



7th

Holt
Elements of Language
Introductory Course

Grammar Workbook

YEAR- 2023-24
TERMS:1-2-3

Grade 7

Name: _____

Class: _____

7th Grade

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Chapter1: The Sentence

1-Sentences and Sentence Fragments:

- **A sentence** is a word group that contains a subject and a verb and that expresses a complete thought.

A sentence fragment is a word group that looks like a sentence but either does not contain both a subject and a verb or does not express a complete thought.

EXERCISE 1: Decide whether each group of words is a sentence or a sentence fragment. Then, on the line provided.

Example: SF At my aunt's cabin in Tennessee.

- _____ 1. Long conversations about nothing.
- _____ 2. Adam arrived on time for the meeting yesterday.
- _____ 3. In the jungles of South America.
- _____ 4. My neighbor Sara is a doctor.
- _____ 5. Left his books on the bus.
- _____ 6. After the football game.
- _____ 7. Lois won the election by just three votes.
- _____ 8. When the firefighters reached the blaze.
- _____ 9. My sister always talks on the telephone.
- _____ 10. At the post office, Mr. Dave.



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2-Simple Subjects and Complete Subjects:

- **The simple subject** is the main word or word group that tells whom or what the sentence is about.
- **The complete subject** consists of all the words needed to tell whom or what the sentence is about.
- **The simple subject** is part of the complete subject.

Exercise2: In each of the following sentences, decide if the underline word or words are complete subject **CS** or simple subject **SS**.

1. Some people went to the circus last night. _____
2. Those amazing acrobats are members of the same family. _____
3. Has your brother ever seen so many beautiful horses? _____
4. Did your Family go downtown to see the circus parade? _____
5. Several tents were set up in the park. _____
6. Fake news travels fast in our town. _____
7. Above the fort, the flag was still flying. _____
8. An ancient American Indian village lies beyond those distant mountains. _____
9. The blue candles burned all night long. _____
10. Have you seen my favorite sweater? _____

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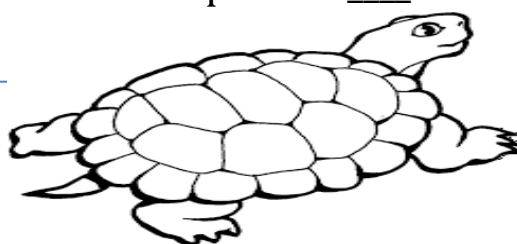
3-Simple Predicate and Complete Predicate:

- ✚ The **predicate of a sentence** tells something about the subject.
- ✚ The **complete predicate** consists of a verb and all the words that describe the verb and complete its meaning.

- ✚ The **Simple predicate or verb** is the main word or word group in the complete predicate.
- ✚ The **simple predicate** is part of the complete predicate.

EXERCISE 3: In each of the following sentences, decide if the underline word or words are complete predicate **CP** or simple predicate **SP(verb)**.

1. Sea turtles face many dangers. ____
2. Their nests are usually located on the southeast coast of the United States. ____
3. They can't withdraw into their shells for protections. ____
4. Size and swimming speed are their only defenses. ____
5. Other animals dig up the turtles' eggs for food. ____
6. People have used turtle meat and eggs for food. ____
7. Volunteers are protecting the eggs of the sea turtle. ____
8. Volunteers' efforts may save the sea turtle from destruction. ____
9. Turtle preserves have been established in certain areas. ____
10. Do some countries protect rare turtle species? ____



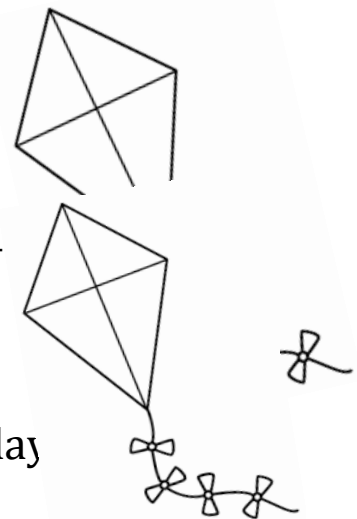
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4-Sentences Classified by Purpose

- 1- A **declarative sentence** makes a statement and ends with a period. (.)
- 2- An **imperative sentence** gives a command or makes a request. It ends with a period or an exclamation point. (./!)
- 3- An **interrogative sentence** asks a question and ends with a question mark. (?)
- 4- An **exclamatory sentence** shows excitement or expresses strong feeling and ends with an exclamation point. (!)

EXERCISE 4: On the line provided, write **DEC** for declarative, **IMP** for imperative, **INT** for interrogative, or **EXC** for exclamatory. Then, insert the punctuation mark that should follow the sentence:

- ____ 1. My mother once met Shel Silverstein in a bookstore ____
- ____ 2. Did she say anything to him ____
- ____ 3. How exciting it must have been ____
- ____ 4. She bought this book as a present ____
- ____ 5. Please be careful when you read it ____
- ____ 6. Read his poems when you get a chance ____
- ____ 7. Let your friend read the book ____
- ____ 8. Did you buy kite-making supplies yesterday ____
- ____ 9. I want to make a kite this week ____
- ____ 10. What time does the kite festival start on Saturday ____
- ____ 11. Don't let the paper get too wrinkled ____
- ____ 12. Watch out for that tree ____



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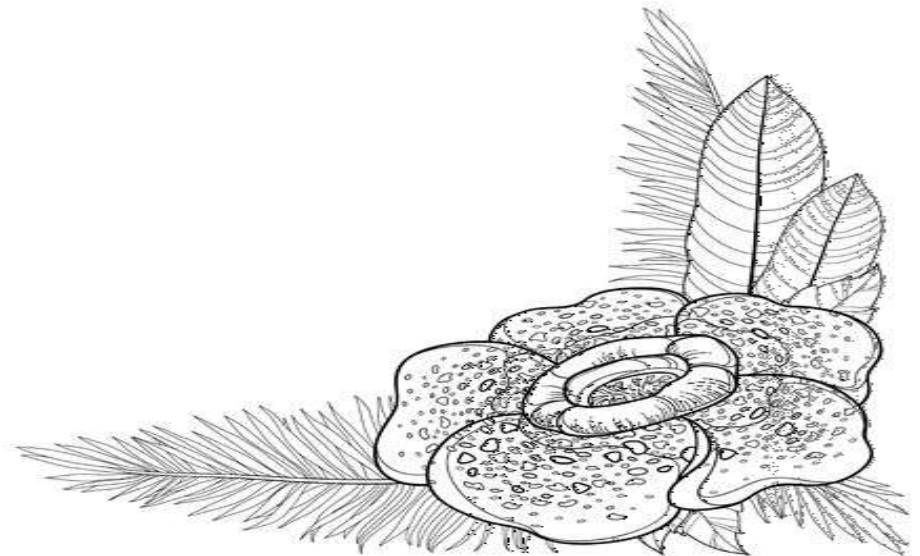
Chapter 2: Parts of Speech Overview

1- The Noun:

- **A noun** is a word or words group that names a person, a place, a thing, or an idea.
- **Examples:** Charles Drew, officer, South Middle School, town, pencil, holiday, democracy, guilt

EXERCISE1: Underline all the nouns in each of the following sentences:

1. Sumatra is a large island in Indonesia.
2. Unusual plants and animals live in this part of the world.
3. This area of Asia contains many jungles.
4. The rafflesia is the largest flower in the world.
5. The blossom may be as wide as a yard.
6. The plants have huge flowers but no leaves or stems.
7. This giant plant needs the hot climate of Indonesia.
8. Aunt Pearl took a picture of a rafflesia.
9. Each flower has five wide lobes.
10. Most people tell me it has a strong
smell.



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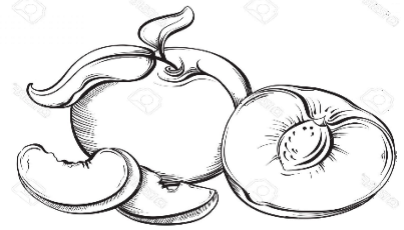
Proper and Common Nouns:

- A **proper noun** names a particular person, place, thing, or idea and begins with a capital letter.
- A **common noun** names anyone of a group of persons, places, things, or ideas.
- A common noun is not capitalized unless it begins a sentence or is part of a title.

Common Noun	Proper Noun
lady	Helen
month	January
day	Monday
country	Japan
ocean	Pacific Ocean

EXERCISE2: In each of the following sentences, underline each common noun once and each proper noun twice.

1. Peaches are tasty fruits.
2. Currently, the United States produces more peaches than any other country.
3. Actually, China was their original home.
4. It is still one of the leading producers of peaches, along with Italy, France, and Spain.
5. The people in ancient Rome spread the trees throughout Europe.
6. Peaches could be found in Mexico.
7. Spanish explorers brought them to America.
8. According to this article, sometimes Georgia is called the Peach State.



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Pronouns:

- **A pronoun** is a word that is used in place of one or more nouns or pronouns.

Personal Pronouns

- A personal pronoun refers to the one speaking (first person), the one spoken to (second person), or the one spoken about (third person).
- **EXAMPLE:** *I* can give *you* the telephone number *she* left

Personal Pronouns		
	Singular	Plural
First person	I, me, my, mine	we, us, our, ours
Second person	you, your, yours	you, your, yours
Third person	he, him, his, she, her, hers, it, its	they, them, their, theirs

EXERCISE 3: Underline each of personal pronouns in the following sentences.

- 1. The parrot might speak for you if you give it a cracker
- 2. Cesar said he liked that kind of food.
- 3. The principal will be speaking to us today.
- 4. Justin thanked me for returning the book to
- 5. Kim Chun recopied the paper and handed it
- 6. Kevin said he thought the cloud looked like a rocking horse.
- 7. Would you give the message to Marie when you see her?
- 8. Did you hear that?



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The Adjective:

An adjective is a word that is used to modify (describe) a noun or a pronoun.

• **EXAMPLES:**

- The explorers searched for fresh water.
- Its blossoms are red and pink.

Exercise 4: In each of the following sentences, underline all the adjectives (except a, an and the).

- 1. The flowers in the front yard are purple and yellow.
- 2. Twelve clowns squeezed into the tiny car.
- 3. Many fires are caused by careless campers.
- 4. Several children played on the playground.
- 5. The old car may not make the long trip.
- 6. Winter is supposed to be cold.
- 7. The old house filled with weird noises.
- 8. Fruits and vegetables contain many important vitamins.
- 9. The meal began with a French soup.
- 10. Do you enjoy spicy Chinese food?



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Chapter 3: Parts of Speech Overview

1- The Verb:

- **A verb** is a word that expresses action or a state of being.

Examples:

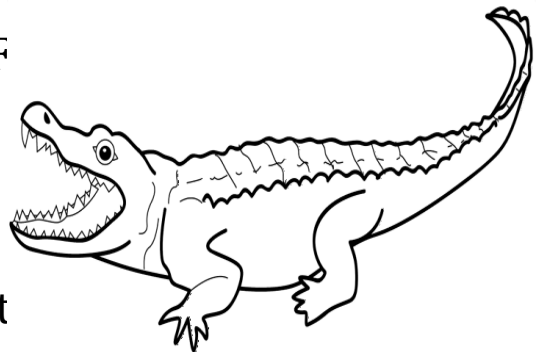
We rode on that Ferris wheel last night.

John seemed happy to be with us.

Every complete sentence has a verb. The verb says something about the subject.

Exercise 1: Underline the verb in each of the following sentences.

- 1. We all jumped about three feet into the air when we saw an alligator.
- 2. Is that alligator hungry?
- 3. Look at that beautiful river!
- 4. Alligators and crocodiles appear somewhat alike to me.
- 5. How are they different?
- 6. I saw hundreds of alligators in F
- 7. Were you near St. Augustine?
- 8. They made me nervous.
- 9. The boat sat very low in the wat
- 10. My brother took pictures during the boat ride.



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Main Verbs and Helping Verbs:

- In many sentences, a single word is all that is needed to express action or state of being. In other sentences, the verb consists of a main verb and one or more helping verbs.

Examples: The kitten curled up in his lap.
The kitten has curled up in his lap. (Has is the helping verb. Curled is the main verb)

Exercise 2: In each of the following sentences, decide if the underline word or words are **main verb (MV)** or **helping verb (HV)**.

- 1. My grandfather has traveled to Europe many times. _____
- 3. Those children are wearing their seat belts. _____
- 4. The moon had risen early that evening. _____
- 5. David should be doing his homework right now. _____
- 6. Broccoli and carrots are all vegetables. _____
- 7. Which way did he run? _____
- 8. The cat should not be sitting on the kitchen counter. _____
- 9. Do you want some of these carrots? _____
- 10. Would you please call me first thing in the morning? _____



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Verb Phrases

- Together, the main verb and its helping verb or verbs are called a verb phrase.
- helping verb + main verb = verb phrase
- verb phrase
- **EXAMPLES:**
- We will study Brazil.
- Forest tribes have been living in Brazil for thousands of years.

Exercise 3: In each of the following sentences, underline all parts of each verb phrase.

1. Has the lawn been mowed this week?
2. You should have phoned first.
3. Their main offices have been moved downtown.
4. The writer will proofread his latest article.
5. I have been jogging five miles a day.
6. Can you ever forgive me for that?
7. The baby is sleeping in his mother's arms.
8. Sara never would have found her wallet without your help.



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Adverb

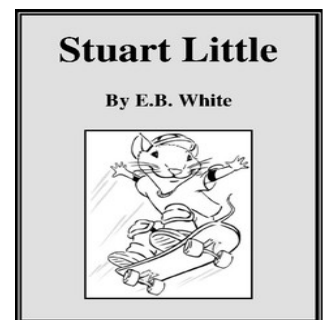
- **An adverb** is a word that modifies a verb, an adjective, or another adverb.

EXAMPLES:

- Timothy often goes to the library.
- He began reading when he was very young.
- He can finish a book very quickly.
- **Adverbs** answer the following questions: Where? When? How? How often? How long? To what extent? How much?

Exercise 4: In the following sentences, underline each adverb.

1. *Stuart Little* has always been my favorite book.
2. The book is entirely too long to finish in one day.
3. George quietly asked the librarian for help.
4. I finally finished the report.
5. On the table lies a very old bookmark.
6. Trisha's library books are usually returned on time.
7. Lately, I have been reading more nonfiction books.
8. During the week, Mom is entirely too busy to read.
9. She finishes a book easily in one or two days.
10. She frequently reads novels on the weekends.



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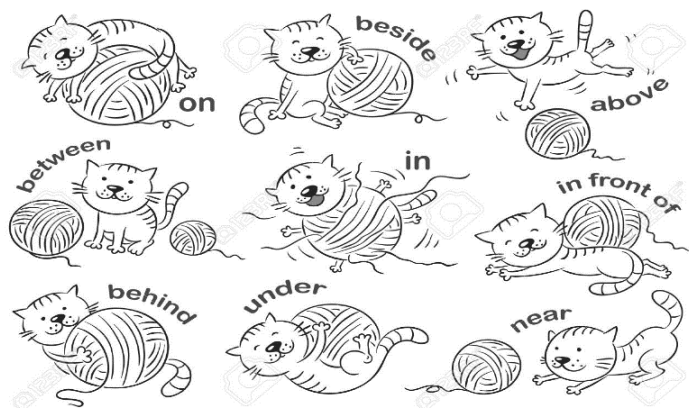
The Preposition

- A preposition is a word that shows the relationship between a noun or a pronoun and another word in the sentence.

Example: They traveled **on** foot. [The preposition on shows the relationship of foot to traveled.]

Exercise 5: Underline the preposition in each of the following sentences.

- 1. The cat jumped behind the bed.
- 2. Sara put the magazines on the sofa.
- 3. We walked down the garden path.
- 4. Martha is sitting next to Keith.
- 5. The ball landed between Jennifer and Tamika.
- 6. We found the toy underneath the chair.
- 7. The room looks bare without curtains.
- 8. Lightning streaked across the night sky.
- 9. Lewis and Clark began their journey in 1804.
- 10. Please place your books beneath your desk.



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The Conjunction

✚ A **Coordinating conjunction** is a word that joins words or groups of words.

Coordinating conjunctions are for, and, nor, but, or, yet, and so.

Examples:

Keisha and Jack were the winners.

Sara remembered her notebook, yet she forgot her pen.

Exercise 6: Underline each conjunction in the following sentences.

- 1. Both Africa and Asia have many kinds of butterflies.
- 2. There are between 15,000 and 20,000 species of butterflies.
- 3. Butterflies live almost everywhere, but tropical rain forests have the most different kinds.
- 4. Other insects and birds are among butterflies' enemies.
- 5. Butterflies appear fragile to us, yet they have powerful defenses
- 6. The transformation of a caterpillar into a butterfly is amazing and interesting.
- 7. Butterflies cannot live actively in cold weather, so many of them migrate to warmer climates.



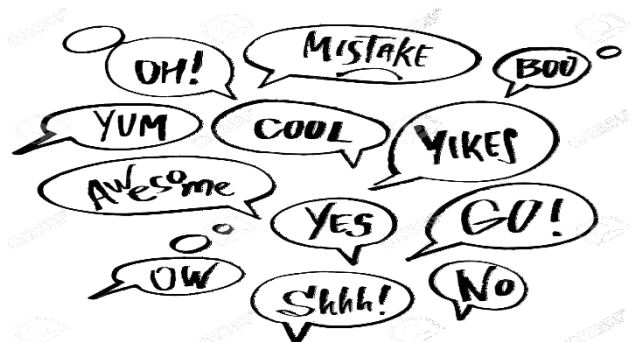
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The Interjection

- **An interjection** is a word that express emotion.
- Usually, an **interjection** is followed by an exclamation point. Sometimes an interjection is set off by a comma or by two commas.
- **Examples:** Hey! Come back here!
- Well, you could try a lighter bat.
- I'd guess, oh, twenty pounds.

Exercise 7: In each of the following sentences, underline the interjection:

1. Aha! There you are!
2. Oh, no! I stubbed that same toe again!
3. It must be a hundred degrees in the shade. Whew!
4. Do you think you could, well, work my shift tonight?
5. Our team made it to the playoffs! Hooray!
6. Oops, I didn't mean to lose your place in the book.
7. We'll be on time if we leave here about, oh, nine o'clock.
8. Hey! That is a stop sign, not a yield sign!
9. Yikes! Is that pan hot!
10. It looks as though the pipes froze last night. Oh dear!



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Chapter 4: The Phrase and the Clause

- **A phrase** is a group of related words that is used as a single part of speech and that does not contain both a verb and its subject.

- **Examples:** should have been studying [no subject]
- behind the large boxes [no subject or verb]

Exercise 1: Identify each word group by writing **P** for phrase or **NP** for not a phrase on the line provided.

- ___ 1. with long white curtains
- ___ 2. had been swimming
- ___ 3. as a baby sitter
- ___ 4. after the bell rang
- ___ 5. is running
- ___ 6. The cat is hiding under the bed
- ___ 7. over the fence
- ___ 8. in the middle
- ___ 9. under the car
- ___ 10. Where the plane landed



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Second Term

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Chapter 4: The Phrase and the Clause

The Clause:

✚ A **clause** is a word group that contains a **verb** and its **subject** and that is used as a sentence or as part of a sentence.

Independent Clause:

An **independent (or main) clause** expresses a complete thought and can stand by itself as a sentence.

Example: Sara goes to school every day.

Exercise 1: Identify the underlined word group in each of the following sentences by writing **I** for independent clause or **NI** for not an independent clause.

____ 1. If the coaches agree, the game will be rescheduled.

____ 2. Wherever Maria goes, her new kitten wants to follow.

____ 3. Mr. Dave has worked for the same company since he graduated from college.

____ 4. Frank needs the book on his shelf.

____ 5. If you see Charlotte, please give her this message.

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Subordinate Clause (Dependent Clause):

A subordinate (or dependent) clause does not express a complete thought and cannot stand by itself as a complete sentence.

Example: if the coaches agree [subordinate clause]

A subordinate clause must be joined with at least one independent clause to make a sentence and express a complete thought.

Example: If the coaches agree, the game will be rescheduled. [Sentence]

Exercise 2: A Identify the underlined clause in each of the following sentences by writing **SUB** for subordinate clause or **IND** for independent clause above the clause.

___ 1. We all enjoyed the dinner that Dad cooked for us.

___ 2. Before the sun sets, I need to paint the wall.

___ 3. Just as Terri came in the door, the phone rang.

___ 4. Before you accept the invitation, Sam asks your mother.

___ 5. Do you know when the train should arrive?

___ 6. Although she was better at social studies, Sara loved art.



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Identifying Kinds of Sentences:**Simple and Compound Sentences**

A **simple sentence** has one independent clause and no subordinate clauses.

Examples: Sara has no brothers or sisters.

A **compound sentence** consists of two or more independent clauses, usually joined by a comma and a connecting word.

Example: I like hot-and-sour soup, but won-ton soup is my favorite.

Exercise 3: On the line provided: Write S for simple or C for compound.

_____ 1. My arm is better, but it is still inflexible.

_____ 2. Katya and her mother washed the windows, and they dusted the furniture.

_____ 3 I will be more careful in the future.

_____ 4. The movie was about to start, so we found our seats quickly.

_____ 5. Lori cleaned out the garage, and Steve rearranged the sports equipment.

_____ 6. I will draw the map, and Ed will color it.

_____ 7. Mark worked on the puzzle for hours.

_____ 8. Nora held the kitten tightly.

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Chapter 5: Complements

Complements:

A **complement** is a word or word group that completes the meaning of a verb.

Direct Objects:

A **direct object** is a noun, pronoun, or word group that tells who or what receives the action of the verb

Examples: I like little kittens. [I like what? kittens)
Sam helped me with the drawing. [Sam helped whom? me)

Exercise 1: Underline the direct objects in the following sentences.

1. Have you ever used oils or pastels in art class?
2. In her free time, Rosalinda studies art.
3. Sara brought oranges and water to the soccer game.
4. Has Rachel mailed the invitations to her friends?
5. The dentist cleaned my teeth.
6. Please don't feed the birds.

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Indirect Objects

An **indirect object** is a noun, pronoun, or word group that usually comes between the verb and the direct object.

An indirect object tells to whom or to what or for whom or for what the action of the verb is done.

EXAMPLES: I sent Carmen a letter.
Luis bought Ted a graduation gift.

Exercise 2: In each of the following sentences, decide if the underline words are **direct object (DO)** or **indirect object (IO)**.

1. Tomas showed his aunts his pictures. _____
2. Mrs. Williams left the waiter a tip. _____
3. Did Tamisha offer you some rice? _____
4. The manager gave his employees a vacation. _____
5. The director handed them their play scripts. _____
6. I bought flowers for Mother's Day. _____

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Chapter 6: Agreement

Number

Words that refer to one person, place, thing, or idea are generally **singular** in number.

Words that refer to more than one person, place, thing, or idea are generally **plural** in number.

Singular	lake	He	puppy	wife	bench
Plural	lakes	they	puppies	wives	benches

Exercises 1: On the line before each word, write **S** if the word is singular or **P** if it is plural.

____ 1. flowers

____ 2. storm

____ 3. clocks

____ 4. we

____ 5. England

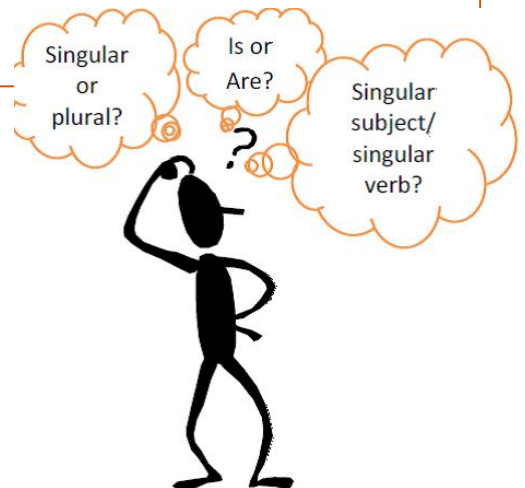
____ 6. planet

____ 7. windows

____ 8. children

____ 9. country

____ 10. it



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Subject and Verb Agreement

A verb should agree in number with its subject”

(1) Singular subjects take singular verbs.

Example He rides his bicycle in the park.

(2) Plural subjects take plural verbs.

Example: We collect newspapers for the paper drive.

If a sentence has a verb phrase, the first helping verb in the phrase agrees with the subject.

Examples: The ducks are flying south.

Exercise 2: For each sentence, underline the verb form that agrees with the subject.

1. Dad (**is, are**) cooking dinner.
2. He (**has, have**) been painting the fence.
3. Our forests (**needs, need**) rain.
4. The radios (**is, are**) too loud.
5. Dr. Rodriguez (**is, are**) writing a letter.
6. Maria (**loves, love**) her new bicycle.
7. Maria (**rides, ride**) her bicycle almost every day.
8. Camping (**is, are**) a fun family event.



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Don't and Doesn't

The word **don't** is the contraction of do not. Use don't with all plural subjects and with the pronouns I and you.

Examples: These kittens don't have homes yet.
I don't want any salad.

The word **doesn't** is the contraction of does not. Use doesn't with all singular subjects except the pronouns I and you.

Examples: Doesn't he know the answer?
That bird doesn't look healthy.

Exercise 3: On the blank in each sentence, write **don't** or **doesn't** to complete the sentence correctly:

1. You _____ have my new address.
2. Tanya _____ like spaghetti.
3. Tom's gloves _____ fit me.
4. Janice _____ want any more cereal.
5. He _____ visit us often.
6. Jeff's grandparent _____ stay home much.
7. The baby _____ have any blue booties.
8. That program _____ come on until 8:00 tonight.
9. Maria _____ live near us anymore.
10. We _____ get to see him often.



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Chapter 7: Using Verbs Correctly

Identifying the Principal Parts of Verbs

The four principal parts of a verb are the base form, the present participle, the past, and the past participle.

BASE FORM	PRESENT PARTICIPLE	PAST	PAST PARTICIPLE
receive	is receiving	received	(have) received
go	are going	went	(have) gone

Using Regular Verbs:

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

BASE FORM	PRESENT PARTICIPLE	PAST	PAST PARTICIPLE
look	(is) looking	Looked	[have] looked
shop	(is) shopping	Shopped	[have] shopped
suppose	(is) supposing	supposed	[have] supposed

Exercise 1: Underline the correct verb form in parentheses in each of the following sentences:

1. With the help of his friend, the man (**crosses, cross, crossing, crossed**) the street yesterday.
2. Carlos has (**orders, order, ordering, ordered**) soup and salad.
3. Her family had (**moves, move, moving, moved**) from London to Brooklyn.
4. Larry is (**saves, save, saving, saved**) most of his payment.
5. My grandmother (**works, work, working, worked**) at the computer store last year.
6. Sara is (**starts, start, starting, started**) her sketches for art class.

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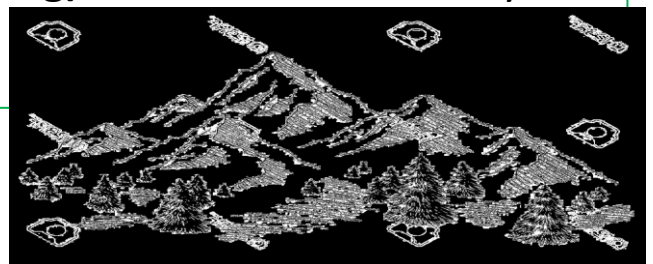
Using Irregular verb

An **irregular verb** forms its past and past participle in some other way than by adding - d or -ed to the base form.

Base Form	Present Participle Form	Past Form	Past Participle Form
swim	[is] swimming	swam	[have] swam
go	[is] going	went	[have] gone
catch	[is] catch	caught	[have] caught
hurt	[is] hurting	hurt	[have] hurt

Exercise 2: Underline the correct verb form in parentheses in each of the following sentences:

1. Sue and Maria (**drive, drived, drove, driven**) to the mountains last summer.
2. The kitten (**drink, dranked, drank, drunk**) the milk from its favorite bowl.
3. Tonya (**write, writed, wrote, written**) a poem last night.
4. When Jaime was ill, his stomach (**hurt, hurts, hurted, hurting**) all day.
5. She has (**become, becomed, became, becoming**) a lawyer.
6. I have (**choose, choosed, chose, chosen**) a new book to read.
7. We have (**run, runned, ran, running**) already five laps.
8. Has she (**send, sended, sent, sending**) a letter to her friend yet?



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Ch 8: Forms of Personal Pronouns

Personal Pronouns:

	FIRST PERSON		SECOND PERSON		THIRD PERSON	
	<i>singular</i>	<i>plural</i>	<i>singular</i>	<i>plural</i>	<i>singular</i>	<i>plural</i>
Subject form	I	we	you		he she it	they
OBJECTIVE (object)	me	us			him her it	them
Possessive form	my	our	your		his her its	their
	mine	ours	yours		his hers its	theirs

Using the Subject Form:

Use the subject form for a pronoun that is the subject of a verb.

EXAMPLES: **He** studied for a test.

EXERCISE 1: Underline the correct pronoun in parentheses in each of the following sentences.

1. Did Sara and (**they, them, their, theirs**) watch the Dragon Boat Races in Japan?
2. Later, my friends and (**I, me, mine, my**) went to Moon Beach.
3. (**We, Us, Our, Ours**) drove to the park after planning for weeks,
4. Jack and (**I, me, mine, my**) took a long walk on the beach.
5. (**They, Them, Their, Theirs**) and (**I, me, mine, my**) go everywhere together.
6. (**She, Her, Hers, his**) was in the blue dress in the school meeting.

TEACHER'S SIGN: _____

Using the Object Form:

✚ Use the object form for a pronoun that is the direct object of a verb.

EXAMPLES: 1-The gift surprised them and me.

✚ Use the object form for a pronoun that is the indirect object of a verb.

EXAMPLES: 2-Grandma gave me a hug. 3-Loretta sent her and me postcards.

✚ Use the object form for a pronoun that is the object of a preposition.

EXAMPLES: 4-Save one **for** her. 5- Ann sat **between** him and me.

EXERCISE 2: Underline the correct pronoun in parentheses in each of the following sentences.

1. After our fund-raiser, Ms. Goldstein gave (**we, us, our, ours**) all new uniforms.
2. Did the kitten from the park follow Ralph and (**he, him, his, she**) onto the bus?
3. The author read (**we, us, our, ours**) a chapter of her wonderful new book.
4. The neighbors helped Jeremy and (**they, them, their, theirs**) with the car.
5. The books for Rhonda and (**she, her, hers, his**) are on the top shelf.
6. Mrs. Lee praised Ella and (**she, her, hers, his**).

TEACHER'S SIGN: _____

Ch 9: USING MODIFIERS CORRECTLY

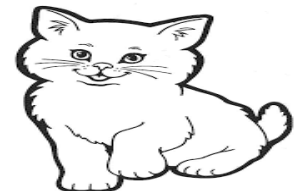
Regular Comparisons

The three degrees of comparison of modifiers are the *positive*, the *comparative*, and the *superlative*.

POSITIVE	COMPARATIVE	SUPERLATIVE
slim	slimmer	slimmest
sandy	sandier [or more sandy]	sandiest [or most sandy]
sweetly	more sweetly	most sweetly
wonderful	more wonderful	most wonderful

Exercise 1: Underline the correct form of the modifier in parentheses in each of the following sentences.

1. My aunt thinks this is the (**beautiful, more beautiful, beautiful, most beautiful**) painting of all.
2. Ronda is the (**tall, taller, tallest, most tall**) girl on the team.
3. Is that movie (**long, longer, more long, longest**) than the other one?
4. The red umbrella is (**strong, stronger, more strong, strongest**) than the purple one.
5. These flowers are (**bright, brighter, more bright, brightest**) than those.
6. We were the (**happy, happier, more happy, happiest**) students in the school.
7. This white kitten is (**cute, cuter, more cute, cutest**) than the brown one.



TEACHER'S SIGN: _____

Irregular Comparisons

- ✚ Some modifiers do not form their comparative and superlative degrees by using the regular methods.

POSITIVE	COMPARATIVE	SUPERLATIVE
good	better	best
well	better	best
bad	worse	worst
many	more	most
much	more	most

- ❖ Notice that you don't have to add *-er/-est* or *more/most* to the irregular forms.

Exercise 2: Underline the correct form of the modifier in parentheses in each of the following sentences.

1. Jana is the (**good- goodest -better -best**) skater in her family.
2. In one story, the (**bad- baddest - worse- worst**) villain of all time turns out to be a hero.
3. Miguel plays basketball (**well- more well-better-best**) than he did last year.
4. Your mistake was bad, but mine was even (**bad- badder- worse- worst**).
5. Sara showed kindness (**much- mucher- more- most**) than her sister did.
6. We all tell scary stories well, but Len tells them the (**well- better- most well- best**).



TEACHER'S SIGN: _____

Double Comparisons

✚ Avoid using double comparisons.

✚ A **double comparison** is the use of both *-er* and *more* (or *less*) or both *-est* and *most* (or *least*) to form a single comparison. When you make a comparison, use only one of these forms, not both.

NONSTANDARD: Margarita is my most oldest friend.

STANDARD: Margarita is my oldest friend.

EXERCISE 3: Underline the correct form of the modifier in parentheses in each of the following sentences.

1. Clara thinks that yogurt is (*good, more better, better, best*) than ice cream.
2. Frances has a (*soft, more softer, softer, softest*) voice than Tonya has.
3. Last year was the (*sad, sadder, most saddest, saddest*) year of my life.
4. She is the (*kind, kinder, kindest, most kindest*) girl I have ever known.
5. Right now my room is the (*messy, messier, most messiest, messiest*) it has ever been.
6. The (*bad, worse, worstest, worst*) day was the day I broke my arm.

TEACHER'S SIGN: _____

Double Negatives

✚ Avoid using double negatives.

✚ A **double negative** is the use of two or more negative words to express one negative idea.

NONSTANDARD: I do not have no computer at my house. [The negative words are *not* and *no*.]

STANDARD: I do **not** have a computer at my house.

STANDARD: I have **no** computer at my house.

EXERCISE 5: Underline the correct form of the modifier in parentheses in each of the following sentences.

1. We (*don't have no pears- don't have any pears*) on our tree this spring.
2. Rex (*hasn't told no one- hasn't told anyone*) about his parents' trip.
3. Sheila (*never eats anything- never eats nothing*) between meals.
4. I (*can't barely- can barely*) hear you.
5. Boris (*hardly said anything -hardly said nothing*) today.
6. Mr. Dave explanation (*didn't make no sense- didn't make any sense*) to me.
7. This book (*doesn't have no- doesn't have any*) index.
8. There (*isn't no milk- isn't any milk*) in the refrigerator.

TEACHER'S SIGN: _____

Third Term

TEACHER'S SIGN: _____

Chapter 10: A GLOSSARY OF USAGE**Avoiding Usage Problems, A**

Review the glossary entries on pages 268–269 of your textbook for information on the correct usage of the following words and phrases:

a, an, a lot

already, all ready

ain't

Exercise 1: Underline the word or word group in parentheses that is correct according to the rules of formal, Standard English.

1. Sara is (*a, an*) honest poet.
2. I made a two mind maps for (*a, an*) history project.
3. We found nothing but (*a, an*) old toy.
4. Megan has (*all ready, already*) told many people the big news.
5. Finally, after much preparation, the bedroom was (*all ready, already*) to be painted.
6. The potato pancakes (*ain't, aren't*) ready yet.
7. Did you use (*alot, a lot*) of curry powder in that dish?
8. History is my favorite subject, but I like geography (*alot, a lot*), too.

TEACHER'S SIGN: _____

Avoiding Usage Problems, B

✚ Review the glossary entries on pages 269–274 of your textbook for information on the correct usage of the following words and phrases:

bring, take,
hissself, theirself, theirselves
could of
its, it's
learn, teach

Exercise 2: Underline the word or word group in parentheses that is correct according to the rules of formal, Standard English.

1. Will you (**bring, take**) me a soda, please?
2. Grandmother could (**of, have**) taught us her American Indian language.
3. After passing the exam, Dave felt very proud of (**himself, hissself**).
4. Gerald quickly wandered off by (**hissself, himself**).
5. I wonder if (**its, it's**) going to rain this afternoon.
6. Carmen handed the kitten (**its, it's**) toy.
7. (**Its, It's**) time to do my homework.
8. After I bought the table, I saw that (**its, it's**) leg was broken.
9. Will you (**teach, learn**) me how to play soccer?
10. It's not easy to (**teach, learn**) someone how to paint.

TEACHER'S SIGN: _____

Avoiding Usage Problems, C

- ✚ Review the glossary entries on pages 275–278 of your textbook for information on the correct usage of the following words and phrases:

than, then

try and

suppose to, supposed to

when, where

use to, used to

your, you're

Exercise 3: Underline the word or word group in parentheses that is correct according to the rules of standard, formal English.

1. Maya is a better swimmer (**then, than**) she was last year.
2. She knows that she is (**suppose to, supposed to**) practice three times a week.
3. Ravi will (**try and, try to**) learn the new software.
4. I think (**you're, your**) going to like the new library.
5. The teacher said she enjoyed (**your, you're**) essay about the Civil War.

TEACHER'S SIGN: _____

CHAPTER 11: CAPITAL LETTERS**First Words and I**

Capitalize the first word in every sentence.

EXAMPLE: Most of the leaves have already fallen. It is not too soon to start raking.

Capitalize the first word in both the salutation and the closing of a letter.

EXAMPLES Dear Montel, Yours truly,

Capitalize the pronoun *I*.

EXAMPLE Before lunch, I think I will walk the dog.

Exercise 1: Underline any letters that should be capitalized but are not.

1. my brother came home.
2. Tomorrow i will leave early.
3. did you see Fiona today?
4. i was in your history class last year.
5. on the first day of school, i met a very nice girl.

TEACHER'S SIGN: _____

Proper Nouns

- ✚ Capitalize the names of persons and animals.
persons: Michael Jordan **animals:** Wishbone, Flipper
- ✚ Capitalize geographical names.
continents: Africa, Asia **countries:** Finland, Peru, Italy
cities, towns states: Chicago, Tokyo, Nevada
bodies of water: Lake Erie, Red River
- ✚ Capitalize the names of special events, holidays, and calendar items.
 Summer Olympics, Tuesday, August
- ✚ Capitalize the names of nationalities, races, and peoples.
 Navajo African American Italian Hispanic
- ✚ Capitalize the names of religions and their followers, holy days and celebrations, sacred writings, and specific deities.
 Islam, Quran, Allah

Exercise 2: In the following sentences, underline each letter that should be capitalized but is not.

1. The short story was set in japan.
2. Sara took some beautiful photographs at Lake tahoe.
3. Jane traveled through europe last summer.
4. Would you like to go to the movies this friday?
5. My sister and I were born at jeddah hospital.
6. She will be moving to london in february.
7. Our teacher, who is asian american, is fluent in Korean, Japanese, and English.
8. The muslims fast during the holy month of ramadan.
9. Have you read the entire quran?
10. The woman explained her belief in allah.

TEACHER'S SIGN: _____

Abbreviations:

- + Most abbreviations are capitalized.
- + Capitalize abbreviations that come before and after personal names.
Examples: Mr., Ms., Mrs., Dr.
- + Capitalize abbreviations used in addresses.
Examples: Ave., St., Apt., P.O. Box
- + Capitalize abbreviations of geographical names.
Examples: USA UK NM
- + Some abbreviations, especially those for measurements, are not capitalized.
EXAMPLES etc., e.g., vol., chap., in., lb, tsp, yd, cc, ml, mm

Exercise 3: Underline the letter that should be capitalized but is not.

1. The address was p.o. box 32, Green Bay.
2. We went with mrs. Sara to the Art Museum.
3. dr. Mark is my dentist.
4. mr. Adam plays basketball for his university.
5. I live in the state of ca. (California).
6. My cousin moved to usa.

TEACHER'S SIGN: _____

Ch 12: Punctuation: End Marks, Commas**End Marks:**

- ✚ Use a period at the end of a statement (a declarative sentence).
- ✚ Use a question mark at the end of a question (an interrogative sentence).
- ✚ Use an exclamation point at the end of an exclamation (an exclamatory sentence).
- ✚ Use either a period or an exclamation point at the end of a request or a command (an imperative sentence).

Exercise 1: Insert periods, question marks, and exclamation points where they belong in the following sentences.

1. Leslie's mother collects driftwood ____
2. What a cute kitten that is ____
3. Have you seen my shell collection ____
4. What a colorful collection it is ____
5. Please don't drop it ____
6. When does the bus come ____
7. What a great game that was ____
8. I don't understand the assignment ____

TEACHER'S SIGN: _____

Commas

- ✚ Use commas to separate items in a series.
- ✚ Use commas to separate two or more adjectives that come before a noun.
words in a series: Our parrot talks, whistles, and sings.
WORD GROUPS IN A SERIES: Every day I uncover the cage, pour the seed, and change the water.
- ✚ Use a comma before *and*, *but*, *for*, *nor*, *or*, *so*, or *yet* when it joins independent clauses in a compound sentence.
example Bicycle helmets are important, for they protect us.

EXERCISE 5: Insert commas where they are needed in the following sentences.

1. Tracy made her bed hung up her clothes and took out the trash.
2. The plane stops at Chicago Atlanta and Miami.
3. Do you live near the school the park or the factory?
4. Mrs. Olson Mr. Ginsburg and Dr. Pratt spoke at the assembly.
5. Bicycle safety is important so learn the rules.
6. Drivers can't always see you but you can usually see them.
7. Pilar owns a helmet yet she sometimes forgets to take it.
8. Are you going to carry it or will you wear it?

TEACHER'S SIGN: _____

Conventional uses:

✚ Use commas in certain conventional situations.

(1) Use commas to separate items in dates and addresses.

Examples: My grandmother was born on February 21, 1930, in Dayton, Ohio. Her first home was at 652 Deerfield Lane, Dayton, Ohio, ten miles from where she currently lives.

(2) Use a comma after the salutation of a personal letter and after the closing of any letter.

Examples: Dear Aunt Leilani, Dear Oscar,
Your nephew, sincerely yours,

EXERCISE 7: Insert commas where they are needed in the following items.

1. December 14 1999, is the day Thomas was born.
2. Her aunt moved to Dallas Texas on February 4 2001.
3. They arrived in New York City on November 4 1985.
4. Dear Uncle Luis
5. Yours truly
6. Sincerely yours

TEACHER'S SIGN: _____

CHAPTER 13: PUNCTUATION

UNDERLINING (ITALICS), QUOTATION MARKS, APOSTROPHES, HYPHENS

Apostrophes with Possessives

- ✚ To form the possessive case of a singular noun, add an apostrophe and an s.
Examples: *a child's wagon, Robert's coat, the kitten's food.*
- ✚ To form the possessive case of a plural noun that does not end in s, add an apostrophe and an s.
Examples: *the children's toys, women's hats, the mice's cage.*
- ✚ To form the possessive case of a plural noun ending in s, add only the apostrophe.
Examples: *two cats' tracks, the campers' tent, three days' vacation*

Exercise 1: Rewrite each of the following expressions by using the possessive case. Be sure to add apostrophes where they are needed.

1. Children books were interesting. _____
2. Mona coat is lost. _____
3. Ducks nests were destroyed. _____
4. Women cars are new. _____
5. Child doll is broken. _____
6. Students bags are heavy. _____
7. Mr. Smith cats are in the backyard. _____
8. The birds cages had been left open. _____

TEACHER'S SIGN: _____

Possessive Pronouns

✚ Do not use an apostrophe with possessive personal pronouns.
Examples: *His* tacos are not as spicy as *hers*. Are those *our* sleeping bags or *theirs*?

✚ To form the possessive case of many indefinite pronouns, add an apostrophe and an s.
Examples: *anybody's* coat *someone's* umbrella *one's* choice

Exercise 2: If the underlined pronoun is correct, write C on the line provided. If the pronoun is incorrect, write the correct form of the pronoun.

_____ 1. Is that soccer ball our's?

_____ 2. Frank's handwriting is not as easy to read as her's.

_____ 3. Which picture would you rather see, Paula's or his?

_____ 4. Our offensive line is stronger than their's.

_____ 5. Yes, that glove is mine.

TEACHER'S SIGN: _____

Apostrophes in Contractions

✚ Use an apostrophe to show where letters, numerals, or words have been left out in a contraction.

Examples: *they are—they're I have—I've where is—
where's let us—let's do not—don't of the clock—o'clock
you are—you're cannot—can't was not—wasn't*

✚ Do not confuse contractions with possessive pronouns.

Exercise 3: Write the correct contractions for the underlined words.

_____ 1. I am reading a biography of Gabriela Mistral.

_____ 2. Was not she a poet from Latin America?

_____ 3. She is also known for her teaching.

_____ 4. Max did not know she had won a Nobel Prize.

_____ 5. Let us read her poems to the class.

_____ 6. What a fine poem you have chosen!

_____ 7. I cannot tell from this far away.

_____ 8. If we are not ready, the others will wait.

TEACHER'S SIGN: _____

CHAPTER 14: Spelling**Prefixes**

When adding a prefix to a word, do not change the spelling of the word itself.

EXAMPLES: mis+ trust = **mistrust**

Dis+ satisfied+ **dissatisfied**

un +named= **unnamed**

re+ assure+ **reassure**

Exercise 1: Combine each of the following prefixes and words to create a new word. Spell the new word correctly on the line provided.

1. il + logical= _____

2. mis + spell= _____

3. over + react= _____

4. re + evaluate = _____

5. pre + view = _____

6. un + natural = _____

7. im + measurable = _____

8. dis + interest = _____

TEACHER'S SIGN: _____

Suffix

1-Adding *-ness* and *-ly*

✚ When adding the suffix *-ness* or *-ly* to a word, do not change the spelling of the word itself.

Examples *quick*+ *ness*= **quickness** *careful*+ *ly*= **carefully**

✚ **EXCEPTIONS** For most words that end in *y*, change the *y* to *i* before adding *-ly* or *-ness*.

✚ *sleepy*+ *ly*= **sleepily** *steady*+ *ness*= **steadiness**

Exercise 2: Combine each of the following words and suffixes to create a new word on the line provided.

1. slow + ness = _____

2. quick + ly = _____

3. perfect + ly = _____

4. sad + ness = _____

5. friend + ly = _____

6. silly + ness = _____

7. loud + ness = _____

8. sudden + ly = _____

TEACHER'S SIGN: _____

2-Adding Suffixes to Words Ending in Silent e

- ✚ Drop the final silent *e* before adding a suffix that begins with a vowel.

Examples *make + ing = making* *sincere + ity = sincerity*

- ✚ **Exceptions** Keep the silent *e* in words ending in *ce* and *ge* before adding a suffix beginning with *a* or *o*.

trace + able = traceable *courage + ous = courageous*

- ✚ Keep the final silent *e* before adding a suffix that begins with a consonant.

Examples *instinctive + ly = instinctively* *state + ment = statement*

- ✚ **Exceptions** *argue + ment = argument* *true + ly = truly*

Exercise 3: Combine each of the following words and suffixes to create a new word on the line provided.

1. love + less = _____

2. spite + ful = _____

3. grudge + ing = _____

4. true + ly = _____

5. drive + er = _____

6. live + ing = _____

7. state + ly = _____

8. outrage + ous = _____

9. inflate + ed = _____

10. state + ment = _____

3-Adding Suffixes to Words Ending in y

- ✚ For words that end in a consonant plus *y*, change the *y* to *i* before adding a suffix.

Examples *easy + er = easier* *dry + est = driest*

- ✚ **Exceptions** Keep the *y* if the suffix begins with an *i*.

fry + ing = frying *marry + ing = marrying*

- ✚ Keep the *y* if the word ends in a vowel plus *y*.

Examples: *play + ed = played* *prey + ing = preying*

- ✚ **Exceptions:** *say + ed = said* *day + ly = daily*

TEACHER'S SIGN: _____

Exercise 4: Combine each of the following words and suffixes to create a new word on the line provided.

1. play + ed = _____

2. marry + ed = _____

3. play + ing = _____

4. spy + ing = _____

5. day + ly = _____

6. try + ed = _____

7. pretty + ness = _____

8. stay + ed = _____

4-Doubling Final Consonants When Adding Suffixes

✚ Double the final consonant before adding *-ing*, *-ed*, *-er*, or *-est* to a one-syllable word that ends in a single vowel followed by a single consonant.

Examples trim + ing = **trimming** pat + ed = **patted**

• mad + er = **madder** sad + est = **saddest**

✚ When a one-syllable word ends in two vowels followed by a single consonant, do not double the consonant before adding *-ing*, *-ed*, *-er*, or *-est*.

Examples: read + ing = **reading** pool + ed = **pooled**

Exercise 5: Combine each of the following words and suffixes to create a new word on the line provided.

1. speak + er = _____

2. bug + ed = _____

3. slim + ing = _____

4. sit + er = _____

5. swim + ing = _____

6. red + est = _____

TEACHER'S SIGN: _____

5- Forming the Plurals of Nouns A

1) Follow these rules for spelling the plurals of nouns:

To form the plurals of most nouns, add *s*.

Examples friend—friends piñata—piñatas sneeze—sneezes
Clark—Clarks

2) Form the plurals of nouns ending in *s*, *x*, *z*, *ch*, or *sh* by adding *es*.

Examples fax-faxes brush-brushes perch-perches Ruiz-Ruizes

Exercise 6: Write the plural of each of the following words on the line provided.

1. apple = _____

2. wax = _____

3. car = _____

4. boss = _____

5. sock = _____

6. beach = _____

7. splash = _____

8. snooze = _____

TEACHER'S SIGN: _____

Forming the Plurals of Nouns B

1. (3) Form the plurals of nouns that end in a consonant plus y by changing the y to i and adding *es*.

EXAMPLES

singular	worry	army	pony
plural	worries	armies	ponies

1. (4) Form the plurals of nouns that end in a vowel plus y by adding *s*.

EXAMPLES

singular	key	attorney	ray
plural	keys	attorneys	rays

1. (5) Form the plurals of nouns that end in a vowel plus o by adding *s*.

EXAMPLES

singular	patio	video	zoo
plural	patios	videos	zoos

1. (6) Form the plurals of nouns that end in a consonant plus o by adding *es*.

EXAMPLES:

singular	echo	potato	hero
plural	echoes	potatoes	heroes

1

EXERCISE 7: Write the plural of each of the following words on the line provided.

1. navy = _____

2. boy = _____

3. kangaroo = _____

4. potato = _____

5. antihero = _____

6. story = _____

7. tornado = _____

8. rodeo = _____

TEACHER'S SIGN: _____

Forming the Plurals of Nouns C

1. (7) The plurals of a few nouns are formed in irregular ways.

EXAMPLES

singular	tooth	goose	child	mouse
plural	teeth	geese	children	mice

2. (8) Some nouns are the same in the singular and in the plural.

EXAMPLES

trout	deer	aircraft	Chinese	sheep	fish
-------	------	----------	---------	-------	------

EXERCISE 8: Write the plural of each of the following words.

1. reindeer = _____

2. child = _____

3. species = _____

4. foot = _____

5. tax = _____

6. fish = _____

7. spacecraft = _____

8. Vietnamese = _____

9. man = _____

10. mouse = _____

TEACHER'S SIGN: _____

Ch15: Correcting Common Errors

Section 1: DIRECTIONS In each of the following sentences, a word group is underlined. Using the rules of formal, standard English, choose the answer that most clearly expresses the meaning of the sentence. If there is no error, choose A.

EXAMPLE 1. The fish smelled badly, so we didn't buy any.

- (A) smelled badly
- (B) smells badly
- (C) smelled bad
- (D) smelling bad

1. Roz and I caught fireflies in a jar.

- (A) I caught
- (B) me caught
- (C) I caught
- (D) me caught

2. Fun hiking in the wilderness preserves.

- (A) Fun hiking in the wilderness preserves.
- (B) While having fun hiking in the wilderness preserves.
- (C) Hiking in the wilderness preserves was fun.
- (D) Have had fun hiking in the wilderness preserves.

3. The election resulted in a runoff between he and I.

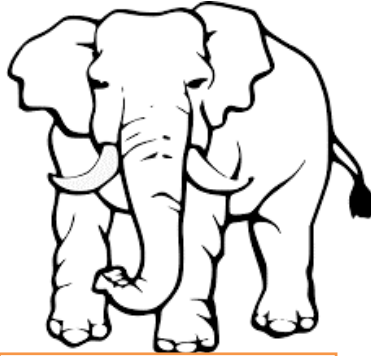
- (A) he and I
- (B) him and me
- (C) him and I
- (D) he and me

TEACHER'S SIGN: _____

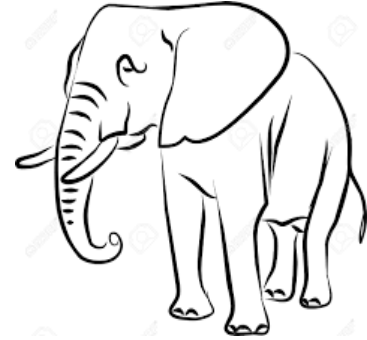
Section2: DIRECTIONS Read the paragraph below. For each of the numbered blanks, select the word or word group that best completes the sentence.

Example: Two species of elephant (1) today: the African elephant and the Asian elephant.

1. (A) does exist
(B) exists
(C) have been existing
(D) exist



Asian elephant



African elephant

Each of these species has (1) own unique features; for example, the African elephant has (2) ears and tusks than the Asian elephant does. Although different in some ways, both species of elephant (3) strong, intelligent, and social. Both have poor sight and are colorblind but can smell and hear quite (4). Elephants can detect the scent of (5) human who is over a mile away. (6) hearing is so good that they can communicate over distances of more than two miles, using sounds (7) any that humans can hear. Unfortunately, human population growth, farming, industry, and illegal hunting (8) a decline in the elephant population. For instance, poachers have killed thousands of African elephants for their ivory tusks; in fact, from 1979 to the early 1990s, the number of elephants in Africa. (9) from 1,300,000 to fewer than 600,000. (10) protect elephants, the trade of ivory was outlawed worldwide in 1989.

1. (A) it
(B) its'
(C) it's
(D) its

2. (A) larger
(B) more larger
(C) the more larger
(D) the most largest

3. (A) they are
(B) are
(C) are being
(D) is

4. (A) well
(B) good
(C) better
(D) best

TEACHER'S SIGN: _____

- 5 .(A) a
(B) an
(C) the
(D) this

- 6 .(A) They're
(B) There
(C) Their
(D) They

- 7 .(A) more lower than
(B) lower than
(C) more low then
(D) lower then

- 8 .(A) will have caused
(B) causes
(C) are causing
(D) is cause

- 9 .(A) shrinks
(B) shrank
(C) shrinked
(D) is shrinking

- 10 .(A) 2
(B) Too
(C) Two
(D) To

Section3: directions: Each of the following sentences contains an underlined word or word group. Choose the answer that shows the correct capitalization, punctuation, and spelling of the underlined part. If there is no error, choose answer D (Correct as is).

1. I wonder what the capital of Spain is?

- (A) capital of Spain is.
(B) capitol of Spain is.
(C) capitol of Spain is?
(D) Correct as is

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2 .The mouses' nest may be in the garage.

- (A) mouses
- (B) mices
- (C) mice's
- (D) Correct as is

3. Felix, you've been a naughty kitten this passed week!

- (A) passed weak
- (B) past weak
- (C) past week
- (D) Correct as is

4. The Kalahari Desert is in southern Africa.

- (A) Kalahari Dessert
- (B) kalahari desert
- (C) Kalahari desert
- (D) Correct as is

5. "Its snowing," observed Mrs. Daniels.

- (A) "It's snowwing",
- (B) "It's snowing",
- (C) Its snowing,
- (D) Correct as is

TEACHER'S SIGN: _____



TEACHER'S SIGN: _____