



**Grade 6**

# **Grammar Practice Reproducibles**





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# **Grammar Practice Reproducibles**



**Education**

*Bothell, WA • Chicago, IL • Columbus, OH • New York, NY*

# Contents

## Unit 1 • Changes

### Perspectives

---

Sentence Types .....	1
Sentence Types .....	2
Mechanics .....	3
Proofreading .....	4
Test: Sentences Types .....	5

### Alliances

---

Subjects and Predicates .....	6
Subjects and Predicates .....	7
Mechanics .....	8
Proofreading .....	9
Test: Subjects and Predicates .....	10

### Environments

---

Sentence Combining .....	11
Sentence Combining .....	12
Mechanics .....	13
Proofreading .....	14
Test: Sentence Combining .....	15

### Dynamic Earth

---

Complex Sentences .....	16
Complex Sentences .....	17
Mechanics .....	18
Proofreading .....	19
Test: Complex Sentences .....	20

### TIME For Kids

---

Run-on Sentences and Comma Splices .....	21
Run-on Sentences and Comma Splices .....	22
Mechanics .....	23
Proofreading .....	24
Test: Run-on Sentences and Comma Splices .....	25

# Contents

## Unit 2 • Excursions Across Time

### Contributions

---

Kinds of Nouns .....	26
Kinds of Nouns .....	27
Mechanics .....	28
Proofreading .....	29
Test: Kinds of Nouns .....	30

### Democracy

---

Singular and Plural Nouns .....	31
Singular and Plural Nouns .....	32
Mechanics .....	33
Proofreading .....	34
Test: Singular and Plural Nouns .....	35

### Ancient Societies

---

More Plural Nouns .....	36
More Plural Nouns .....	37
Mechanics .....	38
Proofreading .....	39
Test: More Plural Nouns .....	40

### Influences

---

Possessive Nouns .....	41
Possessive Nouns .....	42
Mechanics .....	43
Proofreading .....	44
Test: Possessive Nouns .....	45

### Past and Present

---

Appositives .....	46
Appositives .....	47
Mechanics .....	48
Proofreading .....	49
Test: Appositives .....	50

## Unit 3 • Accomplishments

### Common Ground

---

Action Verbs and Objects .....	51
Action Verbs and Objects .....	52
Mechanics .....	53
Proofreading .....	54
Test: Action Verbs and objects .....	55

### Transformations

---

Verb Tenses .....	56
Verb Tenses .....	57
Mechanics .....	58
Proofreading .....	59
Test: Verb Tenses .....	60

### Inspiration

---

Main and Helping Verbs .....	61
Main and Helping Verbs .....	62
Mechanics .....	63
Proofreading .....	64
Test: Main and Helping Verbs .....	65

### Milestones

---

Linking Verbs .....	66
Linking Verbs .....	67
Mechanics .....	68
Proofreading .....	69
Test: Linking Verbs .....	70

### TIME For Kids

---

Irregular Verbs .....	71
Irregular Verbs .....	72
Mechanics .....	73
Proofreading .....	74
Test: Irregular Verbs .....	75

# Contents

## Unit 4 • Challenges

### Changing Environments

---

Pronouns and Antecedents .....	76
Pronouns and Antecedents .....	77
Mechanics .....	78
Proofreading .....	79
Test: Pronouns and Antecedents .....	80

### Overcoming Challenges

---

Kinds of Pronouns .....	81
Kinds of Pronouns .....	82
Mechanics .....	83
Proofreading .....	84
Test: Kinds of Pronouns .....	85

### Standing Tall

---

Uses of Possessive Pronouns.....	86
Uses of Possessive Pronouns.....	87
Mechanics .....	88
Proofreading .....	89
Test: Uses of Possessive Pronouns.....	90

### Shared Experiences

---

Pronoun-Verb Agreement.....	91
Pronoun-Verb Agreement.....	92
Mechanics .....	93
Proofreading .....	94
Test: Pronoun-Verb Agreement.....	95

### Taking Responsibility

---

More Pronouns .....	96
More Pronouns .....	97
Mechanics .....	98
Proofreading .....	99
Test: More Pronouns .....	100

## Unit 5 • Discoveries

### Myths

---

Adjectives . . . . .	101
Adjectives . . . . .	102
Mechanics . . . . .	103
Proofreading . . . . .	104
Test: Adjectives . . . . .	105

### Personal Strength

---

Articles and Demonstrative Adjectives . . . . .	106
Articles and Demonstrative Adjectives . . . . .	107
Mechanics . . . . .	108
Proofreading . . . . .	109
Test: Articles and Demonstrative Adjectives . . .	110

### Innovations

---

Adjectives That Compare . . . . .	111
Adjectives That Compare . . . . .	112
Mechanics . . . . .	113
Proofreading . . . . .	114
Test: Adjectives That Compare . . . . .	115

### Breakthroughs

---

Comparing with <i>More</i> and <i>Most</i> . . . . .	116
Comparing with <i>More</i> and <i>Most</i> . . . . .	117
Mechanics . . . . .	118
Proofreading . . . . .	119
Test: Comparing with <i>More</i> and <i>Most</i> . . . . .	120

### TIME For Kids

---

Comparing with <i>Good</i> and <i>Bad</i> . . . . .	121
Comparing with <i>Good</i> and <i>Bad</i> . . . . .	122
Mechanics . . . . .	123
Proofreading . . . . .	124
Test: Comparing with <i>Good</i> and <i>Bad</i> . . . . .	125

# Contents

## Unit 6 • Taking Action

### Resources

---

Adverbs.....	126
Adverbs.....	127
Mechanics .....	128
Proofreading .....	129
Test: Adverbs.....	130

### Witnesses

---

Adverbs That Compare.....	131
Adverbs That Compare.....	132
Mechanics .....	133
Proofreading .....	134
Test: Adverbs That Compare.....	135

### Investigations

---

Negatives .....	136
Negatives .....	137
Mechanics .....	138
Proofreading .....	139
Test: Negatives .....	140

### Extraordinary Finds

---

Prepositions.....	141
Prepositions.....	142
Mechanics .....	143
Proofreading .....	144
Test: Prepositions.....	145

### Taking a Break

---

Sentence Combining.....	146
Sentence Combining.....	147
Mechanics .....	148
Proofreading .....	149
Test: Sentence Combining.....	150



Name \_\_\_\_\_

- A **sentence** is a group of words that expresses a complete thought.
- Every sentence begins with a **capital letter** and ends with an **end punctuation mark**.
- A **sentence fragment** does not express a complete thought.

**Read each sentence or phrase. If it is a sentence, write *S* on the line. If it is a fragment, write *F* on the line, and then add words to the fragment to make it express a complete thought. Write the new sentences on the line.**

1. The students wanted to buy a necktie for their teacher, Mr. Porter.

\_\_\_\_\_

2. Mr. Porter always wears an unusual tie on Fridays.

\_\_\_\_\_

3. Collected money for the tie.

\_\_\_\_\_

4. Wanted something colorful and humorous.

\_\_\_\_\_

5. Sophie and Max went shopping at a store that sells vintage clothing.

\_\_\_\_\_

6. Max a wide, colorful tie from the 1970s.

\_\_\_\_\_

Name \_\_\_\_\_

- A **declarative sentence** is a statement.
- An **imperative** sentence gives a command.
- An **interrogative sentence** asks a question.
- An **exclamatory** sentence expresses excitement.

Write whether each sentence is a statement, gives a command, asks a question, or expresses excitement. Then write whether the sentence is declarative, imperative, interrogative, or exclamatory.

1. Tennis, badminton, table tennis, and racquetball are types of racquet sports. \_\_\_\_\_
2. Another name for table tennis is ping-pong. \_\_\_\_\_
3. Which racquet sport do you enjoy most? \_\_\_\_\_
4. Tell me more about badminton. \_\_\_\_\_
5. It sounds like great fun! \_\_\_\_\_
6. Have you played tennis on an indoor court? \_\_\_\_\_
7. I enjoy tennis, because we play outdoors in the spring and summer.  
\_\_\_\_\_
8. Racquetball is much faster than tennis because you hit the ball against a wall. \_\_\_\_\_
9. Look out for the ball! \_\_\_\_\_
10. Always wear protective goggles when you play racquetball.  
\_\_\_\_\_

Name \_\_\_\_\_

- Every sentence begins with a capital letter.
- A statement ends with a period.
- A command ends with a period or an exclamation point.
- A question ends with a question mark.
- An exclamation ends with an exclamation point.
- An exclamation point can set off an **interjection**—a word that expresses strong emotion.

**Rewrite each incorrect sentence, correcting the capitalization and end punctuation mark. If the sentence is correct, write *correct*.**

1. let's buy the ingredients we need to make a tossed salad?

---

2. We will need lettuce, cucumber, radishes, carrots, and tomatoes.

---

3. please chop all the vegetables and toss them together?

---

4. how do you like our tossed salad.

---

5. Wow. I think it's great!

---

Name \_\_\_\_\_

- A **sentence** expresses a complete thought. A **fragment** does not express a complete thought.
- Sentences begin with a **capital letter** and end with an **end punctuation mark**.
- **Declarative** sentences end with a period.
- **Imperative** sentences end with a period or an exclamation point.
- **Interrogative** sentences end with a question mark.
- **Exclamatory** sentences end with an exclamation point.

**Rewrite the passage. Correct the fragments so that they form complete sentences. Correct all capitalization and add correct punctuation marks.**

1. Hooray our school's dance team. Is competing in the state dance competition.

\_\_\_\_\_

2. the dancers perform in four different categories?

\_\_\_\_\_

3. I love to watch the dancing

\_\_\_\_\_

4. are you going to go watch the dance team and cheer for them.

\_\_\_\_\_

5. sign up for the bus in the school office

\_\_\_\_\_

Name \_\_\_\_\_

**Write each sentence correctly on the line. Rewrite each fragment to make it a sentence. Then write whether each sentence is declarative, interrogative, imperative, or exclamatory.**

1. where can find the books about gardening

\_\_\_\_\_

2. I want. To learn about flowers that grow best in this climate

\_\_\_\_\_

3. the summers are so hot where we live

\_\_\_\_\_

4. Some flowers. grow well in the hot summer sun

\_\_\_\_\_

5. do sunflowers grow well in hot and dry weather

\_\_\_\_\_

6. please help me find a book about sunflowers

\_\_\_\_\_

7. Look at the beautiful photographs in this book

\_\_\_\_\_

8. the book says that petunias. Also grow well in a warm climate

\_\_\_\_\_

9. should I plant sunflowers or petunias

\_\_\_\_\_

10. I know! I'll plant both

\_\_\_\_\_

Name \_\_\_\_\_

- The **complete subject** includes all the words that tell what or whom the sentence is about.
- The **simple subject** is the main word or words in the complete subject.
- A **subject** often performs the action of a sentence.

Read each sentence. Write the complete subject on the line provided below each example. Circle the simple subject. (In some sentences, the complete subject and simple subject may be the same.)

1. The home soccer team was on the field before the game.

\_\_\_\_\_

2. Clouds looked dark and ominous in the sky above.

\_\_\_\_\_

3. Loyal soccer fans filled the stands of the Emerson Eagles' stadium.

\_\_\_\_\_

4. Cold rain suddenly splashed on the metal bleachers.

\_\_\_\_\_

5. We wondered whether the game would be canceled. \_\_\_\_\_

6. A lightning bolt lit up the sky!

\_\_\_\_\_

7. Cold, wet officials called off the game.

\_\_\_\_\_

8. The Emerson Eagles ran off the field and into the locker room.

\_\_\_\_\_

Name \_\_\_\_\_

- The **complete predicate** includes all the words that tell what the subject is or does.
- The **simple predicate** is the main word or words in the complete predicate.
- A **simple predicate** is a verb. It names actions or states of being.

**Read each sentence. Write the complete predicate on the line provided below each example. Circle the simple predicate (verb).**

1. James and Maria visited the Art Institute of Chicago while in the city.

\_\_\_\_\_

2. They especially enjoyed the Impressionist paintings.

\_\_\_\_\_

3. The Art Institute is home to a famous collection of Impressionist art.

\_\_\_\_\_

4. The museum houses paintings by Cassatt, Renoir, Monet, Degas, and many others.

\_\_\_\_\_

5. Maria likes the works by American artist Mary Cassatt best.

\_\_\_\_\_

6. James prefers the paintings of the French painter Claude Monet.

\_\_\_\_\_

Name \_\_\_\_\_

- A **sentence** expresses a complete thought.
- A complete thought needs both a subject and predicate.
- A sentence that does not have both a subject and predicate is incomplete. It is a sentence fragment.

**A. Write *predicate* or *subject* to identify each fragment.**

1. Many people. \_\_\_\_\_
2. Is Yellowstone National Park. \_\_\_\_\_
3. Visits his grandmother in Poland. \_\_\_\_\_
4. My friend Lilly. \_\_\_\_\_
5. Spend a day at the beach. \_\_\_\_\_

**B. Make each fragment a complete sentence by adding a complete predicate or subject from Exercise A above. Write the new sentence on the line.**

6. My favorite place to visit.  
\_\_\_\_\_
7. Goes to Camp Crossed Arrows every summer.  
\_\_\_\_\_
8. Whenever I can, I. \_\_\_\_\_
9. Enjoy the mountains in the winter.  
\_\_\_\_\_
10. During the holidays, Michael.  
\_\_\_\_\_



Name \_\_\_\_\_

- The **complete subject** includes all the words that tell what or whom the subject is about. The **simple subject** is the main word or words in the complete subject.
- The **complete predicate** includes all the words that tell what the subject is or does. The **simple predicate** is the main word or words in the complete predicate.
- A sentence that does not have both a subject and predicate is incomplete. It is a sentence fragment.

**Rewrite the passage. Combine the subjects and predicates so they form complete sentences.**

This Saturday. Is our school's Fall Festival. One booth. Has fun games for young children. My class. Is in charge of the craft booth. We. Will provide paper, string, and branches for leaf mobiles. The festival. Will feature entertainment, also. Singers and a magician. Will perform each hour. Everyone. Is excited about the Fall Festival!

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Name \_\_\_\_\_

**Read each sentence. Decide which word or group of words is the sentence part named in parentheses. Circle the letter of your answer.**

1. My sister, Alyssa, heard the faint mews of a cat outside our door. (simple predicate)
  - a. heard the faint mews of a cat outside our door
  - b. heard
  - c. My sister, Alyssa
  - d. Alyssa
  
2. Our whole family searched the yard for the nervous cat. (complete subject)
  - a. Our whole family
  - b. family
  - c. searched
  - d. searched the yard for the nervous cat
  
3. My little brother, Alex, spotted the tiny kitten in a tree. (simple subject)
  - a. My little brother, Alex
  - b. Alex
  - c. spotted
  - d. spotted the tiny kitten in a tree
  
4. Our neighbor, Mr. Aguilar, rescued the kitten for us. (complete predicate)
  - a. Our neighbor, Mr. Aguilar
  - b. Mr. Aguilar
  - c. rescued
  - d. rescued the kitten for us
  
5. The tiny, gray kitten was very cold and hungry. (simple predicate)
  - a. The tiny, gray kitten
  - b. kitten
  - c. was
  - d. was very cold and hungry

Name \_\_\_\_\_

- A **conjunction** joins words or groups of words. *And* adds information; *but* shows contrast; *or* gives a choice.
- A **compound sentence** is two simple sentences that have been combined with a comma and a conjunction.
- Use a semicolon to separate two parts of a compound sentence not separated by a conjunction.

**A. For each compound sentence that is joined by a conjunction, write the conjunction and what the conjunction does. If a semicolon joins the compound sentence, circle the semicolon.**

1. Emily and her grandfather eat dinner together once a week, and they sometimes go out to a restaurant. \_\_\_\_\_
2. This week they could go to their favorite Japanese restaurant, or they could try a new Mexican place. \_\_\_\_\_
3. Emily could not decide, but her grandfather chose a Japanese dinner.  
\_\_\_\_\_
4. Grandfather wanted to take the bus; Emily preferred to walk to the restaurant.  
\_\_\_\_\_

**B. Combine the two simple sentences. Use the punctuation and conjunction shown in parentheses. Write the new sentence on the line.**

5. Emily wanted sushi. Her grandfather ordered teriyaki. (comma + *and*)  
\_\_\_\_\_
6. Emily ordered two kinds of sushi. They both were delicious! (semicolon)  
\_\_\_\_\_

Name \_\_\_\_\_

- A **compound subject** has two or more subjects with the same predicate.
- A **compound predicate** has two or more predicates with the same subject.
- Combine subjects or predicates using *and*, *or*, or *but*, or the words *either/or* and *neither/nor*.

**A. Write an S if the sentence has a compound subject. Write a P if the sentence has a compound predicate. Write each compound subject or predicate on the line. Then put parentheses around the word or words that combine the subjects or predicates.**

1. Omar got a new puppy and named her Daisy.

\_\_\_\_\_

2. Daisy and Omar enjoy playing outside together in good weather.

\_\_\_\_\_

3. Neither Omar nor Daisy likes to be outside in the rain.

\_\_\_\_\_

4. They either play inside or sleep during a rainstorm.

\_\_\_\_\_

5. All the dogs and their owners enjoy the weekend classes.

\_\_\_\_\_

Name \_\_\_\_\_

- Use a comma before a coordinating conjunction in a compound sentence.
- Use a semicolon to separate two parts of a compound sentence when they are not joined by a conjunction.
- Do not use a comma to separate compound subjects or compound predicates joined by *and* or *or*.

**A. Combine each set of sentences to make a compound sentence. Use a comma and a conjunction or a semicolon as shown in parentheses.**

1. My brother goes to Valley High School. He is involved in many activities. (semicolon)

---

2. Josh is in the Math Club. He is also on the track team. (comma + and)

---

3. You can usually find him on the track after school. He will be in the library. (comma + or)

---

**B. Combine the subjects or predicates. Write the new sentence.**

4. Shannon runs hurdles. Shannon throws the discus.

---

5. Demetrius plays in the school band. Demetrius sings in the choir.

---

6. Band performances keep Demetrius busy. Choir concerts keep Demetrius busy.

---

Name \_\_\_\_\_

- Use a comma before a conjunction in a compound sentence.
- If two parts of a compound sentence are not joined by a conjunction, use a semicolon to separate the parts.
- Do not use a comma to combine compound subjects or predicates.

**Rewrite the items below, correcting all capitalization and punctuation mistakes. Combine sentences with a conjunction to form compound sentences when appropriate. Use conjunctions to combine subjects or predicates when appropriate.**

1. the Maya and the Inca civilizations had many things in common. they also had many differences. \_\_\_\_\_  
\_\_\_\_\_
2. both civilizations grew crops. both civilizations developed sophisticated irrigation systems. \_\_\_\_\_  
\_\_\_\_\_
3. the Inca are known as great builders. the Maya are known as great builders.  
\_\_\_\_\_
4. The Incan culture lasted less than 200 years. The Mayan culture lasted more than 1000 years. \_\_\_\_\_  
\_\_\_\_\_
5. The Maya developed a written language. The Inca did not.  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

**A. Write *S* if the sentence has a compound subject. Write *P* if the sentence has a compound predicate.**

1. The group of tourists took a subway to lower Manhattan and walked to Battery Park.

\_\_\_\_\_

2. They wanted to visit the Statue of Liberty and hoped to tour Ellis Island. \_\_\_\_\_

3. Ellis Island and the Statue of Liberty are both in New York Harbor. \_\_\_\_\_

4. Either a tourist or the tour guide arranged for the ferry transportation to Ellis Island.

\_\_\_\_\_

**B. Combine each pair of sentences using the conjunction in parentheses and the appropriate punctuation. For one pair, use a semicolon.**

5. The ticket lines for the ferry were long. The group did not have to wait. (but)

\_\_\_\_\_

6. They had purchased tickets ahead of time. Their ferry was waiting. (and)

\_\_\_\_\_

7. The museum at Ellis Island was fascinating. The Statue of Liberty was spectacular! (semicolon)

\_\_\_\_\_

\_\_\_\_\_

8. The tourists could come back to Ellis Island the next day. They could go shopping the next day. (or)

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

- A **clause** is a group of words with a subject and a verb.
- An **independent clause** forms a complete thought and can be a sentence.
- A **dependent clause** is not a complete thought and cannot stand as a sentence.
- A **subordinating conjunction** connects a dependent and independent clause. Words such as *after*, *although*, *as*, *because*, *until*, *when*, and *while* are subordinating conjunctions.

Read each group of words. Write *I* beside each independent clause. Write *D* beside each dependent clause. Then rewrite each dependent clause so that it is part of a sentence. Underline the subordinating conjunction in the sentence.

1. When I go to the library. \_\_\_\_\_

\_\_\_\_\_

2. Because I like to learn about famous people in history. \_\_\_\_\_

\_\_\_\_\_

3. Most of my friends prefer fiction. \_\_\_\_\_

\_\_\_\_\_

4. Although I enjoy fiction. \_\_\_\_\_

\_\_\_\_\_

5. Until it's time to go home. \_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

- A **complex sentence** is an independent clause and one or more dependent clauses.
- **Relative pronouns** (*who, whose, whom, which, and that*) join independent and dependent clauses.
- **Relative adverbs** (*where, when, and why*) join independent and dependent clauses.

**For each sentence, write the dependent clause on the line. Circle the relative pronoun or adverb.**

1. Today I went to a movie with my sister, who loves action films. \_\_\_\_\_  
\_\_\_\_\_
2. We went to a theater where she often goes with her friends \_\_\_\_\_  
\_\_\_\_\_
3. She heard about this movie from a friend whose brother loved it. \_\_\_\_\_  
\_\_\_\_\_
4. When I go to a movie with friends, we usually choose something light and funny.  
\_\_\_\_\_
5. My sister and her friends like movies that are more serious and suspenseful.  
\_\_\_\_\_
6. I do not know why she liked this movie. \_\_\_\_\_
7. When we go again, I will choose the movie. \_\_\_\_\_
8. I will choose a comedy, which both of us can enjoy. \_\_\_\_\_

Name \_\_\_\_\_

- Some dependent clauses are essential to the meaning of the sentence. Do not use commas to set off these clauses.
- Some clauses are nonessential. They do not affect the basic meaning of the sentence. Use commas to set off these clauses.
- Dashes or parentheses can also set off nonessential clauses.

**Decide whether the clause is essential or nonessential to the meaning of the sentence. Write an *E* for essential and an *N* for nonessential. If needed, rewrite the sentence using the correct punctuation.**

1. I want to buy a present for my dad whose birthday is next week. \_\_\_\_\_

\_\_\_\_\_

2. I would like to buy him a wristwatch because he does not have one. \_\_\_\_\_

\_\_\_\_\_

3. He loves the watch, that sits in the window of the jewelry store. \_\_\_\_\_

\_\_\_\_\_

4. I will look for a similar one that is not so expensive. \_\_\_\_\_

\_\_\_\_\_

5. My grandmother's watch which she has had for twenty years came from a department store. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

- A **complex sentence** contains an independent clause and one or more dependent clauses.
- A **subordinating conjunction** or a relative pronoun connects a dependent and independent clause.
- Do not use commas to set off clauses that are essential to the meaning of the sentence.
- Use commas, dashes, or parentheses to set off nonessential clauses.

**Rewrite the sentences. Correct the capitalization and punctuation mistakes, adding punctuation as needed. Draw a line under the complex sentences.**

1. although I like sports and snow I have never learned to ski \_\_\_\_\_  
\_\_\_\_\_
2. my scout troop is going skiing this December \_\_\_\_\_  
\_\_\_\_\_
3. All the scouts will take skiing lessons, before we hit the big slopes \_\_\_\_\_  
\_\_\_\_\_
4. we will spend the night at Sugar Loaf Camp which is near the ski hill. \_\_\_\_\_  
\_\_\_\_\_
5. This is, the camp where I learned, how to swim when I was eight \_\_\_\_\_  
\_\_\_\_\_
6. in summer, we sleep in tents, because the nights are warm \_\_\_\_\_  
\_\_\_\_\_
7. this december the nights will be very cold \_\_\_\_\_
8. I am glad that we will sleep in a cabin! \_\_\_\_\_

Name \_\_\_\_\_

**Each exercise begins with a sentence that, when joined with the correct answer choice, will result in a complex sentence. Circle the letter of your answer.**

**Hint: The correct answer will be a clause.**

1. My family goes to the community theater
  - a. on the weekend.
  - b. when a new production opens.
  - c. located in the school auditorium.
  
2. This season, the theater is putting on a play
  - a. that everyone will love.
  - b. for free.
  - c. about pirates and tropical islands.
  
3. The show is about a man
  - a. who talks to an invisible rabbit.
  - b. and his family in Argentina.
  - c. named Jim.
  
4. The actors in the play put on a great show
  - a. at every performance.
  - b. for the audience.
  - c. because they rehearse so often.
  
5. I would like to act in a local production
  - a. someday in the future.
  - b. when I am older.
  - c. at the theater.

Name \_\_\_\_\_

- A **run-on sentence** results when two main or independent clauses are joined with no punctuation or coordinating conjunction.
- A run-on sentence may be two main clauses separated by only a comma, two main clauses with no punctuation between them, or two main clauses with no comma before the coordinating conjunction.

**Read each sentence. If the sentence is correct, write C on the line. If it is a run-on sentence, write R.**

1. The blue jay is one of the many birds native to North America it is a member of the crow family. \_\_\_\_\_
2. Blue jays can be aggressive and they often chase other smaller birds. \_\_\_\_\_
3. Blue jays are known to sound an alarm for other birds when a predator is near. \_\_\_\_\_
4. Blue jays are slow fliers hawks and owls can usually catch them easily. \_\_\_\_\_
5. Blue jays are protective of their nests, they can be aggressive toward humans who come too close. \_\_\_\_\_
6. Blue jays have a reputation for raiding nests and stealing eggs, but this behavior may not be very common. \_\_\_\_\_
7. Young blue jays like to find and carry around brightly colored objects. \_\_\_\_\_
8. The blue jay is an omnivore it eats animals, grains, nuts, seeds, and fruit. \_\_\_\_\_

Name \_\_\_\_\_

- The use of a comma in a run-on sentence that has two main clauses is called a **comma splice**.
- To correct a comma splice, replace the comma with a period and create two sentences.

**Read each sentence. Put a C on the line after each correct sentence.**

**Rewrite sentences that have a comma splice. Correct the comma splice by creating two sentences.**

1. The Mustangs are a high school football team in our town, they are one of the top teams in the conference.

\_\_\_\_\_

\_\_\_\_\_

2. My cousin, Preston, plays for the Mustangs, he is a linebacker.

\_\_\_\_\_

3. The Mustangs play in a stadium on Highland Drive, beside the school.

\_\_\_\_\_

4. Football is popular in our town, almost everyone attends the Friday night games.

\_\_\_\_\_

\_\_\_\_\_

5. Our biggest rivals are the Clarksville Hurricanes, they are last year's champions.

\_\_\_\_\_

\_\_\_\_\_

6. The Mustangs play Clarksville next week, and we will see an exciting game.

\_\_\_\_\_

Name \_\_\_\_\_

- Correct a run-on sentence by dividing it into two sentences.
- Correct a run-on sentence by changing it into a compound sentence connected by a comma and a coordinating conjunction.
- Correct a run-on sentence by inserting a semicolon or a conjunction.

**Rewrite each run-on sentence correctly.**

1. Scientists study wildlife in order to protect it the study of the cheetah is an example.

---

---

2. The cheetah is found mainly in Africa it is also found in parts of the Middle East.

---

---

3. The cheetah has been called a natural running machine it is able to reach speeds of 60 to 70 miles per hour.

---

---

4. Its feet have large pads with sharp edges these special pads help the cheetah grip the ground.

---

---

5. The cheetah is an endangered species it is even extinct in India and Northern Africa.

---

---

Name \_\_\_\_\_

- A **run-on sentence** results when two main or independent clauses are joined with no punctuation or coordinating conjunction. The use of a comma in a run-on sentence that has two main clauses is called a **comma splice**.
- To correct a comma splice, replace the comma with a period and create two sentences.
- Correct a run-on sentence by dividing it into two sentences or changing it into a compound sentence connected by a comma and a coordinating conjunction.
- Correct a comma splice with a semicolon or a conjunction with the comma.

**Proofread each sentence. Rewrite each sentence correctly, correcting run-on sentences and comma splices.**

1. Manuel's grandfather, Popi, is always telling stories about his childhood, he was born in Mexico.

---



---

2. Popi is a small man he is strong and muscular.

---



---

3. His eyesight is poor he wears glasses with thick plastic lenses.

---



---

4. Popi's English is perfect he still speaks with a slight accent.

---



Name \_\_\_\_\_

**Rewrite each run-on sentence, adding the punctuation and conjunctions shown in parentheses.**

1. Molly has the most amazing collection of seashells she has collected them for years. (add a semicolon)

---

---

2. Molly lives in Florida she picks up shells every time she walks on the beach. (Add a period)

---

---

3. Molly's collection is the largest one I have ever seen she must have hundreds of shells. (add a semicolon)

---

---

4. My favorite is the large conch shell it sounds like ocean waves when you hold it next to your ear. (Add a comma and the conjunction *because*.)

---

---

5. Sometimes Molly uses her small shells to decorate boxes and picture frames then she sells them in her father's shop. (Add a comma and the conjunction *and*.)

---

---

Name \_\_\_\_\_

- A **noun** names a person, place, thing or idea.
- A **common noun** names any person, place, thing, or idea, and it is not capitalized.
- A **proper noun** names a specific person, place, thing, or idea. It is capitalized.

**Read each sentence. Underline each common noun once. Underline each proper noun twice.**

1. My friend Kyle collects stamps from around the world.
2. Kyle brought his collection to school to show the class.
3. His favorites are from Portugal, New Zealand, and China.
4. Our librarian, Mrs. Paquette, said the library has books and magazines that tell about the hobby.
5. Many websites also feature information on stamps and how to start a collection.
6. Some people collect stamps by category, such as animals, famous people, or landmarks.
7. Kyle has an old stamp from the United States with a picture of Albert Einstein on it.
8. Lions, leopards, and giraffes are some of the animals on his stamps from Africa.
9. A stamp from England shows the ruins at Stonehenge.
10. The stamps with butterflies from Malaysia are the most colorful.

Name \_\_\_\_\_

- A **concrete noun** names something you can see, feel, hear, smell, or taste.
- An **abstract noun** names something you cannot see, feel, hear, smell, or taste.

**Read each sentence. Underline the concrete nouns. Put brackets [ ] around the abstract nouns.**

1. My grandmother has vivid memories of her childhood.
2. She tells us about the city where she lived as a young girl.
3. Using my imagination, I can picture her apartment.
4. Every morning, her family had fresh bread from the bakery across the street.
5. They sat around a big table and discussed their plans for the day.
6. Sometimes they talked about politics or sports.
7. After dinner, the children played on the sidewalk, while their parents visited.
8. She enjoyed the friendliness of their neighborhood.
9. Later, the rumble of streetcars outside could not disturb her dreams.
10. Her memories give Grandmother comfort.

Name \_\_\_\_\_

- In the opening of a business letter, capitalize the salutation, the person's name, and his or her abbreviated title.
- Use a colon after the salutation of a business letter. Use a comma after the closing.

**A. The groups of words in the left column are parts of business letters. Match each group of words in the left column with the rule in the right column that will correct its mistake.**

- |                       |  |
|-----------------------|--|
| 1. Dear Mrs. ramirez: | Capitalize the person's abbreviated title. |
| 2. Very truly yours:  | Use a comma after the closing.             |
| 3. Dear Mr. Olson     | Capitalize the person's name.              |
| 4. dear Ms. Chu:      | Use a colon after the salutation.          |
| 5. Dear dr. Danko:    | Capitalize the salutation.                 |

**B. Rewrite correctly each salutation and closing from Exercise A using the rule you identified there.**

- Dear Mrs. ramirez: \_\_\_\_\_
- Very truly yours: \_\_\_\_\_
- Dear Mr. Olson \_\_\_\_\_
- dear Ms. Chu: \_\_\_\_\_
- Dear dr. Danko: \_\_\_\_\_

Name \_\_\_\_\_

- A **common noun** names any person, place, thing, or idea and is not capitalized unless it begins a sentence.
- A **proper noun** names a specific person, place, thing, or idea and is always capitalized.
- In the opening of a business letter, capitalize the salutation, the person's name, and his or her abbreviated title.
- Use a colon after the salutation of a business letter. Use a comma after the closing.

**Proofread the business letter for errors in capitalization and punctuation. Underline the letters that you think should be capitalized. Put brackets [ ] around the capital letters that you think should not be capitalized. Correct the punctuation.**

707 scarlet avenue  
denton, texas 76201  
october 11 2014

city printers Company  
456 Center street  
dallas texas 75217

dear Sir or Madam

My school needs an affordable printing company to produce our basketball Programs. Could you please tell me what you would charge to print a 24-page program? The Text and Photographs will be in black and white. We will need the programs by december 2.

Thank you for your assistance.

Sincerely yours

nate williams

Name \_\_\_\_\_

**A. Read each sentence. Underline the common nouns. Write the word that is a proper noun. Use correct capitalization.**

1. My sister, catherine, spent the summer with our cousins.

\_\_\_\_\_

2. Their house is in a suburb of philadelphia.

\_\_\_\_\_

3. She came home in august, right before school started.

\_\_\_\_\_

4. My aunt, sylvia, and my mother are sisters.

\_\_\_\_\_

5. Their family is from pennsylvania.

\_\_\_\_\_

**B. Read each sentence. Write whether the underlined word is a concrete noun or an abstract noun.**

6. My friend Saul has dreams of becoming an author. \_\_\_\_\_

7. Saul has an incredible imagination. \_\_\_\_\_

8. Mrs. Pakas writes a blog about her work as a veterinarian's assistant.

\_\_\_\_\_

9. She shares her feelings about the animals in her care. \_\_\_\_\_

10. My cousin Alex talks about his hope of becoming a doctor.

\_\_\_\_\_

Name \_\_\_\_\_

- A **singular noun** names one person, place, thing, or idea.
- A **plural noun** names more than one person, place, thing, or idea. Most plural nouns are formed by adding -s or -es to a singular noun.
- If a word ends in y and the letter in front of the y is a vowel, then add -s.
- If the letter in front of the y is a consonant, then drop the y and add -ies.

**A. Read each sentence. Underline each singular noun. Put brackets [ ] around each plural noun.**

1. Our library has three new computers.
2. Students can use a computer to do projects.
3. They can research a historical person or write reports.
4. Each teacher has an account, and each student has a special password.
5. All the books and magazines in the library are cataloged on the computer.

**B. Write the plural form of each singular noun below.**

6. library \_\_\_\_\_
7. class \_\_\_\_\_
8. change \_\_\_\_\_
9. boy \_\_\_\_\_
10. password \_\_\_\_\_

Name \_\_\_\_\_

- If a noun ends in *-f*, sometimes add *-s*, but sometimes change the *f* to a *v* and add *-es* to form the plural.
- If a noun ends in *-lf*, change the *f* to a *v* and add *-es* to form the plural.
- For most nouns ending in *-fe*, change the *f* to a *v* and add *-s* to form the plural.

**A. Underline the misspelled plural nouns in each sentence. Write the words correctly on the line. Some plural nouns are spelled correctly.**

1. The children wore coats and scarfs when they raked the leafs. \_\_\_\_\_
2. Chefs need knives when they prepare most dishes. \_\_\_\_\_
3. Andrew Lang wrote storys about elfs and fairies. \_\_\_\_\_
4. Passing the bluffes, the river rafters heard the howls of wolfs. \_\_\_\_\_

**B. Write the plural form of each singular noun.**

5. life \_\_\_\_\_
6. shelf \_\_\_\_\_
7. hoof \_\_\_\_\_
8. roof \_\_\_\_\_
9. thief \_\_\_\_\_
10. giraffe \_\_\_\_\_



Name \_\_\_\_\_

- Use commas to separate three or more words, phrases, or clauses in a sentence.
- Use commas after all elements you are separating except the last one of the series.
- When writing a business letter, follow the salutation with a colon. Follow the closing with a comma.

**Rewrite each incorrect item, correcting the punctuation. If the item is correct, write *correct*.**

1. Dear Sir or Madam,

---

2. I am interested in a career in broadcasting on television in radio or, in another news medium.

---

---

3. I would like to be a news anchor, sportscaster reporter or producer.

---

---

4. Please send me information about what these careers are like, what I should study in school, and which activities could help me prepare.

---

---

5. Sincerely;

---

Name \_\_\_\_\_

- Most plural nouns are formed by adding -s or -es to a singular noun.
- If a word ends in a vowel and y, add -s. If the word ends in a consonant and y, drop the y and add -ies.
- If a noun ends in -f, sometimes add -s, but sometimes change the f to a v and add -es. If a noun ends in -ff, change the f to a v and add -es. For most nouns ending in -fe, change the f to a v and add -s.
- Use commas to separate three or more words, phrases, or clauses in a sentence. Use a comma after each element except the last one of the series.
- In a business letter, follow the salutation with a colon. Follow the closing with a comma.

**Proofread for errors. Rewrite the sentences using the correct plural forms and correct punctuation.**

1. Dear Principal Jacobs,

---

2. A winter storm left a fresh blanket of snow on lawns streets and driveways, in our neighborhood.

---



---

3. The bushes trees and leafs glisten with ice and snow.

---

4. Icicles hang from the roofes cables and branches.

---

Name \_\_\_\_\_

**A. In each row, circle the noun or nouns that are spelled incorrectly. Write the words on the line correctly.**

1. boxes, partys, wristwatches \_\_\_\_\_

2. turkeyes, cuffs, wives \_\_\_\_\_

3. lunches, shelves, pennys \_\_\_\_\_

4. houses, trenches, tables \_\_\_\_\_

5. babies, skys, sidewalkes \_\_\_\_\_

**B. Complete each sentence with the plural form of the noun in parentheses. Circle the correctly formed plural noun and write it on the line.**

6. We hiked through hills and \_\_\_\_\_ on our vacation. (valley)

valleyes

vallies

valleys

7. Cows and their \_\_\_\_\_ grazed on one hill. (calf)

calves

calfes

calvs

8. My sister wanted to stop and pick \_\_\_\_\_ on another hillside. (daisy)

daiseys

daisys

daisies

9. We used a map to find the \_\_\_\_\_ we wanted to visit. (city)

citys

cities

cityies

10. In one city, we ate lunch on wooden \_\_\_\_\_ in a park.

benchs

benches

benchies

Name \_\_\_\_\_

- To form the **plural** of some nouns ending in *f* or *fe*, change *f* to *v* and add *-es* or *-s*.
- To form the plural of a noun that ends in a vowel followed by *o*, add *-s*.
- To form the plural of a noun that ends in a consonant followed by *o*, add *-s* or *-es*.
- A **collective** noun names a group. It can be singular or plural.

**A. Write the plural form of each singular noun on the line.**

1. tomato \_\_\_\_\_
2. patio \_\_\_\_\_
3. life \_\_\_\_\_
4. photo \_\_\_\_\_
5. self \_\_\_\_\_

**B. Circle the collective noun in each row.**

6. players, team, coach
7. group, members, leaders
8. band, musicians, instruments
9. brothers, sisters, family
10. elephants, herd, zebras

Name \_\_\_\_\_

- Some nouns have **irregular plural forms**. These plurals do not end in -s.
- Some nouns, like *fish*, stay the same whether singular or plural.

**Circle the correct plural form of each singular noun.**

- |           |                |
|-----------|----------------|
| 1. sheep  | sheep, sheeps  |
| 2. foot   | feet, foot     |
| 3. goose  | geese, geoses  |
| 4. deer   | deer, deers    |
| 5. tooth  | toothes, teeth |
| 6. louse  | louse, lice    |
| 7. ox     | oxen, oxes     |
| 8. elk    | elks, elk      |
| 9. woman  | womans, women  |
| 10. moose | moose, meese   |

Name \_\_\_\_\_

- Change the *f* to *v* and add -es or -s to form the plural of some nouns ending in *f* or *fe*.
- Add -s to form the plural of nouns ending in a vowel followed by *o*.
- Add -s or -es to nouns ending in a consonant followed by *o*.
- Some nouns have an irregular plural form. Other nouns stay the same whether singular or plural.

**Read each sentence. If the sentence contains an incorrect plural form, underline the incorrect noun and write its correct plural form on the line. If the sentence is correct, write *correct* on the line.**

1. The dogs guided the flock of sheeps through the open gate. \_\_\_\_\_
2. The farmer's market sells fresh tomatoes, potatos, corn, and radishes.  
\_\_\_\_\_
3. The dentist said I will have all my permanent tooths by next year.  
\_\_\_\_\_
4. The wildlife photographer takes pictures of moose, bison, deers, and elk.  
\_\_\_\_\_
5. The childrens waited patiently for their turns on the swings. \_\_\_\_\_
6. Please keep the knives in their protective sleeves. \_\_\_\_\_
7. My mother scans our old family photos onto the computer. \_\_\_\_\_
8. Banjos, pianoes, guitars, and violins are string instruments. \_\_\_\_\_
9. I hear echos of my voice when I shout into the canyon. \_\_\_\_\_
10. Should I record the distance in feet or in meters? \_\_\_\_\_

Name \_\_\_\_\_

- To form the plural of some nouns ending in *f* or *fe*, change *f* to *v* and add *-es* or *-s*.
- To form the plural of a noun that ends in a vowel followed by *o*, add *-s*.  
To form the plural of a noun that ends in a consonant followed by *o*, add *-s* or *-es*.
- A collective noun names a group. It can be singular or plural.
- Some nouns have irregular plural forms. These plurals do not end in *-s*.
- Some nouns stay the same whether singular or plural.

**Proofread for errors. Rewrite the sentences using correct plural forms. Correct mistakes in capitalization or punctuation.**

1. before television was invented, families gathered around their radioes and listened to programs such as *The Bell Telephone Hour*.

\_\_\_\_\_

\_\_\_\_\_

2. *the Bell Telephone Hour* brought classical music into the lifes of listeners across the United States.

\_\_\_\_\_

\_\_\_\_\_

3. mens, womans, and children also enjoyed comedys such as *Lum and Abner*

\_\_\_\_\_

\_\_\_\_\_

4. comic book heros came to life on programs like *Captain Midnight*

\_\_\_\_\_

\_\_\_\_\_

5. with Television, network studioes could produce programs that showed bears, elks, fish, and other wildlife in their natural habitats

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**Read the following sentences. Write the correct plural form of the noun in parentheses. Underline the collective noun.**

1. The group of (woman) ride their bicycles together every Friday morning.  
\_\_\_\_\_
2. The explorers found themselves in the midst of a herd of (moose).  
\_\_\_\_\_
3. (Wolf) howl to gather their pack before and after a hunt. \_\_\_\_\_
4. (Cello) are members of the string family of musical instruments.  
\_\_\_\_\_
5. His collection of deciduous (leaf) won the top prize. \_\_\_\_\_
6. The team of (ox) pulled the heavy plough. \_\_\_\_\_
7. I could clearly see the school of (fish) as I waded in the lake. \_\_\_\_\_
8. (Echo) of the audience's applause rang through the concert hall.  
\_\_\_\_\_
9. The flock of (goose) arrives at the lake about the same time each year.  
\_\_\_\_\_
10. The marching band performed for the excited (child). \_\_\_\_\_



Name \_\_\_\_\_

- A **possessive noun** names who or what owns something.
- A possessive noun is **singular** when it names one owner.
- A possessive noun can be **common** or **proper**.
- Add an apostrophe and -s to make a singular noun possessive, even when the noun ends in s.

**Rewrite the noun in parentheses ( ) as a possessive noun.**

1. The (zookeeper) job requires him to work on Saturdays. \_\_\_\_\_
2. The most popular attraction is the big (cat) area. \_\_\_\_\_
3. The (leopard) spots help to camouflage her in the wild. \_\_\_\_\_
4. The length of the (giraffe) neck allows him to reach his food. \_\_\_\_\_
5. The (hippopotamus) habitat has a pond. \_\_\_\_\_
6. We went to (Hallie) favorite place, the duck pond. \_\_\_\_\_
7. The (swan) wingspan was amazing to see. \_\_\_\_\_
8. The (pond) surface was covered with lily pads. \_\_\_\_\_
9. (James) laughter echoed through the reptile house. \_\_\_\_\_
10. The (walrus) tusks were about three feet long! \_\_\_\_\_

Name \_\_\_\_\_

- A possessive noun is **plural** when it names more than one owner.
- If a plural noun is regular and ends in -s, add an apostrophe to make it possessive.
- If a plural noun is irregular and does not end in -s, add an apostrophe and -s to make it possessive.

**Write the plural possessive for each plural noun.**

- |                     |                    |
|---------------------|--------------------|
| 1. pandas _____     | 11. mice _____     |
| 2. pythons _____    | 12. goats _____    |
| 3. donkeys _____    | 13. sharks _____   |
| 4. geese _____      | 14. oxen _____     |
| 5. boxes _____      | 15. walruses _____ |
| 6. elk _____        | 16. children _____ |
| 7. parrots _____    | 17. lions _____    |
| 8. horses _____     | 18. sheep _____    |
| 9. deer _____       | 19. frogs _____    |
| 10. ostriches _____ | 20. men _____      |

Name \_\_\_\_\_

- Be careful not to confuse plural nouns with possessive nouns.
- Plural nouns do not use apostrophes. They are formed by adding -s or -es to a singular noun.
- Possessive nouns are formed by adding an apostrophe or an apostrophe and -s.

**A. Label the following nouns as S for singular, SP for singular possessive, P for plural, or PP for plural possessive.**

- |                     |                      |
|---------------------|----------------------|
| 1. building's _____ | 9. students _____    |
| 2. cars _____       | 10. hamsters' _____  |
| 3. area's _____     | 11. Brandon's _____  |
| 4. base _____       | 12. hat's _____      |
| 5. women's _____    | 13. teeth _____      |
| 6. socks _____      | 14. children's _____ |
| 7. James's _____    | 15. cactus _____     |
| 8. dress _____      |                      |

**B. Write the possessive form of each word in parentheses.**

16. Unfortunately, the (water) surface was rough and choppy. \_\_\_\_\_
17. The (boat) captain warned the passengers to wear life jackets. \_\_\_\_\_
18. The (passengers) life jackets were bright orange. \_\_\_\_\_
19. Soon, however, (people) excitement showed in their faces. \_\_\_\_\_
20. They could see (dolphins) fins across the water. \_\_\_\_\_

Name \_\_\_\_\_

- A **possessive noun** names who or what owns something. A possessive noun can be **common** or **proper**.
- A singular possessive noun names one owner. A plural possessive noun names more than one owner.
- If a plural noun is regular and ends in -s, add an apostrophe to make it a possessive noun.
- If a plural noun is irregular and does not end in -s, add an apostrophe and -s to make it possessive.

**Proofread each sentence. Rewrite it using the correct possessive or plural form of the nouns. Correct mistakes in capitalization and punctuation.**

1. the department stores elevator carries peoples to every floor

---



---

2. the elevators buttons show that this store has four floor for customers shopping

---



---

3. womens clothing areas are on the second and third floor's.

---



---

4. you will find the mens suits on the first floor near the stores entrance?

---



---

5. the fourth floors Merchandise is mainly young childrens clothing and toy's.

---



---

Name \_\_\_\_\_

**Rewrite each group of words using a possessive noun.**

1. the hands of the builder

\_\_\_\_\_

2. the horns of three bison

\_\_\_\_\_

3. the cries of those puppies

\_\_\_\_\_

4. the colors of your sweater

\_\_\_\_\_

5. the friends of Claire

\_\_\_\_\_

6. the aromas of many soups

\_\_\_\_\_

7. the whistle of the train

\_\_\_\_\_

8. the decisions of the men

\_\_\_\_\_

9. the feathers of our geese

\_\_\_\_\_

10. the rivers of Mexico

\_\_\_\_\_

Name \_\_\_\_\_

- An **appositive** is a noun or pronoun placed next to a noun or pronoun to identify it.
- An **appositive phrase** includes the appositive and the words that modify the appositive.

**Read each sentence. If the sentence contains an appositive, write A on the line and underline the appositive word or phrase. If the sentence does not contain an appositive, write N.**

1. Herpetology, the study of snakes and other reptiles, is my favorite subject.  
\_\_\_\_\_
2. Some sources claim that an Australian snake, the Inland taipan, is the most venomous land snake. \_\_\_\_\_
3. The snake I like best, the king cobra, is another dangerous snake. \_\_\_\_\_
4. The mamba, a venomous snake of Africa, is a relative of the cobra. \_\_\_\_\_
5. Cottonmouths, or water moccasins, live in the southeastern United States.  
\_\_\_\_\_
6. Cottonmouths are often confused with copperheads. \_\_\_\_\_
7. The copperhead, a type of pit viper, is less venomous than the cottonmouth.  
\_\_\_\_\_
8. New World coral snakes, North American snakes, have very potent venom.  
\_\_\_\_\_
9. The coral snake is not aggressive, but its bite is deadly. \_\_\_\_\_
10. Rattlesnakes are venomous, but their bites are rarely fatal to humans. \_\_\_\_\_

Name \_\_\_\_\_

- An **essential** or **restrictive appositive** defines a noun so the sentence is easier to understand.
- A **nonessential** or **nonrestrictive appositive** is not necessary to understand the sentence.

**Underline the appositive in each sentence. Write *E* if the appositive is essential. Write *N* if the appositive is nonessential.**

1. The spelling bee, a yearly event at our school, is exciting to watch. \_\_\_\_\_
2. Our local television station, KJBR-TV, broadcasts the spelling bee each year.  
\_\_\_\_\_
3. About fifty students, all sixth graders, compete in the spelling bee each year.  
\_\_\_\_\_
4. Mrs. Bates, our school principal, is one of the judges. \_\_\_\_\_
5. My friend Katie won the top prize this year. \_\_\_\_\_
6. Katie was the only student who could spell the word *spaghetti*. \_\_\_\_\_
7. David Bedner, a boy in my class, won second place. \_\_\_\_\_
8. Last year's winner, Victor Martinez, presented the awards. \_\_\_\_\_
9. My brother Antone plans to enter the spelling bee when he is old enough. \_\_\_\_\_
10. Antone is only seven and he can already spell the word *recommend*. \_\_\_\_\_

Name \_\_\_\_\_

- Use commas to set off nonessential appositives.
- Use dashes to show a strong break in thought within a sentence.
- Use parentheses to set off nonessential facts within a sentence.

**Read each set of sentences. Circle the letter of the sentence that is punctuated correctly.**

- Two of my classmates—Savannah and Will—ride home with me after school.
  - Two of my classmates (Savannah and Will) ride home with me after school.
  - Two of my classmates, Savannah and Will, ride home with me after school.
- His sister gave all the money she raised (\$25.00) to the charity.
  - His sister gave all the money she raised, \$25.00, to the charity.
  - His sister gave all the money she raised—\$25.00—to the charity.
- Everyone in the family, even the pets, prefers cold weather.
  - Everyone in the family (even the pets) prefers cold weather.
  - Everyone in the family—even the pets—prefers cold weather.
- The dog (a black and white terrier) will come home with us next week.
  - The dog, a black and white terrier, will come home with us next week.
  - The dog—a black and white terrier—will come home with us next week.
- Mr. Kowalski, our scout leader, led the hike up the mountain.
  - Mr. Kowalski—our scout leader—led the hike up the mountain.
  - Mr. Kowalski (our scout leader) led the hike up the mountain.



Name \_\_\_\_\_

- An **appositive** is a noun or pronoun placed next to a noun or pronoun to identify it.
- An **appositive phrase** includes the appositive and the words that modify the appositive.
- An **essential** or **restrictive appositive** defines a noun so the sentence is easier to understand.
- A **nonessential** or **nonrestrictive appositive** is not necessary to understand the sentence. Use commas to set off nonessential appositives.

**Proofread each sentence. Then rewrite the sentence correctly. Use commas to set off the nonessential appositives. Correct mistakes in capitalization or punctuation.**

1. ruben a boy in my class is a great swimmer.

---

2. He swims for the city team the Jacksonville Jets.

---

3. Ruben one of two boys in his Family has three sisters

---

4. Ruben's sister Bella swims for the Jets too.

---

5. bella a fourth-grader is one of the top swimmers on the team

---

Name \_\_\_\_\_

**A. Read each sentence. If the sentence contains an appositive, write *A* on the line and underline the appositive word or phrase. If the sentence does not contain an appositive, write *X*.**

1. Elena, my best friend, is moving to Madison, Wisconsin. \_\_\_\_\_
2. I wish Elena would stay here in Buffalo, our hometown. \_\_\_\_\_
3. My dad showed me Madison on the United States map. \_\_\_\_\_
4. Madison is about 80 miles from Milwaukee, the state's largest city. \_\_\_\_\_

**B. Underline the appositive in each sentence. Write *E* if the appositive is essential. Write *N* if the appositive is nonessential.**

5. Madison, the state capital, is the second largest city in Wisconsin. \_\_\_\_\_
6. Elena's father, a florist, plans to open a new flower shop there. \_\_\_\_\_
7. Elena's mother will work for a printing company, Nelson Graphics. \_\_\_\_\_
8. Of all her brothers, Elena's brother Michael is most excited about the move.  
\_\_\_\_\_

Name \_\_\_\_\_

- An **action verb** expresses a **physical** or **mental** action. An action verb must agree with its subject.
- The word that answers the question *what?* or *whom?* is called the **direct object**.

**Underline the action verb in each sentence. Put brackets [ ] around the direct object.**

1. The students displayed their talents in the variety show.
2. The school principal introduced each act.
3. Wilson played the drums.
4. Two girls sang a beautiful ballad.
5. Adam performed a solo.
6. Adam's sister recited a poem.
7. Matthew wrote an original song for the show.
8. Isabelle told jokes in a comedy act.
9. Mrs. Hernandez and Mr. Underwood judged the contest.
10. Matthew won the top prize.

Name \_\_\_\_\_

- A **direct object** receives the action of the verb in a sentence and tells whom or what is affected by the verb's action.
- An **indirect object** always appears before the direct object and tells to whom or for whom the action is done.

**Draw one line under the action verb. Draw two lines under the indirect object. Put brackets [ ] around each direct object.**

1. Grace handed her mother the notebook.
2. Jackie tossed me the basketball.
3. Ben played the class a recording.
4. The teacher taught the group the song.
5. Mr. Yamada bought his daughter a winter coat.
6. Zane's grandmother knitted him a red scarf.
7. The waiter gave each person a menu.
8. The chef prepared the customers a special meal.
9. The host showed his guests a good time.
10. The guests thanked him for the invitation.

Name \_\_\_\_\_

- Use quotation marks before and after someone's exact words.
- Begin a quotation with a capital letter.
- Place commas and periods inside quotation marks.
- If a quotation comes at the end of a sentence, use a period, question mark, or exclamation point to end it.
- If the sentence continues after a quotation is given, use a comma, question mark, or exclamation point to close the quotation.

**Rewrite each sentence using the correct capitalization and punctuation.**

1. Can you suggest a good book asked Martin

\_\_\_\_\_

2. what types of books interest you asked the librarian

\_\_\_\_\_

3. Martin replied i like mysteries and science fiction

\_\_\_\_\_

4. let me show you some of our newest mysteries the librarian suggested

\_\_\_\_\_

5. Martin exclaimed these look great

\_\_\_\_\_

Name \_\_\_\_\_

- An **action verb** is a word that expresses action. It tells what the subject does or did.
- A **direct object** tells whom or what is affected by the verb's action. An **indirect object** appears before the direct object and tells to whom or for whom the action is done.
- Use quotation marks before and after someone's exact words.
- Begin a quotation with a capital letter.
- Commas and periods always appear inside quotation marks.
- If a quotation comes at the end of a sentence, use a period, question mark, or exclamation point to end it. If the sentence continues after a quotation is given, use a comma, question mark, or exclamation point to close the quotation.

**Proofread the sentences. Then rewrite them correctly using correct capitalization or punctuation. Correct mistakes made with verbs that do not agree with their subjects.**

1. madeleine said "my family give good care our pets"

\_\_\_\_\_

2. "Should I brush the cat's thick coat every day" she asked?

\_\_\_\_\_

3. "my father walk the dog every morning. Madeleine added."

\_\_\_\_\_

4. madeleine said. "my brother give them food and water"

\_\_\_\_\_

5. "we love our pets," exclaimed Madeleine.

\_\_\_\_\_

Name \_\_\_\_\_

**Read each sentence. Write whether the underlined word is a direct object, an indirect object, or an action verb.**

1. The students arranged their desks in a circle.

\_\_\_\_\_

2. Erin handed everyone a book.

\_\_\_\_\_

3. Mrs. Ross read the students a story.

\_\_\_\_\_

4. The teacher asked the class questions.

\_\_\_\_\_

5. She gave them a written assignment.

\_\_\_\_\_

6. Samantha collected the books.

\_\_\_\_\_

7. Callie passed the students the papers.

\_\_\_\_\_

8. Mrs. Ross read the class the directions.

\_\_\_\_\_

9. She told them to work quietly.

\_\_\_\_\_

10. The students finished the task just before lunch.

\_\_\_\_\_

Name \_\_\_\_\_

- The **present tense** of a verb tells what a subject is doing now.
- The **past tense** tells what has already happened. It is usually formed by adding *-d* or *-ed* to the base form of the verb.
- The **future tense** tells what is going to happen. It is usually formed by adding the helping verb *will* to the base form of the verb.

**A. Write the past tense of each verb.**

1. climb \_\_\_\_\_
2. pretend \_\_\_\_\_
3. examine \_\_\_\_\_
4. pick \_\_\_\_\_
5. charge \_\_\_\_\_

**B. Write the future tense of each verb.**

6. excuse \_\_\_\_\_
7. travel \_\_\_\_\_
8. watch \_\_\_\_\_
9. disagree \_\_\_\_\_
10. paint \_\_\_\_\_



Name \_\_\_\_\_

- Verbs must agree with their subjects in number: A **singular subject** requires a **singular verb**, and a **plural subject** requires a **plural verb**.
- Present tense verbs with a single subject add -s to the base.
- Present tense verbs with a plural subject do not add -s.

**Rewrite each sentence using the correct present tense form of the verb in parentheses.**

1. A hiker (walk, walks) along trails that are not very steep.

---

2. Rock climbers (choose, chooses) steeper slopes.

---

3. Smooth rocks (require, requires) special climbing techniques.

---

4. A rock climber (need, needs) special equipment to ascend a mountain.

---

5. Steel spikes (help, helps) the climber reach the top.

---

Name \_\_\_\_\_

- A verb may have more than one subject. More than one subject for the same verb is called a compound subject. Treat a compound subject like a plural subject and do not add -s to the verb.
- A collective noun is considered singular if it names the group as a whole. It is considered plural if it refers to the group's members acting as individuals.

**Rewrite the sentences. Use the correct verb in parentheses so that the subjects and verbs agree.**

1. The football team (practice, practices) every day after school.

---

2. The players and coaches (meet, meets) on the field.

---

3. Reese (carry, carries) equipment from the gym.

---

4. Shoulder pads and helmets (protect, protects) the players.

---

5. The team (drink, drinks) water during and after practice.

---

Name \_\_\_\_\_

- The **present tense** of a verb tells what a subject is doing now. The **past tense** tells what has already happened. Add *-d* or *-ed* to most verbs to show past tense. The **future tense** tells what is going to happen. Add the helping verb *will* to show future tense.
- A present tense verb must agree with its subject. Present tense verbs with a single subject add *-s* to the base. Present tense verbs with a plural subject do not add *-s*.
- Treat a compound subject like a plural subject and do not add *-s* to the verb.
- A collective noun is considered singular if it names the group as a whole. It is considered plural if it refers to the group's members acting individually.

**Proofread the sentences for mistakes. Put brackets [ ] around incorrect verb tenses. Rewrite the sentences correctly.**

1. elephants lives in herds

\_\_\_\_\_

2. female elephants and calves travels together.

\_\_\_\_\_

3. Typically, a strong female elephant lead the herd

\_\_\_\_\_

4. the herd move from place to place looking for food

\_\_\_\_\_

5. elephants eats leaves, grass, fruit, and other foods from plants

\_\_\_\_\_

Name \_\_\_\_\_

**For each sentence, circle the letter of the choice that corrects the sentence.  
If there is no error, circle c for correct.**

1. Yesterday, the class discuss plans for the school's field day.
  - a. Yesterday, the class discussed plans for the school's field day.
  - b. Yesterday, the class discusses plans for the school's field day.
  - c. correct
  
2. Later today, they will decide on the games.
  - a. Later today, they decided on the games.
  - b. Later today, they decides on the games.
  - c. correct
  
3. Right now, the students likes several ideas.
  - a. Right now, the students like several ideas.
  - b. Right now, the students liked several ideas.
  - c. correct
  
4. For example, Hannah and Michael wants a sack race.
  - a. For example, Hannah and Michael will wanted a sack race.
  - b. For example, Hannah and Michael want a sack race.
  - c. correct
  
5. Ava support an obstacle course and a parachute game.
  - a. Ava will supports an obstacle course and a parachute game.
  - b. Ava supports an obstacle course and a parachute game.
  - c. correct

Name \_\_\_\_\_

- A **main verb** shows the main action or state of being in a sentence.
- A **helping verb** helps the main verb show tense. Helping verbs include forms of *be*, *do*, and *have*, as well as *will*, *can*, *may*, *should*, and *must*.
- A **verb phrase** consists of a main verb and one or more helping verbs.

**Write the verb phrases in the following sentences.**

1. The northern states have suffered a drought. \_\_\_\_\_
2. The weather has been hot and dry for weeks. \_\_\_\_\_
3. The farmers have hoped for rain. \_\_\_\_\_
4. A good rain should save the dry crops. \_\_\_\_\_
5. The harvest season is approaching. \_\_\_\_\_
6. The weather may turn cooler next month. \_\_\_\_\_
7. We have planned a hayride for October. \_\_\_\_\_
8. The autumn leaves will change colors. \_\_\_\_\_
9. In winter, the temperature will drop even more. \_\_\_\_\_
10. We can expect snow in January. \_\_\_\_\_

Name \_\_\_\_\_

- **Perfect tenses** use a form of *have* followed by a past participle, which is usually the *-ed* form of the verb.
- **Present perfect** tells about an action that occurred at an indefinite time in the past. **Past perfect** tells about an action that occurred before another event in the past. **Future perfect** adds the helping verb *will* and tells about an action that will start and finish in the future.
- **Progressive forms** use a form of *be* followed by a present participle, which is the *-ing* form of the verb.
- **Present progressive** tells about an action that is happening now. **Past progressive** tells about an action that took place while another action was occurring. **Future progressive** adds the helping verb *will* and tells about an action that will occur while another happens.

**Write the tense of each verb phrase.**

1. will be studying \_\_\_\_\_
2. am cooking \_\_\_\_\_
3. have talked \_\_\_\_\_
4. will have arrived \_\_\_\_\_
5. was talking \_\_\_\_\_
6. had remained \_\_\_\_\_
7. am sleeping \_\_\_\_\_
8. have started \_\_\_\_\_
9. will be leaving \_\_\_\_\_
10. was talking \_\_\_\_\_

Name \_\_\_\_\_

- Avoid shifting from one verb tense to another in the same sentence when the actions occur at the same time.
- When actions occur at different times, however, a shift makes sense.

**A. Read each pair of sentences. Put an X beside the sentence in which the verb tenses shift.**

1. Today, my family went to the store and shops for school supplies. \_\_\_\_\_  
Today, my family went to the store and shopped for school supplies. \_\_\_\_\_
2. We looked for the things we needed the most. \_\_\_\_\_  
We look for the things we needed the most. \_\_\_\_\_
3. I needed notebooks for English class and chose some red ones. \_\_\_\_\_  
I needed notebooks for English class and choose some red ones. \_\_\_\_\_

**B. Read each sentence. Rewrite the sentence. Change the tense of the verb in parentheses ( ) so the sentence makes sense.**

4. Yesterday the weather was warm and sunny, but right now it (has looked) cold and rainy outside.  
\_\_\_\_\_  
\_\_\_\_\_
5. The temperature is dropping, and tomorrow we (had) ice everywhere.  
\_\_\_\_\_
6. On winter afternoons, I pull on my skates and (had played) ice hockey with my friends.  
\_\_\_\_\_

Name \_\_\_\_\_

- A **main verb** shows the main action or state of being. A **helping verb** helps the main verb show tense. Helping verbs include forms of *be*, *do*, and *have*, as well as *will*, *can*, *may*, *should*, and *must*. A **verb phrase** consists of a main verb and one or more helping verbs.
- Main and helping verbs form different **verb tenses**. Avoid shifting verb tenses in a sentence unless the actions occur at different times.

**Proofread each sentence for mistakes. Rewrite the sentence correctly. Then underline any verb phrases.**

1. Juan is plan a surprise party for his brother

\_\_\_\_\_

2. his brother turned ten tomorrow.

\_\_\_\_\_

3. Juan has pick some fun games and activities?

\_\_\_\_\_

4. last week he invites the guests.

\_\_\_\_\_

5. Today, Juan has prepare food for the party,

\_\_\_\_\_

6. The guests gathering early for the party

\_\_\_\_\_

7. Everyone hides and will shout, "Surprise!"

\_\_\_\_\_

8. Juan's brother liked parties, and he loved this one.

\_\_\_\_\_



Name \_\_\_\_\_

**Rewrite each sentence, changing the underlined verb to the tense given in parentheses ( ).**

1. Who knocks at my door? (present progressive)

\_\_\_\_\_

2. Jody's train arrived before noon. (past perfect)

\_\_\_\_\_

3. He memorizes the train schedule. (present perfect)

\_\_\_\_\_

4. He waited for more than an hour. (future perfect)

\_\_\_\_\_

5. My brother brings lunch. (future progressive)

\_\_\_\_\_

6. They will finish the investigation by Friday. (future perfect)

\_\_\_\_\_

7. All our friends gathered in the stadium. (past perfect)

\_\_\_\_\_

8. Sam copied several pages of notes. (past progressive)

\_\_\_\_\_

9. I write in my journal every night. (future progressive)

\_\_\_\_\_

10. This restaurant closes at midnight. (present progressive)

\_\_\_\_\_

Name \_\_\_\_\_

- A **linking verb** links the subject of a sentence with an adjective or a noun.
- Forms of *be*, when they stand alone, are always linking verbs.
- The verbs *seem*, *appear*, *look*, *sound*, *taste*, and *feel* can also be linking verbs.

**For each sentence, write the linking verb.**

1. Today is the first day of camp. \_\_\_\_\_
2. The lake looks calm at sunrise. \_\_\_\_\_
3. The birds sound peaceful in the trees. \_\_\_\_\_
4. Campers feel good after a restful sleep. \_\_\_\_\_
5. Breakfast is oatmeal and bacon. \_\_\_\_\_
6. The campers appear hungry. \_\_\_\_\_
7. The food smells great! \_\_\_\_\_
8. Hot oatmeal tastes delicious. \_\_\_\_\_
9. The weather feels warm. \_\_\_\_\_
10. Ducks and squirrels are our neighbors here! \_\_\_\_\_

Name \_\_\_\_\_

- A sentence is made up of a subject and a predicate.
- A **predicate noun** is a noun that follows a linking verb and renames or identifies the subject.
- A **predicate adjective** is an adjective that follows a linking verb and describes the subject.

**A. Read each sentence and underline the linking verb. Then write the predicate noun on the blank line.**

1. Today is Saturday. \_\_\_\_\_
2. Saturday is our day for errands. \_\_\_\_\_
3. These items are the groceries for today. \_\_\_\_\_
4. The first thing is apples. \_\_\_\_\_
5. Apples are my favorite fruit. \_\_\_\_\_

**B. Read each sentence and draw a line under the linking verb. Then write the predicate adjective on the blank line.**

6. These apples look good. \_\_\_\_\_
7. The green ones taste sour. \_\_\_\_\_
8. That type is crunchy. \_\_\_\_\_
9. Those apples appear ripe. \_\_\_\_\_
10. They seem perfect for our salad. \_\_\_\_\_

Name \_\_\_\_\_

- Italicize or underline titles of long works, such as novels, plays, films, newspapers, magazines, artworks, and albums.
- Use quotation marks around titles of short works, such as short stories, essays, magazine articles, songs, and poems.
- Capitalize all the important words in titles, along with the first and last words.
- Capitalize linking verbs in titles.

**Write each title correctly on the line. Use an underline for long works and quotation marks for short works. The words in parentheses ( ) tell you whether the work is long or short.**

1. the call of the wild (book)

---

2. my favorite vacation (essay)

---

3. the baltimore sun (newspaper)

---

4. washington crossing the delaware (painting)

---

5. stopping by woods on a snowy evening (poem)

---

6. this land is your land (song)

---

Name \_\_\_\_\_

- A **linking verb** links the subject of a sentence with an adjective or a noun. Common linking verbs include *seem, appear, look, sound, taste, feel* and forms of *be*.
- A **predicate noun** is a noun that follows a linking verb and renames or identifies the subject. A **predicate adjective** is an adjective that follows a linking verb and describes the subject.
- Italicize or underline titles of long works, such as novels, plays, films, newspapers, magazines, artworks, and albums. Use quotation marks around titles of short works, such as short stories, essays, magazine articles, songs, and poems.
- Capitalize all the important words in titles, along with the first and last words of the title. Capitalize all linking verbs in a title.

**Rewrite the sentences correctly. Watch for mistakes with linking verbs, capitalization, and punctuation.**

1. My favorite book is peter pan.

\_\_\_\_\_

2. that magazine, science monthly, sounds interesting.

\_\_\_\_\_

3. the title of my Article is the game seemed lost

\_\_\_\_\_

4. At the game, we sang take me out to the ballgame.

\_\_\_\_\_

5. dog barking at the moon are a Painting by Joan Miro.

\_\_\_\_\_

6. the village blacksmith is my favorite poem?

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read each sentence. Circle the linking verb. Underline a predicate noun once and a predicate adjective twice.**

1. My favorite book is a biography of George Washington Carver.
2. George Washington Carver was a scientist specializing in plants and agriculture.
3. He is famous for inventing many uses for peanuts and sweet potatoes.
4. Carver's work was significant for cotton farming in the South.
5. Carver was a professor at Tuskegee Institute for about fifty years.

**B. Rewrite each title using correct capitalization and punctuation. Underline long titles.**

6. (film) a week with two dogs and a cat \_\_\_\_\_
7. (newspaper article) prospects look good for new businesses \_\_\_\_\_  
\_\_\_\_\_
8. (song) you are my best friend \_\_\_\_\_
9. (book) a tale of two cities \_\_\_\_\_
10. (short story) the celebrated jumping frog of Calaveras county \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

- Form the past tense and past participle of a **regular verb** by adding **-ed**.
- The past tense and past participle of an **irregular verb** are formed differently. In some irregular verbs, a vowel changes. In others, the spelling changes.

<b>Present</b>	<b>Past</b>	<b>Past Participle</b>
begin	began	have begun
ring	rang	have rung
tell	told	have told
go	went	have gone
blow	blew	have blown
sink	sank	have sunk
break	broke	have broken
know	knew	have known
see	saw	have seen
stand	stood	have stood

**Read each sentence. On the line, write the correct form of each verb in parentheses ( ).**

1. The sound of applause (break) the silence of the theater. \_\_\_\_\_
2. The audience (stand) to show their appreciation. \_\_\_\_\_
3. Sylvia (know) her performance was a success. \_\_\_\_\_
4. Sylvia's dad (throw) a rose onto the stage. \_\_\_\_\_
5. Her mom (blow) Sylvia a kiss from the audience. \_\_\_\_\_
6. "We have never (see) such a great show!" said Cody. \_\_\_\_\_

Name \_\_\_\_\_

- Some irregular verbs have special spellings when used with the helping verbs *have*, *has*, or *had*.

<b>Present</b>	<b>Past</b>	<b>Past Participle (with <i>have</i>, <i>had</i>, or <i>has</i>)</b>
think	thought	thought
tear	tore	torn
sing	sang	sung
catch	caught	caught
freeze	froze	frozen
wear	wore	worn
teach	taught	taught
choose	chose	chosen
leave	left	left
speak	spoke	spoken

**Each sentence contains an incorrect form of an irregular verb. Write the correct form on the line.**

1. We had thinked today would be a good day to go skating. \_\_\_\_\_
2. Indeed, the ice freezed solidly overnight. \_\_\_\_\_
3. However, we have chose to go sledding instead. \_\_\_\_\_
4. We have weared our warmest clothes. \_\_\_\_\_
5. Dylan has leaved his hat and gloves at home. \_\_\_\_\_
6. Sledding without my hat teachd me a good lesson about cold weather.  
\_\_\_\_\_



Name \_\_\_\_\_

- A contraction is a single word made by combining two words and leaving out one or more letters. An apostrophe replaces the missing letters.
- A contraction can be formed with a pronoun and a helping verb.  
(*we have=we've; he would=he'd*)
- A contraction can be formed with a pronoun and the present tense form of the irregular verb *be*. (*I am=I'm; we are=we're*)

**A. Write the contractions for the following pronouns and helping verbs.**

1. she had \_\_\_\_\_
2. they have \_\_\_\_\_
3. he had \_\_\_\_\_
4. we are \_\_\_\_\_
5. I had \_\_\_\_\_

**B. Read each sentence. Rewrite the sentence, changing the pronoun and verb in parentheses ( ) to a contraction.**

6. (I am) beginning to think the train is never going to arrive.  
\_\_\_\_\_

7. (We have) been waiting on the platform for more than an hour.  
\_\_\_\_\_

8. Aunt Roberta says (she will) ask why the train is delayed.  
\_\_\_\_\_

Name \_\_\_\_\_

- The past tense and past participle of a **regular verb** are formed by adding *-ed*.
- The past tense and past participle of some **irregular verbs** are formed by changes in spelling.
- A contraction is a single word formed by combining two words and leaving out some letters. An apostrophe replaces the missing letters.
- A contraction can be formed with a pronoun and a helping verb.  
(*we have = we've; I am = I'm*)

**Proofread each sentence. Rewrite the sentence correctly using the correct form of the irregular verb. Add commas and apostrophes where needed.**

1. Mr. Darus, the band director, wanted to speak to Dylan, but Dylan had already went home.

\_\_\_\_\_

\_\_\_\_\_

2. He leaved school early for an appointment with his dentist Dr. Akagi.

\_\_\_\_\_

3. Im not sure whether Dylan knowed about the appointment.

\_\_\_\_\_

4. His mother had telled the principal this morning.

\_\_\_\_\_

5. Dylan had thinked hed be able to stay after school for band practice.

\_\_\_\_\_

Name \_\_\_\_\_

**A. Write the past tense of each verb.**

1. see \_\_\_\_\_
2. freeze \_\_\_\_\_
3. catch \_\_\_\_\_
4. go \_\_\_\_\_
5. begin \_\_\_\_\_
6. stand \_\_\_\_\_

**B. Rewrite each sentence. Use the past participle of the verb in parentheses ( ).**

7. We (choose) to play a game inside. \_\_\_\_\_
8. The rock (sink) to the bottom of the pond. \_\_\_\_\_  
\_\_\_\_\_
9. Mrs. Vega (teach) Spanish for many years. \_\_\_\_\_  
\_\_\_\_\_
10. Megan and I (know) each other since kindergarten. \_\_\_\_\_  
\_\_\_\_\_
11. The bell (ring) by the time everyone sat down. \_\_\_\_\_  
\_\_\_\_\_
12. Logan (tear) a big hole in his paper. \_\_\_\_\_

Name \_\_\_\_\_

- A **pronoun** takes the place of one or more nouns in a sentence. A **personal pronoun** refers to a person or thing.
- Singular pronouns are *I, you, he, she, it, me, him, and her*.
- Plural pronouns are *we, you, they, us, and them*.
- An **antecedent** is the word or words that a pronoun refers to.

**A. Write a pronoun to take the place of the underlined word or words. Write an *S* if the pronoun is singular; write a *P* if the pronoun is plural.**

1. Eliza and Haley went to the movie together. \_\_\_\_\_
2. The movie started at 2:00 P.M. \_\_\_\_\_
3. Eliza thought the movie was great. \_\_\_\_\_
4. Other people in the audience thought so too. \_\_\_\_\_
5. After the movie, Haley's brother, Joe, walked home with the girls.  
\_\_\_\_\_

**B. Circle the pronoun in each sentence. Underline the antecedent.**

6. Eliza and Haley said they were hungry after the movie.
7. Haley's dad asked Eliza if she would like to stay for dinner.
8. Mr. Lawrence asked the girls to help him make a pizza.
9. Haley cut the pizza and brought it to the table.
10. After dinner, Joe washed the dishes and put them away.

Name \_\_\_\_\_

- Pronouns must agree with their antecedents in **number**.
- Pronouns must agree with their antecedents in **gender**.

**A. Choose the pronoun in parentheses ( ) that correctly completes each sentence. Write it on the line.**

1. My sister Elizabeth says (they, she) wants to learn a foreign language.  
\_\_\_\_\_
2. Elizabeth asked Mr. Stokes to help (her, us) choose a language.  
\_\_\_\_\_
3. Mr. Stokes said to consider the difficulty of the language and whether knowing (they, it) will be useful. \_\_\_\_\_
4. Spanish and Mandarin are both good choices because many people speak (them, it). \_\_\_\_\_
5. Mr. Stokes said that (he, she) enjoys German because it is a close relative of English. \_\_\_\_\_

**B. Fill in the blank with the appropriate pronoun.**

6. Elizabeth thinks Italian and Portuguese sound beautiful, so she wants to study \_\_\_\_\_.
7. However, more people speak French, so \_\_\_\_\_ is probably more useful.
8. Philip and I take French, and \_\_\_\_\_ love it.

Name \_\_\_\_\_

- Avoid using pronouns that refer to either of two antecedents.
- Avoid referring to a hidden antecedent.
- To fix a vague pronoun reference, rephrase the sentence or replace the pronoun with a noun.

**A. Read each pair of sentences. Draw an X beside the sentence that avoids vague pronoun reference.**

1. My sister Amber helped our mother set up the aquarium after she got home. \_\_\_\_\_  
After our mother got home, my sister Amber helped her set up the aquarium. \_\_\_\_\_
2. The aquarium is not large, but they will have plenty of room to swim. \_\_\_\_\_  
The aquarium is not large, but the fish will have plenty of room to swim. \_\_\_\_\_
3. Amber dropped the light on the tank, but the light was not broken. \_\_\_\_\_  
Amber dropped the light on the tank, but it was not broken. \_\_\_\_\_
4. Mom installed the filter and plugged in the heater, but it did not work. \_\_\_\_\_  
Mom installed the filter and plugged in the heater, but the heater did not work. \_\_\_\_\_

**B. Rewrite each sentence to avoid vague pronoun reference.**

5. Mom and Amber decided that she would exchange the heater at the pet store.

\_\_\_\_\_

\_\_\_\_\_

6. My mother returned the heater to the store, and he gave her a new one.

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

- A **pronoun** takes the place of one or more nouns in a sentence. A **personal** pronoun refers to a person or thing. Singular pronouns are *I, you, he, she, it, me, him, and her*. Plural pronouns are *we, you, they, us, and them*
- An **antecedent** is the word or words that a pronoun refers to. Pronouns must agree with their antecedents in **number** and **gender**.
- Avoid vague pronoun reference.
- To fix a vague pronoun reference, rephrase the sentence or replace the pronoun with a noun.

**Rewrite each sentence correctly. Use correct capitalization and punctuation.**

1. the Teacher greeted the students and asked him to sit down

---

2. henry got out his pencil, opened his book and went to sharpen it.

---

3. Angela asked if they could help call the roll”.

---

4. when the bell rang, it startled the students?

---

5. after lunch, Jonah went to talk to Mr. carlson, his math teacher, in his office

---



---

Name \_\_\_\_\_

**A. Choose the pronoun in parentheses ( ) that correctly completes the sentence. Write it on the line.**

1. My family reuses or recycles everything (we, us) can. \_\_\_\_\_
2. After Grandfather saves a month of newspapers, (he, she) takes them to the recycling center. \_\_\_\_\_
3. Lin helps bundle the newspapers and tie (them, they) together.  
\_\_\_\_\_
4. I save the colorful comic pages for Mom so (she, her) can use them to wrap gifts.  
\_\_\_\_\_
5. We also save copy paper and use (it, them) for making notepads.  
\_\_\_\_\_

**B. Circle the pronoun in each sentence and write the pronoun's antecedent on the line.**

6. Mom sorts the cans and bottles and puts them in separate bins.  
\_\_\_\_\_
7. Grandfather asks the children to help him sort the plastic containers.  
\_\_\_\_\_
8. Not all plastic products are recyclable, but many of them are. \_\_\_\_\_
9. Mom tries to save plastic that is not recyclable and use it again.  
\_\_\_\_\_
10. Lin collects the filled bins and hauls them to the alley. \_\_\_\_\_



Name \_\_\_\_\_

- A **subject pronoun** (*I, you, he, she, it, we, you, they*) is the subject of a sentence.
- An **object pronoun** (*me, you, him, her, it, us, you, them*) is the object of a verb or a preposition.
- A **reflexive pronoun** (*myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*) is an object that is the same as the subject of the sentence.
- An **intensive pronoun** emphasizes its antecedent but does not act as an object.

**A. Underline the pronoun in each sentence. Write *subject* if it is a subject pronoun; write *object* if it is an object pronoun.**

1. Gabriella and I organized the book drive. \_\_\_\_\_
2. The class helped us decorate bins to collect the books. \_\_\_\_\_
3. They also made posters to announce the book drive. \_\_\_\_\_
4. We asked each student in our school to donate one book. \_\_\_\_\_
5. The students brought books to school and put them in the bins. \_\_\_\_\_

**B. Choose the correct pronoun in parentheses ( ) to complete each sentence. Write it on the line.**

6. (We, Us) awarded prizes to the students who collected the most books. \_\_\_\_\_
7. Gabriella (she, herself) collected seventeen books. \_\_\_\_\_
8. However, Luis brought (us, they) the most books. \_\_\_\_\_
9. Luis collected fifty-seven books all by (him, himself). \_\_\_\_\_
10. We awarded (himself, him) the top prize. \_\_\_\_\_

Name \_\_\_\_\_

- Use the **subjective case** for pronouns that follow a linking verb, including forms of *be*. Subject pronouns are in the subjective case.
- Use the **objective case** for pronouns that are direct and indirect objects and objects of a preposition. Object pronouns are in the objective case.

**A. Circle the pronoun in parentheses ( ) that correctly completes each sentence. Write the case of the pronoun on the line.**

1. (We, Us) had a Sixth Grade Field Day at school, with awards for the winners.

\_\_\_\_\_

2. The person who handed out the awards was (I, me). \_\_\_\_\_

3. (He, Him) won the top award for winning three races. \_\_\_\_\_

4. I handed (he, him) the award. \_\_\_\_\_

5. He thanked (me, I) for it. \_\_\_\_\_

6. The second place winner was (her, she). \_\_\_\_\_

7. I recognized (her, she) for jumping the farthest. \_\_\_\_\_

8. The third graders received an award because (they, them) were the helpers.

\_\_\_\_\_

9. We are grateful that they worked with (us, we). \_\_\_\_\_

10. We called the winners on stage and showed (they, them) their prizes.

\_\_\_\_\_

Name \_\_\_\_\_

- Use a subject pronoun when the pronoun is the subject of a sentence or clause; use an object pronoun when the pronoun is the object of a verb or preposition.
- Use the correct form of a reflexive pronoun: *himself*, not *hisself*; *ourselves*, not *ourself*; *themselves*, not *themself* or *theirself*.
- Use a reflexive pronoun only when it refers to an antecedent.

**Read each sentence. Rewrite the sentence using the correct subject, object, or reflexive pronoun or pronouns.**

1. Kevin and Amanda helped (we, us) sort the donated items.

---

2. Rebecca and (me, I) put the items in boxes.

---

3. Kevin helped (him, he) carry the boxes to the bus.

---

4. When (they, them) finished, he got (hisself, himself) a drink of water.

---

5. All of (us, we) were happy to finish a successful project.

---

6. People helped (theirself, themselves) to some refreshments.

---

Name \_\_\_\_\_

- A **subject pronoun** (*I, you, he, she, it, we, you, they*) is the subject of a sentence. An **object pronoun** (*me, you, him, her, it, us, you, them*) is the object of a verb or a preposition.
- A **reflexive pronoun** is an object that is the same as the subject of the sentence. An **intensive pronoun** emphasizes its antecedent but does not act as an object. Use *himself*, not *hisself*; *ourselves*, not *ourself*; *themselves*, not *themself* or *theirself*.
- Use the **subjective case** for pronouns that follow a linking verb, or form of the verb *be*. Subject pronouns are used to express subjective case.
- Use **objective case** for direct and indirect objects as well as for objects of a preposition. Object pronouns are used to express objective case.

**Proofread the sentences. Rewrite them correctly using the correct pronouns and correct capitalization and punctuation.**

1. carlos made hisself a sandwich

---

2. ariana handed I a napkin

---

3. the boys themselves painted the mural

---

4. her thought the colors were beautiful

---

5. how surprised was he when he see his uncle

---

6. them looked forward to spending time together

---

Name \_\_\_\_\_

**A. Read the first sentence of each set. One of the following sentences correctly replaces the underlined subject or object with the correct pronoun. Circle the letter of the correct sentence.**

1. Robert and I have known each other for many years.
  - a. Them have known each other for many years.
  - b. They have known each other for many years.
  - c. We have known each other for many years.
2. We gave the keys to Mary and Luke.
  - a. We gave the keys to them.
  - b. We gave the keys to us.
  - c. We gave the keys to him.
3. Mary is older than Robert and I.
  - a. She is older than we.
  - b. She is older than us.
  - c. Her is older than them.

**B. Underline the pronoun in the sentence. Then write whether it is a subject pronoun, an object pronoun, or a reflexive pronoun.**

4. Luke is older than any of us. \_\_\_\_\_
5. Good friends are we. \_\_\_\_\_
6. When the four of us are together, we always enjoy ourselves. \_\_\_\_\_

Name \_\_\_\_\_

- There are three cases, or forms, of pronouns.
- **Nominative** case is used for subject pronouns and predicate pronouns.
- **Objective** case is used for direct and indirect objects and objects of prepositions.
- **Possessive** case is used to show that something belongs to a person or thing.
- The possessive pronouns *my, your, his, her, its, our, and their* are used before nouns.

**A. Read each sentence. On the line provided, write whether the underlined pronoun is nominative, objective, or possessive.**

1. Makayla accidentally dropped her coins in the dark theater. \_\_\_\_\_
2. They must have rolled away. \_\_\_\_\_
3. Connor helped Makayla look for them. \_\_\_\_\_
4. He found a quarter under the seats in the front row. \_\_\_\_\_
5. Connor picked up the coin and gave it to Makayla. \_\_\_\_\_

**B. Read each sentence. Write the possessive pronoun on the line.**

6. Makayla found her nickels in the aisle. \_\_\_\_\_
7. Makayla thanked Connor for his help. \_\_\_\_\_
8. She handed Connor his hat and gloves. \_\_\_\_\_
9. The two friends put on their coats. \_\_\_\_\_
10. "Next time, put your change away!" said Connor. \_\_\_\_\_

Name \_\_\_\_\_

- Some possessive pronouns can stand alone and are used in place of nouns. These possessive pronouns are *mine, yours, his, hers, ours, and theirs*.
- Most possessive pronouns that can stand on their own are different from possessives that precede nouns. *My* becomes *mine*, *your* becomes *yours*, *her* becomes *hers*, *our* becomes *ours*, and *their* becomes *theirs*. *His* stays the same.

**Read each pair of sentences. In the second sentence, choose the correct possessive pronoun in parentheses ( ) and write it on the line.**

1. That is her jacket.

That jacket is (hers, her). \_\_\_\_\_

2. Mark said this is his backpack.

Mark said this is (his, him). \_\_\_\_\_

3. Is this your project?

Is this project (your, yours)? \_\_\_\_\_

4. The huge poster belongs to Abigail and Mark.

The huge poster is (theirs, their). \_\_\_\_\_

5. If you forget to bring markers, you may borrow my markers.

If you forget to bring markers, you may borrow (my, mine). \_\_\_\_\_

6. These are our papers.

These papers are (theirs, ours). \_\_\_\_\_

7. I found my homework on the table.

I found (mine, my) on the table. \_\_\_\_\_

8. Has Lorenzo found his homework?

Has Lorenzo found (him, his)? \_\_\_\_\_

Name \_\_\_\_\_

- Use quotation marks to set off a direct quotation from the rest of the sentence.
- Capitalize the first word in a quotation. Put commas and periods inside quotation marks.
- Use a comma before the quotation when the speaker's name comes first.
- Use a comma, a question mark, or an exclamation point before the closing quotation mark when the speaker's name comes last.

**Rewrite each sentence below, using correct punctuation.**

1. is this your sweater asked Father

\_\_\_\_\_

2. Carmen answered no it is Chloe's sweater

\_\_\_\_\_

3. please tell Chloe to put her clothes away said Father

\_\_\_\_\_

4. this is my sweater but these are not my shoes" stated Chloe

\_\_\_\_\_

5. Carmen confessed, those shoes are mine.

\_\_\_\_\_

6. Father exclaimed to Carmen "put your shoes away!

\_\_\_\_\_



Name \_\_\_\_\_

- A **possessive pronoun** shows who or what owns something. The possessive pronouns *my, your, his, her, its, our, and their* are used before nouns.
- Some possessive pronouns can stand alone and are used in place of nouns. These possessive pronouns are *mine, yours, his, hers, ours, and theirs*.
- Use quotation marks to set off a direct quotation from the rest of the sentence.
- Use a comma before the quotation when a speaker's name comes first. Use a comma, a question mark, or an exclamation point before the closing quotation mark when the speaker's name comes last.

**Proofread each sentence. Watch for errors in possessive pronouns, punctuation, and capitalization. Rewrite the sentence correctly.**

1. is this yours newspaper asked Ms. Ruiz?

\_\_\_\_\_

2. she said I found it on mine porch

\_\_\_\_\_

3. it must be my answered Mr. Holloway

\_\_\_\_\_

4. mine paper was missing this morning, he said

\_\_\_\_\_

5. Ms. Ruiz said we picked up ours paper earlier

\_\_\_\_\_

6. our was in the driveway. she explained"

\_\_\_\_\_

Name \_\_\_\_\_

**Read each sentence. Choose the correct possessive pronoun in parentheses ( ).  
Write the sentence correctly on the line.**

1. Dominic asked me to help him make (our, ours) lunch.

\_\_\_\_\_

2. "I should wash (my, mine) hands first," I said.

\_\_\_\_\_

3. "I have already washed (me, mine)," said Dominic.

\_\_\_\_\_

4. "Where is (your, yours) peanut butter?" I asked.

\_\_\_\_\_

5. "We keep (ours, our) in the refrigerator," said Dominic.

\_\_\_\_\_

6. Dominic wanted soup with (his, him) sandwich.

\_\_\_\_\_

7. I made (my, mine) sandwich while Dominic heated (him, his) soup.

\_\_\_\_\_

8. Dominic and I enjoyed (our, my) lunch.

\_\_\_\_\_

Name \_\_\_\_\_

- Subject pronouns and verbs must agree.
- Add -s to regular present-tense verbs when you use the singular pronouns *he, she, and it*.
- Do not add -s to regular present-tense verbs when you use the pronouns *I, we, you, and they*.
- An **indefinite pronoun** does not refer to a specific person, place, or thing. Some indefinite pronouns are singular, such as *anyone* and *everyone*. Others are plural, such as *both* and *several*. Some can be plural or singular, such as *all* and *some*.

**Read each sentence. Choose the verb in parentheses ( ) that correctly completes the sentence. Write the correct verb on the line. Underline the subject pronoun. Circle indefinite pronouns.**

1. Jack thinks it (look, looks) like a good day for kickball. \_\_\_\_\_
2. He (say, says) he will organize a game. \_\_\_\_\_
3. We (play, plays) on the corner near Claire's house. \_\_\_\_\_
4. Anyone in the neighborhood (know, knows) where Claire lives. \_\_\_\_\_
5. Today, everyone (agree, agrees) to play after lunch. \_\_\_\_\_
6. I (want, wants) to be on Claire's team. \_\_\_\_\_
7. She (kick, kicks) the ball harder than the other players do. \_\_\_\_\_
8. Two teams will play; both (hope, hopes) to win. \_\_\_\_\_
9. All of the players (feel, feels) ready to play. \_\_\_\_\_
10. You (need, needs) to join our team! \_\_\_\_\_

Name \_\_\_\_\_

- A contraction is a shortened form of two words in which the missing letters are replaced by an apostrophe.
- Subject pronouns can be combined with some verbs to form contractions.

**Write the contractions for the following pronoun-verb combinations.**

1. I am \_\_\_\_\_
2. we are \_\_\_\_\_
3. he is \_\_\_\_\_
4. they are \_\_\_\_\_
5. it is \_\_\_\_\_
6. you will \_\_\_\_\_
7. I have \_\_\_\_\_
8. she has \_\_\_\_\_
9. they have \_\_\_\_\_
10. we will \_\_\_\_\_

Name \_\_\_\_\_

- Words such as *there*, *they're*, and *their* are often used incorrectly. *There* refers to a place. *They're* is a contraction of *they are*. *Their* is a possessive pronoun.
- Other homophones can be confusing, such as *to*, *too*, and *two*; *it's* and *its*; *who's* and *whose*; and *you're* and *your*. *It's*, *who's*, and *you're* are contractions of a subject pronoun and a verb.

**Read each sentence. Choose the word in parentheses ( ) that correctly completes the sentence. Rewrite the sentence correctly on the line.**

1. (They're, There, Their) will be an election for class officers tomorrow.

---

2. If you want to run for office, submit (your, you're) name to Mr. Hoang.

---

3. (Who's, Whose) going to run for class president?

---

4. Victor and Leah are (too, two, to) good candidates for treasurer.

---

5. Students who run for election will have (they're, their, there) name on the ballot.

---

6. (It's, Its) going to be an interesting race!

---

Name \_\_\_\_\_

- Subject pronouns and verbs must agree.
- Add -s to regular present-tense verbs when you use the singular pronouns *he*, *she*, and *it*. Do not add -s to regular present-tense verbs when you use the pronouns *I*, *we*, *you*, and *they*.
- An **indefinite pronoun** does not refer to a specific person, place, or thing. Some indefinite pronouns are singular, such as *anyone* and *everyone*. Others are plural, such as *both* and *several*. Some can be plural or singular, such as *all* and *some*.
- Subject pronouns can be combined with some verbs to form contractions. Do not confuse words such as *there*, *they're*, and *their*; *to*, *too*, and *two*; *it's* and *its*; *who's* and *whose*; or *you're* and *your*.

**Rewrite each sentence, correcting mistakes in subject-verb agreement and in spelling and punctuation.**

1. Our dog Scout likes to chase squirrels when we goes too the park

---

2. She bark and chase them until they runs up a tree.

---

3. No matter how fast Scout run, she never catch them?

---

4. once their safe in the trees, Scout sit and barks at the squirrels.

---

5. Everyone think its the chase that interests Scout,

---

Name \_\_\_\_\_

**A. Each sentence has an error in pronoun-verb agreement. Read the sentence in each item. Circle the letter of the change that corrects the sentence.**

1. Everyone in my family enjoy game night.
  - a. Change *everyone* to *anyone*.
  - b. Change *enjoy* to *enjoys*.
  - c. Change *enjoy* to *enjoying*.
2. We gets together after dinner and play board games.
  - a. Change *gets* to *get*.
  - b. Change *we* to *I*.
  - c. Change *play* to *plays*.
3. I often beats my dad at checkers.
  - a. Change *beat* to *beating*.
  - b. Change *I* to *we*.
  - c. Change *beats* to *beat*.

**B. For each item, circle the letter of the choice that best answers the question.**

4. Which of the following sentences contains an indefinite pronoun?
  - a. My friends Miguel and Sara visit often.
  - b. Everyone gets together after school.
  - c. They enjoy being around my brothers and sisters.
5. Which statement about indefinite pronouns is true?
  - a. Indefinite pronouns take the place of certain people, places, or things.
  - b. All indefinite pronouns use a singular verb.
  - c. Indefinite pronouns do not refer to a particular person, place, or thing.

Name \_\_\_\_\_

- A **relative pronoun** links a clause to another noun or pronoun.
- An **interrogative pronoun** asks a question when a noun in the sentence is not known.
- *Who, whom, whose, and which* can be used as either relative or interrogative pronouns. *That* is a relative pronoun, and *what* is an interrogative pronoun. *Whose* is only used to show possession.

**A. Choose the correct relative pronoun in parentheses ( ) to complete each sentence. Write the corrected sentence on the line provided.**

1. This is the magazine (what, that) I told you about.

---

2. She is the artist (whose, which) work I like best.

---

3. He is the boy (who, which) lives downstairs from me.

---

**B. Turn the following statements into questions using the interrogative pronoun in parentheses ( ). Write the question on the line.**

4. These books are due back to the library today. (which)

---

5. I will have a sandwich for lunch today. (what)

---

6. These are Rebecca's rain boots. (whose)

---



Name \_\_\_\_\_

- **Demonstrative pronouns** tell whether something is here or there.
- *This* and *that* are singular demonstrative pronouns; *these* and *those* are plural.
- **Indefinite pronouns** do not refer to a specific person, place, or thing.
- Indefinite pronouns include *everyone*, *both*, *few*, *no one*, and *many*.

**A. Choose the correct demonstrative pronoun to complete each sentence. Write the corrected sentence on the line provided.**

1. (This, These) is where the bicycle race starts.

---

2. (That, Those) are the riders registered for the race.

---

3. (This, These) still need to register.

---

4. (That, Those) will be the most difficult stretch of road.

---

**B. Underline the indefinite pronoun in each sentence.**

5. Everyone agrees it is a perfect day for cycling.

6. Each of the riders is ready for the race.

7. A few of the riders wear special racing gloves.

8. Everybody riding in the race must wear a helmet.

Name \_\_\_\_\_

- Use *who* as a subject.
- Use *whom* as an object.
- Use singular indefinite pronouns with singular verbs.
- Use plural indefinite pronouns with plural verbs.
- The indefinite pronouns *some*, *any*, *none*, *all*, and *most* can be singular or plural.

**A. Correctly complete each sentence with *who* or *whom*. Then rewrite the entire sentence.**

1. Jasmine is the lifeguard \_\_\_\_\_ worked at the pool last summer.

\_\_\_\_\_

2. Dr. Gillespie is the physician \_\_\_\_\_ my neighbors recommend.

\_\_\_\_\_

3. \_\_\_\_\_ plans to attend the meeting?

\_\_\_\_\_

4. Mateo is the person with \_\_\_\_\_ you should study.

\_\_\_\_\_

**B. Read each sentence. Choose the verb in parentheses ( ) that correctly completes the sentence and write it on the line.**

5. Everybody (is, are) ready to take the math test. \_\_\_\_\_

6. No one (deny, denies) that Geraldo is the best actor in the play. \_\_\_\_\_

7. Both of the scientists (work, works) at a major university. \_\_\_\_\_

8. A few of the volunteers (is, are) students at our school. \_\_\_\_\_

Name \_\_\_\_\_

- A **relative pronoun** links a clause to another noun or pronoun.
- An **interrogative pronoun** asks a question when a noun in the sentence is not known.
- **Demonstrative pronouns** tell whether something is here or there. *This* and *that* are singular; *these* and *those* are plural.
- **Indefinite pronouns** do not refer to any specific person, place, or thing. Use singular indefinite pronouns with singular verbs; use plural indefinite pronouns with plural verbs.
- Use *who* as a subject; use *whom* as an object.

**Proofread each sentence. Rewrite the sentence, correcting errors in pronoun use and punctuation.**

1. Everyone know that I like to watch movies.

\_\_\_\_\_

2. Whom doesn't love the excitement of watching action on the big screen?

\_\_\_\_\_

3. I like comedies and adventure films; that are my favorites

\_\_\_\_\_

4. I do not enjoy scary or sad films, because both gives me bad dreams

\_\_\_\_\_

5. Here we are at the Grand Theater, that is my favorite place to watch a movie.

\_\_\_\_\_

6. These is the theater which I go to when I have saved up enough money for a ticket.

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**Read each sentence. On the line, write the pronoun in parentheses ( ) that correctly completes the sentence.**

1. Dawson is the boy (who, whom) is standing beside Mac. \_\_\_\_\_
2. (Which, What) of the two colors do you like best? \_\_\_\_\_
3. (This, These) are my favorite muffins. \_\_\_\_\_
4. (Everyone, Both) are staying after school to help with the parade.  
\_\_\_\_\_
5. The flowers (what, that) I picked this morning are already wilted.  
\_\_\_\_\_
6. (That, Those) is the funniest thing I have ever seen. \_\_\_\_\_
7. Ms. Messina is the only teacher (which, whose) office is upstairs.  
\_\_\_\_\_
8. (Who, Whom) left the mess in the kitchen? \_\_\_\_\_
9. Tomorrow, (what, which) is Thursday, is the best day for me to practice.  
\_\_\_\_\_
10. (Who, Whose) skates were left on the sidewalk? \_\_\_\_\_
11. (This, Those) is Aisha's first day of school. \_\_\_\_\_
12. (Anyone, Several) is welcome to join us for dinner. \_\_\_\_\_

Name \_\_\_\_\_

- An **adjective** describes a person, place, thing, or idea. Adjectives modify nouns or pronouns.
- An adjective may tell what kind, which one, or how many.
- A **predicate adjective** follows a linking verb and tells about the subject of a sentence.
- A **proper adjective** is formed from a proper noun.

**A. Write the adjectives in the following sentences. (Some sentences have more than one adjective.)**

1. Anja and her mother visit the animal shelter every Saturday. \_\_\_\_\_
2. They bring pet supplies and dog treats when they visit. \_\_\_\_\_
3. Anja walks the small dogs, and her mom walks the big ones. \_\_\_\_\_
4. Anja likes to play with the cute cats. \_\_\_\_\_
5. She especially likes the Siamese kittens. \_\_\_\_\_

**B. Write the predicate adjectives in the following sentences. (Some sentences have more than one predicate adjective.)**

6. Most of the animals at the shelter are friendly, but some are shy.  
\_\_\_\_\_
7. The bulldog barks at visitors, but he is nice. \_\_\_\_\_
8. The terrier seems sweet and playful. \_\_\_\_\_
9. The kittens are frisky too. \_\_\_\_\_
10. All the animals seem happy to have visitors. \_\_\_\_\_

Name \_\_\_\_\_

- When more than one adjective is used to describe something, the adjectives follow a particular order.
- Opinion adjectives come before size adjectives.
- Size adjectives come before age adjectives.
- Age adjectives come before color adjectives.
- Color adjectives come before material adjectives.

**Write a sentence using each group of adjectives. Make sure to put the adjectives in the proper order.**

1. red, new

---

2. young, tiny

---

3. pretty, yellow

---

4. big, cardboard, brown

---

5. marble, interesting, white, old

---

Name \_\_\_\_\_

- A **proper noun** names a specific person, place, or thing, and it always should be capitalized.
- **Proper adjectives** always should be capitalized, too. Many proper adjectives describe where someone or something is from. They may refer to languages, races, or nationalities.
- Some proper adjectives describe a time period or holiday.

**Rewrite each sentence, using capital letters for any proper nouns.**

1. Many people in japan study the english language.

---

2. japanese students sometimes learn english from american teachers.

---

3. Cities like tokyo and osaka are modern and busy but still observe traditional customs.

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4. many japanese traditions have been influenced by chinese and european cultures.

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5. It might surprise you to know that beethoven's music is traditionally performed during the japanese new year celebration.

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Name \_\_\_\_\_

- An **adjective** describes a person, place, thing, or idea. Adjectives modify nouns or pronouns and tell what kind, how many, or which one.
- A **predicate adjective** follows a linking verb and describes the subject.
- A **proper adjective** is formed from a proper noun.
- When more than one adjective is used to describe something, the adjectives follow a particular order: opinion, size, age, color, material.
- Proper nouns and proper adjectives always should be capitalized.

**Proofread the paragraph. Then rewrite it, correcting any errors in the capitalization of proper nouns and proper adjectives. When more than one adjective is used to describe something, make sure the adjectives are in the correct order.**

Hernando de Soto was a spanish explorer who led the first european expedition into the area that became the southern part of the united states. In 1539, he sailed from cuba to florida in search of gold and other riches. Two years later, the expedition crossed the mississippi river into what is now the state of arkansas. de soto and his army met many obstacles. It was a long hard winter, and many died. The army found none of the splendid riches they had imagined. De Soto became ill and died before the expedition returned to mexico in 1543.

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Name \_\_\_\_\_

**A. Underline the adjectives in each sentence.**

1. Ginger is my favorite dog at the animal shelter.
2. She is a beautiful miniature dachshund.
3. Ginger has long red hair with black tips.
4. She has a loud bark and thinks she is a big dog.
5. Everyone loves Ginger because she is funny and playful.

**B. Write the proper adjective in each sentence. Circle any two adjectives whose order needs to be switched.**

6. The food festival offers a taste of many Asian dishes.  
\_\_\_\_\_

7. You should sample the Thai noodles with brown delicious sauce.  
\_\_\_\_\_

8. One booth features fresh Vietnamese spring rolls.  
\_\_\_\_\_

9. My brother always tries the steamed Chinese dumplings.  
\_\_\_\_\_

10. I like the spicy Korean dish called bibimbap.  
\_\_\_\_\_

Name \_\_\_\_\_

- An **article** is a kind of adjective. There are three articles: *a*, *an*, and *the*.
- *A* and *an* are **indefinite articles** because they refer to a noun in general. Use *a* before a noun that begins with a consonant. Use *an* before a noun that begins with a vowel.
- *The* is a definite article because it refers to a specific noun.

**Read the sentences. Circle the article that correctly completes the sentence.**

1. (The, A) sun is the center of our solar system.
2. (The, An) earth and seven other planets orbit the sun in circular paths.
3. Pluto also orbits the sun, but it is no longer called (a, an) planet.
4. Pluto is classified as (a, an) dwarf planet.
5. Pluto's orbit is shaped like (a, an) oval.
6. The solar system has other dwarf planets and (a, an) number of smaller bodies.
7. (A, An) asteroid is a small rocky body that travels through space.
8. Most asteroids are found in a region between Mars and Jupiter called (a, the) asteroid belt.
9. (A, An) comet is a small body made of ice, gas, and dust.
10. Comets orbit (an, the) sun in oval-shaped paths.

Name \_\_\_\_\_

- *That, this, these, and those* are **demonstrative adjectives**. They point out people, places, things, or ideas.
- Demonstrative adjectives can also take the place of nouns. When they do, they become **demonstrative pronouns**.

**A. Choose the demonstrative adjective that correctly completes each sentence. Write it on the line provided.**

1. The school principal keeps lost items in \_\_\_\_\_ box. (this, these)
2. \_\_\_\_\_ gloves might belong to Matthew. (That, Those)
3. Samantha lost a hat just like \_\_\_\_\_ one. (this, these)
4. Ask William if \_\_\_\_\_ sweater is his. (that, those)
5. \_\_\_\_\_ clothes have been in the box for a long time. (This, These)

**B. Complete each sentence with an appropriate demonstrative pronoun in parentheses ( ).**

6. \_\_\_\_\_ is Jessica's lunch bag, which I am bringing to the cafeteria for her. (This, That)
7. Lee said \_\_\_\_\_ are his baseball cards in the lost and found box in the office. (these, those)
8. A water bottle was left on the bus. \_\_\_\_\_ might be mine. (That, This)
9. I have a ball with me. Could \_\_\_\_\_ be the ball missing from the gym? (that, this)
10. The books on the table over there go back to the library. \_\_\_\_\_ on this table are for the students. (These, Those)

Name \_\_\_\_\_

- Use a **colon** after the salutation in a business letter.
- Use a **colon** to introduce a list of items.
- Use a **semicolon** to join together two independent clauses—that is, two clauses that could be sentences on their own. The semicolon takes the place of a comma and conjunction.

**Read the letter. Correct errors with colons and semicolons.**

3100 Olive Street  
Pico Rivera, CA 90060  
February 15, 2012

Dear Ms. Newman,

I am sending the additional information you need for the choir program. The event begins at 7:00 P.M. The girls' chorus will perform first the mixed choir will perform last. Please add the following names to the list of choir members Abby Stein, Hannah Wilbanks, Windom Merrill, and Paul Stanley.

If you need any other information, please let me know.

Sincerely yours,  
Lachandra Newman

Name \_\_\_\_\_

- An **article** is a kind of adjective. There are three articles: *a*, *an*, and *the*. *A* and *an* are **indefinite articles**. *The* is a definite article.
- *That*, *this*, *these*, and *those* are **demonstrative adjectives**. They point out people, places, things, or ideas. When **demonstrative adjectives** take the place of nouns, they become demonstrative pronouns.
- Use a **colon** after the salutation in a business letter and to introduce a list of items.
- Use a **semicolon** to join together two independent clauses.

**Proofread the announcement. Watch for errors in articles, in demonstrative adjectives and demonstrative pronouns, and in punctuation. Rewrite the passage correctly.**

To all students

The school assembly will take place these afternoon at 2:00 P.M. in a school gymnasium. All students must be seated in a gym no later than 1:50.

Principal Davis will recognize the following students for their top achievements in an state science fair Cody Massenelli, Sheree Jones, and Nikki Tagupa. This students should sit with Mrs. Pringle by a stage.

A principal will also recognize students who won honorable mention at a fair. That students should remain with their class they should stand when their names are called.

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Name \_\_\_\_\_

**A. Rewrite each sentence on the line, changing the article in parentheses so that it correctly completes the sentence.**

1. Meteorologists are scientists who study and predict (a) weather.

\_\_\_\_\_

2. They use (an) variety of tools to help them give accurate forecasts.

\_\_\_\_\_

3. (An) thermometer is (a) instrument that measures air temperature.

\_\_\_\_\_

4. (An) barometer measures (a) air pressure.

\_\_\_\_\_

5. Meteorologists use (a) anemometer to measure wind speed.

\_\_\_\_\_

**B. Read each sentence. Underline the demonstrative adjective that correctly completes the sentence.**

6. (This, These) wind vane shows the wind is blowing in an easterly direction.

7. Judging by (this, these) weather maps, a storm is on the way.

8. Heavy rains should move through our area (this, these) afternoon.

9. We can measure the amount of rain with (that, those) rain gauge.

10. (That, Those) weather predictions were very accurate.

Name \_\_\_\_\_

- **Comparative adjectives** compare two people, places, or things.
- Form comparative adjectives by adding *-er* to most one-syllable and some two-syllable words.
- If an adjective ends in *-e*, drop the *e* before adding *-er*. If it ends in a consonant preceded by a single vowel, double the consonant. If it ends in *-y*, change the *y* to *i*.

**Read each sentence. On the lines provided, write the correct comparative form of the adjective in parentheses ( ).**

1. Anthony's house is close to mine, and David's house is even \_\_\_\_\_. (close)
2. Jackson Street is busy, but Jefferson Street is \_\_\_\_\_. (busy)
3. Julie's scooter is fast, but her bike is \_\_\_\_\_. (fast)
4. The weather is hot today, but it will be even \_\_\_\_\_ tomorrow. (hot)
5. That is a nice spot for a picnic, but this spot is \_\_\_\_\_. (nice)

**B. Rewrite the sentence using the correct comparative form of the adjective in parentheses ( ).**

6. We took the (long) route through the park.

\_\_\_\_\_

7. My dog was (big) than Jung's dog.

\_\_\_\_\_

8. The leaves are (pretty) today than they were last week.

\_\_\_\_\_

Name \_\_\_\_\_

- **Superlative adjectives** compare more than two people, places, or things.
- Form superlative adjectives by adding *-est* to most one-syllable and some two-syllable adjectives.
- If an adjective ends in *-e*, drop the *e* before adding *-est*. If it ends in a consonant preceded by a single vowel, double the consonant. If it ends in *-y*, change the *y* to *i*.

**Complete each sentence with the correct superlative form of the adjective in parentheses ( ). Write the correct form on the line.**

1. John is the (young) \_\_\_\_\_ member of our large family.
2. Brianna is the (old) \_\_\_\_\_ girl.
3. Even though James is only twelve, he is the (tall) \_\_\_\_\_ boy.
4. I am the (short) \_\_\_\_\_ girl in the family.
5. Mom says John was the (large) \_\_\_\_\_ baby of all.
6. Now that John is talking, he is the (noisy) \_\_\_\_\_ member of the family.
7. James is the (big) \_\_\_\_\_ child.
8. Brianna and James are the (close) \_\_\_\_\_ in age.
9. The mornings at our house are (busy) \_\_\_\_\_ around 8:00.
10. That is the (lively) \_\_\_\_\_ time of our day.



Name \_\_\_\_\_

- Compound words can be written as one word (*homework*), as two words (*paper clip*), or with a hyphen (*all-American*).
- Hyphens are often used in compound numbers and fractions, with prefixes such as *ex-* or *self-* or the suffix *-elect*, and with prefixes before proper nouns and adjectives.
- A compound adjective that precedes the word it modifies should be hyphenated: *up-to-date maps*.

**Read each sentence. Decide whether the words in parentheses ( ) should be one word, two words, or a hyphenated word. Write the word correctly on the line. If the word is correct, write C on the line. Use a dictionary if necessary.**

1. We are having (left overs) for dinner. \_\_\_\_\_
2. Roberto finished (twenty five) problems before recess. \_\_\_\_\_
3. My brother is a (self taught) tennis player. \_\_\_\_\_
4. We watch his tennis matches from the (fourth floor) window. \_\_\_\_\_
5. The (exState University) tennis coach came to his last match. \_\_\_\_\_
6. My brother will graduate from (high school) next year. \_\_\_\_\_
7. The actor stood in the (spot light) and read his script. \_\_\_\_\_
8. The (president elect) received a warm welcome from the theater club members.  
\_\_\_\_\_
9. Our band is playing in the (pregame) show Saturday. \_\_\_\_\_
10. Angelina will bring along her (seven year old) sister. \_\_\_\_\_

Name \_\_\_\_\_

- **Comparative adjectives** compare two people, places, or things.
- **Superlative adjectives** compare more than two people, places, or things.
- Compound words can be written as one word (*homework*), as two words (*paper clip*), or with a hyphen (*all-American*).

**Proofread each sentence. Watch for errors in comparative and superlative adjectives and in compound words. Also correct errors in capitalization and the use of hyphens and other punctuation. Use a dictionary if necessary.**

1. Florence Griffith Joyner made history in the 1980s when she became the world's faster woman

\_\_\_\_\_

\_\_\_\_\_

2. She won three-gold medals at the 1988 Olympic games?

\_\_\_\_\_

3. Her colorful outfits and six inch finger nails made her a standout on the track,

\_\_\_\_\_

4. last night? I stayed up latest than I will tonight.

\_\_\_\_\_

5. Tonight will be the early bedtime of all for me this week.

\_\_\_\_\_

6. The weather reports, say that Tonight will be the cold night of the year,"

\_\_\_\_\_

Name \_\_\_\_\_

**A Choose the correct replacement for the adjective in parentheses ( ). Circle the letter of your answer.**

1. This trail is (steep) than the one we climbed yesterday.
  - a. steeper
  - b. steepest
  - c. steepper
  - d. steeppest
  
2. However, that trail was (rocky) than this one.
  - a. rockiest
  - b. rockier
  - c. rockyer
  - d. rockyest
  
3. Which is the (fast) route of the three ways back to camp?
  - a. fasteer
  - b. fasteest
  - c. faster
  - d. fastest
  
4. We should have (nice) weather tomorrow than we had today.
  - a. nicer
  - b. nicier
  - c. nicest
  - d. niciest
  
5. This has been the (great) camping trip of all.
  - a. greater
  - b. greatier
  - c. greatest
  - d. greatiest

Name \_\_\_\_\_

- Form the **comparative** of most one- and some two-syllable adjectives by adding *-er* to the word.
- For adjectives of more than two syllables, form the comparative by adding *more* in front of the adjective.

**Underline the word or words in parentheses that form the correct comparative adjective.**

1. This basketball game is (excitinger, more exciting) than last week's game.
2. Our team is (more enthusiastic, enthusiasticer) than the other team is.
3. This week's crowd is (bigger, more big) than last week's.
4. Our offense is (effectiver, more effective) than our defense.
5. The point guard on our team is (more fast, faster) than their point guard.
6. Games are (more enjoyable, enjoyabler) in the new gym than they were in the old gym.
7. The new gym is (spaciousser, more spacious) than the old one was.
8. These padded seats are (comforabler, more comfortable) than the old wooden ones.
9. The score of this game is (closer, more close) than the score of Wednesday's game.
10. A close game is (more satisfying, satisfyinger) than an easy victory.

Name \_\_\_\_\_

- Form the **superlative** of most one- and some two-syllable adjectives by adding *-est* to the word.
- Form the superlative of many adjectives with two or more syllables by adding *most* in front of the adjective.

**A. Choose the superlative adjective that correctly completes each sentence. Write it on the line provided.**

1. That movie was one of the (entertainingest, most entertaining) films of the year.

\_\_\_\_\_

2. The special effects were among the (incrediblest, most incredible) I have ever seen.

\_\_\_\_\_

3. Science fiction is the (most fascinating, fascinatingest) type of movie to me.

\_\_\_\_\_

4. Which performance did you think was the (greatest, most great)?

\_\_\_\_\_

5. The performance by the lead actor was his (most powerful, powerfulest).

\_\_\_\_\_

**B. Complete each sentence with the correct superlative form of the adjective in parentheses. Write the correct form on the line.**

6. My other favorite film this year had the \_\_\_\_\_ script. (amusing)

7. It was one of the \_\_\_\_\_ movies I've seen in a while. (funny)

8. The comical ice skating scene made me laugh the \_\_\_\_\_. (hard)

Name \_\_\_\_\_

- When using the comparative form in a sentence, do not add *-er* and *more* to the same adjective.
- When using the superlative form to compare more than two things, do not add *-est* and *most* to the same adjective.

**Read each sentence. Put brackets [ ] around incorrect comparative or superlative adjectives. Rewrite the sentence correctly on the lines. If the sentence is correct, write C.**

1. San Antonio is one of the most interestingest cities in Texas.

\_\_\_\_\_

2. It is also one of the most largest cities in the state.

\_\_\_\_\_

3. Houston is the only city in Texas larger than San Antonio.

\_\_\_\_\_

4. San Antonio is a much more older city than Houston.

\_\_\_\_\_

5. In fact, it is one of the most oldest cities in the United States.

\_\_\_\_\_

6. San Antonio has one of the largest concentrations of Spanish missions.

\_\_\_\_\_

7. The Alamo is the city's most old mission.

\_\_\_\_\_

8. One of the most famous battles was fought at the Alamo.

\_\_\_\_\_

Name \_\_\_\_\_

- Form the **comparative** of most one- and some two-syllable adjectives by adding *-er* to the word. For adjectives of more than two syllables, add *more* in front of the adjective.
- Form the **superlative** of most one- and some two-syllable adjectives by adding *-est* to the word. For adjectives of more than two syllables, add *most* in front of the adjective.
- When using the comparative form in a sentence, do not add *-er* and *more* to the same adjective.
- When using the superlative form, do not add *-est* and *most* to the same adjective.

**Proofread each sentence. On the lines, rewrite the sentence. Correct mistakes in comparative and superlative adjectives. Change articles if you need to.**

1. I heard the most excitingest news today!

\_\_\_\_\_

2. My most oldest friend, Maya, is coming for a visit.

\_\_\_\_\_

3. Maya has always been my most close friend, too.

\_\_\_\_\_

4. She lived in my neighborhood when we were more young, but she moved away.

\_\_\_\_\_

5. We had the amazingest times together.

\_\_\_\_\_

Name \_\_\_\_\_

**A. Put brackets around the word or words that form a comparative or superlative adjective. Write C if the adjective is comparative. Write an S if the adjective is superlative.**

1. The school talent show gets more amazing every year. \_\_\_\_\_
2. The magician performed the most astounding tricks. \_\_\_\_\_
3. The ballerina's leaps and turns were the strongest I have ever seen. \_\_\_\_\_
4. A barbershop quartet sang funnier songs than they did last year. \_\_\_\_\_
5. Gymnasts amazed us with the most unbelievable stunts. \_\_\_\_\_

**B. Read each sentence. Choose the comparative or superlative form of the adjective in parentheses ( ) that correctly completes the sentence. Write the correct adjective form on the line.**

6. The comedian last year was (clever) than the one this year. \_\_\_\_\_
7. Carson recited the (hilarious) poem I have ever heard. \_\_\_\_\_
8. Jeremy, a juggler, had the (scary) act of all. \_\_\_\_\_
9. The audience's applause was (loud) with every act. \_\_\_\_\_
10. I don't know how the show could be (spectacular) next year. \_\_\_\_\_



Name \_\_\_\_\_

Some adjectives form **irregular comparisons**. These are not formed by adding *-er* and *-est* to the end of words or by preceding words with *more* and *most*.

- The adjective *good* is an irregular comparison.
- The comparative of *good* is *better*. Use *better* to compare two things.
- The superlative of *good* is *best*. Use *best* to compare three or more things.

**Rewrite each sentence using the correct comparative or superlative form of the adjective in parentheses ( ).**

1. Sometimes the (best, goodest) thing to do is to stand up for what is right.  
\_\_\_\_\_
2. Mrs. Acosta wants to get a (gooder, better) job.  
\_\_\_\_\_
3. She also wants the (best, most good) working conditions possible at her workplace.  
\_\_\_\_\_
4. Mrs. Acosta knows there is a (better, more good) way to manage the business.  
\_\_\_\_\_
5. She wants the (best, most good) possible work environment for everyone.  
\_\_\_\_\_

Name \_\_\_\_\_

- The adjective *bad* is another irregular comparison.
- The comparative of *bad* is *worse*. Use *worse* to compare two things.
- The superlative of *bad* is *worst*. Use *worst* to compare three or more things.

**Read each sentence. Complete the sentence with the correct comparative or superlative form of the adjective *bad*. Then rewrite the sentence correctly.**

1. The television program we saw last week was bad, but this one is \_\_\_\_\_ .

\_\_\_\_\_

2. The acting was the \_\_\_\_\_ I have ever seen.

\_\_\_\_\_

3. Marina expected it to be bad, but it was much \_\_\_\_\_ than she expected.

\_\_\_\_\_

4. I don't know which was \_\_\_\_\_, the script or the plot.

\_\_\_\_\_

5. In my opinion there is nothing \_\_\_\_\_ than wasting time on a bad TV show.

\_\_\_\_\_

6. Marina thinks it's \_\_\_\_\_ to spend money on a terrible movie.

\_\_\_\_\_

Name \_\_\_\_\_

- The adjectives *good*, *well*, *bad*, *many*, *much*, and *less* all form irregular comparisons.
- *Good* and *well* have the same comparative and superlative forms: *better* and *best*.
- *Many* and *much* have the same comparative and superlative forms: *more* and *most*.
- The comparative and superlative forms of *bad* are *worse* and *worst*. The comparative and superlative forms of *less* are *lesser* and *least*.

**Rewrite each sentence below using the correct comparative or superlative form in parentheses ( ).**

1. Kai has not been feeling well, but she hopes to feel (best, better) soon.

\_\_\_\_\_

2. Cameron has many rocks in his collection, but Audrey has (more, most).

\_\_\_\_\_

3. Elliot has the (least, less) experience of any of the players on the team.

\_\_\_\_\_

4. I have very little time to play today, but tomorrow I have even (less, least) time.

\_\_\_\_\_

5. Yesterday's game was bad, but today's is (worse, worst).

\_\_\_\_\_

6. After a good night's sleep, Rodrigo always feels his (better, best).

\_\_\_\_\_

Name \_\_\_\_\_

- Some adjectives form **irregular comparisons**. These are not formed by adding *-er* and *-est* to the end of words or by preceding words with *more* and *most*.
- The adjectives *good*, *well*, *bad*, *many*, and *much* all form irregular comparisons.
- The comparative and superlative forms of *good* and *well* are *better* and *best*. The comparative and superlative forms of *bad* are *worse* and *worst*.
- The comparative and superlative forms of *many* and *much* are *more* and *most*. The comparative and superlative forms of *less* are *lesser* and *least*.

**Proofread each sentence of the dialogue below. Then rewrite the sentence correctly. Watch for errors in comparative and superlative adjectives and in punctuation.**

1. "Are you feeling gooder today, Jody?" asked Mother.

---

2. I'm still not feeling my wellest, but I felt much badder yesterday. answered Jody

---

3. I hope you got manier hours of sleep last night than the night before, said Mother.

---



---

4. I did Jody said, I got much gooder sleep last night.

---

5. get the muchest rest you can, and tomorrow you will feel weller, said Mother

---

Name \_\_\_\_\_

**Choose the correct comparative or superlative form of the adjective in parentheses ( ). Circle the letter of your choice.**

1. Scott's choice of lunches was the (good) of the two.
  - a. best
  - b. goodest
  - c. better
  - d. gooder
  
2. Blake knows French fries are a (bad) choice than a salad.
  - a. baddest
  - b. worst
  - c. badder
  - d. worse
  
3. Emma knows that water is a (good) choice than soda.
  - a. gooder
  - b. good
  - c. best
  - d. better
  
4. Ms. Adams thinks the broccoli is the (good) thing on the menu.
  - a. best
  - b. better
  - c. most good
  - d. goodest
  
5. I don't know which snack is (bad), chips or cookies.
  - a. worst
  - b. badder
  - c. worse
  - d. baddest

Name \_\_\_\_\_

- An **adverb** modifies a verb, an adjective, or another adverb.
- Adverbs can come before or after the verbs they modify.
- Adverbs can tell when, where, how, or to what extent.
- Many adverbs are formed by adding *-ly* to adjectives. However, not all words ending in *-ly* are adverbs, and some adverbs do not end in *-ly*.

**Underline the adverb in each sentence below.**

1. The alarm clock by Jonathan's bed rang loudly.
2. Jonathan immediately silenced the alarm.
3. He hurriedly threw back the covers and jumped to his feet.
4. Jonathan was especially eager to start the day.
5. The morning of the school spelling bee had finally arrived.
6. Jonathan dressed quickly and joined his family for breakfast.
7. They talked excitedly about the day ahead.
8. Jonathan said he was very prepared for the competition.
9. He said he had studied the spelling words thoroughly.
10. Jonathan's family warmly wished him luck in the spelling bee.

Name \_\_\_\_\_

- When an adverb modifies an adjective or another adverb, it is often used to emphasize or intensify the meaning. Such adverbs are called **intensifiers**.
- Intensifiers such as *very*, *just*, *quite*, *rather*, *so*, *too*, and *somewhat* clarify the extent of something.
- Intensifiers are positioned before words they modify.

**Read each sentence. Underline the intensifier. Write the adverb or adjective it modifies on the line provided.**

1. Maura knows Alexandra quite well. \_\_\_\_\_
2. They have been friends for a very long time. \_\_\_\_\_
3. Alexandra lives just down the street from Maura. \_\_\_\_\_
4. The girls walk to school together rather often. \_\_\_\_\_
5. The school is not too far from Maura's house. \_\_\_\_\_
6. Maura is always so happy to see Alexandra again after school. \_\_\_\_\_
7. It is somewhat rare to see the girls argue. \_\_\_\_\_
8. The two friends have an extremely good time together. \_\_\_\_\_

Name \_\_\_\_\_

- *Good* is used as an adjective to describe nouns.
- *Well* can be used as an adjective or adverb.
- *Well* is an adverb when it tells how ably something is done.
- *Well* is an adjective when it means “in good health.”

**Read the sentences below. Fill in the blank using *good* or *well* correctly.**

1. The students have a \_\_\_\_\_ idea for a mural in the school cafeteria.
2. They want to show how important it is to eat as \_\_\_\_\_ as possible.
3. It is \_\_\_\_\_ known that a balanced diet can help prevent illness.
4. Eating a variety of nutritious foods is a \_\_\_\_\_ way to stay healthy.
5. Fresh fruits and vegetables are always \_\_\_\_\_ choices.
6. Most people don't feel \_\_\_\_\_ when they eat poorly.
7. It is a \_\_\_\_\_ idea to avoid non-nutritious snack foods.
8. This wall looks like a \_\_\_\_\_ spot for the mural.
9. You can see it quite \_\_\_\_\_ when you walk into the cafeteria.
10. The mural will help remind people to eat \_\_\_\_\_ and choose wisely.



Name \_\_\_\_\_

- An **adverb** modifies a verb, an adjective, or another adverb.
- Adverbs can tell when, where, how, or to what extent.
- Many adverbs are formed by adding *-ly* to adjectives.
- Not all words ending in *-ly* are adverbs, and some adverbs do not end in *-ly*.
- When an adverb modifies an adjective or another adverb, it is often used to emphasize or intensify the meaning. Such adverbs are called **intensifiers**.
- Intensifiers such as *very*, *just*, *quite*, *rather*, *so*, *too*, and *somewhat* clarify the extent of something.
- *Good* is used as an adjective. *Well* can be used as an adjective or adverb.

**The writer of the directions below did not proofread for errors. Read the directions. Then rewrite the directions, correcting any errors in the use of adverbs and in the use of *good* and *well*.**

How to make a fruit smoothie:

- First, pour careful one-half cup of very cold milk into a blender.
- Next, add one ripely banana and one cup of any frozen fruit. Blackberries, raspberries, and strawberries are well choices.
- Blend the ingredients good.
- When your smoothie is mixed together thorough, pour it into a tall glass and enjoy!

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Name \_\_\_\_\_

**A. Put brackets [ ] around the adverb in each of the following sentences. Write *how* if the adverb tells how, *when* if the adverb tells when, *where* if the adverb tells where, or *to what extent* if the adverb tells to what extent.**

1. Before the storm, the sky was unusually dark. \_\_\_\_\_
2. The wind picked up and began to blow violently. \_\_\_\_\_
3. The weather sirens indicated people should take cover immediately.  
\_\_\_\_\_
4. Lightning began to flash and extremely loud thunder startled everyone.  
\_\_\_\_\_
5. The weather report indicated the storm was getting closer to our county.  
\_\_\_\_\_

**B. Put brackets [ ] around the adverb in each of the following sentences. On the line provided, write the word the adverb modifies.**

6. Neighbors hurriedly filled the storm shelter. \_\_\_\_\_
7. Rain fell heavily for the next hour. \_\_\_\_\_
8. The crowd listened to the radio intently. \_\_\_\_\_
9. They were relieved to learn the storm warning would expire shortly.  
\_\_\_\_\_
10. Once the weather cleared, everyone returned eagerly to their homes.  
\_\_\_\_\_

Name \_\_\_\_\_

- **Comparative adverbs** compare two actions.
- Form the comparative by adding *-er* to most one-syllable adverbs and some two-syllable adverbs.
- For some adverbs of two or more syllables, add *more* to form the comparative.

**Write the comparative of each of the following adverbs.**

1. soon \_\_\_\_\_
2. quietly \_\_\_\_\_
3. easily \_\_\_\_\_
4. safely \_\_\_\_\_
5. straight \_\_\_\_\_
6. calmly \_\_\_\_\_

**Underline the comparative form of the adverb that correctly completes each sentence.**

7. The pole-vaulter from our school jumped (higher, more highly) than anyone at the track meet.
8. The person who can sprint (more fast, faster) than Yosef will probably win the race.
9. The crowd cheers (more enthusiastically, enthusiaticer) every time Selena comes around the track.
10. Jed throws the discus (powerfuller, more powerfully) than Henry does.

Name \_\_\_\_\_

- The **superlative** of an adverb compares more than two actions. It is formed by adding *-est* to most adverbs of one syllable and some adverbs of two syllables.
- Add *most* to adverbs of two or more syllables.

**Write the superlative form of each of the following adverbs.**

1. loud \_\_\_\_\_
2. gracefully \_\_\_\_\_
3. happily \_\_\_\_\_
4. kindly \_\_\_\_\_
5. certainly \_\_\_\_\_
6. high \_\_\_\_\_

**Rewrite each sentence using the correct superlative form of the adverbs in parentheses.**

7. Of all the choir members, Sergio sings (naturally).

\_\_\_\_\_

8. Quinten may not be the best singer, but he performs (energetically).

\_\_\_\_\_

9. Tyrell sings (low) of all the baritones.

\_\_\_\_\_

10. Heidi projects her voice (powerfully).

\_\_\_\_\_

Name \_\_\_\_\_

- When using the comparative form of an adverb in a sentence, be sure that two actions are being compared.
- Be sure that your sentence is comparing more than two actions when you use the superlative form of an adverb.
- To form a negative comparison, use the adverbs *less* and *least*.

**A. Read each pair of sentences. Draw an X by the one that uses a comparative or superlative adjective correctly.**

1. My sister can swim fastest than her best friend. \_\_\_\_\_  
My sister can swim faster than her best friend. \_\_\_\_\_
2. She dives the more skillfully of all her friends, too. \_\_\_\_\_  
She dives the most skillfully of all her friends, too. \_\_\_\_\_
3. My brother sleeps more soundly than anyone I know. \_\_\_\_\_  
My brother sleeps most soundly than anyone I know. \_\_\_\_\_
4. He also snores the loudest of all. \_\_\_\_\_  
He also snores the louder of all. \_\_\_\_\_

**B. Rewrite each sentence by writing the words in parentheses that form the correct negative comparison.**

5. My dog barks (less often, least often) than Zoey's dog.  
\_\_\_\_\_
6. Zoey's dog is the (less friendly, least friendly) dog in the neighborhood.  
\_\_\_\_\_

Name \_\_\_\_\_

- **Comparative adverbs** compare two actions.
- Form the comparative by adding *-er* to most one-syllable adverbs and some two-syllable adverbs.
- For some adverbs of two or more syllables, add *more* to form the comparative.
- The **superlative** of an adverb compares more than two actions. It is formed by adding *-est* to most adverbs of one syllable and some adverbs of two syllables.
- Add *most* to adverbs of two or more syllables.
- To form a negative comparison, use the adverbs *less* and *least*.

The writer of these survey questions did not check his or her use of adverbs. Rewrite the questions, making sure that comparative and superlative adverbs are used correctly.

1. Of the two classrooms, which one looks largest?

---

2. Among the students in our class, who helps others more often?

---

3. Which of the two musicals from last year was least memorable?

---

4. Which student draws most realistically, Timothy or Bryce?

---

5. In your opinion, who is the faster runner in the entire sixth grade?

---

Name \_\_\_\_\_

**Read each sentence. Is there a mistake with the comparative or superlative adverb? Circle the letter of your response.**

1. Will laughed more hard than Justin.
  - a. Change “more hard” to more “hardly.”
  - b. Change “more hard” to “harder.”
  - c. Change “more hard” to “most hard.”
  - d. Make no change.
  
2. My sister reads more fastly than I do.
  - a. Change “more fastly” to “more fast.”
  - b. Change “more fastly” to “more faster.”
  - c. Change “more fastly” to “faster.”
  - d. Make no change.
  
3. The moon shines less brightly than the sun.
  - a. Change “less brightly” to “least brightly.”
  - b. Change “less brightly” to “less brighter.”
  - c. Change “less brightly” to “brightless.”
  - d. Make no change.
  
4. Of all the students at the pep rally, Toni yelled more enthusiastically.
  - a. Change “more enthusiastically” to “most enthusiastically.”
  - b. Change “more enthusiastically” to “enthusiastic.”
  - c. Change “more enthusiastically” to “most enthusiastic.”
  - d. Make no change.
  
5. Over the past three days, it rained heaviest on Wednesday.
  - a. Change “heaviest” to “most heavy.”
  - b. Change “heaviest” to “more heavily.”
  - c. Change “heaviest” to “more heavy.”
  - d. Make no change.

Name \_\_\_\_\_

- A **negative** is a word that means *no*.
- A common negative is *not*. *Not* can appear in contractions as *n't*.
- Other common negatives are *nobody*, *nowhere*, *nothing*, *never*, and *neither*.

**Underline each negative, including contractions with *not*, in the sentences below.**

1. Mr. Aldoni was not happy with the pot of soup he made.
2. "I don't think the soup is flavorful enough," he said.
3. He tried adding more spices, but nothing made it taste better.
4. "Nowhere can I find the recipe I used the last time I made this soup," he said.
5. Sami tasted his uncle's soup and said, "There is no paprika in it."
6. "I can't believe I forgot the paprika!" cried Mr. Aldoni.
7. "Neither can I!" exclaimed Sami.
8. Sami's uncle added the paprika and said he would never forget it again.
9. They tasted the soup and agreed nobody would recognize the mistake.
10. "No one makes a soup as delicious as yours." said Sami.



Name \_\_\_\_\_

- A **double negative** occurs when two negatives within a clause cancel each other.
- Sentences containing multiple clauses can have more than one negative, so long as they do not cancel each other.

**Each sentence below contains more than one negative. Put brackets [ ] around the negative words. If the sentence contains a double negative within a clause, correctly rewrite the sentence by removing one negative. If the negatives do not cancel each other, and the sentence is correct, write C.**

1. Cole wants to play baseball but he does not have no time to practice.

\_\_\_\_\_

2. Coach Hicks will not let students play if they can't get to practice by 3:30.

\_\_\_\_\_

3. Coach says it's a school rule, and he can't do nothing about it.

\_\_\_\_\_

4. Cole cannot get there until 4:30, so he won't be able to play.

\_\_\_\_\_

5. Cole doesn't not know what to do.

\_\_\_\_\_

6. He might not never get to play baseball this year.

\_\_\_\_\_

Name \_\_\_\_\_

- Fix a double negative by changing one of the negatives to its positive equivalent.
- Some negatives and their positive equivalents are *never/ever* and *no/any*.
- The words *hardly*, *scarcely*, and *barely* are also negatives.
- If *no* precedes a noun, you often can change it to *a* or *an*.

**Rewrite each sentence on the line so that it does not contain a double negative. Change or remove words as needed.**

1. It was so rainy and foggy we couldn't barely see in front of us.

---

2. It not never safe to travel in the fog.

---

3. We couldn't hardly tell if anyone else was on the highway.

---

4. Not nobody was more worried than Mother was.

---

5. "There is not no exit for miles," she said.

---

6. We would not have never left the house if we had heard the weather forecast.

---

7. Mother couldn't scarcely believe it when we finally saw an exit.

---

Name \_\_\_\_\_

- A **negative** is a word that means *no*. Common negatives are *not* (*n't*), *nobody*, *nowhere*, *nothing*, *never*, and *neither*.
- A double negative occurs when two negatives within a clause cancel each other. Sentences with multiple clauses can have more than one negative, so long as they do not cancel each other.
- Fix a double negative by changing one of the negatives to its positive equivalent. Some negatives and their positive equivalents are *never/ever* and *no/any*. The words *hardly*, *scarcely*, and *barely* are also negatives.
- If *no* precedes a noun, you often can change it to *a* or *an*.

**Proofread the speech below. Rewrite the passage correctly, fixing errors in the use of negatives, capitalization, and punctuation.**

In my opinion there is not no better candidate for class president than Charles Ota. charles is one of the best students in our class. he does not have no bad qualities When I have a problem there is not no one I can count on like Charles. I have never known nobody as honest and reliable. Charles never has no shortage of ideas for ways to better the school. not nowhere will we find someone to represent our class as well as Charles can If you want the best class president, please vote for Charles Ota.

[illegible]

Name \_\_\_\_\_

**A. Read each of the following sentences. Draw an X beside the sentence that contains a double negative.**

1. There is not nobody as funny as Aunt Susie. \_\_\_\_\_  
There is not anybody as funny as Aunt Susie. \_\_\_\_\_  
There is nobody as funny as Aunt Susie. \_\_\_\_\_
2. She hardly ever gets to visit, but when she does, we always have fun. \_\_\_\_\_  
She hardly never gets to visit, but when she does, we always have fun. \_\_\_\_\_  
She almost never gets to visit, but when she does, we always have fun. \_\_\_\_\_
3. No one makes us laugh as much as Aunt Susie does. \_\_\_\_\_  
Not no one makes us laugh as much as Aunt Susie does. \_\_\_\_\_  
Not anyone makes us laugh as much as Aunt Susie does. \_\_\_\_\_
4. There is not nothing I'd rather do than play games with my family. \_\_\_\_\_  
There is nothing I'd rather do than play games with my family. \_\_\_\_\_  
There is not anything I'd rather do than play games with my family. \_\_\_\_\_
5. Game night is nowhere as much fun without the whole family. \_\_\_\_\_  
Game night is not as much fun without the whole family. \_\_\_\_\_  
Game night is not nowhere as much fun without the whole family. \_\_\_\_\_

**B. Rewrite each sentence correctly on the line.**

6. I don't not think we have ever had a better time than we had last weekend.  
\_\_\_\_\_
7. My cousin Erik doesn't think so neither.  
\_\_\_\_\_
8. I can't hardly wait until we can all get together again.  
\_\_\_\_\_

Name \_\_\_\_\_

- A preposition is a word that shows how a noun or pronoun relates to some other word in a sentence.
- Common prepositions are *about, above, across, at, before, behind, but, by, down, during, except, for, from, in, into, like, near, of, over, past, since, through, to, toward, under, and with*.

**Put brackets [ ] around the prepositions in each of the following sentences. Some sentences have more than one preposition.**

1. Rafael's mom helped him make space in his bedroom for his new bookcase.
2. They put his chest of drawers in the corner by the closet.
3. They moved his bed to the other side of the room.
4. They put the bookcase against the wall near the window.
5. Rafael moved his table beside the bed and put the lamp on it.
6. He put the chair near the bookcase.
7. Then Rafael moved all his books to the shelf and organized them by author.
8. When he was done, he had space for some other special things.
9. His mom suggested that he put his basketball trophies on the top shelf.
10. Rafael likes the way his room looks with the addition of the new bookcase.

Name \_\_\_\_\_

- A **prepositional phrase** consists of a preposition and the object of the preposition (a noun or pronoun) and any words that modify it.
- Prepositional phrases can function as adjectives and adverbs.

**A. Read each sentence below. Underline each prepositional phrase and write the object of the preposition on the line provided.**

1. Yesterday, Lena's class took a field trip to the nature center. \_\_\_\_\_
2. The first thing they saw was the colorful butterfly garden in front.  
\_\_\_\_\_
3. Inside, they watched a film about an earthquake. \_\_\_\_\_
4. Lena and Tasha were most interested in the wildlife exhibit. \_\_\_\_\_
5. Tasha took a picture of the huge brown bear. \_\_\_\_\_

**B. Read each sentence. Underline each prepositional phrase. On the line, write whether the prepositional phrase functions as an adverb or adjective.**

6. The observation tower provides a good view of the landscape. \_\_\_\_\_
7. Habitat trails wind around the grounds. \_\_\_\_\_
8. The class took a hike before lunch. \_\_\_\_\_
9. We saw many ducks with dark green heads. \_\_\_\_\_
10. Everyone was hungry after the long hike. \_\_\_\_\_

Name \_\_\_\_\_

- Use a comma after an introductory prepositional phrase, after a long introductory phrase, and to show a pause after an introductory word.
- Use a comma to make the meaning clear.
- Use commas, dashes, or parentheses before and after a phrase that acts as an interrupter.

**On the lines provided, rewrite the sentences correctly by inserting commas, dashes, or parentheses in the appropriate places.**

1. "After high school I want to study to be a veterinarian," said Mallory.

\_\_\_\_\_

\_\_\_\_\_

2. "Patrick, what job if you could choose anything do you think you would pick?" asked Mallory.

\_\_\_\_\_

\_\_\_\_\_

3. "Well I think I would like to become an oceanographer I love the ocean or a dentist." Patrick said.

\_\_\_\_\_

\_\_\_\_\_

4. "With either of those jobs you will need to do well in science" said Mallory.

\_\_\_\_\_

\_\_\_\_\_

5. "I am lucky to have Mrs. Kline the best teacher ever for science," said Patrick.

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

- A preposition is a word that shows how a noun or pronoun relates to some other word in a sentence.
- A prepositional phrase consists of a preposition and the object of the preposition (a noun or pronoun) and any words that modify it.
- Use a comma after an introductory prepositional phrase, a long introductory phrase, and an introductory word.
- Use a comma to make the meaning clear.
- Use commas, dashes, or parentheses before and after a phrase that acts as an interrupter.

**Proofread the following sentences. Correct mistakes in the use of prepositional phrases, capitalization, or punctuation. Then rewrite the sentences correctly.**

1. If you want to do well on a test you should follow my plan.

---

2. first and most importantly pay attention in class and always do your homework.

---



---

3. when you don't understand something ask questions.

---

4. Don't wait, until the night, before the test, to start studying

---

5. On the morning, of the test you should eat—a healthy breakfast with good protein.

---



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Name \_\_\_\_\_

**A. Identify the preposition in each of the following sentences. Circle the letter of your choice.**

- |  |   |
|--|---|
| <p>1. Pedro's family will take the bus to the ball game.</p> <p>a. the</p> <p>b. bus</p> <p>c. to</p> <p>d. take</p> | <p>3. The bus route goes through the city.</p> <p>a. The</p> <p>b. through</p> <p>c. city</p> <p>d. goes</p>      |
| <p>2. The bus stops near the corner.</p> <p>a. near</p> <p>b. stops</p> <p>c. bus</p> <p>d. corner</p>               | <p>4. Everyone will sit together on the bus.</p> <p>a. together</p> <p>b. bus</p> <p>c. on</p> <p>d. Everyone</p> |

**B. Read each sentence and find the prepositional phrase. Circle the letter of your choice.**

5. "When we arrive at the stadium, have your ticket ready," said Pedro's grandmother.
- a. at the stadium
- b. at the stadium have your ticket ready
- c. have your ticket ready
- d. When we arrive
6. "We will get some popcorn before the game," she said.
- a. some popcorn
- b. some popcorn before the game
- c. We will get
- d. before the game

Name \_\_\_\_\_

- To avoid short, choppy sentences, **combine sentences** using words, phrases, or clauses.
- You can use an **adjective**, an **adverb**, an **adverbial phrase**, or an **adjectival clause** to combine sentences.

**A. Read each pair of sentences. Combine the two sentences into one sentence with an adjective or adjectival clause. Write the new sentence on the line provided.**

1. Lydia is a photographer. She takes great pictures.

\_\_\_\_\_

2. Lydia took this photograph of a phone booth. The phone booth was old.

\_\_\_\_\_

3. Lydia takes photos with a film camera. The camera belonged to her grandfather.

\_\_\_\_\_

**B. Read each pair of sentences. Combine the two sentences into one sentence with an adverb or adverbial phrase.**

4. Matthew also takes pictures. He takes them constantly.

\_\_\_\_\_

5. Matthew uses a digital camera. He uses it exclusively.

\_\_\_\_\_

6. Matthew can print his own photos. He can print them from his computer.

\_\_\_\_\_

Name \_\_\_\_\_

- A **prepositional phrase** consists of a preposition and its object and any words that modify the object.
- **Prepositional phrases** show how nouns and pronouns relate to something else in a sentence.
- Use prepositional phrases to combine sentences.

**Read each pair of sentences. Combine the two sentences into one sentence by using a prepositional phrase. Write the new sentence on the line.**

1. My aunt is a scientist. She works in Hawaii.

\_\_\_\_\_

2. My aunt is a specialist. She is a specialist in volcanic activity.

\_\_\_\_\_

3. One of the most active volcanoes in the world is Kilauea. Kilauea is on the island of Hawaii.

\_\_\_\_\_

\_\_\_\_\_

4. Kilauea has been in a state of continuous eruption. It has been that way for many years.

\_\_\_\_\_

5. Scientists consider Kilauea a mostly non-explosive volcano. It is considered non-explosive because of its slow-flowing lava.

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

- Use a semicolon to separate two independent clauses that are closely related in meaning.
- Use a colon to introduce a list within a sentence.
- Use quotation marks to set off a person's exact words.

**Read each sentence. Rewrite the sentence using correct punctuation.**

1. Kristi is having a sleepover her new friend Amelia will be there.

\_\_\_\_\_

2. You should come over right after school, said Kristi.

\_\_\_\_\_

3. I will come as soon as I can, said Amelia.

\_\_\_\_\_

4. Amelia packed the things she needed a toothbrush, toothpaste, and pajamas.

\_\_\_\_\_

5. Mrs. Diaz walked Amelia to Kristi's house it was not far.

\_\_\_\_\_

6. You girls have a good time, but don't stay up too late! said Mrs. Diaz.

\_\_\_\_\_

Name \_\_\_\_\_

- To avoid short, choppy sentences, **combine sentences** using words, phrases, or clauses.
- You can use an **adjective**, an **adverb**, an **adjectival clause**, an **adverb phrase**, or a **prepositional phrase** to combine sentences.
- Use a semicolon to separate two independent clauses that are closely related in meaning. Use a colon to introduce a list within a sentence. Use quotation marks to set off a person's exact words.

**Proofread each paragraph. Then rewrite each paragraph. Combine short, choppy sentences and correct the punctuation.**

1. The staff and students at Main Middle School paid tribute to retiring teacher Clifford Lutz. They paid tribute to him today. They honored him at a ceremony; the ceremony was in the school auditorium.

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2. Mr. Lutz spent forty years teaching at Main. He taught English. The school principal, Mary Moore, presented Mr. Lutz with a plaque. The plaque honors his years as a fine teacher.

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3. Mr. Lutz thanked everyone at Main Middle School. He thanked them sincerely. "If I could spend another forty years working, I would spend it here," he said.

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Name \_\_\_\_\_

**Read each pair of sentences. Combine the two sentences into one sentence using adjectives, adverbs, adjectival clauses, adverbial phrases, or prepositional phrases. Then write the new sentence on the line provided.**

1. Sadie is helping with Deshawn's party. It is his birthday party.

\_\_\_\_\_

2. Deshawn is Sadie's brother. He is younger than she is.

\_\_\_\_\_

3. Deshawn is excited about his party. The party has a pirate theme.

\_\_\_\_\_

4. Sadie bought Deshawn a gift. She bought it with her own money.

\_\_\_\_\_

5. Sadie wrapped the gift. She wrapped it carefully in wrapping paper with parrots on it.

\_\_\_\_\_

6. Sadie put the gift on the table. She put it with the other gifts.

\_\_\_\_\_

7. Deshawn is dressed in a pirate costume. The costume is colorful.

\_\_\_\_\_

8. Around her head, Sadie is wearing a striped scarf. She borrowed the scarf from her cousin.

\_\_\_\_\_

\_\_\_\_\_

9. Sadie helped make the decorations. She made them last night.

\_\_\_\_\_