

**Grade 5**



# Grammar Practice Reproducibles





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Name \_\_\_\_\_

- A **sentence** is a group of words that expresses a complete thought. It begins with a capital letter and ends with a punctuation mark.
- A **sentence fragment** is a group of words that does not express a complete thought.
- A **statement** is a sentence that tells something. It ends with a **period**.
- A **question** is a statement that asks something. It ends with a **question mark**.

**Read each group of words. If it is a sentence, add the proper punctuation mark. If it is not a complete sentence, write *fragment*.**

1. My mother walked into the kitchen \_\_\_\_\_ .
2. Looked out the window \_\_\_\_\_ **fragment**
3. One of my sisters \_\_\_\_\_ **fragment**
4. What were they looking at \_\_\_\_\_ ?
5. A deer stood in the yard \_\_\_\_\_ .
6. Underneath the apple tree \_\_\_\_\_ **fragment**
7. We watched quietly \_\_\_\_\_ .
8. The deer looked up \_\_\_\_\_ .
9. Did it see us \_\_\_\_\_ ?
10. Ran off across the lawn \_\_\_\_\_ **fragment**

Name \_\_\_\_\_

- A **command** is a sentence that tells or asks someone to do something. It ends with a **period or an exclamation point**.
- An **exclamation** expresses strong feeling. It ends with an **exclamation point**.

Add the proper punctuation to the end of each sentence. Then write whether the sentence is a **statement, question, command, or exclamation**.

1. Where are the maps \_\_\_\_\_ ? **question**
2. I had them in my backpack \_\_\_\_\_ . **statement**
3. Help me look for them \_\_\_\_\_ . **command**
4. We don't want to get lost \_\_\_\_\_ . **statement**
5. I'm so angry about losing them \_\_\_\_\_ ! **exclamation**
6. Can we find the way home on our own \_\_\_\_\_ ? **question**
7. Did we pass by that tree earlier today \_\_\_\_\_ ? **question**
8. I remember those strange rocks as well \_\_\_\_\_ . **statement**
9. Climb up that hill \_\_\_\_\_ . **command**
10. The view from up there is amazing \_\_\_\_\_ ! **exclamation**

Name \_\_\_\_\_

- A **sentence** is a group of words that expresses a complete thought. A sentence begins with a capital letter and ends with a punctuation mark.
- A **statement** ends with a **period**. A **question** ends with a **question mark**. A **command** can end with a **period** or an **exclamation point**. An **exclamation** ends with an **exclamation point**.

**Rewrite each sentence by putting capital letters and punctuation marks where they belong.**

1. did you hear about the elephants outside

**Did you hear about the elephants outside?**

---

2. they are coming to town for the fair

**They are coming to town for the fair.**

---

3. go over to the window to see them

**Go over to the window to see them.**

---

4. this year's fair will be the best ever

**This year's fair will be the best ever!**

---

5. how much do elephants eat each day

**How much do elephants eat each day?**

---

Name \_\_\_\_\_

- A **sentence** is a group of words that expresses a complete thought. A sentence begins with a capital letter and ends with a punctuation mark.
- A **statement** ends with a **period**. A **question** ends with a **question mark**. A **command** can end with a **period** or an **exclamation point**. An **exclamation** ends with an **exclamation point**.

**Proofread the paragraph. On the lines below, correct any fragments or mistakes in sentence capitalization and punctuation. Answers may vary slightly.**

last night my sister wanted to go to the movies? I wanted to go with her. what was stopping us. I had to finish my math homework first. The hardest problems ever. I asked my sister to wait for me? what do you think she did. She helped me figure out the answers. made it to the show just in time

Last night my sister wanted to go to the movies. I wanted to go with her. What was stopping us? I had to finish my math homework first. Those were the hardest problems ever! I asked my sister to wait for me. What do you think she did? She helped me figure out the answers. We made it to the show just in time!

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Name \_\_\_\_\_

**A. Read each group of words. If it is a sentence, add the proper punctuation mark. If it is not a complete sentence, write *fragment*.**

1. Over by the new sports field \_\_\_\_\_ **fragment**
2. My friends and I decide to race \_\_\_\_\_ .
3. How long will it take to run a mile \_\_\_\_\_ ?
4. My friend's new sneakers \_\_\_\_\_ **fragment**
5. That is my best time ever \_\_\_\_\_ !

**B. Add the proper punctuation to the end of each sentence. Then write whether the sentence is a *statement*, *question*, *command*, or *exclamation*.**

6. Do you want to race again \_\_\_\_\_ ? **question**
7. Use this watch to record our time \_\_\_\_\_ . **command**
8. We will run five laps this time \_\_\_\_\_ . **statement**
9. Are you ready \_\_\_\_\_ ? **question**
10. My heart is pounding like crazy \_\_\_\_\_ ! **exclamation**

Name \_\_\_\_\_

- The **simple subject** is the main noun or pronoun that names the subject of the sentence.
- The **complete subject** includes all of the words that tell whom or what the sentence is about.
- The **simple predicate** is the verb that tells exactly what the subject does or is.
- The **complete predicate** is the verb and all of the words that tell what the subject does or is.

After each sentence, write whether the underlined word or words are the *simple subject*, *complete subject*, *simple predicate*, or *complete predicate*.

1. My grandparents live on an island. **complete predicate**
2. A small boat travels there every hour. **simple subject**
3. The entire ride takes about twenty minutes. **complete subject**
4. My family visits them every summer. **simple predicate**
5. We stay for about a week. **complete predicate**
6. My grandmother likes to paint the ocean. **complete subject**
7. I am learning how to paddle a kayak. **simple predicate**
8. My oldest sister has started a shell collection. **simple subject**
9. I swim nearly every day. **complete predicate**
10. Days at the beach are the best ever! **simple subject**

Name \_\_\_\_\_

- A **compound subject** is two or more subjects that share the same verb. The subjects are usually joined by a conjunction such as *and* or *or*.
- A **compound predicate** contains two or more predicates that have the same subject.
- Compound subjects and predicates can use **coordinating conjunctions** (*and*, *or*) or **correlative conjunctions** (*either/or*, *neither/nor*).

After each sentence, write whether the underlined words are a **compound subject** or **compound predicate**. Circle each conjunction.

1. The students arriveandsit down. **compound predicate**
2. The teacherandthe students open their books. **compound subject**
3. The boyorthe girl will read first. **compound subject**
4. The class listensandtakes notes. **compound predicate**
5. Eitherthe teacherorthe principal will speak. **compound subject**
6. The cafeteria opensandserves lunch. **compound predicate**
7. The studentsneithernorhurry. **compound predicate**
8. The pizzaandthe pasta are the favorite meals. **compound subject**
9. Do youoryour friends enjoy salads? **compound subject**
10. Caneithermy friendorI help clean up? **compound subject**

Name \_\_\_\_\_

- Use **commas** to separate three or more words or phrases in a series.
- **Appositives** are often set off by commas.
- Commas set off introductory words, such as *yes*, *no*, and *thank you*.

**Rewrite each sentence correctly by putting commas where they belong.**

1. The school's sports teams include baseball soccer and football.

**The school's sports teams include baseball, soccer, and football.**

2. My brother sister and father will attend today's game.

**My brother, sister, and father will attend today's game.**

3. Mr. Tompkins our coach will lead the team onto the field.

**Mr. Tompkins, our coach, will lead the team onto the field.**

4. Yes we love it when people sing the school song!

**Yes, we love it when people sing the school song!**

5. Our team got the ball raced down the field and scored a goal.

**Our team got the ball, raced down the field, and scored a goal.**

Name \_\_\_\_\_

- Compound subjects and predicates can use **coordinating conjunctions** (*and, or*) or **correlative conjunctions** (*either/or, neither/nor*).
- Use **commas** to separate three or more words or phrases in a series.
- Use commas to set off **appositives** and **introductory words** in sentences.

**Proofread the paragraph. On the lines below, correct mistakes in the use of conjunctions and commas.**

My parents have hired a tutor to help me with my reading writing and spelling. I also need help with science my hardest subject. The tutor, and I work together most afternoons. We most often meet on Monday, Tuesday, and, Thursday. She and I either read together, or work on my homework problems. No she doesn't give me the answers. My teachers parents and tutor are all proud of my progress.

**My parents have hired a tutor to help me with my reading, writing, and  
spelling. I also need help with science, my hardest subject. The tutor and I  
work together most afternoons. We most often meet on Monday, Tuesday, and  
Thursday. She and I either read together or work on my homework problems.  
No, she doesn't give me the answers. My teachers, parents, and tutor are all  
proud of my progress.**

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Name \_\_\_\_\_

**A. After each sentence, write whether the underlined word or words are a *simple subject*, *compound subject*, *simple predicate*, or *compound predicate*.**

1. The squirrels and the chipmunks are gathering acorns. **compound subject**
2. The daylight hours grow shorter every day. **simple predicate**
3. Leaves fall and cover the ground. **compound predicate**
4. Our town's farmers harvest their crops. **simple subject**
5. Many of them pick corn and sell it in town. **compound predicate**

**B. Rewrite each sentence. Place commas where they belong.**

6. My father prepares a salad soup and main dish for dinner.

**My father prepares a salad, soup, and main dish for dinner.**

7. My aunt uncle and cousins will join us this evening.

**My aunt, uncle, and cousins will join us this evening.**

8. Yes the house will be filled with all kinds of activity!

**Yes, the house will be filled with all kinds of activity!**

9. My mother a trained musician will play the piano.

**My mother, a trained musician, will play the piano.**

10. Do you think my sister brother or I should sing along?

**Do you think my sister, brother, or I should sing along?**

Name \_\_\_\_\_

- A **simple sentence** expresses one complete thought.
- A **compound sentence** contains two simple sentences joined by a comma and a conjunction.
- A **conjunction** joins words or groups of words. The words *and*, *but*, and *or* are conjunctions.

Write whether each sentence below is *simple* or *compound*. Circle each conjunction.

1. The dog barked, and I woke up instantly. **compound**
2. Something was tapping on my window. **simple**
3. Was the noise real, or was I still dreaming? **compound**
4. A bright light flashed, and I ducked under the covers. **compound**
5. The dog ran down into the basement. **simple**
6. I called the dog, but he wouldn't come back. **compound**
7. My parents heard me and came into my room. **simple**
8. They both seemed calm, or I would have kept hiding. **compound**
9. There were strong winds, and a power line had snapped. **compound**
10. That explained both the tapping and the bright light. **simple**

Name \_\_\_\_\_

- A **run-on sentence** joins together two or more sentences that should be written separately.
- You can correct a run-on sentence by rewriting it as a compound sentence.

**Correct each run-on sentence below by writing it as a compound sentence.**

**Answers may vary slightly but should be one compound sentence.**

1. The official waves the flag the race begins!

**The official waves the flag, and the race begins!**

2. The driver pushes the gas pedal the car zooms forward.

**The driver pushes the gas pedal, and the car zooms forward.**

3. She speeds around the curve she doesn't lose control.

**She speeds around the curve, but she doesn't lose control.**

4. The other racers chase her their cars can't catch up.

**The other racers chase her, but their cars can't catch up.**

5. The race is soon over she wins another trophy.

**The race is soon over, and she wins another trophy.**

Name \_\_\_\_\_

- When you correct a run-on sentence, use a comma before *and*, *but*, or *or* if the subject in each independent clause is different.
- To coordinate two closely related sentences without using a conjunction, use a **semicolon** (;).

**Correct each run-on sentence. Use commas and semicolons where needed.**

1. There is a concert this weekend we want to go.

**There is a concert this weekend, and we want to go.**

---

2. It's our favorite band we have to see them!

**It's our favorite band; we have to see them!**

---

3. Will you buy the tickets should I pick them up?

**Will you buy the tickets, or should I pick them up?**

---

4. We want seats in the front row they are sold out.

**We want seats in the front row, but they are sold out.**

---

5. Our seats are in the back we'll have a great time anyway.

**Our seats are in the back, but we'll have a great time anyway.**

---

Name \_\_\_\_\_

- Rewrite a run-on sentence as two separate sentences or as a **compound sentence**. To coordinate two closely related sentences without using a **conjunction**, use a **semicolon** (;).
- When you correct a run-on sentence, use a **comma** before *and*, *but*, and *or* if the subject in each independent clause is different.

**Proofread the paragraph. On the lines below, correct any run-on sentences or mistakes in punctuation. Responses may vary slightly but should show proper syntax and punctuation in compound sentences.**

My father drove up to the theater I stepped out of the car. Would it be a great show? Or would I forget all my lines? I had rehearsed every night, my sister had even helped with the hardest scenes. Would all that hard work pay off? Some people waited at the ticket booth others were going inside. My stomach felt like it was full of frogs but I headed to the stage door anyway. The cast was counting on me I couldn't let them down.

**My father drove up to the theater, and I stepped out of the car. Would it be a great show, or would I forget all my lines? I had rehearsed every night; my sister had even helped with the hardest scenes. Would all that hard work pay off? Some people waited at the ticket booth. Others were going inside. My stomach felt like it was full of frogs, but I headed to the stage door anyway.**

**The cast was counting on me, and I couldn't let them down.**

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Name \_\_\_\_\_

**A. Write whether each sentence below is simple or compound. If it is compound, circle the conjunction.**

1. The volunteers arrived at the shelter after the storm. **simple**
2. Some brought food, **and** others delivered water. **compound**
3. I wanted to help, **but** my parents had other plans. **compound**
4. They wanted to check on our grandparents first. **simple**
5. Should I join them, **or** should they go on their own? **compound**

**B. Rewrite each run-on sentence as a compound sentence.**

6. The mayor told us his plan we listened very carefully.

**The mayor told us his plan, and we listened very carefully.**

7. We all wanted to help some of us were needed elsewhere.

**We all wanted to help, but some of us were needed elsewhere.**

8. A news van arrived a camera crew came into the shelter.

**A news van arrived, and a camera crew came into the shelter.**

9. They took many pictures a reporter spoke to the mayor.

**They took many pictures, and a reporter spoke to the mayor.**

10. We were in good shape there was still much to do.

**We were in good shape, but there was still much to do.**

Name \_\_\_\_\_

- **Coordinating conjunctions** join two words or word groups of the same grammatical rank or importance (e.g., two nouns, two independent clauses). The coordinating conjunctions *and*, *but*, and *or* can be used to create a **compound sentence**.
- **Subordinating conjunctions** tell where, when, why, or how. Some common subordinating conjunctions are *after*, *although*, *as*, *because*, *before*, *if*, *since*, *so that*, *until*, *when*, and *while*.

Circle the conjunction in each sentence below. Then write whether it is a *coordinating* or *subordinating* conjunction.

1. My dad looks great when he wears a suit. **subordinating**
2. I gave him a tie, and he wears it all the time. **coordinating**
3. It's his favorite because it reminds him of home. **subordinating**
4. He took me to work one day, and I sat at his desk. **coordinating**
5. I wanted to attend a meeting, but he wouldn't let me. **coordinating**
6. I stayed in his office until he returned. **subordinating**
7. After we ate lunch, we went on a sales call. **subordinating**
8. He gave me some advice before we went inside. **subordinating**
9. I had to be polite, or he would send me to the car. **coordinating**
10. We both laughed since I'm always polite to everyone. **subordinating**

Name \_\_\_\_\_

- A **complex sentence** is a sentence that contains two related clauses joined by a conjunction other than *and*, *but*, or *or*.
- **Subordinating conjunctions** can appear at the beginning or in the middle of a complex sentence. If the sentence begins with a subordinating conjunction, a comma should follow the last word of the **dependent clause**.

**Use the subordinating conjunction in parentheses to combine the two simple sentences into one complex sentence.**

1. I was worried about the dog. She wouldn't eat. (because)

**I was worried about the dog because she wouldn't eat.**

---

2. I told my mother. We called the vet. (after)

**After I told my mother, we called the vet.**

---

3. The dog walked away. We were still on the phone. (while)

**The dog walked away while we were still on the phone.**

---

4. She was acting suspicious. I followed her. (since)

**Since she was acting suspicious, I followed her.**

---

5. I was concerned. She led me to a bag of food she had eaten. (until)

**I was concerned until she led me to a bag of food she had eaten.**

---

Name \_\_\_\_\_

- Use a **comma** before a conjunction to separate two independent clauses in compound sentences.
- In complex sentences that begin with dependent clauses, add a **comma** after the last word of the dependent clause.

**Use the conjunction in parentheses to create one compound or complex sentence from the two simple sentences. Use commas correctly.**

1. My grandmother called. No one was home. (but)

**My grandmother called, but no one was home.**

2. I had a spare moment. I called her back. (when)

**When I had a spare moment, I called her back.**

3. She had exciting news. I begged her to tell me. (and)

**She had exciting news, and I begged her to tell me.**

4. She wanted it to be a surprise. I promised to keep it secret. (because)

**Because she wanted it to be a surprise, I promised to keep it secret.**

5. She had won a contest. She was taking us all on a trip! (since)

**Since she had won a contest, she was taking us all on a trip!**

Name \_\_\_\_\_

- Use a **comma** before a conjunction to separate two independent clauses in compound sentences.
- In complex sentences that begin with dependent clauses, add a **comma** after the last word of the dependent clause.

**Proofread the paragraph. On the lines below, correct mistakes in the use of conjunctions and commas.**

When he heard a branch snap behind him. The explorer stopped in his tracks. Since he had just discovered the ruins he didn't know where to turn. Something made a growling noise and his heart raced with fear. Before he could turn around someone spoke. "I told you to stay at the camp but here you are," said his father. "Now we'll have to wait here, until the others return."

When he heard a branch snap behind him, the explorer stopped in his  
tracks. Since he had just discovered the ruins, he didn't know where to turn.  
Something made a growling noise, and his heart raced with fear. Before he  
could turn around, someone spoke. "I told you to stay at the camp, but here  
you are," said his father. "Now we'll have to wait here until the others return."

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Name \_\_\_\_\_

**A. Circle the conjunction in each sentence. Then write whether the sentence is compound or complex.**

1. Since I am so tall, I signed up for basketball. **complex**
2. I played well until I hurt my ankle. **complex**
3. The doctor checked the ankle, but the injury wasn't serious. **compound**
4. If it feels better by Monday, I can practice again. **complex**
5. I'll sit on the bench during games while it heals. **complex**

**B. Use the subordinating conjunction in parentheses to create a complex sentence from the two simple sentences.**

6. The buzzer sounded. The players jumped for the ball. (as)

**As the buzzer sounded, the players jumped for the ball.**

7. We passed the ball. Our fastest player could run with it. (so that)

**We passed the ball so that our fastest player could run with it.**

8. The second half began. We were leading the game. (until)

**Until the second half began, we were leading the game.**

9. The coach had an idea. She called us over. (because)

**Because the coach had an idea, she called us over.**

10. We were about to score again. Time ran out. (when)

**We were about to score again when time ran out.**

Name \_\_\_\_\_

- A **sentence fragment** is a group of words that does not express a complete thought.
- A **run-on sentence** joins together two or more sentences that should be written separately.

**After each sentence, write whether it is a sentence fragment or a run-on sentence.**

1. She was born in 1945 she grew up in Maine. **run-on sentence**
2. Took long walks along the shore. **sentence fragment**
3. After moving from place to place. **sentence fragment**
4. She studied biology it interested her. **run-on sentence**
5. One of her most trusted friends. **sentence fragment**
6. She went to Africa she made a huge discovery. **run-on sentence**
7. The scientist wrote a book it was very popular. **run-on sentence**
8. Made a movie about her adventures. **sentence fragment**
9. Winning all sorts of prizes and awards. **sentence fragment**
10. Now she lives in Iowa her family is nearby. **run-on sentence**

Name \_\_\_\_\_

- You can correct a **sentence fragment** by adding a **subject**, a **predicate**, or both.
- You can correct a **run-on sentence** by rewriting it as two separate sentences or as one **compound** or **complex sentence**.

**After each group of words, circle the letter of the strategy that would best correct the sentence error.**

1. My new model airplane kit. \_\_\_\_\_  
a. Add a subject.      **b.** Add a predicate.      c. Make a complex sentence.
2. Inside the box on the kitchen table. \_\_\_\_\_  
a. Add a subject.      b. Add a predicate.      **c.** Add both subject and predicate.
3. Found all kinds of small parts and pieces. \_\_\_\_\_  
**a.** Add a subject.      b. Add a predicate.      c. Make a compound sentence.
4. There were no instructions I didn't know what to do. \_\_\_\_\_  
a. Add a subject.      b. Add a comma.      **c.** Make a compound sentence.
5. I asked Mom for help she fixes things all the time. \_\_\_\_\_  
a. Add a comma.      **b.** Add a semicolon.      c. Add a subject.

Name \_\_\_\_\_

- You can correct a **run-on sentence** by rewriting it as two separate sentences using **periods** or as either a compound or complex sentence. You can also use a **semicolon** to connect the sentences.
- Use a **comma** before a conjunction to separate two independent clauses in compound sentences.
- In complex sentences that begin with dependent clauses, add a **comma** after the last word of the dependent clause.

Rewrite each run-on sentence as instructed in the parentheses. Add any conjunctions or punctuation that is needed. **Answers may vary slightly.**

1. The ship left at dawn it sailed to the east. (separate sentences)

**The ship left at dawn. It sailed to the east.**

2. The voyage would be long there was plenty of food. (compound sentence)

**The voyage would be long, but there was plenty of food.**

3. We spotted a storm ahead we tried to sail around it. (complex sentence)

**When we spotted a storm ahead, we tried to sail around it.**

4. I stayed in my cabin the crew raced about. (complex sentence)

**I stayed in my cabin while the crew raced about.**

5. We found calm seas we had clear sailing all the way home. (compound sentence)

**We found calm seas, and we had clear sailing all the way home.**

Name \_\_\_\_\_

- You can correct a **run-on sentence** by rewriting it as a **compound or complex sentence**.
- Use a **comma** before a conjunction to separate two independent clauses in compound sentences.
- In complex sentences that begin with dependent clauses, add a **comma** after the last word of the dependent clause.

**Proofread the paragraph. On the lines below, correct any fragments and run-on sentences. Use commas and conjunctions properly where needed.**

**Answers may vary slightly.**

Our class would like to make a movie we need a few supplies. A video camera and a computer. My classmates are writing a script I will help out with costumes. Wants to be an actor some day. All of us worked on the scenery. We wanted the room to look like a cave we made rocks and boulders out of plaster. Sheets with streaks of black and gray. We will work all week long. Opening night of our blockbuster movie!

Our class would like to make a movie, but we need a few supplies. First we  
need a video camera and a computer. My classmates are writing a script, and  
I will help out with costumes. My best friend wants to be an actor some day.  
All of us worked on the scenery. Because we wanted the room to look like a  
cave, we made rocks and boulders out of plaster. We also painted sheets with  
streaks of black and gray. We will work all week long. I can't wait for opening  
night of our blockbuster movie!

Name \_\_\_\_\_

**A. Write *fragment* if the words form a sentence fragment or *run-on* if they form a run-on sentence.**

1. Want to learn more about space travel. \_\_\_\_\_ **fragment**
2. The library had some books I found articles online. \_\_\_\_\_ **run-on**
3. A television show about the space station. \_\_\_\_\_ **fragment**
4. Do you want to see it can you come over tonight? \_\_\_\_\_ **run-on**
5. It starts at eight o'clock don't be late. \_\_\_\_\_ **run-on**

**B. Circle the letter of the best way to rewrite each fragment or run-on sentence.**

6. All different kinds of jobs.
  - a. I read a book about all different kinds of jobs.
  - b. I read a book; about all different kinds of jobs.
  - c. All kinds of jobs.
7. Firefighters often face danger they have to be alert.
  - a. Firefighters often face danger, they have to be alert.
  - b. They have to be alert. Firefighters often face danger.
  - c. Firefighters often face danger; they have to be alert.
8. Medicine is complicated doctors must study hard.
  - a. Medicine is complicated, doctors must study hard.
  - b. Because medicine is complicated, doctors must study hard.
  - c. Medicine is complicated, but doctors must study hard.

Name \_\_\_\_\_

- A **noun** names a person, place, thing, event, or idea.
- A **common noun** names any person, place, thing, or event.
- A **proper noun** names a specific person, place, or thing and begins with a capital letter. Some proper nouns may contain more than one word.  
Days of the week, months of the year, and holidays are proper nouns.

**Read each sentence. Underline each common noun and circle each proper noun.**

1. Hillside Library has many books.
2. The entrance is on Spring Street.
3. Our class visited on Tuesday.
4. Each student received a card for checking things out.
5. Mrs. Young gave a tour of the sections.
6. Does the library subscribe to many magazines?
7. My friend asked for novels by Louisa May Alcott.
8. Students could also read articles on the computer.
9. When will the borrowed books be due?
10. The materials must be returned by the end of October.

Name \_\_\_\_\_

- A **concrete noun** names a person, place, or thing. It is something you can see, hear, smell, taste, or feel.
- An **abstract noun** is an idea or concept. You cannot see, hear, smell, taste, or feel it.

**Read each sentence. Write whether the underlined noun is concrete or abstract.**

1. The new factory will open in June. \_\_\_\_\_ **concrete**
2. My brother will look for a job there. \_\_\_\_\_ **abstract**
3. He has a good understanding of machinery. \_\_\_\_\_ **abstract**
4. The company makes engines for airplanes. \_\_\_\_\_ **concrete**
5. Our neighbor has worked for them before. \_\_\_\_\_ **concrete**
6. She was a manager during the construction process. \_\_\_\_\_ **abstract**
7. We liked to watch the tractors and cranes at the site. \_\_\_\_\_ **concrete**
8. The main building was finished in three months. \_\_\_\_\_ **abstract**
9. The workers gave a cheer when the job was finished. \_\_\_\_\_ **concrete**
10. The new jobs will bring great joy to our town. \_\_\_\_\_ **abstract**

Name \_\_\_\_\_

- A **proper noun** always begins with a capital letter. When proper nouns contain more than one word, capitalize each important word.
- Capitalize the names of days, months, holidays, historical events, geographical names, nationalities, and titles. Capitalize abbreviations of days and months.

**Rewrite each sentence correctly by capitalizing any proper nouns.**

1. My family will travel to mexico next july.

**My family will travel to Mexico next July.**

2. Our flight takes off from midway airport in chicago.

**Our flight takes off from Midway Airport in Chicago.**

3. We will leave on a monday and return the next thursday.

**We will leave on a Monday and return the next Thursday.**

4. The hansons will take care of our cat teddy while we are gone.

**The Hansons will take care of our cat Teddy while we are gone.**

5. We plan to go hiking in copper canyon on independence day.

**We plan to go hiking in Copper Canyon on Independence Day.**

Name \_\_\_\_\_

- A **proper noun** always begins with a capital letter. When proper nouns contain more than one word, capitalize each important word.
- Capitalize the names of days, months, holidays, historical events, geographical names, nationalities, and titles.

**Proofread the paragraph. On the lines below, correct mistakes in the use of proper nouns and capitalization.**

The band township tunes will perform a benefit concert at cascade arena next tuesday, may 23, at 7:30. Mayor alice lee will introduce the group. All proceeds from the Event will be donated to the falls village foundation. This group will help rebuild areas of falls village that were destroyed by flooding along the wells river in april. For more information, read the article in this week's *falls village times*.

The band Township Tunes will perform a benefit concert at Cascade Arena  
next Tuesday, May 23, at 7:30. Mayor Alice Lee will introduce the group. All  
proceeds from the event will be donated to the Falls Village Foundation. This  
group will help rebuild areas of Falls Village that were destroyed by flooding  
along the Wells River in April. For more information, read the article in this  
week's *Falls Village Times*.

Name \_\_\_\_\_

**A. Read each sentence. Underline each common noun and circle each proper noun.**

1. The author of *Camper Comedy* visited our class.
2. Mr. Binkle read the first chapter aloud.
3. The main characters are Sid and Sally.
4. The writer used his own family for inspiration.
5. The author grew up in Texas, but the story is set in Maine.

**B. Rewrite each sentence correctly by capitalizing any proper nouns.**

6. Our team plays the conway cougars on saturday.

**Our team plays the Conway Cougars on Saturday.**

---

7. The game will take place in dover stadium.

**The game will take place in Dover Stadium.**

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8. To get there, take elm street across flint river.

**To get there, take Elm Street across Flint River.**

---

9. The dover brass attack will perform at halftime.

**The Dover Brass Attack will perform at halftime.**

---

10. The winner takes home the walt ellis trophy.

**The winner takes home the Walt Ellis Trophy.**

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Name \_\_\_\_\_

- A **singular noun** names one person, place, idea, or thing.
- A **plural noun** names more than one person, place, idea, or thing. Most plural nouns are formed by adding -s or -es.
- A noun can function in a sentence as a subject, a direct object of an action verb, or an object of a preposition.

**Read each sentence. Draw one line under each singular noun. Draw two lines under each plural noun.**

1. The campers told stories around the campfire.
2. Bright sparks drifted up into the sky.
3. The wind blew through the branches of the trees.
4. A full moon peeked above the top of the mountain.
5. The first story was about two boys on a raft.
6. My friend told a tale about knights and dragons.
7. Two girls spoke about training horses on a ranch.
8. The counselors added more logs to the flames.
9. Another hour passed before the fire went out.
10. The campers headed back to the cabins beside the lake.

Name \_\_\_\_\_

- Add -es to form the plural of singular nouns that end in *s*, *sh*, *ch*, or *x*.
- To form the plural of nouns ending in a consonant and the letter *y*, change the *y* to *i* and add -es.
- To form the plural of nouns ending in a vowel and *y*, add -s.

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

1. My father worked at two different (ranch) last year. **ranches**
2. One had many cattle, horses, and (donkey). **donkeys**
3. I spent several (day) working with him. **days**
4. We saw two baby (fox) playing in a field. **foxes**
5. They disappeared into the (bush) after a while. **bushes**
6. Both of my dad's (boss) watched the weather. **bosses**
7. There were some snow (flurry) early one morning. **flurries**
8. The tree (branch) were laced with white. **branches**
9. We ate breakfast and helped wash the (dish). **dishes**
10. Then Dad took me to see the (pony) in the corral. **ponies**

Name \_\_\_\_\_

- Add -es to form the plural of singular nouns that end in s, sh, ch, or x.
- To form the plural of nouns ending in a consonant and the letter y, change the y to i and add -es.
- To form the plural of nouns ending in a vowel and y, add -s.

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

1. The explorer shared (picture) of his trip to the rain forest. **pictures**
2. The first slide showed two (monkey) in a tree. **monkeys**
3. He wanted to photograph (gorilla) as well. **gorillas**
4. He showed us some close-ups of (butterfly). **butterflies**
5. Many had colorful (patch) on their wings. **patches**
6. Did he see any scary (snake) on his visit? **snakes**
7. Some slithered along the leaves and (moss). **mosses**
8. The explorer put five (box) on the table. **boxes**
9. Each was filled with samples from his (study). **studies**
10. If I had three (wish), one would be to visit the rain forest. **wishes**

Name \_\_\_\_\_

- Add -es to form the plural of singular nouns that end in *s*, *sh*, *ch*, or *x*.
- To form the plural of nouns ending in a consonant and the letter *y*, change the *y* to *i* and add -es.
- To form the plural of nouns ending in a vowel and *y*, add -s.

**Proofread the paragraph. On the lines below, correct mistakes in plural nouns and their endings.**

Most homes should have one or two toolboxes on hand in case of emergencies. Hammeres and screwdrivers are the most useful tools. A good set of wrenchs is helpful for fixing sinks and faucets. Power tool, such as drills and sawes, can solve many problems. Some appliancees run on batterys and can be used outdoors. Many hobby require an assortment of tools. A toolbox is one of the best wayes to store them.

Most homes should have one or two toolboxes on hand in case of emergencies. Hammers and screwdrivers are the most useful tools. A good set of wrenches is helpful for fixing sinks and faucets. Power tools, such as drills and saws, can solve many problems. Some appliances run on batteries and can be used outdoors. Many hobbies require an assortment of tools.

A toolbox is one of the best ways to store them.

Name \_\_\_\_\_

**A. Read each sentence. Draw one line under each singular noun and two lines under each plural noun.**

1. The fans cheer for the players on the field.
2. Their team is behind by two points.
3. The winner of the game goes on to the finals.
4. The bases are loaded, and Big Bill steps up to the plate.
5. Bill swings and misses the first two pitches.

**B. Complete each sentence by writing the plural form of each noun in parentheses.**

6. The pitcher has heard (story) about Bill's home runs. stories
7. Bill sends the next ball soaring up into the (cloud). clouds
8. He smiles as he runs around the (base). bases
9. The (coach) jump up and down with joy. coaches
10. There will be many (party) in town tonight! parties

Name \_\_\_\_\_

- To form the plural of some nouns ending in *f* or *fe*, change the *f* to *v* and add *-es*.
- To form the plural of nouns ending in a vowel followed by *o*, add *-s*.  
To form the plural of nouns ending in a consonant followed by *o*, add *-s* or *-es*.
- Some nouns name a group. These nouns are called **collective nouns**.  
A collective noun can be either singular or plural.

**A. Complete each sentence by writing the plural form of each noun in parentheses.**

1. The (hoof) of the horses struck the stone roads. \_\_\_\_\_ **hooves**
2. People heard the (echo) from far away. \_\_\_\_\_ **echoes**
3. Had the (hero) returned from their journey? \_\_\_\_\_ **heroes**
4. They had risked their (life) to defend the town. \_\_\_\_\_ **lives**
5. There would be no hisses or (boo) to welcome them home! \_\_\_\_\_ **boos**

**B. Read each sentence. Underline each collective noun.**

6. Our family went camping at Bright Lake last July.
7. We swam through schools of tiny fish.
8. A flock of ducks had built their nests nearby.
9. My sister ran away from a swarm of biting flies.
10. We heard a pack of wolves howl in the distance.

Name \_\_\_\_\_

- Some nouns have a special plural form that does not end in -s: *oxen, teeth, feet*.
- Some nouns stay the same whether they are singular or plural: *trout, deer, moose*.

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

1. The (child) packed their bags for the long trip. **children**
2. They washed their hands and brushed their (tooth). **teeth**
3. They put sneakers and shoes on their (foot). **feet**
4. Two (man) gave the family directions to the park. **men**
5. They drove past fields full of cows and (sheep). **sheep**
6. Flocks of (goose) honked at them from above. **geese**
7. They waved at (person) along the country roads. **people**
8. They stopped to let a team of (ox) cross. **oxen**
9. A moose and two (deer) stood beside a river. **deer**
10. The sleepy kids were as quiet as (mouse). **mice**

Name \_\_\_\_\_

- Some nouns have special plural forms that do not end in -s or -es.
- Some nouns stay the same whether they are singular or plural.
- **Appositives** tell more about the nouns they follow. Use commas within a sentence to set off many appositives.

Rewrite each sentence correctly by using the correct plural forms and adding commas where they belong.

1. Our town Grantsville will host this year's summer celebration.

**Our town, Grantsville, will host this year's summer celebration.**

2. The mayor has asked our school's childs to help.

**The mayor has asked our school's children to help.**

3. Mrs. Munson the principal had many great idea.

**Mrs. Munson, the principal, had many great ideas.**

4. We will have a parade on Founder's Day the first Saturday in June.

**We will have a parade on Founder's Day, the first Saturday in June.**

5. Three woman our town's oldest residents will lead the parade.

**Three women, our town's oldest residents, will lead the parade.**

Name \_\_\_\_\_

- To form the plural of some nouns ending in *f* or *fe*, change the *f* to *v* and add -*es*. To form the plural of nouns ending in a vowel followed by *o*, add -*s*. To form the plural of nouns ending in a consonant followed by *o*, add -*s* or -*es*.
- Some nouns have special plural forms that do not end in -*s* or -*es*. Some nouns stay the same whether they are singular or plural.
- **Appositives** tell more about the nouns they follow. Use commas to set off many appositives.

**Proofread the paragraph. On the lines below, correct mistakes in plural nouns and comma usage.**

I interviewed one of our school's heros the chef in the cafeteria. She takes ingredients off the kitchen shelves and makes delicious lunchs for all the childrens. Our chef believes that the proper handling of knives is important. She once worked in a bakery making dozens of loafs of bread every day. I took photoes of her making her favorite meal lasagna. I can't wait to sink my tooths into one of her latest dishs!

I interviewed one of our school's heroes, the chef in the cafeteria. She takes ingredients off the kitchen shelves and makes delicious lunches for all the children. Our chef believes that the proper handling of knives is important. She once worked in a bakery making dozens of loaves of bread every day. I took photos of her making her favorite meal, lasagna. I can't wait to sink my teeth into one of her latest dishes!

Name \_\_\_\_\_

**A. Read each sentence. Circle the letter of the sentence that has a collective noun.**

1. a. The leaves fell from the trees in the yard.  
b. My mother asked my friends and me to rake them.  
**c.** My father suggested that we form teams.  
d. We finished the job in less than an hour.
  
2. a. A noise like thunder filled the air around us.  
**b.** A herd of bison came running across the plains.  
c. Brown clouds of dust rose up like smoke behind them.  
d. The bison stopped when they reached the river's edge.

**B. Complete each sentence by writing the correct plural form of the noun in parentheses.**

3. My uncle visits (zoo) around the country. **zoos**
  
4. He loves to see animals and their (baby). **babies**
  
5. He once saw an elk and her two new (calf). **calves**
  
6. Our local zoo features two timber (wolf). **wolves**
  
7. They also have four (moose) in a fenced area. **moose**
  
8. Have you seen the flock of (goose) in the park? **geese**
  
9. I took some (photo) of them yesterday. **photos**
  
10. My uncle and I enjoy learning about the (life) of animals. **lives**

Name \_\_\_\_\_

- A **possessive noun** is a noun that shows who or what owns or has something.
- Form a singular possessive noun by adding an **apostrophe (' )** and an **-s** to a singular noun.
- A person's name or a collective noun that ends in **-s** also has an apostrophe (' ) and an **-s** in the possessive form.

**Complete each sentence by writing the possessive form of the noun in parentheses.**

1. My (sister) paintings are being sold in a gallery. **sister's**
2. We will attend the (show) opening tonight. **show's**
3. An invitation arrived from the (gallery) owner. **gallery's**
4. The paintings show scenes from our (family) history. **family's**
5. My (mother) favorite is the portrait of my father. **mother's**
6. (Dad) favorite shows Aunt Bess on a bicycle. **Dad's**
7. (Aunt Bess) bicycle is painted many different colors. **Aunt Bess's**
8. You can see the (paintbrush) strokes in the sky. **paintbrush's**
9. Each (painting) price appears on a tiny card. **painting's**
10. The (crowd) reaction has been quite positive so far. **crowd's**

Name \_\_\_\_\_

- A **plural possessive noun** is a plural noun that shows ownership.
- To form the possessive of a plural noun that ends in -s, add an **apostrophe**.
- To form the possessive of a plural noun that does not end in -s, add an apostrophe and -s.

**Complete each sentence by writing the plural possessive form of the noun in parentheses.**

1. The four (diver) tanks were filled with air. \_\_\_\_\_ **divers'**
2. They hoped to find the (pirate) treasure. \_\_\_\_\_ **pirates'**
3. Several (map) drawings hinted at the location. \_\_\_\_\_ **maps'**
4. They had read of other (explorer) attempts to find the ship. \_\_\_\_\_ **explorers'**
5. Three (author) books provided clues for finding the wreck. \_\_\_\_\_ **authors'**
6. The two (man) curiosity grew by the minute. \_\_\_\_\_ **men's**
7. They held the two (woman) hands and dove in together. \_\_\_\_\_ **women's**
8. Their (flashlight) beams shone through the water. \_\_\_\_\_ **flashlights'**
9. (Fish) scales sparkled with reflected sunlight. \_\_\_\_\_ **Fish's**
10. Would their five (year) worth of preparation lead to success? \_\_\_\_\_ **years'**

Name \_\_\_\_\_

- When a singular noun ends in -s, show the **possessive form** by adding an apostrophe and -s.
- The possessive form of a plural noun that ends in -s adds only an **apostrophe**. To form the possessive of a plural noun that does not end in -s, add an apostrophe and -s.
- Do not confuse plural nouns with possessive nouns.

**Complete each sentence by writing the correct form of the noun in parentheses.**

1. The students waited for the (bus) door to open. **bus's**
2. They lined up near the (circus) main entrance. **circus's**
3. The teachers purchased the two (class) tickets. **classes'**
4. An usher pointed toward the (child) seats. **children's**
5. Both (class) waited for the show to begin. **classes**
6. The (child) laughed when two clowns appeared. **children**
7. The pair of (clown) wore oversized clothes. **clowns**
8. The two (clown) costumes filled up with air. **clowns'**
9. One (clown) suit exploded with a burst of confetti. **clown's**
10. Each (class) students laughed with delight. **class's**

Name \_\_\_\_\_

- To form the possessive of a plural noun that ends in -s, add an apostrophe. To form the possessive of a plural noun that does not end in -s, add an apostrophe and -s.
- When a singular noun ends in -s, show the possessive form by adding an apostrophe and -s. To form the possessive of a plural noun that does not end in -s, add an apostrophe and -s.

**Proofread the paragraph. On the lines below, correct mistakes in the formation of possessive nouns or the use of apostrophes.**

My classes debate team has had three straight loss's. We started the season with two wins' and a tie. Three teachers' at school offered to coach the team. We listened to the teachers presentations at our meeting yesterday. They will help us prepare for next weeks match. The final three week's scores will determine the champions. I hope our class performs better than the other five school's teams.

My class's debate team has had three straight losses. We started the season with two wins and a tie. Three teachers at school offered to coach the team. We listened to the teachers' presentations at our meeting yesterday. They will help us prepare for next week's match. The final three weeks' scores will determine the champions. I hope our class performs better than the other five schools' teams.

Name \_\_\_\_\_

**A. Read each sentence. Circle the letter of the sentence that has a plural possessive noun.**

1. a. We have one week's passes to the state fair.  
b. One pass's corner was torn by accident.  
**c.** I can't make out the passes' expiration dates.  
d. I doubt the passes are good for more than two weeks.
  
2. a. Our school library owns three large atlases.  
b. One atlas contains mostly photographs.  
c. That atlas's cover shows Earth from outer space.  
**d.** The other atlases' covers are maps of the world.

**B. Complete each sentence by writing the correct form of the noun in parentheses.**

3. I am researching my (family) history for my homework. \_\_\_\_\_ **family's**
  
4. First, I borrowed my (grandparents) photo albums. \_\_\_\_\_ **grandparents'**
  
5. Next, I sent e-mails to my three (cousins) addresses. \_\_\_\_\_ **cousins'**
  
6. Dad let me read parts of his (father) journal. \_\_\_\_\_ **father's**
  
7. He also told me some of (Uncle Gus) travel stories. \_\_\_\_\_ **Uncle Gus's**
  
8. Mom had postcards from (Grandma) home country. \_\_\_\_\_ **Grandma's**
  
9. With my (parents) help, I created an amazing report. \_\_\_\_\_ **parents'**
  
10. I can't wait to hear all the other (families) stories! \_\_\_\_\_ **families'**

Name \_\_\_\_\_

- A **prepositional phrase** is a group of words that tells more about an important part of a sentence.
- A prepositional phrase begins with a **preposition**, such as *about*, *during*, *in*, *near*, *under*, or *with*. A prepositional phrase ends with a noun.
- A prepositional phrase can function as an **adjective** or an **adverb**.

**Read each sentence. Underline each prepositional phrase and circle each preposition.**

1. The sun shone in the sky.
2. I hiked up the mountain.
3. The view from the top was incredible.
4. Hawks flew over the treetops.
5. I could see the lake in the distance.
6. Sailboats moved across the water.
7. A man with red hair joined me.
8. We talked for a few minutes.
9. He told a story about a bear he had seen.
10. I hoped I wouldn't see it along the trail.

Name \_\_\_\_\_

- The **object of a prepositional phrase** is the noun or pronoun that follows the preposition.
- The most important word in a prepositional phrase is often the noun or pronoun at the end.

**Read each sentence. Underline each prepositional phrase and circle the object of each preposition.**

1. The new bakery opens in a week.
2. My father knows the owner of the store.
3. They met during a talent contest.
4. They both sang with musical groups.
5. One of his friends won the top prize.
6. The baker recognized Dad by his voice.
7. They worked together on the new building.
8. The store is located near the highway.
9. People from nearby towns can find it easily.
10. An article in today's newspaper provides more details.

Name \_\_\_\_\_

- Use **quotation marks** around the title of a song, part of a book, or a short story.
- Use **italics** or **underlining** with the title of a long work.
- Use **commas** after the **greeting** and **closing** in a friendly letter and in the date and address. In a business letter, use a **colon** after the greeting.

**Insert commas, quotation marks, or underlining where needed.**

1. June 5, 2013
2. Dear Aunt Kay,
3. Thank you for sending me A Treasury of New Tales.
4. “The Haunted Window” is one of my favorite stories.
5. We also read the story “Race to the North” in school.
6. Have you ever read the novel A Light on the River?
7. It was a lot like the song “Catching the Sun” on page 45.
8. My mother gave me the book Suncatcher to read.
9. Believe it or not, Chapter 2 is called “Write to Your Relatives!”
10. Sincerely yours,

Name \_\_\_\_\_

- Use **quotation marks** around the title of a song, part of a book, or a short story. Use **italics** or **underlining** with the title of a long work.
- Use **commas** after the **greeting** and **closing** in a friendly letter and in dates and addresses. In a business letter, use a **colon** after the greeting.
- **Appositives** tell more about the nouns they follow. Use commas to set off many appositives.
- Form a singular possessive noun by adding an **apostrophe (')** and an **-s** to a singular noun. A person's name or a collective noun that ends in **-s** also has an apostrophe (') and an **-s** in the possessive form.

**Proofread the paragraph. On the lines below, correct mistakes in the use of quotation marks, commas, colons, and underlining.**

Dear Members of Bookends Middle City's Book Club

Our groups next meeting will be on Saturday November 15 2014. We had planned to read Fields of Flowers Shawna Ross' new book. Let's focus on Chapter One Planting the Seeds. We can then choose between "The Lonely Star" and "Ten New Tales" for our December selection. The first story The Neighbors Dog takes place in our town Middle City!

With all best wishes

**Dear Members of Bookends, Middle City's Book Club:**

Our group's next meeting will be on Saturday, November 15, 2014. We had planned to read Fields of Flowers, Shawna Ross's new book. Let's focus on Chapter One, "Planting the Seeds." We can then choose between The Lonely Star and Ten New Tales for our December selection. The first story, "The Neighbor's Dog," takes place in our town, Middle City!

With all best wishes,

Name \_\_\_\_\_

**A. Read each sentence. Underline each prepositional phrase and circle the object of each preposition.**

1. I wrote an article about the new club.
2. The editor of the newspaper wanted to publish it.
3. We reviewed the article in her office.
4. Her comments on the first paragraph were helpful.
5. I revised the article during the weekend.
6. My friends from other states can read it online.

**B. Rewrite each sentence. Insert quotation marks or underlining where needed.**

7. The article will appear in The Five Lakes Herald.

**The article will appear in The Five Lakes Herald.**

8. Look for the headline New Club Forms in City.

**Look for the headline “New Club Forms in City.”**

9. The City Sentinel also features a story about the group.

**The City Sentinel also features a story about the group.**

10. The group reads history books, such as The First President and Rising Tide.

**The group reads history books, such as The First President and Rising Tide.**

Name \_\_\_\_\_

- A **verb** shows what the subject does or is. An **action verb** expresses action.
- Commonly misused verbs include *lie/lay*, *sit/set*, and *rise/raise*.

**Read each sentence. Write each verb on the line provided.**

1. The farmer scatters seeds on the ground. **scatters**
2. The chickens race across the yard. **race**
3. The cows lie in the corner of the field. **lie**
4. One of the horses trots into the woods. **trots**
5. A rabbit dashes from a hole in the ground. **dashes**
6. The lazy dog raises his head. **raises**
7. He rises from the ground and barks. **rises, barks**
8. The children laugh at the dog's behavior. **laugh**
9. One child lays a stick in front of the dog. **lays**
10. The dog just sits and stares at it. **sits, stares**

Name \_\_\_\_\_

- A verb must **agree** with its subject: a singular subject takes a singular verb. A plural subject takes a plural verb.
- Add -s or -es to most verbs in the **present tense** if the subject is singular.
- If the subject is *I*, *you*, or plural, do not add -s to the verb.

**Read each sentence. Write the correct present-tense form of the verb in parentheses on the line.**

1. The students (hurry) down the hall. **hurry**
2. Their teacher (lead) them to the theater. **leads**
3. The principal (wait) for them on the stage. **waits**
4. She (announce) that the show will begin now. **announces**
5. The students (begin) to sing a song. **begin**
6. One student (strum) some chords on a guitar. **strums**
7. Another student (rush) onto the stage. **rushes**
8. He (raise) his hands above his head. **raises**
9. The audience (clap) along to the beat. **claps**
10. Several people (dance) to the music. **dance**

Name \_\_\_\_\_

- A verb must **agree** with its subject.
- Add -s or -es to most verbs in the present tense if the subject is singular. If the subject is *I* or *you*, do not add -s or -es to the verb.
- If the subject is plural, the verb must be plural. Do not add -s or -es to the verb.

**Read each sentence. Write the correct form of the verb in parentheses on the line.**

1. The helicopter (lift) off the ground. **lifts**
2. The pilot (bring) gallons of water to the fire. **brings**
3. Flames (leap) up from the treetops. **leap**
4. The water (gush) out of two huge containers. **gushes**
5. Steam and smoke (fill) the air. **fill**
6. On the ground, firefighters (battle) the blaze. **battle**
7. The captain (shout) new instructions to the crew. **shouts**
8. The fire (cover) the entire hillside. **covers**
9. A nearby town (prepare) to evacuate. **prepares**
10. The weather report (promise) that rain is on the way. **promises**

Name \_\_\_\_\_

- A verb must agree with its subject.
- Add -s or -es to most verbs in the present tense if the subject is singular. If the subject is *I* or *you*, do not add -s or -es to the verb.
- A compound subject with the conjunction *and* takes a plural verb.

**Proofread the paragraph. On the lines below, correct mistakes in subject-verb agreement.**

My brother take his bike to school. I needs to fix my bike. The seat wobble on bumpy roads. The pedals slips a lot, and the chain is loose. I tell my father about the problems. He offer to help and get out his toolbox. Dad and I tightens many of the screws and bolts. I fills the tires with air, and Dad adjusts the chain. Now my brother and I enjoys riding to school together.

My brother takes his bike to school. I need to fix my bike. The seat wobbles  
on bumpy roads. The pedals slip a lot, and the chain is loose. I tell my father  
about the problems. He offers to help and gets out his toolbox. Dad and I  
tighten many of the screws and bolts. I fill the tires with air, and Dad adjusts  
the chain. Now my brother and I enjoy riding to school together.

Name \_\_\_\_\_

**A. Read each sentence. Write each verb on the line provided.**

1. The surfers paddle out toward the waves. **paddle**
2. A lifeguard watches from his tall chair. **watches**
3. A man jogs along the shore with his dog. **jogs**
4. The dog chases after a seagull. **chases**
5. The bird flies out toward the surfers. **flies**

**B. Read each sentence. Choose the correct verb to complete the sentence. Write it on the line.**

6. The surfer (sits, sets) on her board in the water. **sits**
7. She (watch, watches) the waves coming in. **watches**
8. The waves (raise, rise) her up as they pass. **raise**
9. The woman (choose, chooses) the tallest one. **chooses**
10. She and another surfer (ride, rides) it back to shore. **ride**

Name \_\_\_\_\_

- The **tense** of a verb tells when an action takes place.
- A **present-tense verb** tells what is happening now. To form the present tense of most verbs in the third person singular, add -s. Add -es to verbs that end in s, ss, ch, sh, x, or zz. If a verb ends with a consonant and the letter y, change y to i before adding -es.
- The **present progressive tense** shows action that is continuing over time. To form the present progressive, use the verb *be* plus a **present participle**. Adding *-ing* to a verb creates a present participle.

**Read each sentence. Choose the correct form of the verb to complete the sentence. Write it on the line.**

1. My mother (carrys, carries) boxes to the attic. **carries**
2. I am (do, doing) my homework in the kitchen. **doing**
3. Mom (asking, asks) me to help her. **asks**
4. She is (trying, tries) to lift a heavy carton. **trying**
5. Each one of us (grabs, grab) one end. **grabs**
6. We are (climb, climbing) the stairs when the box breaks. **climbing**
7. Books (tumble, tumbling) down the stairs. **tumble**
8. Mom (watchs, watches) them fall around us. **watches**
9. She (worries, worry) that the pages will tear. **worries**
10. She and I are (picks, picking) them up carefully. **picking**

Name \_\_\_\_\_

- **Past-tense verbs** tell about actions in the past. Add -ed to most verbs to show past tense. If a verb ends in e, drop the e, then add -ed. If a verb ends in a vowel and consonant, double the consonant and add -ed. If it ends in a consonant and y, change y to i and add -ed.
- **Future-tense verbs** are formed with the helping verb *will*.
- The **past progressive** and **future progressive tenses** use present participles to show action that was or will be continuing.

**Read each sentence. Underline each complete verb. Then write whether the tense is *present*, *past*, or *future* on the line. If desired, students can also be instructed to identify progressive tenses.**

1. The new museum opened last week. **past**
2. Our class will visit the museum next week. **future**
3. I am making a list of interesting exhibits. **present (progressive)**
4. One display shows historical inventions. **present**
5. Several devices provided light and heat. **past**
6. We still use some of them today. **present**
7. The exhibit on flight features early aircraft. **present**
8. Our class attended a lecture on flying last month. **past**
9. A volunteer will guide us through the museum. **future**
10. My classmates and I will be asking many questions. **future (progressive)**

Name \_\_\_\_\_

- When talking or writing about the **past**, **present**, or **future**, always use the correct verb tense.
- Take care not to mix verb tenses when describing the same incident.

**Rewrite each sentence so that each verb matches the tense of the first verb in the sentence.**

1. The milk spills and poured off the edge of the table.

**The milk spills and pours off the edge of the table.**

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2. The cat raced over and licks it up.

**The cat raced over and licked it up.**

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3. The dog will come in and chases the cat.

**The dog will come in and will chase the cat.**

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4. I find a mop and cleaned up the puddle.

**I find a mop and clean up the puddle.**

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5. Dad will return soon, and the floor shines.

**Dad will return soon, and the floor will shine.**

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Name \_\_\_\_\_

- Take care not to mix verb tenses when describing the same incident.
- To form the **present tense** of most verbs in the third-person singular, add -s. Add -es to verbs that end in s, ss, ch, sh, x, or zz. If a verb ends with a consonant and the letter y, change y to i before adding -es.
- Add -ed to most verbs to show **past tense**. If a verb ends in e, drop the e, then add -ed. If a verb ends in a vowel and consonant, double the consonant and add -ed. If it ends in a consonant and y, change y to i and add -ed.
- **Future-tense verbs** are formed with the helping verb *will*.

**Proofread the paragraph. On the lines below, correct mistakes in spelling and verb tenses.**

Sundale School will celebrates its tenth anniversary next year. At yesterday's assembly, the principal asks students for ideas. I will raise my hand and suggest a play. Beginning next week, students writing scenes from the school's history. At first, the founders of the school expect little interest in their plans. They were worry about the costs. I hoping to play the part of a founder. The school mean a great deal to me.

Sundale School will celebrate its tenth anniversary next year. At yesterday's assembly, the principal asked students for ideas. I raised my hand and suggested a play. Beginning next week, students will write (or will be writing) scenes from the school's history. At first, the founders of the school expected little interest in their plans. They were worried (or worrying) about the costs. I hope (or am hoping) to play the part of a founder. The school means a great deal to me.

Name \_\_\_\_\_

**A. Read each sentence. Underline each complete verb. Then write whether the verb tense is *present*, *past*, or *future* on the line. If desired, students can also be instructed to identify progressive tenses.**

1. The two sisters boarded a train in Italy. **past**
2. They were traveling to the coast of Spain. **past (progressive)**
3. Their parents will join them next week. **future**
4. We received an e-mail from them yesterday. **past**
5. I am showing their pictures to my friend. **present (progressive)**

**B. Read each sentence. Write the correct form of the verb in parentheses on the line.**

6. The train shuddered and (pulls, pulled) out of the station. **pulled**
7. The girls talked and (shared, shareed) stories. **shared**
8. They were (laughs, laughing) for hours and hours. **laughing**
9. When they travel, they take notes and (write, writing) letters. **write**
10. Years from now, they (told, will tell) their children about the trip. **will tell**

Name \_\_\_\_\_

- The **main verb** shows what the subject does or is.
- A **helping verb** helps the main verb show an action or make a statement. Some helping verbs include *has, had, have, am, is, are, was, and were*.
- Sentences can be in the active or passive voice. In the **active voice**, the subject is doing something. In the **passive voice**, the subject is the object of an action.

**Read each sentence. Underline each main verb and circle each helping verb. Then write on the line whether the sentence is in the active voice or passive voice.**

1. I am helping my sister with her science project. active voice
2. She had decided on a model of the solar system. active voice
3. I was comparing the sizes of the planets on a diagram. active voice
4. The diagram was printed in an encyclopedia. passive voice
5. Our parents have suggested some other sources. active voice
6. Some Web sites were mentioned by her teacher. passive voice
7. We have gathered all the materials we need. active voice
8. Some of the supplies were purchased at the mall. passive voice
9. A great deal of work was required on the model. passive voice
10. My sister was awarded an “A” for the project. passive voice

Name \_\_\_\_\_

- The **progressive tenses** take a form of the verb *be* and a **present participle**.
- **Past participles** for regular verbs take the same form as the past tense. Irregular verbs have irregular past participles.
- The three **perfect tenses** (present, past, future) use a form of the verb *have* and the past participle to show a completed action.

**Read each sentence. Underline the complete verb and circle each participle. Write the tense of the complete verb on the line.**

1. We have selected a terrier for our next pet. present perfect
2. Our parents are assigning jobs for each of us. present progressive
3. I had requested meal preparations. past perfect
4. My sister was hoping for evening walks. past progressive
5. My mother has chosen the name Winkie for the dog. present perfect
6. My father had researched many dog names. past perfect
7. I had never heard of some of them before. past perfect
8. The puppy will be arriving tomorrow morning. future progressive
9. We have prepared ourselves for a period of adjustment. present perfect
10. As of tomorrow, we will have planned for this for a full month. future perfect

Name \_\_\_\_\_

- Special **helping verbs** express possibility or obligation. They include *can*, *may*, and *must*.
- A **contraction** is a shortened form of two words. It can be formed from a helping verb and the word *not*, or from a pronoun and a verb. An **apostrophe** (') indicates the missing letter or letters.

Rewrite each sentence, forming a contraction from two of the words.

1. The lost explorer could not last much longer.

**The lost explorer couldn't last much longer.**

2. He had been wandering the jungle for months now.

**He'd been wandering the jungle for months now.**

3. The members of his expedition had not been able to find him.

**The members of his expedition hadn't been able to find him.**

4. They are not positive, but a new clue may lead them to him.

**They're not (or They aren't) positive, but a new clue may lead them to him.**

5. He has been sending up smoke signals from the top of a hill.

**He's been sending up smoke signals from the top of a hill.**

Name \_\_\_\_\_

- The three **progressive tenses** take a form of the verb *be* and a **present participle** to show a continuing action.
- The three **perfect tenses** (present, past, future) use a form of the verb *have* and the **past participle** to show a completed action.
- A **contraction** is a shortened form of two words. It can be formed from a helping verb and the word *not*, or from a pronoun and a verb. An apostrophe (') indicates the missing letter or letters.

**Proofread the paragraph. On the lines below, correct mistakes in spelling, verb tenses, and contractions.**

A crowd was form outside the courtroom an hour ago. Some people hadn't picked up the morning paper yet. Others wer'n't paying attention when the results were displayd on the television screen. The jury didn't take long to reach a verdict. Even though the trial had lasting two months, they had decideed quickly. In a moment, we hear what they have to say. We ar'not expect any surprises.

A crowd was forming outside the courtroom an hour ago. Some people hadn't  
picked up the morning paper yet. Others weren't paying attention when the  
results were displayed on the television screen. The jury didn't take long  
to reach a verdict. Even though the trial had lasted two months, they had  
decided quickly. In a moment, we will hear what they have to say. We aren't  
expecting any surprises.

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Name \_\_\_\_\_

**A. Read each sentence. Underline the complete verb and circle each participle. Write the tense of the complete verb on the line.**

1. My brother has wanted a room of his own for years. present perfect
2. Our parents had contacted a builder last month. past perfect
3. They are setting aside money for the new construction. present progressive
4. We will have saved \$10,000 by this time next month. future perfect
5. I have borrowed books on home design from the library. present perfect
6. One of the authors had recommended recycled materials. past perfect

**B. Rewrite each sentence. Form a contraction using one of the helping verbs in each one.**

7. We will begin the renovation in April.

**We'll begin the renovation in April.**

8. My brother and I have not chosen paint colors yet.

**My brother and I haven't chosen paint colors yet.**

9. Our parents are not expecting the work to take very long.

**Our parents aren't expecting the work to take very long.**

10. My brother has not been this excited about anything in years!

**My brother hasn't been this excited about anything in years!**

Name \_\_\_\_\_

- A **linking verb** links the subject of a sentence to a noun or an adjective in the predicate.
- Common linking verbs include *am, is, are, was, were*, and *will be*. The verbs *seem, feel, appear, look, and taste* can also be used as linking verbs.
- Subjects and linking verbs must **agree**.

**Read each sentence and choose the correct linking verb. Write it on the line provided.**

1. Today's speaker (is, are) a movie director. \_\_\_\_\_ **is**
2. The students (is, are) eager to meet her. \_\_\_\_\_ **are**
3. Her most recent movie (was, were) a documentary. \_\_\_\_\_ **was**
4. Three major actors (was, were) narrators in the film. \_\_\_\_\_ **were**
5. The film (was, will be) very popular last year. \_\_\_\_\_ **was**
6. I (am, are) hopeful that it will win an award. \_\_\_\_\_ **am**
7. Her next movie (was, will be) a comedy set in Brazil. \_\_\_\_\_ **will be**
8. The director (appear, appears) happy with it so far. \_\_\_\_\_ **appears**
9. The poster (looks, look) different from her other films' posters. \_\_\_\_\_ **looks**
10. The colors (seem, seems) much brighter on the new one. \_\_\_\_\_ **seem**

Name \_\_\_\_\_

- A **linking verb** links the subject of a sentence to a noun or an adjective in the predicate.
- The noun that follows a linking verb renames or identifies the subject.
- The adjective that follows a linking verb describes the subject. It is called a **predicate adjective**.

**Read each sentence. Underline the simple subject. Then circle the word in the predicate that is linked to the subject by the verb.**

1. Our picnic is a disaster.
2. The insects are a nuisance.
3. The temperature in the sunlight is hot.
4. At least our sandwiches taste delicious.
5. My sister looks proud of the salad she made.
6. The salad dressing is too sweet for me.
7. The lettuce in the bowl appears soggy and limp.
8. My father seems nervous about the weather.
9. The clouds in the sky look dark with rain.
10. We will be ready to leave at a moment's notice.

Name \_\_\_\_\_

- **Titles** always begin with a **capital letter**. All major words in the title are also capitalized. Do not use a capital letter for articles, conjunctions, and prepositions.
- **Underline or italicize** the titles of major works, such as books, newspapers, and magazines. Use **quotation marks** around smaller works, such as poems, songs, and short stories.
- Capitalize all major words in **product names**. Product names do not require underlining, italicizing, or quotation marks.

Rewrite each sentence correctly by underlining or placing quotations around any titles. Capitalize letters in titles or product names as needed.

1. I just read the book a world of wonderful words.

**I just read the book A World of Wonderful Words.**

2. The book is about the inventor of the wordy wonderbot.

**The book is about the inventor of the Wordy Wonderbot.**

3. The author also wrote the article the seven signs of success.

**The author also wrote the article “The Seven Signs of Success.”**

4. Chapter five of the book is called a bumble of a spelling bee.

**Chapter five of the book is called “A Bumble of a Spelling Bee.”**

5. The writer has a column called pizzazz! in the magazine kids' stuff.

**The writer has a column called “Pizzazz!” in the magazine Kids’ Stuff.**

Name \_\_\_\_\_

- Subjects and linking verbs must agree.
- Titles and product names always begin with a capital letter. All major words in titles and product names are also capitalized.
- Underline or italicize the titles of major works. Use quotation marks around the titles of smaller works.

**Proofread the paragraph. On the lines below, correct mistakes in linking verb usage, titles, and product names.**

Is your library books always overdue? Grant Lin, author of the book Get your life On Track, can help. Lin created a new application called time on time. The program look difficult, but it were easy to use. The creation of a calendar are the first step. Mr. Lin wrote about calendars in his article The best month I ever had." You can find it in the book "always chasing Father Time." His books is available in most libraries.

**Are your library books always overdue? Grant Lin, author of the book**

**Get Your Life on Track, can help. Lin created a new application called Time  
on Time. The program looks difficult, but it is easy to use. The creation of a  
calendar is the first step. Mr. Lin wrote about calendars in his article "The  
Best Month I Ever Had." You can find it in the book Always Chasing Father  
Time. His books are available in most libraries.**

Name \_\_\_\_\_

**A. Read each sentence. Circle the letter of the sentence that has the title written correctly.**

1. a. I heard the song “My dog and my cat are best friends” on the radio.  
b. I heard the song My dog and my cat are best friends on the radio.  
**c.** I heard the song “My Dog and My Cat Are Best Friends” on the radio.  
d. I heard the song My Dog and My Cat Are Best Friends on the radio.
  
2. **a.** The magazine Healthy Foods in New Recipes is a great publication.  
b. The magazine “Healthy Foods in New Recipes” is a great publication.  
c. The magazine Healthy foods in New recipes is a great publication.  
d. The magazine “Healthy foods in New recipes” is a great publication.

**B. Read each sentence and choose the correct linking verb. Write it on the line provided.**

3. My aunt (is, are) an excellent chef. **is** \_\_\_\_\_
  
4. Her casseroles (tastes, taste) delicious. **taste** \_\_\_\_\_
  
5. My cousins (is, are) lucky that she makes their meals. **are** \_\_\_\_\_
  
6. She always (appear, appears) happy when she cooks. **appears** \_\_\_\_\_
  
7. We (is, are) welcome at their home for meals any time. **are** \_\_\_\_\_
  
8. I (am, are) a huge fan of her pasta sauces as well. **am** \_\_\_\_\_
  
9. Last week’s home-made salsa (were, was) spicy. **was** \_\_\_\_\_
  
10. My entire face (feels, felt) hot after I ate it! **felt** \_\_\_\_\_

Name \_\_\_\_\_

- An **irregular verb** is a verb that does not add *-ed* to form the past tense.
- Some irregular verbs include *begin/began*, *bring/brought*, *catch/caught*, *choose/chose*, *do/did*, *drink/drank*, *eat/ate*, *fall/fell*, *fight/fought*, *get/got*, *go/went*, *keep/kept*, *know/knew*, *leave/left*, *make/made*, *read/read*, *run/run*, *say/said*, *speak/spoke*, *think/thought*, *win/won*, and *write/wrote*.

**Read each sentence. Write the correct past-tense form of the verb in parentheses on the line provided.**

1. The game (begin) with our team at bat. **began**
2. The player in left field (keep) his eye on the ball. **kept**
3. He (catch) the line drive near second base. **caught**
4. The next batter (think) he could hit a home run. **thought**
5. He (do) get a hit, but it fell short of the wall. **did**
6. The player (run) to first base and stayed there. **ran**
7. After the next hit, he (go) to second base. **went**
8. Our team scored six runs and (win) the game. **won**
9. I met my favorite player before we (leave). **left**
10. He (write) his name on one of the game programs. **wrote**

## Grammar: More About Irregular Verbs

Name \_\_\_\_\_

- Some **irregular verbs** have special endings when used with the helping verbs *have*, *has*, or *had*. Some examples are *begun*, *brought*, *chosen*, *drunk*, *eaten*, *fallen*, *given*, *gone*, *gotten*, *known*, *run*, *seen*, *spoken*, and *written*. These are called **past participles**.

**Read each sentence. Write the correct form of the verb in parentheses on the line provided.**

1. Mom has (speak) to her favorite author several times. **spoken**
2. They have (begin) to send e-mails to each other. **begun**
3. Mom had not (know) that they were the same age. **known**
4. In fact, the two of them had (go) to the same college. **gone**
5. I have (wrote) an e-mail to the author as well. **written**
6. My teacher had (choose) one of her books for our class. **chosen**
7. My mother has (give) me a signed copy of the book. **given**
8. Have you (see) where I put it? **seen**
9. I had (bring) it to class with me this morning. **brought**
10. If I had worked harder, I would have (get) a better grade. **gotten**

Name \_\_\_\_\_

- Use the **present tenses** if the action or condition is or has been happening now. Use the **past tenses** to show an action or condition that was or had been completed in the past.
- **Irregular verbs** use forms other than adding -ed to show the past tense.

**Read each sentence. Write the correct form of the verb in parentheses on the line provided.**

1. Today, we will (write) in our journals. \_\_\_\_\_ **write**
2. How many of you have (begin) already? \_\_\_\_\_ **begun**
3. Some of you (make) decisions about topics yesterday. \_\_\_\_\_ **made**
4. You should have (think) about your ideas last night. \_\_\_\_\_ **thought**
5. Last week, I (leave) the final choices up to you. \_\_\_\_\_ **left**
6. Some of you (say) you would finish this past weekend. \_\_\_\_\_ **said**
7. I had (speak) to several of you about your topics. \_\_\_\_\_ **spoken**
8. Some of you (bring) photos and pasted them in place. \_\_\_\_\_ **brought**
9. I have (keep) some journals from previous years' students. \_\_\_\_\_ **kept**
10. Last year I (choose) to create a class library with them. \_\_\_\_\_ **chose**

Name \_\_\_\_\_

- Use the **present tenses** if the action or condition is or has been happening now. Use the **past tenses** to show an action or condition that was or had been completed in the past.
- **Irregular verbs** do not add -ed to show the past tense.

**Proofread the paragraph. On the lines below, correct mistakes in verb tenses and spelling.**

The boat had leaved England two months earlier. Some of the ship's passengers had not eated in days. They fighted with one another over the little food they have. Many had got sick. A member of the crew speak to the captain. He sayed they should stop at the next island for supplies. The captain knowed this is a good idea. He had thinkded about it for a while, too.

The boat had left England two months earlier. Some of the ship's passengers had not eaten in days. They fought with one another over the little food they had. Many had gotten sick. A member of the crew spoke to the captain. He said they should stop at the next island for supplies. The captain knew this was a good idea. He had been thinking (or had thought) about it for a while, too.

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Name \_\_\_\_\_

**A. Read each sentence. Circle the letter of the answer that shows the correct form of the verb in parentheses.**

1. Night (fall) while we were inside the theater.  
a. had fell                                    b. have fallen                                    c. had fallen
2. We (go) to the store to pick up groceries.  
a. went                                        b. had went                                    c. have went
3. My father and I (think) about making sandwiches.  
a. has thought                              b. had thought                                c. had think
4. He (leave) his wallet at home earlier in the day.  
a. have left                                  b. has left                                     c. had left
5. Luckily, I (bring) enough money to pay for the food.  
a. brought                                    b. bring    c. has brought

**B. Read each sentence. Write the correct form of the verb in parentheses on the line provided.**

6. The town fair (begin) earlier this morning. began
7. We had (make) baked goods last night. made
8. My sister and I (drink) two cups of juice an hour ago. drank
9. The cooks had (go) to get more food. gone
10. I'm glad I've (bring) some snacks along! brought

Name \_\_\_\_\_

- A **pronoun** takes the place of a noun or nouns and may be singular or plural. Singular pronouns are *I, you, he, she, it, me, him, and her*. Plural pronouns are *we, you, they, them, and us*.
- An **antecedent** is the noun (or nouns) to which the pronoun refers.
- An **indefinite pronoun** does not refer to a particular person, place, or thing. Examples of indefinite pronouns include *some, everyone, nowhere, and anything*.

**Read each sentence. Circle each pronoun. Then draw a line under the antecedent. (Note: If the pronoun is indefinite, there may be no antecedent.)**

1. The girl saw the bike she had always wanted.
2. The bike had lights, bells, and streamers on it.
3. The girl's brother asked if he could get a bike, too.
4. The children's parents said they would check prices.
5. The parents told the children, “You may have to wait.”
6. “We don't mind,” said the boy and the girl.
7. The girl said, “I have some money saved up.”
8. The mother looked at the father and gave him a wink.
9. “I have an idea,” the father said to the children.
10. By looking at less fancy bikes, the family could afford two of them.

Name \_\_\_\_\_

- **Pronouns** and **antecedents** must agree in both number and gender. A singular pronoun refers to a singular antecedent. A plural pronoun refers to a plural antecedent.
- Antecedents may or may not appear in the same sentence as their related pronouns.

**Read each sentence. Choose the pronoun in parentheses that best completes the sentence. Write it on the line provided.**

1. Our neighbors told us about a trip (he, they) are taking. \_\_\_\_\_ **they**
2. They will visit friends in Florida and stay with (her, them) for a week. \_\_\_\_\_ **them**
3. They asked my sister if (he, she) would like to join them. \_\_\_\_\_ **she**
4. My brother was upset that they did not ask (him, them). \_\_\_\_\_ **him**
5. My father suggested that (I, we) could go as a family. \_\_\_\_\_ **we**
6. Mom liked the idea and said that (it, they) would be fun. \_\_\_\_\_ **it**
7. (They, We) started making our plans that afternoon. \_\_\_\_\_ **We**
8. Our neighbors gave (it, us) some advice on day trips. \_\_\_\_\_ **us**
9. (I, We) was the only one who had never been to Florida. \_\_\_\_\_ **I**
10. Everyone wished (me, her) well on my first trip south. \_\_\_\_\_ **me**

Name \_\_\_\_\_

- **Pronouns and antecedents** must agree in both number and gender. A singular pronoun refers to a singular antecedent. A plural pronoun refers to a plural antecedent.
- Antecedents may or may not appear in the same sentence as their related pronouns.

**Read each sentence. Change any repeated word or words into the correct pronoun and rewrite the sentence on the line provided.**

1. The animals can't find food, and the animals are becoming very hungry.

**The animals can't find food, and they are becoming very hungry.**

---

2. A lack of rainfall on the prairie has made the prairie very dry.

**A lack of rainfall on the prairie has made it very dry.**

---

3. Clouds form every day, but no rain falls from the clouds.

**Clouds form every day, but no rain falls from them.**

---

4. Mrs. Dibble, a local ecologist, says that Mrs. Dibble is concerned.

**Mrs. Dibble, a local ecologist, says that she is concerned.**

---

5. She came to our class today and told our class about the problem.

**She came to our class today and told us about the problem.**

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Name \_\_\_\_\_

- **Pronouns** and **antecedents** must agree in both number and gender. A singular pronoun refers to a singular antecedent. A plural pronoun refers to a plural antecedent.
- Singular pronouns are *I, you, he, she, it, me, him, and her*. Plural pronouns are *we, you, they, them, and us*.

**Proofread the paragraph. On the lines below, correct mistakes in pronoun usage and agreement.**

I saw the new movie and wanted to write about them. My favorite actress had the lead role, and he did an excellent job. Most of the special effects were good, but some of it looked fake. My friends said that he didn't like the film much. We saw it together, and none of you cared for the music. My father decided to see a different movie when they goes to the theater with Mom tonight.

I saw the new movie and wanted to write about it. My favorite actress had  
the lead role, and she did an excellent job. Most of the special effects were  
good, but some of them looked fake. My friends said that they didn't like  
the film much. We saw it together, and none of us cared for the music. My  
father decided to see a different movie when he goes to the theater with Mom  
tonight.

Name \_\_\_\_\_

**A. Read each sentence. Choose the correct pronoun in parentheses and write it on the line provided.**

1. I saw my two brothers and shouted to (him, them). \_\_\_\_\_ **them**
2. (We, They) put on the skates Mom brought for us. \_\_\_\_\_ **We**
3. Once we were ready, (he, she) put on her own skates. \_\_\_\_\_ **she**
4. She taught (her, us) how to skate backwards. \_\_\_\_\_ **us**
5. My brothers fell twice, but (I, they) didn't fall at all. \_\_\_\_\_ **I**
6. Dad saw us and said that (he, they) was impressed. \_\_\_\_\_ **he**

**B. Read each sentence. Change any repeated word or words into the correct pronoun and rewrite the sentence on the line provided.**

7. Dad pulled his skates on and laced his skates tightly.

**Dad pulled his skates on and laced them tightly.**

8. Mom had tested the ice on the pond to make sure the ice was safe.

**Mom had tested the ice on the pond to make sure it was safe.**

9. My brother said that the cold air gave my brother a headache.

**My brother said that the cold air gave him a headache.**

10. The five of us skated until the five of us grew hungry for dinner.

**The five of us skated until we grew hungry for dinner.**

Name \_\_\_\_\_

- A **subject pronoun** takes the place of a noun used as a subject.
- An **object pronoun** takes the place of a noun used as an object. It comes after a preposition or an action verb.
- A **relative pronoun**—*that, which, who, whom, whose*—is used at the beginning of a dependent clause.
- A **reflexive pronoun** is used when the object of a sentence is the same as the subject.

**Read each sentence. Underline each pronoun. Then write on the line what type of pronoun you have underlined.**

1. Lara taught herself how to play the guitar. reflexive
2. She also knows how to play the piano and the flute. subject
3. Ian likes the drums and plays them in a band. object
4. Ian invited her to try out for the band. object
5. Lara has learned the songs that the band will play. relative
6. The band members then talked amongst themselves. reflexive
7. Ian was the member who cast the final vote. relative
8. In the end, they decided to have Lara join the band. subject
9. Lara took the new music and put it in the guitar case. object
10. All of us at home look forward to hearing the songs. object

## Grammar: Use of Subject and Object Pronouns

Name \_\_\_\_\_

- Use a **subject pronoun** as the subject: *I, you, he, she, it, we, they.*
- Use an **object pronoun** after an action verb or a preposition: *me, you, him, her, it, us, them.*

**Read each sentence. Choose the correct pronoun in parentheses and write it on the line provided.**

1. We set out seeds for the birds, and (they, them) flew over. \_\_\_\_\_ **they**
2. I took a picture of (they, them) with my camera. \_\_\_\_\_ **them**
3. My sister and (I, me) tried to identify them. \_\_\_\_\_ **I**
4. My father loaned (we, us) a field guide for birds. \_\_\_\_\_ **us**
5. (He, Him) also had a pair of binoculars. \_\_\_\_\_ **He**
6. (They, Them) helped us notice small details about the birds. \_\_\_\_\_ **They**
7. We saw that (they, them) had different kinds of feathers. \_\_\_\_\_ **they**
8. My father told (I, me) to make a list of the birds. \_\_\_\_\_ **me**
9. (I, me) can keep adding to it for my entire life. \_\_\_\_\_ **I**
10. His father had given (he, him) the same advice years ago. \_\_\_\_\_ **him**

Name \_\_\_\_\_

- Use **quotation marks** before and after direct quotations.
- Use a **comma** or **commas** to separate a phrase, such as *she said*, from the quotation itself.
- Place a comma or period inside closing quotation marks.
- There is no space between an opening quotation mark and the following word or a closing quotation mark and the preceding word.

**Rewrite the sentences correctly by putting commas and quotation marks where they belong.**

1. I want to try that new video game he said.

**“I want to try that new video game,” he said.**

---

2. His sister replied Let me just finish this level.

**His sister replied, “Let me just finish this level.”**

---

3. She said It’s a very hard game. It requires a great deal of skill.

**She said, “It’s a very hard game. It requires a great deal of skill.”**

---

4. That’s no problem he said. I’ve played something like it before.

**“That’s no problem,” he said. “I’ve played something like it before.”**

---

5. He told himself You’ll do fine if you keep a positive attitude.

**He told himself, “You’ll do fine if you keep a positive attitude.”**

---

Name \_\_\_\_\_

- A **subject pronoun** takes the place of a noun used as a subject. An **object pronoun** takes the place of a noun used as an object.
- Use **quotation marks** before and after direct quotations.
- Use a **comma** or **commas** to separate a phrase, such as *he said*, from the quotation itself. Place a comma or period inside closing quotation marks.

Rewrite the sentences below. Correct any mistakes in pronoun usage or in punctuating dialogue.

1. The teacher said. “We’ll have special guests joining we tomorrow.

**The teacher said, “We’ll have special guests joining us tomorrow.”**

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2. I’m not going to tell you who them are, “she added.”

**“I’m not going to tell you who they are,” she added.**

---

3. “I said, I love surprises. Me can hardly wait”.

**I said, “I love surprises. I can hardly wait.”**

---

4. The teacher, said Here’s a clue. “See if you can figure them out.”

**The teacher said, “Here’s a clue. See if you can figure it out.”**

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5. I raised my hand. I hope that it’s the astronauts I said.

**I raised my hand. “I hope that it’s the astronauts,” I said.**

---

Name \_\_\_\_\_

**A. Read each sentence. Choose the correct pronoun in parentheses and write it on the line provided.**

1. The scientist wrote (themselves, herself) a note about the research. \_\_\_\_\_ **herself**
2. She took the test tubes and placed (them, they) in the light. \_\_\_\_\_ **them**
3. The liquid in one of (it, them) turned bright red. \_\_\_\_\_ **them**
4. This gave (her, herself) a new idea for the experiment. \_\_\_\_\_ **her**
5. After a few moments, (she, her) turned off the light. \_\_\_\_\_ **she**
6. She stared at the tube (who, that) contained the liquid. \_\_\_\_\_ **that**

**B. Rewrite the sentences below. Correct any mistakes in pronoun usage or in punctuating dialogue.**

7. I don't believe the results she told her best friend.

**"I don't believe the results," she told her best friend.**

---

8. She continued This will surprise many of my fellow scientists.

**She continued, "This will surprise many of my fellow scientists."**

---

9. It's remarkable her friend said. No one would have predicted this.

**"It's remarkable," her friend said. "No one would have predicted this."**

---

10. I'll try it again tomorrow. Then we'll know for sure she concluded.

**"I'll try it again tomorrow. Then we'll know for sure," she concluded.**

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Name \_\_\_\_\_

- Add *-s* to most present-tense verbs when the subject is one of the singular pronouns *he*, *she*, or *it*. Do not add *-s* to present-tense verbs when the subject is *I*, *we*, *you*, or *they*.
- Some **indefinite pronouns** are singular; others are plural. Some can be plural or singular. When an indefinite pronoun is used as a subject, the verb must agree with it.

**Read each sentence. Underline the subject of the sentence. Then write the correct present-tense form of the verb in parentheses on the line provided.**

1. I (enjoy) reading books about space exploration. \_\_\_\_\_ **enjoy**
2. We (own) dozens of them at home. \_\_\_\_\_ **own**
3. As a matter of fact, they (have) their own shelves. \_\_\_\_\_ **have**
4. Some (interest) me more than others. \_\_\_\_\_ **interest**
5. One of my favorites (tell) the story of a young astronaut. \_\_\_\_\_ **tells**
6. She (write) about her many years of preparation. \_\_\_\_\_ **writes**
7. Everyone (know) how difficult that program can be. \_\_\_\_\_ **knows**
8. Sometimes it (take) many years to complete the training. \_\_\_\_\_ **takes**
9. My sister and I (hope) to see a rocket launch some day. \_\_\_\_\_ **hope**
10. In the meantime, she and I (continue) to read about them in books. \_\_\_\_\_ **continue**

Name \_\_\_\_\_

- A **contraction** is a shortened form of two words.
- Subject pronouns can be combined with some verbs to form contractions. An **apostrophe** ('') shows that a letter or letters have been left out.

**Read each sentence. Underline the contraction in each one. On the line provided, write the pronoun and verb used to form the contraction.**

1. “Tell me when you’re ready,” Dad said. \_\_\_\_\_ **you are**
2. “I’m almost done,” I replied. \_\_\_\_\_ **I am**
3. “Hurry up, or you’ll be late for school,” he shouted. \_\_\_\_\_ **you will**
4. He’s always telling us to do things faster. \_\_\_\_\_ **He is**
5. “I’ll go start your mother’s car,” he said. \_\_\_\_\_ **I will**
6. I replied, “She’s not ready yet, either!” \_\_\_\_\_ **She is**
7. “We’re in no rush,” Mom called from her room. \_\_\_\_\_ **We are**
8. “I’ve heard that before, and we always end up being late.” \_\_\_\_\_ **I have**
9. Mom replied, “That’s not true, and you know it.” \_\_\_\_\_ **That is**
10. Who’s going to be the last one out the door this time? \_\_\_\_\_ **Who is**

Name \_\_\_\_\_

- An **abbreviation** is a shortened form of a word. Most abbreviations begin with a capital letter and end with a period: *Dr.*, *Mr.*, *Ms.*, *Mrs.*, *Jr.*, *St.*, *Rd.*, *Bld.*
- Postal abbreviations for states use all capital letters with no periods.

**Read each sentence. Underline each word that can be abbreviated. Then write the correct abbreviation on the line provided.**

1. Mister Howard Riley will visit the dentist today. **Mr.**
2. He is one of Doctor Merrick's new patients. **Dr.**
3. His son, Howard Junior, also has an appointment. **Jr.**
4. The office is on Spring Street in Medfield. **St.**
5. Most visitors drive along Harbor Avenue to find parking. **Ave.**
6. The new garage on Cliff Road opened last week. **Rd.**
7. The dentist has a second office in Concord, New Hampshire. **NH**
8. He also treats patients at a hospital in Boston, Massachusetts. **MA**
9. A study by Professor Bea Wilby compared several dentists. **Prof.**
10. She included doctors from the New York-New Jersey area. **NY-NJ**

Name \_\_\_\_\_

- Pronouns and verbs must agree in number and gender.
- Subject pronouns can be combined with some verbs to form contractions. An **apostrophe** ('') shows that a letter or letters have been left out.
- An **abbreviation** is a shortened form of a word. Most abbreviations begin with a capital letter and end with a period. Postal abbreviations for states use all capital letters with no periods.

**Proofread the paragraph. On the lines below, correct mistakes in pronoun usage and abbreviations.**

The Oxville Fair took place at the fairgrounds on Lakeside Ave last weekend. We're pleased to announce the winners of the raffle. They'll each receive gift certificates, which we'll mail out next week. The winners are: Mr Lutz of Deerfield Wa, ms. Kujali of Elmfield OR., and Dctr. Sanders from Kentsville CAL. The fair's director, Mrs Triplett, said that shes very pleased with this year's event.

**The Oxville Fair took place at the fairgrounds on Lakeside Ave. last weekend.**

**We're pleased to announce the winners of the raffle. They'll each receive**

**gift certificates, which we'll mail out next week. The winners are: Mr. Lutz of**

**Deerfield WA, Ms. Kujali of Elmfield OR, and Dr. Sanders from Kentsville CA.**

**The fair's director, Mrs. Triplett, said that she's very pleased with this year's**

**event.**

Name \_\_\_\_\_

**A. Read each sentence. Choose the word in parentheses that will best complete the sentence. Write your answer on the line provided.**

1. (You'll, You're) enjoy the new water park. \_\_\_\_\_ **You'll**
2. It (feature, features) the longest slide in the state. \_\_\_\_\_ **features**
3. My family and I (plans, plan) to go this weekend. \_\_\_\_\_ **plan**
4. (We'll, It's) have a great deal of fun. \_\_\_\_\_ **We'll**
5. If you (want, wants) to join us, let me know. \_\_\_\_\_ **want**
6. (I'm, I'll) ask my parents if there's room in the car. \_\_\_\_\_ **I'll**

**B. Rewrite the sentences below using abbreviations and contractions where possible.**

7. You will need to ask your parents for permission first.

**You'll need to ask your parents for permission first.**

8. They are at a meeting near the Franklin Avenue shopping plaza.

**They're at a meeting near the Franklin Ave. shopping plaza.**

9. Mister Brown parked the family's car near the Rice Street intersection.

**Mr. Brown parked the family's car near the Rice St. intersection.**

10. He is worried that his meeting with Doctor Paige may run late.

**He's worried that his meeting with Dr. Paige may run late.**

Name \_\_\_\_\_

- A **pronoun** takes the place of a noun in a sentence.
- A **possessive pronoun** takes the place of a possessive noun. It shows who or what has or owns something.
- Some possessive pronouns are used before nouns. Others can stand alone in a sentence.

**Read each sentence. Underline the possessive pronoun(s).**

1. The police officers pulled up in their patrol car.
2. They came up to our front door and rang the bell.
3. They asked me questions about robberies in my neighborhood.
4. “Your neighbors had a break-in this evening,” one officer said.
5. “The school was having its annual talent show,” I replied.
6. “We just got back to our house an hour ago,” I said.
7. The other officer wrote something down on her note pad.
8. “Was anything missing from your home?” she asked.
9. “Everything in ours seems fine,” I replied.
10. “Theirs had a broken window,” he said, “so you should check all of yours.”

Name \_\_\_\_\_

- These **possessive pronouns** are used before nouns: *my, his, her, its, our, your, and their*.
- These possessive pronouns can stand alone: *mine, yours, his, hers, its, ours, yours, and theirs*.

**Read each sentence. Choose the word in parentheses that best completes the sentence. Write it on the line provided.**

1. My sister and I helped (her, our) mother buy a new phone. \_\_\_\_\_ **our**
2. (His, Hers) had stopped working over a week ago. \_\_\_\_\_ **Hers**
3. She liked the new phones but didn't understand (its, their) features. \_\_\_\_\_ **their**
4. We showed her how we use (our, ours) to take pictures. \_\_\_\_\_ **ours**
5. "I can watch movies on (my, mine) phone," I told her. \_\_\_\_\_ **my**
6. "(My, Mine) doesn't need to be so fancy," she said. \_\_\_\_\_ **Mine**
7. She only carried (her, hers) phone in case of emergencies. \_\_\_\_\_ **her**
8. "Our teachers use (their, theirs) to assign homework," I said. \_\_\_\_\_ **theirs**
9. "I could use the phone to e-mail (your, yours) teachers," Mom replied. \_\_\_\_\_ **your**
10. "You can do whatever you want with (your, yours)," my sister said. \_\_\_\_\_ **yours**

Name \_\_\_\_\_

- An **apostrophe** takes the place of a letter or letters left out of a contraction.
- **Possessive pronouns** never use apostrophes.
- **Reflexive pronouns** are used as objects and refer back to the subject.

**Read each sentence. Choose the word in parentheses that best completes the sentence. Write it on the line provided.**

1. The doctors will speak about (their, they're) latest research. \_\_\_\_\_ **their**
2. (Their, They're) scheduled to talk in an hour. \_\_\_\_\_ **They're**
3. (It's, Its) important to learn about new treatments. \_\_\_\_\_ **It's**
4. "(Your, You're) going to be surprised," one doctor told me. \_\_\_\_\_ **You're**
5. The other said, "This will affect how you live (your, you're) life." \_\_\_\_\_ **your**
6. I will write (me, myself) notes during the presentation. \_\_\_\_\_ **myself**
7. They asked (himself, themselves) questions before they began. \_\_\_\_\_ **themselves**
8. "If (your, you're) concerned about staying healthy, what can you do?" \_\_\_\_\_ **you're**
9. "You should all treat (yourself, yourselves) well by eating good foods." \_\_\_\_\_ **yourselves**
10. I'll be sure to follow (their, they're) advice. \_\_\_\_\_ **their**

Name \_\_\_\_\_

- A **possessive pronoun** takes the place of a possessive noun. It shows who or what has or owns something. These possessive pronouns are used before nouns: *my, his, her, its, our, your, and their*. These possessive pronouns can stand alone: *mine, yours, his, hers, its, ours, yours, and theirs*.
- An **apostrophe** takes the place of a letter or letters left out of a contraction. Possessive pronouns never use apostrophes.

**Proofread the paragraph. On the lines below, correct mistakes in pronoun usage and apostrophe placement.**

Ours town's carpentry club will have it's open house tomorrow. Members will show displays of they're most recent creations. One of them's projects will win a prize. The club has also decided to change their name. Its now going to be called The Hammerhead Club. If you'd like to join them, bring you're application to their next meeting. Next year's winning display could be your!

**Our town's carpentry club will have its open house tomorrow. Members will  
show displays of their most recent creations. One of their projects will win  
a prize. The club has also decided to change its name. It's now going to be  
called The Hammerhead Club. If you'd like to join them (or it), bring your  
application to their next meeting. Next year's winning display could be yours!**

  

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Name \_\_\_\_\_

**A. Read each sentence. Choose the word in parentheses that best completes the sentence. Write it on the line provided.**

1. We watched two birds build (its, their) nest nearby. \_\_\_\_\_ **their**
2. (Its, It's) ten feet up in one of the oak trees. \_\_\_\_\_ **It's**
3. Mom is using (her, hers) camera to record their progress. \_\_\_\_\_ **her**
4. The paper printed one of her pictures on (it's, its) front page. \_\_\_\_\_ **its**
5. Mom photographed (her, herself) in front of the tree. \_\_\_\_\_ **herself**

**B. Rewrite each sentence. Correct all mistakes in pronoun usage and apostrophe placement.**

6. The baby birds chirp loudly in theirs nest.

**The baby birds chirp loudly in their nest.**

---

7. Their waiting for the mother bird to return.

**They're waiting for the mother bird to return.**

---

8. Shes been gone an hour on his search for food.

**She's been gone an hour on her search for food.**

---

9. W'll keep the cats inside while the birds are in they's nest.

**We'll keep the cats inside while the birds are in their nest.**

---

10. Your going to miss them when they move theirselves away.

**You're going to miss them when they move themselves away.**

---

Name \_\_\_\_\_

- **Homophones** are words that sound the same but have different spellings and meanings. Some examples of homophone pairs include *read/reed*, *write/right*, and *their/there*.

**Read each sentence. Choose the homophone in parentheses that best completes the sentence. Write it on the line provided.**

1. “(Lets, Let’s) go to the zoo this afternoon,” I suggested. \_\_\_\_\_ **Let’s**
2. I was interested in seeing Paula the polar (bear, bare). \_\_\_\_\_ **bear**
3. “(We’d, Weed) have to leave right now,” Mom said. \_\_\_\_\_ **We’d**
4. “The zoo will be closed in about an (our, hour).” \_\_\_\_\_ **hour**
5. We didn’t have much time to (waste, waist). \_\_\_\_\_ **waste**
6. “(Who’s, Whose) coming with us?” Mom asked. \_\_\_\_\_ **Who’s**
7. My sister said she wanted to come, (to, too). \_\_\_\_\_ **too**
8. “(There’s, Theirs) a new fawn that I want to see,” she said. \_\_\_\_\_ **There’s**
9. When we arrived, she headed straight for the (dear, deer). \_\_\_\_\_ **deer**
10. I made my way (through, threw) the crowds to see Paula. \_\_\_\_\_ **through**

Name \_\_\_\_\_

- Some pronouns and pronoun/verb contractions are **homophones**.
- Don't confuse these homophones: *there/they're/their, there's/theirs, its/it's*, and *your/you're*.

**Read each sentence. Choose the word in parentheses that best completes the sentence. Write it on the line provided.**

1. “Watch (your, you’re) step,” the tour guide warned. **your**
2. “(Your, You’re) about to enter the main cavern.” **You’re**
3. The students avoided the rocks and stones in (there, their) path. **their**
4. “(Its, It’s) really muddy down here,” one of them said. **It’s**
5. “That’s because (theirs, there’s) so much moisture,” the guide replied. **there’s**
6. “The stream we saw spends most of (it’s, its) time underground.” **its**
7. A student asked, “What are those things up (there, their) above us called?”  
**there**
8. “(They’re, Their) called stalactites,” the guide answered. **They’re**
9. “(Your, You’re) looking at structures that took centuries to form.” **You’re**
10. The teacher took a picture with her camera, and the students took photos with (there’s, theirs). **theirs**

Name \_\_\_\_\_

- Use **capital letters** at the beginning of complete thoughts. Be consistent if you also use capital letters at the beginning of each line.
- **Dashes** can be used to show examples or sudden breaks in thought. **Hyphens** are used to break up words between lines.
- Use **quotation marks** around dialogue or speech.
- Use **commas** to separate units of meaning.

Rewrite each line of the poem by putting capital letters and punctuation marks where they belong.

1. once in a while maybe twice in a while—

**Once in a while—maybe twice in a while—**

2. i think of fun things thoughts that get me to smile.

**I think of fun things, (or —) thoughts that get me to smile.**

3. my mom used to say in a manner most grace

**My mom used to say, in a manner most grace-**

4. ful, A smile on your face brings light to a place.

**ful, “A smile on your face brings light to a place.”**

5. thanks, Mom. You’re right as is always the case!

**Thanks, Mom. You’re right, (or —) as is always the case!**

Name \_\_\_\_\_

- Don't confuse words that are **homophones**.
- In poetry, use **capital letters** at the beginning of complete thoughts and, if desired, at the beginning of each line. **Dashes** can set off examples or sudden breaks in thought. **Hyphens** can break a word between lines. Use **quotation marks** around dialogue or speech. Use **commas** to separate units of meaning.

**Proofread the poem. On the lines below, correct errors or inconsistencies in the use of pronouns, capitalization, and punctuation. Answers may vary slightly but should demonstrate consistency.**

Bright stars—your shining in the highest sky  
Asking earthbound soles like me, Why? Why? Why?"  
Theirs won part of my heart eager to know  
and another part that's afraid to show  
it's self tonight to shine at any height.  
I'll do what's write trust my heart's inner light.

**Bright stars—you're shining in the highest sky,**

**Asking earthbound souls like me, “Why? Why? Why?”**

**There's one part of my heart eager to know,**

**And another part that's afraid to show**

**Itself tonight, to shine at any height.**

**I'll do what's right—trust my heart's inner light.**

Name \_\_\_\_\_

**A. Read the sentences. Choose the word in parentheses that best completes the sentence. Write it on the line provided.**

1. "(Who's, Whose) idea was it to go to the beach today?" Dad asked. \_\_\_\_\_ **Whose**
2. "Look at all the storm clouds over (there, their)!" he added. \_\_\_\_\_ **there**
3. "(Your, You're) getting upset over nothing," Mom said. \_\_\_\_\_ **You're**
4. "(There, They're) just fair-weather clouds—nothing to worry about." \_\_\_\_\_ **They're**
5. "Trust me," Dad said. "(It's, Its) going to rain any minute now." \_\_\_\_\_ **It's**
6. "Those clouds will never make (there, their) way over here," she replied.  
\_\_\_\_\_ **their**

**B. Rewrite each line of the poem by putting capital letters and punctuation marks where they belong. Use of commas and dashes may vary somewhat but should show consistency of thought and style.**

Storm over ocean torrents of rain drop  
 ping downward and theirs no sign that its stop-  
 ping any time soon face and fingers drip  
 ping as into the see the slick skies slip.

7. **Storm over ocean—torrents of rain drop-** \_\_\_\_\_
8. **ping downward, and there's no sign that it's stop-** \_\_\_\_\_
9. **ping any time soon, face and fingers drip-** \_\_\_\_\_
10. **ping as into the sea, the slick skies slip.** \_\_\_\_\_

Name \_\_\_\_\_

- A **clause** is a group of words that has a subject and a predicate.
- An **independent clause** has one complete subject and one complete predicate. It can stand alone as a sentence.
- A **dependent clause** cannot stand alone as a sentence. It is introduced by a **subordinating conjunction**, such as *if* or *because*.

**Read each sentence. Write whether the underlined words are an *independent clause* or a *dependent clause*.**

1. I spent Saturday afternoon at the craft fair. **independent clause**
2. I got in free because I am a student. **dependent clause**
3. If I bought something, I would receive a discount. **independent clause**
4. Since my mom is a painter, she had a booth there. **dependent clause**
5. People liked her paintings, and she sold quite a few. **independent clause**
6. I stayed at the booth while she went to get lunch. **dependent clause**
7. Several people stopped by, but no one bought anything. **independent clause**
8. When Mom got back, I told her about the visitors. **dependent clause**
9. She shared some of the food that she had bought. **dependent clause**
10. After we ate, I checked out the rest of the fair. **independent clause**

Name \_\_\_\_\_

- A **complex sentence** contains an independent clause and a dependent clause.
- Use a comma after an **introductory dependent clause**.

**Use the subordinating conjunction in parentheses to combine the two clauses into one complex sentence. Write the new sentence on the line provided.**

**Answers may vary slightly.**

1. we played outside/the sun was still shining (while)

**We played outside while the sun was still shining.**

2. it was hot/we drank lots of water (because)

**Because it was hot, we drank lots of water.**

3. we took breaks/we got tired (whenever)

**We took breaks whenever we got tired.**

4. night approached/it became harder to see (as)

**As night approached, it became harder to see.**

5. the lights hadn't come on/we would have been completely in the dark (if)

**If the lights hadn't come on, we would have been completely in the dark.**

Name \_\_\_\_\_

- An **appositive** is a noun, noun phrase, or noun clause that explains or describes a nearby noun or pronoun.
- An appositive may come before or after a noun or a pronoun. Commas are used to set off many appositives.

Combine the two sentences into one by creating an appositive out of the second sentence. Write the new sentence on the line provided. **Answers may vary slightly.**

1. Ms. Thayer visited our class today. Ms. Thayer is our town's police chief.

**Ms. Thayer, our town's police chief, visited our class today.**

---

2. She spoke about KOPS. KOPS is the "Keep Our Parks Safe" program.

**She spoke about KOPS, the "Keep Our Parks Safe" program.**

---

3. She asked a student to help her. That student was Jodee Oskamp.

**She asked a student, Jodee Oskamp, to help her.**

---

4. Our town's paper ran an article about the visit. The Fineburg Flyer is our town's paper.

**The Fineburg Flyer, our town's paper, ran an article about the visit.**

---

---

5. Marc Reynolds wrote the story. Marc Reynolds reports on local news.

**Marc Reynolds, who reports on local news, wrote the story.**

---

Name \_\_\_\_\_

- Use a comma after an **introductory dependent clause**.
- An **appositive** may come before or after a noun or a pronoun. Commas are used to set off many appositives.

**Proofread the paragraph. On the lines below, correct mistakes in the use of clauses, appositives, and commas.**

Billy “Bib” Barker the baseball legend will be signing photos after today’s game. If you have a chance come by to say hello to him. Current members of the team which won last year’s state championship will join Bib. Before Bib leaves the stadium Suki Yee our mayor will present him with a special award the key to the city. Channel 3 our local news station will broadcast the event live.

**Billy “Bib” Barker, the baseball legend, will be signing photos after today’s game. If you have a chance, come by to say hello to him. Current members of the team, which won last year’s state championship, will join Bib. Before Bib leaves the stadium, Suki Yee, our mayor, will present him with a special award, the key to the city. Channel 3, our local news station, will broadcast the event live.**

---

---

Name \_\_\_\_\_

**A. Use the subordinating conjunction in parentheses to combine the two clauses into one complex sentence. Write the new sentence on the line provided.**

**Answers may vary slightly.**

1. Mom missed the bus/she had to walk to work (because)

**Because Mom missed the bus, she had to walk to work.**

---

2. she got to the store/the clock struck nine (as)

**She got to the store as the clock struck nine.**

---

3. the manager wasn't there/she opened the store herself (since)

**Since the manager wasn't there, she opened the store herself.**

---

---

4. an hour had passed/she called the manager at home (after)

**After an hour had passed, she called the manager at home.**

---

5. the manager laughed/it was a holiday, and the store was closed for the day (because)

**The manager laughed because it was a holiday, and the store was closed for the day.**

---

**B. Combine the two sentences into one by creating an appositive out of the second sentence. Write the new sentence on the line provided.**

**Answers may vary slightly.**

6. A new bakery has opened near the mall. The bakery is called BuzzyBee.

**A new bakery, BuzzyBee, has opened near the mall.**

---

7. They offer samples of their specialty. Their specialty is honey muffins.

**They offer samples of their specialty, honey muffins.**

---

8. I will eat there with my cousins. My cousins' names are Alix and Ira.

**I will eat there with my cousins, Alix and Ira.**

---

Name \_\_\_\_\_

- A **complex sentence** contains an independent clause and a dependent clause.
- **Dependent clauses** are introduced by **subordinating conjunctions**, such as *while*, *because*, *if*, and *although*.
- Dependent clauses can also be introduced by **relative pronouns**, such as *who*, *whose*, *which*, *whom*, and *that*, and **relative adverbs**, such as *where*, *when*, and *why*.

**Read each sentence. Underline the dependent clause. Then circle the introductory word in that clause. Finally, on the line provided, write whether the introductory word is a *subordinating conjunction*, *relative pronoun*, or *relative adverb*.**

1. I volunteer at the animal shelter when I have free time. relative adverb
2. I help care for pets that are awaiting adoption. relative pronoun
3. I walk them outside while their cages are being cleaned. subordinating conjunction
4. If I have time, I help prepare their meals. subordinating conjunction
5. The manager, who is also a veterinarian, is one of my heroes. relative pronoun
6. She runs the shelter because she loves animals. subordinating conjunction
7. I encounter many challenges while I am volunteering. subordinating conjunction
8. I give special care to the animals whose needs are the greatest. relative pronoun
9. Although I have worked there for years, I still have much to learn.  
subordinating conjunction
10. When I grow up, I want to study medicine as well. relative adverb

Name \_\_\_\_\_

- A **dependent clause** in a complex sentence can come after an independent clause.
- A dependent clause in a complex sentence can also come before an independent clause, separated by a comma.

Use the word in parentheses to combine the two clauses into one complex sentence. Write the new sentence on the line provided. **Answers may vary slightly.**

1. I went shopping/I made a list (before)

**Before I went shopping, I made a list.**

---

2. I created categories/the categories matched the aisles in the store (that)

**I created categories that matched the aisles in the store.**

---

---

3. I got to the store/I realized I had forgotten the list (when)

**When I got to the store, I realized I had forgotten the list.**

---

4. I tried to remember/I had written down (what)

**I tried to remember what I had written down.**

---

5. I was thinking about that/you called on the phone and read me the list (while)

**While I was thinking about that, you called on the phone and read me the list.**

---

---

Name \_\_\_\_\_

- An **essential clause** is necessary to identify a person or thing that is being described. It is not separated by commas.
- A **nonessential clause** is not necessary to the meaning of the sentence. Commas are needed to set apart the clause.

**Read the two clauses. Combine them into one sentence and write the new sentence on the line provided. Answers may vary slightly.**

1. the day was a Saturday/that I was born

**The day that I was born was a Saturday.**

---

2. my parents were well prepared/who were living in Chicago

**My parents, who were living in Chicago, were well prepared.**

---

3. they had rented a house/that already had a nursery

**They had rented a house that already had a nursery.**

---

4. the neighborhood had many children/which was near the lake

**The neighborhood, which was near the lake, had many children.**

---

5. one of them would become my best friend/who was born a year later

**One of them, who was born a year later, would become my best friend.**

---

---

Name \_\_\_\_\_

- When a **dependent clause** in a complex sentence comes before an independent clause, it is separated by a comma.
- An **essential clause** is necessary to identify a person or thing that is being described. It is not separated by commas.
- A **nonessential clause** is not necessary to the meaning of the sentence. Commas are needed to set apart the clause.

**Proofread the paragraph. On the lines below, correct mistakes in complex sentence construction and comma usage.**

The original settlers of our town who had arrived by boat came from Holland. The area, that they settled, was mostly forest at the time. After they chopped down the trees they created fields and pastures. Farming, which was difficult at first became their main source of food. Because they faced shortages in winter they began to hunt and fish as well. The fact that wildlife was plentiful, helped them survive.

The original settlers of our town, who had arrived by boat, came from  
Holland. The area that they settled was mostly forest at the time. After  
they chopped down the trees, they created fields and pastures. Farming,  
which was difficult at first, became their main source of food. Because they  
faced shortages in winter, they began to hunt and fish as well. The fact that  
wildlife was plentiful helped them survive.

Name \_\_\_\_\_

**A. Read each sentence. Underline the dependent clause. Then circle the introductory word in that clause. Finally, on the line provided, write whether the introductory word is a *subordinating conjunction*, *relative pronoun*, or *relative adverb*.**

1. We swim in the river that flows past our house. **relative pronoun**

2. Boats sometimes travel where the water is deepest. **relative adverb**

3. Because they are far from shore, they pose no danger.

**subordinating conjunction**

4. We can go skating if the water freezes solid enough in cold weather.

**subordinating conjunction**

5. Our town hired a park manager who tests the ice often for safety. **relative pronoun**

**B. Read the two clauses. Combine them into one sentence and write the new sentence on the line provided. Answers may vary slightly.**

6. the game is similar to hockey/that I invented

**The game that I invented is similar to hockey.**

7. while hockey uses hockey sticks/“broomball” uses brooms

**While hockey uses hockey sticks, “broomball” uses brooms.**

8. we replaced pucks with soccer balls/which are too hard to hit

**We replaced pucks, which are too hard to hit, with soccer balls.**

9. each team has four players and a goalie/who doesn’t wear skates

**Each team has four players and a goalie, who doesn’t wear skates.**

10. the first team wins the game/that scores three goals

**The first team that scores three goals wins the game.**

Name \_\_\_\_\_

- An **adjective** modifies a noun or a pronoun. Adjectives can tell what kind, how many, or how much. **Proper adjectives** should be capitalized.
- **Demonstrative adjectives** tell which one: *this, that, these, those*.
- The words *the, a*, and *an* are special adjectives called **articles**. Use *a* and *an* to refer to any one item in a group. Use *the* to refer to a specific item or more than one item.

**Read each sentence. Underline each adjective. Circle any demonstrative adjectives or articles that you find.**

1. Three horses approached the fence.
2. The Arabian horse had a long tail.
3. We held fresh grass up to his wet nose.
4. The white horse gave us a playful wink.
5. Two ranchers filled this large trough with cold water.
6. Those thirsty horses gathered to drink.
7. A warm breeze blew across the rolling prairie.
8. White clouds drifted along in the blue sky.
9. The third day of our vacation was nearing its end.

**“our” and “its” are possessive pronouns, not adjectives**

10. We headed back to the main house for an early dinner.

Name \_\_\_\_\_

- When more than one adjective is used to modify a noun, the adjectives must be listed in order. **Numbers** come first, followed by **opinion, size, age, and color**.
- Commas** often separate two or more adjectives that describe the same noun. A comma does not normally follow a number in a description, however.

**Read each sentence. Then include the adjectives in parentheses and rewrite the sentence on the line provided.**

1. A truck drove down the road. (red, big)

**A big, red truck drove down the road.**

2. The driver wore a hat. (blue, silly, old)

**The driver wore a silly, old, blue hat.**

3. He honked his horn. (new, annoying)

**He honked his annoying, new horn.**

4. Dogs started barking inside the truck. (wet, three, frightened)

**Three frightened, wet dogs started barking inside the truck.**

5. The puppy had the loudest bark of all. (white, tiny, angry)

**The angry, tiny, white puppy had the loudest bark of all.**

Name \_\_\_\_\_

- **Acronyms** are abbreviations that contain all capital letters and no periods, such as *TV*, *NASA*, and *the UN*.
- Underline **titles** from long works, such as books and magazines. Put quotation marks around the titles of shorter works, such as articles and chapters. Capitalize all major words in titles.

**Read each sentence. Correct any errors in capitalization or punctuation and rewrite the sentence on the line provided.**

1. We read about a program called Most, or “Make Our School Terrific.”

**We read about a program called MOST, or “Make Our School Terrific.”**

---

---

2. It was featured in last month’s issue of education ideas.

**It was featured in last month’s issue of Education Ideas.**

---

---

3. The article, Ten tips from top schools, offered many great suggestions.

**The article, “Ten Tips from Top Schools,” offered many great suggestions.**

---

---

4. For example, students could decorate a room like a nasa control center.

**For example, students could decorate a room like a NASA control center.**

---

---

5. The author explained how in his first book, the intergalactic classroom.

**The author explained how in his first book, The Intergalactic Classroom.**

---

---

Name \_\_\_\_\_

- When more than one adjective is used to modify a noun, the adjectives must be listed in order. **Numbers** come first, followed by **opinion**, **size**, **age**, and **color**. Commas are often used to separate two or more adjectives related to the same noun.
- Acronyms** are abbreviations that contain all capital letters and no periods.
- Underline titles from long works. Put quotation marks around the titles of shorter works. Capitalize the important words in titles.

**Proofread the paragraph. On the lines below, correct mistakes in adjective usage, capitalization, and punctuation.**

In short five days, our ecology club will talk about the Epa, or Environmental Protection Agency. I borrowed new three books about the subject, including The history of the E.P.A., from the library. These first chapter, entitled A day for The Earth, offers an lengthy fascinating timeline of events leading up to Earth Day. I will copy it onto a poster using the red big marker.

In five short days, our ecology club will talk about the EPA, or Environmental Protection Agency. I borrowed three new books about the subject, including The History of the EPA, from the library. The first chapter, entitled “A Day for the Earth,” offers a fascinating, lengthy timeline of events leading up to Earth Day. I will copy it onto a poster using a big, red marker.

Name \_\_\_\_\_

**A. Read each sentence. Underline each adjective. Circle the demonstrative adjectives and articles.**

1. We waited in a long line for the first showing of that new movie.
2. Several actors and actresses stopped by to say hello.
3. Someone said that the tall woman in the white coat was the director.
4. She spoke for five minutes in front of the excited audience.
5. My three friends agreed that this suspenseful movie was an amazing experience.

**B. Read each sentence. Correct any errors in capitalization or punctuation and rewrite the sentence on the line provided.**

6. The film was based on this best-selling book, “Chasing the storm.”

**The film was based on this best-selling book, Chasing the Storm.**

---

7. Some images came from N.o.a.a., the agency that monitors weather.

**Some images came from NOAA, the agency that monitors weather.**

---

8. I read a thorough review of the film in the magazine Ticket stubs.

**I read a thorough review of the film in the magazine Ticket Stubs.**

---

9. The article One to watch gave the movie high ratings.

**The article “One to Watch” gave the movie high ratings.**

---

10. The school newspaper, Pupil Press, published my review, “A favorable Forecast.”

**The school newspaper, Pupil Press, published my review, “A Favorable**

**Forecast.”**

---

Name \_\_\_\_\_

- **Comparative adjectives** compare two nouns or pronouns. Add *-er* to most adjectives to compare two items.
- **Superlative adjectives** compare more than two nouns or pronouns. Add *-est* to most adjectives to compare two or more items.
- Drop the *e* in adjectives such as *pale* before adding *-er* or *-est*. Change the *y* to *i* in adjectives such as *sunny*. For one-syllable adjectives such as *red*, double the final consonant.

**Read each sentence. Write the proper form of the adjective in parentheses on the line provided.**

1. My cousin is the (funny) person I know. funniest
2. She is also a (strong) swimmer than I am. stronger
3. She lives in a (large) town than ours. larger
4. Her school has a (big) campus than we do. bigger
5. Our school has the (small) stadium in the state. smallest
6. We have (pretty) parks than her town, though. prettier
7. Our town's lake has one of the (sandy) beaches around. sandiest
8. The water also tends to be the (cold) of all, too. coldest
9. This year, I spent a (short) amount of time with my cousin than last year.  
shorter
10. We have already scheduled a (lengthy) visit than our last one. lengthier

Name \_\_\_\_\_

- Use **more** in front of most long adjectives to compare two items.
- Use **most** in front of most long adjectives to compare more than two items.

**Read each sentence. Write the proper form of the adjective in parentheses on the line provided.**

1. The mountain climbers' club was planning its (exciting) trip yet.

**most exciting**

2. It would certainly be a (dangerous) outing than their last one. **more dangerous**

3. Some climbers were (worried) than others. **more worried**

4. The (concerned) club member of all asked many questions. **most concerned**

5. The mountain had some of the (icy) slopes the group had seen.

**iciest**

6. After hearing the answers, the member felt (confident) than before.

**more confident**

7. The climbers discussed which tools would be (useful) than others.

**more useful**

8. They agreed that safety was the (essential) thing to consider. **most essential**

9. People were (talkative) during the latter half of the meeting. **more talkative**

10. For many, this would be the (adventurous) thing they had ever done!

**most adventurous**

Name \_\_\_\_\_

- Never use *more* and *-er* with the same adjective.
- Never use *most* and *-est* with the same adjective.

**Read each sentence. Choose which word or words in parentheses best complete the sentence. Write your answer on the line provided.**

1. Mom gathered the (most freshest, freshest) vegetables she could find.

**freshest**

2. She wanted to make the (more, most) delicious soup ever.

**most**

3. First, she chose the (most ripe, ripest) tomatoes in the garden.

**ripest**

4. Next, she chopped up some of the (greenest, most green) peppers.

**greenest**

5. She put the ingredients in the (largest, most largest) pot she had.

**largest**

6. “I want to make a (more spicier, spicier) soup than before,” she told me.

**spicier**

7. “Fresh herbs will make it (more, most) flavorful than the last one.”

**more**

8. Her worst soup ever was also the (most saltiest, saltiest).

**saltiest**

9. “I have a (heavier, more heavier) hand than your father when it comes to seasoning,” she said.

**heavier**

10. It turned out to be the (healthfulest, most healthful) soup she had ever made.

**most healthful**

Name \_\_\_\_\_

- **Comparative adjectives** compare two nouns or pronouns. Add *-er* to most adjectives to compare two items. **Superlative adjectives** compare more than two items. Add *-est* to most adjectives to compare two or more items.
- Use **more** in front of most long adjectives to compare two items. Use **most** in front of most long adjectives to compare more than two items.
- Never use *more* and *-er* with the same adjective. Never use *most* and *-est* with the same adjective.

**Proofread the paragraph. On the lines below, correct mistakes in adjective usage and the formation of comparatives and superlatives.**

After our ride, my bike was more dirty than a dog in a mud puddle. I thought about making it cleanest than it was before by hosing it down. My sister does that, but her bike is the most rustiest one in town. Dad usually has the usefulest suggestions in the family, so I asked his advice. He said that the hose was the quicker solution of all, but that a carefuller person than my sister would also wipe the bike dry afterward.

After our ride, my bike was dirtier than a dog in a mud puddle. I thought  
about making it cleaner than it was before by hosing it down. My sister does  
that, but her bike is the rustiest one in town. Dad usually has the most useful  
suggestions in the family, so I asked his advice. He said that the hose was the  
quickest solution of all, but that a more careful person than my sister would  
also wipe the bike dry afterward.

Name \_\_\_\_\_

**A. Read each sentence. Write the proper comparative or superlative form of the adjective in parentheses on the line provided.**

1. For me, math is a (hard) subject than science. **harder**
2. Today's homework is even (difficult) than yesterday's. **more difficult**
3. Even the (smart) student in the class had trouble! **smartest**
4. Our teacher suggested an (easy) way to do the assignment. **easier**
5. He always has the (intelligent) solution to every problem. **most intelligent**

**B. Read each sentence. Choose which word or words in parentheses best complete the sentence. Write your answer on the line provided.**

6. Next week's game will be (tougher, toughest) than this one. **tougher**
7. That team has the (fastest, most fastest) players in the league.  
**fastest**
8. Their batters are (reliabler, more reliable) hitters than ours. **more reliable**
9. Our pitcher has a (stronger, more stronger) throwing arm than theirs.  
**stronger**
10. It should be the (more exciting, most exciting) game of the season!  
**most exciting**

Name \_\_\_\_\_

- **Good** and **bad** have irregular comparative and superlative forms.
- Use **better** to compare two people, places, or things. Use **best** to compare more than two.

**Read each sentence. Choose which word in parentheses best completes the sentence. Write your answer on the line provided.**

1. Mom wanted a (better, best) storage system for her tools. **better**
2. She searched for the (better, best) carpenter in town. **best**
3. Her plans called for using the (better, best) materials available. **best**
4. She felt that oak was a (better, best) choice of wood than pine. **better**
5. The carpenter had an even (better, best) suggestion. **better**
6. Some recycled materials were (better, best) options than new wood. **better**
7. The (better, best) thing of all was that they helped the environment. **best**
8. Mom studied the data in order to make a (good, best) decision. **good**
9. Some resources were (good, better) than others in providing help. **better**
10. In the end, she had the (good, better, best) storage closet ever. **best**

Name \_\_\_\_\_

- **Good** and **bad** have irregular comparative and superlative forms.
- Use **worse** to compare two people, places, or things. Use **worst** to compare more than two people, places, or things.

**Read each sentence. Choose which word in parentheses best completes the sentence. Write your answer on the line provided.**

1. “I’ve got some (bad, worst) news,” my brother said. **bad**
2. “Your favorite band just put out their (worse, worst) song ever.” **worst**
3. “It can’t be (worse, worst) than ‘Sippy-Sip-Sip,’” I replied. **worse**
4. “Well, that is the (worse, worst) song title they ever wrote,” he admitted. **worst**
5. He continued, “But at least it wasn’t a (bad, worst) melody.” **bad**
6. “In the new song, the music is bad, and the lyrics are (worse, worst).” **worse**
7. The song is called “The (Worse, Worst) Hat I Ever Wore.” **Worst**
8. “It even has a (bad, worse) title,” I said. **bad**
9. “The live version is (bad, worse) than the recorded version,” he said. **worse**
10. I couldn’t imagine how the song could be (worse, worst). **worse**

Name \_\_\_\_\_

- In comparisons, *better* and *best* are the irregular forms of the adjective *good*; *worse* and *worst* are the forms of the adjective *bad*.
- The comparative form of *many* is *more*; the superlative form is *most*.
- The comparative form of *much* is *more*; the superlative form is *most*.
- Never add *-er*, *-est*, *more*, or *most* to an irregular comparative or superlative form.

**Read each sentence. Write the proper comparative or superlative form of the adjective in parentheses on the line provided.**

1. We waited for the (good) day possible to go on a sailing trip. \_\_\_\_\_ **best**
2. There were (many) boats on the water today than yesterday. \_\_\_\_\_ **more**
3. There was (much) wind as well. \_\_\_\_\_ **more**
4. My father is a (good) sailor than I am. \_\_\_\_\_ **better**
5. He gives me (much) advice than my mother. \_\_\_\_\_ **more**
6. Dad is a (bad) swimmer than my mother, though. \_\_\_\_\_ **worse**
7. The boat's captain has the (much) experience of everyone. \_\_\_\_\_ **most**
8. She has sailed on (many) boats than my father. \_\_\_\_\_ **more**
9. We spent (much) time on the water than our last trip. \_\_\_\_\_ **more**
10. It was the (much) fun I've had in a long time! \_\_\_\_\_ **most**

Name \_\_\_\_\_

- In comparisons, *better* and *best* are the irregular forms of the adjective *good*; *worse* and *worst* are the forms of the adjective *bad*.
- The comparative form of *many* is *more*; the superlative form is *most*.
- The comparative form of *much* is *more*; the superlative form is *most*.
- Never add *-er*, *-est*, *more*, or *most* to an irregular comparative or superlative form.

**Proofread the paragraph. On the lines below, correct mistakes in the use of adjectives and the irregular formation of comparatives and superlatives.**

**Responses may vary slightly.**

The mechanic needed most time than he had to fix the car. Our attempt to fix it ourselves had made the problem worst, not gooder. He could repair the brakes, but he felt that the most best option would be to install new ones. That, of course, would cost most money. Either way, the mechanic said he needed to order most parts. He assured us that he would do the goodest job possible in the most quickest amount of time.

The mechanic needed more time than he had to fix the car. Our attempt to fix it ourselves had made the problem worse, not better. He could repair the brakes, but he felt that the best option would be to install new ones. That, of course, would cost more money. Either way, the mechanic said he needed to order more parts (or most of the parts). He assured us that he would do the best job possible in the quickest amount of time.

Name \_\_\_\_\_

**A. Read each sentence. Choose which word in parentheses best completes the sentence. Write your answer on the line provided.**

1. Our new cat creates (many, more, most) problems than our old cat. **more**
2. She has the (bad, worse, worst) temper I have ever seen. **worst**
3. She is a (good, better, best) “attack cat” than a “lap cat.” **better**
4. Mom has the (much, more, most) patience of anyone in the house. **most**
5. Even she thinks that adopting the new cat was the (bad, worse, worst) decision the family has made in a long, long time! **worst**

**B. Read each sentence. Write the proper comparative or superlative form of the adjective in parentheses on the line provided.**

6. The city wants to create (many) parks than it currently has. **more**
7. The newest proposal has gotten the (much) support of all. **most**
8. Of the four plans, it has the (good) chance of being approved. **best**
9. The old parks are in (bad) condition than they were last year. **worse**
10. The new plan provides (much) money than before to help maintain them. **more**

Name \_\_\_\_\_

- An **adverb** can tell *how*, *when*, *where*, or *how often* an action happens. Some adverbs tell *how much* or *how intensely*.
- Transitional words, such as the **conjunctive adverb** *therefore*, connect two clauses. The **relative adverbs** *where*, *when*, and *why* can also introduce clauses.

**Read each sentence. Underline each adverb. Circle any conjunctive or relative adverbs that you find.**

1. I sat patiently on the park bench.
2. I hungrily ate my sandwich.
3. I carelessly dropped crumbs on the ground.
4. Tiny sparrows darted around frantically at my feet.
5. They chirped excitedly when I scattered more crumbs.
6. I tossed them where the birds could easily get them.
7. Soon they had eaten up all of the crumbs.
8. They quickly flew off but watched patiently from a nearby tree.
9. I visit the park frequently, but this had never happened before.
10. I had finished my lunch; therefore, I promptly returned to work.

Name \_\_\_\_\_

- An **adverb** can describe an adjective or another adverb.

**Read each sentence. Underline each adverb. On the line(s) provided, write whether each adverb modifies a verb, an adjective, or another adverb.**

1. The skier looked anxiously down the mountain. **verb**
2. Incredibly strong winds blew from the north. **adjective**
3. The snow was accumulating quite quickly. **adverb, verb**
4. She could hardly see the bottom of the slope. **verb**
5. Her coach had a very nervous expression on his face. **adjective**
6. “I’m absolutely positive they’ll cancel the race,” he said. **adjective**
7. Meanwhile, the snow continued to fall from the sky. **verb**
8. A red light began flashing urgently near the start gate. **verb**
9. The skier felt somewhat relieved that the event was postponed. **adjective**
10. They would come back tomorrow and hope for much better conditions.  
**verb, adjective**

## Grammar: Capitalization and Abbreviations in Letters and E-mails

Name \_\_\_\_\_

- **Capitalize** the first word, all important words, and all proper nouns in a greeting.
- Capitalize only the first word in the closing.
- Capitalize these **abbreviations** commonly used in letters and formal e-mails: Mrs., Mr., Ms., Dr., Inc.

**Read each part of the letter. On the lines provided, rewrite each part with the correct capitalization.**

1. To whom it may concern:

**To Whom It May Concern:**

2. I am writing on behalf of dr. Morton and mrs. rodriguez.

**I am writing on behalf of Dr. Morton and Mrs. Rodriguez.**

3. They are both employees of american meganews, inc.

**They are both employees of American Meganews, Inc.**

4. Please let my assistant, ms. hart, know when we can all meet.

**Please let my assistant, Ms. Hart, know when we can all meet.**

5. with all best wishes,

**With all best wishes,**

Name \_\_\_\_\_

- Capitalize the first word, all important words, and all proper nouns in a greeting. Capitalize only the first word in the closing.
- Capitalize these abbreviations commonly used in letters and formal e-mails: Mrs., Mr., Ms., Dr., Inc.

**Proofread the letter. On the lines below, correct mistakes in adverb usage and capitalization.**

dear board members of Really-Fun games, inc.:

I have an idea for a game that is incredible exciting. It is called “Build the barrels.” Though it is normal played with two players, you can easy add up to six more. My teacher, mr. Cooper, can quick send a recommendation if you need one. I sincere hope that you will take a look at this very exciting new idea.

One of Your Biggest Fans,

**Dear Board Members of Really-Fun Games, Inc.:**

I have an idea for a game that is incredibly exciting. It is called “Build the Barrels.” Though it is normally played with two players, you can easily add up to six more. My teacher, Mr. Cooper, can quickly send a recommendation if you need one. I sincerely hope that you will take a look at this very exciting new idea.

One of your biggest fans,

Name \_\_\_\_\_

**A. Read each sentence. Underline each adverb. On the line(s) provided, write whether each adverb modifies a verb, an adjective, or another adverb.**

1. My mother sat quietly at the piano. \_\_\_\_\_ **verb**
2. Suddenly, the orchestra began to play. \_\_\_\_\_ **verb**
3. They performed an incredibly joyful symphony. \_\_\_\_\_ **adjective**
4. My mother played the uplifting piece very beautifully. \_\_\_\_\_ **adverb, verb**
5. The audience immediately stood for a standing ovation. \_\_\_\_\_ **verb**
6. I am extremely proud to have such an amazingly talented mother.  
\_\_\_\_\_ **adjective, adjective**

**B. Read each part of the letter. On the lines provided, rewrite each part with the correct capitalization.**

7. Dear friends and neighbors,

**Dear Friends and Neighbors,**

8. Please join mr. and mrs. Sakamoto of Spring st. tomorrow evening.

**Please join Mr. and Mrs. Sakamoto of Spring St. tomorrow evening.**

9. We will welcome dr. Abend into the Kelton ave. neighborhood.

**We will welcome Dr. Abend into the Kelton Ave. neighborhood.**

10. Looking forward to Seeing You There,

**Looking forward to seeing you there,**

Name \_\_\_\_\_

- An **adverb** can compare two or more actions. Adverbs that compare two actions use *-er* or *more*. Adverbs that compare three or more actions use *-est* or *most*.

**Read each sentence. Write the correct comparative form of the adverb in parentheses on the line provided.**

- I can run (fast) than my brother. \_\_\_\_\_ **faster**
- Our father runs (quickly) of all. \_\_\_\_\_ **most quickly**
- He trains (often) than my brother does. \_\_\_\_\_ **more often**
- He enjoys running (fully) than biking. \_\_\_\_\_ **more fully**
- Even so, he practices swimming (seriously) of all. \_\_\_\_\_ **most seriously**
- I prefer team sports (strongly) than other sports. \_\_\_\_\_ **more strongly**
- I can throw (accurately) than our team's other pitcher. \_\_\_\_\_ **more accurately**
- In the entire league, she pitches (wildly) of all. \_\_\_\_\_ **most wildly**
- Our final game will be here (soon) than we expect. \_\_\_\_\_ **sooner**
- The audience will cheer (loudly) of all during our final inning. \_\_\_\_\_ **most loudly**

Name \_\_\_\_\_

- Add *-er* or *-est* to most short adverbs to compare actions. Add *more* or *most* to adverbs that have two or more syllables or to adverbs that end in *-ly*.

**Read each sentence. Write the correct comparative form of the adverb in parentheses on the line provided.**

1. The sun shone (brightly) today than yesterday. **more brightly**
2. The three of us raced to see who could pack (rapidly) for our trip.  
**most rapidly**
3. I should have prepared (carefully) than I did. **more carefully**
4. My bag was the (poorly) packed of all. **most poorly**
5. Mom spoke to me (sternly) than usual. **more sternly**
6. We might arrive (late) than expected at the airport. **later**
7. Luckily, the traffic was moving (smoothly) than normal. **more smoothly**
8. In fact, we checked in at the gate (early) of all. **earliest**
9. We are usually the (commonly) late passengers on every flight.  
**most commonly**
10. That seems to be the case (often) than not. **more often**

Name \_\_\_\_\_

- *Good* is often an adjective, and *well* is often an adverb that tells how. *Good* and *well* cannot be used interchangeably. *Well* is an adjective when it means *healthy*.
- As with the adjective *good*, the comparative form of *well* is *better*. The superlative form is *best*.
- Never add *-er* and *more* or *-est* and *most* to the same adverb.

**Read each sentence. Choose the word in parentheses that best completes each sentence and write it on the line provided.**

1. The carpenter did a (good, well) job on our new porch. **good**
2. We paid him (good, well) for his hard work. **well**
3. The house looks (better, best) than before. **better**
4. The work was finished (sooner, more sooner) than we expected.  
**sooner**
5. We go outside more (frequent, frequently) than we used to. **frequently**
6. The porch is built of (good, well), strong wood. **good**
7. Our first dinner on the porch went very (good, well). **well**
8. Our second meal was even (better, best) than that. **better**
9. I always feel (good, well) after spending time outside. **well**
10. Nothing makes you feel (weller, better) than a sunny day! **better**

Name \_\_\_\_\_

- Add *-er* or *-est* to most short adverbs to compare actions. Add *more* or *most* to adverbs that have two or more syllables or to adverbs that end in *-ly*.
- *Good* is often an adjective, and *well* is often an adverb that tells how. *Good* and *well* cannot be used interchangeably. *Well* is an adjective when it means *healthy*.
- Never add *-er* and *more* or *-est* and *most* to the same adverb.

**Proofread the paragraph. On the lines below, correct mistakes in grammar and mechanics.**

I wasn't feeling good, so I went to the school nurse. She treated me carefully than the last time I visited. A new virus had recent been detected at school. It was spreading more faster than any disease she had ever seen. Luckily, the simple treatment she prescribed oftenest of all was also working more effectively of all. She said I should feel more well in a few days.

I wasn't feeling well, so I went to the school nurse. She treated me more  
carefully than the last time I visited. A new virus had recently been detected  
at school. It was spreading faster than any disease she had ever seen.  
Luckily, the simple treatment she prescribed most often of all was also  
working most effectively of all. She said I should feel better in a few days.

---

---

---

Name \_\_\_\_\_

**A. Read each sentence. Write the correct comparative form of the adverb in parentheses on the line provided.**

1. My parents were acting (strangely) than ever. more strangely
2. My sister was behaving (suspiciously) of all. most suspiciously
3. She was treating me (politely) than normal. more politely
4. She was also the (visibly) cheerful person in the house. most visibly
5. I worry about things like that (often) than I should. more often

**B. Read each sentence. Choose the word in parentheses that best completes each sentence and write it on the line provided.**

6. As it turns out, there was a (good, well) reason for everything. good
7. My brother had done (good, well) in his first year of college. well
8. His hard work had paid off (better, best) than he had expected.  
better
9. He had published a poem in the state's most (highest, highly) regarded magazine.  
highly
10. It was the most (beautifulest, beautifully) written poem I had ever read.  
beautifully

Name \_\_\_\_\_

- A **negative** is a word or phrase that means “no.”
- Do not use more than one negative in a spoken or written sentence.
- **Negatives** include *no* and *not*, as well as *nobody*, *nothing*, *never*, *no one*, and *nowhere*.
- Positive forms of negative words include words such as *any*, *ever*, *anything*, *anybody*, *anyone*, and *anywhere*.

**Read each sentence. Underline any negative words that you find. Circle any positive forms of negative words that you find.**

1. The snack bar will not be open today.
2. No one showed up for work there this morning.
3. Nobody showed up for work in the library, either.
4. Something like this had never happened before.
5. There were no plans in place for a substitute cashier.
6. When I interviewed the principal for our newspaper, he said nothing.
7. I asked if anyone had called the librarian.
8. He told me not to worry about anything.
9. More information about the situation was nowhere to be found.
10. Is there no one else who thinks that this is mysterious?

Name \_\_\_\_\_

- A **negative contraction** is made up of a verb and the word *not*. An apostrophe is used in place of the letter *o*.

**Read each sentence. Form a contraction using the two words in parentheses. Write the contraction on the line provided.**

1. Today (is not) going to be my greatest day ever. \_\_\_\_\_ **isn't**
2. For starters, my alarm (did not) go off this morning. \_\_\_\_\_ **didn't**
3. After breakfast, I (could not) find my homework. \_\_\_\_\_ **couldn't**
4. It (was not) where I left it last night. \_\_\_\_\_ **wasn't**
5. (Has not) anyone seen it lying around somewhere? \_\_\_\_\_ **Hasn't**
6. My sister and brother (were not) very helpful. \_\_\_\_\_ **weren't**
7. They (do not) care about anyone but themselves. \_\_\_\_\_ **don't**
8. I (should not) get as upset as I do sometimes. \_\_\_\_\_ **shouldn't**
9. It (does not) help to solve any problems at all. \_\_\_\_\_ **doesn't**
10. Why (cannot) I ever learn that simple lesson? \_\_\_\_\_ **can't**

Name \_\_\_\_\_

- Do not use two negatives in the same clause. This is known as a **double negative**.
- Correct a clause with two negatives by changing one negative to a positive word or eliminating one of the negative words.

**Read each sentence. Correct the double negatives and write the new sentence on the line provided. Answers may vary slightly.**

1. Our car won't never start in rainy weather.

**Our car won't ever start in rainy weather.**

2. There didn't seem to be nothing we could do.

**There didn't seem to be anything we could do.**

3. Our father doesn't want no broken car keeping us stranded at home.

**Our father doesn't want a broken car keeping us stranded at home.**

4. He searched everywhere but couldn't find none of the tools he needed to repair it.

**He searched everywhere but couldn't find any of the tools he needed to repair it.**

5. Dad doesn't like no one telling him that something can't be fixed.

**Dad doesn't like anyone (or anybody) telling him that something can't be fixed.**

Name \_\_\_\_\_

- A **negative contraction** is made up of a verb and the word *not*. An apostrophe is used in place of the letter *o*.
- Correct a **double negative** in a clause by changing one negative to a positive word or eliminating one of the negative words.

**Proofread the paragraph. On the lines below, correct mistakes in contractions and the use of negatives. Answers may vary slightly.**

The explorers couldn't find no maps that showed the jungle trails. They didnt want to get lost, so they hired a guide. He was not surprised that they needed help. The jungle routes often became overgrown. There wasn't no trail that looked the same from year to year. The guide had never gotten lost on none of the trails. He didn't expect this trip would be no different.

The explorers couldn't find any maps that showed the jungle trails. They  
didn't want to get lost, so they hired a guide. He wasn't surprised that they  
needed help. The jungle routes often became overgrown. There wasn't a  
(or one or any) trail that looked the same from year to year. The guide had  
never gotten lost on any of the trails. He didn't expect this trip would be  
(any) different.

Name \_\_\_\_\_

**A. Read each sentence. Form a contraction using the two words in parentheses.  
Write the contraction on the line provided.**

1. My uncle (could not) find his car in the parking lot. \_\_\_\_\_ **couldn't**
2. At first, he (did not) want to call the police. \_\_\_\_\_ **didn't**
3. He (was not) sure about where he had parked it. \_\_\_\_\_ **wasn't**
4. My father told him he (should not) wait to report it. \_\_\_\_\_ **shouldn't**
5. The officers who showed up (were not) surprised about the missing car.  
\_\_\_\_\_ **weren't**

**B. Read each sentence. Correct the double negatives and write the new sentence  
on the line provided. *Answers may vary slightly.***

6. They hadn't never received so many reports of stolen cars.

**They had never received so many reports of stolen cars.**

7. There hadn't been no reports of a missing car in days, however.

**There hadn't been any reports of a missing car in days, however.**

8. The officers didn't waste no time gathering information about the case.

**The officers didn't waste any time gathering information about the case.**

9. The police hadn't caught nobody yet, but they had some leads.

**The police hadn't caught anyone yet, but they had some leads.**

10. There wasn't nothing that would keep them from solving the case.

**There wasn't anything (or was nothing) that would keep them from solving**

**the case.**

Name \_\_\_\_\_

- **Sentence combining** is reducing two or more simple sentences into one sentence.
- Two simple sentences about the same subject can be combined into one **compound sentence**. They can also be combined with a **compound predicate**.
- The paired **conjunctions** *either/or* and *neither/nor* can be used to combine sentences.

**Read each of the two sentences. Combine them into one sentence and write it on the lines provided. Answers may vary slightly.**

1. Our school was having an art contest. I decided to enter.

**Our school was having an art contest, and I decided to enter.**

---

2. I could make a sketch with pencils. I could paint a watercolor.

**I could either make a sketch with pencils or paint a watercolor.**

---

---

3. My teacher encouraged me to participate. My teacher gave me the entry forms.

**My teacher encouraged me to participate and gave me the entry forms.**

---

---

4. My first painting wasn't very good. I did much better with the next one.

**My first painting wasn't very good, but I did much better with the next one.**

---

---

5. I would win the contest. I would try again next year.

**I would either win the contest or try again next year.**

---

Name \_\_\_\_\_

- Adding an **adjective** can combine two sentences that tell about the same noun.
- If two sentences tell about the same action, adding an **adverb** can combine them. If two sentences tell about the same time or location, adding a **prepositional phrase** can combine them.

**Read each of the two sentences. Combine them into one sentence and write it on the lines provided. Answers may vary slightly.**

1. The two girls practiced their duet. They practiced it frequently.

**The two girls frequently practiced their duet.**

---

2. They looked forward to the performance. The performance was in two weeks.

**They looked forward to the performance in two weeks.**

---

---

3. Their parents bought tickets. They bought them over the phone.

**Their parents bought tickets over the phone.**

---

4. They planned to meet for dinner. They would meet before the show.

**They planned to meet before the show for dinner.**

---

---

5. The girls dreamed of standing ovations. They had those dreams every night.

**Every night, the girls dreamed of standing ovations.**

---

Name \_\_\_\_\_

- Use **commas** in the greeting and closing of a friendly letter. Use commas in addresses and dates. Use commas to separate the items in a list.
- Use a **colon** after a salutation or greeting in a business letter. A colon can also separate hours, minutes, and seconds. Use a colon to introduce lists.

**Read each group of words. Rewrite the words on the line provided and add the proper punctuation.**

1. Dear Superintendent Harriman

**Dear Superintendent Harriman:**

---

2. Our school's Activities Club met last Tuesday April 15 2013.

**Our school's Activities Club met last Tuesday, April 15, 2013.**

---

3. We changed the starting time of this year's Spring Dance from 630 to 700.

**We changed the starting time of this year's Spring Dance from 6:30 to 7:00.**

---

---

4. We also request funds to purchase the following items decorations snacks beverages and a stereo system.

**We also request funds to purchase the following items: decorations, snacks, beverages, and a stereo system.**

---

5. Sincerely yours

**Sincerely yours,**

---

Name \_\_\_\_\_

- Use **commas** in the greeting and closing of a friendly letter. Use commas in addresses and dates. Use commas to separate the items in a list.
- Use a **colon** after a salutation or greeting in a business letter. A colon can also separate hours, minutes, and seconds. Use a colon to introduce lists.

**Proofread the letter. On the lines below, correct mistakes in adverb usage, commas, and colons.**

129 Greenwood Lane  
Glendale Arizona

May 17 2014

Dear Members of the Chamber of Commerce

Please immediate send the Town Fair committee the following items maps guidebooks and coupon sheets. We'll need them by 700 a.m. on Friday to have them available at the start of the fair at 930.

Very truly yours

**I29 Greenwood Lane**

**Glendale, Arizona**

**May 17, 2014**

**Dear Members of the Chamber of Commerce:**

**Please immediately send the Town Fair committee the following items: maps,**

**guidebooks, and coupon sheets. We'll need them by 7:00 a.m. on Friday to**

**have them available at the start of the fair at 9:30.**

**Very truly yours,**

Name \_\_\_\_\_

**A. Read each of the two sentences. Combine them into one sentence and write it on the lines provided. Answers may vary slightly.**

1. I asked the coach if I could play shortstop. I asked him confidently.

**I confidently asked the coach if I could play shortstop.**

---

2. I had been practicing all year. I was practicing in my backyard.

**I had been practicing in my backyard all year.**

---

3. He said the position was mine. He said it without hesitation.

**Without hesitation, he said the position was mine.**

---

4. I dashed home to tell my parents. I went shortly after practice.

**I dashed home shortly after practice to tell my parents.**

---

5. We decided to go out to eat to celebrate. We went out on Tuesday night.

**We decided to go out to eat on Tuesday night to celebrate.**

---

---

6. They said we could have Chinese food. They said we could have Mexican food.

**They said we could have either Chinese food or Mexican food.**

---

**B. Read each group of words. Rewrite the words on the line provided and add the proper punctuation.**

7. Dear Grandma and Grandpa

**Dear Grandma and Grandpa,**

---

8. Thank you for giving me the following gifts at dinner socks a hat sneakers and a new baseball mitt.

**Thank you for giving me the following gifts at dinner: socks, a hat, sneakers,**

---

**and a new baseball mitt.**

---

## Grammar: Prepositional Phrases as Adjectives

Name \_\_\_\_\_

- A **prepositional phrase** is a group of words that contains a **preposition**, an **object**, and possibly a **modifier**. Some common prepositions are *by*, *from*, *through*, *to*, *of*, *above*, *at*, *behind*, and *with*.
- When a prepositional phrase acts as an **adjective**, it tells *what kind*, *how many*, or *which one*.

Read each sentence. Underline the prepositional phrases used as adjectives. Then write the nouns modified by the prepositional phrases on the lines provided.

1. Our class went to the aquarium in the city. **aquarium**
2. We counted the sharks in the giant tank. **sharks**
3. The one with the torn fin seemed quite mean. **one**
4. A poster on the wall described their feeding habits. **poster**
5. The students in my class were somewhat frightened. **students**
6. I have read many books about sharks. **books**
7. My favorite has a long chapter on their habitats. **chapter**
8. Angry encounters with humans are actually not very common. **encounters**
9. That probably doesn't count sightings at the aquarium, though!  
**sightings**
10. The aquarium's gift shop had an entire section of books about sharks.  
**section, books**

Name \_\_\_\_\_

- When a **prepositional phrase** acts as an **adverb**, it tells *how*, *when*, or *where*.

**Read each sentence. Underline the prepositional phrase used as an adverb in each sentence. Then write the verb that is modified by the prepositional phrase on the line provided.**

1. The storm moved along the coast. **moved**
2. The heaviest rains would come in the morning. **come**
3. We raced around the house gathering emergency supplies. **raced**
4. Mom shouted directions in an urgent tone. **shouted**
5. After dark, the winds began picking up speed. **began**
6. Swaying power lines made the lights flicker throughout the house.  
**flicker**
7. Luckily, we each carried flashlights in our hands. **carried**
8. We spent the next few hours in the basement. **spent**
9. I watched the storm outside through a small window. **watched**
10. I won't forget that night for the rest of my life! **forget**

**Note that “of my life” is technically an **adjectival phrase** modifying “rest.”**

Name \_\_\_\_\_

- A **prepositional phrase** begins with a preposition and ends with a noun or a pronoun.
- When the **object of a preposition** is a pronoun, use the objective case.

**Read each sentence. Choose the pronoun in parentheses that best completes the sentence and write it on the line provided.**

1. My friends invited me to go camping with (they, them). \_\_\_\_\_ **them**
2. We hiked along the mountain ridges near (we, us). \_\_\_\_\_ **us**
3. The trails leading along (them, their) were all challenging. \_\_\_\_\_ **them**
4. I brought plenty of food and warm clothing with (me, I). \_\_\_\_\_ **me**
5. Back home, my mom kept her phone near (she, her) the whole time.  
**her**
6. She said to call immediately if anything happened to (we, us). \_\_\_\_\_ **us**
7. I thought about (her, she) often while we were away. \_\_\_\_\_ **her**
8. My parents also asked that I leave a map of our campsite's location with (us, them).  
**them**
9. My friends received phone calls from (their, theirs) every day. \_\_\_\_\_ **theirs**
10. For (I, me), this has been quite a learning experience. \_\_\_\_\_ **me**

Name \_\_\_\_\_

- A **prepositional phrase** normally appears close to the word or words that it modifies.
- When the **object of a preposition** is a pronoun, use the objective case.

**Proofread the paragraph. On the lines below, correct mistakes in the use of prepositional phrases and pronouns. Answers may vary slightly.**

My father to the health fair was going. He invited me to attend it with he. Many doctors from our area would be there. I had met some of they when my class visited the local hospital. I received several brochures from their at booths that they had set up. My father also picked up a few for hisself. It is important to have events like this from our town. I will show my friends the materials I got and share my experience with it.

**My father was going to the health fair. He invited me to attend it with him.**

**Many doctors from our area would be there. I had met some of them when my class visited the local hospital. I received several brochures from them at booths that they had set up. My father also picked up a few for himself.**

**It is important to have events like this in our town. I will show my friends the materials I got and share my experience with them.**

Name \_\_\_\_\_

**A. Read each sentence. Underline the prepositional phrase in each sentence. Then, on the line provided, write whether the prepositional phrase is used as an **adjective** or an **adverb**.**

1. Our colorful kites soared above the trees. **adverb**
2. The kites with the longest tails seemed more stable. **adjective**
3. Strong winds from the south batted them about. **adjective**
4. My brother stood beside me and photographed the kites. **adverb**
5. He must have taken a hundred pictures during the afternoon. **adverb**
6. He will show me some of the best photos later today. **adjective**

**B. Read each sentence. Choose the pronoun in parentheses that best completes the sentence and write it on the line provided.**

7. My mother likes her camera and brings it with (hers, her) almost everywhere.  
**her**
8. She has taken many photos of (I, me) and the rest of our family. **me**
9. For special occasions, she often prints photos of (us, our) and puts them in frames.  
**us**
10. She once used the camera's timer to take a picture of (herself, hers) together with the family. **herself**