The
Power Drill
Grammar Book
The Power Drill Grammar Book

By John & Alison Kooistra

Illustrations by Cynthia DiSimone
Introduction

What makes the Power Drill Grammar Book unique?
It's fun. It's practical. The sample sentences are in step with modern times, and the grammar is a good mix of old school and modern theory. Most importantly, the Power Drills are focussed on students' primary needs -- error correction of their speech and writing in the formal register, and expansion of their range of expression.

Grammar instruction is important, but it is not the primary factor in the development of literacy skills. Most well-spoken, well-educated university graduates would have difficulty simply naming the parts of speech, and yet these students have an implicit and accurate grasp of thousands of complex grammar rules. Similarly, five-year-olds who can communicate effectively with their parents already have an implicit and accurate grasp of hundreds of grammatical concepts which neither they nor their parents could give a name to.

Many grammar drill books in actual fact do very little to aid students in the comprehension and enjoyment of their native or second language. These books focus too often on the naming of parts, and too often they offer confusing definitions. A classic example is the confident definition of the verb as "the word that describes the action in a sentence." This definition leaves out verbs such as BE and HAVE, and also leaves out most of the complexities of auxiliary verbs.

A way around these problems is to follow these precepts:

1. Use grammar terminology only when it is necessary.
2. Use this terminology accurately, and always keep it as simple as possible.
3. Focus grammar drills on practical problems relating to formal correctness, or the kind of error correction that will augment success rates in students' academic careers.
4. Always, make the drills as interesting and enjoyable as possible. Grammar should be the most enjoyable, not the least enjoyable, of your subjects.
5. Finally, keep in mind that the most important factor in the development of writing skills -- even more important than exercises of the kind found in this book -- is the amount of reading your students do. Teachers should, above all, be interested in increasing the number of occasions in which they may immerse (but not drown!) their students in the pure joys of reading and writing.

A few suggestions to teachers:

1. Several exercises in the Power Drill book ask students to write yes or no in the blanks beside sentences. For fun, use substitute phrases or pictures. For "yes", students could draw happy faces, or use whatever terms are currently popular ("cool", "awesome", etc.). For "No": a sad face, or "uncool", etc.

2. Relate as many lessons to the students’ own lives as you can. Use names and examples from their immediate community.

3. Have students work on their answers in teams. Each team passes their work to another team to be marked, while you announce the correct answers. This gives immediate feedback, helps the students to teach each other, saves you a load of marking, and makes a bit of fun.

4. Each unit has a "Grammar Games" lesson which focuses on fun and challenges. Take a lead from these lessons (9, 19, etc.), and incorporate other fun activities into the earlier drills, or apply the same games, such as “I Spy,” “Crazy Sentences,” and “Guess the Adverb.”
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UNIT ONE

Lesson 1 -- Sentences

How do people talk to each other?
We shout, we mumble, we grunt, we grumble.
Sometimes we use one word, like "no" or "yes" or "maybe".
Usually, though, we use full sentences.

Most sentences are groups of words that tell us something.
They usually have three parts: a beginning, a verb, and an ending.

(beginning) (verb) (ending)

(a) Amber walked to the mall.
(b) She bought a mood ring.
(c) Her mother is the President of the United States.

Write Yes before each line that is a complete sentence.
Write No before each line that is not a complete sentence.

____________ 1. Jason likes to play soccer.
____________ 2. Tiffany's favorite video game.
____________ 3. You walked to the mall with Amber.
____________ 4. my CD player.
____________ 5. Let's play with.
____________ 6. Dana has a little sister.
____________ 7. Dogs can be scary.

Take one line from the above list that is not a whole sentence.
Now, make a whole sentence out of it.
For example, "my CD player" is not a sentence, but it could be at the beginning of a whole sentence or at the end of one.
"My CD player is broken." "I love my CD player."

(a) _____________________________________________________________________________
UNIT ONE

Lesson 2 -- Verbs

(a) A verb is usually a word that shows **action**. It shows what someone or something **does**.
(b) A verb can also show what someone or something **is**.
(c) A verb can also show what someone or something **has**.

Some verbs show **action**:
- buy, fight, run, play, eat, comb, sing, act, laugh....

Some verbs show what someone or something **is**:
- am, are, is, equals, looks like....

Some verbs show what someone or something **has**:
- has, have, owns, possess....

Find the verbs in the following sentences. Draw a circle around each verb.

1. You only comb your hair on picture day!

2. Ziggy bought a calculator for math class.

3. Anna sings along with her favorite radio station.

4. Poppy has five pairs of shoes.

5. Denise owns a Collector’s Beanie Baby.

6. Zoe eats pizza every Friday night.

7. I am a bit sad today.

8. That cloud looks like my Aunt Selma.

Now, make your own sentence using an **action** verb:

1. ____________________________________________________________________________ .

Make your own sentence using a verb showing what someone or something **is**:

2. ____________________________________________________________________________ .

Make your own sentence using a verb showing what someone or something **has**:

3. ____________________________________________________________________________ .
Lesson 3 -- Verbs

Use each of these verbs in a sentence. Draw a circle around each verb.

fight run play eat comb sing laugh
am, are, is equals looks like
has, have own

Example: (Use fight, fights, or fought)
Donny fights with his brothers about what to watch on television.

1. (Use run, runs, or ran):

2. (Use play, plays, or played):

3. (Use eat, eats, or ate):

4. (comb, combs, or combed):

5. (sing, sings, or sang):

6. (am, are, is, was, or were):

7. (equal, equals, or equalled):

8. (look like, looks like, or looked like):

9. (has, have, or had):

10. (own, owns, or owned):

The past. Sentences can describe yesterday, or last week, or last year.

The present time. Sentences can describe something about today, or right now.

The future. Sentences can describe tomorrow, or next week, or next year.

We change the verbs in our sentences to show the past, the present and the future. Here are two charts showing a few of the changes we can make.

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>was</td>
<td>am</td>
</tr>
<tr>
<td>You (one person)</td>
<td>were</td>
<td>are</td>
</tr>
<tr>
<td>She (or He, or It)</td>
<td>was</td>
<td>is</td>
</tr>
<tr>
<td>We, You (plural), They</td>
<td>were</td>
<td>are</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>had</td>
<td>have</td>
</tr>
<tr>
<td>You (one person)</td>
<td>had</td>
<td>have</td>
</tr>
<tr>
<td>She (or He, or It)</td>
<td>had</td>
<td>has</td>
</tr>
<tr>
<td>We, You (plural), They</td>
<td>had</td>
<td>have</td>
</tr>
</tbody>
</table>

A. Finish these sentences about yourself, using the verb have.

1. When I was little, ____________________________________________________________.

2. Today, ____________________________________________________________________.

3. When I grow up, ______________________________________________________________.

B. Finish these sentences about yourself, using the verb be.

1. Yesterday, I _________________________________________________________________.

2. Today, ____________________________________________________________________.

3. Tomorrow, I _________________________________________________________________.
UNIT ONE


The past. Sentences can describe what happened yesterday, or last week, or last year.

The present time. Sentences can describe what is happening today, or right now.

The future. Sentences can describe what will happen tomorrow, or next week, or next year.

We change the verbs in our sentences to show the past, the present and the future. This little chart shows a few of the changes we can make.

<table>
<thead>
<tr>
<th>Past</th>
<th>Present (two forms)</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>liked</td>
<td>(I) like, (He/She/It) likes</td>
<td>will like</td>
</tr>
<tr>
<td>bought</td>
<td>(I) buy, (He/She/It) buys</td>
<td>will buy</td>
</tr>
<tr>
<td>looked</td>
<td>(I) look, (He/She/It) looks</td>
<td>will look</td>
</tr>
<tr>
<td>combed</td>
<td>(I) comb, (He/She/It) combs</td>
<td>will comb</td>
</tr>
<tr>
<td>ate</td>
<td>(I) eat, (He/She/It) eats</td>
<td>will eat</td>
</tr>
<tr>
<td>played</td>
<td>(I) play, (He/She/It) plays</td>
<td>will play</td>
</tr>
</tbody>
</table>

A. Finish these sentences about yourself, using the verb like.

1. When I was little, _____________________________________________________________.

2. Today, _______________________________________________________________________.

3. When I grow up, ______________________________________________________________. 

B. Finish these sentences about a friend (or brother, or sister), using the verb like.

1. When he/she was little, ________________________________________________________.

2. Today, _______________________________________________________________________.

3. When he/she grows up, _______________________________________________________.

C. Finish these sentences about yourself, using the verb play.

1. When I was little, ______________________________________________________________.

2. Today, ________________________________________________________________________.

3. When I grow up, ______________________________________________________________.
UNIT ONE


Past. Sentences can describe what happened yesterday, last week, or last year.
Present. Sentences can describe what is happening today, or right now.
Future. Sentences can describe what will happen tomorrow, or next week, or next year.

Teacher: divide your students into small groups.

1. (a) Each student in the group will describe one funny thing that happened yesterday. (b) Each one of you will write the sentence you liked best in the space below. You can write down the sentence you made up, or someone else's sentence. (c) Each student will underline the verb.

(Example: Yesterday, I spilled orange juice on the cat.)

Yesterday, ______________________________________________________________________

2. Each student in the group will describe one scary thing that happened last week. Next, write the sentence you liked best in the space below, and underline the verb.

(Example: Last week, my neighbor’s dog chased me down the street.)

Last week, _____________________________________________________________________

3. Each student in the group will describe one interesting thing that happens every day. Then, write the sentence you liked best in the space below, and underline the verb.

(Example: Every day, my brother makes a goofy face in the mirror.)

Every day, ___________________________________________________________________

4. Each student in the group will describe one bad thing that happens every day. Then, write the sentence you liked best in the space below. Underline the verb.

(Example: Every day, I wake up way too early.)

Every day, ___________________________________________________________________

5. Each student in the group will describe one fun thing they will definitely do next weekend. Then, write the sentence you liked best in the space below. Underline the verb(s).

(Example: Next weekend, I will go camping with my family.)

Next weekend, __________________________________________________________________
UNIT ONE

Lesson 6 -- Capital Letters

Name: ____________________________________
Date:   ____________________________________

Small letters:      a  b   c  d   e  f   g   h   i  j  k   l   m  n   o   p  q   r   s   t  u   v   w   x   y   z

When do we use capital letters?
(a) The first word in every sentence begins with a capital letter.
(b) The word “I” is a capital letter. (Example: My father says that I watch too much TV.)
(c) The names of people and pets begin with capital letters.
(d) The names of stores and businesses begin with capital letters (like the companies that make clothes, movies, music, cars, and so on).

A. Write down the names of three people that you know. Write their first names and their last names, and underline the capital letters.
Example: Moesha Clark
1. ___________________________________________
2. ___________________________________________
3. ___________________________________________
Use one of these names in a sentence. (Example: Moesha Clark is my best friend.)
4. _______________________________________________________________________________

B. Write down the names of three pets that you know about. They can be your own pets, or pets that you know from TV shows, or your friends' pets. (Don't forget to use capital letters, or you might hurt the pets' feelings!)
1. ___________________________________________
2. ___________________________________________
3. ___________________________________________
Use one of these names in a sentence.
4. _______________________________________________________________________________

C. Write down the names of three companies that you know about. These companies can make clothes, cars, perfume, running shoes, food, and so on.
1. ___________________________________________
2. ___________________________________________
3. ___________________________________________
Use one of these names in a sentence.
4. _______________________________________________________________________________
Think of two examples for each category.

1. (a) days, (b) months, (c) holidays
   (a) Examples of days: **Wednesday** and **Friday**.

   ____________________________________ __________________________________

   (b) Examples of months: **August** and **February**.

   ____________________________________ __________________________________

   (c) Examples of holidays: **Hallowe’en** and **Thanksgiving**.

   ____________________________________ __________________________________

2. Titles of respect
   For example: **Princess Diana**, **Judge Judy**, **Mr. Knowles**, and **Senator Brown**.

   ____________________________________ __________________________________

3. Names (a) of people (b) of places (c) of groups (like teams or companies or bands)
   (a) Examples of names: **Martha**, **Pedro**, and **Sandra**.

   ____________________________________ __________________________________

   (b) Examples of places: **Tallahassee**, the **Epcot Center**, **Pizza Palace**, and **Jamaica**.

   ____________________________________ __________________________________

   (c) Examples of teams, companies, bands: **Chicago Bears**, **Pepsi-Cola**, and **The Beatles**.

   ____________________________________ __________________________________
UNIT ONE

Lesson 8 -- Capital Letters

The names of special places begin with capital letters. Special places include the names of countries, states or provinces, cities, rivers, baseball stadiums, hockey arenas, movie theaters, malls and schools.

Add two names to each list.

Mexico, United States, Canada.

1. _________________________________ 2. _________________________________

California, Florida, Ohio, North Dakota, Ontario, Alberta, Quebec.

1. _________________________________ 2. _________________________________

Chicago, Los Angeles, Toronto.

1. _________________________________ 2. _________________________________

Mississippi River, Niagara River.

1. _________________________________ 2. _________________________________

Yankee Stadium, Wrigley Field, Madison Square Garden.

1. _________________________________ 2. _________________________________

The Roxy Theater, Cineplex Odeon.

1. _________________________________ 2. _________________________________

Fairview Mall, The Galleria, Bloomingdales.

1. _________________________________ 2. _________________________________

Washington Public School, J. A. Macdonald High School.

1. _________________________________ 2. _________________________________
UNIT ONE

Lesson 9 -- The Grammar Games!

1. “I Spy....”
Take turns. Nine students in the class have a chance to name something in the class that begins with a capital letter (name of student, name of shoe, name of teacher). The student has to say, “I see a person or a thing that begins with the letter _____.” Everyone in the class has to guess what the answer is and then write each new word in the blanks below.

____________________________________
____________________________________
____________________________________

2. “I Spied....”
Eight students in the class have a chance to name a show they saw last week on TV. Each student has to say, “Last week, I saw a TV show that begins with the letter _______. “ Everyone in the class has to guess what the answer is and then write each new word in the blanks below.

____________________________________
____________________________________
____________________________________
____________________________________

3. “I Will Spy....”
Eight students in the class have a chance to name a video or a video game which they will watch or play sometime next week. Each student has to say, “Next week, I will watch a video (or play a video game) that begins with the letter _______. “ Everyone in the class has to guess what the answer is and then write each new word in the blanks below.

____________________________________
____________________________________
____________________________________
____________________________________

[Note to teacher: you should repeat this game, with variations, for other grammatical items: e.g., spy the noun, etc.]
A. Write Yes before each line that is a complete sentence. Write No before each line that is not a complete sentence. Also, draw a circle around the verb in each sentence.

1. Tiffany likes to.
2. Jason's favorite video game is Pod Racer.
3. wrecked my video game controller.
4. Conchita enjoys chocolate.
5. Very big dogs with big teeth can do.

B. Circle the correct form of the verb in each sentence.

1. Yesterday, Jorge ran / runs / will run all the way home.
2. Next weekend, Tonya sang / sings / will sing her favorite song at the karaoke party.
3. Most of the time, Jackson looks like / is looking like / will look like his older brother.
4. Every time you add them up, 75 plus 75 equalled / is equalling / equals 150.
5. Last year, Albert ate / eats / will eat a chocolate bar for lunch every single day.
6. This coming year, Albert ate / eats / will eat a granola bar for lunch every single day.

C. Write down the names of three movie or television stars. Write their first names and their last names, and underline the capital letters.

Example: Will Smith
1. __________________________
2. __________________________
3. __________________________

D. Fun Bonus. Write your names backwards (remember to use capital letters properly). If your name is “Gord Parsons”, you will write it as “Drog Snosrap”.

_____________________________________________________

What does your new name make you think of?
What kind of character would “Drog Snosrap” play in a movie?
Most sentences are groups of words that tell us something. Other sentences are questions — groups of words that ask us something. Many questions begin with verbs such as Do, Does, Did, Is, Are, Have, Will. The answers to these questions usually start with a simple Yes or No.

A. Draw a happy face before each line that is a question. Draw a sad face before each line that is not really a whole question.

   1. Does Jason like to play football?  
   2. Is Pokémon Tiffany's favorite video game?  
   3. Did you visit the?  
   4. Does Rashid love his CD player?  
   5. A sound card on your computer?  
   6. Your favorite team last year the Yankees?  
   7. Will Moesha make the basketball team?

B. Answer two of the good, whole questions above with whole sentences. Start your sentences with “Yes” or “No”.

Example. Question: Will Moesha make the basketball team?  
Answer: Yes, Moesha will definitely make the team.

1.  
2.  

C. Take two lines from the above list that are not whole questions. Now, fix them. Turn them into complete questions.

3.  
4.
Most sentences are groups of words that TELL us something. Other sentences are **questions** — groups of words that ASK us something. Many questions begin with words such as

**Why**  **When**  **Where**  **Who**  **How**

The answers to these questions give us information.

**A.** Draw a happy face before each line that is a question. Draw a sad face before each line that is not really a whole question.

1. Where does Mario?
2. Why is Pokémon the game that Tiffany?
3. How did you get to the mall yesterday?
4. When did Rashid buy his DVD player?
5. Who bought a sound card for her computer?
6. When did the Yankees?
7. How well did Moesha play during the practice?

**B.** Answer two of the questions with whole sentences.

Example. Question:  How well did Moesha play during the practice?
Answer:  Moesha played some very good basketball.

1. _______________________________________________________________________________
2. _______________________________________________________________________________

**C.** Take two lines from the above list that are not whole questions. Now, fix them. Turn them into complete questions.

3. _______________________________________________________________________________
4. _______________________________________________________________________________
What is a noun? The word “noun” is like the word “name”.

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

Jakamo bought a huge television in Dallas.

Jakamo is the name of a person.

Television is the name of a thing.

Dallas is the name of a place.

A. Put a line under the noun in each sentence.
   At the end of each sentence, write person, place, or thing.

Example:
My skates are way too small.        thing

1. Jeremy is very noisy. ____________
   person

2. Yellowstone Park is really beautiful. ____________
   place

3. Where is Canada located? ____________
   place

4. The VCR isn’t working right now. ____________
   thing

5. Lateesha dances very well. ____________
   person

6. The pizza is late. ____________
   thing

7. That car is truly powerful. ____________
   thing

8. Will Tyrone play next week? ____________
   thing

B. Now make up three sentences of your own using a different kind of noun each time:

1. ____________________________________________________________.        person

2. ____________________________________________________________.        place

3. ____________________________________________________________.        thing
A noun is a word that names a person, place, or thing.

A. All of the sentences below have more than one noun. Draw a line under each noun.

1. Dad is making eggs for lunch.
2. Ms. Lansdowne marks the students’ homework.
3. Joe downloaded this game from the Internet.
4. Brittany and Brooklyn are shopping for new shoes.
5. Many bands come from Seattle.
6. Mr. Tachito owns a sporty red car.
7. My grandpa is going to take me to the big game.
8. Mrs. Pewters likes to eat fries with gravy.
9. Alex is climbing the tree behind her house.
10. My mom wants to buy me new clothes for school.

B. Make up two of your own sentences using at least one word from each of the three lists below. You get extra points if you can use more than one word from each list.

Persons: Kareem, Jody, Kevin, Lisa, Maria, mother, father, people, student....
Places: New York, Seattle, California, park, school, mall, record store....
Things: jeans, dog, wallet, watch, skateboard, roller blades, purse, earrings....

Example: Kareem lost his wallet in New York.

Your sentences: 1. ______________________________________________________________
2. ____________________________________________________________________________
A pronoun is a word that is used in the place of a noun.

This paragraph does not have any pronouns in it.

Tony practices on Tony's guitar every day. Tony's mother told Tony that Tony is getting very good. Tony wants to play in Tony's father's rock band next year.

This new version is better because it uses pronouns.

Tony practices on his guitar every day. His mother told him that he is getting very good. He wants to play in his father's rock band next year.

There are many kinds of pronouns. These are the ones we use the most.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Row #1</td>
<td>Row #2</td>
</tr>
<tr>
<td>1. I, you, she, he, it</td>
<td>we, you, they</td>
</tr>
<tr>
<td>2. me, you, her, him, it</td>
<td>us, you, them</td>
</tr>
<tr>
<td>3. my, your, her, his, its</td>
<td>our, your, their</td>
</tr>
<tr>
<td>4. mine, yours, hers, his</td>
<td>ours, yours, theirs</td>
</tr>
</tbody>
</table>

Row #1 gives pronouns that usually begin sentences, and Row #2 gives pronouns that usually come after the verb. Rows #3 and #4 list pronouns that describe a connection (my mother) or ownership (my bike).

A. Write your own sentences using two pronouns each time.

For example: Dana had to give it back to her sister.

1. A sentence using two of I, he, me, him.

2. A sentence using two of she, he, her, him.

3. A sentence using two of you, they, it, us.

4. A sentence using two of we, it, your, their.

5. A sentence using two of hers, I, them, our.

6. A sentence using two of my, theirs, mine, you.
UNIT TWO

Lesson 16 — Commas for Times and Dates

A time or a date is made up of different parts:

- The time of day: 8:00 p.m.
- The name of the day: Friday
- Name of the month and date number: October 31 (sometimes you don't need the number)
- The year: 2001

You can use all of these parts when you describe a date, or you can use just one or two of them. Always follow the order that you see above — time, day, month, year. When you use a date in your sentences, always put a comma between each part.

For example: Franco is having a party that starts at 8:00 p.m., Friday, October 31, 2001.

A. Put commas where they belong.

1. Independence Day comes on Tuesday July 4 this year.
2. What were you doing on Wednesday December 30?
3. George Washington was born on February 22 1732.
5. My computer shows the date as Saturday January 1 1900.
6. My calendar shows the date as Saturday January 1 2000.
7. Jay's parents were married on Tuesday August 26 1979.
8. There is going to be a school assembly at 9:30 a.m. Friday June 2.
9. The first day humans walked on the moon was July 20 1969.
10. The last time my family and I went on a vacation was in July 1999.

Can you remember the best day of your life? Fill in the following sentence, and put commas in the right places.

___________________   __________________________   ________ was the best day of my life!

(day of the week) (month & date number) (year)

— p.m. means “12:01 at noon until 12:00 midnight.”
— a.m. means “12:01 in the morning until 12:00 noon.”
UNIT TWO

Lesson 17 — Commas and Addresses

When you use an address in a sentence, you may use all these different parts:

- The apartment or unit number: Apt. 82 {or Unit 61}
- The street number (two parts): 1123 Bartman Street
- Name of the city: North Park
- Name of the state or province: Colorado
- Country: United States

You can use all of these parts when you describe an address, or you can use just one or two of them. Always follow the order that you see above — apartment or unit number (if necessary), street number, city, state or province, country. In sentences, always put a comma between each part.

A. Put commas where they belong.

1. My older sister goes to university in Lincoln, Nebraska.

2. Marie used to live in Versailles, France.

3. Eric’s mom just landed a job in Calgary, Alberta, Canada.

4. Have you ever been to Disneyworld, Orlando, Florida?

5. Satish is moving to 24 Goldfish Crescent, Nome, Alaska.

6. The best restaurant in Texas is The Steakhouse, 212 Norton Street, Laredo.

7. Do you know anyone from Vancouver, Canada?


9. My uncle lives in Unit 10-D, 46 Appletree Lane, Butte, Montana.

10. The President’s brother lives at 22 Delaware Street, Washington, D.C.

Now, write down your full address in a sentence. Be sure to include the number of your apartment or house and the names of your street, city, and state or province. Add the zip code or postal code if you can remember it. Don’t forget the commas!

I live at _____________________________________________________________________
Commas are needed to separate three or more items in a series.*

For example:
The four seasons are Spring, Summer, Autumn, and Winter.
“Early to bed and early to rise makes someone healthy, wealthy, and wise.”

A. Put commas where they are needed.

1. This blanket is big, fluffy, and warm.
2. Billy-Bob, Bubba-Joe, and Buddy-Boy are the names of my brothers.
3. Professional ballerinas must be graceful, agile, and flexible.
4. Professional football players must be strong, tough, and fast.
5. School teaches much more than Reading, Writing, and Arithmetic.
6. My mother’s hair is long, thick, and brown.
7. Phil’s three favorite teams are the Blue Jays, the Cowboys, and the Lakers.
8. We won’t be in town on the Thursday, Friday, and Saturday of next week.

B. Make your own sentences.
   Name 3 or 4 things that you **own**.

For example: I own a coat, a boat, a hat, and a cat.

1. ________________________________________________________________.

   Now name 3 or 4 words that **describe** you.

For example: I am little, smart, fast, and tough.

2. ________________________________________________________________.

*Note to teachers: it is also entirely acceptable to omit the final comma in the list.
A. Draw a picture of Foo-Foo the poodle shouting: “Bark bark bark? Bark bark bark?” Beside him is an empty bowl. The cupboard is empty. The Dog Chow box is in the garbage can.

Is Foo-Foo asking questions? What is he trying to say? Make two guesses.

1. ____________________________________________________________________________

2. ____________________________________________________________________________

B. Look at the three lists of nouns below (the same lists from Lesson 14).

Now – make a giant sentence, using as many words from the three lists as you can. If you can make one giant sentence using ALL OF THE NOUNS on ALL THREE LISTS, you’re a champion! Remember to use commas to separate three or more items in a series.

**Persons:** Kareem, Jody, Kevin, Lisa, Maria, mother, father, people, student....

**Places:** New York, Seattle, California, park, school, mall, record store....

**Things:** jeans, dog, wallet, watch, skateboard, roller blades, purse, earrings....

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________
UNIT TWO

Lesson 20 — Review

A. Write “Fair!” beside the questions that are whole sentences, and write “Foul!” beside
the questions that are not whole sentences. Also, underline all the nouns (the words
that name people, places, and things.

Example. _____ Fair! _____ Does Tyra like to play _baseball_?

1. Does Jason like to play football?
2. Is Pokémon a?
3. Did Margarita visit Grampa at the senior citizens’ home?
4. Does Rashida love music?
5. Will Tyrone’s hit land inside the?
6. A new screen-saver for your computer?

B. Take one line from the above list that is not a whole question.
Now, fix it by adding words to the beginning or to the end.

1. ______________________________________________________________________________

C. Finish the following sentences with a list of three (or more) people, places, and things.
Remember to use commas!

1. I am friends with ______________________________________________________________
   ______________________________________________________________________________.

2. Some places I like to visit are _____________________________________________________
   ______________________________________________________________________________.

3. I would like to buy ______________________________________________________________
   ______________________________________________________________________________.

D. Write one long sentence inviting people to a party at your place. Give the exact time
and the exact address. Remember to put in commas where they belong.

_________________________________________________________________________________
_________________________________________________________________________________.
A noun is a word that names a person, place, or thing.
A singular noun is a word that names one person, place, or thing.
Plural nouns are words that name two or more persons, places, or things.

A. Usually, all you have to do is add an s to turn a singular noun into a plural noun.

1. airplane___ 4. book___ 7. friend___
2. cat___ 5. sister___ 8. donut___
3. cake___ 6. game___ 9. mall___

As a class, think of six more nouns that need an s to become plural:
1. ____________________ 3. ____________________ 5. ____________________
2. ____________________ 4. ____________________ 6. ____________________

B. For singular nouns that end in s, ss, sh, ch, x, and z, add es to make them plural.

1. bus______ 4. dress______ 7. box______
2. pass______ 5. batch______ 8. fax______
3. dish______ 6. church______ 9. buzz______

As a class, think of three more:
1. ____________________ 2. ____________________ 3. ____________________

C. Next, there is a small list of “rebel” singular nouns that follow a completely different rule. To make them plural, you have to change the spelling. Do you know the plural form for any of these nouns? Your teacher will ask you to spell it out loud, so the rest of you can copy it.

1. man >> _____________ 4. candy >> _____________ 7. tooth >> _____________
2. woman >> _____________ 5. half >> _____________ 8. goose >> _____________
3. mouse >> _____________ 6. foot >> _____________ 9. child >> _____________

D. Finally, there are a few nouns that don't change their spelling at all.

Fish, moose, and sheep are three examples.

There is one dish, and two dishes, but one fish and two fish, although some little kids say “fishies”.
One peep, and two peeps, but one sheep, two sheep, or a thousand sheep!
One goose, two geese; one papoose, two papooses; but not two meese or mooses! Just moose!
Lesson 22 — Singular Nouns and Ownership

Apostrophes (pronounced, “a-PAW-stra-fees”).

A noun is a word that names a person, place, or thing. A singular noun is a word that names one person, place, or thing. To make a singular noun show possession, ownership, or relationship, add an apostrophe and an s.

Jimmy >> Jimmy’s Jimmy’s skateboard lost a wheel. (ownership)
Jimmy’s arm is broken.
Jimmy’s mother is upset. (relationship)

boy >> boy’s That boy’s brother is my friend.
girl >> girl’s That poor girl’s computer caught a bad virus.
church >> church’s Only my church’s bells were ringing.

A. Change the singular nouns to show ownership by adding ‘s.

1. child_____ 7. supermodel_____ 13. flower____
2. toy_____ 8. sandal_____ 14. doctor_____ 
3. house_____ 9. goose_____ 15. teddy bear____
4. cookie_____ 10. father_____ 16. knee____
5. woman____ 11. foot_____ 17. girl____ 
6. guy_____ 12. neighbor_____ 18. teacher____

B. Take four of the singular possessive nouns above, and make sentences out of them. For fun, try to use a second noun from the list in your sentences.

Examples: The supermodel’s cookie was crumbly. The teacher’s goose was in the oven.

1. _____________________________________________.
2. _____________________________________________.
3. _____________________________________________.
4. _____________________________________________.


APOSTROPHES (pronounced, “a-PAW-stra-fees”).

A noun is a word that names a person, place, or thing. Plural nouns are words that name two or more persons, places, or things. To make most plural nouns show possession, ownership, or relationship, add an apostrophe after the s.

boys >> boys' The boys' all-star team won the championship.
girls >> girls' The girls' computers all got viruses.
church >> churches' All the churches' bells were ringing.

Some plural nouns do not end in an s. Examples: men, women, children, sheep. In these cases, do the same thing that you did for singular nouns — add an apostrophe and an s.

men >> men's The men's basketball team lost last night.
women >> women's The women's basketball team beat them.
sheep >> sheep's The sheep's owner looked like one of his sheep.

A. Change the plural nouns to show ownership by adding an ’ or an ’s.

1. children____ 7. supermodels____
2. toys____ 8. sandals____
3. houses____ 9. geese____
4. cookies____ 10. parents____
5. women____ 11. feet____
6. boys____ 12. neighbors____
13. flowers____
14. doctors____
15. teddy bears____
16. knees____
17. girls____
18. teachers____

B. Take four of the plural possessive nouns above and make sentences out of them.

1. _____________________________________________________________________________.
2. _____________________________________________________________________________.
3. _____________________________________________________________________________.
4. _____________________________________________________________________________.
Lesson 24 — Pronouns Showing Ownership, Relationship

A pronoun is a word used in place of a noun. There are many kinds of pronouns. These are the ones we use the most.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I</td>
<td>we</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>she</td>
<td>they</td>
</tr>
<tr>
<td>he</td>
<td>we</td>
</tr>
<tr>
<td>it</td>
<td>you</td>
</tr>
<tr>
<td>2. me</td>
<td>us</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>her</td>
<td>them</td>
</tr>
<tr>
<td>him</td>
<td>us</td>
</tr>
<tr>
<td>it</td>
<td>them</td>
</tr>
<tr>
<td>3. my</td>
<td>our</td>
</tr>
<tr>
<td>your</td>
<td>your</td>
</tr>
<tr>
<td>her</td>
<td>theirs</td>
</tr>
<tr>
<td>his</td>
<td>our</td>
</tr>
<tr>
<td>its</td>
<td>yours</td>
</tr>
<tr>
<td>4. mine</td>
<td>theirs</td>
</tr>
<tr>
<td>yours</td>
<td>theirs</td>
</tr>
<tr>
<td>hers</td>
<td>theirs</td>
</tr>
<tr>
<td>his</td>
<td>theirs</td>
</tr>
<tr>
<td>its</td>
<td>theirs</td>
</tr>
</tbody>
</table>

Row 3 lists pronouns that describe a relationship (his mother) or ownership (his bike). The word **his** replaces a word like Deion's or Mary's. Row 4 also lists pronouns that describe a relationship or ownership, but these pronouns are used in a different way. They come after the verb.

Examples:
- That is *my* bike. *That bike is mine.* (NOT, “That is mine bike.”)
- That is *her* locker. *That locker is hers.* (NOT, “That is hers locker.”)

A. Replace each pair of sentences with two sentences using a pronoun. Each pair of sentences says the same thing, but in a different way.

Examples:
1. Those are Tamatha's shoes. Those shoes are Tamatha's.
   (a) Those are *her* shoes. (b) Those shoes are *hers*.

   1. That is Joey's Walkman. That Walkman is Joey's.
      (a) _______________________________ . (b) ________________________________ .

   2. The party was Halle's idea. The idea for the party was Halle's.
      (a) _______________________________ . (b) ________________________________ .

B. Fill in the blanks with the correct pronouns.

1. That skateboard belongs to you.
   (a) That is ___________ skateboard. (b) That skateboard is ____________.

2. That basketball belongs to those guys over there.
   (a) That is ____________ basketball. (b) That basketball is ______________.
A pronoun is a word used in place of a noun. A few pronouns we haven't studied yet are:

- someone, somebody
- anyone, anybody
- no one, nobody

**Someone** means basically the same thing as **somebody**, **anyone** means the same thing as **anybody**, and **no one** means the same thing as **nobody**.

These pronouns describe people whose names we don't know, or even people who are not there.

A. Change each sentence by using **someone, somebody, anyone, anybody, no one, or nobody.**

Example: I hope a player on our team scores soon.

   >> I hope **someone** on our team scores soon.

1. A person left her sunglasses in the cloakroom.

   >> ____________________________________________.

2. Not one student in this room knows my secret identity.

   >> ____________________________________________.

3. Does a single person on this team know how to pass?

   >> ____________________________________________?

B. Change each sentence by using **someone's, somebody's, anyone's, anybody's, no one's, or nobody's.**

   Example: A person's shoes are still in the room.

   >> Somebody's shoes are still in the room.

1. That's not one person's business but my own.

   >> ____________________________________________.

2. It's a tough job, but a person's got to do it.

   >> ____________________________________________.

3. Harvey can hack into any person's computer.

   >> ____________________________________________.
A. Read the following paragraph. A blank space follows every noun that should be replaced by a pronoun from the list below. Put the correct pronoun into each blank.

**PRONOUNS to use:** they, no one’s/nobody’s, them, you, him, your, their, it, my

One summer, Billy and Annika made an obstacle course in (Billy and Annika’s) ______ yard. (Billy and Annika) _______ invited all (Billy and Annika’s) _______ friends to come over and play with (Billy and Annika) _______. First (the kids) _______ all jumped over a lawn chair. Next, (the kids) _______ ran through a maze drawn with chalk on the driveway. (The kids’) _______ last challenge was to throw a basketball through the net without it touching the rim. (Not one of the kids’) _______ shot made it in smoothly except for Billy’s.

“A perfect swish! I’m the winner!” Billy rejoiced. “What’s (Billy’s — he is talking about himself) _______ prize?”

“Well, what would (Billy) _______ like?” the other kids asked.

“I want all of (the other kids’) _______ candy!”

“We’re not going to give you ALL of (the candy) _______!”

“Why don’t we give (Billy) _______ half of our candy,” Annika suggested to the others. “Then let’s play again.”

B. Write the correct pronoun from the list below into each blank in the following paragraph.

**PRONOUNS to use:** it, someone/somebody, mine, you, my, her

“Thank _______ for coming to _______ birthday party,” Tammy said to _______ guests. “I hope _____________ brought a cake because _______ little brother just knocked [my cake] _______ off the table, and ____ fell onto the carpet.”
Lesson 27 — Capital Letters:  

Movie Titles, Book Titles, Story Titles

Begin the first word and all important words in the titles of movies and books with a capital letter. Do not use capital letters for words such as the, a, an, of, in, by, and, for, at, to, under, with — unless one of them is the first word in the title.

For example: Snow White and the Seven Dwarfs

A. Rewrite the following movie titles using capital letters.

the wizard of oz

batman returns

how the grinch stole christmas

star wars: return of the jedi

B. Now, write down the names of four of your favorite movies:

1. 

2. 

3. 

4. 

C. Rewrite the following book titles using capital letters.

Example: Charlie and the Chocolate Factory

anne of green gables

wonderbaby and the flying bathroom

the wind in the willows

the magic schoolbus

pippi longstocking

D. Now, write down the names of four of your favorite books:

1. 

2. 

3. 

4. 


Lesson 28 — Commas

Use a comma to set off the name of a person when you name that person directly in a sentence. Sometimes a comma has to be used before and after the name.

"Jennifer, when did you decide to become a scientist?"
"When did you decide to become a scientist, Jennifer?"
"When did you decide, Jennifer, to become a scientist?"

We also need to put commas after the words **Oh, Well, Yes, and No** when they are the first words in a sentence.

"Oh, I can't remember."
"Well, that's a long story."
"Yes, I would like a swimming pool filled with bubbles."
"No, I don't think so."

A. Put the comma where it belongs in the following sentences.

1. Freddy do you know where I put my pen?

2. Well did you look behind your chair?

3. Yes and it isn’t there.

4. I’ll bet you tucked it behind your ear again Sally and then forgot about it.

5. No I don’t think I did that this time.

6. Well maybe you should check.

7. Fine Freddy I will.

8. Oh there it is!

9. Thank you Freddy.

10. You’re welcome Sally.

B. Think of something that you would like someone in this class to do. It can be funny or serious. Now, write the sentence in the space below.

Example: Tony, could you please give our teacher a detention?

1. _____________________________________________
Lesson 29 — Revenge of The Grammar Games!

Make funny sentences using the lists below.

For example, The ___NOUN (Person)___ VERB ___PRONOUN___ ADJECTIVE NOUN (Thing)___.

Could become: The __girl__ chewed __her__ smelly __toes__.

Or: The __detective__ kicked __his__ hairy __computer__.

*Feel free to add your own adjectives, nouns, pronouns and verbs to these lists!*

<table>
<thead>
<tr>
<th>ADJECTIVES</th>
<th>NOUNS</th>
<th>PRONOUNS</th>
<th>VERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>yummy</td>
<td>girl</td>
<td>her</td>
<td>chew</td>
</tr>
<tr>
<td>smelly</td>
<td>boy</td>
<td>hers</td>
<td>drink</td>
</tr>
<tr>
<td>pretty</td>
<td>angel</td>
<td>his</td>
<td>marry</td>
</tr>
<tr>
<td>silly</td>
<td>soldier</td>
<td>him</td>
<td>buy</td>
</tr>
<tr>
<td>hairy</td>
<td>mother</td>
<td>it</td>
<td>pull</td>
</tr>
<tr>
<td>sticky</td>
<td>alien</td>
<td>its</td>
<td>kick</td>
</tr>
<tr>
<td>strange</td>
<td>detective</td>
<td>its</td>
<td>push</td>
</tr>
<tr>
<td>small</td>
<td>fairy</td>
<td>computer</td>
<td>tickle</td>
</tr>
<tr>
<td>cute</td>
<td>princess</td>
<td>tutu</td>
<td>annoy</td>
</tr>
<tr>
<td>gross</td>
<td>father</td>
<td>pumpkin</td>
<td>watch</td>
</tr>
<tr>
<td>weird</td>
<td>president</td>
<td>ankle</td>
<td></td>
</tr>
<tr>
<td>cool</td>
<td>teacher</td>
<td>television</td>
<td></td>
</tr>
</tbody>
</table>

1. You _____________ the _____________ ____________.

<table>
<thead>
<tr>
<th>VERB</th>
<th>ADJECTIVE</th>
<th>NOUN</th>
</tr>
</thead>
</table>

2. The _____________ has a _____________ ____________.

<table>
<thead>
<tr>
<th>NOUN</th>
<th>ADJECTIVE</th>
<th>NOUN (Thing)</th>
</tr>
</thead>
</table>

3. I want to _____________ that _____________ ____________.

<table>
<thead>
<tr>
<th>VERB</th>
<th>ADJECTIVE</th>
<th>NOUN</th>
</tr>
</thead>
</table>

4. That _____________ is so _____________, I’d like to _____________ ____________.

<table>
<thead>
<tr>
<th>NOUN</th>
<th>ADJECTIVE</th>
<th>VERB</th>
<th>PRONOUN</th>
</tr>
</thead>
</table>

5. Once upon a time there was a _____________ who wanted to _____________ all

of the _____________ ____________ in the kingdom.

<table>
<thead>
<tr>
<th>NOUN (Person)</th>
<th>VERB</th>
<th>ADJECTIVE</th>
<th>NOUN (Thing)</th>
</tr>
</thead>
</table>

6. I know a _____________ who would like ____________ ____________ to be ____________.

<table>
<thead>
<tr>
<th>NOUN (Person)</th>
<th>PRONOUN</th>
<th>NOUN (Thing)</th>
<th>ADJECTIVE</th>
</tr>
</thead>
</table>
UNIT THREE

Lesson 30 — Review

A. Some of the nouns in these sentences need to be turned into plurals, and some of the nouns need to have an ‘s or an s’ added to them to show possession or relationship. Write the corrected sentence under the one with mistakes.

Example: My mother sister owns ten cat.

My mother’s sister owns ten cats.

1. Jimmy team won two trophy in the last tournament.

_________________________________________________________________________________

2. Both of my older sister own dog.

_________________________________________________________________________________

3. The children favorite movie are “Lion King” and “101 Dalmations”.

_________________________________________________________________________________

4. All of his friend bike have bell that ring loudly.

_________________________________________________________________________________

B. Replace each pair of sentences with two sentences using a pronoun. Each pair of sentences says the same thing, but in a different way.

Examples: 1. That is Timmy’s Walkman. That Walkman is Timmy’s.

(a) That is his Walkman. (b) That Walkman is his.

1. Those are Amy's books. Those books are Amy's.

(a) _______________________________ . (b) ________________________________ .

2. Playing Sega was those guys’ idea. The idea to play Sega was all those guys’.

(a) _______________________________ . (b) ________________________________ .

C. Fill in the blanks with the correct pronouns.

1. That frisbee belongs to you.

(a) That is _____________ frisbee. (b) That frisbee is ________________.

2. “The world belongs to us, Igor!”

(a)”This is _________ world, Igor!” (b) “The world is _________ , Igor!”
UNIT FOUR

Lesson 31 — Verbs

(a) A verb usually shows action. It shows what someone or something does.
(b) A verb can also show what someone or something is.
(c) A verb can also show what someone or something has.

Some verbs showing action: buy, fight, run, play, eat, comb, sing, act, laugh.

Some verbs showing what someone or something is: am, are, is, equals, looks like.

Some verbs showing what someone or something has: has, have, own, possess.

The verb part of a sentence can be one word.
It can also be two or more words, and is usually called a verb phrase.

One word. Jackie likes ice cream. She is very happy.
Tawanda played Nintendo for two hours.

Two words: Jackie is eating some ice cream right now.
(“verb phrase”) Tawanda was playing Nintendo at 9 o’clock last night.
Buster will have his new Macintosh by tomorrow night.

A. Draw lines under the verbs in the following sentences.

1. Mateo knows me better than anyone else.
2. Cecily is Harvey’s youngest sister.
3. I am eating a peanut butter and jelly sandwich.
4. Samantha looks very pretty in her new outfit.
5. Bert was talking during class.
6. Bruce learned a new language during his trip to China.
7. Eduardo is planning a surprise party for his father’s 40th birthday.

B. Make up your own sentences using two-word verb phrases
   Example: I am thinking about my new puppy.

1. (Use “was eating”) _________________________________________________.
2. (Use “is playing”) _________________________________________________.
3. (Use “will see”) _________________________________________________.

31
The verb part of a sentence can be one word. It can also be two or more words, and is usually called a verb phrase.

Two words: Jackie has eaten lots of ice cream in her life. Mr. Jones had been a pilot for two years (before he became a teacher).

Three words: Tawanda has been surfing the Internet since she was seven. Maria had been working at two jobs before she caught a flu. Buster will be testing his new Macintosh tomorrow night.

A. Identify the verb phrases by underlining them.

1. We will be swimming in the neighbor’s pool at around four o’clock.
2. Suzie has been preparing food for the picnic all morning.
3. Jesse has been bungee-jumping for a couple of years.
4. Mark will travel to Africa next year.
5. The Thompson twins have been spying on us all summer.
6. Danielle has downloaded three games from the Internet in the last week.

B. Make up sentences using the two-word and three-word verb phrases below.

1. will find 3. had seen 5. had been sitting
2. have been trying 4. will be leaving 6. has skipped

1. ________________________________________________________________________________.
2. ________________________________________________________________________________.
3. ________________________________________________________________________________.
4. ________________________________________________________________________________.
5. ________________________________________________________________________________.
6. ________________________________________________________________________________.
An adjective is a word that describes a noun or pronoun.
Adjectives can describe size, weight, age, color, motion, beauty, intelligence and many other qualities.

big, small, heavy, light, black, red, spotted, speedy, slow, American, beautiful, smart.

Adjectives can be used in different parts of a sentence.

My cat is big.
My big cat's name is Bigglesworth.

Big Bigglesworth likes to eat big bowls of cat chow!

A. Draw a line under each adjective in the sentences below.
   For example: The new girl seems shy.

1. Eli’s blue backpack is heavy.
2. The donuts in the cafeteria are yucky.
3. Janine’s brother is cute!
4. Tomorrow is supposed to be breezy, sunny, and warm.
5. Spotted leopards can be seen in beautiful Africa.
6. Téa hopes to buy a short, plaid, green and red kilt.
7. Dolphins are intelligent.
8. Serena’s dad is a tall, quick, and excellent basketball player.
9. Justine’s Canadian cousin is a wild and crazy dancer.

B. For the following sentences, rearrange the adjectives from each jumbled group in front of the noun. Compare your list to those of other students. Whose list sounds just right?

Example. Look at the (white, little, pretty) flower.
   Look at the pretty, little, white flower.

1. Aviva’s new kitten is (furry, soft, cuddly, cute) ________________________ and ____________.
2. My cousin lives in a (orange, small, ugly) _______________________________ house.
Lesson 34 — Verbs and Adjectives

A verb is a word that shows action, being, and having. An adjective is a word that describes a noun or a pronoun.

A. Find the verbs and adjectives in the following sentences. Draw a circle around each verb. Draw a line under each adjective.

1. Keisha dances in shiny, red shoes.
2. Jorge has curly, black hair.
3. Apples are sweet and crunchy.
4. Kelsey is kind as well as pretty.
5. Amelia always wears her soft, blue dress to church.
6. In Autumn, the leaves change to red and yellow before they fall from the trees.
7. This morning, Bob combed his clean, tangled hair and washed his dirty face.
8. At breakfast, he poured cold juice into his porridge and warm milk into his cup.
9. He watered his dry lawn and fed his hungry dog.
10. As Bob tripped over Fluffy the cat, he wished he had never left the safety of his soft, cozy bed.

B. Now, look around the room. Describe five things. Underline the adjectives you use to describe what you see, and circle the verbs.

For example: There is a tall, blond kid in front of me.

1. 
2. 
3. 
4. 
5.
Lesson 35 — Adverbs: Describing
When, Where, How

An adjective is a word that describes a noun or a pronoun. Adjectives describe size, weight, age, color, motion, beauty, intelligence and many other qualities.

Other words, called **adverbs**, are also used to describe things. Adverbs describe the **time** when something happens, the **place** where something happens, **how** something happens, and **why** something happens.

First, let's look at words that answer **when**, **where**, and **how**.

**When** >> yesterday, today, tomorrow, now, later . . .
**Where** >> here, there, east, west, north, south, backward, forward, home, away . . .
**How** >> slowly, quickly, lazily, happily, quietly . . .

Answer the following questions (or commands) with words from the lists above. Use whole sentences.

For example: When did you go to the concert? 
**We went to the concert yesterday.**

1. When will you get a DVD player?

2. Where do most students go after school?

3. Describe how a turtle walks.

4. Describe how a rabbit runs.

5. When are you going to clean your room?

6. In which direction is Mexico from the United States border?

7. In which direction is Canada from the United States border?

8. How do you do your homework?

9. Where are you?

10. Where is your teacher?
Adjectives describe nouns and pronouns.  

**Adverbs describe everything else.** The most important jobs for adverbs are to describe when, where, how, and why something happens. Adverbs can be single words.

**When** >> yesterday, today, tomorrow, now, later. . .

**Where** >> here, there, east, west, north, south, backward, forward, home, away. . .

**How** >> slowly, quickly, lazily, happily, quietly. . .

Adverbs can also be groups of words.

**When** >> at 5 o'clock; in a little while; two days ago; next week; right now. . .

**Where** >> in my backyard; at the mall; under your chair; in California. . .

**How # 1 describes how something is happening**
>> in a hurry; at a slow pace; in a very lazy way; with a happy smile. . .

**How # 2 describes how someone travels somewhere**
>> by bus; in his mother's car; by plane; by walking. . .

**Why** >> because he wanted to buy some candy; because he wanted to get rich. . .

A. Make up a question for each answer.

Examples:
1. Because he wanted to buy a can of pop.  
   Why did Terry go to the store?  
2. At 7 o'clock.  
   When did Mariah start the concert?

1. By train.
   ____________________________________________________________________________?

2. Next door to me.
   ____________________________________________________________________________?

3. Because he likes the color green.
   ____________________________________________________________________________?

4. In a hurry.
   ____________________________________________________________________________?

5. On foot.
   ____________________________________________________________________________?

6. Because we’re friends.
   ____________________________________________________________________________?

7. A year from now.
   ____________________________________________________________________________?

8. Because the turtle kept on walking while the rabbit took a nap.
   ____________________________________________________________________________?
Contractions are two words joined together with a letter or letters left out. Put an apostrophe { ' } wherever the letters have been left out. In all of these examples, the letter o was taken out and replaced with an apostrophe.

is not >> isn't  are not >> aren't
was not >> wasn't  were not >> weren't
does not >> doesn't  do not >> don't
has not >> hasn't  have not >> haven't

had not >> hadn't  did not >> didn’t

A. Fill in the blanks with the right contraction.

1. “Where is your dad? ____________ he supposed to pick us up here at 7?”
2. “Just standing here waiting right now ___________ very fun.”
3. “Maybe he's got a good excuse for being late. We __________ know what has happened.”
4. “Yeah, right. Maybe he __________ know what time it is.”
5. “No, I mean, what if we __________ waiting in the right place?”
6. “If you want to worry about unlikely things, you had better hope he __________ forgotten how to drive!”
7. “And I really hope he __________ just forget about us!”

B. In groups, make up sentences using the list of contractions from above. Choose the four sentences that you like the best, and write them down.

For example: Mallory didn’t go to the North Pole yesterday.
Bryan doesn’t keep elephants in his fridge.

1. ________________________________________________________________________________.
2. ________________________________________________________________________________.
3. ________________________________________________________________________________.
4. ________________________________________________________________________________.
Contractions are two words joined together with a letter or letters left out. Put an apostrophe { ' } wherever the letters have been left out.

I am >> I’m
you are >> you’re
we are >> we’re
they are >> they’re
I have >> I’ve
you have >> you’ve
we have >> we’ve
they have >> they’ve
he is, she is, it is >> he’s, she’s, it’s
he has, she has, it has >> he’s, she’s, it’s *(same contraction)*

A. Fill in the blanks with the right contraction.

My first day at school, the teacher, Ms. Fabrice, called me Mabel.
“Sorry,” I said. “_______ not Mabel. _______ the one in the red shirt.”
The teacher said, “Oh, then you must be Erica. _______ supposed to be in the next room with Mr. Mankey. _______ a very good teacher.”
Well, I took one look at the students in Mr. Mankey’s class and went right back to Ms. Fabrice’s class.
“_________ got to be kidding me,” I said to her. “But even if you are kidding me, _______ not very funny. The kids in Mr. Mankey’s class are way younger than me, and _______ even got their mothers with them.”
Ms. Fabrice said, “But _______ Erica, right? Erica Van Mueller?”
“No, _______ mistaken. _______ Erica Keeler.”
“Oh! _______ sorry, Erica. _______ in the right class, then. I guess _______ both started the year on the wrong foot. I hope we can ignore this beginning and start fresh.”

B. Make up three sentences of your own, using the contractions from the lists at the top of the page.

For example: No, I’m not Batman.
He’s in my kitchen, eating bat food.

1. ________________________________________________________________.
2. ________________________________________________________________.
3. ________________________________________________________________.
4. ________________________________________________________________.
UNIT FOUR

Lesson 39 — The Grammar Games!

CROSSWORD PUZZLE

A. Find the verbs in the following sentences, then write them into their corresponding boxes.

Across 6. I ate gummy worms for lunch.
A7. Robert kicked Jamie on the shin.
A9. Delilah is a liar.

Down 4. Francesca paints frescoes.
D5. Amy had a fun day.
D8. Pam earned ten dollars today.

B. Find the adjectives in the following sentences, then write them into their boxes.

A4. Zoe’s dress was a peach color.
A13. This closet is dark.
A16. Mr. Meir’s house is creepy.

D1. That hill is very steep!
D14. Last week was rainy.
D15. I don’t want to eat with a bent spoon!

C. Find the adverbs in the following sentences, then write them into their boxes.

A10. See the polar bears walk north.

D2. I said I’d do it later!
D3. Lola saw him yesterday.
D12. Please step forward.
UNIT FOUR

Lesson 40 — Review

A. Verbs and adjectives. Find the verbs and adjectives in the following sentences. Draw a circle around each verb or verb phrase. Draw a line under each adjective.

1. Jackson always wears his new, gray, suit to church.
2. Manny has straight, black hair, but his sister Amy has curly, red hair.
3. While Bob was washing the dirty dishes, Tommy was looking for a dry towel.
4. Keisha’s friend will be dancing in her shiny, pointed, silver shoes.
5. That new computer is fast, light, and colorful.

B. Adverbs that answer why, when, where, and how. Make up a question for each answer.

Examples:  
(a) Because he wanted to buy a new CD.
   Why did Rufus go to the music store?
(b) At 5 o’clock.
   When does that new cartoon start?

1. In his room.
   ________________________________________?

2. Because that’s her favorite group
   ________________________________________?

3. By plane
   ________________________________________?

4. Slowly
   ________________________________________?

5. Tomorrow
   ________________________________________?

C. Write these sentences over again, changing each contraction into two separate words.

Example: You’re my best friend, and she’s your sister’s best friend.
You are my best friend, and she is your sister’s best friend.

1. I’m not going to her house tonight, because she’s in Kansas City.
   ________________________________________.

2. They haven’t won many games this year; they’ve had a lot of injuries.
   ________________________________________.

3. We’ve got to get there by 7 o’clock, or else they won’t let us in.
   ________________________________________.
Most sentences are groups of words that tell us something. Other sentences are questions — groups of words that ask us something.

Exclamations show strong feeling, such as excitement, surprise, warning, or anger. An exclamation can be a word, a group of words or a whole sentence. Exclamations are always followed by exclamation points.

A. Show the difference between questions, exclamations, and ordinary sentences. Put a period, a question mark, or an exclamation point at the end of each line.

1. Watch out for that tree
2. I'm falling asleep
3. Heather screamed loudly, “That is so amazing “
4. Why are you bothering me
5. Hey, you — get off of my lawn
6. Where have all the flowers gone
7. They've moved to the United States from Canada
8. The man shouted, “That is incredible “
9. Wow

B. Can you think of three things that show strong feeling? Make three sentences that are exclamations!

1. ________________________________________________________________________________!
2. ________________________________________________________________________________!
3. ________________________________________________________________________________!
UNIT FIVE

Lesson 42 — Paragraphs and Capital Letters

We usually use sentences when we talk or write to each other. When we speak or write a lot of sentences in a row, we try to group our sentences into paragraphs. A paragraph is a group of sentences about one topic.

A. Read the following paragraph.

Dear Kelly:

Can you believe that it’s already been a week since we left Camp Linguino?! It feels like we were there only yesterday. Do you remember the time our group hiked out to Lake Parleton? I didn’t think it was possible for water to be so cold in the middle of summer! There was a good part, though — when you stepped on that frog in your bare feet and jumped about a mile into the air screaming your head off! I never laughed so hard before in my life! Then when we had lunch you found three fat bugs stuck in the mayonnaise in your sandwich! That whole trip was so funny. I’m definitely going back next year. I hope you’ll be there, too!

Your friend,

Jennifer Schadenfreude

P.S. I hope that rash you got from the poison ivy is clearing up!

B. The next paragraph is written well, but the writer forgot to use capital letters! Draw a circle around each word that should be a capital.

Dear Jennifer:

Thank you for your letter. The rash is getting better but it’s still very itchy and the mosquito bites make it worse. Unfortunately, I don’t remember that trip to Lake Parleton as clearly as you do. I remember the cold water, the frog, the bugs in my sandwich, and the walk our group went on through the valley after lunch. However, everything got kind of blurry after I got hit on the head by a falling rock. Please write to me again and tell me about everything that happened after my accident. I hope we had fun — but even if we did, I don’t think I’ll be coming back to Camp Linguino. It seems to bring me bad luck.

Your friend,

Kelly Blackett
A paragraph is a group of sentences about one topic.

A. Read the following paragraph.

My best friend Fredrika and I have lived on the same street for our whole lives. She was my first friend outside of my own family. I met her when I was only two years old. We’ve changed a lot since then, but our friendship is the same, and I hope it never changes. Fredrika is pretty, smart, and fun to be with. I feel lucky that we’re friends.

B. Now, write your own paragraph. Write about a friend of yours, and explain why you like to be around him or her. Or, write about your mother, father, grandparents, or other family members. Describe their good qualities. Then, after school, show your paragraph to that person.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
Lesson 44 — Writing Paragraphs

A. Write your own short paragraph about a trip to the beach, or a trip to the mall, or a trip to visit a friend. There should be at least five sentences in your paragraph, but you can write even more sentences. Just make sure that all your sentences are on the same topic.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

B. Now, your teacher will mark the parts that need to be changed. Write down the new version in the space below, using the corrections your teacher has suggested.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

__________________________________________________________________________________
Lesson 45 — Usage:  I / me

The word I usually comes at the beginning of sentences, when you tell someone about what you did or what you are doing. The word me usually comes later, when you tell what someone else did to you or for you. You never start a sentence with me.

Wrong >> Me am going to a movie tonight.
Right    >> I am going to a movie tonight.

Wrong >> My mother helped I with my homework.
Right    >> My mother helped me with my homework.

If you add another person to each sentence, put I and me after the other person’s name.

Very Wrong! >> Me and Joey are going to a movie tonight.
Wrong >> I and Joey are going to a movie tonight.
Right, Good! >> Joey and I are going to a movie tonight.

Very Wrong! >> My mother helped I and Gloria with our homework.
Wrong >> My mother helped me and Gloria with our homework.
Right, Good! >> My mother helped Gloria and me with our homework.

Fill in each blank with either I or me.

1. Alexis and _____ have tickets to the Quacktreat Toys concert!
2. Grandpa took Danny and _____ to SeaWorld last weekend.
3. Trini and _____ never get to use the remote control when Dad’s in the room.
4. Cindy and _____ went to have our pictures taken together.
5. Mrs. Horvath taught Reuben and _____ in the first grade.
6. Do you want to come to the arcade with Pete and _____?
7. Harry and _____ share the same birthday.
8. Mr. Palmer gave Adam and _____ five dollars each to mow his lawn.
9. Suzie and _____ were at camp in July.
Lesson 46 — Quotations

Someone speaks out loud. You hear that person, and write her exact words on a piece of paper.

Harriet asked, “Are we lost in these dark woods?”

That is called a direct quotation. To show those are Harriet's exact words, you put quotation marks at the beginning and the end of her sentence.

You can also tell what Harriet said without using her exact words.

Harriet asked if we were lost in the dark woods.

That is called an indirect quotation. You do not need to use quotation marks.

Write D.Q. before each sentence that contains a direct quotation.
Write I.Q. before each sentence that contains an indirect quotation.

1. “Can I come in? What are you doing in there?” asked Tammy’s younger brother, Johnny.
2. “Don’t tell him we’re watching TV,” Tammy whispered to her friend, Jocelyn.
3. Jocelyn wanted to know why not.
4. Tammy explained that she wasn’t allowed to watch television after 9:00 p.m.
5. “If my brother tells on us, we’ll be in big trouble,” she added.
6. “Go away!” the two girls yelled. “Leave us alone!”
7. “You’re mean!” said Johnny, and left.
8. His mother noticed that he looked sad, and asked him what had happened.
9. Once Johnny had finished telling her, she said she would go talk to the girls about their behavior.
10. When she opened the door to Tammy’s room and saw that the television was on, she said: “Tammy, you’re grounded!”
Lesson 47 — Quotations

(a) Quotation marks always come in pairs. One comes at the beginning of a direct quotation, and the other comes at the end.

(b) A direct quotation contains the speaker's exact words. Notice the periods, commas, question marks and exclamation points in the following direct quotations. You must put them inside the quotation marks.

(c) The first letter in most quotations is a capital.

"I need a new pair of roller blades," said Marco.
Whitney shouted,“This is the best pizza I've ever had!”
"Do you want to go bungee jumping?” asked David.
David said,“Bungee jumping is a lot of fun.”

A. There is a direct quotation in all the sentences below. In each sentence, put the quotation marks at the beginning and end of each direct quotation.

1. Monica wanted to know, Does Charlie like to skateboard?

2. Mom, can we get a DVD player for Christmas? asked Mimi.

3. I want to be a famous chef when I grow up, Dee Lishus informed her teacher.

4. Wally waved his arms, shouting, Hey guys, we’re over here!

5. There will be a test next Thursday, Ms Allamaine informed her class.

6. Mr. Fuston asked worriedly, How did you get that cut on your foot?

7. I’m going to try out for the soccer team this year, Justin told his father.

8. Here’s a list of all the CDs I want for my birthday, Jessica said.

9. Darla looked at the ground, shuffled her feet, and said, I’m sorry.

10. Carlos gave Andy three of his video games, saying: I never play with them any more, so you can have them.
Pretend you are a television reporter. Ask five people in the classroom what their opinion is about lunch time. Do they like their lunches? What is their favorite lunch? Would they like to trade their lunches with someone else? Do they have enough time for lunch?

First, write down their first names.
Next, write a verb that describes their speech (said? complained? shouted?).
Next, write down their exact words in the spaces below.
Finally, write a sentence using the direct quotation.

Example:
Name: Jeremy  Verb: shouted
Quotation (exact words): “I think lunch time is the best time of the day!”
Sentence: Jeremy shouted loudly, “I think lunch time is the best time of the day!”

1. Name: ___________________    Verb: ___________________
Quotation: “______________________________________________________________________.”
Sentence: ________________________________________________________________________.

2. Name: ___________________     Verb: ___________________
Quotation: “______________________________________________________________________.”
Sentence: ________________________________________________________________________.

3. Name: ___________________    Verb: ___________________
Quotation: “______________________________________________________________________.”
Sentence: ________________________________________________________________________.

4. Name: ___________________    Verb: ___________________
Quotation: “______________________________________________________________________.”
Sentence: ________________________________________________________________________.

5. Name: ___________________     Verb: ___________________
Quotation: “______________________________________________________________________.”
UNIT FIVE

Lesson 49 — The Grammar Games!

A. Pass the Message, Part One.

1. Think of a favorite TV actress, or of a favorite movie actress. Then write down something that she actually did say or something that she might say. Use quotation marks properly.

   Example: Jena Elfman said, “Greg — you’re such a square.”

2. Next, form a circle with other members of your class. Each student gets a turn. Whisper your sentence into the ear of the student beside you. This student will pass the message to the next student, until you go all around the circle. The last student to get the message will write it on the board. Then, you will write the original sentence underneath it.

   ____________________________________________________.

B. Pass the Message, Part Two.

1. Think of a favorite TV actor, or of a favorite movie actor. Then write down something that he actually did say or something that he might say. Use quotation marks properly.

   Example: Leonard di Caprio shouted, “I’m the king of the world!”

2. Next, form a circle with other members of your class. Each student gets a turn. Whisper your sentence into the ear of the student beside you. This student will pass the message to the next student, until you go all around the circle. The last student to get the message will write it on the board. Then, you will write the original sentence underneath it.

   ____________________________________________________.

C. Write a letter or an e-mail to a star. Make use of the Internet.

1. Teacher — make this a real exercise. If you plan to write real letters, supply envelopes, or make them. Ask the students to bring in stamps. If you plan to write e-mails, be sure to include the school’s or the classroom’s e-mail address so that the stars have a chance to write back to each student.

2. Use the Internet to locate the publicity agencies for each star or for their shows, groups, or teams. These agencies will give you addresses that accept fan mail.

3. All students will write a letter to their favorite actor or music star or sports star. Tell him or her about the three things that you like about them. You may use exclamation points for all three things. Make two copies: send one, and keep the other for display.

4. How long will you have to wait? Who will get the first reply letter?

5. Teacher — make a display of the original letters, and then add each reply as it comes in.
A. Change the **indirect quotations** to **direct quotations**.

Example: Mary said that she liked her pizza with pieces of pineapple. (indirect)
         Mary said, “I like my pizza with pieces of pineapple.” (direct)

1. Carlos said that he has to go to his mother’s house every Saturday for lunch.

2. Gilbert shouted that he was going to buy a new skateboard tomorrow.

3. Consuela complained that she had to do too much homework last week.

B. Change the **direct quotations** to **indirect quotations**.

Example: Reuben said, “I like green pepper on my pizza.” (direct)
         Reuben said that he likes green pepper on his pizza. (indirect)

1. Chita thought, “I’m going to buy myself a new dress.”

2. Jim-Bob said, “We have to try a lot harder if we want to win!”

3. Every day, Tara complains, “The wheels on my roller blades wear down too fast.”

C. The following sentences use I and me in the wrong places. Correct each sentence.

Example: Me and Billy were talking to the teacher. (wrong!)
         Billy and I were talking to the teacher. (right!)

1. Jorge’s mother scolded I and Billy for playing soccer near her flowers.

2. Me and Moesha saw a great movie last night!

3. Frankie and me went to the video store, but the owner told I and Frankie to get out!
Lesson 51 — Using **there** at the beginning of sentences

The word **there** can be used to start a sentence. Use it when you want to say something in a different way.

Examples: A huge engine is in that truck. Is a cell phone on the counter? **There** is a huge engine in that truck. Is **there** a cell phone on the counter?

A. Change the following sentences by using **There** at the beginning.

1. A new quarterback is on our football team.

   ____________________________________________

2. A strange light was in the sky last night.

   ____________________________________________

3. Too many vegetables are on my plate.

   ____________________________________________

4. A lot of great shows were on TV last weekend.

   ____________________________________________

5. A really bad show is on TV tonight.

   ____________________________________________

When you are talking about one person or one thing, start your sentences with “**There is**...” or “**There was**...”. When you are talking about more than one person or thing, start your sentences with “**There are**...” or “**There were**...”

B. Fill in the blanks with **is**, **was**, **are**, or **were**.

1. There _____________ a lot of tornadoes in Texas last year.

2. _____________ there much damage caused by last year’s tornadoes?

3. Yes, last year there _____________ a great deal of damage to homes and farms.

4. I suppose there _____________ quite a few people hurt, too.

5. That’s true. There___________ five people still in the hospital.

6. _____________ there anything we can do to protect ourselves from tornadoes?

7. There _____________ several things you can do. Listen to warnings, and find a safe place.
Many people use the word **can** when they are asking for permission. They say,

“Can I go to the bathroom?” or “Can I have a box of popcorn?”

There is a **better way** to ask for permission. Use the word **may** instead.

“May I go to the bathroom?” or “May I have a box of popcorn?”

Try to use the word **may** when you are **asking for permission**. Try to use the word **can** only when you are talking about **being able to do something**.

Examples: Can Latifah program her laptop to make funny noises? Yes, she can do many amazing things.

A. Fill in the blanks with **may** or **can**.

1. Mom, ____________ we go outside soon?
2. Yes, children, you ____________ go outside as soon as you finish the dishes.
3. How many students ____________ fit inside a sports car?
4. Keisha ____________ run the forty yard dash in six seconds.
5. ____________ you spell Mississippi?
6. Dad, ____________ we watch TV all day long today?
7. No, you certainly ____________ not!
8. “__________ your dog do any tricks?” we asked Vernon.
9. “My dog Rover ____________ roll right over three times in a row,” Vernon said.
10. “Teacher, ____________ we play a game when this grammar drill is over?”

Teacher: Try playing a game called “Teacher, may I...?” Choose three or four students at a time. Start them at the back of their rows. In turn, give instructions such as, “Alex, you **may** take so many giant steps, or so many baby steps.” To be allowed to take these steps, the student must reply with a full question: “Teacher, may I take two giant steps?”
Many people use the verb **set** instead of **sit** to mean sitting or resting or staying in one spot.

Grandma said, “I think I’ll just **set** here for a little while.”

It is better to use the verb **sit** to mean sitting or resting.

It is better to use the word **set** when you are talking about placing an object somewhere, or putting it down.

<table>
<thead>
<tr>
<th>SIT</th>
<th>Past</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>sat, was sitting</td>
<td>sit, am sitting</td>
</tr>
<tr>
<td>he, she, it</td>
<td>sat, was sitting</td>
<td>sits, is sitting</td>
</tr>
<tr>
<td>you, they</td>
<td>sat, were sitting</td>
<td>sit, are sitting</td>
</tr>
</tbody>
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<table>
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<tr>
<th>SET</th>
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</tr>
<tr>
<td>you, they</td>
<td>set, were setting</td>
<td>set, are setting</td>
</tr>
</tbody>
</table>

Notice that **sit** changes to **sat** in the past tense, but **set** is the same in past and present.

Example: I **sit** in this chair most of the time, but yesterday I **sat** in the teacher’s chair.

I **set** the table most of the time, but yesterday my little brother **set** the table.

A. Fill in the blanks with the correct form of **sit** or **set**.

1. How do you ____________ the table?

2. First, you ____________ the plates down.

3. Then you ____________ the knives, forks, and spoons beside the plates.

4. Finally, the people ____________ in their chairs and start eating.

5. Jack said, “I’ll just ____________ in the car while you get the groceries.”

6. The coach said, “__________ down, kids. I have great news.”

7. “The president of the league just ____________ the schedule for our tournament, and we’re going to play the Tigers first!”

8. Marvin was ____________ on a dock in the bay, watching the tide come in.

Fun exercise. One student will sit somewhere, or pick something up and set it down. Other students in the class have to describe what the student is doing in a full sentence.
People all over North America take short cuts when they speak English.

Instead of saying “going to”, they say “gonna”.

Instead of “got to”, they say “gotta”. Instead of “want to”, they say “wanna”.

Instead of “have to”, “has to”, and “had to” they say “hafta”, “hasta”, and “hadda”.

These short cuts are called “slang”. There are times when it is not bad to use slang, but there are more times when you should use proper, formal English, especially when you are writing it.

A. Write the following sentences over again, correcting the slang verb phrases.

Example: Chiquita’s gonna go to the concert next weekend.

Chiquita is going to go to the concert next weekend.

1. I wanna win a million bucks. (also, change the word bucks to dollars.)

2. Tony hasta go to work at 4:00 p.m., but his brothers hafta practice piano.

3. She’s gotta learn better manners.

4. I wanna go to Miami, because I wanna feel some sunshine.

5. Those guys hafta eat fewer donuts, or else they’re gonna get very big.

6. We’ve gotta get moving, or we’re gonna be late for the show.

7. Mrs. Smith’s gonna give us the grammar test because she’s gotta give it.
UNIT SIX

Lesson 55 — Coulda, Woulda, Shoulda

(not good)

Often when speaking, we shorten words so that we can speak more quickly. For example, we say

shoulda instead of should have
woulda instead of would have
coulda instead of could have

The short version is fine when we are talking with friends, but when we are talking or writing to a teacher, or a boss, or the President, it is important to use the longer forms.

A. Fill in the blanks with the correct form of the words.

1. When Prince Charming saw that the shoe fit Cinderella’s foot perfectly, he [coulda] _______________________ jumped for joy.

2. "Cinderella! I [shoulda] __________________________ known it was you!"

3. "If I hadn’t escaped from the room my stepsisters locked me in, you [woulda] __________________________ never discovered the truth," replied Cinderella.


B. Fill in blanks with the correct form of the appropriate verbs (beginning letters are given as clues).

1. "I did my homework last night, and I really sh_______________________ handed it in today, but my little sister ripped it up to make a bed for her hamster." (would have is also possible)

2. "You’re right, I had the chance. I didn’t have to, but I c________________________ cleaned my room last night. I just didn’t feel like it."

3. Antonia w________________________ started dance lessons in September if she hadn’t broken her leg.

4. "I c________________________ understood what you were trying to say if you had spoken more clearly." (would have is also possible)

5. Eduardo knew he sh________________________ been there — he wished he had seen the look on Sonya’s face when she found the note.
Lesson 56 — Using **himself, herself,** and **themselves***

When you are talking or writing about one man or one boy, use the word **himself.**

Sometimes Joe talks to **himself.** Michael Jordan **himself** came to shake my hand.

When you are talking or writing about one woman or one girl, use the word **herself.**

Kathy will sing that part by **herself.** Dolly Parton **herself** complimented Kathy.

When you are talking or writing about more than one person, use the word **themselves.**

A. Fill in the blanks with **himself, herself,** or **themselves.**

1. Both Mallory and Tristan spilled pop on ________________ last night.

2. My little brother Julian can walk all by ________________ now.

3. Famous people never go out in public by ________________.

4. Then the Grinch — the Grinch ________________ — carved the Roast Beast.

5. Bonnie wrote all the invitations ________________.

6. Freddy just wants to be by ________________ today.

7. Juanita told me ________________ what happened on the weekend.

8. Lizzie and Laura gave ________________ credit for work that the whole class did.

9. Melinda was beside ________________ with joy when the new baby arrived.

10. The President ________________ is coming to visit our school!

Make up a sentence about someone in the class, using the word **himself** or **herself.** Be sure to say something nice about them.

11. _____________________________________________________________________

*Students, remember — “themself” is not a word! “Them” = plural; “self” = singular.*
Many people use the word good to describe how they did on a test, or how they did during a game. They will say, “I did real good,” or “I played very good.”

There is a better way to say these sentences, especially when you write them.

Say, “I did well on that test,” or “I played very well.”

Use well as an adverb. Use well to describe how something is done.

Use good as an adjective. Use good to describe nouns — persons, places & things.

A. Fill in the blanks with good or well.

1. The new girl tap dances very ____________.
2. Your new hairdo is a ____________ one.
3. The doctor says Mark’s leg is healing ____________.
4. Filling out these sentences is ____________ practice for your grammar skills.
5. With your help, I’ll be a truly ____________ baseball player.
6. My dad’s business isn’t doing very ____________.
7. How ____________ did you brush your teeth last night?
8. Wear your ____________ shoes to your sister’s wedding.
9. You scored the winning goal! ____________ for you!
10. How ____________ do you know your grandparents?
11. Eat your carrots. They are ____________ for you.
12. I don’t think they taste very ____________.
13. Don’t have a temper tantrum. What’s the ____________ of that?
14. Angela does very ____________ at baseball. It’s not just because she’s a ____________ player, but also because she puts her heart into it.
UNIT SIX

Lesson 58 — Slang

We use the word slang to describe grammar and words that we hear all the time, but which do not sound right in a formal setting. In other words, this is not the language that we would use when we are writing our homework assignments, or when we are speaking to our teachers.

Compare paragraph number 1 to paragraph number 2. Both paragraphs mean exactly the same thing, but the first one is written in slang, and the second one in better, more formal English. Underline the changed and corrected parts in paragraph number two.

Example: (Slang) So he goes “yeah,” and I go “uh-uh, dude.”
(Corrected) So, he said “Yes,” and I said, “No sir.”

Paragraph number 1:

So, didja hear about Christy and Blake? I guess they were supposta go to the movies Friday night, but he never called her. So she calls him on Saturday, and she’s like, “What happened to ya on Friday night?” And he goes, “Whatcha talkin’ about?” And she’s like, “The movie?! Hel-lo-o?” And he just goes, “Oh, I forgot.” Like, as if! Ya know what I’m sayin’? Anyways, she’s all, “Whaddya mean, ya forgot?” And he’s all, “Maybe we shouldn’t see each other anymore.” And she just goes, “What-ever!” and hangs up. So then she calls me, right? And I sez to her, I sez: “I told ya right from the start, that boy was a total jerk.”

Paragraph number 2: (underline at least 10 out of the 23 parts that have been changed):

So, did you hear about Christy and Blake? I guess they were supposed to go to the movies Friday night, but he never called her. So she called him on Saturday, and she asked, “What happened to you on Friday night?” He replied, “What are you talking about?” Then she said, “The movie?! Remember?” He just said, “Oh, I forgot.” That’s rather hard to believe, don’t you agree? In any case, Christy replied, “What do you mean, you forgot?” Blake said, “Maybe we shouldn’t see each other anymore.” Christy simply said, “What-ever!” and hung up. Then she called me, right? I said to her: “I told you right from the start, that boy was not right for you.”
Lesson 59 — Return of the
Grammar Games!

Make funny sentences using the lists below. For example,

The _____________   _____________   ____________   ________  ____________  ____________.

Could become:

The ugly goblin teases his brother wickedly.

(or)

The crazy pig washed his cake quickly.

Feel free to add your own adjectives, nouns, pronouns and verbs to these lists!

**ADJECTIVES**
crazy
special
funny
ugly
clean
dirty
delightful
little
kooky
secret

**NOUNS**
monkey
tyke
ballet dancer
brother
pig
sister
goblin
cake
fridge
friend

**PRONOUNS**
hers
him
its
her
it

**VERBS**
dance
eat
run
tease
wash
cook
play
act
walk

**ADVERBS**
quickly
noisily
wickedly
strangely
easily
peacefully
mindlessly
eagerly
angrily

**1.** My _____________ pet _____________ likes to _____________ ____________.

**ADJECTIVE**
crazy
special
funny
ugly
clean
dirty
delightful
little
kooky
secret

**NOUN**
monkey
kid
ballet dancer
brother
pig
sister
goblin
cake
fridge
friend

**VERB**
dance
eat
run
tease
wash
cook
play
act
walk

**ADVERB**
quickly
noisily
wickedly
strangely
easily
peacefully
mindlessly
eagerly
angrily

**2.** I just saw a _____________, and ________ was ____________ing with my ____________!

**NOUN**
monkey
kid
ballet dancer
brother
pig
sister
goblin
cake
fridge
friend

**PRONOUN**
hers
him
its
her
it

**VERB**
dance
eat
run
tease
wash
cook
play
act
walk

**NOUN**
monkey
kid
ballet dancer
brother
pig
sister
goblin
cake
fridge
friend

**3.** Why is that _____________ ____________ing so ____________?

**NOUN**
monkey
kid
ballet dancer
brother
pig
sister
goblin
cake
fridge
friend

**VERB**
dance
eat
run
tease
wash
cook
play
act
walk

**ADVERB**
quickly
noisily
wickedly
strangely
easily
peacefully
mindlessly
eagerly
angrily

**4.** In 3000 years, the _____________ _____________ and the _____________

**ADJECTIVE**
crazy
special
funny
ugly
clean
dirty
delightful
little
kooky
secret

**NOUN**
monkey
kid
ballet dancer
brother
pig
sister
goblin
cake
fridge
friend

**ADJECTIVE**
crazy
special
funny
ugly
clean
dirty
delightful
little
kooky
secret

**NOUN**
monkey
kid
ballet dancer
brother
pig
sister
goblin
cake
fridge
friend

**ADVERB**
quickly
noisily
wickedly
strangely
easily
peacefully
mindlessly
eagerly
angrily

will be living _____________ on the moon.

**5.** I can’t believe Helen said that I look like a _____________ and _____________

**NOUN**
monkey
kid
ballet dancer
brother
pig
sister
goblin
cake
fridge
friend

**VERB**
dance
eat
run
tease
wash
cook
play
act
walk

like a _____________!

**NOUN**
monkey
kid
ballet dancer
brother
pig
sister
goblin
cake
fridge
friend

**6.** Does a _____________ _____________ know how to _____________ ____________

**ADJECTIVE**
crazy
special
funny
ugly
clean
dirty
delightful
little
kooky
secret

**NOUN**
monkey
kid
ballet dancer
brother
pig
sister
goblin
cake
fridge
friend

**VERB**
dance
eat
run
tease
wash
cook
play
act
walk

while having lunch with _____________ favorite _____________?

**PRONOUN**
hers
him
its
her
it

**NOUN**
monkey
kid
ballet dancer
brother
pig
sister
goblin
cake
fridge
friend

59
UNIT SIX

Lesson 60 — Review

A. The following sentences contain words and phrases that you should not use when you are writing your homework or talking to teachers, parents, and presidents. Write each sentence over again, and correct all the problems.

Example:  My sister’s like, “I hafta go home,” and her friend goes, “See ya later.”
(corrected) My sister said, “I have to go home,” and her friend replied, “I’ll see you later.”

1. Can I go to the library?
__________________________________________________________________________________

2. The students hafta fix that VCR all by themself.
__________________________________________________________________________________

3. Didja hear what those girls wanna buy at the mall tomorrow?
__________________________________________________________________________________

4. She hasta do good on her grammar test, or she’s gonna be grounded.
__________________________________________________________________________________

5. Franco is a well soccer player — he done good yesterday!
__________________________________________________________________________________

6. Maria coulda gone to Disneyland, but she hadda visit her Mom.
__________________________________________________________________________________

7. Can I set in this chair for a while, Mrs. Graychalk?
__________________________________________________________________________________

8. Tony’s like, “I wanna be the President some day, ya know?”
__________________________________________________________________________________

9. When I heard that, I sez, “You’ve gotta work hard if you wanna succeed.”
__________________________________________________________________________________
A. Draw a line under each noun in the following sentences.
1. The sleek red jet roared through the valley.
2. My grandmother used to be the mayor of this city.
3. The best movies have a lot of really good action.

B. Draw a circle around each verb or verb phrase in the following sentences.
1. Shania is buying herself a new dress with sequins.
2. Rico owns a bat, Franco has a baseball, and my dad just bought a bunch of gloves.
3. Joanie has been skateboarding all the way to school for the past three days.

C. Draw a square around each pronoun in the following sentences.
1. Your mother was my sister’s piano teacher.
2. As the boss of your own company, you gave yourself a big raise.
3. My aunt and your uncle each gave her $1,000 for graduation!

D. Draw two lines under each adjective in the following sentences.
1. A good computer is a fast computer.
2. At the end of the song, Garth plays a long, sad, lonely chord.
3. A good person is fair, kind, and honest.

E. Draw one line under each noun; a circle around each verb; a square around each pronoun; and two lines under each adjective.
1. The quick, brown fox jumped over you and your friend!
2. My new, orange laptop is a wonderful machine.
3. Margarita and I went to a good concert at the Forum.
A. One word or phrase in each of the following sentences is in bold type. In the blank space beside each sentence, say whether that word or phrase is a noun, a verb, a pronoun, or an adjective.

Examples: (a) ______noun______ Jimmy went to the **mall** with Angie.
(b) ____adjective_____ The rose is a **beautiful** flower.

1. _______________ I love the **green**, green baseball fields in spring.
2. _______________ Jack is one of the best **golfers** who ever lived.
3. _______________ Everything **is** beautiful, in its own way.
4. _______________ That Walkman belongs to **him**.
5. _______________ Amber **is suffering** from a bad case of the flu.
6. _______________ Terrell has an **awesome** jump shot.
7. _______________ You gave **her** a wonderful present.
8. _______________ Tiffany **was kicking** the soccer ball when she hurt her knee.
9. _______________ **Dr. Bergen** is a wonderful dentist.
10. _______________ The students did **themselves** a big favor by trying so hard!

B. Write three of your own sentences, following the instructions in the brackets.

1. (Use two nouns. Underline both of them.) ___________________________________________

________________________________________________________________________________

2. (Use two pronouns. Underline both of them.) _______________________________________

________________________________________________________________________________

3. (Use two adjectives. Underline both of them.) _______________________________________

________________________________________________________________________________
Lesson 63 — Words describing when, where, how

Adverbs can be single words describing time (when?), place (where?), and manner (how?).

**When** (e.g., yesterday, now...)
**Where** (e.g., here, north...)
**How** (e.g., quickly, quietly...)

A. Draw a line under each one-word adverb in the following sentences.

1. I hope to visit my grandmother today.
2. Most animals walk forward, but the crab seems to go sideways.
3. Happily, they bought a whole bag full of chocolate bars.
4. The actors in that movie spoke way too slowly.
5. Tomorrow, our geography class plans to go on a field trip.
6. The pioneers just kept on travelling west.
7. A cheetah runs quickly, but a turtle waddles slowly.
8. Tonya planned to clean her room yesterday.
9. The racing car tilted crazily, and then it crashed.
10. The snow starts to fall, and the birds fly south.

B. Make up questions for each word

For example: **Yesterday.**
When did you go to the concert?

1. **Now**

2. **Home**

3. **Smoothly**
Lesson 64 — Phrases describing when, where, why, how.

Adverbs can also be groups of words that describe When (e.g., “at 5 o’clock”), Where (“in California”), Why (“because he likes good food”), How something happens (“in a funny way”), and How someone travels somewhere (“by motorcycle”)

A. Draw a line under each adverb phrase.
Example: Terry watches her favorite show at 4 o’clock in the afternoon. (two time phrases)

1. Frederico prefers to visit his grandfather on Sunday afternoons.
2. Angelica practices her gymnastics routine in her backyard.
3. Michael tries to stay in very good shape because he wants to win an Olympic medal.
4. Dr. Washington always travels by train.
5. The teachers buy lottery tickets because they want to get rich.
6. Sylva plans to make her speech next week.
7. Mr. Trackula walked to the corner store in a very strange manner.

B. Make up a question for each answer.
Example: Because she wanted to rent a movie.

Why did Teresa go to the video store?

1. by plane

________________________________________
________________________________________.

2. at midnight

________________________________________
________________________________________.

3. to the mountains in Colorado

________________________________________
________________________________________.
UNIT SEVEN

Lesson 65 — Review of Capital Letters and Quotation Marks

A. Circle the letters that should be capital letters.

1. i was talking to mr. cohen last wednesday.

2. my best friend, jackson smith, won the high jump event on independence day.

3. princess margaret, who lives in england, loves to visit the united states of america.

4. brandon was born on february 29.

5. my aunt lateesha and my uncle joe love to shop at the fairview mall.

6. senator brown owns two houses, one in washington, d.c., and the other in boston.

B. Put quotation marks where they belong.

1. Billy said, I’m going to get a job in Hollywood some day.

2. I love my old set of roller blades, Edwin said.

3. Franco jumped up and down, shouting, Hey Marcy — I’m over here!

4. Madeleine shouted, This is a very good grammar book!

C. Do two jobs — put quotation marks where they belong, and circle the letters that should be capital letters.

1. mary ann shouted loudly, i think sunday is the best day of the week!

2. dad, may we get a cd player for christmas? asked pedro.

3. i want to be a famous astronaut when i grow up, tricia told mrs. fernandez.

4. if president bush comes here, we’ll all say, welcome to ___________________________ ___________________________________  !  {name your school}

D. Pretend you are a writer, or a movie director. Make up the name of a very exciting book or movie that you would like to make. {Use capital letters properly.}

1. ____________________________________________

2. ____________________________________________
UNIT SEVEN

Lesson 66 — Review of Commas

A. Put commas where they belong.

1. Shawn is having a party that starts at 7:00 p.m. Saturday July 31 2001.


3. Early to bed and early to rise makes someone healthy wealthy and wise.

4. My grandmother’s grandmother was born on February 22 1732.

5. Deion’s father just landed a job in Toronto Ontario Canada.

6. Maria what were you doing on Friday July 4?

7. Joey have you ever been to Disneyworld in Orlando Florida?

8. My sisters’ names are Johanna Greta and Marian.

9. What are your favorite video games Franklin?

10. Dilip is moving to 222 Green Lane Dallas Texas.

11. The best restaurant in Kansas is The Ribeye 8 Bowie Street Kansas City.

12. The big football game starts at 2:00 p.m. Sunday October 31.

13. My three favorite movies are Return of the Jedi Jurassic Park and Phantom Menace.

14. Do you have any brothers Sarah?

15. Yes I have three. Their names are Jackson Samuel and Daniel.

16. I had a terrible day at camp Maria.

17. It was cold rainy and miserable on Friday Saturday and Sunday.
UNIT SEVEN

Lesson 67 — Review of Contractions, Possessives, Apostrophes

A. In the blank spaces, change the contractions into two words.

Example: _is not_  

1. _hasn’t_  
   Moesha’s mother hasn’t bought that new dress yet.

2. _I’ve_  
   I’ve wanted a new computer for two years!

3. _doesn’t_  
   Jimmy doesn’t like football as much as he likes baseball.

4. _Don’t_  
   Jena’s sister said, “Don’t go there, girlfriend!”

5. _We’re_  
   The Lakers sang, “We’re the champions of the world!”

6. _weren’t_  
   Sadly, the Blazers weren’t the champions of the world.

B. In the blank spaces, change the two highlighted words into contractions.

Example: _isn’t_  

1. _I am not_  
   “I am not very happy with my new game,” said Tyrone.

2. _have not_  
   The Jets’ coach shouted, “We have not won anything yet!”

3. _You are not_  
   The hero yelled, “You are not getting away, Dr. Evil!”

4. _You are not_  
   The hero yelled, “You are not getting away, Dr. Evil!”

5. _was not_  
   Jennifer’s homework was not on the desk.

6. _did not_  
   She did not know where she had last set it down.

C. Change each singular noun to show possession. (Example: dog >> dog’s)

Jackie  _____________________________  hero  _____________________________

my cat  _____________________________  Tony  _____________________________

sister  _____________________________  teacher  ___________________________

D. Change each plural noun to show possession. (Example: actors >> actors’)

dolls  _____________________________  players  ___________________________

women  _____________________________  children  ___________________________

sisters  _____________________________  teachers  __________________________
A. The following sentences contain words and phrases that you should not use when you are writing your homework or talking to teachers, parents, and presidents. Write each sentence over again, and correct all the problems.

Example: My brother \textit{goes}, \textit{“Ya wanna} watch TV?” and \textit{Freddy’s like}, \textit{“I gotta go.”}

corrected) My brother said, \textit{“Do you want to watch TV?”} and Freddy said, \textit{“I’ve got to go.”}

1. I really \textit{wanna} do \textit{good} in the game next weekend.

2. There \textit{was} a few bags of milk in the refrigerator.

3. \textit{Can me and Julio} wipe the chalkboard tomorrow, Mrs. Rodriguez?

4. Marjie \textit{shoulda} done really \textit{good} on her gym routine, but she tripped near the end.

5. The students \textit{hadda} mark their own tests.

6. They all gave \textit{themself} 100%!

7. My grandmother always \textit{hasta} \textit{set} for a few hours in that big old chair.

8. Brandon’s \textit{like}, \textit{“I hafta} get to the theater — right now!”

9. \textit{Didja} hear Jerry last night? He \textit{goes}, \textit{“I coulda} won a million \textit{bucks!”}
Teacher: during the following exercises, you may wish to keep score in some way, perhaps with a light touch. These games can be a lot of fun — almost too much fun. Your principal might ask, “Why was there so much laughter in your room?” — and you’ll be able to reply, “We were studying grammar again!”

1. **Nouns.** Play “I Spy,” but with a variation. One student (or a student from one team) will say, “I spy something [a noun] that begins with the letter ___?__”. The student who responds (or the team which responds) will get points for every noun that begins with that letter. Omit the letters X, Y, and Z from the list.

2. **Verb Chains.** One student names a verb, then the next student names a different one, and so on. Each student has 5 seconds to think of a new verb, and has to drop out of the game if he or she has to give up. You can play this game with teams, too.

3. **Adjective Chains.** One student names an adjective, then the next student names a different one, and so on. Each student has 5 seconds to think of a new adjective, and has to drop out of the game if he or she has to give up. You can play this game with teams, too.

4. **Adverbs.** Play “Guess the Adverb.” Ask one student (or the team) to leave the room, or to hide their eyes. The rest of the class will choose an adverb that describes how a person does something (slowly, sleepily, funnily). The student (or team) that went out of the room will then ask one student (or all the students) inside the room to do something “in the manner of the adverb.” For example, they will say, “Open your book in the manner of the adverb,” and the rest of the class will open their books very, very slowly. The teacher will time how long it takes students to guess the adverb.

5. **Sentences** — the Crazy Sentence game. Each student (or each team) has to make a list of ten nouns, ten verbs, ten adjectives, and ten adverbs. Students can think of funny words when they make up their lists. Next, the teacher will put four skeleton sentences on the blackboard, and point to each blank with a pointer.

Example: He _____________ a ______________ ______________ ________________.

or The ___________ ____________ _________ a ______________ ________________.

The teacher points to each blank with a pointer, and asks different students each time to add a new word from their list. The teacher repeats the new, funny sentence loudly and slowly.
CROSSWORD PUZZLE

A. Find the nouns in the following sentences, then write them into their corresponding boxes.
Across 5. We're going to Jamaica  
A9. The robots are out of control!
Down 1. He comes from Italy.  
D5. Jimbo is so cool.

B. Find the pronouns in the following sentences, then write them into their boxes.
A3. Amy just couldn't believe it.  
A8. You must write the test tomorrow.  
D6. Make my day.  
D7. This is our pet tarantula, Snuggles.

C. Find the verbs in the following sentences, then write them into their boxes.
A4. There is a virus in my computer.  
D2. Dial the number, please.  
D10. Trap the spider under a cup!

D. Find the adverbs in the following sentences, then write them into their boxes.
A13. Let's go home.  
A14. Just stay away!  
D11. Ray will get what he richly deserves.  
D12. Callie looked at me calmly.
UNIT THREE

Lesson 21
A. airplanes
2. cats
3. cakes
4. books
5. sisters
6. games
7. friends
8. donuts
9. malls.

B. buses
2. passes
3. dishes
4. dresses
5. batches
6. churches
7. boxes
8. faxes
9. buzzes.

C. men
2. women
3. mice
4. candies
5. halves
6. feet
7. teeth
8. geese
9. children.

Lesson 22
A. child's
2. toy's
3. house's
4. cookie's
5. women's
6. boys'
7. supermodels'
8. sandals'
9. geese's
10. parents'
11. feet's
12. neighbors'
13. flower's
14. doctor's
15. teddy bear's
16. knee's
17. girls'
18. teacher's

Lesson 23
A. children's
2. toys'
3. houses'
4. cookie's
5. women's
6. boys'
7. supermodels'
8. sandals'
9. goose's
10. father's
11. foot's
12. neighbor's
13. flower's
14. doctor's
15. teddy bear's
16. knee's
17. girl's
18. teacher's

Lesson 24
A. That is his Walkman
2. That Walkman is his.
71
Lesson 25
A. 1. Someone/Somebody.
2. No one/Nobody.
3. anyone/anybody.
B. 1. no one’s/nobody’s
2. someone’s/somebody’s
3. anyone’s/anybody’s.

Lesson 26
A. their; They; their; them; they;
Their; No one’s/Nobody’s;
my; you; your; it; him.
B. you; my; her; someone/somebody;
my; mine; it.

Lesson 27
A. The Wizard of Oz;
Batman Returns;
How the Grinch Stole Christmas;
Star Wars: Return of the Jedi
C. Anne of Green Gables;
Wonderbaby and the Flying Bathroom;
The Wind in the Willows;
The Magic Schoolbus;
Pippi Longstocking.

Lesson 28
A. 1. Freddy, do you know. . .?
2. Well, did you look . . .?
3. Yes, and it isn’t there.
4. I’ll bet you . . .your ear again,
Sally, and then forgot about it.
5. No, I don’t think I did. . . .
6. Well, maybe you should check.
7. Fine, Freddy, I will.
8. Oh, there it is!
9. Thank you, Freddy.
10. You’re welcome, Sally.

Lesson 30
A. 1. Jimmy’s; trophies
2. sisters; dogs
3. children’s; movies
4. friends’; bikes; bells
B. 1(a) her; 1(b) hers
2(a) their; 2(b) theirs
C. 1(a) your; 1(b) yours
2(a) our; 2(b) ours

UNIT FOUR
Lesson 31
A. 1. knows
2. is
3. am eating
4. looks
5. was talking
6. learned
7. is planning

Lesson 32
A. 1. will be swimming
2. has been preparing
3. has been bungee-jumping
4. will travel
5. have been spying
6. has downloaded.

Lesson 33
A. 1. blue, heavy
2. yucky
3. cute
4. breezy, sunny, and warm
5. Spotted, beautiful
6. short, plaid, green and red
7. intelligent
8. tall, quick, and excellent.
9. Canadian; wild and crazy
B. 1. soft, furry, cute,
and cuddly (or soft, furry,
cuddly, and cute)
2. small, ugly, orange.

Lesson 34
A. 1. dances; shiny, red
2. has; curly, black
3. are; sweet, crunchy
4. is; kind, pretty
5. wears; soft, blue
6. change, fall; red, yellow
7. combed, washed;
clean, tangled, dirty
8. poured; cold, warm
9. watered, fed; dry, hungry
10. tripped, wished; had
(never) left; soft, cozy

Lesson 37
A. 1. Wasn’t (or Isn’t)
2. isn’t
3. don’t
4. doesn’t
5. aren’t
6. hasn’t
7. didn’t.

Lesson 38
A. I’m; She’s; You’re; He’s;
You’ve; it’s; they’ve;
you’re; you’re; I’m;
I’m; You’re; we’ve.

Lesson 39

Lesson 40

Lesson 41
A. 1, 3, 5, 8, 9 >> I.Q.
1, 3, 4, 7, 9 >> D.Q.
2, 5, 6, 8 >> question marks
2, 7 >> periods

Lesson 42
B. Dear; Jennifer . . . .
Thank you. . . .
The (rash). . . .
Unfortunately, I . . . .
Lake Parleton . . .
I (remember)
However. . . .
(after) I (got hit). . . .
Please (write). . . .
I (hope)...; I (don’t think) I’ll....
. . . Camp Linguino. It . . . .
Your (friend), Kelly Blackett.

Lesson 45
1, 3, 4, 7, 9 >> I
2, 5, 6, 8 >> me

Lesson 46
1, 2, 5, 6, 7, 10 >> D.Q.
3, 4, 8, 9 >> L.Q.
Lesson 47
A. 1. “Does . . . skateboard?”
3. “I . . . grow up,”
4. “Hey . . . over here!”
5. “There . . . Thursday,”
6. “How . . . your foot?”
7. “I’m . . . this year,”
8. “Here’s . . . birthday,”
9. “I’m sorry.”
10. “I never . . . have them.”

Lesson 50
A. 1. Carlos said, “I have to go to my mother’s . . . lunch.”
2. Gilbert shouted, “I am going to buy . . . tomorrow.”
(or) “I will buy a new . . . tomorrow”
3. Consuela complained, “I had to do . . . last week.”

B. 1. Chita thought she was going to buy herself a new dress.
2. Jim-Bob said that they have to try a lot harder if they want to win!
(or) Jim-Bob said that they had to try a lot harder if they wanted to win!
3. Every day, Tara complains that the wheels on her roller blades wear down too fast.

C. 1 . . . scolded Billy and me . . .
2. Moesha and I saw . . .
3. Frankie and I went to the video store, but the owner told Frankie and me to get out!

UNIT SIX
Lesson 51
A. 1. There is a new quarter-back on . . .
2. There was a strange light. . .
3. There are too many vegetables on my plate.
4. There were a lot of great shows on TV . . .
5. There is a really bad show on TV tonight.

B. 1. were
2. Was
3. was
4. were
5. are
6. Is
7. are.

Lesson 52
A. 1, 2, 6, 7, 10 >> may.
3, 4, 5, 8, 9 >> can.

Lesson 53
A. 1, 2, 3, 7 >> set
4, 5, 6 >> sit.
8 >> sitting.

Lesson 54
A. 1. want to
2. has to; have to
3. got to
4. want to; want to
5. have to; going to
6. got to; going to
7. going to; got to

Lesson 55
A. 1. could have
2. should have
3. would have
4. would have

B. 1. should have
2. could have
3. would have.
4. could have
5. should have

Lesson 56
A. 1. themselves
2. himself
3. themselves
4. himself
5. herself
6. himself
7. herself
8. themselves
9. herself
10. himself

Lesson 57
A. 1. well
2. good
3. well
4. good
5. good
6. well
7. well
8. good
9. Good
10. well
11. good
12. good
13. good
14. well; good

Lesson 58
So, did you (1) hear about Christy and Blake? I guess they were supposed to (2) go to the movies Friday night, but he never called her. So she called (3) him on Saturday, and she asked (4), “What happened to you (5) on Friday night?” He replied (6), “What are you talking (7) about?” Then she said (8), “The movie?! Remember (9)?” He just said (10), “Oh, I forgot.” That’s rather hard to believe (11), don’t you agree (12)? In any case (13), Christy replied (14), “What do you (15) mean, you (16) forgot?” Blake said (17), “Maybe we shouldn’t see each other anymore.” Christy simply said (18), “What-ever!” and hung (19) up. Then she called (20) me, right? I said to her (21): “I told you (22) right from the start, that boy was not right for you (23).”

Lesson 60
A. 1. May
2. have to; themselves
3. Did you; want to
4. has to; well; going to
5. good; did well
6. could have; had to

Lesson 61
A. 1. jet; valley.
2. grandmother; mayor; city.
3. movies; action.

B. 1. is buying
2. owns; has; bought
3. has been skateboarding

C. 1. Your; my
2. your; you; yourself
3. My; your; her

D. 1. good; fast
2. long, sad, lonely
3. good; fair, kind, honest.

E. 1. Nouns: fox; friend
Verb: jumped
Pronouns: you; your
Adjectives: quick, brown
2. Nouns: laptop; machine
Verb: is
Pronoun: my
Adjectives: new, orange; wonderful
Lesson 68

A. 1. want to; well
2. were
3. May Julio and I... 
4. should have; well
5. had to
6. themselves
7. has to; sit
8. Brandon said, “I have to...!”
9. Did you...; He said, “I could have won a million dollars!”

Lesson 66

A. 1. 7:00 p.m., Saturday, July 31, 2001.
2. Raleigh, North Carolina.
3. healthy, wealthy, and wise
4. February 22, 1732
5. Toronto, Ontario, Canada.
7. Joey, have...; Orlando, Florida
9. ... games, Franklin?
10. 222 Green Lane, Dallas, Texas.
11. The Ribeye, 8 Bowie Street, K.C.
12. 2:00 p.m., Sunday, October 31.
13. Return of the Jedi, Jurassic Park, and Phantom Menace.
14. ... brothers, Sarah?
15. Yes, I...; Jackson, Samuel, and Daniel.
16. ... at camp, Maria.
17. ... cold, rainy, and miserable on Friday, Saturday, and Sunday.

Lesson 70
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