the glow of a gorgeous sunset.
24. Singing joyously, we (marches, march) toward the stage.
25. You (has, have) heard Danny’s new composition, haven’t you?
26. It (startles, startle) me when the wind chimes sound unexpectedly.
27. We often (stays, stay) at Grandpa’s farm during the summer.
28. After running five miles, I (am, are) ready for a rest.
29. They (laughs, laugh) whenever they look at themselves in the carnival mirrors.
30. He (cooks, cook) delicious Italian meals.
31. This month we (is, are) learning how to polka.
32. Drew, you (picks, pick) the colors for the decorations.
33. He (waits, wait) in the airport restaurant, hoping his plane will arrive soon.
34. It (appears, appear) as if the understudy will have to go on tonight.
35. Smiling, I (greets, greet) the new member of the class.

Writing Link  Write a short paragraph about your favorite team sport. Use at least two subject pronouns, and be sure each subject and verb agree.
Lesson 50
Locating the Subject

Sometimes a prepositional phrase comes between the subject and the verb. The verb must agree with the subject of the sentence and not with the object of the preposition.

The rooms near the entrance have new windows.
The air in the mountains contains little oxygen.

In the first sentence, near the entrance is a prepositional phrase. The subject of the sentence is rooms, which is plural; therefore, the verb that agrees with it, have, is also plural. In the second sentence, in the mountains is a prepositional phrase. The singular verb contains agrees with air, which is a singular subject.

You can check for subject-verb agreement by removing the prepositional phrase.
The rooms have new windows. The air contains little oxygen.

Some sentences begin with there or here. These words are never the subject of a sentence. Look for the subject after the verb.

There are many palm trees in Florida. Here in the city is a large building.

To make finding the subject easier, rearrange these sentences by placing the subject before the verb in the usual manner.

Many palm trees are there in Florida. A large building is here in the city.

► Exercise 1 Draw one line under the subject. Draw two lines under the verb in parentheses that agrees with the subject.

Each of the girls (has, have) her own locker.

1. The monkeys in the zoo (climbs, climb) trees all day long.
2. Students from all over the country (attends, attend) day camp every spring.
3. Cookies fresh from the oven (tastes, taste) delicious.
4. Drivers from the freight company (travels, travel) across the country.
5. A truckload of band uniforms (arrives, arrive) Saturday.
6. Millions of persons (listens, listen) to radio every day.
7. A sergeant from the police department (teaches, teach) bicycle safety at our school.
8. Roots from the mesquite tree (extends, extend) far below the ground.

9. A ticket for front-row seats (costs, cost) too much.

10. The restaurant with the chairs and tables in front of it (serves, serve) authentic Hawaiian food.

11. Suitcases with an extra pouch (holds, hold) extra clothes.

12. The fireworks at the city park (begins, begin) at 9:30 P.M.

13. Patterns from the Smith Clothing Catalog (requires, require) careful cutting.

14. Teams in the City League (scores, score) more touchdowns than any other teams in the county.

15. Here (is, are) the book that belongs to Kim.

16. The president of the United States (lives, live) in the White House.

17. Hamburgers at this restaurant (comes, come) with tomatoes, lettuce, and cheese.

18. Trees near the top of the mountain (needs, need) more water.

19. The glue on postage stamps (contains, contain) flavoring to make it taste better.

20. The photographer from the school paper (wants, want) us to smile for the class picture.

21. All of the visitors to the museum (receives, receive) a souvenir.

22. The school year in this district (lasts, last) nine months and two weeks.

23. The lockers in this building (stands, stand) more than six feet high.

24. The core of Earth (contains, contain) molten iron.

25. There (is, are) reptile eggs in that leathery covering.

26. Each of the birds in the wetlands (wears, wear) an identification tag.

27. The leader of the circus clowns (works, work) in a bank during the week.

28. The organist in Rhonda's church also (plays, play) at the baseball stadium.

29. The cider from Washington apples (has, have) a pleasant aroma.

30. Class pictures from the 1980s (hangs, hang) in the halls.

31. Light from the sun (reaches, reach) Earth in eight minutes.

32. The sound of the crickets (interrupts, interrupt) the quiet night.
Lesson 51
Agreement with Compound Subjects

A compound subject is two or more subjects that have the same verb. When two or more subjects are joined by and, the verb is plural.

William and Sandy live on the same block.
Both trees and flowers require sunlight.
Elaine and her brothers play in the band.

Compound subjects can also be joined by or, either...or, and neither...nor. In these cases, the verb must agree with the subject that is closer to it.

Dana or Maria knows the answer.
Either Dana or his study partners know the answer.
Neither the fifth-graders nor Dana knows the answer.

Exercise 1 Draw two lines under the verb in parentheses that agrees with the subject.

Both Florida and Hawaii (has, have) beautiful beaches.
1. Neither shoes nor jackets (fits, fit) in these lockers.
2. Tomas and his brothers (runs, run) in the marathon every year.
3. Both the mayor and the governor (has, have) offices downtown.
4. Either cotton or wool (feels, feel) comfortable.
5. Elephants and rhinos (lives, live) in the jungles of Africa.
6. Both the orchestra conductor and the musicians (studies, study) classical music for years.
7. Either newspapers or a magazine (contains, contain) advertisements.
8. Martha and Jean (walks, walk) to school when the weather is warm.
9. Neither snow nor ice (stays, stay) on the ground after the spring thaw.
10. Blisters and bruises may (appears, appear) on one’s hands after doing yardwork.
11. Heat or smoke by the door (warns, warn) of a fire on the other side.
12. Both badminton and tennis (uses, use) a net to divide the two halves of the court.
13. Bowlers and gymnasts (competes, compete) indoors.
14. Neither skateboards nor roller skates (is permitted, are permitted) in the parking area.
15. In many cities, cars and bicycles (shares, share) the same road.
16. Both glass and plastic (holds, hold) water.
17. Neither the dancers nor the instructor (thinks, think) the stage is too slippery.
18. Palm trees and bushes (provides, provide) shade.
19. Dolphins and whales (belongs, belong) to the same order of mammals.
20. Mrs. Trinh and Mr. Walton (teaches, teach) at City College in the summer.
21. Orange juice or grapefruit juice (has, have) plenty of Vitamin C.
22. Carpenters and electricians (serves, serve) apprenticeships before starting their own businesses.
23. Either the ocean or the pool (is, are) a pleasant place to relax.
24. Electric bulbs and candles (creates, create) light.
25. African elephants and Indian elephants (has, have) different facial features.
26. Yarn and silk (is used, are used) for embroidery.
27. Both the arcade and the amusement park (closes, close) after Labor Day.
28. A map or a navigation chart (shows, show) where to find the coral reef.
29. Billboards and posters (advertises, advertise) new movies.
30. Neither wood nor bricks (keeps, keep) out all of the cold weather.
31. Both dogs and cats (enjoys, enjoy) running in the park.
32. Joel and Adam (plays, play) video games on weekends.
33. Neither boots nor galoshes (leaks, leak) in wet weather.
34. Gerbils and hamsters (runs, run) on stationary wheels.
35. A calculator or a computer (solves, solve) difficult math problems.
36. Kanisha and John (sings, sing) a duet in the school play.
37. A postcard or an entry form (is, are) acceptable.
38. A pitcher and a catcher (communicates, communicate) with hand signals.
39. Neither a mop nor a sponge (absorbs, absorb) all the water.
40. Water and oil (does, do) not mix.
Unit 8 Review

Exercise 1  Draw two lines under the verb in parentheses that agrees with the subject.

There by the building (is, are) a large tree.

1. The Amazon River basin (covers, cover) one-third of Brazil.
2. A cool breeze (chills, chill) the air on a hot summer day.
3. Sharks (roams, roam) the oceans looking for things to eat.
4. Yoshi (plays, play) the clarinet in the school band.
5. We (has seen, have seen) this movie before.
6. Ashley (prefers, prefer) French fries to potato chips.
7. Our teacher (goes, go) to the beach every summer.
8. Cartoons (has, have) many hand-drawn scenes.
9. Young children (imitates, imitate) the actions of their parents, sisters, and brothers.
10. Professional athletes (trains, train) for years to learn their sport.
11. A bugle (sounds, sound) similar to a trumpet.
12. Toni (wants, want) to play goalie next quarter.
13. Birds (flies, fly) from one tree to another.
14. She (sings, sing) in the church choir.
15. Mushrooms (grows, grow) in damp, dark forests.
16. A canoe (holds, hold) one or two people.
17. My city (has, have) a large fireworks display every Fourth of July.
18. Cactus plants (retains, retain) water.
19. I (rides, ride) the number 8 bus to go to school.
20. The theater (shows, show) a new movie every two weeks.
21. The leaders of every country (talks, talk) to each other once a year.
22. A hike up the mountain (requires, require) plenty of strength.
Cumulative Review: Units 1–8

Exercise 1  Draw one line under each complete subject. Draw two lines under each complete predicate.

The fish in the pond swam back and forth.

1. Everyone at the party had a great time.
2. This book has many interesting facts.
3. Each contestant chose a category and answered a question.
4. A bubbling brook meandered through the mountains.
5. Christopher opened the mysterious box, but Lisa closed it quickly.
6. The rally ended with two stirring speeches and the singing of the national anthem.
7. An explosion came from the chemistry lab.
8. Sixteen teams will play in the annual tournament.
9. Cardinals and blue jays are common in this area.
10. The Tylers are moving to Chicago in February.
11. We will study black holes in science class today.
12. Some television programs seem educational as well as entertaining.
13. Our field hockey team won the championship last year, and they may win again this year.
14. Dad tells funny jokes at the dinner table.
15. You should try white-water rafting sometime.
16. Talia asked about the value of the gemstones.
17. The cooking instructor taught us a recipe for beef burgundy.
18. The recreation center has an indoor swimming pool.
19. Jackie is flying home for her grandma’s birthday.
20. Silence reigned throughout the large library.
Exercise 2  Write the part of speech of the italicized word in the blank. Use these abbreviations: N (noun), V (verb), pro. (pronoun), adj. (adjective), adv. (adverb), prep. (preposition), conj. (conjunction), and int. (interjection).

adj.  We have three maple trees in our backyard.

1. Todd raced to the corner store.
2. Pictures in the museum hang on special hooks.
3. Conservation of rare animals requires careful planning.
4. The pedals on a bicycle spin in both directions.
5. Student athletes are constantly working, either in the classroom or on the playing field.

7. Alison and Sydney rode the roller coaster twice.
8. He always brings his lunch in a brown paper sack.
9. Mom bought a blue sweater to wear with her white skirt.
10. Carrie often stops at the music store after school.
11. Give your ticket to the usher.
12. Yesterday we tried the new Mexican restaurant.
13. Roberto really enjoyed his trip to the planetarium.
14. The letter contained valuable information, but Nora did not know what to do with it.
15. Well, I always thought he would come back to his hometown.
16. Lucia was truly surprised at the reception she received.
17. The ball of yarn rolled under the dining room table.
18. The poem was long, but it was also quite beautiful.
19. The firecracker exploded into a hundred twinkling lights.
20. Jasmine adored the playful puppy in the pet shop window.
Exercise 3 Draw two lines under the verb in parentheses that agrees with the subject.

The men in my family (has, have) red hair.

1. Members of the soccer team (wears, wear) special shoes for wet fields.
2. Squirrels in the park (gathers, gather) nuts for the winter.
3. The announcer on TV (says, say) it is going to rain this weekend.
4. A camel’s water supply (lasts, last) for many days.
5. The cans of paint (weighs, weigh) seven pounds each.
6. Vacations by the beach (ends, end) too quickly.
7. The runners on sleds easily (glides, glide) over fresh snow.
8. Libraries and museums (adds, add) culture to a city.
9. Hot chocolate or soup (warms, warm) you up on a cold winter day.
10. Old trunks and treasure chests (hides, hide) many interesting things.
11. Oil and gas (forms, form) underground.
12. Both Democrats and Republicans (campaigns, campaign) for political offices.
13. Neither rivers nor streams (runs, run) uphill.
14. Factories and mills (manufactures, manufacture) products for people to buy.
15. Both frogs and toads (croaks, croak) in the swamps.
16. A bell or chimes (rings, ring) on the hour.
17. The space shuttle and satellites (orbits, orbit) Earth.
18. Neither Will nor his sisters (rides, ride) our school bus this year.
20. Both butterflies and moths (goes, go) through several stages of development.
21. Either a coat or a parka (provides, provide) warmth in the winter.
22. Dolphins and tuna (swims, swim) in groups.
23. Either a rainbow or floods (follows, follow) a storm.
24. Both decorations and ornaments (brightens, brighten) up a room.
25. Statues and monuments (honors, honor) outstanding individuals.
Lesson 52
Diagraming Simple Subjects and Simple Predicates

To diagram a sentence, first draw a long horizontal line. Then draw a short vertical line that crosses the horizontal line. Write the simple subject to the left of the vertical line. Write the simple predicate to the right of the vertical line. When diagraming sentences, use capital letters as they appear in the sentence, but do not use punctuation.

Dynamite explodes.

\[
\begin{array}{c|c}
\text{Dynamite} & \text{explodes} \\
\end{array}
\]

Write only the simple subject and the simple predicate in this part of the diagram. Remember that the simple predicate can include a helping verb.

The dynamite will explode on schedule.

\[
\begin{array}{c|c}
\text{dynamite} & \text{will explode} \\
\end{array}
\]

▶ Exercise 1 Diagram only the simple subject and the simple predicate of each sentence.

1. The store opens early on Saturday.  
2. My aunt works as a chemist.
3. A torch lit the way.

4. The football team burst onto the field.

5. The Giraldis traveled through Italy last summer.

6. The heavy rainfall soaked the dry soil.

7. They named the collie pups Wynken, Blynken, and Nod.

8. Tazu came to the library.

9. This movie is almost three hours long.

10. The sixth-grade girls won the volleyball tournament.
Lesson 53
Diagraming the Four Kinds of Sentences

The simple subject and the simple predicate of four kinds of sentences are diagramed below. Notice that the location of the simple subject and the simple predicate in a sentence diagram is always the same, regardless of word order in the sentence. In an interrogative sentence the simple subject often comes between the two parts of a verb phrase. In an imperative sentence the simple subject is understood to be you.

Declarative: The house has central heat.

Interrogative: Does it have air conditioning?

Imperative: Turn down the thermostat at ten o’clock.

Exclamatory: How warm it is in this room!

Exercise 1 Diagram only the simple subject and the simple predicate.

1. Eli Whitney invented the cotton gin.
2. The ice cream will melt there.
3. How much money do you need?
6. What a good movie that was!

4. Why did Sally call the emergency squad?
7. How odd this is!

5. What caused the stain on the living room rug?
8. Put the leftovers in the refrigerator.
Lesson 54
Diagraming Direct and Indirect Objects and Predicate Words

In a sentence diagram, the direct object is placed to the right of a vertical line after the action verb.

Marissa threw the ball.

\[
\text{Marissa} \mid \text{threw} \mid \text{ball}
\]

Similarly, place the predicate noun to the right of the linking verb. Draw a slanted line to separate the verb from the predicate noun.

Today’s special is blackened swordfish.

\[
\text{special} \mid \text{is} \\backslash \text{swordfish}
\]

Diagram a predicate adjective just as you would diagram a predicate noun.

Edmund seems confused.

\[
\text{Edmund} \mid \text{seems} \\backslash \text{confused}
\]

In a diagram, the indirect object sits on a line below and to the right of the verb. Draw a slanted line to connect the indirect object to the verb.

Marissa threw Jake the ball.

\[
\text{Marissa} \mid \text{threw} \mid \text{ball}
\]

\[
\text{Jake}
\]

\hl{Exercise 1} Diagram the simple subject, simple predicate, direct or indirect object, and predicate noun or adjective.

1. The library needs volunteers.
2. Yoshitaka finished the pizza.
3. Mom gave me a hug.  
6. Aunt Eleanor bought me tickets.

4. The sudden rain soaked the ground.  
7. This watermelon tastes so sweet!

5. Please hand me that bowl.  
8. Katherine read Alexandra a story.
Lesson 55
Diagraming Adjectives and Adverbs

An **adjective** modifies a noun or a pronoun. In a diagram write the adjective on a slanted line beneath the noun or the pronoun it modifies. Diagram possessive nouns and pronouns and the articles *a, an,* and *the* just as you would diagram other kinds of adjectives.

The sturdy house withstood the violent storm.

```
house    withstood    storm
      The   sturdy    the   violent
```

An adverb can modify a verb, an adjective, or another adverb. Notice how adverbs are diagramed.

The extraordinarily loud noise woke us immediately.

```
noise    woke    us
      The    loud    immediately
            extraordinarily
```

**Exercise 1** Diagram each sentence.

1. The beautiful cherry blossoms attract many visitors.

2. The bright colors caught the infant’s attention.
3. Anne slept late yesterday.
6. Do not give me so much spaghetti!

4. The wren chirped merrily.
7. Alfonso always works very carefully.

5. The long, curvy road suddenly disappeared.
8. This lesson confuses me somewhat.
Lesson 56
Diagraming Prepositional Phrases

All prepositional phrases, whether used as an adjective or as an adverb, are diagramed the same way.

Used as an adjective: The boxes under the stairs are full.

Used as an adverb: Hector put the boxes under the stairs.

Exercise 1 Diagram each sentence.

1. Toni’s letter from Italy arrived earlier.
2. The garden under the grape arbor is Grandma’s favorite.
3. My brother paints pictures of lions.
4. Put your coat on a hook by the back door.
5. The shelves beneath the books hold family heirlooms.

6. The brick house above the river's delta was built in the last century.

7. Can you come to my house after the game?

8. Mr. Larkspur's surprise was the package outside the classroom door.

9. The flags of all the participating countries fluttered in the breeze.

10. We built a platform for my bed above my other furniture.
Lesson 57
Diagraming Compound Sentence Parts

When you diagram compound parts of a sentence, place the second part of the compound below the first.

**Compound Subject:** Casaba and cantaloupe are melons.

**Compound Predicate:** Fruit trees grow and blossom.

**Compound Sentence:** Some fruits are sweet, but some have a tart taste.

---

**Exercise 1** Diagram each sentence.

1. Geanna or Rodolfo could do the artwork.

2. The library and the post office close at noon on Saturday.
3. It rains often and hails seldom.

6. Irene and Hoshi raked the leaves, and Toshiko and Olivia carried them.

4. Peter pushed the door, but it was heavy.

7. Bright colors and unusual shapes will help these posters.

5. Dad vacuumed and dusted.

8. Sharps and flats can change the mood of the music.
Unit 9 Review

Exercise 1  Diagram each sentence.

1. Do you know Mr. Sweeney?

2. Mrs. Peterson sent us six blankets for the refugees.

3. Give Glenda the extra tickets.

4. The excited children scampered quickly into the decorated room.

5. My brother plays a harmonica, and my sister sings.

6. Eugene and Edgar usually like the same things.
**Cumulative Review: Units 1–9**

**Exercise 1** Write S if the sentence is a simple sentence, C if it is compound, or frag. if it is a sentence fragment.

- **C** Robins sing, and turkeys gobble.
- 1. **C** Cats meow, and dogs bark.
- 2. Wind moves sailing ships, but a motor powers a speedboat.
- 3. Jenny and Francine went to the Somerset County Fair together.
- 4. The antique biplane on the wide cement runway.
- 5. Miriam studies French every day, but Askalu studies Swahili only once in a while.
- 6. My brand-new computer has a hard drive and a modem.
- 7. Growing in the garden, down by the old broken birdbath.
- 8. The grass needs mowing, and the garage needs painting.
- 9. I forgot all about that big history test on Monday.
- 10. The brand-new notebook and the dirty blue jacket.
- 11. I shall seal this big envelope, and Darla will mail it for me.
- 12. Those bananas are growing browner every day.
- 13. My aunt Kanya still reads to me from her collection of storybooks.
- 14. The gray clouds made the day dreary.
- 15. Jeff saw his friends Tommy and Jamal in the park.
- 16. Lightning flashes frighten me, but I like the sound of thunder.
- 17. Why is the road crew working in front of our house again?
- 18. In spite of its appearance, our old car runs pretty well.
- 19. Do you remember the Smith family: Michael, Brandon, Sara, and Elizabeth?
- 20. Bright red robin on the long, twisted tree branch.
- 21. Your new ten-speed bicycle flies down the road so swiftly and smoothly!
- 22. I smell that delicious apple pie, and I can almost taste it.
- 23. Exciting stories about actual events and real heroes.
24. Cindy and Carla quite often practice their music after school.

25. Glenn could come tomorrow, but he cannot make it today.

26. The canary’s song is soothing.

27. Mr. Raintree sings one part, and we follow with ours.

28. A stormy sea and high winds, black sky and occasional lightning.

Exercise 2 Write P if the verb is in the present tense, pres. prog. if present progressive, pres. perf. if present perfect, past if past tense, past prog. if past progressive, and past perf. if past perfect.

pres. perf. The puppy has stolen one of Dad’s new blue slippers.

1. Ms. Johnson was giving a test in the next room.

2. The hours creep by slowly on rainy afternoons.

3. I am drawing a picture for art class.

4. Sally had woven that scarf before her twelfth birthday.

5. Have you ever ridden a horse?

6. I woke up at four in the morning.

7. The flowers have grown fast in this wet weather.

8. Your voice reminds me of someone else.

9. Conor threw the final strikeout pitch in our game against Central.

10. Who has seen my old green jacket?

11. I collect rocks, stamps, and old coins.

12. The fans stared at their favorite actor as he walked in.

13. Sharon sings in the choir.

14. That dog has bitten people before.

15. They have weathered many storms throughout their years together.

16. Are you leaving soon?

17. Paul had swept the room carefully.

18. The maple trees provide shade on a hot day.

19. Mrs. Baughman has paid me for mowing her yard.
20. I am holding the ladder steady.

21. The snow has come at last!

22. The wind rattles the window panes.

23. My bird feeder hangs on a limb outside my bedroom window.

24. The baron rose and stood by the window, dreaming of his princess.

25. The meat had not frozen properly.

26. I’m teaching my puppy to sit, roll over, and fetch.

27. That tree has stood there for hundreds of years.

28. The little field mouse hides timidly under the tulip leaves.

**Exercise 3** Write pro. if the italicized noun is a proper noun, com. if it is a common noun, or col. if it is a collective noun. For nouns that are both common and collective, write col.

**col.** The group has decided not to pay for a new slide projector.

1. The family will buy this land for a new store.

2. Mrs. Smith will teach our class next week.

3. Dr. Johnson says a lot of funny things when I visit him.

4. When will the legislature vote on that bill?

5. The Carlson’s dog is always in our yard.

6. Tom Sawyer is one of my favorite story characters.

7. The cheerleading squad will practice after school on Tuesday.

8. What’s the name of the actor who played the butler?

9. President Abraham Lincoln is my favorite American leader.

10. According to Bob, our class will go on a field trip next week.

11. The alligator crossed the road right in front of us!

12. The giant battleship is now a war memorial for our state.

13. My brother’s army battalion will pass through our town today.

14. The clouds looked like white feathers on the underwing of the sky.

15. Although cricket is played with a ball and a bat, it is different from baseball.