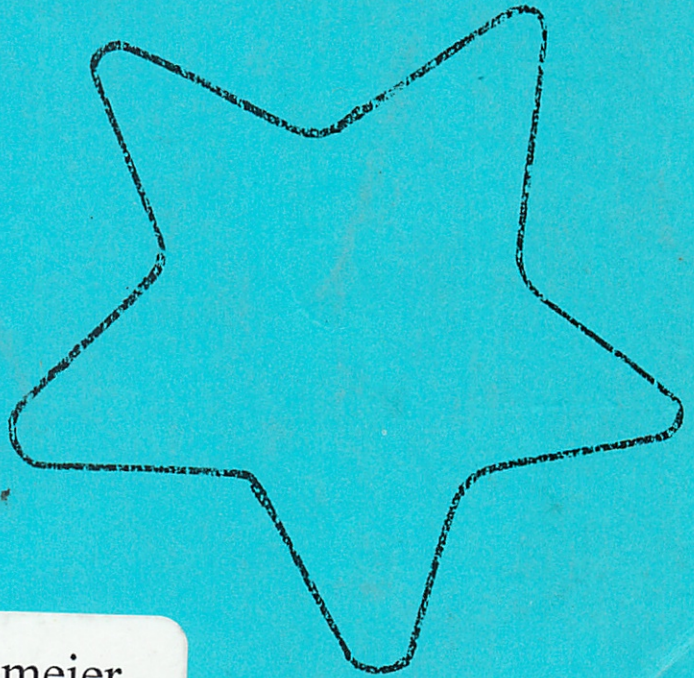
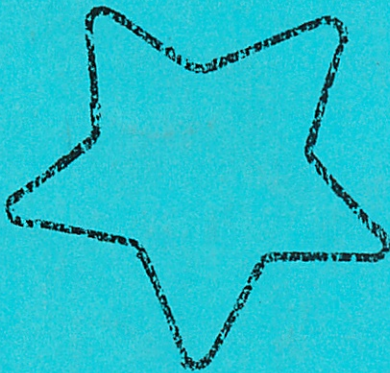


Grammar

Goulash



Book One



Name:



Michael Plasmeyer

HR 216

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Nouns & Verbs

Parts of Speech

The Building Blocks

Noun: names a person, place, thing, idea, or quality

Examples: *singer, Wilbur, city, Tulsa, school, love, happiness*

Pronoun: takes the place of a noun

Examples: *I, me, you, he, she, it, we, everybody, who*

Verb: expresses physical or mental action, or state of being

Examples: *shout, thought, is, am, was, seems, stole, became*

Adjective: tells more about a noun or pronoun

Examples: *ridiculous, red, smart, fourteen, careless, older*

Adverb: tells about a verb, an adjective, or another adverb

Examples: *slowly, fast, tomorrow, down, very, a lot, so*

Preposition: shows how a noun or pronoun relates to another part of the sentence

Examples: *out, behind, in front of, because of, except, for, into*

Conjunction: connects words, groups of words, or sentences

Examples: *and, or, but, nor, for, yet, so*

Interjection: expresses a feeling

Examples: *oh, er, gee, ouch, hey, shh, yes, well*

Nouns

The Name of the Game

What do you know about nouns?

Who do you think Charlie is?

1. Noun

2. proper noun

3. common noun

4. abstract noun

5. concrete noun

6. collective noun

7. compound noun

Nouns Overview

Name _____

When you use nouns, you get to be a **name caller!** This is your big chance! For years, adults may have told you not to be a name caller. But did you know you're a name caller every time you use a noun? It's right in the definition of a noun:



A noun is the name of a person, place, thing, or idea.

Each word in the box below is a noun — the name of a person, place, thing, or idea. To find out if a word is a noun, try putting the words **a**, **an** or **the** in front of the word. If it makes sense, the word is a noun. Try this noun test with the words in the box below.

wife	villain	socks	writing	blizzard
walrus	walker	monster	loudmouth	trombone
mushroom	baboon	dweeb	President	toad
genius	bubble	friend	card	light bulb
enemy	paper	peace	teacher	police officer
rock	artist	jail	scissors	giver
ghost	tree	taker	breath	lunch
car	tape	zebra	fender	taco

By the time we finish this unit, you will know:

- what a **noun** is the name of a person, place, thing, or idea
- what a **proper** noun is Dr. Bones, Kleenex®, Mississippi, July
- what a **common** noun is toenail, guitar, robin, river, cheese
- what an **abstract** noun is love, religion, tolerance, freedom
- what a **concrete** noun is sand, tissue, taco, straw
- what a **collective** noun is audience, choir, jury, mob
- what a **compound** noun is milk shake, vacuum cleaner, jack-o'-lantern

What Are Nouns?

A noun is a word used to name a person, place, or thing.

Things named by nouns may be things you can see:

chair tree Crystal Lake Mexico light

Other things named by nouns may be things you cannot see:

history song speech patience rules

Still other things named by nouns are ideas:

friendship fairness honesty happiness love

Identifying Nouns. Underline the nouns in each of the following sentences. There is more than one noun in each sentence.

1. Snow covered the mountain.
2. The water flowed gently down the hillside.
3. The chair my grandpa carved was a labor of love.
4. There was an old car in the garage.
5. Lightning told the boy that the storm was coming.
6. Carl Sagan narrates the program.
7. Horses, cows, and chickens are raised on that farm.
8. My favorite subjects in school are science and math.
9. The gymnasium was filled with anxious spectators.
10. Our family had a reunion last July in Michigan.
11. Julie put a tape by Steve Martin on the recorder.
12. The green leaves turned golden in the autumn.
13. Suddenly, a monster loomed out of the darkness.
14. The trees danced in the wind.
15. Chimpanzees are my favorite performers at the zoo.
16. Grasshoppers have strong muscles in their legs.
17. Check the refrigerator and see if there's any mustard.
18. The lifeguard saved the lives of two children.
19. Two qualities a babysitter needs are patience and firmness.
20. The class studied the history of Spain last semester.

Recognizing Nouns

Nouns are words that name people, places, things, or ideas. Nouns are words that identify—that person is *John*, that place is *home*, that thing is a *ball*, or that idea is *responsibility*.

kite, president, bell, book, candle, freedom, ships, shoes, democracy, Crazy Horse, doctor, house, park

Below each of the nouns, write whether the noun names a person, place, thing, or idea.

- | | | | |
|---------------------------------|-----------------------------------|------------------------------------|-------------------------------------|
| 1. rock
<u>thing</u> | 5. Lucy Van Pelt
<u>person</u> | 9. tree
<u>thing</u> | 13. happiness
<u>idea</u> |
| 2. firefighter
<u>person</u> | 6. jet
<u>thing</u> | 10. rage
<u>idea or thing</u> | 14. Tennessee
<u>place</u> |
| 3. China
<u>place</u> | 7. Michigan
<u>place</u> | 11. Rachel Carson
<u>person</u> | 15. joy
<u>idea</u> |
| 4. book
<u>thing</u> | 8. pen
<u>thing</u> | 12. boat
<u>thing</u> | 16. emotion
<u>idea or thing</u> |

The words *a*, *an*, and *the* are often used before nouns. These words are known as articles.

Write the correct article (**a** or **an**) to go with each of the nouns below. If the noun begins with a consonant sound, use the article **a**. If the noun begins with a vowel sound, use the article **an**. Remember, it is the sound not the spelling which helps you make this determination.

- | | | | |
|--------------------|------------------|-----------------------|--------------------|
| <u>a</u> book | <u>an</u> eagle | <u>a</u> sea | <u>a</u> President |
| <u>an</u> hour | <u>a</u> tiger | <u>a</u> keyboard | <u>an</u> idea |
| <u>a</u> classroom | <u>a</u> penguin | <u>an</u> exclamation | <u>an</u> opera |

Write a short paragraph about an issue that is in the news. Underline each noun that you use.

Catholic teachers are on strike. They want more money and to pay less for health insurance. The teachers are still negotiating for a contract.

Recognizing Nouns: Suffixes

A word ending is called a suffix. The following suffixes are sometimes used to end nouns: **-hood, -dom, -ment, -ance, -ness, -er, -or.**
 childhood, earldom, excitement, appearance, illness, teacher, animator



• Use a suffix to create a noun from each of the words below.

- | | | | |
|------------------------------------|--------------------------------|---------------------------------|---------------------------------------|
| 1. drive
<u>driver</u> | 5. still
<u>stillness</u> | 9. king
<u>kingdom</u> | 13. amuse
<u>amusement</u> |
| 2. adult
<u>adulthood</u> | 6. sick
<u>sickness</u> | 10. parent
<u>parenthood</u> | 14. bore
<u>boredom</u> |
| 3. neighbor
<u>neighborhood</u> | 7. govern
<u>government</u> | 11. firm
<u>firmer</u> | 15. sing
<u>singer</u> |
| 4. free
<u>freedom</u> | 8. attend
<u>attendance</u> | 12. happy
<u>happiness</u> | 16. encourage
<u>encouragement</u> |

• Circle the suffix in each of the nouns below. Write a sentence for each of the nouns.

- statehood
My grandfather achieved statehood about 50 years ago.
- insurance
You can't drive without insurance.
- player
The player was injured in the game.
- operator
The operator climbed out of the plane.
- establishment
A restaurant is an establishment.
- brightness
The brightness of the light soired me.
- performance
The actors were excited about the performance.
- avoidance
I noticed the avoidance of the teacher among the students.
- happiness
I was overjoyed with happiness, when I learned that I won the lottery.

2073 fraction

Nouns Person

Name _____



A noun can name or identify a person. Circle each noun in the box below.

singers	lumberjack	Italian	know	nurse
weaver	Spaniard	now	weirdo	catcher
doctor	pour	eat	beggar	painter
speaker	lovely	cook	politician	actor
dieter	magician	blonde	lose	pilot
kicker	winner	heal	finder	pitcher
see	comedian	fielder	batter	invent
owner	Mr. Zwort	sister	guitarist	thin



Now that you know a noun can name a person, underline each noun in the sentences below. The first one is done for you.

all types

1. My brother is a dentist.
2. ~~X~~ Sam and Pete are teammates on the worst team Coach Williams has ever had.
3. ~~X~~ Have you seen Mr. Hawkins since last week?
4. ~~X~~ My neighbor serves seven-alarm chili that'll make your eyes water and your nose run.
5. ~~X~~ The two runners were dead even until Sara pulled ahead on the final straightaway.
6. ~~X~~ Mortimer Dingbat wears striped pants with plaid shirts.
7. ~~X~~ Ms. Jackson, our music teacher, really gets down when she plays hot blues.
8. ~~X~~ Elmo lies by the fire and scratches fleas while Bertha snores in her chair.

Nouns Person

Name _____

We're learning about nouns. Let's start with the easiest noun to remember — the name of a person, like **Randy**, **Mr. Snodgrass** or **Aunt Violet**.



Just for practice, write the names of six people here.

<u>Michael</u>	<u>girl</u>	<u>man</u>
<u>Aunt Goody</u>	<u>teacher</u>	<u>old person</u>

Some nouns that name people tell us what that person does or something about that person.

- Examples ➡
- | | | | | |
|----------|----------|-------|----------|---------|
| teacher | officer | boy | teenager | pitcher |
| Dad | friend | hero | singer | niece |
| daughter | neighbor | crook | boss | wizard |

One way to make up names for people is to think about what the person does, then turn that word into a name. These names, or nouns, usually end in **-er**.

- Examples ➡
- Someone who tells fortunes is a **fortune teller**.
 - Someone who runs is a **runner**.
 - Someone who dances is a **dancer**.
 - Someone who flies kites is a **kite flyer**.
 - Someone who blows bubbles is a **bubble blower**.



What name would you call someone who screams? a screamer

You can add **-ist** to something a person specializes in to name that person with a noun.

- Examples ➡
- Someone who specializes in playing the violin is a **violinist**.
 - Someone who specializes in science is a **scientist**.
 - Someone who draws cartoons as a career is a **cartoonist**.

What could you call someone who plays the harp really well? a harpist


Extra Practice

Nouns Place


Name _____

A noun can name a person, a place, a thing, or an idea. Let's think about places.

- Examples ➔
- cities** Chicago, Tiny Town, Tooterville
 - buildings** school, library, store, apartment, house, train station
 - countries** Italy, Japan, United States, India
 - locations** park, forest, football field, downtown, outer space

 Circle each noun below that names a place.

barnyard	Centerville	drink	desert	hospital
Alabama	milk shake	drugstore	theater	stadium
bus stop	Antarctica	crawling	apartment	post office
classroom	baseball	Mt. Everest	shampoo	ocean

 Underline each noun in these sentences that names a place.

- Old Chicago had a neighborhood called Little Italy.
- Uncle Vino's store imported clothing from China.
- After the train left the station, it headed for Libbyville.
- Riverboats were once the main form of transportation on the Mississippi River.
- Everyone screamed on the ~~roller coaster~~ at the amusement park.
- Johnny Appleseed planted apple ~~trees~~ throughout the Midwest.
- The tie fighters engaged the X-wing fighters in Quadrant D of the Nebula Galaxy.
- All six climbers were silent as they neared the end of their ascent up Mt. Everest.
- Ben Franklin was at the king's court in France throughout most of the American Revolution.
- Yosemite Park was overcrowded, so Carol's family drove on to King's Canyon.

Nouns Thing or Idea

Name _____

Some nouns are the names of things or ideas, like **bus**, **hunger**, **stadium**, or **energy**.



Circle each noun below that names a thing or an idea.

breath	<u>insect</u>	burp	Seattle	song
<u>wiggly</u> <i>adverb or adj</i>	immediately	<u>envy</u>	anger	<u>shoulder</u>
swallow	clear	<u>cloud</u>	<u>toenail</u>	<u>volcano</u>
<u>hug</u>	<u>game</u>	<u>goosebumps</u>	<u>sugar</u>	<u>cotton</u>
<u>friendship</u>	<u>target</u>	<u>hot dog</u>	<u>test</u>	<u>holiday</u>



Underline each noun in the sentences below that names a thing or an idea.

1. What's the name of that song?

2. It's a wonderful life!

3. Snow White hoped each ~~dwarf~~ would bring her a diamond for cleaning their house.

4. The only thing we have to fear is fear itself.

5. Give me liberty or give me death.

6. Ask not what your country can do for you.

7. The answer is blowing in the wind.

8. The flood left 2,000 families without homes.

9. Breakfast may be the most important meal of the day.

10. Life is just a bowl of cherries.

Nouns Common

Name _____

A common noun is like a generic food at the grocery store. Instead of Pepsi Cola®, you get cola. The proper noun is **Pepsi Cola®**. The common noun is **cola**. A proper noun begins with a capital letter, but a common noun begins with a lowercase letter.

Examples → juice history touchdown entertainer city king taco university river fountain



Write the type of noun beside each noun below — **common** or **proper**. The first one is done for you.

- | | | | |
|----------------|---------------|------------------|----------|
| 1. ocean | <u>common</u> | 11. Chevrolet® | <u>P</u> |
| 2. Atlantic | <u>Proper</u> | 12. yogurt | <u>C</u> |
| 3. Boy Scouts | <u>P</u> | 13. Death Valley | <u>P</u> |
| 4. Idaho | <u>P</u> | 14. airport | <u>C</u> |
| 5. valley | <u>C</u> | 15. spinach | <u>C</u> |
| 6. Mr. Longtoe | <u>P</u> | 16. Green Giant® | <u>P</u> |
| 7. soldier | <u>C</u> | 17. harmonica | <u>C</u> |
| 8. Italy | <u>P</u> | 18. F.B.I. | <u>P</u> |
| 9. Boston | <u>P</u> | 19. holiday | <u>C</u> |
| 10. July | <u>P</u> | 20. Lincoln High | <u>P</u> |

Write three other common nouns.

class room truck moving Van

Write three other proper nouns.

Michael Coca-Cola Haverham

Nouns Proper

Name Michael Plasmeyer

Proper nouns are names that refer to a specific person, place or thing.

- Examples ➔
- person** Your name is a proper noun. You are the only one who has your name. Your name is particular to you. It is capitalized when you write it.
 - place** Your school's name is a proper noun. It's the only school in your city with that name. It is capitalized when you write it.
 - thing** The company name Nike® is a proper noun. Nike® is the only company with that name. The Nike® name is particular to that company. It is capitalized when you write it.



Let's do some name calling. Below, list as many proper names as you can for things in your classroom. Here are some suggestions:

- **people** first and last names of people in your class
people on the coins and bills in your wallets or pockets
- **places** places you'd like to visit
specific places in your school or community
- **things** company or brand names for your pens, pencils and other school supplies

No last names

People	Places	Things
<u>Ms. Mackey</u>	<u>Merry Place</u>	<u>First Union</u>
<u>Alex</u>	<u>Super Fresh</u>	<u>Apple</u>
<u>Washington</u>	<u>Washington, D.C.</u>	<u>Mead</u>
<u>Steve Plasmeyer</u>	<u>Kendley Space Center</u>	<u>Kinex</u>
<u>Anne</u>	<u>London</u>	<u>Wool</u>
<u>Justin</u>	<u>City Hall</u>	<u>Survivor</u>
<u>George W. Bush</u>	<u>Joan</u>	<u>Texas Instruments</u>
<u>Doc Brown</u>	<u>Australia</u>	<u>Premier</u>
<u>Woody the Woodpecker</u>	<u>Iraq</u>	<u>WB</u>
<u>Rudley DoRight</u>	<u>Islands of Adventure</u>	<u>Universal</u>

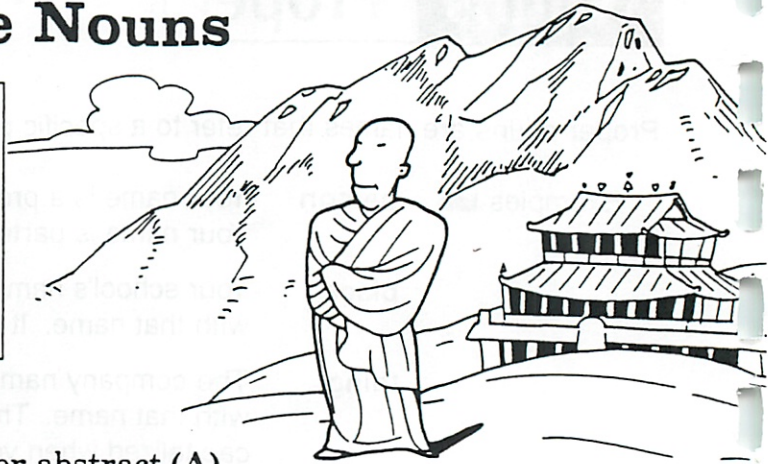
Abstract and Concrete Nouns

A concrete noun names something that can be seen or touched.

bridge, shell, car

An abstract noun names an idea, quality, or state of mind.

liberty, intelligence, happiness



- Label the following words as concrete (C) or abstract (A).

C 1. fence

A or C 5. research

C 9. walnuts

A 2. success

C 6. desk

A 10. imagination

C 3. Dr. Smith

C 7. Columbia River

A 11. forgetfulness

A 4. sadness

C 8. hat

C 12. telephone

- In the following sentences circle the concrete nouns and underline the abstract nouns.

1. Mount Everest, located in Tibet, is the highest mountain on earth.

2. Tibetan nomads must exert a lot of energy in their daily struggle to live.

3. One skill they possess is horsemanship.

4. Becoming a Buddhist monk is considered a high honor among the Tibetan people.

5. The Dalai Lama, Tibet's leader, is considered an inspiration to his people.

6. Tibet has far fewer monasteries today than it did in the past.

7. The monks in the monasteries encourage education, art, and worship.

- List three abstract nouns and three concrete nouns.

1. (abstract) sadness

1. (concrete) river

2. (abstract) stupidity

2. (concrete) valley

3. (abstract) patience?

3. (concrete) bicycle

Common Nouns and Proper Nouns 117

A **common noun** is the name of a whole class of persons, places, or things. It is a general name and does not refer to a special person, place, or thing.

A **proper noun** is the name of a particular person, place, or thing. It always begins with a capital letter. It may also consist of more than one word.

COMMON NOUNS	PROPER NOUNS
girl	Julie Anderson
road	Buffalo Grove Road
store	Flora's Garden Shop

Finding the Proper Nouns. Supply capital letters where needed in the following sentences.

Example: ^Jjane went to ^Cchicago.

1. Our house is on the corner of ^Aavers avenue and ^Sdempster street.
2. The ^Wwatsons traveled to ^Ddenver, ^Ccolorado, and ^Bboise, ^Iidaho.
3. Next ^Tthursday is my birthday.
4. ^Ssusan and ^Rrita live on ^Ggrove street.
5. ^Wwilliam ^Sshakespeare put on his plays at the ^Gglobe theater.

Determining Proper Nouns. For each common noun that is given, write a proper noun on the blank.

1. month April
2. neighbor Mrs. Riley
3. actor Matthew Broderick
4. city Orlando
5. movie Holes
6. country Canada
7. cereal Rice Krispies
8. holiday Christmas
9. scientist Dr. Aronow
10. vehicle Piglet

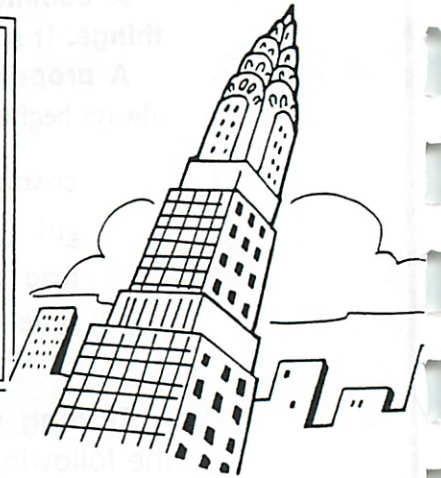
Common and Proper Nouns

Proper nouns are the names of particular persons, places, or things. They are spelled with capital letters. Your name is a proper noun.

New York City, Babe Ruth, Clara Barton,
Empire State Building

All other nouns are called common nouns. Common nouns do not name particular persons, places, or things.

city, athlete, nurse, building



- If the word listed below is a proper noun, write the common noun that describes it. If it is a common noun, give an example of a proper noun that matches the word. Underline the proper noun in each pair of words.

Examples: Babe Ruth: athlete
city: Los Angeles

- | | |
|--------------------------------------|---------------------------------------|
| 1. car: <u>Pilot</u> | 9. Dan Rather: <u>news caster</u> |
| 2. teacher: <u>Mrs. Grandia</u> | 10. actress: <u>Lucy</u> |
| 3. Abraham Lincoln: <u>president</u> | 11. Mark Twain: <u>boat or author</u> |
| 4. Mayflower: <u>ship</u> | 12. constellation: <u>Big Dipper</u> |
| 5. country: <u>Canada</u> | 13. Buddhism: <u>Religion</u> |
| 6. Michael: <u>boy</u> | 14. Mt. Everest: <u>mountain</u> |
| 7. girl: <u>Leah</u> | 15. St. Louis: <u>city</u> |
| 8. Big Mac: <u>hamburger</u> | 16. New York Times: <u>newspaper</u> |

- Choose five sets of nouns above. For each pair of words, write one sentence that uses both the proper and the common noun correctly.

- I want to go to the center of Canada.
- Do you have the New York Times newspaper?
- I knew of a president called Abe Lincoln.
- The Mark Twain is a famous boat.
- St. Louis is a city that I did not draw up in.

Plural Nouns

Plural means more than one. To form the plural of most nouns, just add -s.

book, books; time, times; house, houses; lesson, lessons

If a noun ends in s, x, ch, z, sh, or ss, add -es.

bus, buses; fox, foxes; lunch, lunches; waltz, waltzes; dish, dishes; boss, bosses

- Write sentences using the plural forms of the nouns listed.

1. pilot, airplane

The pilots marched towards their airplanes.

2. box, square

All of the boxes that I opened had squares in them.

3. team, bus

All the teams of the tournament climbed onto 3 buses.

4. boss, job

All the bosses went to their trucks to deliver to their jobs.

5. window, tree

I hate this house, all the windows are covered with trees.

6. book, class

The books were distributed to all the classes.

7. batter, hit

I wish that the batters could hit more hits.

8. cloud, wish

Today I saw 3 clouds, so I made 3 wishes.

9. lesson, suffix

All my lessons on grammar include suffixes.

10. branch, root

The branches hit the tree so fast it pulled out the roots.

- Write three sentences, each of which includes at least one singular noun and one plural noun. Underline the singular nouns and circle the plural nouns.

1. The tree fell on the cars.

2. The classroom was full of people.

3. Banks lined the street.

More Plural Nouns

To form the plural of nouns that end in a *y* preceded by a consonant, change the *y* to *i* and add *-es*.

baby, babies

For nouns that end in a *y* preceded by a vowel, just add *-s*.

key, keys

To form the plural of a word that ends in an *o* preceded by a vowel, add *-s*. For words that end in an *o* preceded by a consonant, usually add *-es*. (Check a dictionary if you're unsure.)

folio, folios; tomato, tomatoes

For words that end in *f* or *fe*, sometimes change the *f* to *v* and add *-es*; other times just add *-s*. (Consult a dictionary if you're unsure.)

knife, knives; safe, safes; chief, chiefs

• Write the plural form next to each singular noun in the list below.

- | | | | |
|------------|----------------|-------------|------------------|
| 1. monkey | <u>monkeys</u> | 13. horse | <u>horses</u> |
| 2. class | <u>classes</u> | 14. roof | <u>roofs</u> |
| 3. tax | <u>taxes</u> | 15. puff | <u>puffs</u> |
| 4. berry | <u>berries</u> | 16. honey | <u>honeys</u> |
| 5. loaf | <u>loaves</u> | 17. color | <u>colors</u> |
| 6. latch | <u>latches</u> | 18. waltz | <u>waltzes</u> |
| 7. fez | <u>fezes</u> | 19. wife | <u>wives</u> |
| 8. wish | <u>wishes</u> | 20. victory | <u>victories</u> |
| 9. hoof | <u>hooves</u> | 21. potato | <u>potatoes</u> |
| 10. galley | <u>galleys</u> | 22. tress | <u>tresses</u> |
| 11. shoe | <u>shoes</u> | 23. story | <u>stories</u> |
| 12. wax | <u>waxes</u> | 24. avocado | <u>avocados</u> |

Note: There are some words that don't follow any rules—their plurals just have to be learned. For instance, *deer* and *species* are spelled the same whether singular or plural. Feeling confused? When in doubt, always check your dictionary.

Check your dictionary and write the plural form for each of these nouns.

- | | | | |
|-------------------|------------------------|-------------|------------------|
| 1. crisis | <u>crises</u> | 4. ox | <u>oxen</u> |
| 2. brother-in-law | <u>brothers-in-law</u> | 5. spoonful | <u>spoonfuls</u> |
| 3. man | <u>men</u> | 6. datum | <u>datums</u> |

Possessive Nouns

Nouns that show ownership are called possessive nouns.

To form the possessive of a singular noun, add an apostrophe and an s (-'s).

Tom's bell, the author's book, society's values

To form the possessive of a plural noun, add only an apostrophe if the word ends in s.

the authors' books, the Nortons' home

If the plural of the noun does not end in s, add an apostrophe and an s ('s).

men's race, children's hour

- Write the possessive of the following nouns.

- | | | | |
|--------------|----|----------------|----|
| 1. woman | 's | 13. presidents | 's |
| 2. mice | 's | 14. scissors | 's |
| 3. horses | ' | 15. Schindler | 's |
| 4. girls | ' | 16. leaves | ' |
| 5. teacher | 's | 17. witnesses | ' |
| 6. umbrella | 's | 18. actress | 's |
| 7. princess | ' | 19. statue | 's |
| 8. home | 's | 20. pants | ' |
| 9. players | ' | 21. river | 's |
| 10. students | ' | 22. company | 's |
| 11. host | 's | 23. nurse | 's |
| 12. country | 's | 24. states | 's |

- Write a short paragraph describing some of your and your family's favorite possessions. Underline the possessive nouns.

My favorite possession is a computer. My dad's is his tv. My mom's is her couch. My brother's is his Game Boy.

Name _____ Date _____

Trains, Planes, and Flying Saucers



DIRECTIONS: There are many different ways of getting from one place to another. Various methods of transportation are listed below. Some are modern, some are old-fashioned, and some are imaginary. But they are all scrambled. Write the unscrambled word next to each scrambled one. Then, on the line below, write a sentence that tells something about this kind of transportation.

EXAMPLE: swing wings
Angels and birds spread their wings and fly from place to place.

1. ristan Train
 The train hurtled through the tunnel.
2. clebicy bicycle
 I don't like driving on a bicycle.
3. glinfy preact Flying Carpet
 The prince flew on the Flying carpet.
4. sleairap Airplanes
 The air planes at the air port were on the ground.
5. pessiphac spaceship
 A space ship flies through space.
6. shore Horse
 A horse is a animal that has legs.
7. dreevoc angow Covered wagon
 The pioneers drove in a covered wagon.
8. skurct trucks
 The trucks filled up the highway.
9. sub bus
 A bus goes through the streets.
10. emit camineh time machine
 A time machine goes through time.

Name _____ Date _____

95. TYPES OF NOUNS

There are many different types of nouns. Proper nouns represent a specific person, place, or thing and always begin with a capital letter (e.g., Connecticut). A common noun refers to a person, place, or thing in general and does not begin with a capital letter (e.g., tree). Collective nouns are nouns naming a group of things, animals, or people (e.g., flock). Finally, abstract nouns are nouns that cannot be perceived through the five senses (e.g., childhood).

A number of nouns are given in the box below. Put each noun in the chart in one of the four categories that indicates the type of noun it is.

~~LOVE~~

Hoover Dam FRIEND? FOOTBALL? JURY Justice

Mr. Dhaliwal COMPUTER Gang

~~TEAM~~ North Dakota ~~BEAUTY~~

Wednesday Afterthought

BOSTON house class

friendship? committee dictionary

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PROPER NOUNS	COMMON NOUNS	COLLECTIVE NOUNS	ABSTRACT NOUNS
Hoover Dam	computer	class	Beauty
Mr. Dhaliwal	house	jury	friendship
Boston	dictionary	gang	love
North Dakota	friend	committee	justice
	football	team	

96. COLLECTIVE NOUNS

Collective nouns name groups. For example, the word *set* is a collective noun in the phrase "a set of dishes."

In the blanks below, write the appropriate collective noun.

1. A b u l e t of cookies

2. A c l u m p of grass

3. A stamp c o l l e c t i o n

4. An ant c o l l a n y

5. A d e c k of cards

6. A f l o c k of sheep

7. A g a l e x of stars

8. A h o r d of cattle

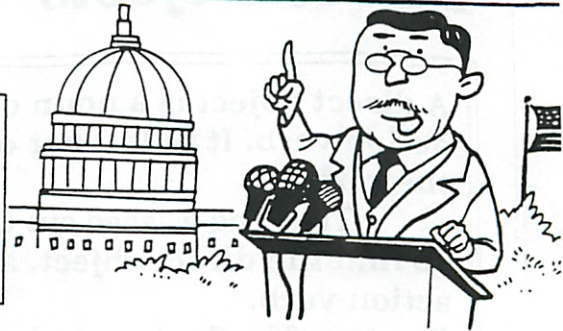
9. A p a c k of gum

10. A s c h o o l of fish

Predicate Nouns

A predicate noun is a noun used as a subject complement. Predicate nouns follow linking verbs.

Theodore Roosevelt was the President back then.



In each of the following sentences, circle the linking verb and underline the predicate noun.

1. After his retirement, Mark became a consultant.
2. Uncle Earl was the best storyteller in the family.
3. Ben is a talented student.
4. Rick was president of the club last year.
5. St. Paul is the capital of Minnesota.
6. "The Raven" is the most popular poem in the anthology.
7. Mildred became an authority on fungi.
8. The President is the commander in chief.
9. Alaska became part of the United States in this century.
10. Melissa was a talented sculptor.
11. Grandfather became a carpenter.
12. The principal is chairperson of the committee.
13. The general was the leader of the army.
14. The boy was a soldier in the Civil War.

part = instead
or linking verb
predicate

you don't
always
have one

Write four sentences using predicate nouns. Underline the predicate nouns.

1. The man was a WW 2 prison guard
2. The boy is running for president
3. Rick was the class clown last year
4. Rich is a member of the football team

Direct Objects

A direct object is a noun or pronoun that follows an action verb. It tells what or who receives the action of the verb.

The flood washed out the road.

To find the direct object, ask who or what after the action verb.

Question: The flood washed out what?

Answer: the road (direct object)



• In each of the following sentences, circle the action verb and underline the direct object.

1. The Polar Bears won the championship.
2. Darcy answered the question.
3. Without delay Jasper boarded the train.
4. The salesclerk in the department store sold every pink shirt in stock.
5. President Lincoln sent General Grant into the battle.
6. The student read the newspaper every day.
7. The three networks immediately sent reporters to the crime scene.
8. Marcel gave a check to the charitable organization.
9. The principal grabbed the basketball.
10. Father wants us to return the car as soon as possible.
11. The French teacher sponsors the Honor Society.
12. The enthusiastic boy joined the team.
13. Julie won the prize at the fair last summer.
14. The clown wearing the polka-dotted hat threw the balloon.
15. He chose us to go on the trip with Harry.

• Write three sentences, including a noun used as a direct object in each. Underline the direct object and circle the action verb.

I won the teddy at the fair

My friend ate the black spaghetti

My dog wants to run on the walk

Who? what
 how?
 when
 one
 Not every
 sentence
 need
 one

Indirect Objects

An indirect object is a noun or pronoun that names the person *to whom* or *for whom* something is done.

Martina served the guests raw fish.

To find the indirect object, ask to whom or for whom after the action verb.

Question: Martina served raw fish *to whom*?

Answer: the *guests* (indirect object)



In each of the following sentences, underline the indirect object

- Paul told him the bad news.
- The director taught the choir a new song.
- Gerald gave Sharon a symbol of his love.
- ? I sent Barbara a postcard from France.
- The farmer fed the geese the corn.
- ? The star goalie left her two tickets at the gate.
- The boss handed his employee the broom.
- ? The book won her instant fame.
- The window in the office offered the clients a good view.
- Mary offered the secretary a piece of cake.
- ? Shelly gave them her trophy to put in the display case.

? always a person or animal for test

does not need an Indirect object

to whom
for whom

Write three sentences, including an indirect object in each. Underline once, the direct objects twice, and circle the action verbs.

- I ate the good grapes.
- My friend went with me to the store.
- I want to eat the chocolate.

live in direct

Objects of Prepositions

A noun or pronoun used as the object of a preposition follows the preposition, though there may be modifiers of the noun coming between it and the preposition.

She waited in the building.

Marie gave the book to him.

To find the object, ask *whom* or *what* after the preposition.

She waited in *what?* the *building*

Marie gave the book to *whom?* to *him*



- In each sentence, underline the entire prepositional phrase and circle the object of the preposition.

1. We all hoped for something exciting under the Christmas tree.
2. Santa's sleigh flew over the house.
3. Sara scurried into a hiding place she always reserved for herself.
4. I told her it was just St. Nick on the roof.
5. Her response was to crawl farther under her bed.
6. Now we could hear him in the kitchen.
7. Then I wondered why he was in that part of the house.
8. Just to be safe, I looked in the phone book and dialed the police.
9. Santa found a turkey sandwich in the refrigerator.
10. We had forgotten to put out cookies for him.
11. He was gone when the police pulled onto the driveway.

Object of prep. is the word in phrase

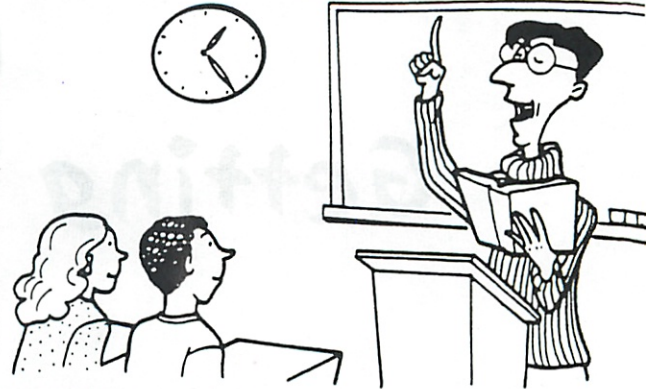
- Write three sentences about a holiday. Each sentence should include a prepositional phrase. Underline the entire prepositional phrase and circle the object of the preposition.

1. The easter bunny hopped into our yard
2. The leprecon painted shamrock on our house
3. I love easter, in my house

Appositives

An appositive is a noun or noun phrase placed next to or very near another noun or noun phrase to identify, explain, or supplement its meaning.

Mr. Lange, our English teacher, is very intelligent.



- In each of the following sentences, underline the appositive and circle the noun it explains.

1. Kerri, my older sister, left immediately.
2. His car, a vintage roadster, crashed.
3. That man, the village chief, will command.
4. Baseball, my favorite sport, ended yesterday.
5. The senator, a Democrat, voted today.
6. Mr. Tobias, our Latin teacher, was nominated and defeated.
7. His house, a rambling shack, burned down.
8. The dog, a huge German shepherd, jumped up.
9. The boat, a sleek cruiser, slid past.
10. My cat, a grey manx, stretched and yawned.
11. Did you see the film at Studio 28, the movie theater?
12. My favorite ice cream, butter pecan, was on sale.

Can remove
and sentence
will make sense

- Write three sentences which include appositives about three famous people currently in the news.

1. My brother, a 6 year old, thinks he's smart.
2. George Bush, the president, thinks Iraq had weapons.
3. Saddam Hussein, the brutal dictator, killed ^{up to 100,000} 100,000 people.

Verbs

Getting the Job Done

What do you know
about verbs?

Verb Definitions

1. verbs

2. action verbs

3. linking verbs

4. verb phrases

5. simple predicates

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The Work of Verbs

A sentence cannot exist without a verb. The verb may tell what the subject of the sentence does, but the action may not be one that you can see.

The girl *jumped* over the hurdle. The class *thought* of a solution.

The verb may show that something exists. It may tell about a state of being.

Debby *seems* happy. The dog *is* thirsty.

Verbs show action or state of being.

Identifying the Verbs. Underline the verb in each sentence.

Example: We walked to the corner.

1. School closed for the year.
2. Jeff seemed tired after the game.
3. Dr. J tipped the basketball away from the center.
4. Pat learned a new trick on the balance beam.
5. The name ~~of~~ the show was Annie.
6. Dr. Jekyll became Mr. Hyde.
7. The bird floated lazily in the blue sky.
8. That salesperson is my mother.
9. Gary watches television on Friday nights.
10. All the parents applauded the team's efforts.

Using Verbs. Add a verb to each sentence below.

1. The skater slips on the ice.
2. Planes flew over the house.
3. The news is serious.
4. Out of the hat comes the magician's rabbit.
5. This ~~is~~ is the end.

Verbs Action

Is ^{of}
a verb?

Name _____

An action verb tells what someone or something is doing. Some action verbs are lively, like **squirt** or **explode**. Other action verbs are much quieter, like **improve** or **sleep**. Here are some action verbs:

run **jump** **play** **cheer** **scream** **ride** **race**
slide **snore** **drool** **learn** **bother** **scratch** **flirt**

To find an action verb in a sentence, ask yourself **What's the action? What's happening?** Note the boldfaced action words in the paragraph below.

Kim **could** not **believe** it. He **loaned** his bike to Joe and Joe **returned** it all cleaned up. Joe **must have washed, polished and shined** every inch! Kim **could** hardly **wait** for Joe to **ask** to **borrow** his bike again. Joe **knew** that if he **returned** it in better condition than he **borrowed** it in, he **could** easily **borrow** it again.

more than 1 one



Circle each action verb in these sentences.

- Let's **go** to the concert at Birdland.
- All the big name bands **play** in that hall.
- They **serve** the best food and **book** the best music.
- The laser lights **draw** patterns on the walls and the ceiling.
- Everyone **dances** until the place closes.
- You can **say** whatever you want while the band **plays**, because no one can **hear** you.
- The music **plays**, the people **dance**, and the crowd **shouts**. Is this a great country or what?
- At the end of the show, the crew **walks** out on stage.
- The guards **move** the dancers out.
- The band **runs** for their limo, and the fans **leave** the hall.
- The magic **of** the awesome concert lingers with the fans for days.



Verbs Linking

Name _____

Linking verbs express a state or condition; they don't express action. The most common linking verb is the verb **be** with these forms: **am, is, are, was, were, be, being, and been**. The box below shows other common linking verbs.

appear	become	feel	look	remain
seem	smell	sound	stay	taste

Linking verbs link information to the subject of a sentence. This information is called the **subject complement**. It renames or modifies the subject.

Examples ➔ The weather **is** gorgeous today. *Weather* is the subject; *gorgeous* modifies *weather*.
Salem **is** the capital of Oregon. *Salem* and *capital of Oregon* mean the same thing.

Most of these linking verbs can be also be used as action verbs. Notice the difference:

linking Principal Percy **looked** flustered. *Looked* links *Principal Percy* and *flustered*.
action Principal Percy **looked** for his glasses. *Looked* tells what action Percy did.



Decide whether the underlined verb in each sentence is used as a linking verb or an action verb. In each blank, write **L** for **linking verb** or **A** for **action verb**.

1. L It is the day after Christmas, 1976. 1776
2. A General Washington can feel the wind whipping up the Delaware River. Action, he is not whipping up the river.
3. L His troops feel confident when he gives them firm directions. He seems
4. A They cannot stay on the south side of the river and still surprise their enemies. Draw arrow
5. L The men look tired, cold and hungry. He stayed late.
6. L They were young when the war started.
7. A Winter marches made them old before their time. Link He stayed
8. A It is so cold, the soldiers can't taste their food. ugly
9. L If "you are what you eat," these men are cold, tasteless beans.
10. L Trenton, New Jersey, is just across the river.
11. A They must go now or lose the element of surprise.

Linking Verbs

Verbs that show a state of being are called **linking verbs**. Some linking verbs are *is, am, are, was, were, be, become, seem, look, appear, smell, taste, and sound*. Linking verbs do not have a direct object. They connect the subject with a word in the predicate, which is called the predicate word.

LINKING VERB: The boy is an artist. (*artist* is linked to *boy*.)
Joyce sounded unconcerned. (*unconcerned* describes *Joyce*.)

TRANSITIVE VERB: Cheryl sounded the alarm. (*alarm* is the direct object.)

Identifying Linking Verbs. Underline the subject once, and the linking verb twice. Then draw a circle around the predicate word.

Example: The woman is a poet.

1. Dale became president of the class.
2. The newly fallen snow looked clean.
3. Henry felt tired after the marathon.
4. Smoking is hazardous to everyone's health.
5. Did Judy seem unhappy?
6. The band sounded good at the football game.
7. Mr. Pritchard is the new teacher.
8. Kris appeared older in her new dress.
9. The members of the track team were eager for the meet.
10. Those small dogs are loud.

put all 3 things together and still make sense

} Prep. Phr

Identifying Linking Verbs and Transitive Verbs. In each sentence, underline the verb. On the blank, write **L** if the verb is linking, or **T** if the verb is transitive.

1. The ice cream soda was good. not
2. The sergeant pulled the alarm. not
3. Gymnastics is my favorite sport. L
4. She sanded the rough edge of the wood. T
5. The boxer appeared groggy. L
6. Mary sounded excited about her new record. L
7. Were you late for class? T
8. Be careful. threat
9. John tasted the linguine. T or L
10. The cupcakes tasted delicious. know

Parts of the Verb

A verb often consists of more than one word. Each main verb may have one or two helping verbs with it, such as *is, do, has, have*. Here are some additional helping verbs.

- is going*
helping
- will go can go would go could go must go
shall go may go should go might go

The words that make up a verb are sometimes separated by other words that are not verbs.

- X = not Verbs*
- should* ~~not~~ *have* *gone* *will* probably *arrive*
might never *have* *happened* *could* barely *understand*

Identifying Parts of the Verb. Write *h* over the helping verbs and *v* over the main verbs in the following sentences.

Example: Brett *h* might *h* have *h* gone *v* to the movies.

- Not Never*
- The scouts will have a float in the parade.
 - Jane could never finish a whole pizza.
 - She may have gone to the store at the corner.
 - Did you go to the Ice Capades this year?
 - You should have closed the door.
 - The next batter will probably hit the ball out of the park.
 - Pam should remember the message.
 - Correct* I will wait for you.
 - The girl might have talked to the teacher.
 - Can you play backgammon?

Using Helping Verbs. The following sentences have main verbs but no helping verbs. Write the helping verbs in the blanks provided.

- We have never seen such a sight.
- You should always check your work carefully.
- She will often call me after dinner.
- Can I throw the ball hard?
- Have you made your costume yet?

Verbs Helping

Name _____

A helping verb helps a main verb do its job. Without its helping verb, the main verb doesn't make any sense.

Example ➡ *with helping verbs* It **may** rain soon. We **should** go inside.
without helping verbs It rain soon. We go inside.

The box below shows some of the most common helping verbs.

verb	forms
be	be am is are was were been being
have	have has had
do	do does did
<u>others</u>	can could may might must shall should ought (to) will would

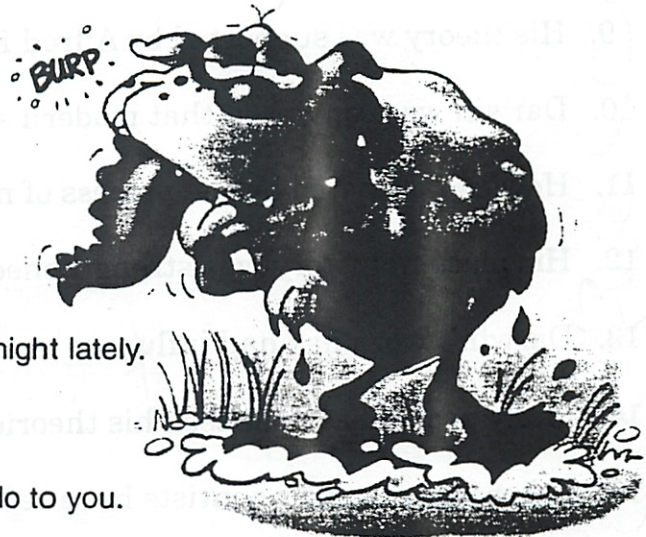
You can also put several of these words together to make one verb phrase in a sentence.

Jamie **would have had** more fun without her little sister, Hortense. Jamie thought that Hortense **should have been born** to someone else's family. Then Jamie **could have had** freedom. On the other hand, Jamie **would not have had** anyone to boss around. Maybe it wasn't so bad to have a little sister.



Add helping verbs to this story so it makes sense.

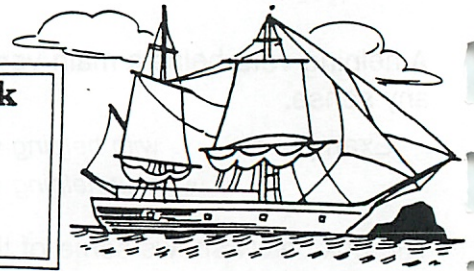
1. Soon it will be time to go home.
2. The wind will tell secrets if you listen.
3. The swamp might be frightening after dark.
4. You will smell death and decay all around.
5. You will want to run away before nightfall.
6. The Swamp Thing has been coming out at night lately.
7. No one will ever seen the Swamp Thing.
8. No one knows what the Swamp Thing will do to you.
9. Maybe we will not fear the Swamp Thing.
10. Fear will tell us to avoid danger.
11. The Swamp Thing will have to wait till another time for someone to stay in the swamp at night.



Verb Phrases

A verb phrase is a group of words that does the work of a single verb. The phrase includes one principal verb and one or more helping verbs.

The teacher was trying to control the class.



24

• In each of the following sentences, underline the verb phrase and circle the helping verbs

1. Charles Darwin was born in 1809.
2. He was raised in Shrewsbury, England.
3. The theory of evolution was introduced by Charles Darwin in the 1850s.
4. Many people are attracted by the logic of the theory.
5. The theory has been refined over the years.
6. Darwin was exploring on the H.M.S. *Beagle* in 1831.
7. He had studied plant and animal life on his travels.
8. He was forming an explanation for the phenomena he observed.
9. His theory was supported by Alfred Russell Wallace, a noted British scientist.
10. Darwin was convinced that modern species evolved from earlier ones.
11. He was fascinated by the process of natural selection.
12. His place in history was strengthened by his book *The Origin of Species*.
13. Darwin's work has had influence on religious thought.
14. Many people have opposed his theories.
15. Other writers and scientists have referred to Darwin's ideas in their own work.

• Write four sentences about geography which contain verb phrases. Underline the verb phrase and circle the helping verbs.

1. Antarctica has been melted by aliens.
2. S. A. was supported by the US.
3. North America was born millions of years ago.
4. Steve had studied primates in Africa.

Regular Verbs



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

walk, walked, (have/has/had) walked
 try, tried, (have/has/had) tried
 call, called, (have/has/had) called

• Write the past and the past participle forms of the following verbs.

Present	Past		Past Participle
1. crawl	<u>crawled</u>	(have, has, had)	<u>crawled</u>
2. skate	<u>skated</u>	(have, has, had)	<u>skated</u>
3. fish	<u>fished</u>	(have, has, had)	_____
4. climb	<u>climbed</u>	(have, has, had)	_____
5. love	<u>loved</u>	(have, has, had)	_____
6. answer	<u>answered</u>	(have, has, had)	_____
7. travel	<u>traveled</u>	(have, has, had)	_____
8. contend	<u>contended</u>	(have, has, had)	_____
9. pretend	<u>pretended</u>	(have, has, had)	_____
10. develop	<u>developed</u>	(have, has, had)	_____

Same As

• Use each of the following verbs in a sentence of your own.

- derive I have derived the girl of food
- has commanded The retired captain has commanded a ship.
- have served The soldiers have served their country for 11 years.
- open I will open the door
- has watched The guard has watched the man all night
- rule Osma bin Laden wants to rule the world.
- have crashed The 3 planes have just crashed.
- jump I jumped up and down at the news
- has realized The man has just realized that he was

Irregular Verbs

An irregular verb is any verb which does not form its past and past participle by adding *-d* or *-ed* to its present tense.

- begin, began, (has, have, had) begun
- lead, led, (has, have, had) led
- grow, grew, (has, have, had) grown



- Write the past and past participle forms of the following verbs.

Present	Past	(have, has, had)	Past Participle
1. freeze	froze ^{froze}	(have, has, had)	froze ^{frozen}
2. break	broke	(have, has, had)	broke ^{broken}
3. fight	fought	(have, has, had)	fought
4. become	became	(have, has, had)	became
5. see	saw	(have, has, had)	seen
6. shake	shook	(have, has, had)	shaken
7. give	gave ^{gave}	(have, has, had)	given
8. eat	ate ^{ate}	(have, has, had)	eat ^{eat}
9. take	took	(have, has, had)	taken
10. wear	wore	(have, has, had)	worn

- Use each of the following verbs to write a sentence of your own. Underline the present tense verbs once, the past tense verbs twice, and the past participle tense verbs three times.

1. drew I drew on the board.
2. have gone I have gone to the movies.
3. has frozen I has
4. creep _____
5. fell _____
6. has bitten _____

Simple Tenses

The tense of a verb indicates the time an action takes place.

Present tense indicates action or being that is happening now.

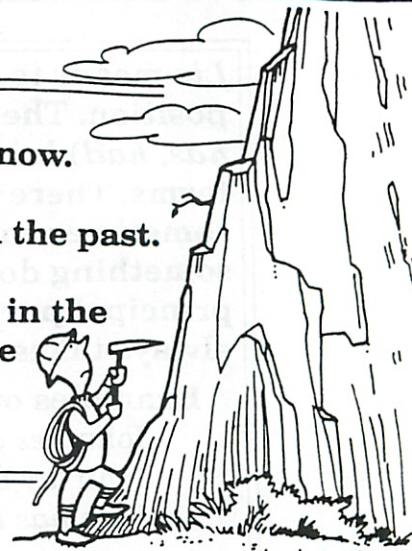
Susan loves ice cream. She is here.

Past tense indicates action or being that was completed in the past.

Matthew loved the new movie. He was here.

Future tense indicates action or being that will take place in the future. The auxiliary verbs *will* and *shall* are used with the principal verb to form the future tense.

Ellen will love this house. She will be here tomorrow.



- Identify the tense of the verb in each sentence: present tense (P), past tense (PA), or future tense (F). Then rewrite the sentence using another tense.

F 1. I will hike to the top of the mountain.

I hiked to the top of the mountain

PA 2. He fought against the onslaught of mosquitoes.

He is fighting against the onslaught of mosquitoes.

~~PA~~ 3. Daniel compared this trip to others.

Daniel is comparing this trip to others

P 4. They wear all the standard gear.

They wore all the standard gear

F 5. We shall elect a leader!

We have elected a leader.

PA 6. Naomi was an excellent survivalist.

Naomi is an excellent survivalist

PA 7. She swept through the underbrush.

She sweeps through the underbrush

F 8. They will collect samples of leaves along the way.

They have collected samples of leaves along the way.

P 9. The groups return to camp each evening.

The groups will return to camp each evening.

- Write one sentence in each simple tense about a camping trip.

1. (present) I am hiking on a trail.

2. (past) I hiked up the trail

3. (future) I will hike up that trail.

Problem Verbs—Lie/Lay

Lie means to recline, to rest, or to remain in a reclining position. The principal parts of the verb *lie* are *lie, lay, (have, has, had) lain*. This verb never takes an object in any of its forms. There is no form of this verb ending in *d*. *Lie* is sometimes confused with the verb *lay*, which means to put something down or to place something somewhere. Its principal parts are *lay, laid, (have, has, had) laid*. This verb always takes an object.

Examples of sentences using *lie* :

John *lies* down for an hour every day. *present*

John *lay* on the deck in the sun. (not laid) *past*

John *has lain* on the deck often. (not has laid) *past participle*

Examples of sentences using *lay*:

Fred *lays* linoleum for a department store. *present*

Fred *laid* linoleum all day. *past*

Fred *has laid* linoleum since he left high school. *past participle*



- Circle the correct verb in each of the following sentences.

1. He (lay, laid) down to take a nap.

2. Lennie has (lain, laid) carpet for that store for years.

3. Our dog (laid, lay) in the mud.

4. My aunt (lays, lies) on the sofa every morning.

5. The hen (laid, lay) an egg yesterday morning.

6. The injured animal (lay, laid) motionless.

7. I think I will (lay, lie) down and take a nap.

8. (Lay, Lie) that book down.

9. He had (lain, laid) the scissors on the table.

Don't
need

- Use the following verbs in sentences of your own.

1. lies (rests) My friend lies on the bed.

2. laid (put down) I laid down the scissors

3. lay (reclined) John lay on the sofa

Problem Verbs—Sit/Set

The verb *sit* means to assume a sitting position or to occupy a seat. The principal parts of the verb *sit* are *sit, sat, (have, has, had) sat*. The verb *sit* never takes an object. This verb is sometimes confused with the verb *set*, which means to put something in position or to make something rigid. The principal parts of the verb *set* are *set, set, (have, has, had) set*. The verb *set* usually has an object.

Examples of sentences using *sit*:

I sit in the shade whenever I can.

Jack sat still, waiting for the fish to bite.

The governor has sat in that chair for many meetings.

Examples of sentences using *set*:

Tony set the silverware on the table.

Yesterday, Wally set the clock after the storm.

The realtor has set his commission too high.



- Circle the correct verb in each of the following sentences.

1. He (set, sat) still while his hair was being cut.
2. You should always (sit, set) in good light when you read.
3. Grandpa likes to (sit, set) in the rocking chair.
4. We (set, sat) the correct time on the computer after the storm ended.
5. The little boy (set, sat) there looking depressed.
6. You may (sit, set) the book on the table.
7. Please (sit, set) here and relax while I try to find your book.
8. Let's (set, sit) here and watch the rain.
9. The boys (sat, set) on the roof.
10. Paula likes to (sit, set) in the easy chair.
11. The doctor (sat, set) his leg skillfully.
12. The painter (sat, set) his ladders against the building before mixing his paints.

Don't
Need

- Use the following verbs in sentences of your own.

1. has set My brother has set my book down somewhere
2. sit I sit on the toilet seat

Problem Verbs—Rise/Raise

The verb *rise* means to ascend, to swell up, and to rise in value or force. The principal parts of the verb *rise* are *rise, rose, (have, has, had) risen*. The verb *rise* does not take an object. This verb is sometimes confused with the verb *raise*, which means to lift up something, to cause it to go up, to increase the amount, to collect a number of objects, or to breed and grow. Its principal parts are *raise, raised, (have, has, had) raised*. The verb *raise* always takes an object.

Examples of sentences using *rise*:

- The sun rises in the east.
- The rocket rose steadily into the atmosphere.
- The tide had risen by morning.

Examples of sentences using *raise*:

- Many farmers raise soybeans as a cash crop.
- Sheila raised the flag.
- The charismatic politician had raised a huge sum of money.



- Circle the correct verb in each of the following sentences.
 1. The hot air balloon (raises, rises) into the blue sky.
 2. The stock market (rose, raised) 30 points yesterday because of the President's announcement.
 3. The granite cliffs (raise, rise) high above the valley.
 4. The guerilla leader (raised, rose) a great army of support.
 5. The flood waters (raised, rose) rapidly.
 6. The coffee dealers (rose, raised) the price of coffee beans.
 7. The soldier (rose, raised) the flag.
 8. The wedding guests had (raised, risen) their glasses to sip champagne for a toast.

Don't
Need

- Use the verbs below to write sentences of your own.

1. raise I raise the trash.
2. rises The man rises as the tow airplane takes off.
3. rose The server rose into thin air completely.
4. had raised The men had raised the flag already.

Troublesome Verbs

- Fill in the missing principal parts of the irregular verbs in the chart.

Present Tense	Past Tense	Past Participle
shake	shook	(have, has, had) shaken
lead	led	(have, has, had) led
freeze	froze	(have, has, had) frozen
eat	ate	(have, has, had) eaten
wear	wore	(have, has, had) worn
know	knew	(have, has, had) known
blow	blew	(have, has, had) blown
drown	drowned	(have, has, had) drowned
catch	caught	(have, has, had) caught



- Circle the correct verb in each of the following sentences.

1. Kendra (blow, blew) out the candles on her birthday cake.
2. You have (ate, eaten) all of the treats put out for the party.
3. What will you (wear, have worn) to the party tomorrow?
4. John (shook, shaked) his head.
5. I (knew, knowed) it was his birthday.
6. He almost (drowned, drowned) trying to bob for apples.
7. I did not know to where the path (leaded, led).
8. The pond has been (froze, frozen) for several weeks now.
9. Terry (caught, caught) a cold the day before the party.
10. I have (wear, worn) this dress before.
11. After an hour outside, the water in the pail had (frozen, froze).

- Use the verbs below to write sentences of your own.

1. ate I ate the cake

2. lead I lead the expedition party

3. have shaken I have shaken the soda before putting it to drink

And More Troublesome Verbs

- Fill in the missing principal parts of the irregular verbs in the chart.

Present Tense	Past Tense	Past Participle
cut	cut	(have, has, had) cut
drag	drug dragged	(have, has, had) dragged
wring	wrung	(have, has, had) wring
weave	wove	(have, has, had) woven
lend	lent	(have, has, had) lent
say	said	(have, has, had) said
take	took	(have, has, had) taken
let	let	(have, has, had) let
go	gone went	(have, has, had) gone



- Circle the correct verb in each of the following sentences.

1. She has (wove, woven) a beautiful pattern into that garment.
2. Harris (lent, lended) Jake a lot of money.
3. Bob (say, said) that he is not going to the game.
4. This whole thing has (taken, took) far too long already.
5. Ellen (wrung, wringed) the water from the rag.
6. Grandpa (went, gone) to the store yesterday.
7. Sara had (cut, cutted) the cake and grabbed a piece before anyone noticed.
8. We have (went, gone) to that restaurant before.
9. The gardener (drug, dragged) the heavy shrub to the truck.

- Use the verbs below to write sentences of your own.

1. have gone I have gone to the police.
2. let I let the man run.
3. has lent Brandon has lent me 40 dollars.
4. wrung I wrung out the cloths.
5. had said I had said that I wanted the vegetarian meal.

More Troublesome Verbs

- Fill in the missing principal parts of the irregular verbs in the chart.

Present Tense	Past Tense	Past Participle
become	became	(have, has, had) become
choose	chose	(have, has, had) chosen ^{SP} chosen
drink	drank	(have, has, had) drunk
throw	threw	(have, has, had) throwed
write	wrote	(have, has, had) wrote
flow	flowed flew	(have, has, had) flowed
see	saw	(have, has, had) seen
swear	swore	(have, has, had) sworn
climb	clined ?	(have, has, had) climbed



- Circle the correct verb choices in the following sentences.

1. Roger has (swore, sworn) to tell the truth.
2. The rising river (flowed, flew) under the bridge.
3. Ursula (wrote, written) many interesting letters.
4. Sam (become, became) angry yesterday.
5. Paul (has, have) climbed that tree in the backyard many times.
6. He (saw, seen) that movie three times already.
7. I have (choosed, chosen) Michael to be on our team.
8. I (drunk, drank) all my milk, Mom!
9. The boy had (threw, thrown) the ball into the woods.
10. The knight (swearred, swore) his loyalty to the king.
11. Sara has (became, become) a wonderful cook.
12. We found that the juice had (flew, flowed) from the hole in the cup.

- Use the verbs below to write sentences of your own.

1. has seen The boy has seen horrible things.
2. have written The men have written many stories together.
3. have thrown I have thrown the ball.

Name _____ Date _____

Batting Champ

DIRECTIONS: Baseball is fun and exciting because there is a lot of action. Writing can be fun when you use action words (verbs). Some action words are more exciting than others. For example, *stare*, *glare*, *squint*, or *peer* are all more interesting than plain old *see*. And *go* doesn't compare to *rush*, *hurtle*, *scamper*, or *slither*.

Sports announcers and sportswriters like to use colorful verbs when describing a game. If you were announcing a ball game, could you find more interesting verbs to use than those in the sentences below?

Rewrite each sentence on the line below, changing the underlined verb to a more exciting action word. Have fun and hit a homerun with your writing!

EXAMPLE: The third baseman picked up the ball.
The third baseman scooped up the ball.

1. The pitcher looked at the batter.
stared intently at
2. The pitcher threw the ball.
heaved
3. The batter hit the ball into left field.
smacked
4. The outfielder got the ball.
caught
5. The runner on second base went to third.
ran
6. The umpire said "Safe!"
yelled
7. The second baseman spoke to the umpire.
yelled in the umpire's face
8. Another batter went to the plate.
stepped up
9. This time the ball was hit into the stands for a homerun.
~~smacked~~
walloped



LINKING VERBS

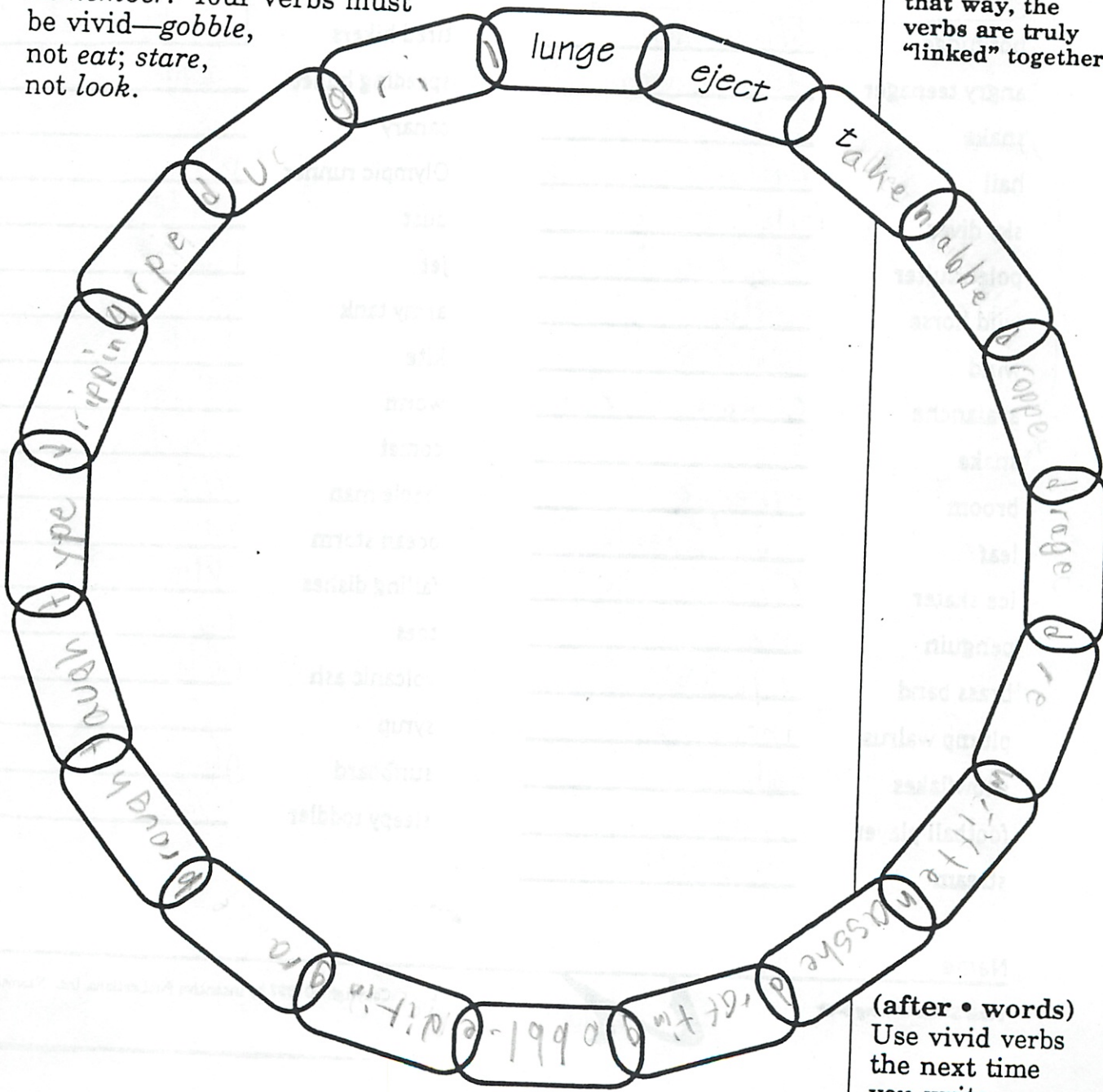
Chain Letters

Let's see how many "vivid" action verbs you can connect. (The last letter of one verb becomes the first letter of the next one.) A verb chain has been started for you. Share your work after you fill in your last link. See who came up with the most interesting list of words.

Remember: Your verbs must be vivid—gobble, not eat; stare, not look.

SPECIAL CHALLENGE

See if you can complete your chain with a vivid verb that ends with the letter "l"; that way, the verbs are truly "linked" together.



(after • words)
Use vivid verbs the next time you write a descriptive story.

MAKE YOUR MOVE!



Go, walk, run, jump, fly, move—these are fine English words, but they are very imprecise in that they do not describe exactly how a character or object relocates itself in space. Of course, the best word choice depends on who or what is moving and under what conditions.

Example: An elephant **lumbers** when he moves, while a mouse **scurries**.

For each suggestion below, choose a verb that means the same as one of the italicized words at the top of the page, but is more precise. Avoid the obvious word. Use an answer only once. Try to make a perfect match of each noun and verb! (Use your thesaurus if necessary.) Then share your answers with one of your classmates. See how many verbs you wrote that no one else chose.

Go, walk, run, jump, fly, move

hot fudge

Slinks slowly

tired hikers

lay to rest

angry teenager

stomps across the room

speeding bullet

zooms

snake

slithers

canary

tweets

hail

patters the window

Olympic runner

wizzes

sky diver

falls gracefully

dust

settles

pole vaulter

flips over the pole

jet

dive

wild horse

gallops

army tank

moves meanderingly

wind

howls as it passes

kite

drifts

avalanche

crumbles and crashes

worm

wriggles

snake

comet

crashes

broom

sweeps

feeble man

stumbles

leaf

floats gently

ocean storm

raves

ice skater

circles in grace

falling dishes

clatter

penguin

waddles over the ice

toes

tap

brass band

up a case

volcanic ash

hardens or flows

plump walrus

inches

syrup

drips

snowflakes

glide

surfboard

glides

football player

crash

sleepy toddler

wines

stream

meanders

Name _____

Basic Skills/Writing 6-8

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IT IS WRITTEN—I WROTE IT!

The title above gives examples of both the passive and the active voice. A verb is in **active voice** when its action is **performed by its subject**. A verb is in **passive voice** when the action is **performed on the subject**.



Example: Active: The car hit the tree.

Passive: The tree was hit by the car.



Passive voice puts the action of a sentence in a weak and awkward position. Active voice usually makes writing more forceful and dynamic. (High school and college teachers often give less credit to written work which consistently employs passive voice.)

The sentences below employ either active or passive verbs. Smile when you read each active sentence. Rewrite each passive sentence to make it active.

1. The teacher taught the lesson.

2. We were embarrassed by the bad joke.

3. My purse was stolen.

4. I recognized the thief.

5. The thief was put in jail.

6. I've lost my mind!

7. Have the grades been recorded?

8. The story has never been told.

9. Are those the eggs brought by the Easter bunny?

10. Is this the hat upon which an elephant sat?



Name _____

Basic Skills/Writing 6-8*

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PUT THE EXTRA IN ORDINARY

It's like eating bread, butter, and beans with milk every meal of your life. Aren't you just bored to death with the everyday, humdrum, run-of-the-mill, **ordinary**? Then kick the habit. Get rid of worn-out words like *do, give, get, go, put, make, and take*.

Writing comes alive when you "ditch" these old standbys and access words that draw stronger mental pictures for your reader—making an ordinary experience **extraordinary**. There is power in words. You can take any character or object and change its whole persona by substituting just one strong verb.

Try these: change only the word in italics to effect a significant difference in the character.

1. The students *walked* out of the building.

_____ (make them appear enthusiastic)
_____ (make them angry)
_____ (make them seem relaxed, carefree)
_____ (make them seem introverted, withdrawn)

2. The horse *came* out of the barn.

_____ (make the horse appear elegant)
_____ (make the horse appear nervous)

3. The children *ran* toward the playground.

_____ (make the children appear out of control)
_____ (make the children appear playful)



Name _____

Basic Skills/Writing 6-8*

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Name _____ Date _____

99. VERB TENSE

Listed below are verb tense definitions and an example of a sentence using the verb tense as defined. Compose your own example of a sentence using the verb tense defined immediately above.

1. PRESENT TENSE: Action that occurs in the immediate present.

Sample Sentence: She **throws** the football.

2. PRESENT PROGRESSIVE TENSE: Ongoing action in the present tense.

Sample Sentence: She **is throwing** the football.

3. PAST TENSE: Action occurring in the past.

Sample Sentence: She **threw** the football.

4. PAST PROGRESSIVE TENSE: Ongoing action in the past.

Sample Sentence: She **was throwing** the football.

5. PERFECT TENSE: Action extending from the past to the present.

Sample Sentence: She **has thrown** the football.

6. PAST PERFECT TENSE: Action occurring at one point in the past to another point in the past.

Sample Sentence: She **had thrown** the football.

7. FUTURE TENSE: Action occurring in the future.

Sample Sentence: She **will throw** the football.

8. FUTURE PERFECT TENSE: Action that will have occurred at some point in the future.

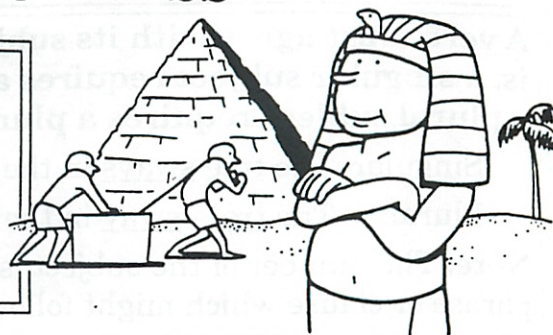
Sample Sentence: She **will have thrown** the football.

Determines-
 Establishes-
 Proves-
 Describes- pictures in words, tells about
 Displays- shows, exhibits
 Draws-
 Examines- inspects, tests by questioning
 Exhibits- shows, displays
 Presents-
 Personifies- represents as a person, typify
 Symbolizes-
 Encompasses- surrounds, contains
 Incorporates- combines, includes, merges
 Takes in-
 Represents- portrays or describes
 Typifies-
 Comprehends- understands
 Comprises- consists of
 Embraces-
 Satirizes- attacks with satire
 Testifies-
 Derives-
 Evolves- develops gradually, unfolds
 Unfolds-
 Crystallizes-
 Emerges- comes out
 Amplifies- makes stronger
 Constructs- build, devises
 Devises-
 Expands- spreads out, enlarges
 Expounds- explains fully
 Refines-
 Advances-
 Speculates- guesses
 Mediates-
 Visualizes- of or used in seeing, visible
 Surmises-
 Vindicates- clears from criticisms, blame
 Maintains- declares, to be true, supports

Using Active and Passive Voice Verbs

A verb is in the active voice when the subject performs the action. A verb is in the passive voice when the subject receives the action.

Passive voice should be used sparingly. Active voice expresses action in a natural, more direct way.



• Identify the verbs in the following sentences as active (A) or passive (P). If the verb is passive voice, rewrite the sentence changing the verb to active voice.

- _____ 1. The first pyramid in ancient Egypt was built around 2650 B.C. by the Egyptians.

- _____ 2. The pharaohs constructed many temples in honor of the Egyptian gods.

- _____ 3. The Egyptians were conquered by the Hyksos.

- _____ 4. The Hyksos used horses and chariots to defeat the Egyptian army.

- _____ 5. The Egyptians learned to use the same tactics and drove the Hyksos out.

- _____ 6. The course of Egyptian history was changed by Amenhotep IV.

- _____ 7. He worshiped a sun god called the Aton.

- _____ 8. The Aton was represented as the disk of the sun.

- _____ 9. The capital of Egypt was moved to Akhetaton by the king.

- _____ 10. Several other changes by the king angered many Egyptians.

- Write four sentences about ancient Egypt using the type of verb that is indicated.
1. (active) _____
 2. (passive) _____
 3. (active) _____
 4. (passive) _____

Agreement of Subject and Verb

A verb must agree with its subject in number. That is, a singular subject requires a singular verb, and a plural subject requires a plural verb.

Singular: The tree sways in the wind.

Plural: The trees sway in the wind.

Note: The number of the subject is not changed by a phrase or clause which might follow it.

The tree with dozens of coconuts sways in the wind.

The trees on this island sway in the wind.



- Circle the correct verb choice in each of the sentences below.

1. A single lightning bolt (is, are) capable of doing a great deal of damage.
2. The peak temperature of a bolt (heats, heat) the surrounding air to over 60,000°F.
3. The lightning stroke (create, creates) a jagged picture across the sky.
4. Commercial jets (is, are) seldom hit by lightning.
5. If struck, they (suffer, suffers) only slight damage.
6. Planes (has, have) special shielding to protect their electronic equipment.
7. Rocket launches (provide, provides) the best chance to study lightning.
8. Photography (is, are) another way to study lightning.
9. Scientists in many labs (think, thinks) that there is even lightning on Venus.
10. A bolt of lightning from the clouds (is, are) always an awesome sight.

- Write a short paragraph describing what it would be like to be caught out in a boat during a storm. Underline each verb and circle each subject.

Imperative Mood

The mood of the verb indicates the attitude or viewpoint behind the verb's expression. The imperative mood indicates a command or a request. The subject is always "you," though this is rarely expressed.

Please, close the door.

(Notice that "you" is understood to be the subject of this sentence.)



- Use the verbs below to write sentences of your own which are in the imperative mood.

1. check _____
2. return _____
3. wash _____
4. deliver _____
5. develop _____
6. count _____
7. drive _____
8. climb _____
9. send _____
10. take _____
11. stop _____
12. catch _____

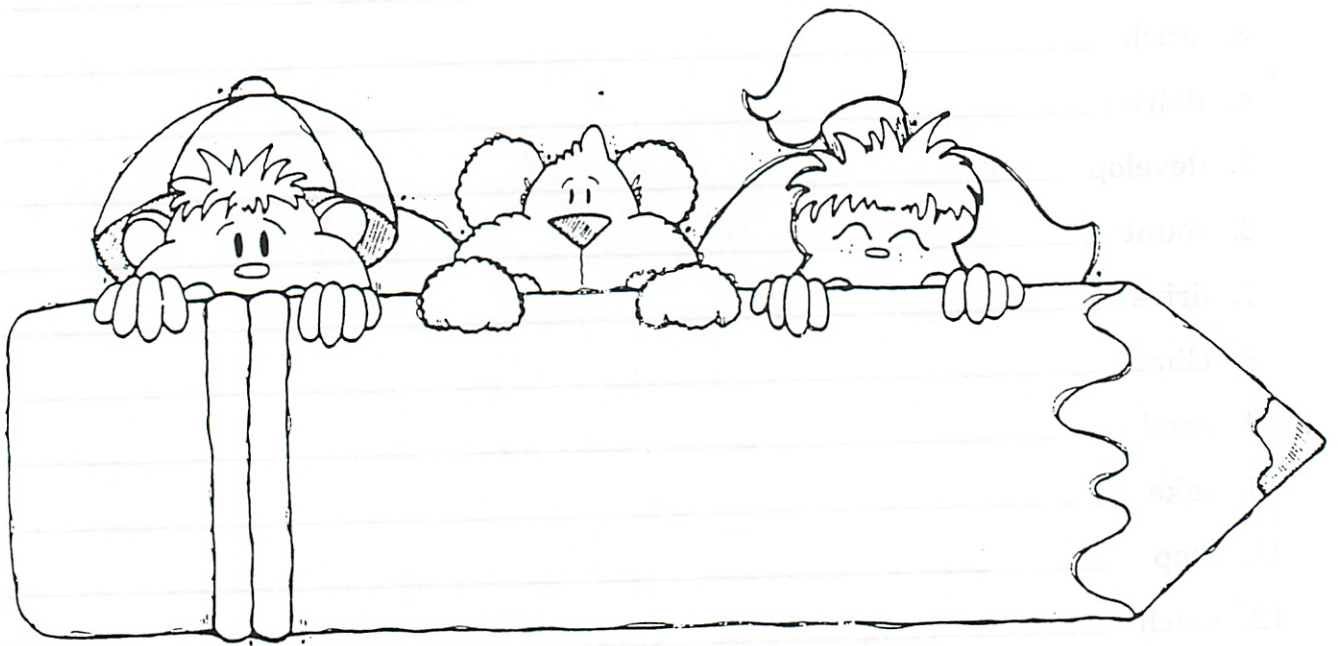
- Write three sentences in the imperative mood that you might hear your principal or teacher say. Underline the verbs.

1. _____
2. _____
3. _____

- Put an I by the sentences written in the imperative mood.

- | | |
|---|--|
| _____ 1. The boy threw the baseball. | _____ 5. Pass the paper to me. |
| _____ 2. Sit here, please. | _____ 6. I love to paint with watercolors. |
| _____ 3. That movie was thoroughly enjoyable. | _____ 7. The windows need to be washed. |
| _____ 4. Step up here right now. | _____ 8. Park the car. |

The Sentence



Topics

1. The Parts of a Sentence

Stars & Gossip

2. Fragments

Bits & Pieces

3. Kinds of Sentences

"You have to name it to claim it."

Parts of Speech

The Building Blocks

Noun: names a person, place, thing, idea, or quality

Examples: *singer, Wilbur, city, Tulsa, school, love, happiness*

Pronoun: takes the place of a noun

Examples: *I, me, you, he, she, it, we, everybody, who*

Verb: expresses physical or mental action, or state of being

Examples: *shout, thought, is, am, was, seems, stole, became*

Adjective: tells more about a noun or pronoun

Examples: *ridiculous, red, smart, fourteen, careless, older*

Adverb: tells about a verb, an adjective, or another adverb

Examples: *slowly, fast, tomorrow, down, very, a lot, so*

Preposition: shows how a noun or pronoun relates to another part of the sentence

Examples: *out, behind, in front of, because of, except, for, into*

Conjunction: connects words, groups of words, or sentences

Examples: *and, or, but, nor, for, yet, so*

Interjection: expresses a feeling

Examples: *oh, er, gee, ouch, hey, shh, yes, well*

The Sentence – Oh, No! Notes!

1. What is the difference between the following sentences?

Wilbur ate the lobster.

The lobster ate Wilbur.

2. What is a sentence? (I know – you have defined a sentence a zillion times. Be creative if you want. I bet your definition is more interesting than mine.)

Your Definition:

Just in Case:

What two main ingredients do you need to make a chocolate sandwich? (Keep this in mind for later.)

3. A subject

What is the title of one of your favorite movies?

Who is the star in that movie?

(Keep these answers in mind for later.)

Official Definition:

There are two (2) terms you need to know to understand the subject of a sentence:

a) Simple Subject:

b) Complete Subject:

Example:

The swimmer in the red suit stole Wilbur's lobster.

Mark the sentence with me. The complete subject is underlined once, and the simple subject is underlined twice.

Practice Makes Permanent!

Directions: Underline the complete subject once and the simple subject twice.

1. Furious at the lobster thief, Wilbur chased the swimmer down the beach.
2. A very tan lifeguard yelled at Wilbur for running.
3. Wilbur tried to explain what happened.
4. The lifeguard listened patiently.
5. Together, the lifeguard and Wilbur started chasing the lobster thief.

What do you think the term is when a sentence has two or more subjects?

Your Term:

Official Term:

Which sentence in the exercise above has a _____
_____?

Wouldn't it be great if you only had to do five practice sentences?

More Practice Makes Permanent...

Assignment: (in Warriner's book)

On notebook paper in your grammar section of your notebook, complete Exercise 3 on page 7. Follow the directions as given. Be prepared to tell me what the simple subject is when we go over this exercise.

4. Predicates:

Think back to the star of your favorite movie.

What happened to that star in the movie? What did the star do in the movie?

If you can answer the above question, you will have no problems with our next topic – predicates.

Official Definition:

Like subjects, there are two (2) terms you need to know to understand predicates.

a.) Simple Predicate:

b.) Complete Predicate:

Example:

The swimmer in the red suit stole Wilbur's lobster.

Mark the sentence with me. Underline the complete predicate once and the simple predicate twice.

***Hint: Ask yourself the following questions:

What is the simple subject?

What is did the simple subject do?

The answer to the second question is your predicate.

What is another word for the simple predicate?

Practice Makes Permanent!

Directions: Mark the sentences below like we marked our example above.

1. The lifeguard and Wilbur started chasing the lobster thief.
2. They chased the thief for many miles.
3. Just in the nick of time, a storm hit the beach.
4. A huge wave washed over the lobster thief.
5. Wilbur and the lifeguard ran and jumped into the water.

What do you think the term is when a sentence has two or more simple predicates?

Your Term:

Official Term:

Which sentence in the above exercise has a _____
_____?

More Practice Makes Perfect!

Assignment: On notebook paper in the grammar section of your notebook, continue the saga of Wilbur and his stolen lobster by writing five (5) sentences. Then go back and underline the complete predicate once and the simple predicate twice. Next, fill in the blanks in the sentence below.

A sentence must have a _____
and a _____ in order to be a
sentence.

Complete Subjects and Predicates

The complete subject of a sentence tells what the sentence is about. It may be one word or many words.

The boy from Michigan is the world geography champion.

He knew the answer to every question they asked him.

The complete predicate tells what the subject is or does. It may be one word or many words.

He knew the answer to every question they asked him.

The young student won.



Circle

- In the sentences below, underline the complete subjects once and the complete predicates twice.

- The people in many parts of the world are unable to feed themselves in times of disaster.
- International relief agencies and many governments try to send aid to those people.
- The most famous international relief agency is the Red Cross.
- The Red Cross was founded in 1864 to aid victims of war.
- Red Cross workers fight misery in times of both war and peace.
- Over 135 nations have Red Cross societies.
- Each Red Cross society runs its own program.
- The American Red Cross has more than 10 million volunteers.
- Voluntary contributions fund the programs and services of the American Red Cross.
- All aid to disaster victims is free.

Predicates are always last on tests

- Write a short paragraph about an organization whose purpose you admire. In each sentence underline the complete subject once and the complete predicate twice.

I like the YF2 Foundation. they help people who have been affected by terrorist attacks I like this because people after these people have gone through big disasters I feel this is important.

Name _____

Simple Subjects and Predicates

The simple subject names the person or thing the sentence is about. It does not include articles or modifying words.

The girl in the red hat ran to the corner.

The simple predicate tells what the subject is or does. It does not include any modifying words. The simple predicate is a verb or a verb phrase.

The main city library is expanding its shelves.

John Maynard Keynes was an economist.



- In each of the following sentences, underline the simple subject once and the simple predicate twice.

1. One African bird is named the honey guide.
2. The favorite food ~~of~~ the honey guide is beeswax from the nests of wild bees.
3. The nests are too strong for the honey guide, though.
4. So the clever bird enlists the aid of an ally.
5. The unlikely ally is an animal called the ratel.
6. The black and white ratel is called the "honey badger" by many people.
7. Rich, sweet honey is the ratel's favorite food.
8. The ratel's thick, loose skin resists bee stings.
9. The smart bird finds a bees' nest.
10. It chatters to the ratel.
11. The chattering bird leads the ratel to the nest.
12. The ratel breaks the nest with its strong claws.
13. The hungry animal eats the honey.
14. Then the happy bird eats the wax from the broken nest.

Don't need
to be next

68

Name _____

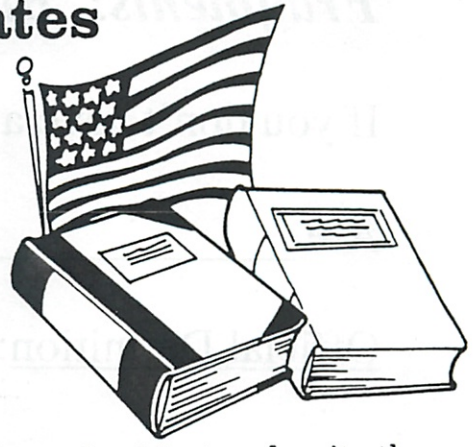
Compound Subjects and Predicates

A compound subject contains two or more subjects usually joined by *and* or *or*.

Mark Twain and Harper Lee are American authors.

A compound predicate has two or more predicates usually joined by *and*, *or*, or *but*.

They wrote great novels and became famous.



• In each of the following sentences, turn the subject into a compound subject and write the new sentence on the line. If necessary, change the verb to agree with the compound subject. For instance, "Anne plays softball," but "Anne and Toni play softball."

1. ^{and John are} Mary ~~is~~ the best student in math class.

2. ^{and Maple} Sycamore trees are my favorite trees.

3. ^{and are floor} Birds live in trees.
^{and Air are}

4. ^{and Jack are} Light is necessary for a plant to grow.

5. ^{and by are} Anna is my best friend.

6. Charlie is on the baseball team.

• In each of the following sentences, turn the predicate into a compound predicate using *and*, *or*, or *but*. Write the new sentence on the line.

1. Kristy dribbled to the foul line. ^{and not this} and made a shot. ^{or say this -> danneran}

2. Tom painted a picture for the show. and posted it on the wall.

3. My father lit the barbecue. and put on the hamburgers.

4. Earl bought a new CD. and put it in his CD player.

Fragments: Bits and Pieces

If you don't have a sentence, you have a _____.

Are _____ okay? Sometimes...but...

Official Definition:

Can a single word form a complete sentence?

Example: Stop! = You stop!

What about this example?

After the game, which was very exciting.

The difference between speaking and writing...

Finding fragments is easy... Avoiding fragments can be easy if you ask the following questions...

Does the sentence have a simple subject?

Does the sentence have a simple predicate?

If the answer is _____ to either question, you have a _____.

*** A special note...

After	When	If
Before	How	Although
While	Where	Whereas
Until	Why	Unless
In	Since	Because
(Any Preposition)	During	Though
	As	

Beware... Even when you have a simple subject and a simple predicate, you can still have a fragment if your group of words starts with one of the words in the above box.

Example: When Sally arrived.

Practice Makes Permanent!

Sentences and Fragments

A sentence is a group of words which expresses a complete thought.

We went to the party.

Will you go to the party with me?

A fragment is a group of words punctuated like a sentence but not expressing a complete thought.

When we left the party.

And then the cake.



- Write **S** before each group of words that is a sentence. Write **F** before each group of words that is a fragment.

- S 1. You should go to the doctor for a physical.
- S 2. A visit to the dentist makes me nervous.
- F 3. Shots in the arm.
- F 4. People in the waiting room.
- ?S 5. Always tell the doctor exactly where it hurts.
- F 6. When the nurse comes in.
- S 7. Did you have any cavities this time?
- S 8. The surgery was successful.
- F 9. If you go to the hospital.
- S 10. He filled out the medical form incorrectly.
- F 11. Then the doctor.
- S 12. Are you feeling better now?
- S 13. I feel wonderful!
- ?S 14. Please make me some more soup.

- Add words either before or after the following fragments to construct complete sentences.

1. When I broke my arm, I cried
2. If you go to visit Henry, give him flowers
3. To mend his broken bone, the doctor worked his hand

Sentences Fragments

Name _____

Every complete sentence needs a subject and a verb that go together to make a complete thought. A **sentence fragment** is an incomplete sentence — just a piece of a complete thought. If you find a sentence fragment when you proofread your writing, make it part of a complete sentence.

Examples ➡ *fragment* **To make the basketball team this year.** That's my goal.
corrected My goal is to make the basketball team this year.

fragment I respect the coach. **Who is a wise leader.**
corrected I respect the coach, who is a wise leader.

Sometimes it's okay to use a sentence fragment for emphasis in informal writing or in natural conversations between characters. In formal writing, avoid using any fragments.

Example ➡ *informal* It's raining cats and dogs today. **Great vacation weather!**

in formal avoid cliches exclamation points contraction



Underline each sentence fragment. Write a + above it if it's a good use of a fragment. Write a - above it if it's not a good use of a fragment.

Some are sentences

A move to the left, then to the right. Ben avoided all tacklers. With national
media coverage. This was an important game. If he did well enough to be chosen in
the first round. It would be a successful day.

Rome had its gladiators, North America has millionaire professional athletes. A
clear parallel. Untouchable, unbeatable, with no equal in sports. "Show me the money!"
The American way. Make a hero, then tempt that hero with massive wealth.

With nothing in your pocket. You can tell who your real friends are. Once you
possess wealth. Do you know who loves you for you or for your money? A great
temptation, possible loneliness. Still, it would be fun to try being rich. Way ahead of
second place. Money isn't everything.

?

***Kinds of Sentences: "You've Got To Name It
To Claim It."***

Try and name the kind of sentence after each sentence.

The sky is falling. _____

Why is the sky falling? _____

Tell me more about why the sky is falling. _____

That sky falling is amazing! _____

Even though your names are probably better...

Official Terms:

1.

2.

3.

4.

Practice Makes Permanent!

79

Recognizing Kinds of Sentences

Do you remember Wilbur? Continue the story of Wilbur and his lobster by writing an example of each type of sentence.

1. Declarative:

2. Interrogative:

3. Imperative:

4. Exclamatory:

Recognizing Kinds of Sentences

There are four kinds of sentences: declarative, interrogative, imperative, and exclamatory.

Declarative sentences make a statement and end with a period.

The sky is blue.

Interrogative sentences ask a question and end with a question mark.

What color is the sky?

Imperative sentences command or request and end with a period or an exclamation point.

Paint the sky blue on your mural.

Exclamatory sentences either make a statement or a command with strong feeling and end with an exclamation point.

That's the bluest sky I've ever seen!

- Label the following sentences declarative (D), interrogative (IN), imperative (IM), or exclamatory (E). *or X*

- D 1. Clouds are the best free show in the world.
- N 2. How can you say that?
- E 3. Just look at them!
- D 4. They all look the same to me, I'm afraid.
- M 5. Pay attention while I show you the differences.
- D 6. Those big, white clouds are cumulus clouds.
- N 7. Did you know that the ones that look like strands of hair are called cirrus clouds?
- D 8. Stratus clouds look like they're in layers, or strata.
- O 9. Nimbus clouds are rain clouds.
- E 10. They are my favorites!
- N 11. What kinds of clouds are in the sky today?
- N 12. Is rain on the way?
- D 13. The clouds are blocking the sun.
- E 14. Jets fly right through them!

- Write one of each type of sentence about a trip on a plane.

- 1. (declarative) The food was bad
- 2. (interrogative) Did you like the food?
- 3. (imperative) Tell me how.
- 4. (exclamatory) You did, it tastes like card board!

Sentences Four Kinds

Name _____

There are four types of sentences:

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

An **imperative** sentence gives a command. It ends with a period.

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

An **exclamatory** sentence shows strong feelings. It has an exclamation mark at the end.

Examples →
declarative I'm looking for Blossom Street.
imperative Go three blocks straight ahead, and then turn right.
interrogative Are you sure that is how to get to Blossom Street?
exclamatory Of course I'm sure!



In each blank, write what type each sentence is. Then add the right punctuation at the end of each sentence.

1. I _____ If I only gave advice when it was asked for, I'd never give any advice |

2. N _____ Are you sure ?

3. M _____ Just listen to what I say before you start to write .

4. E _____ That's not fair,

5. D _____ Life is not fair,

? 6. M or N _____ Why don't you try a green one, ?

7. N _____ Would that be fair .

8. D _____ No, but it would be green .

9. E _____ You are so impossible!

10. M _____ Say the same thing without using the word *you* .

2-24 SENTENCE FRAGMENTS

A sentence fragment is a group of words that lacks some elements necessary to form a complete sentence and express a complete thought. Listed below are song titles, some of which are fragments and others of which are complete sentences. Classify them by placing the number of each sentence in the appropriate column. If you do it correctly, the total in both columns will be the same.

FRAGMENT SENTENCE

X	1	1. "I Want to Hold Your Hand"
2		2. "April in Paris"
	3	3. "Don't Fence Me In"
	4	4. "Let Me Call You Sweetheart"
	5	5. "Where Have All the Flowers Gone"
6		6. "When Irish Eyes Are Smiling"
7		7. "Home on the Range"
8		8. "In the Still of the Night"
9	9	9. "Don't Be Cruel"
	10	10. "The Waltz You Saved for Me"
	11	11. "Meet Me in St. Louis, Louis"
	12	12. "I'll Take You Home Again, Kathleen"
13		13. "When the Moon Comes Over the Mountain"
14		14. "Deep in the Heart of Texas"
	15	15. "It Came Upon the Midnight Clear"
60	60	TOTALS

59
50

61
61

BONUS

On the back of this sheet, list several song titles that you think are complete sentences. See whether your classmates agree.

Avoiding Sentence Fragments

A sentence fragment is a group of words that does not express a complete idea. A sentence fragment leaves out something important, such as the subject or the verb or both. You may wonder *What is this about?* or *What happened?*

Threw the ball. (*Who threw the ball?*)

Kevin and his brothers. (*What about them?*)

Around the corner. (*Who was? What happened?*)

A. Recognizing Sentences

Write *Sentence* or *Fragment* after each of the following.

1. After the last season

F

2. Expertly, Donna dribbled the ball

S

3. Wondered about that

F

4. The hockey stick in the closet

S

5. Roberto sang

S

6. During the movie

F

7. You'll need to bring your old shoes

S

8. On the voyage to Mars

F

9. A plane landed

S

10. Tried out for the play

F

B. Completing Fragments

Correct the following fragments by adding the words needed to make a sentence.

1. A man followed along on his bike.

2. After the storm we went outside.

3. The cat and the dog slept in the basement.

4. Near our house, was a movie theater.

5. I will play GameCape after school today.

6. Next weekend, I will go to New York.

7. Bill was the one who threw the interception.

8. Please, I didn't mean to scare the cat.

Kinds of Sentences

There are four kinds of sentences: *declarative*, *interrogative*, *imperative*, and *exclamatory*.

1. A **declarative sentence** makes a statement. It tells something. A period is used after this kind of sentence.

The sun is shining.

2. An **interrogative sentence** asks a question. A question mark is used after this kind of sentence.

Will you be home soon?

3. An **imperative sentence** tells or requests someone to do something. This kind of sentence ends with a period.

Please close the door.

4. An **exclamatory sentence** expresses strong feeling. An exclamation mark is used at the end of this kind of sentence.

How surprised we were!

Classifying Sentences

Read the following sentences and decide the classification of each. On the lines provided, write the number that describes the sentence category.

Example 1 Judy is my sister.

- _____ 1. The family had a picnic on the beach.
- _____ 2. Please set the table.
- _____ 3. Have you seen the new giraffe at the zoo?
- _____ 4. He was concerned about the outcome of the experiment.
- _____ 5. What a happy person she is!
- _____ 6. Cancel my order.
- _____ 7. Please wait here.
- _____ 8. Why do elephants have trunks?
- _____ 9. The little girl had a bad cold.
- _____ 10. How quickly this letter was delivered!
- _____ 11. Who frightened this little boy?
- _____ 12. Everyone dreams at night, whether they remember the dreams or not.
- _____ 13. Wear something warm or else you'll freeze.
- _____ 14. Didn't you hear the fire alarm?

5

EXERCISE 119. THE ESSENTIAL ELEMENTS OF A SENTENCE

No sentence is complete without a subject and a predicate.

The subject is that part of the sentence that names a person, a place, or a thing about which a statement is made. The predicate is that part of the sentence that tells something about the subject.

To find the subject and the predicate of a sentence, pick out first the predicate or verb. Then place the word *who* or *what* before the predicate and answer the question thus formed. The answer to this question is the subject. The subject will be a noun or a pronoun.

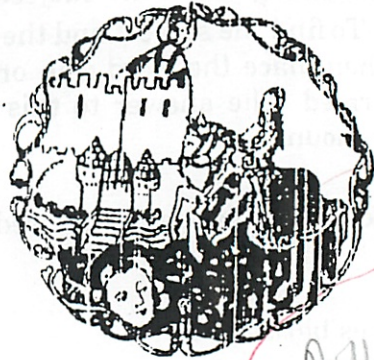
Select the subject and the predicate in each of the following sentences:

	SUBJECT	PREDICATE
Trees blossomed.	Trees	blossomed
The apple trees blossomed early.	trees	blossomed
The trees in our orchard blossomed in May.	trees	blossomed
1 Logs burned.	Logs	Burned
2 The dry logs burned.	Logs	Burned
3 The logs in the fireplace burned.	Logs	Burned
4 Whistles blew.	whistles	Blew
5 Several whistles blew shrilly.	"	"
6 The whistles from the factory blew at noon.	"	"
7 Water evaporates.	Water	evaporates
8 Cold water evaporates slowly.	"	"
9 Water at the boiling point evaporates with speed.	"	"
10 Citizens vote.	Citizens	Vote
11 Good citizens vote conscientiously.	"	"
12 The citizens of the state vote for the governor.	"	"
13 There are many famous palaces in Europe.	Palace	Palaces Are
14 Rivers flow into larger bodies of water.	Rivers	Flow
15 Mountain climbers have scaled that cliff.	Climbers	have scaled
16 Martha sang several songs at the party.	Martha	sang
17 Fleecy clouds drifted across the blue sky.	Clouds	Drifted
18 Good news from home reached him by mail.	News	Reached
19 Snowy white curtains hung at the window.	Curtains	Hung
20 Cherry trees in full bloom bordered the lake.	Trees	Bordered

EXERCISE 118. RECOGNITION OF SENTENCES

A sentence is a group of words expressing a complete thought.

Read each of the following groups of words. Write S on the line at the left if the thought expressed is a sentence and N if it is not a sentence:



S A deep moat surrounded the castle

N On the television for the weather report.

N 1 Turn on the television for the weather report.

S 2 Niagara Falls is between the United States and Canada.

S 3 Hurricanes usually begin in the tropics.

N 4 Name the chief port of Spain.

S 5 A tiny boat at the mercy of an angry sea.

S 6 Average weather conditions of a locality constitute its climate.

S 7 Elephants live almost entirely on the foliage of shrubs and trees.

N 8 Not one broken dish in the whole shipment.

S 9 The dictionary habit will enlarge your vocabulary.

S 10 Ice is water in a solid state.

S 11 Marco Polo stayed for many years in the service of the Chinese emperor.

N 12 An orange grove in the southern part of California.

N 13 Listen.

S 14 Roads, bridges, and dams are often made of concrete.

N 15 A pilot on the Mississippi River.

S 16 The mountains of Greece divide its surface into a number of small plains.

S 17 The wandering minstrels of the Middle Ages told stories in song.

S 18 His voice reached every person in the audience.

N 19 A brush fire in a nearby field.

S 20 A wrought-iron gate barred our entrance to the estate.

N 21 The sweet, sad call of the thrush.

S 22 The skateboards are in the corner.

N 23 A wild flower with white petals and a yellow center.

N 24 Open the door for him.

S 25 Willingly and cheerfully she assumed the added responsibility.

Problem of
Me
Can't understand
to read out
to decide

Sentences Compound Subjects

Name _____

A sentence can have more than one subject. These **compound subjects** share the same predicate, and they are often joined by the words **and** or **or**.

Examples ➔ **Salami and bananas** make a great snack.

Spinach or eggplant could make your lunch extra special.



Add a predicate to each compound subject to make a complete sentence.

1. Peanut butter and jelly are bad
2. Nikki and Anita are twins
3. Rusty nails and broken glass hurt your feet
4. Either Monday or Friday would be good
5. Roses and violets are pretty
6. One racer or another will win
7. Jazz and the blues are good
8. My aunt and uncle gave me a present
9. Consuelo and her friend danced all night
10. Snow and ice are slippery
11. Yells and screams are bad
12. Broken eggs and spilled milk littered the kitchen
13. June and July are hot
14. Mornings or evenings I am available

Sentences

Compound Predicates

Name _____

Two sentences that have the same subject but different predicates can be joined into one sentence with a **compound predicate** connected with the words **and**, **or** or **but**.

Example ➡ The conductor raised his baton. The conductor began the symphony.
The conductor raised his baton and began the symphony.



Rewrite each pair of sentences as one sentence with a compound predicate.

1. Sarah could run with the best of them. ^{and} Sarah could win many races.

2. Her coach measured ^{and timed} intervals for her. Her coach ~~timed~~ intervals for her.

3. They would drive to meets. ^{and} They would talk about how to run each race.

4. Sarah could start out fast. ^{and she} Sarah could pace herself for a strong finish.

5. Rain would not hinder her. ^{or} ~~Rain would not help her.~~

6. Sarah was determined to do her best. ^{and she} Sarah was not alone.

7. Her family and friends went to many meets, ^{and} They cheered her efforts.

8. Sarah learned more than running from running, ^{and} She enjoyed the whole experience.

Name _____ Date _____

37. SENTENCE CONSTRUCTION

Good writers vary their sentence lengths. They do not, for example, only use short, simple sentences. Rewrite each group of simple sentences into one longer, complex sentence.

Group 1

- Arlene has been skating since age three.
- She loves figure skating.
- Her favorite figure skater is Michelle Kwan.
- Arlene wants to be just like Michelle Kwan.
- Arlene wants to be in the Olympics.

Your Sentence

Arlene has been skating since age 3, and she loves to skate, in fact her favorite skater is Michelle Kwan, and Arlene wants to be like her.

Group 2

- Gerry lives in Chapel Hill, North Carolina.
- His father works for a company called New Wave Technology.
- His father's name is Bud.
- His father's company transferred him.
- The family will be moving to Alaska.
- Gerry does not want to move.

Your Sentence

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Date _____ Name _____

Pronouns

Adjectives

Adverbs

Pronouns

Send in the Substitutes

A pronoun takes the place of a noun.

What do you know about pronouns?

Charlie decided that Charlie would sneak into the cabinet for an extra snack of Cheese Nips. Little did Charlie know, but Charlie was being watched.

You're a coach, and you have to replace Joey "Fastball" Tagliano because he tripped over his own feet and broke his nose on the last play.

Pronouns Overview

Name _____

When you work with pronouns, you get to **be the coach!** When a coach replaces a player, the coach must say which player is being replaced. That's just the way we use pronouns. You choose a pronoun to substitute for a specific noun. Think of yourself as the coach sending in **he** to replace **Joey "Fastball" Tagliano**. Here's the rule:



A pronoun takes the place of a noun.

Language would be boring if we didn't have pronouns. For example, compare these sentences:

Buster wrote to Aunt Daisy to ask Aunt Daisy if Aunt Daisy would let Buster borrow Aunt Daisy's magnifying glass so Buster could use the magnifying glass for Buster's science project.

Buster wrote to Aunt Daisy to ask **her** if **she** would let **him** borrow **her** magnifying glass so **he** could use **it** for **his** science project.

The noun that a pronoun replaces is called the **antecedent**.

Examples →

Keesha knew **she** would find **her** turtle under the sofa again.

Conan the Barbarian boasted that **he** could face Cyclops alone.

By the time we finish this unit, you will know:

- what a **pronoun** is a substitute player for a noun
- how to use these types of pronouns (the position each substitute can play):

personal pronouns I will be at Lisa's house. I think you know her.

possessive pronouns Lisa, my old neighbor, lives in our new apartment building.

reflexive pronouns She introduced herself to me last week.

relative pronouns I talked to Brian, who is good at getting dates.

interrogative pronouns What did he tell me to do?

demonstrative pronouns Try to be sensitive. That's the best way to get her attention.

indefinite pronouns Be nice to her family. That keeps everyone happy.

Important Definitions

1. pronoun -

2. antecedent -

3. personal -

4. possessive -

5. reflexive -

6. interrogative -

7. demonstrative -

8. indefinite -

Pronouns Personal

Name _____



A personal pronoun substitutes for a person, place, thing, or idea.

Some personal pronouns take the place of nouns that are subjects of sentences. They **DO THINGS**. Any of these words can complete this sentence: _____ ran.

Examples → I ran. We ran. He ran. It ran.
You ran. They ran. She ran.

Other personal pronouns take the place of nouns that are objects of sentences or phrases. Something is **DONE TO THEM**. They can complete this sentence: Vote for _____.

Examples → Vote for me. Vote for us. Vote for him. Vote for it.
Vote for you. Vote for them. Vote for her.



Circle each personal pronoun in these sentences. Then, draw an arrow to show the antecedent for each pronoun. (The antecedent is the noun the pronoun replaces or talks about.) The first one is done for you.

1. Sally wanted the teachers to notice (her) in the school play so (they) would be impressed.
2. The drama coach knew that he had trouble getting boys to try out for plays.
3. If John tried out for the play, he would be late for football practice.
4. John figured that being in a play would be a good way to get Sally to notice him.
5. This plan seemed like a good idea until John learned that he would have to memorize many lines.
6. When Sally went to the play tryouts, she made a beeline for the drama coach.
7. Sally did everything she could to keep the drama coach's attention.
8. The drama coach thought that if he didn't get rid of Sally, he would never get anything done.
9. John was late for football practice, but he got a part in the play.
10. When Sally found out that she didn't have a part in the play, she was disappointed.
11. When John found out that Sally didn't have a part in the play, he was totally upset.

Pronouns Possessive

Name _____

A possessive pronoun tells who owns something. Below are some ways to show who possesses or owns something:

Barb owns a hamster. It is Barb's hamster.
Her hamster is huge. It is **hers**.
It belongs to **her**.

Some possessive pronouns answer the question **Whose is it?** These pronouns can complete this sentence: **It is _____.**

Examples ➡ It is **mine**. It is **ours**. It is **his**.
It is **yours**. It is **theirs**. It is **hers**.

Other possessive pronouns go in front of a noun to show who owns that noun.

Examples ➡ He ate **my** taco. He ate **our** taco. He ate **his** taco.
He ate **your** taco. He ate **their** taco. He ate **her** taco.



Write the correct form of the possessive pronoun to complete each sentence. Circle the antecedent for each possessive pronoun to show the name of the owner or owners.

1. Belinda took her smelly shoes off.
2. Zach immediately noticed and decided to keep his shoes on.
3. This was the first time Zach had asked Belinda over to his home.
4. Now Zach had to think of a way to ask Belinda to put her shoes back on.
5. Belinda curled up on Zach's couch and said, "Wow, your feet sure are hot!"
6. Zach looked at Belinda and thought, "Hot nothing! Your feet are smelly!"
7. Zach thought, "This problem is not mine. It's Belinda's!"
8. "Put your shoes back on, Belinda!" screamed Zach.
9. "What's your problem, Zach?" yelled Belinda.
10. What a great way for Zach and Belinda to end their first date.

Pronouns Reflexive

Name _____



A reflexive pronoun directs the action of the verb back to the subject.

Reflexive pronouns have **-self** or **-selves** added to a personal pronoun.

Examples ➔ myself yourself herself himself
 ourselves yourselves themselves itself

Sometimes people confuse personal pronouns (**I, you, he, she, it, we, and they**) with reflexive pronouns. Here's a trick to help you — try the sentence with a simple personal pronoun. If it works, don't add the extra **-self** or **-selves**. Keep it simple!

nonstandard Dad left it up to her and **myself**. *nonstandard* Kevin and **myself** are twins.
standard Dad left it up to her and **me**. *standard* Kevin and **I** are twins.

Another way to use reflexive pronouns is to emphasize the antecedent, the noun the pronoun talks about.

Examples ➔ We **ourselves** didn't even know the answer.
Our freedom **itself** was at stake.



Write the correct reflexive pronouns in these sentences.

1. Jim's family thought his mom's pineapple cake was great, so his friend Lenna kept her opinion to herself.
2. Jim's family thought Lenna liked the pineapple cake, so they were congratulating her on serving such a great cake.
3. Now there was just one piece of cake sitting on the plate all by itself.
4. Everyone in Jim's family thought of a way to get that last piece of cake for themselves.
5. Lenna thought Jim thought up came up with the worst idea.
6. "Let's let Lenna have that piece of cake all to herself," Jim announced.
7. Lenna said, "That wouldn't be fair. I can't hog it all to myself."
8. Lenna congratulated herself on getting out of a tight spot.
9. Sometimes we are proud of ourselves for the smallest victories in life.

Pronouns Relative

Name _____



A relative pronoun relates back to a noun or pronoun in the sentence.

The box below shows relative pronouns and the kinds of nouns or pronouns they can replace.

Pronoun	Replaces	Examples
who	people	The guy who sells fruit is nuts.
which	things	Your diary, which I read, is very amusing.
that	people or things	The ring that I found is made of silver. The team that won is happy.

Notice that you can use either *which* or *that* for **things**, and either *who* or *that* for **people**.



Write a relative pronoun that makes sense in each blank.

Who knows how it all got started? That didn't matter. Now they had to figure out which way to go. If they went back, there were things which they did not want to repeat. If they went forward, there were things that they couldn't face. The old, empty house was one that needed many repairs. It didn't help when people said it was haunted. Laura didn't believe houses could be haunted. Gwen, on the other hand, was one of those people who thought anything was possible. Gwen felt this so strongly that she began to influence Laura. It was the shrouded shape on the staircase which sent them running from the house.

Pronouns Demonstrative

Name _____

The demonstrative pronouns are **this**, **that**, **these**, and **those**. They help us demonstrate or point out which things or people we're talking about. Demonstrative pronouns answer the question **Which?**

Examples ➡ You can take either **this** road or **that** one. **That** is because they both go to Smellyville. **That's** the town **that** is famous for its onion rings. **Those** are awesome!

Thank you, Aunt Esther. **These** are just the flannel pajamas **that** I wanted. **This** is the best birthday present ever. Yes, indeed.



Circle each demonstrative pronoun in this paragraph (hint: they're italicized). Then draw an arrow to show the antecedent for each demonstrative pronoun.

This was Tim's most difficult case ever. There was no way to tell who did it. A house key was left by an empty plate in the kitchen. There were cookie crumbs around the plate. *Those* were the only clues Tim had.

When all you have is a lead like *that*, it takes a genius to solve the case. According to Tim, *that* is what he had working on this case. The connection between the keys and the crime escaped him.

Later, Tim found a baseball bat in the garden. *That* broke the case wide open. The bat belonged to Tim's brother John. *That* meant the keys were John's. John had come home from school first and eaten the cookies Tim had set his heart on eating. The mystery was solved. *This* was progress! The Case of the Missing Cookies was history, but Tim was still hungry. *These* were, indeed, hard times for young Tim.

Pronouns Indefinite

Name _____

An indefinite pronoun doesn't refer to a specific noun. Like demonstrative pronouns, indefinite pronouns can answer the question **Which?** Most indefinite pronouns tell about the number of people or things. Below are some common indefinite pronouns.

all	each	most	other
another	either	neither	several
any	everybody	nobody	some
anybody	everyone	none	somebody
anyone	everything	no one	someone
anything	few	nothing	something
both	many	one	such

Notice the differences in what these sentences mean:

No one burped.

Someone burped.

Everyone burped.

Do **any** of those sentences tell you exactly who burped? Whenever you want to blame someone without naming a specific person, use an indefinite pronoun.



Write a sentence using each indefinite pronoun below.

1. most

Most people went on the bus.

2. anyone

Anyone could do that.

3. somebody

Somebody go catch the cat.

4. several

Several people went to the vending machine.

5. no one

No one can swim 1000,000 miles.

6. each

Each person will get a dollar.

7. everyone

Everyone will get a donut.

8. many

Many people were in detention.

9. others

Other people have gone to the gym.

10. few

Few people can go to the fair.

98. PRONOUN PROBLEMS

In each of the following pairs of sentences, one sentence is grammatically correct, while the other sentence has a pronoun problem. Put a check mark in the space next to the sentence if it is correct, and an X in the space next to the sentence if it is incorrect.

- "Alvaro must choose between you and I," Claudia said angrily.
- "Alvaro must choose between you and me," Claudia said angrily.
- When you went on a tour of the White House, we did not see the President.
- When you went on a tour of the White House, you did not see the President.
- He and I do not get along anymore.
- Him and I do not get along anymore.
- The salesman that came to our door smelled like he had not bathed in a week.
- The salesman who came to our door smelled like he had not bathed in a week.
- Everyone is expected to do his duty for the country.
- Everyone is expected to do their duty for the country.
- Lucy wants to go to the store with Carmen and I.
- Lucy wants to go to the store with Carmen and me.
- We Americans hope to win the most gold medals at the next Olympic games.
- Us Americans hope to win the most gold medals at the next Olympic games.

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Adjectives

Describing the Game

***What do you know
about adjectives?***

***Have you ever painted
a picture?***

Adjective Definitions

1. Adjective

2. Adjectives answer three questions...

*

*

*

3. Article

Adjectives Overview

Name _____

When you use adjectives, you get to **paint pretty pictures!** Adjectives describe things. They give us a clearer picture of what someone is talking about. Compare these two paragraphs:

Goliath was a barbarian. He lived in a time **long forgotten**. He met Hera. Soon Hera became Goliath's queen. Hera and Goliath were together for **many** years. *Who do you think ruled the land?*

Goliath was a **kind, thoughtful** barbarian. He lived in a **wild** time long **forgotten**. He met the **fierce** and **beautiful** Hera. Hera became **mild** Goliath's **dominating** queen. **Fierce** Hera and **kind, gentle** Goliath were together for **many violent** years. *Who do you think ruled the land?*



An adjective describes a noun or a pronoun.

Adjectives usually come right before the words they describe, but sometimes they come after the words they describe:

Examples → **Tired, injured** Ufta dragged himself back to his cave.

Ufta, **tired and injured**, dragged himself back to his cave.

By the time we finish this unit, you will know:

* • what an **adjective** is a word that describes a noun or a pronoun

* • what adjectives tell us

what kind

Hungry little pigs roasted meaty wolf ribs over hot flames.

which one

This meal would be tasty!

how many

Three little pigs knew what to do with one big, bad, wolf dude.

• how to use these kinds of adjectives: . . . *later in the year*

pronouns as adjectives Few pigs can resist this treat.

predicate adjectives Roasted wolf ribs taste delicious!

articles The secret is in the sauce.

nouns as adjectives Put wolf ribs on your dinner menu tonight!

What Are Adjectives?

Adjectives help to give your reader a clear picture of what you are talking about. They limit, or *modify*, the meaning of another word.

An adjective is a word that modifies a noun or a pronoun.

Adjectives can tell three different kinds of things about the words they modify:

1. *What kind:* yellow ribbon, cold nose, Irish music
2. *How many:* seven dwarfs, some people, less juice
3. *Which one or ones:* this glove, that pirate, these cameras

Finding the Adjectives. Underline the adjectives in each of the following sentences. You need not bother with *a*, *an*, or *the*.

1. The fluorescent fixture was an old one.
2. Older brothers often tease younger brothers.
3. Ten chocolate cupcakes cooled on the pink china plate.
4. The magnificent chorus sang many hymns in the great cathedral.
5. Janet prepared an Italian dinner.
6. A dissatisfied customer told the harried manager the whole story.
7. The mysterious spaceship landed in a remote meadow.
8. The long table was loaded with fried chicken, salads, and homemade pies.
9. The huge elephants crashed through the flimsy barrier.
10. The sneaky burglar approached the empty house.

Using Adjectives. Write a clear, exact adjective in each blank.

1. The blue car is clean.

2. The smelly baker had finished the

golden rolls and bread.

3. Some people like classical music.

4. A big gorilla walked into the

black cage.

5. The small woman carried the 7 packages.

6. The 15 men ate their food.

Adjectives What Kind

Name _____

Some adjectives tell **what kind** of something. These adjectives tell what something **looks like, feels like, tastes like, smells like, or sounds like**. They tell about color, size, weight, texture, flavor, or loudness. It's hard to describe most things without using adjectives that tell **what kind**.



Write four adjectives to describe each noun. Then write a sentence using at least one of your adjectives that describe the noun. The first one is done for you.

1. hair curly died long greasy

Jake's mom couldn't see past his long, greasy, curly hair.

2. pie crusty golden delicious small

Mom took the small golden pie out of the oven.

3. toad hideous smooth small brown

I picked up the hairy, brown toad.

4. cloud puffy rain brown white

I looked up to see a puffy, brown rain cloud.

5. eggs brown white small oval shaped

I picked up a dozen small white eggs.

6. breath smelly clean heavy weezing

The smelly weezing breath came from the man.

7. music sheet classical rock quite

The classical sheet music stood on the stand.

8. shirt dirty stained orange big

The big dirty orange shirt hung on the tack.

9. space alien small orange green 12

The 12 small green space aliens impeded.

10. principal big mean black Caucasian

The big mean principle put me on detention.

Adjectives Which One

Name _____

The demonstrative adjectives **this**, **that**, **these**, and **those** answer the question **Which one?** These four adjectives demonstrate, or tell, exactly which noun is being talked about. Use **this** or **these** to talk about things that are close to you. Use **that** or **those** to talk about things that aren't close to you.

The words **this**, **that**, **these**, and **those** can be used as adjectives or as pronouns. If one of these words describes a noun in the sentence, it's an adjective. If one of these words stands alone in a sentence, it's a pronoun.

Examples ➔ *adjective* **This** movie has great music.
pronoun **This** has great music.

adjective **Those** muffins are stale.
pronoun **Those** are stale.



Underline each demonstrative adjective in these sentences. Circle each demonstrative pronoun. The first one is done for you.

1. "Is this melon ripe?" asked Leah.
2. "Smell it to test it," said the grocer. "If it's not ripe, try those melons over in the bin."
3. "These bananas just came in. Want to try a sample?" he offered.
4. "Mmm, these are great! What's that yellow fruit over there?" asked Leah.
5. "Those are star fruits," the grocer explained. "They look like a star when you slice them."
6. "That is a new fruit to me. Do many people buy them?" she asked.
7. "Mostly just those people who know about them," explained the grocer.
8. "What's this one called?" asked Leah as she held up a small, brown fruit.
9. "That is called kiwi fruit. They are soft and green inside. Those are delicious!" the grocer said.
10. Leah said, "Great! I'll take these two kiwis and a star fruit to put into fruit cocktail. Thanks!"

Adjectives How Many

Name _____

Some adjectives answer the question **How many?**

Examples ➔ **Several** fish swam in the pond.
Three cats chased **some** birds.

Gus grabbed **another** muffin.
Bertha ate **more** pancakes.

The words in the box below tell **how many**. They can be used as either adjectives or pronouns. If the word describes another word in the sentence, it's an **adjective**. Otherwise, it's a **pronoun**.

all	either	neither
no	every	one
any	few	another
both	many	several
each	more	some

Examples ➔ *adjective* Ned pitched **another** strike.
pronoun Ned pitched **another**.
adjective **One** balloon popped.
pronoun **One** popped.



Underline each adjective that tells **how many**. Draw an arrow to the noun or pronoun it tells about. The first one is done for you.

1. Tom tried many times to please his dad, but he couldn't do it.
2. He tried more times than he could count.
3. Tom did his homework every night without being asked.
4. His grades were good in every subject.
5. Tom had several school records for track events.
6. Every time Tom came home, he heard the same story, "That's nice, but you can do better."
7. Finally Tom told his dad, "I'd like to hear some good comments from you about what I do."
8. His dad was quiet for several minutes. Then he said, "I see your point, Tom."
9. "We should spend more time together, son," he said. "But let me tell you one thing."
10. "No dad could be prouder than I am of you," Dad said. "Let's grab some snacks and have a chat."

Adjectives Comparisons

Name _____

Adjectives have special ways to compare nouns or pronouns.



To compare two nouns or pronouns:
add **-er** to the basic adjective or add **more** to the basic adjective.

Examples ➡

soft My pillow is **soft**. (describes one pillow)
Your pillow is **softer**. (compares two pillows)
intelligent Charlie the Tuna is **intelligent**, but Flipper is **more intelligent**.



To compare three or more nouns or pronouns:
add **-est** to the basic adjective or add **most** to the basic adjective.

Examples ➡

soft Your pillow is softer than mine, but Tina's is **softest**.
intelligent Which ocean creature is **most intelligent**?



Fill in this chart with the correct form to compare each adjective. The first one is done for you.

Adjective	Comparing Two Things	Comparing Three or More Things
1. round	rounder	roundest
2. high	higher	highest
3. beautiful	more	most
4. real	more	most
5. wide	er	est
6. smelly	er	est
7. graceful	more	most
8. straight	er	est
9. weird	er	est
10. thin	er	est

Adjectives Articles

Name _____

The words **a**, **an** and **the** are adjectives we call **articles**. Like other adjectives, these words modify nouns.

Examples ➡ **The** main problem with **the** old movie was that **the** picture wasn't clear. Jason is **the** one on **the** left wearing a blue cap with **a** black visor. Let's meet in half **an** hour to get **an** idea about **a** new mascot.

The only tricky thing about articles is how to use the words **a** and **an**. Here's the rule:



Use *an* if the noun begins with a vowel sound.

Examples ➡ **an** apple **an** owl **an** ear **an** uncle **an** injury

Sometimes the letter **h** is silent at the beginning of a word. Then the word starts with a vowel sound, so you use the article **an** in front of the word.

Examples ➡ **an** hour **an** honest person
an honor **an** honorary member



Write the correct article in each blank. Draw an arrow to the noun the article modifies. The first one is done for you.

It was an honest mistake. Larry wanted to call Rachel to ask her for

a date. Instead, Larry called the wrong number. He called Linda's number.

When Linda answered the phone, Larry was surprised. Last week, he had told

Linda that this was the last time he would speak to her. Today, Linda was delighted

to hear a voice she recognized as Larry's. It was a unexpected and happy

surprise for her. But Larry felt like he was in an awful mess. How could he explain

that the call he made to Linda was supposed to be a call to Rachel?

Tight Connections

Action verbs are not the only kind of verbs in the world. There are also *helping verbs*. Helping verbs are easy to overlook, just because they are so common. You see them everywhere. Here is a list of all of them:

is be am are was were been has have
had do does did can could shall should
will would may might must being

Helping verbs appear along with action verbs, "helping" them tell time. For example, the word *is* indicates "now." The word *was* indicates "before." The word *will* indicates "the future." You wouldn't write, "I studying French when I visited Paris." You would insert the helping verb *was*, like this: "I *was studying* French when I visited Paris." The *was* helps show that you are talking about something in the past.

Sometimes some of the verbs in the box above appear alone, instead of "helping" an action verb. (Technically, they are then called "linking" verbs.) The linking verbs make connections, or links, between words in sentences. In the sentence, "The taco was tasty," the word *was* shows no action. But without the word *was*, the sentence would read, "The taco tasty," which makes no sense at all.

Rewrite the sentences below on the lines provided, using appropriate helping verbs from the gray box above. (You may use any of the helping verbs more than once, if you wish.)

1. "I been thinking, Billy."

I have been thinking, Billy.

2. What you thinking?"

What were you thinking?

3. "I thinking we ought to sell water balloons as a business."

I was thinking we ought to sell water balloons.

4. "You kidding! We sell them with water, or without?"

You must be kidding, Will we sell them...

5. "We sell them full of water, Billy. I not one to cheat my customers."

We will sell them full of water, Billy.

I am not one to cheat my customers



Adjectives Practice

Name _____



Adjectives describe nouns. Write an interesting adjective in each blank. Then transfer each adjective to the story to create an awesome children's story.

- | | | |
|------------------|--------------------|-------------------|
| 1. <u>fat</u> | 7. <u>a</u> | 13. <u>This</u> |
| 2. <u>smelly</u> | 8. <u>wide</u> | 14. <u>These</u> |
| 3. <u>big</u> | 9. <u>little</u> | 15. <u>Small</u> |
| 4. <u>small</u> | 10. <u>another</u> | 16. <u>Orange</u> |
| 5. <u>green</u> | 11. <u>several</u> | 17. <u>brown</u> |
| 6. <u>17</u> | 12. <u>first</u> | |

Snow (1) fat in the (2) Smelly Century

This is the story of Snow (1) Fat and the (3) Big

Dwarfs. The time is now, the (2) Smelly century. The names of the

(3) Big dwarfs are (4) Small, (5) Green,

(6) 17, (7) A, (8) Wide,

(9) Little, and (10) Another. Snow (1) Fat's

favorite is (7) A because he is so (11) Several to her. Every

day, the dwarfs load the (12) First astro glider and head for the mines of Sector

(13) This. As they load, they sing this (14) these song:

Hi ho, hi ho, it's off to work we go!

We'll dig (15) Small rocks worth (16) Orange bucks.

Then home again we'll go!

The (3) Big dwarfs love their (14) these song, but Snow

(1) Fat always feels (17) Brown when they leave because she

doesn't have to hear their (14) these song anymore.

Icky Squirmy

Sensory words can make us really feel, hear, see, taste, or smell what something is like. They can be lots of fun to use in descriptions.

DIRECTIONS: In the box next to each word, write all the sensory words that object brings to mind. Then, on the line below, write a sentence that describes that object. Include sensory words that work best in that one-sentence description.

EXAMPLE: Turtle

shy, green, hard shell, wet,

My shy green turtle thinks it can't be seen when it hides in its shell.

Worm

Stuffed bear

Spaghetti

Fresh-caught fish

Rock band

Ocean

Football stadium

Name _____ Date _____

102. NOUNS, ADJECTIVES, AND VERBS

Pick a noun, adjective, and verb that begin with the same letter. Then use the three words in a sentence.

Example: letter D

NOUN dungeon

ADJECTIVE dark

VERB dance

Sentence: *In the dark dungeon, I learned to dance until midnight.*

1. letter B

NOUN _____

ADJECTIVE _____

VERB _____

Sentence: _____

2. letter M

NOUN _____

ADJECTIVE _____

VERB _____

Sentence: _____

3. letter S

NOUN _____

ADJECTIVE _____

VERB _____

Sentence: _____

Adverbs

How, When, & Where It Gets Done

What do you know about adverbs?

Charlie slowly ate an entire box of
Cheese Nips.

Adverb Definitions

Adverbs describe the action words. When you use adverbs, you get to direct the action!

1. adverbs:

Adverbs tell how, when, where, or how much something happens.

2. What four questions do adverbs answer?

How, when, where, and how much.

3. Tricky Adverbs

By the time you finish this unit, you will know:

- what an adverb is
- words that are adverbs
- about tricky adverbs and adjectives
- about adverb comparisons

Copy this - cleaning very carefully

They ate slowly

It's a good idea to eat really early

I did a good job at cleaning, but I did well on the test.

Jan plays better. She plays better. This movie is best.

Adverbs Overview

Name _____

Adverbs modify verbs, the action words. When you use adverbs, you get to **direct the action!**



Adverbs tell how, when, where, or how much something happens.

Examples ➔

- how* Ralph ran behind the bush **quickly**.
- when* Let's go **early**.
- where* I'll wait **outside**.
- how much* This cocoa is **too** hot to drink.

Adverbs add details to a sentence. The box below lists some common adverbs.

always **very** **later** **suddenly** **inside**
happily **easily** **lately** **already** **slowly**

Compare these two examples to see how adverbs add detail to sentences.

Jared runs **quickly**. Jared's mom **happily** sends him on errands to the store.
Ned walks **slowly**. Ned's mom **reluctantly** sends him on errands to the store.

By the time we finish this unit, you will know:

- what an **adverb** is a word that tells **how, when, where, or how much** something happens or something is
- words adverbs **modify**
 - verbs Troy ate **slowly**.
 - adjectives Rita's gym locker smells **really** awful!
 - other adverbs Copy this drawing **very** carefully.
- about **tricky** adverbs and adjectives I did a **good** job studying, so I did **well** on the test.
- about adverb **comparisons** Ian plays **well**. Lisa plays **better**. Troy plays **best**.

What Are Adverbs?

Adverbs are words that modify verbs, adjectives, and other adverbs.

We walked slowly. (adverb modifying verb)

The sky was fairly clear. (adverb modifying adjective)

Joe talked rather quietly. (adverb modifying another adverb)

Adverbs answer the questions *how? when? where?* and *to what extent?*

Finding the Adverbs. Underline each adverb. Draw an arrow from the adverb to the word it modifies.

Example: Quietly, we did our chores.

1. The guard walked cautiously into the building.
2. This maze is very complex.
3. Few cars run smoothly.
4. The rocket landed yesterday.
5. The woman swam extremely fast.
6. Slowly, we gathered our gear.
7. The beaver gnawed furiously on the tree trunk.
8. I was so happy about my new job.
9. Some fairly old paintings were displayed.
10. That boy is rather stubborn.
11. Many people drive too fast.
12. The plumbers finally finished the job.
13. They washed the car carefully.
14. The sky is rather hazy.
15. They ride horses often.
16. A load of salmon arrived today.
17. The nervous fox backed away.
18. That joke was not funny.
19. His speech was very long.
20. Suddenly, Trish ran out.

Adverbs Where

Name _____

Some adverbs tell **where** something happens or something is. Here are some examples:



Examples → We went **outside** to shoot some baskets.

We hoped Ingrid was watching **nearby**.



Write an adverb that tells **where** in each blank. You may use a word more than once.

During the winter, I get tired of staying inside all the time. It's just too cold outside in Maine in the winter to be away very often. That's one advantage people have when they move down from Maine, south to someplace like Florida. It's much warmer there than it is here in Maine.

It's so cold here in the winter that ice covers all the ponds and even most of the lakes. In fact, everywhere you go, you can find places to ice skate. I could show you an ice skating pond nearby that we go to all the time. It's a blast! Even when you fall down, you don't mind because that's part of the fun. And there are lots of people around to help in case of an accident, so it's pretty safe. Sometimes we even skate at night and watch the stars above. It's incredibly beautiful!

Come to think of it, I love to ice skate. I guess winter here in Maine isn't so bad after all!

Adverbs When

Name _____

Some adverbs tell **when** the action happens. Here are some examples:



Examples → Our troops must strike **now**.

Soon it will be too late to surprise our enemies.



Each adverb that tells **when** is underlined in this story. Draw an arrow to the verb each adverb modifies.

Darcy yelled upstairs, "Lynetta, I want to talk to you right away! You can read your book later. Come down here immediately!"

Soon Lynetta came down the stairs slowly. She was in no hurry to face Darcy.

"What's so important, Darcy? Can't we talk about whatever it is later?" she asked.

"No, we need to talk now," Darcy said with a scowl on her face. "You always act like such a goody-goody, and I am always the one in trouble. But now, you're going to be in big trouble."

"What are you talking about? You always think you know everything," Lynetta said as she looked around the kitchen quickly.

"It's your new puppy you wanted so much," Darcy told her. "Before we got her, you promised you would train her and make sure she didn't ever destroy anything.

Today, I found Mom's slipper chewed to bits. Look at this mess!" Darcy yelled.

Then, Mom came downstairs and said, "Oh, look, the puppy likes playing with the slippers I picked up at Goodwill for her yesterday! Isn't she the cutest thing?"

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Adverbs How

Name _____

Some adverbs tell **how** the action happens. Here are some examples:

loudly	softly	gently	rudely	quietly
well	sadly	slowly	carefully	bravely

Examples ➔ Matilda purred softly in her favorite chair. How did she purr? → softly
The frog jumped quickly into the pond. How did it jump? → quickly



Fill in each blank with an adverb from the box that answers the question **How?** and makes sense in this story. You may use a word more than once.

delicately	deliberately	slowly	carefully	quickly
unintentionally	lovingly	cautiously	anxiously	gently

Slowly Kenya counted to ten. There was no way to move any more quickly. The carefully balanced mechanism could go off at any time. She touched it ever so slowly or gently. Her carefully chosen course would try even the most patient person. She might explode the device unintentionally.
Kenya slowly brushed the hair out of her eyes. She carefully took one last look at her husband. Then Kenya squeezed the wire cutters quickly.

Adverbs How Much

Name _____

Some adverbs can modify verbs, adjectives or other adverbs to make them weaker or stronger in meaning. Here are some examples:

very
partly

too
less

well
really

quite
awfully

extremely
pretty

Examples ➔ We were late.

We were very late.

very tells *how late*

Tony wrote carefully.

Tony wrote quite carefully.

quite tells *how carefully*

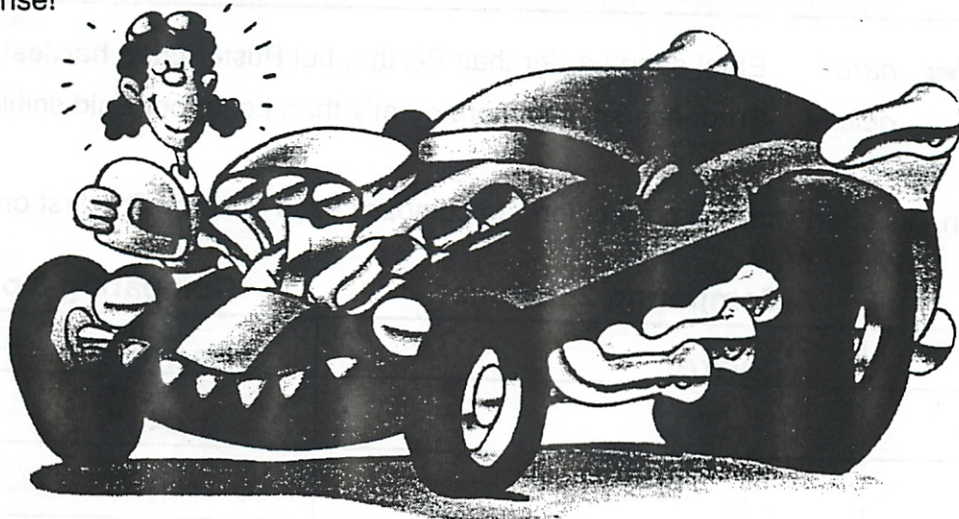
Kurt is cool.

Kurt is way cool.

way tells *how cool*



Fill in the blanks in this story with adverbs that tell **how much**. Use the words from the box above if you want some suggestions. Otherwise, be totally creative, as long as your story makes sense!



Kim's new car was very really expensive, but it really had everything she wanted. Yes, she could get by with a really less expensive car. Yet her friends always told her she was really cheap when it came to spending money on herself. Most of the time, Kim chose the really practical and less costly item. That's what she usually wanted. Kim had worked really hard to get a really good job with an excellent salary. Now she thought it was time for her well deserved reward.

Adverbs Comparisons

Name _____

Adverbs have special ways to compare two actions or to compare three or more actions.



To compare two actions:
 add **-er** to the basic adverb or
 add **more** if the basic adverb ends in **-ly** or if it's more than one syllable

Examples ➔ *hard* Bertha cried **hard**. (tells how one person cried)
 Ethel cried **harder**. (compares how two people cried)
quietly Leah sniffed **quietly**, but Prudence sniffed **more quietly**.

Read Rules



To compare three or more actions:
 add **-est** to the basic adverb or
 add **most** if the basic adverb ends in **-ly** or if it's more than one syllable

Examples ➔ *hard* Ethel cried harder than Bertha, but Buster cried **hardest**.
quietly Prudence sniffed more quietly than Leah, but Enid sniffed **most quietly**.



Fill in this chart with the correct form to compare each adverb. The first one is done for you.

Adverb	Comparing 2 actions	Comparing 3 or more actions
1. near	nearer	nearest
2. soon	sooner	soonest Use a different term earliest
3. late	later	most late latest
4. quickly	more quickly	quickest
5. slowly	more slowly	slowest
6. politely	more politely	most politely
7. gently	more gently	gentlest
8. sadly	more sadly	saddest
9. softly	softer more softly	softest
10. fast	faster	fastest

More (base word)

most (base word)

Adverbs Tricky

Name _____

Some adverbs and adjectives can be confused with each other. Here are some to know about:

good well

Good is an adjective that describes a noun or pronoun. As an adverb, **well** means *capably* or *appropriately*.

adjective Have you read any **good** books lately? *modify noun*

adverb Percy files his nails **well**. *modify verb*

real really

Real is an adjective that means *true* or *actual*. **Really** is an adverb that means *very*.

adjective We had a **real** scare yesterday.

adverb We were **really** scared.



Write the correct word from the box in each blank.

good well real really

1. This math test is really hard.
2. I didn't study last night because I didn't feel well.
3. I hope I do good on the test anyway.
4. If I don't, I'll really be in trouble with the coach.
5. The coach is real strict about grades.
6. Even if you play good in every practice, she'll bench you if your grades slip.
7. Dad gave me some good advice about studying.
8. He said I should study well and try to do a good job.
9. That's really all anyone can do.
10. Still, taking tests can be a real pain!

Name _____

Date _____

How to Build Better . . .

Some builders construct better houses than others. One house may be quite ordinary. Another might be interesting and exciting.

Like a builder, you can make your writing more interesting and exciting by the way you build your sentences. Compare these two sentences:



The man looked at his brother's house.

The jealous, greedy man looked enviously at his rich brother's big house.

Isn't the second sentence much more interesting and exciting? It's done with the use of descriptive words, mainly adjectives and adverbs. Adjectives are the words that describe a noun (person, place, or thing). Adverbs modify verbs. In the second sentence above, the words *jealous* and *greedy* are adjectives that describe the noun *man*. The adjective *rich* describes *brother*. *Enviously* is an adverb that makes the verb *looked* more interesting. You, too, can build more exciting sentences.

DIRECTIONS: Rewrite each sentence on the line below, making it more exciting by adding adjectives and adverbs.

1. The batter ^{slowly, carefully} faced the pitcher.

2. The boy ^{quickly} ran from the room.

3. The student ^{slowly} walked to school.

4. The soldier ^{quickly} grabbed his rifle.

5. The alien landed ^{roughly} in his spaceship.

6. A crowd ^{quickly} gathered around the scene of the accident.

7. Her friends ^{never} came to the party.

Study

15 adverbs

Michael Plazemeier

1. I walked quickly.
2. The van looked really old.
3. Look at this picture very quickly.
4. I play well. Justin plays better. Jack plays best.
5. A load of tuna arrived yesterday.
6. The cat leaked away from the heater.
7. It is so cold here, I am frozen.
8. Today, I found you sleeping.
9. Carefully, I counted to 10.
10. I worked really hard today.
11. I hope to do well on the test.
12. I quickly ran from the room, I was in.
13. Mark is known really hates flying.
14. Slowly, I closed the door.
15. The man was fast. I was faster. John was fastest.

1/10/20

12/10/20

12/10/20

12/10/20

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Adverbs Practice

Name _____



Write an adverb to fit each description below.

- | | | | |
|-------------|----------------|--------------|--------------------|
| 1. how | <u>slowly</u> | 6. how much | <u>less</u> |
| 2. where | <u>nearly</u> | 7. how | <u>sadly</u> |
| 3. how much | <u>really</u> | 8. when | <u>immediately</u> |
| 4. when | <u>soon</u> | 9. how much | <u>well</u> |
| 5. how | <u>quickly</u> | 10. how much | <u>less</u> |



Now write each adverb in the blank with the same number in the story below. When you finish, read your story to a partner. Enjoy yourself immensely!

Flying was fun for Jennifer! She (1) slowly looked (2) nearly to her next trip. Jennifer's mom, on the other hand, (3) really dreaded flying. Her mom's ears (4) soon cleared as the jet ascended (5) quickly to cruising altitude. It was (6) less painful for her mom. Jennifer could equalize the pressure in her ears (7) sadly, but her mom (8) immediately could. Jennifer (9) slowly brought her mom water, or a pillow or whatever she asked for. Jennifer was (9) well in control and she (10) less loved switching roles with her mom.

**To
Capitalize
or Not to
Capitalize?
That Is the Question.**



Capitals

Diagnostic Quiz

Quiz

Cross out each lowercase letter that should be a capital letter. Write the correct capital above it. The first one is started for you.

1. ~~E~~very time i eat strawberries, i get a rash.
2. "after lunch," dad said, "we'll see the brooklyn bridge and the statue of liberty."
3. when the civil war started, both the north and the south thought they could win.
4. our mayor wants everyone to agree not to smoke in the downtown area.
5. was abraham lincoln the first president of the united states?
6. my mom said she could drive me to my interview with mayor johnson.
7. is venus the farthest planet from the earth?
8. the title of the book i read is *darth strikes again*.
9. which dressing do you like better, italian or french?
10. i hope we have lunch at aunt julie's house again.
11. ms. cohen, principal of our school, will retire at the end of this year.
12. have you met uncle george before?
13. my sister loves mexican restaurants.
14. have you ever read *drums of the jungle* by tar zahn?

Capitals

Overview

A capital letter at the beginning of a word is a signal to readers. It tells readers the word is IMPORTANT. If the capitalized word begins a sentence, it signals the beginning of a new, complete thought.

Let's go for a bike ride. **We** could take the long way to the beach.

A capital letter can also signal a person's name or the name of a specific place.

George Nelson

Mount Washington

Dr. Smith

In this unit, you will learn about capitalizing these kinds of words:

- Names of people and characters **Kim Chang, Donald Duck**
- The pronoun *I* Do you know why **I** like to sing?
- The first word of a sentence **T**here's chewing gum in your hair.
- Titles **G**overnor Dewgood, **D**r. Shotts
- Relatives **U**ncle **A**l, **C**ousin **R**ita, **M**om, **G**randpa
- Brand names **T**oys **A** **U**s®, **D**oublemint®
- Geographic names **E**ngland, **M**exico **C**ity, **P**alm **S**prings
- Events and documents **C**ivil **W**ar, ***D**eclaration of **I**ndependence*
- Titles of books, movies, videos, songs, and shows ***B**eauty and the **B**east, **F**orrest **G**ump, **T**he **L**ost **W**orld, "**Y**ankee **D**oodle"*
- Groups of people **B**oy **S**couts, **A**frican-**A**mericans, **G**reeks
- Adjectives from proper names **S**wiss chocolate, **F**rench fries
- Dates and addresses **F**riday, **M**ay 15th **A**lbany, **N**ew **Y**ork
- The first word of a quotation **M**ike said, "**L**et's go for a ride."
- Letter openings and closings **D**ear **U**ncle **P**ercy, **V**ery truly yours
- Abbreviations **M**s. **S**ilvers, **M**t. **R**ushmore, **U.S.A.** , **B.C.**

Capitals

Pronoun I

A pronoun takes the place of a noun. The pronoun *I* takes the place of a person's name. Compare these quotations:

- ➔ Bert said, "Bert'll help you eat your pizza. Bert really likes pizza."
Bert said, "I'll help you eat your pizza. I really like pizza."

You capitalize the word *I* by itself or in a contraction because it takes the place of a person's name.




Cross out each name that should be replaced by the word *I*. Write **I** above the name. Then see if the sentence makes sense. You might need to change the verb so it agrees with the pronoun *I*. You may also need to change other pronouns. The first one is done for you.

- Patrick Henry said, "~~Patrick Henry~~ ^I ~~has~~ ^{have} just begun to fight."
- Martin Luther King said, "~~Martin Luther King~~ ^I ~~has~~ ^{have} a dream."
- Bart promised, "~~Bart~~ ^I will not use ~~his~~ ^{my} sleeve to blow ~~his~~ ^{my} nose any more."
- Rhett Butler said, "Frankly, my dear, ~~Rhett Butler~~ ^I ~~doesn't~~ ^{don't} care."
- Vanessa said, "Just ask for ~~Vanessa~~ ^{me}, and Vanessa will be there to help you."
- James said, "Anything you can do, ~~James~~ ^I can do better."
- Mary asked, "Does anyone mind if ~~Mary~~ ^I leaves early today?"
- As she played peek-a-boo with the baby, Jim's mom said, "~~Mrs. Garcia~~ ^I sees you!"
- After winning the race, Tonio said, "~~Tonio~~ ^I ~~is~~ ^{am} worn out, but ~~Tonio~~ ^I ~~is~~ ^{am} proud!"
- Uncle Sam said, "~~Uncle Sam~~ ^I wants you."

Capitals

Pronoun I and First Words in Sentences

Capitalize the pronoun *I* and the first word of every sentence.

 Rewrite each sentence of this riddle. Use capital letters wherever they are needed. Then guess the answer to the riddle.

1. *i* am an animal.

2. *i* people say *i*'m a wild dog.

3. *i* am very smart and very loyal to the other animals in my pack.

4. *i* my jaws are sharp and *i* run very fast on my toes.

5. *i* use my voice to howl or scare other animals away.

6. *i* can also use my ears, my hair, and my body to communicate.

7. *i* my sense of smell is awesome!

8. *i* if *i* meet a member of my pack that is more powerful than *i* am, *i* roll onto my back so we won't fight each other.

What am I? Coyote

Capitals

Names of People, Pets, and Characters

Capitalize the names and initials of specific people, pets, and characters.


➔ David Mickey Mouse Mr. Nelson John F. Kennedy Snowball

Don't capitalize common nouns that aren't really names, like *doctor* or *coach*, unless these nouns replace the names of specific people.

➔ My doctor's office is closed today. *doesn't replace the doctor's name*
Yes, Doctor, I'll take all my medicine. *replaces the doctor's name*

Don't capitalize a preposition or the words *a*, *an*, or *the* in a name.

➔ Kermit the Frog Attila the Hun Alexander the Great Helen of Troy

 Proofread this story. Cross out each lowercase letter that should be a capital letter. Write the correct capital above it. The first one is done for you.

In ^Jjoey's neighborhood, everybody has a special name, like joey the fish. How did joey the fish get his name? The neighbors all agreed that joey ought to take showers more often. That's how joey the fish earned his name. Even joey's dog, spot, has a special name: spot full of slobber. teresa with the eyes is known for making eyes at all the boys. alex pass 'em all checkov is the driver's license bureau examiner. harry the slip connors can hide from anyone. manny the pickpocket is in jail for a while. tony fairway riso is always on the golf course. double dribble dale never could get the hang of playing basketball. What would your name be in joey's neighborhood?

Capitals

Titles

Capitalize a person's title if it comes before the person's name. If the title is abbreviated, start it with a capital letter and put a period after it.

➔ **Dr. Judy Kelso** **Ms. Finkle** **Mayor Pitts** **President Lincoln**

Capitalize a person's title if it's used instead of the person's name.

➔ Thank you, **Mayor Pitts**. Thank you, **Mayor**.

Don't capitalize a person's title if it's used alone or if it comes after the person's name.

➔ The **doctor** is sick today. This is Ralph Pitts, **mayor** of our town.



Cross out each incorrect lowercase letter in these sentences. Write the correct capital letter above it. The first one is done for you.

1. ^O/~~o~~fficer ~~b~~ronski gave a parking ticket to one of ~~s~~ister ~~a~~gnes's nuns in Big City.
2. The nun was helping homeless people when the officer gave her a ticket.
3. The mayor, ~~w~~illy ~~b~~. ~~e~~lected, was upset when he heard about the ticket.
4. ~~m~~ayor ~~e~~lected thought helping homeless people was more important than disobeying parking rules.
5. He wanted to make it easy for the nuns to park wherever they needed to park.
6. The officer said, "~~e~~ven for someone who helps the homeless, I can't bend the rules."
7. So mayor ~~w~~illy ~~b~~. ~~e~~lected issued special parking permits for ~~s~~ister ~~a~~gnes's nuns.
8. The nuns could only use these permits while they were helping homeless people.
9. ~~o~~fficer ~~b~~ronski and other police officers didn't have to bend the rules.
10. The mayor will probably be re-elected next year.

Capitals

Titles of VIP's

Titles of VIP's (very important persons) are capitalized whether they are used in front of names, alone, or after names. We capitalize these titles to show great respect. Many of these titles are for high-ranking officials in government. Titles of less well-known people are not capitalized.

➔ Bill Clinton, **P**resident of the U.S.A. from 1992-2000, came from Arkansas.
Carey Bartley, **p**resident of our school, wrote to our **m**ayor.



Rewrite each sentence. Use capital letters where they belong.

1. Woodrow Wilson was the 28th president of the United States.

2. The president's leadership brought the U.S. out of isolation in 1917.

3. Under prime minister sir Robert Laird Borden, Canada had entered World War I three years earlier.

4. World War I started when Austrian archduke Francis Ferdinand was shot in 1914.

5. When Germany marched across Belgium to get to France, the British prime minister urged Great Britain to declare war on Germany.

6. In the U.S., president Wilson tried to keep his country out of the war.


7. Canada's close relationship with Great Britain made it more difficult for her prime minister.

Capitals

Relatives

Capitalize words that name relatives whenever these words are in front of people's names or when they replace people's names.

- ➔ My Aunt Bea makes great grasshopper pie.
Grasshopper pie is one of the best things my aunt makes.

 Cross out each incorrect lowercase letter in these sentences. Write the correct letter above it.

Sally was spending the summer with her ~~dad~~ and ~~aunt pam~~. Her aunt's house in the country was always fun to visit. Today was the day her ~~dad~~ had promised to take her fishing. Sally wasn't too keen on fishing, but she wanted to spend as much time as she could with her ~~dad~~.

When her ~~dad~~ came downstairs, Sally was pleased that his tackle box was closed. At least the smelly, wriggly, slimy worms would be under cover. When they reached ~~aunt pam~~'s fishing hole, Sally was surprised that it was a pretty clearing along the bank of a stream. It would be a great place for a picnic, but a horrible place for hooking worms.

"It's time to bait the hooks," ~~dad~~ said. Sally forced herself to look interested as her ~~dad~~ opened the tackle box. Inside the box were pretty lures in all kinds of colors with beads and feathery things attached. Sally's father noticed her surprise and relief. Her ~~dad~~ explained, "No serious fisherman uses worms anymore." Fishing was going to be fun after all, as long as Sally didn't have to clean any fish!

Capitals

Brand Names

Brand names are the titles of products or things you can buy, like Kleenex® or Nike®. Capitalize each important word in brand names, but not common nouns that follow brand names.

→ Campbell's® tomato soup Nike® running shoes Diet Coke® soda



Cross out each incorrect letter in these sentences. Write the correct lowercase or capital letter above it.

Jim couldn't help it, he was a national-brand-name kind of guy. He

used redken® on his hair, wore levi® jeans and ate mcdonalds'® fast food. Jim

would wear any brand of shoes, as long as it was endorsed by a national

basketball association player. He was the same way about beverages. He

would drink gatorade®, but he wouldn't drink the milk from the local dairy,

martha's farm. If coca-cola® bottled martha's farm's dairy milk, that would

be different. If martha's farm had cool T-shirts or a fancy madison avenue

ad campaign to market it, Jim might consider drinking their milk. What

really makes Jim's mom mad is that Jim's grandmother, martha, owns

martha's farm.

Capitals


Geographic Names

Capitalize the names of specific places or geographic features. Here is a list of major types of places to capitalize:

places or features	examples
continents, countries, states, provinces, counties, cities, towns, villages	Australia, Kentucky, Ontario, Evansville
oceans, lakes, rivers, ponds, swamps	Pacific, Lake Huron, Rio Grande, the Everglades
beaches, islands, peninsulas	Coney Island, Manhattan Beach
mountains, valleys, deserts, forests, canyons	Mount Sinai, Mojave Desert, Bryce Canyon
parks, dams, highways, streets, malls	Yosemite, Hoover Dam, Interstate 80, Elm Street
recognized parts of the world or a country	the South, the Northwest, the East Coast

Capitalize direction words like *east* or *south* when they refer to a section of the world or a country. Don't capitalize these words when they refer to directions.

➡ Many countries import silk from the East. We headed east for 15 miles.

 Cross out each incorrect letter in these sentences. Write the correct lowercase or capital letter above it.


Last year, my family went on vacation out ~~w~~^Hest. We saw the ~~h~~^Hoover dam, the ~~g~~^Grand ~~c~~^Canyon, the ~~c~~^Colorado ~~r~~^River, and my sister's braces every time she smiled. Our first stop was ~~m~~^Mount ~~r~~^Rushmore in ~~s~~^South ~~d~~^Dakota. It was kind of cool seeing the Presidents carved in stone. A bee stung my sister in ~~c~~^Custer state park. She screamed, and a herd of buffalo stampeded after her. Then we headed up into the ~~r~~^Rocky ~~m~~^Mountains. Pike's ~~p~~^Peak was so high, my sister got a nosebleed. In ~~y~~^Yellowstone ~~n~~^National ~~p~~^Park, bears smashed my sister's camera. All in all, I'd say it was a great vacation!

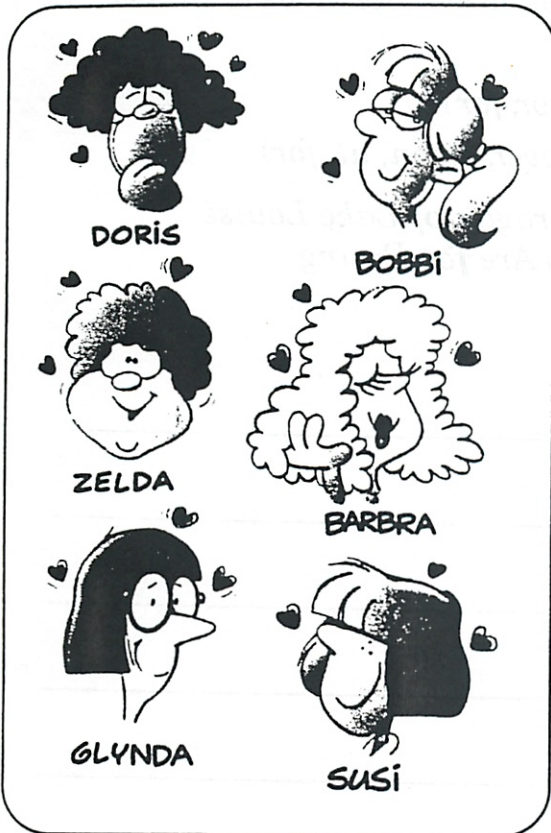
Capitals

Historic Periods and Special Events

Capitalize special events, calendar items, and historic events or periods. Don't capitalize the names of the four seasons or names of recent or current periods.

→ Thanksgiving	October	Tuesday	nuclear age
World War II	summer	Age of Reason	Bronze Age

 Cross out each incorrect letter in this story. Write the correct lowercase or capital letter above it.



My Uncle Vinny isn't married, and my mom thinks that's a good thing. He never dates the same woman for very long. Last ^Nnew ^Yyear's ^Rday, he came over with a list of possible [✓]valentine's ^Dday presents for the woman he was seeing. Mom was not impressed. She told Uncle Vinny that anyone he was seeing in ^Jjanuary would not be around in ^Ffebruary. Uncle Vinny looked hurt. He said that, sometimes he went out with the same woman for

more than two months. Just last year, he took the same woman to the ^ffourth of ^july fireworks that he had taken to the ^memorial ^day picnic in ^may. My mom pointed out that he was with a different woman by ^labor ^day in ^september. Uncle Vinny says he's just a modern man who should have been born in the age of romance. Mom thinks the ^stone ^age might be more fitting.

Capitals

Books, Movies, Songs, and Shows

Here are some tips about which words to capitalize in titles of books, movies, TV shows, videos, and plays:

- Capitalize the first and last words in a title.

➔ *Morty the Worm*

The Mystery of the Golden Mask

- Capitalize all nouns, pronouns, verbs, adjectives, and adverbs.

➔ *A Tale of Two Cities*

Bert Is My Buddy

- Unless they are the first or last words, don't capitalize these kinds of words:

Articles (*a, an, the*)

Coordinating conjunctions (*and, but, or, nor, for*)

Prepositions with fewer than five letters (*over, of, on, at, for*)

➔ *Once upon a Time*

The Dragon of Lake Louise

Eggs over Easy

Snails Are for Eating



Rewrite each title. Use correct capitalization.

1. *a wrinkle in time* _____

2. *ralph the rascal* _____

3. *my name is bozo* _____

4. *taking it easy* _____

5. *a tale of two malls* _____

6. *grody gertrude* _____

7. *max is missing* _____

8. *mighty fine dreams* _____

9. *is anyone at home?* _____

10. *wind beneath my wings* _____

Capitals

Adjectives from Names

Some nouns and adjectives that came from proper names are capitalized and some aren't.

→ china dishes venetian blinds German shepherd Greek salad

The best resource to help you find out if you should capitalize one of these words is the dictionary.



Cross out each incorrect letter in these items and write the correct capital letter above it. Use a dictionary for help if you need it.

- | | |
|-------------------------|------------------------|
| 1. canadian bacon | 14. german measles |
| 2. plaster of paris | 15. russian dressing |
| 3. cheddar cheese | 16. indian summer |
| 4. roman numeral | 17. japanese beetle |
| 5. southern hospitality | 18. labrador retriever |
| 6. swiss cheese | 19. arabian stallion |
| 7. french fries | 20. irish setter |
| 8. italian dressing | 21. mackinaw trout |
| 9. mexican restaurant | 22. manila paper |
| 10. turkish bath | 23. morocco leather |
| 11. american habit | 24. roquefort cheese |
| 12. african violet | 25. rosetta stone |
| 13. dutch oven | 26. gouda cheese |

1. Let's Be Proper!

Directions: The story below has many proper nouns and adjectives that should be capitalized. Write in the capital letters where they are needed. Circle the five misspelled words in the story. Rewrite each word correctly in the Spelling Box.

sir arthur conan doyle was the author of the famous sherlock holmes stories. As you'll remember, sherlock holmes was the detective who could solve the most baffling case with only the remotest of clues.

One day sir arthur conan doyle hailed a cab in paris. He through in his small samsonite suitcase and climbed into the cab.

The driver, a senior at the sorbonne university, said, "Where to, mr. conan doyle?"

"How do you no my name?" asked the author in surprise.

"Well, sir, I am a member of the detective fan club. Yesterday I read in the paris times that you had been on vacation in a city in the south of france and were planning a visit to paris in april. It is now april 1, or april fool's day, which should be a national holiday, in my opinion. I picked you up at the railroad station, where I observed you getting off the orient express train from the southern town of marseilles. You have a nice tan, especially for so early in the spring. You look british. The royal blue ink stains on your fingers indicate you could be a writer. You are not speaking french. Putting all the clues together, I deduced that you could be none other than sir arthur conan doyle."

"That is remarkable work!" replied doyle. "You yourself should be a detective with your keen powers of observation."

"Well," said the driver as they proceded past the eiffel tower, "actually, there is one other bit of supporting evidence I did not mention."

"And what is that?"

"There was also the fact that your name is written on your suitcase!"



SPELLING BOX	1. <u>know</u>	2. <u>deducted</u>
	3. _____	4. _____



Capitals

Groups of People

Capitalize the names of races or ethnic groups, religions, and nationalities.

➔ French American Methodist Greek Hispanic

Capitalize the names of businesses, agencies, organizations, cultures, and schools.

➔ Kodak Red Cross Quaker Longfellow School

Don't capitalize words like school, theater, temple, or church unless they're part of a specific name.

➔ Our school is hosting a dinner for San Jose School.



Cross out each incorrect letter in these sentences. Write the correct lowercase or capital letter above it.

Yesterday, we went to the International Food Fair at jackson high school. There was great food everywhere, and lots of it! Ben tried chinese pot stickers and vietnamese fish balls. Beth raved about amish dutch apple-crumble pie. Leon and Pat shared a greek gyro with a special sauce. Lavonne thought the mexican hot chocolate was the best she'd ever had. Matthew complained that all the food was gross, especially jamaican fried bananas. No one paid any attention to him, though, because he's such a picky eater.

I can't decide which food was my favorite. It sure wasn't the french snails with garlic! The hungarian goulash was pretty tasty, so I got the recipe for it. I guess the food I liked the best was japanese sushi. It was not only delicious, but also beautiful with many different colors and patterns. Actually, it was as much fun to watch the chefs make it as it was to eat it!

Just the 1st word
ex Japanese sushi

Capitals

Dates and Addresses

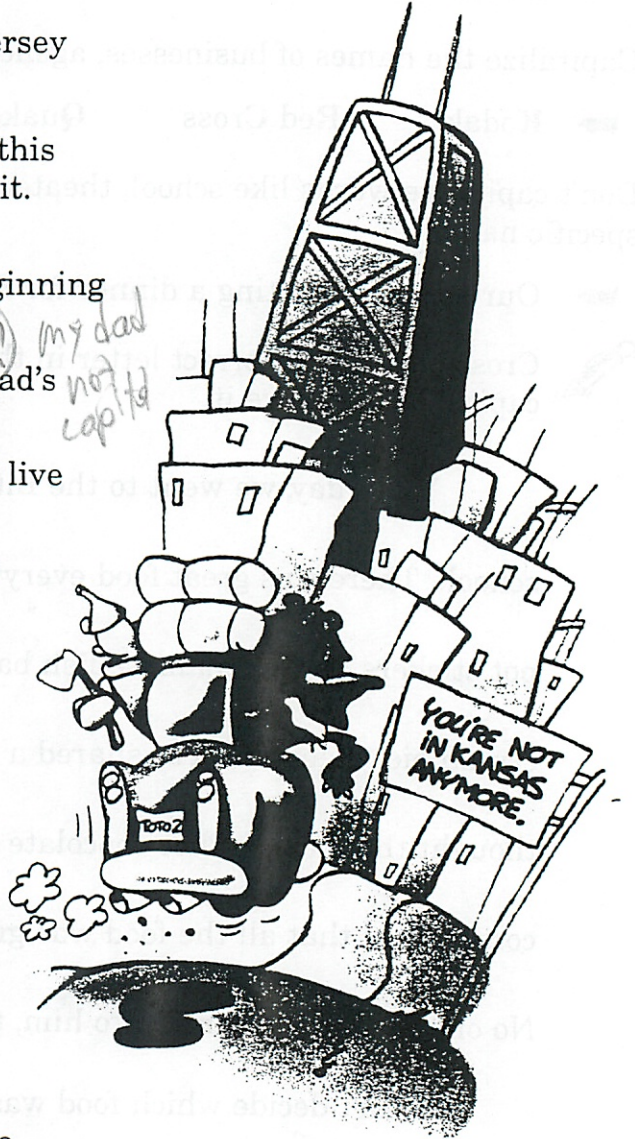
Capitalize the names of weekdays, months, streets, towns, cities, states, provinces, and countries.

➔ Wednesday, April 1 Short Hills, New Jersey



Cross out each incorrect lowercase letter in this story. Write the correct capital letter above it.

I can't wait for friday, june 12, the beginning of summer vacation! I will be going to my dad's house in chicago, illinois. Most of the time I live with my mom in peoria, illinois. A lot of my friends are in peoria, but I have friends in chicago, also. We go to museums, shows, and the zoo when I visit my dad over the summer. It is great to see the chicago Art Institute, Adler Planetarium, and the Museum of Science and Industry. On the other hand, by the time I've spent two months with my dad, I miss my mom. When august 20 comes along, I'll be ready to head back to good old peoria, illinois.



Capitals

First Words in Quotations

Capitalize the first word in a direct quotation.

➔ Dad said, "Let's eat out tonight."



Cross out each incorrect lowercase letter in these sentences. Write the correct capital letter above it.

1. Troy asked, "has anyone seen my comb?"
2. Angie whispered, "someone with red hair and freckles has a crush on you."
3. "class, please take out your math books," said Ms. Chang.
4. "there are pretzels on the counter for snacks today," announced Mr. Harvey.
5. Chad wondered, "why does Aunt Flo look like she has measles?"
6. The announcer shouted, "order your special alligator pencil today and save!"
7. "golly, we haven't solved any crimes yet today," sighed Batboy.
8. "don't worry, the Joker will be back soon," Bobbin said.
9. "is anyone interested in seeing my coin collection?" Horace asked.
10. "you've grown at least an inch!" squealed Aunt Rachel.
11. Leroy asked, "whose bright idea was it to climb this tree?"
12. Coach Nevins said, "take a ten-minute break, team."
13. "how does this can opener work?" Josie inquired.
14. "next time, check for a hole in your pocket before you put money in it," said Megan.
15. Jenny said, "never make a bet about how many worms you can eat."

Capitals

Interrupted Quotations

If a quotation sentence is interrupted with words like *he said*, don't capitalize the first word in the second part of the quotation. If the interruption is between two sentences, capitalize the first word in the second part of the quotation.

➔ "Did you know," she asked, "that Dana is going with Joel?"

"I'll tell you something," she said. "Dana is going with Joel."



Cross out each incorrect letter in this story. Write the correct lowercase or capital letter above it.

"Just the facts, ma'am," said Sergeant Joe Monday. "tell me just the facts."

"well, when we saw the car coming," Mrs. Nonetobright said, "We thought there would be trouble."

"What kind of trouble, Mrs. Nonetobright?" asked Joe Monday. "what kind of trouble?"

"The kind of trouble," she continued, "That I don't want any part of."

"That's pretty vague, Mrs. Nonetobright," said the sergeant. "can you be more specific?"

"The car was driving way too fast, and it was," she recalled, "Much bigger than most of the other cars in the neighborhood. I didn't want to know anything about it or who was in it."

"Why is that?" asked Monday.

"If I knew too much," she volunteered, "Then I'd have to get involved."

"What's wrong," asked Monday, "With being involved?"

"I knew if I got involved," continued Nonetobright, "Some police people were bound to come around and ask a lot of questions."

Capitals

Letter Openings and Closings

Capitalize the important words in the opening of a letter.

→ Dear Sir or Madam Dear Grandpa Dear Ms. Hopkins

Capitalize the first word in the closing of a letter.

→ Very truly yours Your best friend Sincerely yours



Cross out each incorrect letter in this letter. Write the correct lowercase or capital letter above it.

<p>1.</p> <p style="text-align: right;">555 Hanford Street Anytown, FL 55514 October 14, 1999</p> <p>The Hungry Pirate 2300 Seafood Lane Port of Ocean, NJ 00020</p> <p>dear hungry pirate:</p> <p>I ate my last meal at your restaurant. I don't mean a meal I ate today. I mean it was the last meal I'll ever eat. Your peanut butter French fries were so gooey, they stuck to the roof of my mouth. They also stuck to my teeth. They also stuck to each other. I can't open my mouth!</p> <p>I have been on intravenous feedings for a month now. A team of doctors and dentists is trying to figure out how to get my mouth open. We will send the doctor, dentist, and hospital bills to you.</p> <p style="text-align: center;">very truly yours, <i>Notso Hungry now</i> Notso Hungrynow</p>	<p>2.</p> <p>dear aunt nita,</p> <p>Thanks very much for the flannel pajamas for my birthday. You always know just what every kid wants most.</p> <p>I hope you like what I'm sending you for your next birthday.</p> <p style="text-align: right;">sincerely, <i>Karen</i> Karen</p>
<p>4.</p> <p>dear mom,</p> <p>I'm sorry about the mess on the kitchen floor. I'm going to Theo's house after school. Hope you have a nice day!</p> <p style="text-align: right;">your son, <i>Mike</i></p>	<p>3.</p> <p>dear paul,</p> <p>Thanks for the gum. I found it right away this morning. Next time, please give me the gum before you chew it. By the way, you don't need to hide it on my chair the next time.</p> <p style="text-align: right;">very truly yours, <i>SYDNEY</i> Sydney</p>

Capitals

Abbreviations of Names and Places

Abbreviations are shortened words. Capitalize abbreviations of names or titles of people, states, places, companies, schools, and organizations.

→	Los Angeles, California	L.A., CA
	Public School 42	P.S. 42
	LinguiSystems, Incorporated	LinguiSystems, Inc.
	Doctor Martin Luther King, Junior	Dr. Martin Luther King, Jr.



Use the correct abbreviation from the box to rewrite each name or title. Some abbreviations may be used more than once. Use a dictionary if you need help. The first one is done for you.

Ms.	FL	NW	St.	N.Y.C.P.D.	P.O.
Gen.	N.	Assoc.	NY	ND	Ltd.

1. Collections, Limited ^{Ltd.} Collections, Ltd.
2. Orlando, Florida ^{Fl} _____
3. Post Office Box 42 ^{P.O.} _____
4. General Grant ^{Gen.} _____
5. Mistress Louise Snodgrass ^{Ms.} _____
6. New York City Police Department ^{NY} _____
7. Saint Louis ^{St.} _____
8. Frick and Frack, Associates ^{Assoc.} _____
9. North Tonawanda, New York ^{NY} _____
10. 354 Northwest Street ^{St.} _____
11. Bismarck, North Dakota ND _____


Capitals

Acronyms and Initializations

An acronym or initialization is a word made of the initials of the important words in a name or an expression. We pronounce some of these as though they are words (*ZIP* for *Zone Improvement Plan*), and we pronounce the letters of others (*V-I-P* for *VIP, Very Important Person*). Capitalize each letter of an acronym, and don't use any periods.

➔ Federal Bureau of Investigation **FBI**

sealed with a kiss **SWAK**

 Write the acronym for each item.

1. APB all-points bulletin
2. COB collect on delivery
3. TGIF Thank goodness it's Friday!
4. RIP rest in peace
5. AIDS acquired immune deficiency syndrome
6. MADD Mothers Against Drunk Driving
7. VCR video cassette recorder
8. I O U I owe you
9. ASAP as soon as possible
10. NASA National Aeronautics and Space Administration
11. ETA estimated time of arrival
12. POW prisoner of war
13. RSCVP répondez s'il vous plaît
14. ESP extra-sensory perception
15. BYOB bring your own beverage
16. MVP most valuable player

Capitals

Special Things

Capitalize the names of planes, ships, awards, and statues.

→ the *Titanic* Academy Award Olympic Gold Medal Statue of Liberty

Capitalize the name of a school subject if it's a language or if it's followed by a number or a letter. Otherwise, don't capitalize school subjects.

→ Spanish Science 101 science Algebra 2 history



Cross out each incorrect lowercase letter in these sentences. Write the correct capital letter above it.

Joan and Henry both go to hilton high school in brooklyn. They sit together in english literature b and in math. Last Friday, Joan and Henry went on a date. They took the ferry to staten island. The ferry wasn't as fancy as the *Queen Elizabeth*, but they had a lot of fun.

Henry said he'd call Joan, but two days have gone by and there hasn't been any phone call! Joan hopes Henry doesn't expect a gold medal for promptness. She figures that she'll go to the track meet on Wednesday.

Henry will be running the two-mile relay. If he wants to be her Prince Charming, he'd better talk with her then. Otherwise, he'll be ancient history as far as Joan's concerned!

2. What a Capital Idea!

Directions: The story below contains many words that should be capitalized. Write in the capital letters where they are needed. Circle the five misspelled words in the story. Write each word correctly in the Spelling Box.

two boys, ali o. wambari and jacob p. rust, were both sophomores at hanging moss high school. the two high school students were out for a saturday drive in their ford truck one day in august. they drove west from their hometown of nanton some distance into a remote section of the west. they stopped in the small town of mountain view to get something to eat at the town's only café, the greasy bucket inn.

about that time, ali noticed that his timex watch had stopped. he decided to ask a man lounging in front of the café what time it was.

"i wonder if you could please tell me the time, sir?" ali asked.

just then, the bells of the nearby first methodist church began to ring.

"well, the church bells say it's 12:00," ansered the man, who's slow manner indicated he might not have made it past second grade.

"oh, really?" replied the boy. "i'm so hungry i thought it must be much more than that!"

"well, son, i don't have a lot of education. i never studied history, english or algebra. and i don't know much about those big cities like big timber. but around here it just goes up to 12:00 and then starts all over again!"



SPELLING BOX	
1. _____	2. _____
3. _____	4. _____
5. _____	



3. Another Capital Idea!

Directions: The story below contains many words that should be capitalized. Write in capital letters where they belong. Circle the five misspelled words. Rewrite each word correctly in the Spelling Box under the story.

the school band of rockvale junior high school was giving its annual fall concert. it was a pleasant october evening. a west wind was blowing gently, and the skys were clear. clearly visible in the sky overhead were the big dipper, the little dipper, and the north star. indeed, it was a perfect setting for the open-air band concert, which was entitled "harvest moon concert."

the bandleader, dr. nolan c. disharoon, had decided upon a variety of musical numbers to please his audience. the program ranged from classical music, such as the "william tell overture," to several popular rock numbers. the school band was made up of seventh, eighth, and ninth graders, including many students who were taking band for their first semester.



at the conclusion of one enthusiastic, if not overly harmonious, number, the audience (made up mostly of mothers and fathers) dutifully applauded the smileing musicians. then the bandleader stepped to the podium and announced to the crowd, "for a change of pace after that beautiful slow piece, our next number will be the famous lively march 'semper fidelis.'"

upon hearing this, the trumpet player turned to his friend and said, "oh, no! i just got through playing that!"

SPELLING BOX	1. _____	2. _____
	3. _____	4. _____



Capitals

Proofreading



Now it's time to practice all the things you've learned about using capital letters. Proofread this story. Correct any errors in capitalization.

if a situation wasn't life threatening, it wasn't interesting enough for nick danger. "i like my situations hot," nick always said, "and my coca-cola® cold."

once, nick was in the jungle by the sao francisco river in brazil. he was traveling with native indian guides. the president of brazil was depending on nick to bring him important information. nick and his guides were traveling by boat through water thick with piranhas. Suddenly, the boat struck a boulder. nick's indian guides figured they were goners. not nick!

"grab the sides of the boat," nick shouted, "and hold them together!" nick was no superman, but he did command his guides' respect. they obeyed nick, now their fearless leader. they paddled to the shore before the boat broke up.

the president of brazil had given him up for lost when nick arrived at the meeting of the national congress. "sorry i'm late, folks," nick said, "but my boat sprang a leak on the way over."

4. Capital Letter Practice

Directions: The story below contains many capitalization errors. Write in capital letters where they are needed. Circle the five misspelled words. Rewrite each word correctly in the Spelling Box.

a man was running for senator from a populous eastern state. since he was relatively unknown outside his own county, his campaign required that he and his wife travel north, south, east, and west to every corner of the state.

one evening in september, the candidate's wife collapsed into a chair in the chilton hotel, where they were staying. she kicked off her expensive shoes and sayed, "what a day! i don't think i've ever been this tired!"



"well, i don't know why you should be tired," complained the husband. "what about me? i had to make seven diffrent speeches today! first, i tried to convince the steal-workers' union that i was on their side and not with the steel company executives. next, i gave a rousing speech to the steel company executive board citing my longtime support of management.

i spoke to a group of unemployed workers, outlining my early life of poverty. then i spoke at the riverside country club, emphasizing my aristocratic lineage, which my mother has traced back to sixteenth-century england.

"finally, i spoke at the friends of the library club, where i recited the poem 'the charge of the light brigade.' after that, there were speeches at a collage and a law school. so, why should you be tired? you didn't have to do any of that!"

"no, dear, i didn't," agreed his long-suffering wife. "but remember, i had to listen to you!"

SPELLING BOX

1. collage 2. _____

3. _____ 4. _____ 5. _____



Practice Quiz for Capitalization

1. Create a practice capitalization quiz that looks like the one on page 1 with ten (10) practice sentences.
2. Have the students practice at least two (2) rules in each sentence.
3. Connect all of the sentences in terms of topic. Many of the practice pages we have done use one story.
4. Create a separate answer sheet. You do not have to rewrite the sentences; instead, write the words that should be capitalized and the name of the rule that says so. Page 2 will help with this part.

For example: I = the pronoun I rule
Dr. Shotts = name titles rule

5. So on Monday 4/2, you need to turn in the following:
 - a. a paper with ten sentences for someone to correct
 - b. an answer key with just the corrected words and the rules applied
6. **SPELLING COUNTS** (-1 point each)

Total Points: 20

I will collect these pages to grade, and then you will get them back on Wednesday to use as extra practice in class.