
*Capitalization Worksheet**Lesson 1*

Directions: Circle all the words that have capitalization errors.

Rules:

- The pronoun “I” should always be capitalized.
 - Capitalize the names and initials of people and pets.
 - Capitalize the title that comes before a person’s name.
-

Last week, I was asked by our neighbor, Mrs. Liberto, to baby-sit her son Danny. Eager to improve my financial situation, I said, “Yes, I’m available, but I’d like my friend Amy Black to help.”

It was a long day. Danny, an energetic two year old, refused to take his nap. Then, the phone rang. The first call was Dr. Edwin G. Lake calling for Mr. Liberto. Then, a neighbor, Ms. Jenkins, called to see how we were doing. That’s when Amy and I got scared. Where was Danny?

When Amy and I finally found him, he was in the dog’s box. Danny and Bruno, the basset hound, were fast asleep.

“Great!” said Amy. “We found him!”

“Maybe not so great,” I thought to myself. “What will Mrs. Liberto think of us letting Danny sleep in Bruno’s box?”

Suddenly, next door, Miss Simpson started her power mower. Bruno started barking, and Danny started crying. Then, the phone rang again. It was Mr. Blair, Mrs. Liberto’s brother. “Why is Danny crying? Is Bruno hogging the bed again?” he asked. “My sister Angela probably told you. Danny always takes his nap with Bruno.”

When I told Amy, she laughed, “I guess I’ll split our fee with Bruno.”

Write Idea: Think about three neighbors you would like to help. What are their names and titles? How would you help each of them? Write three short paragraphs to describe how you would help each neighbor.

Capitalization Worksheet

Lesson 2

Directions: Circle all the words that have capitalization errors.

Rules:

- Capitalize the first word in a sentence.
 - Capitalize the first word in a quotation.
 - Do NOT capitalize the first word of the second part of a divided quotation.
-

the old woman jangled as she walked. “They tell me,” she said, “That you kids can solve any mystery. can you find a lost key for me?”

“We’ll do our best,” I answered.

Joe said, “describe the key for us.”

she pulled anxiously on a silver necklace strung with charms. “it’s no bigger than the end of my finger,” she replied. “oh, I’ve searched everywhere. there’s no place else to look,” she added with a shudder, “But the attic.”

She led us up a crooked stairway. at the top, we aimed our flashlights into an expanse of dusty darkness.

the attic was jammed with boxes and furniture looking ready to topple over.

“There must be a thousand places,” Joe groaned, “To search for a small key.” I

handed him a piece of chalk and suggested, “mark each one as you go.”

we spent the morning wiping cobwebs from our faces, pulling drawers out, and opening dusty boxes. our client shook her head, jangling all her jewelry. “my mother used to say,” she moaned, “That it was right under my nose.”

quickly I spun around and beamed my flashlight at her. lifting her chain of silver charms, I said, “so it is.”

Write Idea: Write a real or imaginary story about something you lost. How did you find it? Include at least two quotations.

*Capitalization Worksheet**Lesson 3*

Directions: Circle all the words that have capitalization errors.

Rule: Capitalize the first word in the greeting and closing of a letter.

dear Jason,

My class is collecting things to put in a time capsule. It will be opened in 100 years. Would you like to put something in it?

Sincerely,
Anthony

Dear Sir:

Our class is working on a time capsule. Could your baseball team possibly send us a baseball autographed by this year's players?

yours truly,
Anne Burton

dear Mrs. Wilson:

Our class liked your article in today's newspaper. We are putting it in a time capsule for people to read 100 years from now.

Respectfully Yours,
Bradley Carter

dear Anthony,

The time capsule is a great idea! Here's my "Keep the Planet Green" poster. When they open the capsule in 100 years, they'll know we cared about the environment.

sincerely,
Jason

Dear Ms. Burton:

Our team is happy to help you with your project. We are sending the autographed baseball today.

Very Truly Yours,
John Rivera

dear Mr. Carter:

I was pleased to hear that your class enjoyed my article. I'm also very proud that you want to include it in your time capsule.

respectfully yours,
Lee Wilson

Write Idea: Imagine that your school is preparing a time capsule. Write short letters to two people telling them what you would like them to contribute and why.

Capitalization Worksheet

Lesson 4

Directions: Circle all the words that have capitalization errors.

Rules:

- Capitalize the name of a city, state, or country.
- Capitalize the name of a street, building, or bridge.
- Capitalize the name of a geographical place.

Ours is a world of infinite contrasts. For example, indonesia is a country of 13,000 tiny islands, while Greenland is one big island. A place like holland has no mountains, while Nepal is nearly covered by the rugged himalayyas.

The dry lands of the Sahara desert contrast sharply with land near the Amazon river. While these places have few habitants, cities like new York have millions of people. (The Brooklyn bridge and Fifth avenue are always crowded!) The Sears tower in Chicago is 110 stories above ground, yet there are stores in atlanta built underground!

Contrast keeps our world interesting. Some roads run straight for hundreds of miles, like the Birdsville track across the simpson Desert in australia. Others, like Lombard street in San francisco, california, twist and turn.

The highest point on earth, as you might guess, is on top of a mountain, mount Everest. The lowest point is in the dead sea. It is 1,292 feet below sea level.

It's exciting to explore contrasts like these, but most of us agree on the best place on earth. It's not Disneyland or even Paradise island. It's home!

Write Idea: A local radio station is having a writing contest about the three places you would most like to visit. What makes each one special? The person with the best descriptions will visit these places. Write to win!

*Capitalization Worksheet**Lesson 5*

Directions: Circle all the words that have capitalization errors.

Rules:

- Capitalize the months of the year and the days of the week.
 - Capitalize the names of holidays and historical periods and events.
-

Because I love to relax, labor Day is probably my favorite holiday. It invariably falls on monday, giving me a three-day weekend. It's in september when the weather is more comfortable than in july. It needs no extensive preparations like thanksgiving and Christmas do. I use the whole weekend, from friday night on, to relax and read.

I love to read how past events like the Civil war or the Great Depression have influenced us today. Right now, I'm exploring the industrial Revolution. I want to know more about life before, during, and after that important era.

During the middle Ages, most people led simple lives as farmers. I imagine them working their fields with primitive tools, all day monday through saturday.

With the Industrial revolution came machinery and a change in people's ways of life. Many left their farms to work in city factories. They toiled long hours almost every day, sometimes even on christmas and New year's Day.

Over the years, machines have made our lives easier. We use machines to shovel snow in january and to cool our homes in august. Lucky us! We can enjoy technology and the holidays, too.

Write Idea: Describe a holiday to someone from another planet. When is it celebrated? What foods or customs go with it? Write a letter that makes the person want to join you for the holiday.

Capitalization Worksheet

Lesson 6

Directions: Circle all the words that have capitalization errors.

Rules:

- Capitalize the first, last, and all important words in the titles of books, movies, and songs.
- Capitalize the first, last, and all important words in the names of newspapers, magazines, and historic documents.

To choose the future you want, first read, watch, and listen. The book *The Silent Spring* and the movie *Blade runner* show a world fouled by pollution. A well-organized world, however, is possible. We see it in the book *utopia*.

Every day newspapers like *The New York times* report events affecting the future. Magazines like *World futures* also show the possibilities ahead. Some are wonderful; others are not.

In “America the beautiful” we sing of nature’s beauty. Does our Bill of rights give us a limitless right to the land or responsibilities to the future?

In the constitution, Americans laid the foundation for the country’s future. Today, we continue that tradition by planning carefully.

The movie *A Future for Every child* shows the importance of choosing wisely. Newspapers, such as *USA today*, and magazines, such as *Mother Earth news*, show ideas full of promise for tomorrow.

Perhaps we’ll live in the dome homes and drive the electric cars featured in the book *Future stuff*. The first step is respecting the rights of others. That’s the future celebrated in the song, “The family of Man.”

Write Idea: Which two books, movies, or songs have had a positive influence on you in the past year? How have they influenced you? Write about them as if you were writing in a personal diary.

Capitalization Worksheet

Lesson 7

Directions: Circle all the words that have capitalization errors.

Rules:

- Capitalize the names of schools and other institutions such as universities, colleges, libraries, and hospitals.
 - Capitalize the names of businesses.
-

A prominent businessman spoke to the students of Churchill middle School.

“My name is Gordon Ives,” he said.

“Sixty years ago I was an eighth-grader in Bayside Junior high School. Today, I own Ives publishing Corporation.

“When I was a boy, times were hard. My father had worked at Madison motor Company until it closed. Then he worked at Weber’s Shoe repair. My mother washed dishes at Weaver hospital. I swept floors at Sid’s fruit Stand near Kenyon college. Once, in a snowstorm, I ducked into the college’s Olin library. There, I met very important friends.”

“By the time I entered liberty High School, my friends included presidents and princes. They stayed my friends when I went to Ohio university. I’d do school work in Alden library. Then I’d work in Brown’s bookstore.

“Later, I bought Brown’s and expanded it to include the Letterman printing Company next door. Always, my friends remained loyal,” said Mr. Ives.

The class wondered who these friends were. “Books!” exclaimed Mr. Ives. “Whether you work for Gus’s fishmarket or become president of General Motors corporation, books always help you.”

Write Idea: An important businessman wants to know all about you. Write him a letter naming the schools you’ve attended and one you hope to attend. Tell him three companies you’d like to work for.

Capitalization Worksheet

Lesson 8

Directions: Circle all the words that have capitalization errors.

Rules:

- Capitalize nationalities, peoples, religions, and places of worship.
- Capitalize agencies, organizations, and political parties. Do not capitalize prepositions, conjunctions, and articles in the middle of a name.

In my club, Teens for world Peace, some of us are democrats, others are republicans. We often disagree on politics, but we all agree on this: Albert Schweitzer was a great man.

Schweitzer, a german, was a gifted philosopher and musical genius. He was an ardent christian who ministered at St. Nicholas church. However, he wanted to do more to help humankind. There was no agency like the peace corps to join. He wanted to help africans who were suffering from a terrible lack of medical care. So, at age 30, he studied to become a doctor.

With the help of the Paris missionary society, Schweitzer and his wife moved to Gabon, Africa. There they spent their lives helping africans fight leprosy and other serious diseases. People soon came from all over the world to learn from Schweitzer's work.

Schweitzer was a christian, but he shared the buddhists' respect for all living things. He once scolded an american, the democrat and presidential candidate Adlai Stevenson, for merely swatting a mosquito. In 1952, Albert Schweitzer was awarded the Nobel Prize for Peace.

Write Idea: What are the names of three churches or organizations that help people? How do they help? Write a letter to a politician explaining the good these three groups do.

*Capitalization Worksheet**Lesson 9*

Directions: Circle all the words that have capitalization errors.

Rules:

- Do NOT capitalize the names of the seasons.
 - Capitalize compass points ONLY when they name geographical regions.
 - Capitalize a title when it is used as part or all of a person's name.
-

When the Winter snows melted away, we packed our bags and headed South on Route 1. Every Spring or Fall, we drive to our family reunion. Though my Mother grew up in the south, we invariably get lost on the way. She says a poor sense of direction seems to run in our family.

This Spring, we got lost about 20 miles East of Grandpa's and ran into my Aunt from the midwest. An officer stopped to give us directions. He was amazed that mom and Aunt Joy had ended up at that same spot at the same time.

Just then, grandpa drove up in a red car. "Pardon me, Officer," he began.

Later, we all arrived at grandpa's house the same time as uncle Hank. He had been driving all afternoon, though he lives only 12 miles West of his Father.

As we sat down to dinner, I heard Mom say, "You should all come visit us in the north this fall. Enjoy the lovely Spring flowers here in the south. Then, come North and see the rich reds and golds of our Autumn leaves."

My Uncle remarked, "If I leave in the Summer, I should get there by Fall."

I laughed softly and looked out the window. I caught the moon rising as I gazed west—or was it east?

Write Idea: What if you could take a trip each season to a different part of the country? Where would you go? Who in your family would you want to go with you? Write briefly about each trip.

*Capitalization Worksheet**Lesson 10*

Directions: Circle all the words that have capitalization errors.

Rules:

- Capitalize languages and course names with numbers. Do NOT capitalize school subjects.
- Capitalize country names used as adjectives.
- Capitalize the names of planets and stars. Only capitalize “earth,” “sun,” and “moon” when they are in a sentence with planets or stars.

Celia dropped her italian bread and her glass of canadian spring water.

“What on Earth?” she gasped. Her english composition about mexican culture was gone! She looked everywhere but couldn’t find it. She went to the window and saw the planet venus in the nighttime sky. What could she do?

She wanted to use that essay for a History project, too. She didn’t have time to write it again. She had to study for a test in math II. The photos of the Sun god statue and the mountain scenes her Geography teacher requested were gone, too! Where could they be?

“After dinner, we’ll all look,” said Celia’s mom, gazing at the North star.

“I need that essay for my history II project,” Celia wailed. “What on Earth am I going to do?”

Her brother Brad muttered through his chinese food, “I’ll make a deal with you, Celia. You do my Science and Math homework before the Sun comes up, and I’ll get that essay back for you.”

“Do you know where it is?” Celia yelled.

“Sure,” said Brad, “I let my german friend borrow it. He’s telling his spanish class all about mexican culture!”

Write Idea: Imagine that you study schools found on other planets. You have discovered that each planet teaches differently. Choose one course and describe how it is taught on three different planets.

*Punctuation Worksheet**Lesson 1*

Directions: Write in or correct the end marks in the paragraphs below.

Rules:

- Use a period (.) after a statement.
 - Use a question mark (?) after a question.
 - Use an exclamation point (!) after an exclamation.
-

Energy is all around us. Where does it come from The sun, water, wind, and fossils are some of our sources of energy Earth's energy gives us warmth, light, and many daily comforts

Does the earth have endless supplies of energy. No, it doesn't We use more energy today than ever before. The United States uses three times as much energy per person as we did in 1900 Imagine that Can you help conserve energy? Yes, you can You can turn off lights when they aren't being used and turn down the heat or air conditioning. Can you think of more ways to conserve.

What is the temperature in your house. If every home lowered its winter temperature by only 6 degrees, we would save the equivalent of 570,000 barrels of oil per day Yes, that much

What type of lights are in your house. If you replaced a regular light with a fluorescent light, it would save 80 pounds of coal It would also keep 250 pounds of carbon dioxide out of the air Imagine what we could save

If we conserve energy now, we will have more for the future. Is it worth the effort It's up to you

Write Idea: Think about ways you and your friends could save energy. Write three questions you could put on an energy poster. Write the answers that would follow. Be sure to use complete sentences.

*Punctuation Worksheet**Lesson 2*

Directions: Put periods where they are needed in the letters below.

Rules:

- Put periods after initials and abbreviations.
- Sentences ending in abbreviations do NOT need an extra period.
- The title “Miss” does NOT require a period. It is not an abbreviation.
- Two-letter postal codes such as NY, CA, and TX do NOT require periods.

Mar 2, 1996

Apr 8, 1996

Ben Clownman, Jr

Captain I M Bauss

Top Cop Hwy

1 Highrank Blvd

Hometown, IL 60617

Hometown, IL 60617

Dear Sergeant Clownman:

Dear Captain Bauss:

You have been chosen to plan this year’s circus to benefit the hospital! The annual show will be Sat, Aug 3. The Firemen’s Auxiliary will help. Just call Mr Will Bern. Also call Miss Ella Phant from Animals-R-Us Inc Let’s get the most exciting acts ever!

Good news! Mr Nick Finger of Shiny Sword Co says he will be our sword swallower. Also, Hank E Chief, the world’s oldest crybaby, will perform. Dr Armand Legg will meet any medical emergency. Best of all, Lee O Lyon will bring his famous animal act.

Yours truly,
I M Bauss, Captain

Sincerely,
Sergeant Ben Clownman, Jr

Write Idea: You are organizing a circus. Write letters to two acts asking them to perform. Use abbreviations for titles, days, months, and addresses. Also use initials.

*Punctuation Worksheet**Lesson 3*

Directions: Write in the correct punctuation marks.

Rules:

- Put a comma between the name of a city and its state. Also put a comma after the state name if it is not the last word in the sentence. Do NOT use a comma when only the city name or only the state name is mentioned.
- In a date, put a comma between the day and year. Also put a comma after the year if it does not come last in the sentence. Do NOT use a comma between the month and year when they appear without the day.

George Washington Carver, the son of black slaves, was born near Diamond Grove Missouri. Some books list his birth date as July 12 1861. An eager learner, Carver overcame racial prejudice and went from a tiny school in Nowosho, Missouri, to Iowa State College.

He was invited to Tuskegee, Alabama in March 1896 to head the agricultural institute. There he developed by-products of the peanut, such as milk, flour, and dyes. On January 6 1925 he patented a cosmetic. January 5 1993 marks the 50th anniversary of this great inventor's death in Tuskegee Alabama.

On February 11 1847 another great inventor, Thomas Edison, was born. He moved from Ohio to Port Huron Michigan in 1854. At age 12, he sold newspapers and candy on a train. He set up a laboratory in the baggage car; and, during layovers, he read in the library in Detroit Michigan.

June 1, 1869 was the day Edison received his first patent. Eventually, he chose Menlo Park, New Jersey as the site for his research laboratory. There he developed the first economical lighting system in October 1879. Shouting "Haloo!" into a transmitter, he made the first "record" on July 18 1877.

Write Idea: An encyclopedia has asked you to write your life story. Write several paragraphs. Be sure to put in the most important dates in your life. Also include the place you were born and the places you have lived.

Punctuation Worksheet

Lesson 4

Directions: Put commas and colons where they are needed in the letters below.

Rules:

- Put a comma after the greeting of a personal letter.
- Put a colon after the greeting of a business letter.
- Put a comma after the closing of all letters.

Our class did a survey about zoos. Here are some of the letters I sent and some of the replies.

Dear Sir or Madam

What do you think is the role of zoos in our society?

Yours sincerely
Anika Abbruzzo

Dear Anika

I'd eliminate zoos. We should not keep wild animals in cages.

Your friend
Andre

Dear Miss Abbruzzo

At San Diego Zoo, we believe zoos help save wildlife. Our efforts kept the condor from extinction.

Yours truly
William Toone

Dear Anika

A zoo is a poor copy of an animal's habitat. With better policies, we wouldn't need zoos.

Very truly yours
Darcy

Dear Anika

Where else but in a zoo can a child see a real rhinoceros?

Best wishes
Kerry

Dear Miss Abbruzzo

Zoos preserve only about 925 of the 2,000 endangered species. How should we decide which ones?

Sincerely
Victor Loomis

One day, my friend Jalisa suggested a way to expand our survey.

Dear Anika

Why don't you ask *Sierra* magazine what its readers think of zoos?

With regards
Jalisa

Dear Sir or Madam

Please ask your readers their opinions on zoos.

Yours most sincerely
Anika Abbruzzo

Write Idea: Do zoos harm or protect wild animals? To express your opinion, write a letter to a friend and another to a magazine editor.

*Punctuation Worksheet**Lesson 5*

Directions: In the story below, put commas and colons where they are needed. Cross out commas that are NOT needed.

Rules:

- Use commas to separate three or more items in a list. On this worksheet, you should follow the rule that a comma IS needed before the conjunction.
 - When only two items are in a list, do NOT use a comma to separate them.
 - When a complete sentence comes before the list, use a colon before the first item. The complete sentence introduces the items that will follow.
-

When we went camping, Aunt Emily came along for one reason to direct, film, and edit a movie of our trip with her new video camera.

Aunt Emily started filming when she, and I were canoeing on the lake. I yelled smiled laughed, and waved at the camera. That was too much for a cracked brittle, and wobbly canoe. Splash! Soon Aunt Emily, and I were laughing gasping, and swimming for shore. I hope the camera is waterproof.

Being dumped into the lake having to swim ashore, and almost losing her camera didn't stop Aunt Emily.

When we saw a skunk, we jumped yelled screamed, and ran. Aunt Emily, however, ran for her camera. That skunk didn't want to be a movie star. It turned away lifted its tail, and sprayed her. Aunt Emily washed scrubbed, and rinsed but couldn't get rid of the smell.

Aunt Emily says she learned some important lessons from our trip always bring an extra change of clothes, never film a camera-shy skunk, and smile for the camera no matter what happens.

Our trip wasn't quiet, and peaceful, but we have a great time watching Aunt Emily's videotape.

Write Idea: You have been asked to make

a video of the school picnic. What will you film? Describe your final product in sentences that list two or more nouns, verbs, and adjectives.

*Punctuation Worksheet**Lesson 6*

Directions: Put commas where they are needed in the story below.

Rules:

- Use a comma after an introductory word or phrase.
- Use commas to set off direct address. Direct address is the name of the person being spoken to. It can appear at the beginning, middle, or end of a sentence.
- Use commas to set off a word or phrase that interrupts a sentence. Commas are used before and after the interruption.

Robby a new robot, made his first public appearance today and demonstrated numerous skills. Dr. Bang his creator, told reporters, “Robby’s analysis and dialogue skills are unequaled. However he had shown a weakness in the area of manners. Finally he has now mastered good manners. Greet our guests Robby.”

Robby responded, “When making a request you should ask politely.”

“Robby I know the rule! Will you please just greet our guests. We don’t, in fact have all day.”

“Please, Dr. Bang don’t blow a fuse!”

“All right Robby. Let’s suppose, for example we bump into each other. What would you say?”

Robby whirred and said, “Well we did not actually bump. Therefore I cannot respond.”

“Will someone bump Robby this sassy robot, so he will respond? Thank you,” said Dr. Bang.

“Please pardon,” said Robby, “the extension of my arm limb model 45A. Forgive me for—”

“One word of pardon, Robby, will do.”

“I believe Dr. Bang, that one can never be too polite.”

Write Idea: If you invented a robot, what would it do? Imagine giving a demonstration to your friends. Write what you’d tell them about the robot. Then write what you’d ask the robot to do.

*Punctuation Worksheet**Lesson 7*

Directions: Put apostrophes where they are needed in the story below.

Rules:

- In a contraction, use an apostrophe (') in place of the missing letters.
- To show possession for singular nouns, use an apostrophe (') followed by an *s*. For plural nouns put the apostrophe (') after the *s*.
- To show possession for plural nouns not ending in *s*, use an apostrophe (') followed by an *s*.

Leave your present-day manners behind. Come join us in one of Europe's medieval dining halls.

Here, in the fifteenth century, how will you practice good etiquette? Well, first you'll notice that dining is informal. The meal's main course is in a pot in the center of the table. Don't mind other men's hands as you grab for food. I'm afraid there aren't any napkins, but you can wipe your fingers on your bread. Your host's feelings won't be offended if you pick your teeth with your knife. However, please don't put any bones back into the shared pot!

You'd be surprised at how much table manners have changed since then. Forks weren't used widely until the 1700s. It's hard to imagine that diners shared one bowl and a few glasses.

Rich folks' manners were influenced by Erasmus, a Dutch scholar. He wrote one of the first etiquette books in 1530. Erasmus's book urged diners to throw bones onto the floor. It also had rules regarding men's habit of scratching and spitting during a meal!

Do you still have an appetite for your mother's home-cooked meals? Don't forget! Keep your elbows off the table!

Write Idea: Sometimes manners don't seem to make sense. What do you think of taking your hat off in a building or saying "How do you do" when meeting someone? Write about a rule of etiquette that confuses you. Use possessives and contractions.

*Punctuation Worksheet**Lesson 8*

Directions: Write in the correct quotation marks in the paragraphs below.

Rules:

- Put quotation marks before and after the titles of poems, songs, short stories, and articles in newspapers or magazines.
 - Titles of books, magazines, and movies are underlined or written in *italics*. They do NOT appear in quotation marks.
-

For Labor Day, my family packed material to read and write at the beach. Mom brought an article called Time Management. From *Tax News*, Grandpa brought one called Tax Law. I packed a long poem we had studied in school, The Rime of the Ancient Mariner. My older sister packed her story, Love Sick, planning to revise it. Little Jo packed her song, A Is for Artichoke, so she could compose a second verse.

When we unpacked, Uncle Ted laughed at our serious choices. He said he planned to read fun stories, including one called Good Old Lazy Days.

Mom said, “Ted is right.” She pulled out her *Sports Illustrated* and read This Year’s Starting Quarterbacks. Grandpa wrote The Man from Sand, another of his silly poems. I reread my favorite science fiction tale, Moon Lagoon. My older sister read an article called Fun in the Sun. Little Jo made sand castles and sang Jack and Jill. Then she asked me to read her favorite poem, Chocolate Soup.

As for fun-loving Uncle Ted, he pulled out a laptop computer to work on his newspaper article, What People Read at the Beach.

Write Idea: If your family brought poems, short stories, and articles to the beach, what would each person in your family bring? What songs would you sing? Write one or two paragraphs to answer these questions.

*Punctuation Worksheet**Lesson 9*

Directions: Put quotation marks where they are needed in the story below.

Rules:

- Use quotation marks at the beginning and the end of a direct quotation. A direct quotation is a person's exact words.
- Do NOT use quotation marks when you are simply reporting what someone said, and you are not using his or her exact words.

In her report on Earth culture, Dr. Za of Galaxy 2B writes, Humans at the beach display strange behavior.”

She says that “this is true, even by human standards. “They sprawl in a manner rarely seen in other public places, she notes. She also wonders “why the pieces of fake skin they wear at the beach are so tiny.

She asks “whether this behavior has religious meaning. The frequent use of oils may be part of a sun worship ritual,” she says. Others say that “the oils help humans swim like fish. Humans are weird,” Dr. Za concludes.

In later studies, Dr. Za notes that beach humans often go to lighted parks at night.”

She asks, “Why are humans drawn to those strange machines called roller coasters? She once suggested “that the ride helped humans digest their food. “I was wrong, she admits.

“Why do humans scream and laugh at the same time? she inquires. Some say “that this is common roller coaster behavior. Dr. Za states that “humans shout for the ride to stop, when they really want it to continue.

“We have a long way to go in order to understand humans, she concludes.

Write Idea: What if Dr. Za and others from Galaxy 2B came to your school? What do you imagine they'd think about the cafeteria or your gym class? Report their comments in sentences that include quotations.

*Punctuation Worksheet**Lesson 10*

Directions: Write in or correct the punctuation marks in the paragraphs below.

Rules:

- When a quotation comes at the beginning of a sentence, put a comma inside the closing quotation marks.
- If the quotation is a question or exclamation, put a question mark or exclamation point inside the closing quotation marks. Do NOT use a comma.

I hate automobiles"! Grandpa said in 1910, but he bought one anyway.

"You must drain the oil after 500 miles" advised the dealer.

"I know"! interrupted Grandpa, in his eagerness to be under way.

"This machine is just like a horse" he told Grandma as they drove home.

"Is it, Dear" Grandma remarked, gripping her hat tightly.

"If I treat it right, it'll go forever", said Grandpa philosophically.

"Of course, Dear", nodded Grandma.

"I just have to remember the oil"! he said, pounding the brake for emphasis.

Everything was fine, until Aunt Elizabeth became ill one day. "Let's drive her to the hospital", Grandma said.

"We can't" replied Grandpa.

"Why not, Dear" Grandma asked.

"It's the oil"! he boomed.

They went anyway. Half way home, he stopped. "Five hundred miles" he said.

He got out of the car, removed the plug, and drained all the oil. "What should I do now" muttered Grandpa.

"Let's drive on", suggested Grandma.

They did. Without oil, the car did not make it home. "I hate automobiles" roared Grandpa. He never drove again.

Write Idea: You and a friend are riding in a car, but the car breaks down. What do you say to each other? Write the conversation.

*Punctuation Worksheet**Lesson 11*

Directions: Write in or correct the punctuation marks in the paragraphs below.

Rules:

- When a quotation comes at the end of a sentence, put a comma between the words that tell who is speaking and the beginning of the quotation.
- Put the end mark inside the closing quotation marks.

In English class today, our teacher, Mr. Habib, said “Put your best foot forward. He wrote the saying on the board. Then he said “On the board is an idiom. Who can give me another?”

Joe said, “I’ve got a frog in my throat”!

Mr. Habib replied “Excellent! An idiom is a saying that doesn’t mean exactly what it says”. He added “Let’s have a contest to see who can say the most idioms during class discussion today.

All sorts of idioms began running through my mind.

Everyone began to talk at once after Mr. Habib said “You can begin!

Lea insisted, “I’ll get the ball rolling with the first idiom”.

Joe replied “Well, I have a few tricks up my sleeve!”

Lea said, “Stop pulling my leg. You’re biting off more than you can chew!”

Joe asked comically “Gee, Lea, am I on a wild goose chase”?

In the end, Lea won the contest, but Joe was a good sport. I just couldn’t believe my ears when I heard him say “That’s the way the cookie crumbles!

Write Idea: Think of as many idioms as you can. Explain one of those idioms to a traveler from another planet. Write your conversation. End most of your sentences with a quotation.

*Punctuation Worksheet**Lesson 12*

Directions: Write in or correct the punctuation marks in the story below.

Rules:

- If a quotation is divided into two parts, put quotation marks at the beginning and end of each part.
 - Put commas before and after the words that tell who is speaking.
 - After the first part of the quotation, put the comma inside the quotation marks.
-

Judy” Mia said excitedly it’s him!”
She pointed to a young man setting up
a transmitter. “The WKIS radio
phenomenon, Lenny Lion” she said
softly, is in our mall.” We gawked, and
a white-haired man next to us laughed.
“He is, I said, “so gorgeous.”
“From his husky voice, she replied “I
knew he would be good-looking.”
“Do you think” I asked, “he would
give us his autograph?”
“Well,” said the old man, “ask him.”
The young man turned around and
smiled. “Lenny,” he squeaked to the old
man, in 30 seconds, you’re on the air.”

“This is Lenny Lion” said the white-
haired man, from W Kisssss!”
“Judy, Mia whispered “the *older* man
is Lenny! Oh, I could just die!”
“Try to wait, I whispered back “until
we get his autograph.”
“With me today, the white-haired DJ
said, “are two nice girls, Judy and Mia.”
“I really think” Mia moaned, “I’m
going to die.”
“If a person can die from blushing,
Mia,” I said quietly, you surely will.”
“After the show,” Lenny announced
“I might introduce Judy and Mia to
my sons.”
“I’m sure,” Mia said, “I’ll recover.”

Write Idea: Imagine a radio call-in show for people your age. What would the DJ talk about? What would the callers say? Write a few minutes of what you hear. Use as many divided quotations as possible.

*Punctuation Worksheet**Lesson 13*

Directions: In the story below, put commas where they are needed. Cross out commas that are NOT needed.

Rules:

- Use a comma before a conjunction that joins two complete sentences.
- Use a comma after a dependent clause that comes at the beginning of a sentence.

Dad said I could go to the State Fair but I had to take my little brother Sammy. Because I was determined to go I agreed. Sara Cane was going to be there and I hoped to bump into her. This was my chance to talk to her, and to show her what a phenomenal guy I am. My friend Jesse was also going and I suspected he had a similar plan.

After driving us to the fairgrounds Dad left us at the gate. When we saw Sara she was with another guy. They were laughing, and carrying stuffed animals they had won. Jesse sighed, "We can still show Sammy a good time anyway."

We turned to Sammy but he was gone. I groaned. We had to find him or I was dead meat. Jesse and I decided to split up, and meet later at the Ferris wheel.

Although I was angry with Sammy I was worried, too. I questioned a clown blowing up balloons, and the lady at the coin toss. When I described him no one remembered seeing a fuzzy-haired kid.

After Jesse and I met up with each other we discussed what to do next. Suddenly, Jesse pointed. Sara's friend was looking upward, scowling. There was Sammy riding on the Ferris wheel with Sara, his favorite baby-sitter.

Write Idea: Have you ever gone to a fair, an amusement park, or a circus? Write to tell a friend what you did. Use two or more sentences that begin with dependent clauses. Also include examples of joining two sentences using a comma with a conjunction.

*Usage Worksheet**Lesson 1*

Directions: Underline the noun in parentheses () that correctly completes the sentence.

Rule: Use the correct form of a noun in a sentence. A noun names a person, place, or thing. A noun can be singular, plural, or possessive.

In the 1600s, King Louis XIV of France started a new (fad/fads). You see, Louis was very short, and he wanted to look taller. So, the royal shoemakers added two (inch/inches) to each of the (king's/kings') shoes. The inevitable happened. Most (man/men) and (woman/women) copied the king's new style. Soon all (citizen's/citizens') shoes had high heels. All (man's/men's) riding boots had heels added to them, too, because the heels held all (riders/riders') feet in the stirrups.

Every time Louis added to the height of his heels, so did everyone else. Heels got higher, but Louis never attained his goal of looking taller.

Today, some (woman's/women's) toes are still slipped into high heels. The most popular (shoe's/shoes), however, are built for comfort. They are called "sneakers."

A (sneaker's/sneakers') sole is made of rubber. The (rubber's/rubbers) silent quality gives the shoes their name.

Improvements have been made over the years. For instance, a track (coach/coaches) developed waffle soles to help improve all (runner's/runners') traction! Sneakers became most (athlete's/athletes') favorite footwear. Now, some (sneaker/sneakers) can be pumped up with air for cushioning. Who knows? Maybe jet-propelled sneakers will be next!

Write Idea: If you had your own shoe store, what kinds of shoes would you sell? Who would your customers be? Use two examples of each noun form: singular, plural, singular possessive, and plural possessive.

*Usage Worksheet**Lesson 2*

Directions: Underline the word in parentheses () that correctly completes the sentence.

Rule: Use the correct pronoun in a sentence. A pronoun is a word that can take the place of a noun. A pronoun can be singular, plural, or possessive.

A Native American Legend

Long ago, the moon was a Native American boy living here on earth. (He/His) face was as radiant as the sun's. The boy had a good-natured sister. (They/Theirs) lived together happily.

Once Moon threw a big party for (them/their) friends. (He/His) told Sister, "(We/Our) guests need water. Please fetch (it/its) for (them/theirs)."

This was no easy task. It was winter, and the snow was very deep. Nevertheless, the girl picked up (she/her) buckets and went. When (she/hers) came back, there was no place for (them/her) to sit.

Sister said, "Brother, (I/mine) got the water for our party guests. Now where is a place for (me/my)?"

Moon laughed. He shook (him/his) head. "There is no space for (you/your) to sit down. You will have to rest on (me/my) shoulders!"

(He/His) sister was tired, but all at once, she jumped onto (she/her) brother's shoulders. She rests there still today. It is her shadow that dims Moon's light.

What about (they/their) friends? (They/Theirs) left the lively party in groups and danced their way across the sky. Most of (them/theirs) are still there as stars in the Milky Way.

Write Idea: How does a sunflower get to be so big? How does a ladybug get its spots? Write a tale that explains how something in nature came to be. Use singular, plural, and possessive pronouns.

*Usage Worksheet**Lesson 3*

Directions: Underline the verb in parentheses () that correctly completes the sentence.

Rules: In a sentence, the verb must agree with the subject.

- Use a singular verb with a singular subject.
- Use a plural verb with a plural subject.

Scavenger hunts (is/are) a tradition in my family. Every year, Dad (organizes/organize) one at Gran's house. Each time, my cousins (expects/expect) to win.

Dad makes lists describing the objects we must find. Sometimes, we (has searched/have searched) for hours. Efficiency (is/are) the key. In the past, one object (has matched/have matched) more than one description.

This year, the requirements (was/were) especially hard. The list called for things that are soft, silver, warm, and round.

My cousins raced about, but not me. I (was/were) sure there was one simple answer.

Each year, the list (contains/contain) hidden clues. Finding them (has required/have required) thinking more than hunting. Those clues (stumps/stump) us every time. The answers (has fooled/have fooled) us because they are obvious. This year (was/were) no different.

My uncles looked for Gran's locket. It (is/are) round and silver, just as the list called for. My aunts hunted for soft things. My cousins (was/were) frantic.

I remained calm and thought hard. Then, I knew the solution. It was right before us. Soft, warm, round, silver-haired Gran (was/were) it!

Write Idea: Imagine being in a sunken ship on a treasure hunt. What three things will you hunt for? Write paragraphs to describe your search for each thing. Be sure your verbs agree with their subjects.

*Usage Worksheet**Lesson 4*

Directions: Underline the word in parentheses () that correctly completes the sentence.

Rules: Use the correct tense of a verb in a sentence.

- A verb in the *present tense* describes an action happening right now.
 - A verb in the *past tense* describes an action that has already happened.
 - A verb in the *future tense* describes an action that will happen later.
-

Years ago, Mom (decorates/decorated) my brother's bedroom. She (painted/will paint) everything yellow when she did it. She (adds/added) flowers and butterflies, too.

Now my brother (wants/wanted) to change it. When he finishes, it (looked/will look) cool. Since he has become a teenager, Juan (likes/liked) metallic blue. He (prefers/preferred) diagonal stripes and wild designs, too.

Tomorrow, we will start. I will sand. Juan, however, will do all the painting himself. He (creates/will create) a space mural on his ceiling after he has finished everything else. Life with a teenager certainly can be colorful.

Last fall, Juan (starts/started) collecting things for his room. He (purchases/purchased) a spaceship-shaped lamp.

At a garage sale yesterday, he (picked/will pick) up a bedspread with stars on it. Juan (expects/expected) to hang it on the wall after he paints the room.

Now he (needs/needed) some bright-colored posters. He (looks/will look) for some at a flea market tomorrow.

Dad (laughs/laughed) whenever Juan drags home something "new." He (remembers/remembered) his own teenage years whenever he sees Juan. I see Juan and wonder what junk I will find "beautiful" when I'm his age.

Write Idea: Pretend you are in the middle of redecorating your bedroom. Write about how it used to look. Describe how it looks now. Then, tell how it will look when you are done.

*Usage Worksheet**Lesson 5*

Directions: Underline the word in parentheses () that correctly completes the sentence.

Rule: When the action of an irregular verb is in the past, use the past form or the past participle with a helping verb. An irregular verb does NOT form the past by adding “-d” or “-ed.”

Last week my brother Ted (said/sayed) we should surprise Mom and Dad on their anniversary with breakfast in bed. He (thought/thunk) cooking would be easy. Of course, neither of us had (done/did) it before.

We (got/get) up early to start the feast. The day before, we had (made/maked) yeast rolls. Ted said he had (cut/cutted) the recipe in half. Instead, he had doubled the flour. The result was that we (had/haved) rolls flatter than pancakes. I have (held/hold) paper weights that were lighter.

“No problem,” said Ted. “We’ll smear them with jam and call them strawberry tarts.”

It turned out that our problems had just begun. We had (ranned/run) out of cheese, so we (put/putted) peanut butter in the omelets instead. The omelets (grew/grown). Perhaps, if we had (beaten/beated) our eggs more, we would have been successful.

We brewed fresh coffee. We (meant/meaned) to measure it carefully, but we were in a hurry. It (came/come) out like sludge. Also, I had (taken/took) the wrong box when I sprinkled powdered sugar on our “tarts.” It turned out to be baking soda.

So how was our parents’ anniversary breakfast? Delicious. We all went to a restaurant.

Write Idea: Did you ever cook or bake something? How did it come out? Write a true or imaginary story in the past tense. Use at least four irregular verbs.

*Usage Worksheet**Lesson 6*

Directions: Underline the word in parentheses () that correctly completes the sentence.

Rules: Use the correct form of an adjective in a sentence.

- *Standard adjectives* describe nouns and pronouns.
 - *Comparative adjectives* compare two nouns or pronouns.
 - *Superlative adjectives* compare three or more nouns or pronouns.
-

Amazing Animal Facts is (interesting/
more interesting) than any book I
own. Each descriptive fact is (stranger/
strangest) than the one before. I've
learned (more/many) facts than anyone
I know.

I learned that the blue whale is the
(large/largest) of all animals. The
whale's whistle travels the (farthest/
most farthest) distance of all animal
sounds as well.

A giant squid has the (bigger/biggest)
eyes of all. Its eyes are 15 inches wide,
much (wide/wider) than a whale's.

The book says that pandas are the
(most valuable/most valuablest) of all
animals. I think that every animal
is priceless.

Did you know a crab is the (slower/
slowest) walker in the animal world? It
walks at 3.5 mpy. That's "miles per
year!" Even a snail's pace is (good/better)
than that. A cheetah is the (best/most
best) runner of all. At 60 mph, it is (fast/
faster) than a horse. Some birds are even
(more rapid/more rapider) than cheetahs.
The falcon is the (swift/swiftest) bird of
all. It dives at 200 mph.

Which animal eats the most food of
all? A moth is the (most constant/
constantest) eater in the wild. A moth
larva eats 86,000 times its own weight
in two days! I'm glad it's not any
(hungrier/more hungrier) than that.
There might not be any food left for
humans!

Write Idea: Think about school subjects. Write paragraphs about your favorite subject, another subject you like, and your least favorite subject. Use all three adjective forms.

*Usage Worksheet**Lesson 7*

Directions: Underline the word in parentheses () that correctly completes the sentence.

Rules:

- Use an adverb to describe a verb. Adverbs tell how, when, or where an action happens. Adverbs often end in “ly.”
 - Use the adverb “well” to describe a verb.
 - Use a comparative adverb to compare two actions.
 - Use a superlative adverb to compare three or more actions.
-

I love the sights and sounds of the city on a summer night. The street lights glow (more soft/more softly) than they do in winter. People stay up late, and they laugh (more easy/more easily) than during the day.

My sister and I stand (silent/silently) at our dark window. We watch our neighbor dance to a jazz song on her radio. She dances (well/good). We hear our parents talk (quiet/quietly) on the front stoop.

My sister paints (well/good). On a summer night, she paints the moon (most careful/most carefully) of all. Of everything in the city, it shines (most bright/most brightly). This is one of the best times in the city.

I watch the city streets (most secret/most secretly) of all at four in the morning. With the city lights off, the moon lights the streets (more bright/more brightly). I see a white cat looking (curious/curiously) at my window. He throws back his head and howls (musical/musically).

At four o'clock, I write (well/good). I am more peaceful than I am during the day. I remember (more clear/more clearly) than ever the things I want to describe. I can dream (well/good), too. I dream (most frequent/most frequently) of all about places I'll go one day. My parents discuss moving to the country, but I would miss city summer nights.

Write Idea: Would you rather live in a big city, a small town, or the country? Describe life in your favorite place to live. Use all three adverb forms.

*Usage Worksheet**Lesson 8*

Directions: For each sentence in brackets [], circle the simple subject. Underline the simple predicate.

Rules:

- The simple subject is the main word that tells whom or what the sentence is about.
- The simple predicate is the main word that tells what the subject does or is.

You never know what you might find if you start digging. [Some gold miners found that out a few years ago in Siberia.] [While removing some soil, the miners' bulldozer had hit a big block of ice.] [As they looked inside the ice, they were surprised by what they saw.] [The amazed miners were staring at an odd shape.] Sluicing the ice with water made the image clearer. [An animal was frozen in the ice.]

[The creature resembled an elephant.] [However, it had long fur and two fingers at the end of its trunk.] [The animal in the ice was a woolly mammoth!]

[Mammoths had disappeared forever by the end of the last Ice Age.] [This one had survived as a mummy, a well-preserved body.] Freezing had kept it undamaged. The mammoth was a baby, 4 feet long and 4 feet tall. [Adult mammoths could reach 15 feet in height.] [Ten-inch, shaggy hairs on its body had kept it warm.] [The baby's furry trunk stretched to 22 inches.]

[According to scientists, the mammoth mummy is about 30,000 years old.] [It is one of the oldest mummies in the world.]

What might be under the earth in your backyard? A saber-toothed tiger? [You never know!]

Write Idea: Imagine that you found something buried near your home. What was it? Write a newspaper report describing what you discovered. Then go back and circle each simple subject. Underline each simple predicate.

*Usage Worksheet**Lesson 9*

Directions: After you have read the story, look at each sentence in brackets []. Underline run-on sentences. Circle complete sentences. Underline sentence fragments with a dotted line.

Rules:

- A *complete sentence* has a subject and predicate. It expresses a complete thought.
 - A *sentence fragment* has a missing subject or predicate, or is not a complete thought.
 - A *run-on sentence* has two sentences that run into each other.
-

[Perhaps you think Britishers and Americans speak one language.] [We all speak English.] [While we do share most of our words.]

[Americans fill their cars with gas the British call it *petrol*.] [An American fixing the car looks under the hood a Britisher looks under the *bonnet*.] A Britisher finds tools in the *boot*. [An American in the trunk.]

[When driving to Mom's house uses the highway.] [A Britisher goes to *Mum's* house he uses the *motorway*.] [An American hopes for Mom's cookies.] A Britisher hopes for *Mum's biscuits*.

[The *mum* of your British friend is out of *biscuits* she offers *chips*.] [If you're hoping for something crunchy, you'll be disappointed.] [Her *chips* are french fries American chips are called *crisps*.] [Of course, *ta* to her, which means thank you.]

[Later, you put on your *jumper* I mean your sweater.] [Seeing that it is raining, offers his *mak*.] [His *mum* then fills the raincoat pockets with *sweets*.] They are candies.

[Then you good-bye to your British friend and his *mum*.] [They smile, wave, and call back, "*Cheerio*."]]

Write Idea: What slang words do you and your friends use? Write a letter to someone from the year 1860 and explain what the words mean. Use some example sentences to show how you use the words. Be sure to use complete sentences in your letter.

*Usage Worksheet**Lesson 10*

Directions: Underline the word in parentheses () that correctly completes the sentence.

Rules:

- Do NOT use a double negative in a sentence. A double negative is when two negative words are used to express one negative idea.
 - Some negative words are *no*, *not*, *never*, *none*, *nothing*, and *nowhere*. Contractions like *don't* and *can't* are negative because they are made with the word *not*.
-

Nobody was (ever/never) bored when P.T. Barnum was around! There wasn't (anything/nothing) he liked more than being in the spotlight.

Nobody anywhere (would/wouldn't) dispute Barnum's genius as a promoter. Born in 1810, he (was/wasn't) never the quiet type. He didn't like (any/none) of his dull jobs.

He (could/couldn't) scarcely wait to organize his own shows. It (should/shouldn't) have surprised nobody when he started a circus. Barnum traveled from town to town promoting "The Greatest Show on Earth." He finally had found a job that (was/wasn't) hardly stuffy or boring!

At first, Barnum's circus didn't use (any/no) trains or trucks. They paraded through town in horse-drawn wagons. People (could/couldn't) hardly believe their eyes. Most hadn't (ever/never) seen a tiger!

Barnum (would/wouldn't) scarcely recognize a circus today. He (could/couldn't) never have imagined the changes. Tents (are/aren't) hardly ever used. Indoor arenas are the "big tops." The opening parade doesn't go (nowhere/anywhere) but in a big circle.

Today's circus isn't (anything/nothing) like Barnum's, but one thing particularly would please him. Fifty people are employed just to promote it!

Write Idea: Think about a big change you have seen—in a person, a place, or a thing. Write about it before and after the change. Include three sentences with negative ideas.

*Usage Worksheet**Lesson 11*

Directions: Underline the word in parentheses () that correctly completes the sentence.

Rules: Use the correct form of a pronoun in a sentence.

- A subject pronoun is the subject of a sentence or clause.
- An object pronoun comes after action verbs or prepositions.

Many of (we/us) have read the book *Charlotte's Web*. What do (we/us) know about its author, E. B. White? When (he/him) was young, he was not eager to go to school. Speaking in front of his classmates terrified (he/him). Sometimes he was a lazy student. In his freshman year of college, (he/him) almost failed English.

Still, White had always loved words. His older brother would let (he/him) play with his typewriter. When White's older siblings moved away, he felt abandoned by (they/them). (He/Him) poked through what they had left behind and found a dictionary. To him, its contents were magical.

The dictionary encouraged White to write. When (he/him) wrote *Charlotte's Web*, children and adults were eager to read it. (They/Them) loved Wilbur the pig and his spider friend. After White's book came out, 200 fans wrote (he/him) letters each week.

Why did (he/him) write the book? White felt sorry for a pig that was doomed to die. At that same time, (he/him) noticed a gray spider. (She/Her) was so clever at her spinning, White worked (she/her) into his story.

For the children of his time and (we/us) now, White wove a story of friendship as strong and magical as Charlotte's web.

Write Idea: Who is the person you admire most? What does he or she do that wins your respect? Write about him or her using subject and object pronouns.

*Usage Worksheet**Lesson 12*

Directions: Underline the word in parentheses () that correctly completes the sentence.

Rule: Use a reflexive pronoun to refer to the subject of a sentence or clause. A reflexive pronoun ends in “-self” or “-selves.”

Dear Boomer,

Thanks for your funny card! Yes, I’m taking care of (myself/ourselves). It’s an army rule. We have to keep (myself/ourselves) fit.

I was glad to hear Dad gave (hissself/himself) two days off work. I hope Mom takes some time for (herself/themselves), too.

Little brother, are you taking care of (yourself/yourselves)? In your letter, you said Dad has been lecturing you. I know you wonder if he ever listens to (himself/themselves). Do Mom and Dad know that they repeat (theirselves/themselves)? I’m not sure. All I’m sure of—now don’t make a face—is that they love us.

Mom and Dad see us as images of (theirselves/themselves). They hold (theirselves/themselves) responsible for us. Eventually, we will have to answer for (myself/ourselves). That’s what my sergeant keeps telling me. I have to listen to others and then trust (myself/ourselves) to make good decisions.

Boomer, try putting (yourself/yourselves) in Mom’s and Dad’s shoes. Dad has asked (hissself/himself) to remember when he was a kid. He wants us to learn from his mistakes. Mom told me she heard (herself/ourselves) talking and realized that she sounded just like her parents. So hang in there. They love you. So do I, you goof.

Love, Jay

Write Idea: Imagine that you have a brother in the army. Write a letter telling him what’s happening in your life. Use at least three reflexive pronouns.

*Usage Worksheet**Lesson 13*

Directions: Underline the word in parentheses () that correctly completes the sentence.

Rules:

- Use a plural verb with a compound subject.
- Use a plural verb with a plural subject.
- Use a singular verb with a singular subject.

Dear Stan,

The girl we saw at all the dances (is named/are named) Meg. Dad and Uncle Tim (keeps telling/keep telling) me how to meet her. My uncles and Dad (knows/know) I'm shy. In the last week, Uncle Lou, Uncle Tim, and Dad (has given/have given) me lots of advice.

Yesterday, Uncle Tim said, "The girls at my church (is/are) nice. The teens in our parish (makes/make) friends by working together. Our spaghetti and meatball supper (are/is) tomorrow. Why don't you come help?"

So, today I go. When I arrive, a pot of meatballs (is waiting/are waiting) for me. I find myself serving lots of messy kids.

Soon, meat and sauce (is/are) all over my apron. The steam from the hot pots (is making/are making) me sweat. Then two girls and a boy (begins/begin) to fight. One of the kids (throws/throw) a fistful of spaghetti. Tomato drips down my cheek. A white and sticky noodle (hangs/hang) from my ear. Friends of my uncle (laughs/laugh). Three girls in the line (stares/stare). Guess who?

Meg, her sister, and a friend (is/are) quiet while I serve them. Then Meg's friend smiles the warmest smile I've ever seen. She winks and hands me a wad of napkins. Now I have to talk to Meg. How else can I learn her friend's name?

Your friend, Mike

Write Idea: What is the most embarrassing thing that has ever happened to you? Write about it using compound, plural, and singular subjects. Also use adjectives in your paragraphs to describe your subjects.

*Usage Worksheet**Lesson 14*

Directions: Underline the word in parentheses () that correctly completes the sentence.

Rule: Pronouns must agree with their antecedents in number and gender. Number indicates whether the antecedent is singular or plural. Gender refers to the sex of the antecedent.

At first, I thought my friend Ann was silly. (She/They) wanted me to run for president. “I even have a slogan,” she said. “(He/It) is *Peng for President*.”

I had never thought of myself, Peng, as a class leader. Still, I felt (I/we) could do more than Ron. As president, (he/it) hadn’t kept his promises.

So Stu and Pat made posters for me. (He/They) used a penguin for my symbol. Ann and I drew up a plan. Together, (I/we) polished my campaign speech. (He/It) included ideas for beautifying our school and tutoring young children. Ann said (she/it) was confident I could win.

Then the campaign began. (He/It) was exciting. I talked to kids (I/we) had never met before. (He/They) had a lot to say. Cafeteria food was their biggest complaint. (She/It) should be pizza everyday said my classmates.

I called Ann. “The penguin posters are real cute,” I said, “but (he/they) should say something about pizza.”

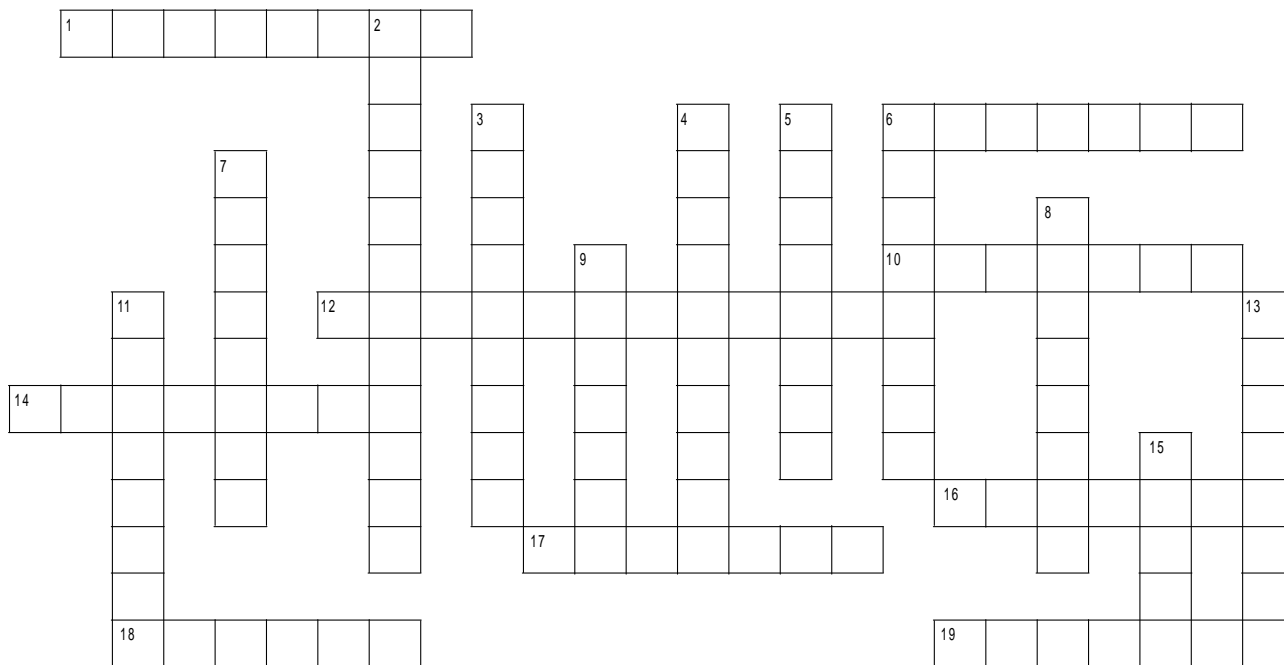
Ann listened. Then (she/they) said, “Stick to your ideas. They were good.”

When I lost the election I felt bad, until I saw Ann. (She/He) had a giant stuffed penguin with a sign. (He/It) said, “Peng, my personal winner.”

Write Idea: Imagine running for class president. What do you and other people do for your campaign? Write a brief story using singular and plural pronouns as well as masculine and feminine pronouns.

*Spelling Worksheet**Lesson 1*

Hint: All the words in this puzzle are words that have short vowel sounds followed by an *r*.

**Across**

1. force; stress; strain; tension
6. come to the top; rise up
10. formed by the world around us, not by the hand of human beings
12. area close by; vicinity; surrounding places
14. the state between Maryland and North Carolina, with postal code of VA
16. boldness; daring; bravery
17. speech that gives information on a specific subject; talk
18. look for carefully; seek diligently
19. try; attempt; active use of energy in trying to produce a result.

Down

2. box-shaped appliance used to keep perishable food cold; electric cooler
3. group of written sentences that has one main idea supported by details
4. something tried out to learn or support facts; test; trial
5. your own business; private; related to no one but you
6. usual; normal; widely used and accepted
7. taking from place to place; hauling
8. full of fun; comical; amusing
9. watch; look at; examine
11. lack of light; being almost or totally unlit; pitch black
13. flow of electricity through a wire or other substance; electric charge
15. electronic equipment that uses radio waves to detect distant objects

carrying
courage
current
darkness

effort
experiment
humorous
lecture

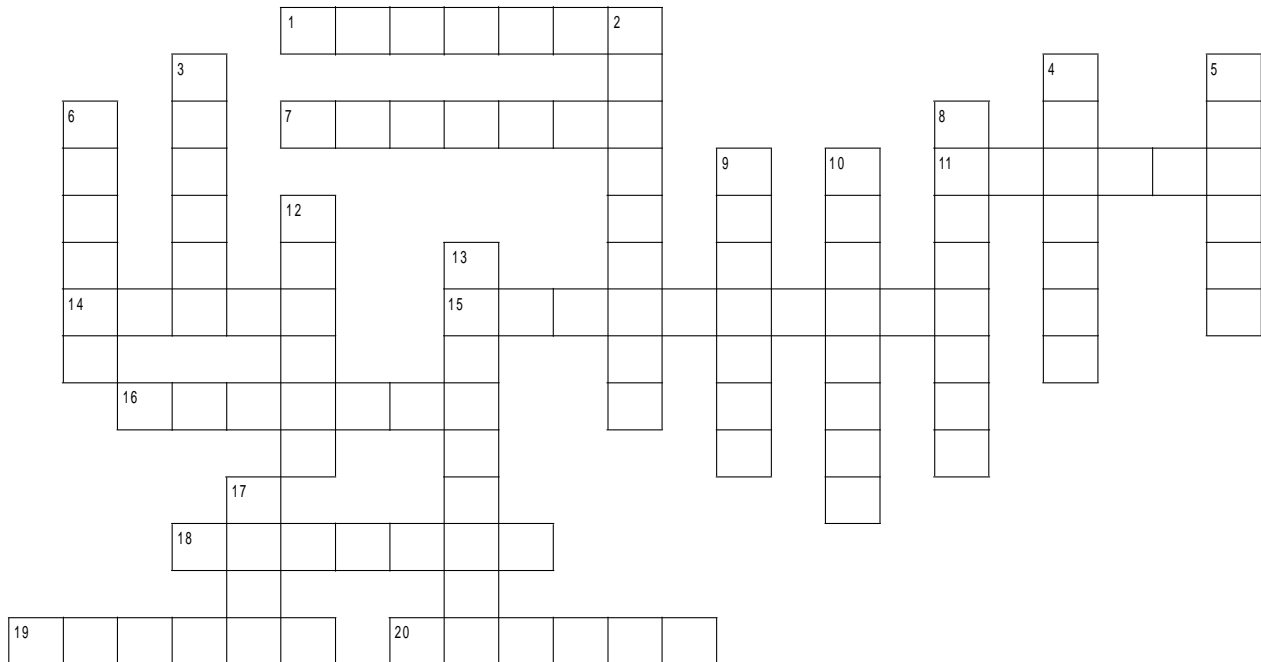
natural
neighborhood
observe
paragraph

personal
pressure
radar
refrigerator

search
standard
surface
Virginia

*Spelling Worksheet**Lesson 2*

Hint: All the words in this puzzle have long vowel sounds followed by an *r*.

**Across**

1. help; aid; assist; give a hand to
7. need; call for; have to have
11. come into sight; be in view
14. group of singers that usually performs in a church; chorus
15. air; climate; surrounding conditions
16. end of marriage; permanent separation of a husband and wife
18. do what is needed; function as required; operate the way it should
19. a thing wanted; something wished for; a longing
20. just; hardly; scarcely

Down

2. for that reason; and so; as a result

3. device with a sound system, radio, and tape and/or CD player
4. visit or travel in a place to learn about it
5. ordinary; usual; typical
6. starting place; beginning spot; origin
8. germs; tiny one-celled organisms that can cause disease
9. match one with another; see how things are alike and different
10. inside; inner part; opposite of outside
12. looking-glass; reflector; an object that lets you look at your own image
13. eating place where people get food at a counter and carry it to tables
17. equipment; clothing, tools, and other things needed for a specific purpose

appear
atmosphere
bacteria
barely

cafeteria
choir
compare
desire

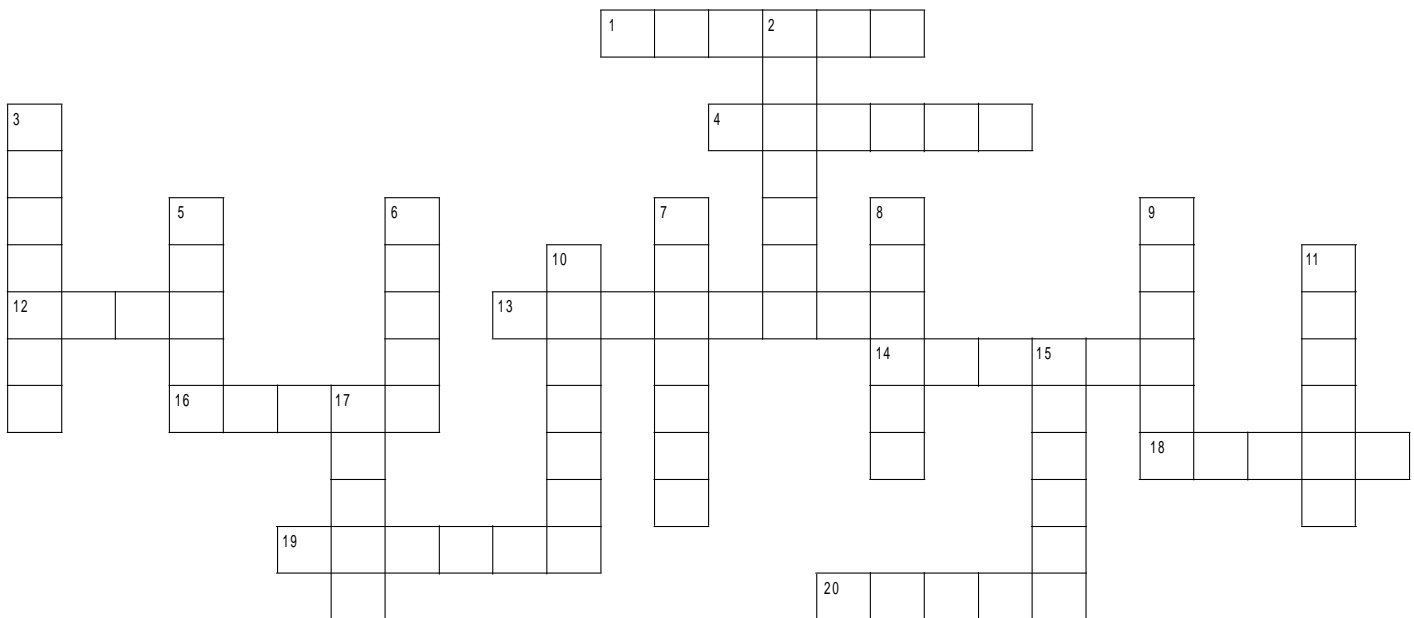
divorce
explore
gear
interior

mirror
normal
perform
require

source
stereo
support
therefore

*Spelling Worksheet**Lesson 3*

Hint: All the words in this puzzle end with unstressed syllables that have the schwa sound. The schwa sound is the underlined vowel sound in the words *chapter*, *fable*, *rumble*, and *shovel*.

**Across**

1. deadly substance; dangerous chemical that harms or kills
4. part of the earth's surface; territory; area
12. a tiny particle of matter; the smallest unit of a chemical element
13. band for the arm; jewelry for the wrist
14. head protector; hard hat
16. very tall building; high, narrow building or steeple
18. very important; huge
19. not very often; infrequently
20. flier; person who drives or controls an airplane

Down

2. out of the ordinary; remarkable; rare; exceptional
3. woman's partner in marriage
5. border; edge; boundary; furthest extent
6. mist; fog
7. very old; antique; bygone
8. writer; maker of a book
9. plan; scheme; method
10. the right to act without being controlled by others; liberty
11. the common chemical element that the graphite of a pencil is made of
15. a bar that attracts iron or steel
17. wanting very much; keen; enthusiastic

ancient
atom
author
bracelet

carbon
eager
freedom
helmet

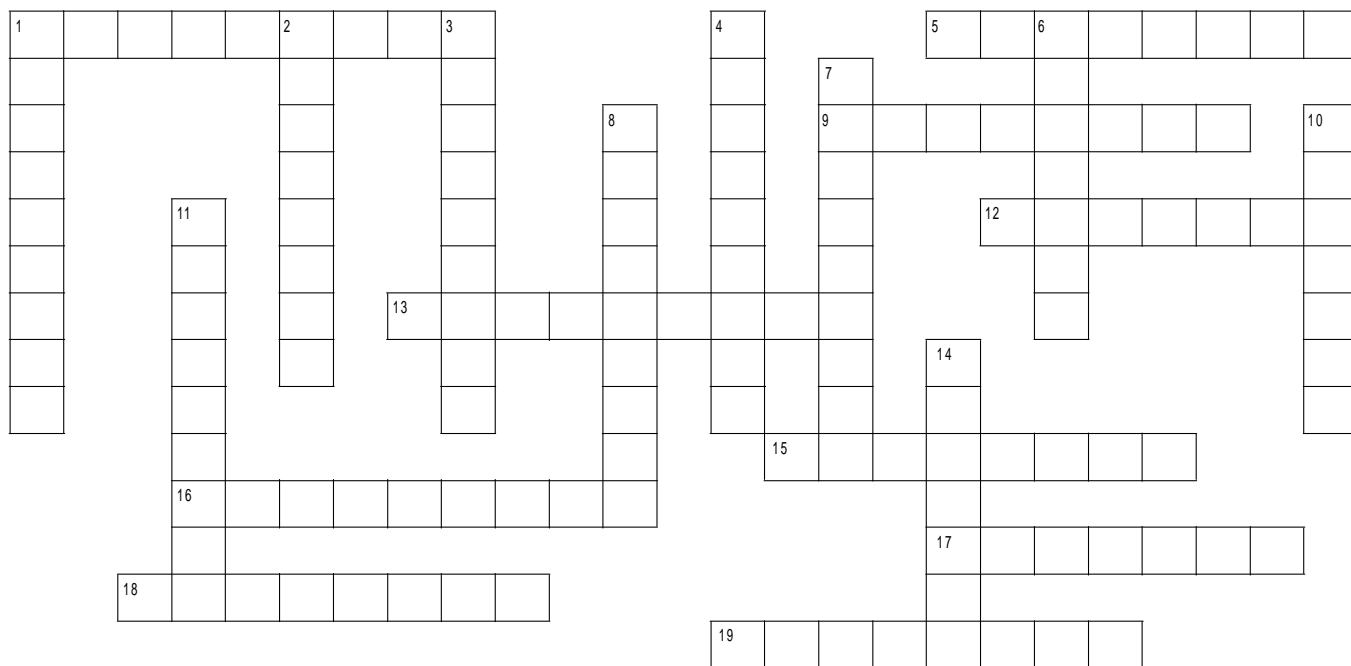
husband
limit
magnet
major

pilot
poison
region
seldom

special
system
tower
vapor

*Spelling Worksheet**Lesson 4*

Hint: All the words in this puzzle have unstressed middle syllables that have the schwa sound. The schwa sound is the underlined words *correspond*, *moccasin*, *portable*, and *remedy*.

**Across**

1. a state just south of Kentucky, with a postal code of TN
5. usually; at most times
9. attention; stress; focus
12. substance needed for health
13. lasting; enduring; not temporary
15. similar feelings; understanding
16. tool for seeing far away; instrument for watching the heavens
17. good things; advantage; bonus
18. unfavorable; contrary; on the minus side
19. bony framework; collection of bones

Down

1. system for sending messages over wire by tapping them out in code
2. proper; appropriate; right; fitting
3. extremely good; fine; perfect
4. stand for; be a symbol of
6. understand; know
7. person who types letters; office worker
8. autograph; a person's name written in that person's own handwriting
10. person who runs a business; supervisor; boss
11. promise concerning the quality of a product or service; assurance
14. able to; having enough skill for

benefit
capable
emphasis
excellent

guarantee
manager
negative
normally

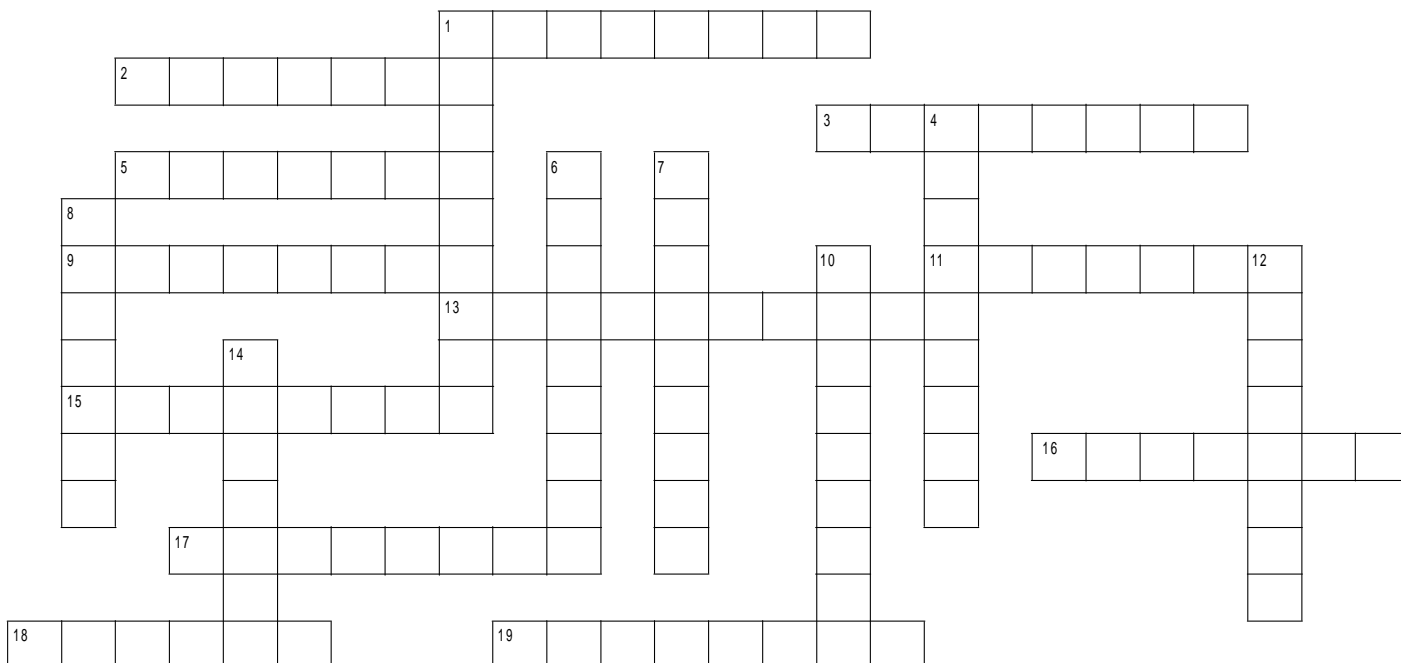
permanent
realize
represent
secretary

signature
skeleton
suitable
sympathy

telegraph
telescope
Tennessee
vitamin

*Spelling Worksheet**Lesson 5*

Hint: All the words in this puzzle have unstressed middle syllables that have the schwa sound. The schwa sound is the underlined vowel sound in the words *alcohol*, *hesitate*, *horrible*, and *recommend*.

**Across**

1. perhaps; maybe; by chance
2. much the same; alike
3. different as can be; unlike in every way
5. official costume; regulation outfit; specific suit of clothes
9. something that happens; event; occurrence
11. member of a nation; resident with rights and privileges of a country
13. device; tool; implement; contraption; gadget
15. prediction; guess; determination
16. musical chords made to go with a melody
17. complete; total; with no exception

18. odorless gas that people must breathe to stay alive
19. a colorless gas, lighter than air

Down

1. crude or simple
4. useful; helpful; handy
6. easily hurt; quickly irritated
7. present formally; make known in a courteous way
8. forceful; powerful; severe
10. know; identify; recall upon seeing
12. having to do with a country; related to a land
14. capable of being seen; in view

absolute
citizen
estimate
harmony

hydrogen
incident
instrument
introduce

national
opposite
oxygen
possibly

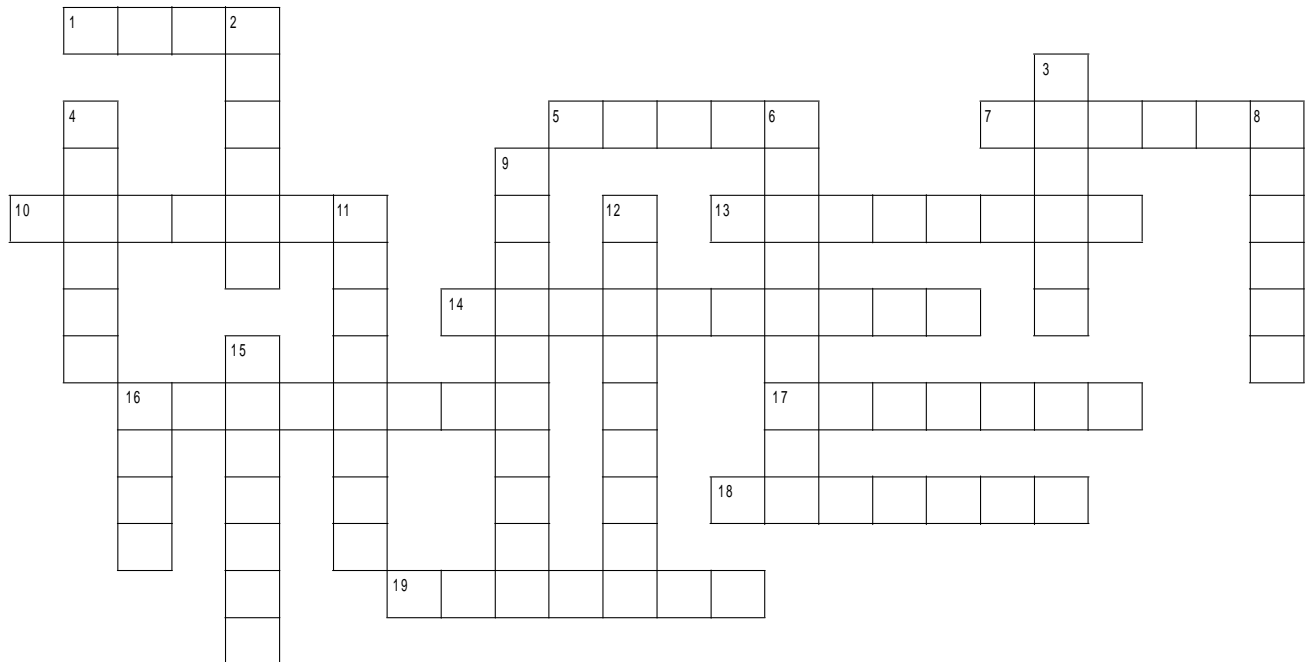
practical
primitive
recognize
sensitive

similar
uniform
violent
visible

Spelling Worksheet

Lesson 6

Hint: All the words in this puzzle have “silent” letters.

**Across**

1. money owed; bill; payment due
5. crash; accident; collision; crack-up; pileup
7. two equal parts of one thing; perfectly split sections
10. electrical hookup; electronic connection
13. tiny biting, blood-sucking insect with wings
14. develop the behavior of; train; control
16. talk between people; conversation; words spoken back and forth by people
17. movement in a downward direction
18. a note showing that payment was given; bill of sale
19. background that provides a setting for a stage performance; set

Down

2. movable part of the mouth that tastes and helps with chewing and swallowing
3. large dwelling where royalty lives
4. uncommon; unusual; rare; unlike any other; the only one of its kind
6. learning; acquired information; education
8. a large fish with pink flesh
9. able to be seen easily; obvious; evident
11. complete; total; with nothing left out
12. way in which something is done; process; specific procedures for doing something
15. bad; not nice; disobedient
16. foolish; stupid; moronic

castle
circuit
debt
descent

dialogue
discipline
dumb
halves

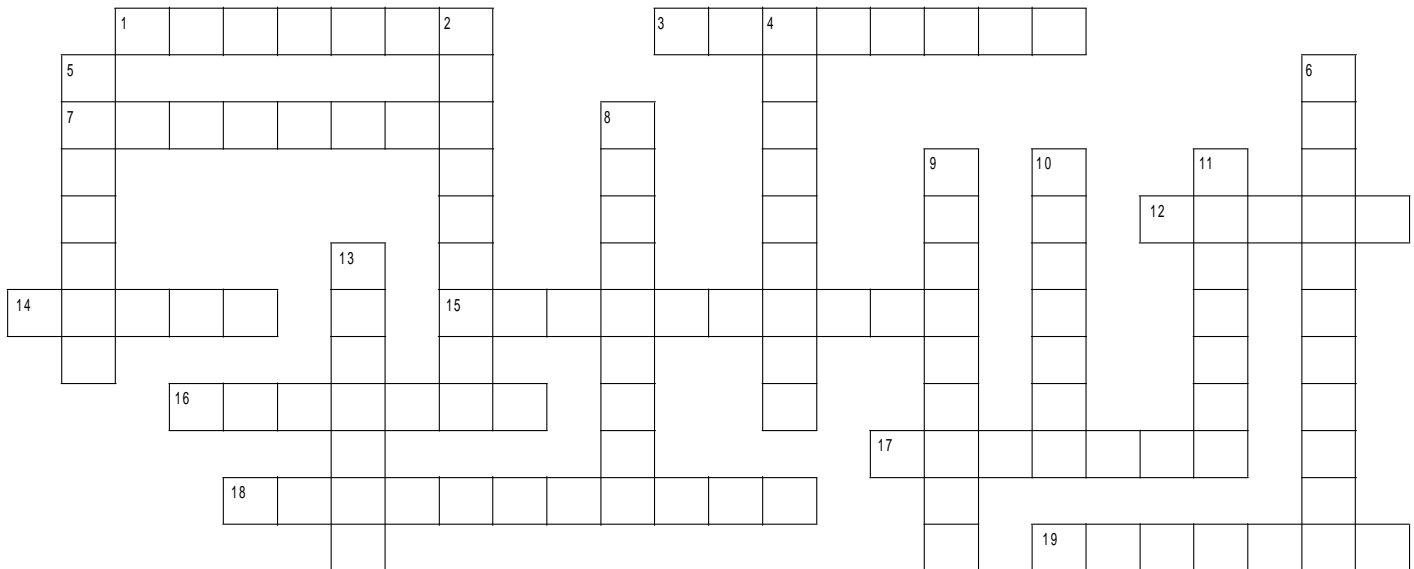
knowledge
mosquito
naughty
noticeable

receipt
salmon
scenery
technique

thorough
tongue
unique
wreck

*Spelling Worksheet**Lesson 7*

Hint: All the words in this puzzle have double consonants.

**Across**

1. passing cars; moving vehicles
3. correct; exact
7. person who holds an office; elected person
12. feel anxious about; fret; think about troubles
14. happen; take place
15. not able to be done; out of the question
16. TV part that picks up signals; metal device for sending and receiving signals
17. way through; hallway
18. chance; right moment
19. to reach a goal

Down

2. crash; accident where two cars hit
4. people living together; town
5. gather and save; group
6. proper; correct; right
8. movement and sound; noisy excitement
9. right away; now; at the moment
10. affair that turns out well; achieving everything hoped for
11. a division of a university; a more advanced school
13. try; make an effort

accurate
antenna
appropriate
arrangement

attempt
collect
college
collision

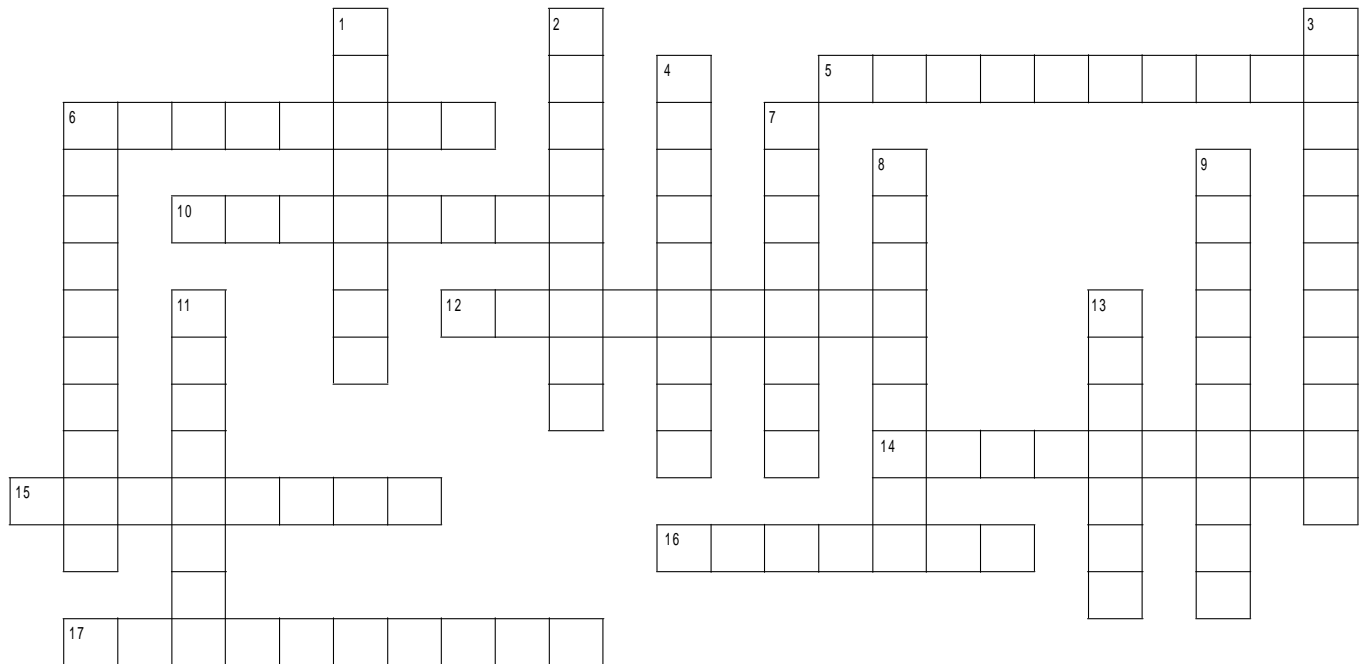
commotion
community
immediate
impossible

occur
official
opportunity
passage

succeed
success
traffic
worry

*Spelling Worksheet**Lesson 8*

Hint: All the words in this puzzle are compound words.

**Across**

5. very tall building
6. forest; place covered with trees
10. partner who shares a room
12. announce on the air; transmit
14. at the same time; in the time during which something else is happening
15. length of life; number of years
16. large fruit of a palm tree
17. during the whole time; from beginning to end

Down

1. person on the same team; player on the same side
2. family; group of people who live together
3. parent's mother
4. scoring six points in football
6. rolling seat; seat that a person can move
7. pain in the part of the body that holds the brain
8. polite adult male; courteous person
9. writing machine; portable machine that prints neatly
11. no matter what
13. thin layers of lumber glued into large sheets

broadcast
coconut
gentleman
grandmother

headache
household
lifetime
masterpiece

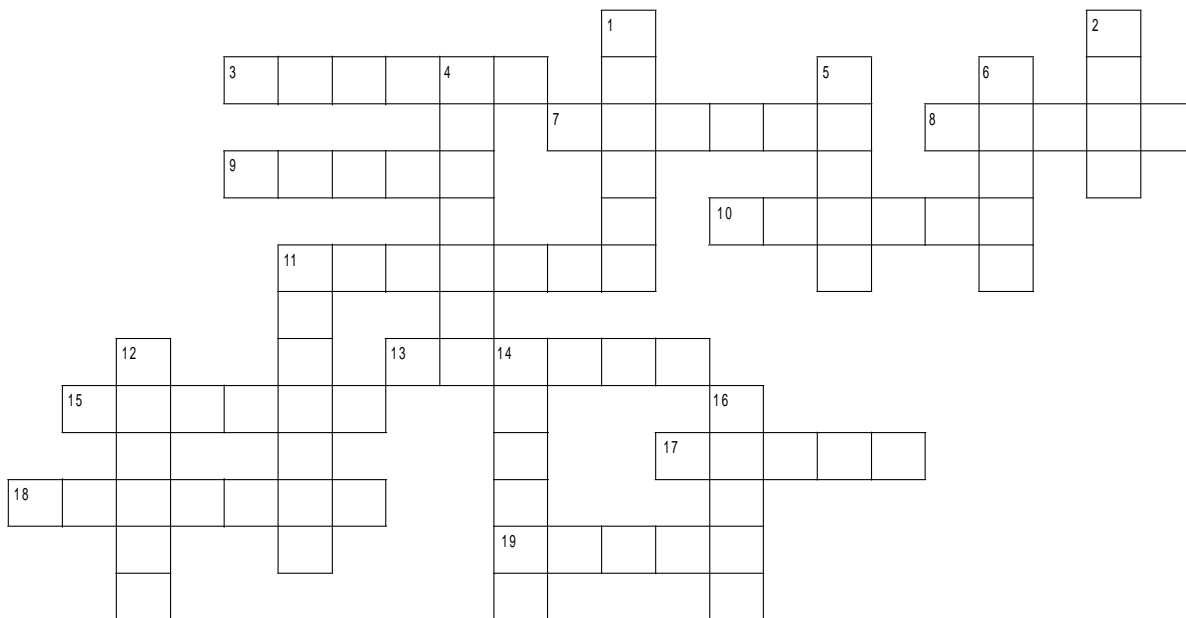
meanwhile
plywood
roommate
skyscraper

teammate
throughout
touchdown
typewriter

upside down
whatever
wheelchair
woodland

*Spelling Worksheet**Lesson 9*

Hint: All the words in this puzzle are homophones or words that people often confuse with other words.

**Across**

3. result; outcome; influence
7. gain in money; income; money made in a business after expenses are paid
8. a plank
9. very strong metal made of iron and other ingredients
10. thin metal plate, usually with writing on it
11. lawmaking group; official body of people
13. a terrible disease that spreads quickly; a deadly illness
15. king's chair; seat reserved for royalty
17. visitor; person who is invited by someone else

18. person who tells what will happen; man or woman who sees into the future
19. company; band; outfit; troop; crew

Down

1. seed; grain
2. innermost part; center of an apple
4. a high-ranking military officer
5. rob; illegally take
6. made weary by dullness; put to sleep from disinterest
11. give advice to; advise; give an opinion to
12. tossed; pitched; heaved
14. influence; change; alter
16. search; hunt; pursuit

affect
effect
board
bored

colonel
kernel
core
corps

council
counsel
guest
quest

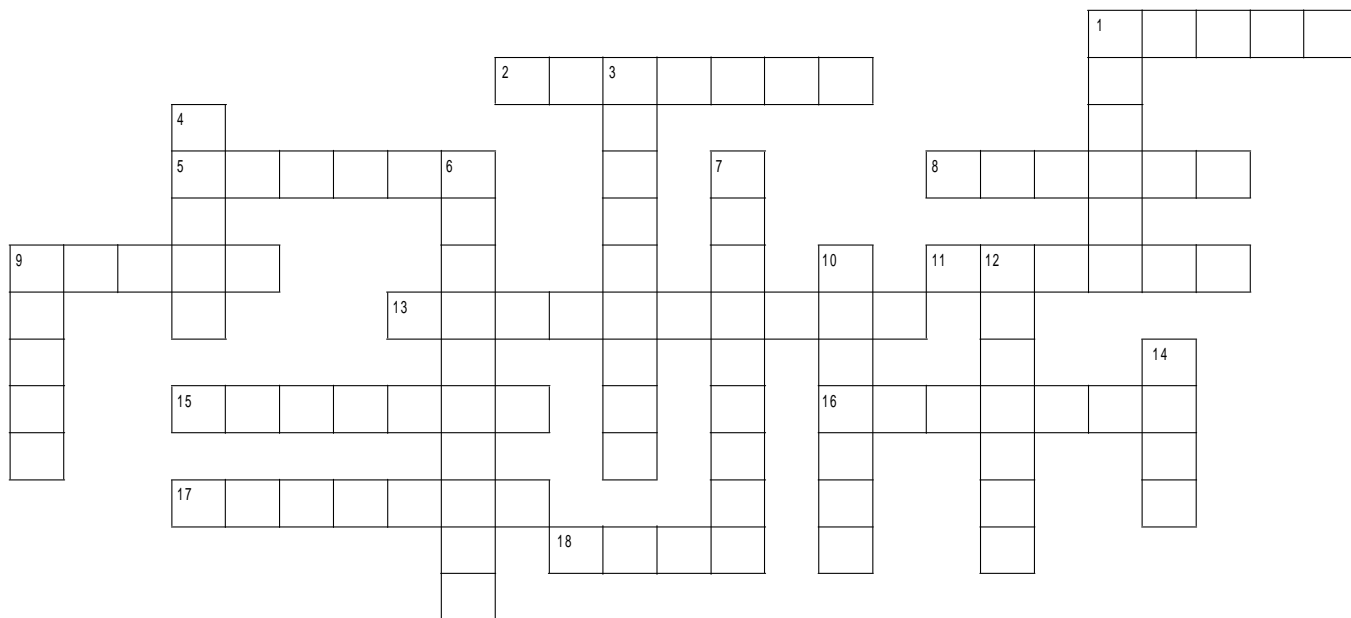
plague
plaque
profit
prophet

steal
steel
throne
thrown

Spelling Worksheet

Lesson 10

Hint: All the words in this puzzle are homophones or words that people often confuse with other words.



Across

1. person-like; characteristic of people
2. city that is that seat of government
5. greater supply than needed; more than the necessary amount; extra
8. state of mind; inner spirit
9. hard element with a luster; shiny substance
11. the right to enter; admittance
13. not moving; staying in one place; fixed
15. statehouse; legislative building
16. order; direction given with authority
17. go on; move forward
18. not working; not functioning; not performing a task

Down

1. kind; not mean; compassionate; caring
3. school leader; manager of a learning institution
4. award; prize; reward
6. writing paper
7. important rule; basic law
9. decent; proper; right
10. go before; come ahead of; lead
12. favorably mention; praise; honor
14. worshipped object; image adored as a god

access
excess
capital
capitol

command
commend
human
humane

idle
idol
medal
metal

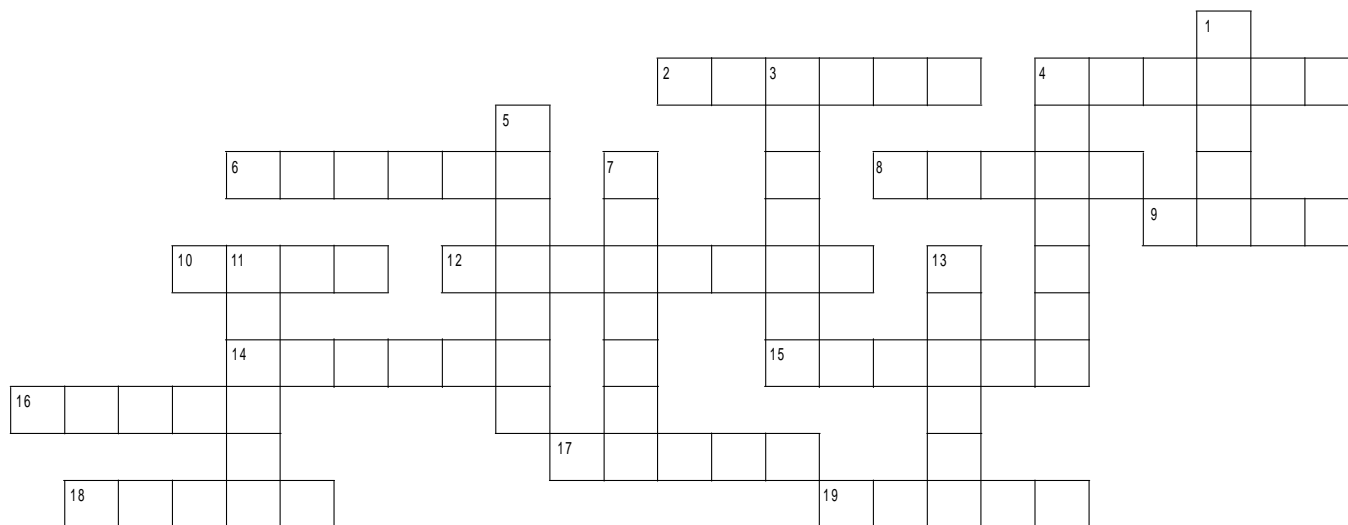
moral
morale
precede
proceed

principal
principle
stationary
stationery

Spelling Worksheet

Lesson 11

Hint: All the words in this puzzle are homophones or words that people often confuse with other words.

**Across**

2. but; not including; other than
4. very dry kind of land; place with little rain
6. 4th; one after the third
8. shut; slam; make not open
9. blood vessel that carries blood to the heart; tube through which blood flows
10. useless; not successful
12. without a bend; not crooked
14. series of classes; subject; studies
15. narrow water channel connecting two large bodies of water; waterway
16. from a specific time in the past to the present time

17. the device that a driver uses to stop a car; vehicle stopper
18. forward; onward
19. smash; split; ruin; come apart

Down

1. understanding; intellect; judgment
3. things to wear; garments
4. a sweet eaten after a meal; an after-dinner treat
5. if
7. condition of the air; climate
11. take; receive
13. rough; not smooth

accept
except
brake
break

close
clothes
coarse
course

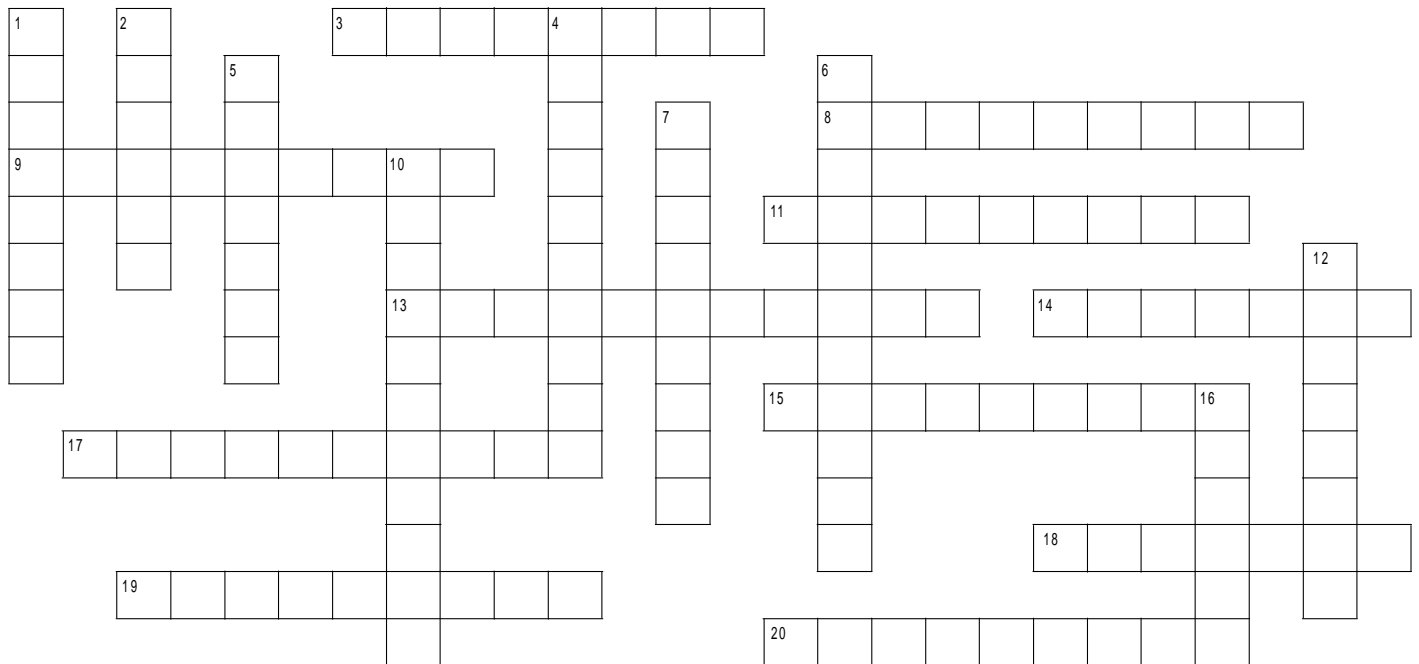
desert
dessert
forth
fourth

sense
since
straight
strait

vain
vein
weather
whether

*Spelling Worksheet**Lesson 12*

Hint: All the words in this puzzle are the plural forms of nouns.

**Across**

3. public talks; formal spoken communications
8. scars; marks; scrapes
9. unsolved puzzles; things not easily understood
11. explosive materials used to create colorful displays of light
13. places to eat; public eating places
14. people who operate cars; motor vehicle operators
15. people between twelve and twenty; young adults
17. vehicles that carry sick or injured people to a hospital; hospital vans
18. baseball officials; people who judge baseball games

19. people on the other side; foes

20. lifting machines in which people ride to get to other floors in a building

Down

1. expensive jewels; sparkling gems
2. failures to win; forfeits
4. groups of persons who are together for a specific purpose; organizations
5. open ledges on which items are placed
6. tasks; duties
7. ways of speaking; spoken or written ways to express ideas; French, Spanish, etc.
10. situations in which quick action is needed
12. prizes; awards
16. numbers in a row; numbers in some order

ambulances
assignments
committees
diamonds

drivers
elevators
emergencies
fireworks

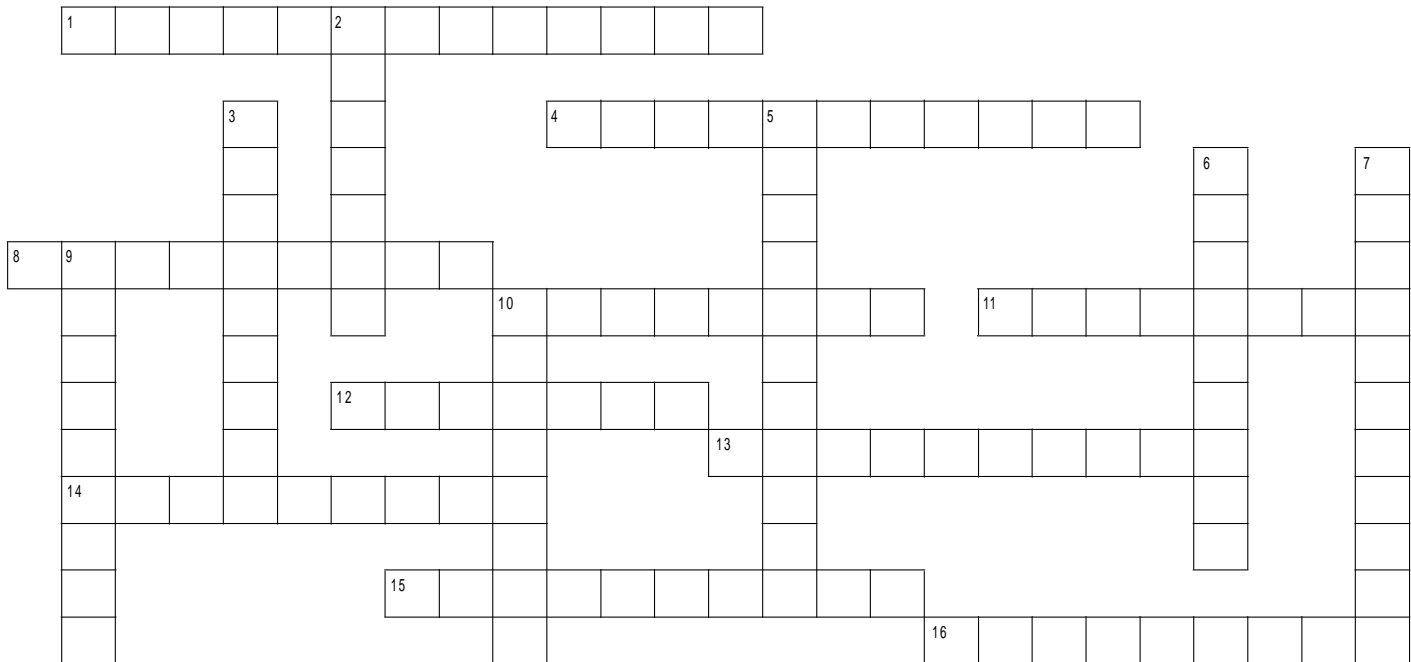
languages
losses
mysteries
opponents

restaurants
scratches
series
shelves

speeches
teenagers
trophies
umpires

*Spelling Worksheet**Lesson 13*

Hint: All the words in this puzzle have the prefixes *in-*, *im-*, *ir-*, *dis-*, *mis-*, or *un-*.

**Across**

1. get the wrong meaning from; not comprehend
4. most likely; surely
8. pass from sight; vanish
10. differ; do not hold the same opinion
11. lower price; cost that is less than normal
12. rare; seldom seen
13. unbelievable; beyond belief
14. unusual; not often happening
15. not finished; in need of more work; lacking something
16. do wrong; get into trouble; act up

Down

2. to not do as told
3. irritate; anger; annoy; offend
5. not lucky; miserable
6. wrong; not right
7. trouble; problem
9. unwilling to wait; eager; not willing to put up with a delay
10. shame; loss of respect

disagree
disappear
discount
disgrace

disobey
displease
disturbance
impatient

incomplete
incorrect
incredible
independent

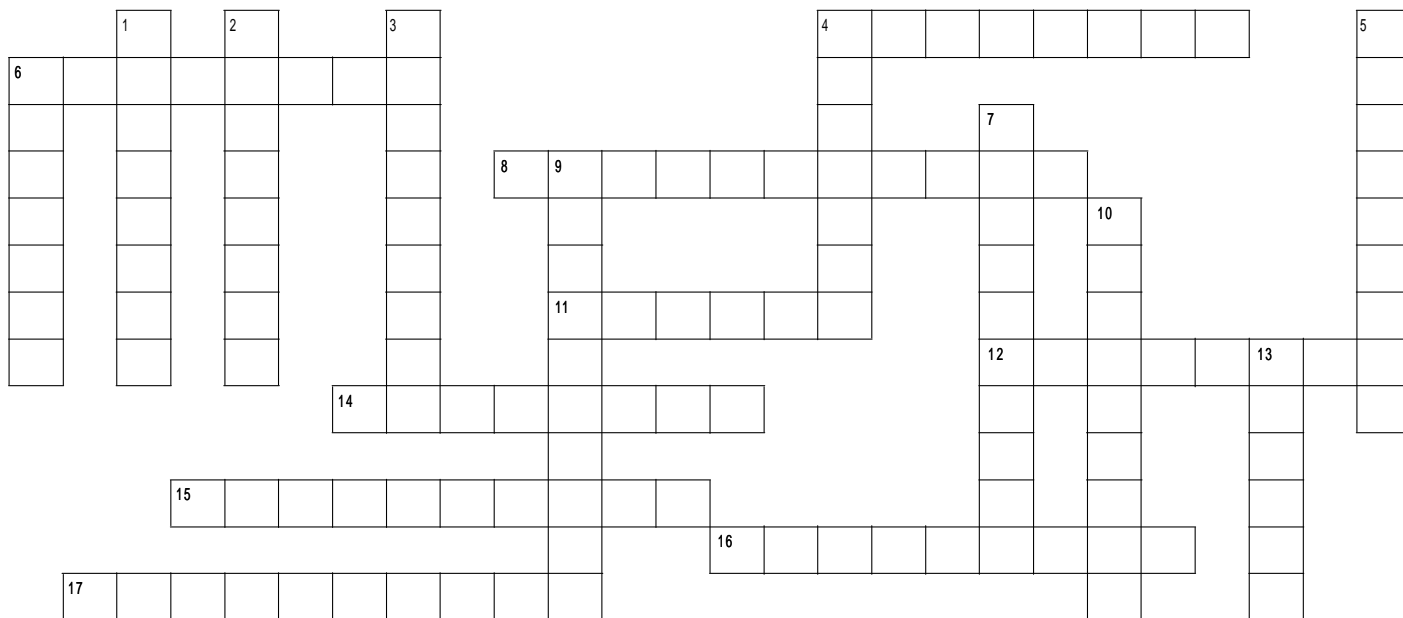
irregular
misbehave
misunderstand
uncomfortable

undoubtedly
unfortunate
unnecessary
unusual

Spelling Worksheet

Lesson 14

Hint: All the words in this puzzle have the suffixes *-ar*, *-ary*, *-er*, *-ery*, *-or*, *-ory*, or *-ular*.

**Across**

4. form that names only one; individual one
6. person in jail; convict
8. box-shaped; a shape with four right angles
11. ability to remember; power of recalling
12. round; curving completely around; like a circle
14. common; usual; regular
15. stock of words; supply of words
16. acting only for a short time; not permanent
17. testing room; place where scientists work

Down

1. manager; person in charge
2. head of a state; highest elected official in a state
3. college teacher; high-ranking teacher
4. treatment by operation; an operation
5. mechanical tools; devices with moving parts
6. well-liked; pleasing to many people
7. special; certain
9. beginning; the very first
10. land areas; geographical parts; regions
13. person who works in court; person trained in legal matters; attorney

circular
director
elementary
governor

laboratory
lawyer
machinery
memory

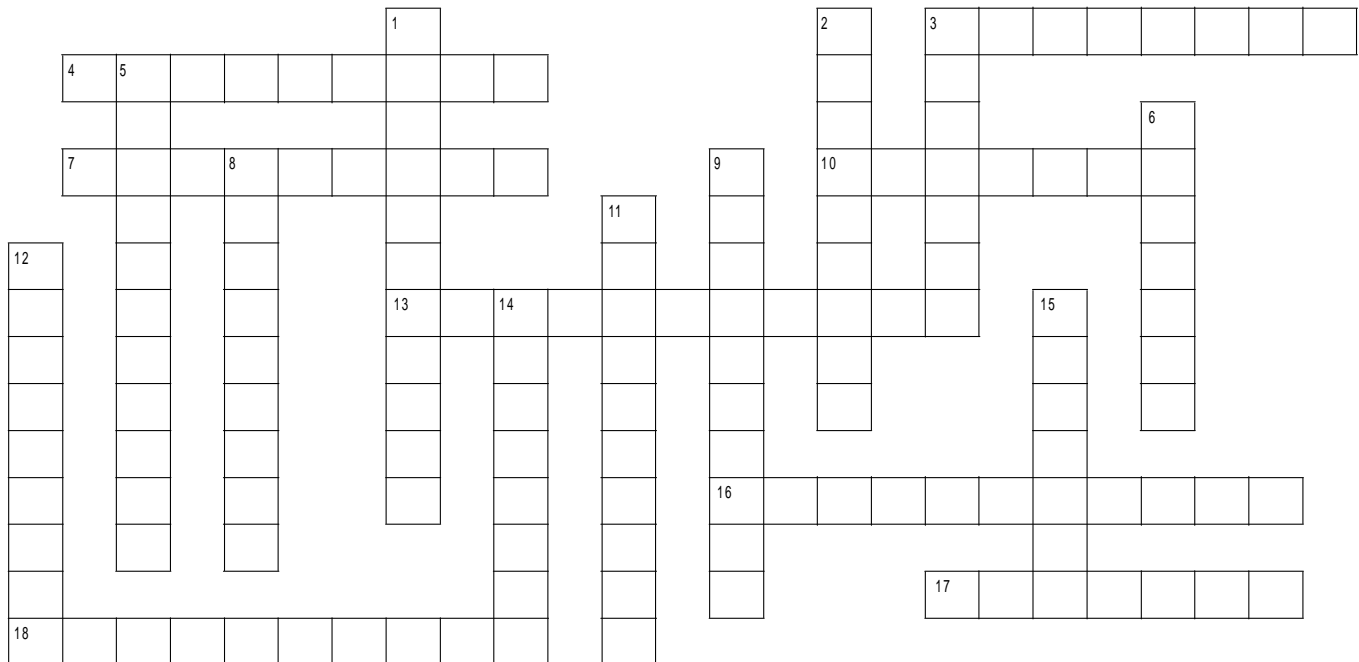
ordinary
particular
popular
prisoner

professor
rectangular
singular
spectacular

surgery
temporary
territory
vocabulary

*Spelling Worksheet**Lesson 15*

Hint: All the words in this puzzle have the suffixes *-ment*, *-ness*, *-ful*, or *-ity*.

**Across**

3. quarrel; fight
4. place to live; dwelling; rented home in a building with others
7. medical care; bandaging
10. good; valuable; constructive
13. chance; likelihood
16. energy that is generated; type of energy used to power a light bulb
17. fee; money that is given for services
18. favorable; having a positive outcome

Down

1. area of new buildings; new neighborhood
2. the right to command; the power to enforce
3. skill; talent
5. qualities as a person; character
6. sickness; disease
8. harmony; accord; unity
9. thrill; stirred up feelings
11. school with several colleges; a school students may attend after high school
12. gladness; pleasure
14. able; talented
15. actual fact; truth

ability
agreement
apartment
argument

authority
development
electricity
entertainment

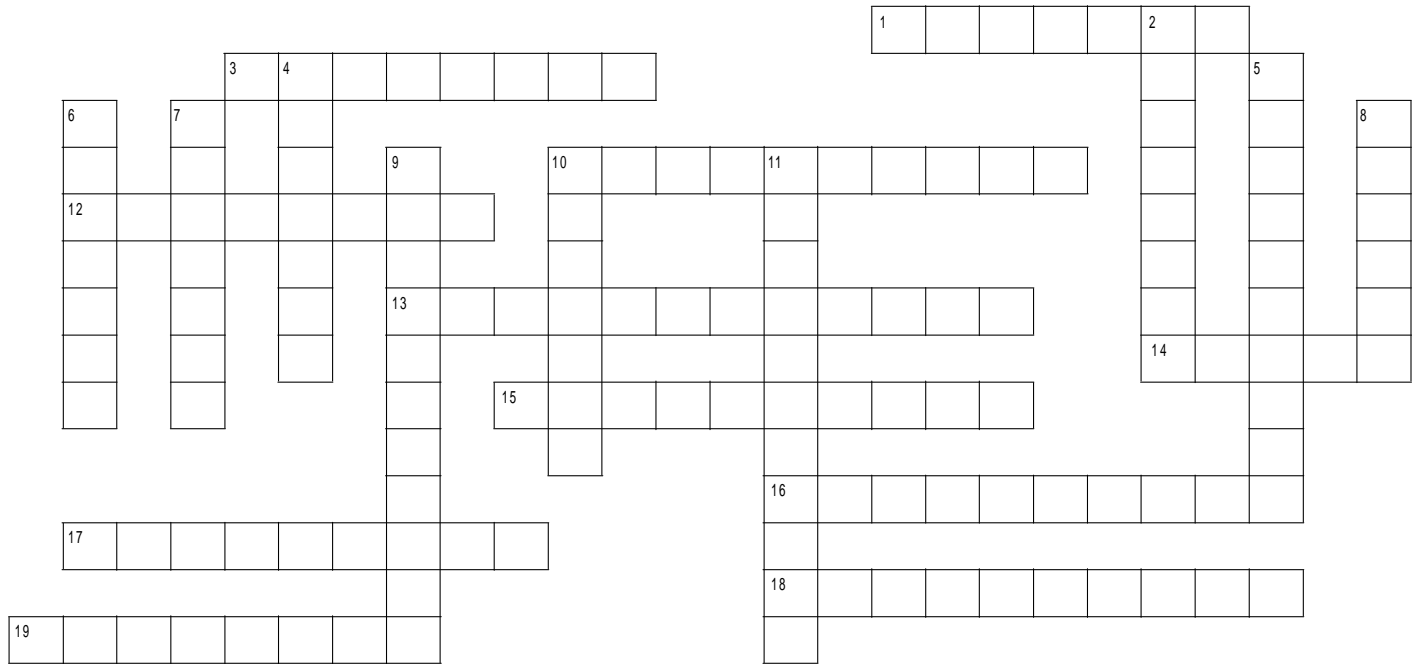
excitement
happiness
helpful
illness

payment
personality
possibility
reality

skillful
successful
treatment
university

*Spelling Worksheet**Lesson 16*

Hint: All the words in this puzzle have the suffixes *-ed* or *-ing*.

**Across**

1. worked out ahead of time; made arrangements in advance
3. gave out; allotted; designated for
10. used to
12. guiding; directing
13. making an uncomfortable feeling; causing an uneasy feeling
14. passing from life; ceasing to live
15. giving a word picture of; using language to provide an illustration of
16. not looked for; surprising; without warning
17. tired out; fatigued; wearied
18. giving the reason; offering the cause
19. let in; allowed to enter; permitted entrance

Down

2. forced out; driven out
4. looking without turning away; gazing steadily
5. said "sorry"; asked for pardon; expressed regrets
6. sending; throwing; flinging
7. put one foot forward; walked
8. eating; consuming food at a meal
9. broke in upon; stopped the speaking of
10. feeling sorry; guilty
11. took the place; stood in; acted as a replacement

accustomed
admitted
apologized
ashamed

assigned
casting
describing
dining

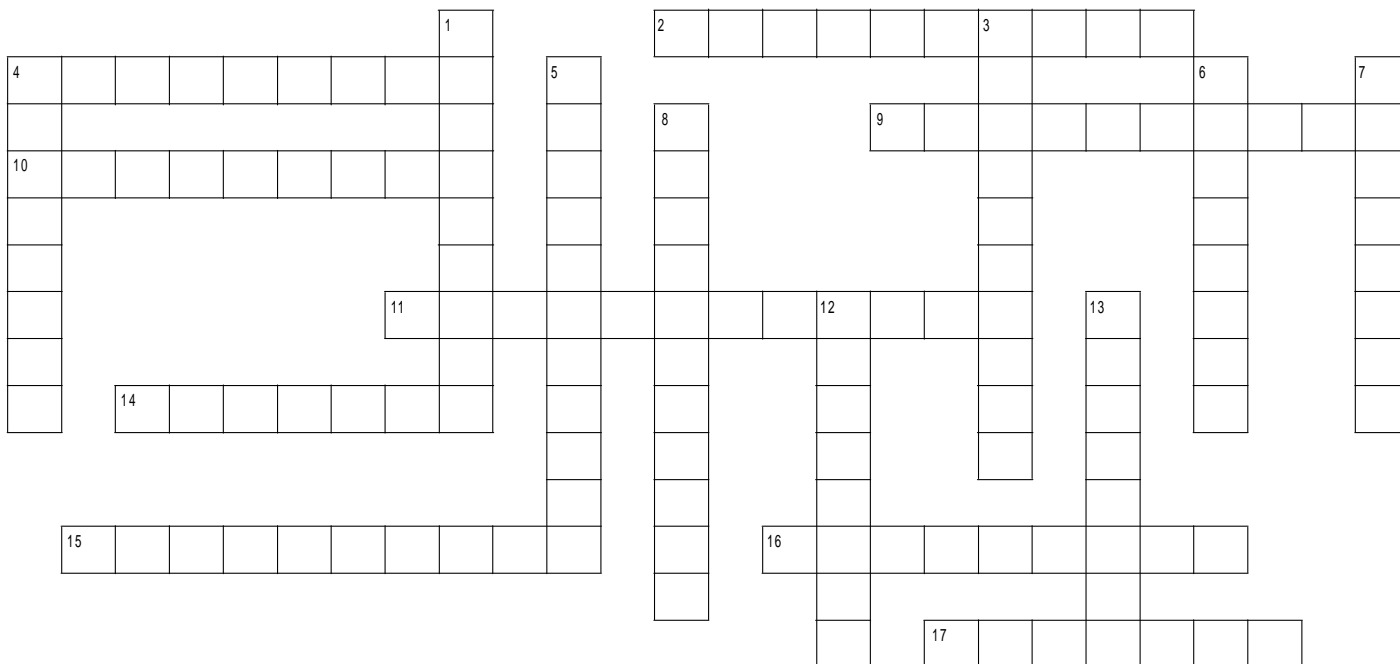
dying
embarrassing
exhausted
expelled

explaining
interrupted
planned
staring

steering
stepped
substituted
unexpected

*Spelling Worksheet**Lesson 17*

Hint: All the words in this puzzle have the suffixes *-ance* or *-ence*.

**Across**

2. way in which things are not alike; dissimilarity
4. cause action in; have an effect on
9. becoming visible; coming into view
10. kind of material; thing
11. freedom; liberty; self-reliance
14. keep steady; make equal; stabilize
15. significance; seriousness
16. protection against loss; a safeguard that covers expenses for an accident
17. stillness; absolute quiet; absence of sound

Down

1. anything used to find information; source
3. thing that happens to a person; event that a person lives through
4. example; case
5. keeping up; care of
6. ability to endure a trying situation; calmness
7. a connected series of things or events that follow each other in order
8. thing that saves work; thing that helps; thing that makes life easier
12. arrival; appearance
13. rough force; damaging or hurtful action

appearance
balance
confidence
convenience

difference
entrance
evidence
experience

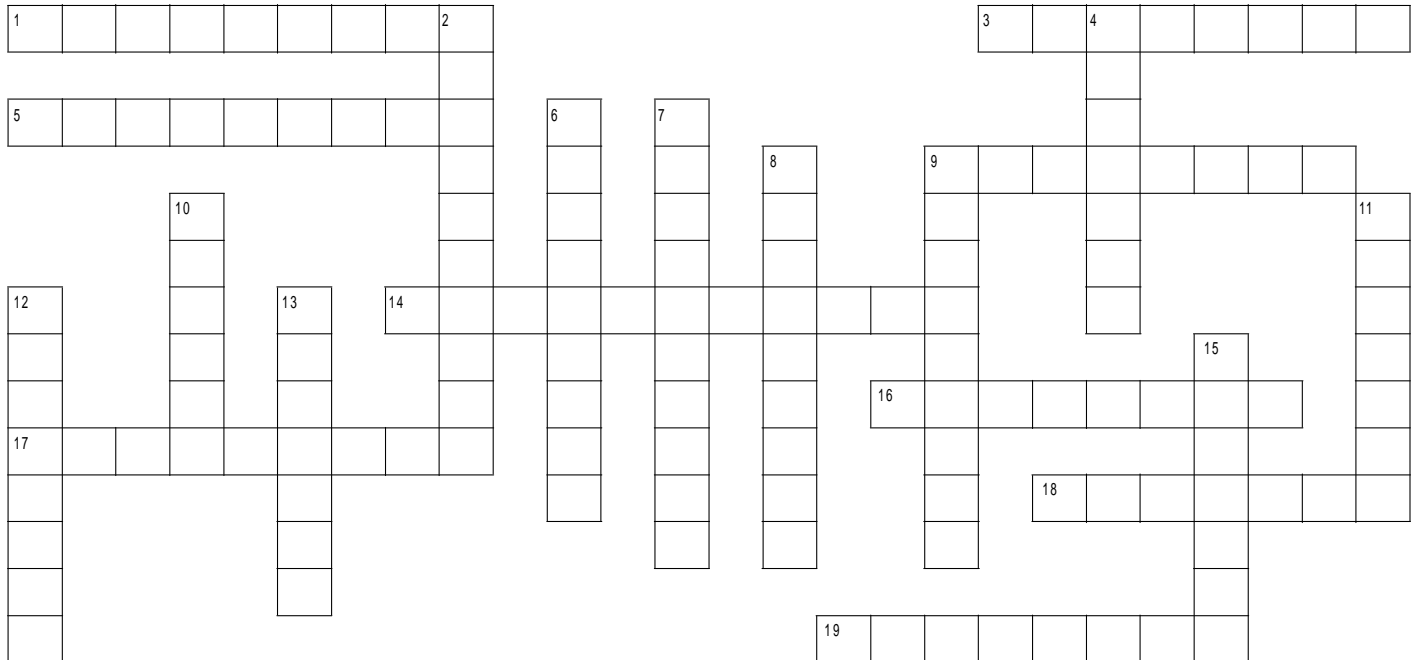
importance
independence
influence
instance

insurance
maintenance
patience
reference

sequence
silence
substance
violence

*Spelling Worksheet**Lesson 18*

Hint: All the words in this puzzle end with the suffix *-ous*.

**Across**

1. very funny; extremely humorous; wildly amusing
3. unselfish; willing to give; sharing
5. showing belief in God; faithful to God
9. coming before; prior
14. impish; naughty
16. very big; huge; massive; gigantic
17. aware; able to know; mindful
18. not joking; not meant to make people laugh
19. great many; large amount

Down

2. distrustful; having a lack of faith; doubtful
4. uneasy; anxious; worried; troubled
6. good to taste; pleasing to eat
7. without stopping
8. amazing; surprising; astonishing
9. harmful; dangerous; able to hurt or kill
10. well-known; widely known
11. envious
12. of great value; worth a great deal
13. easily seen; evident; clear
15. eager to learn; interested; wanting to acquire knowledge

conscious
continuous
curious
delicious

enormous
famous
generous
hilarious

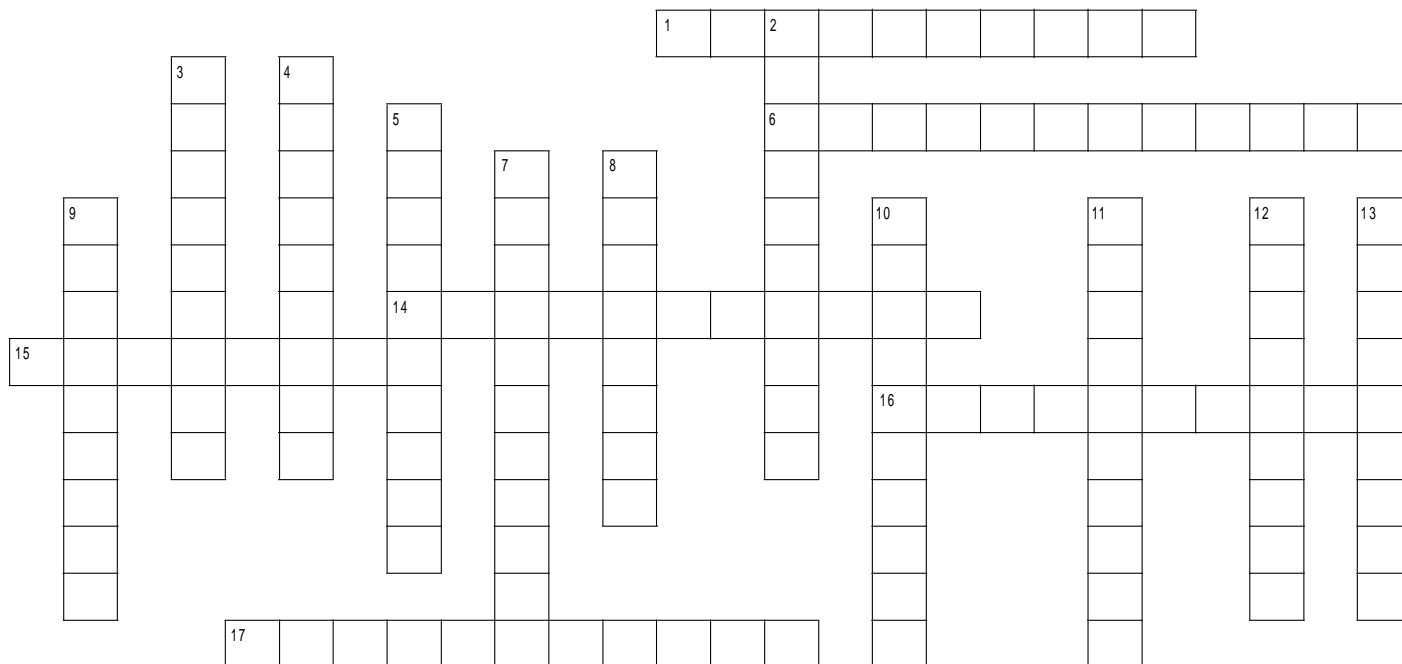
jealous
marvelous
mischievous
nervous

numerous
obvious
poisonous
precious

previous
religious
serious
suspicious

*Spelling Worksheet**Lesson 19*

Hint: All the words in this puzzle end either *-tion* or *-sion*.

**Across**

1. number of people who live there;
inhabitants
6. group with a purpose; people united to
accomplish a goal
14. words that make clear or plain; providing of
reasons
15. final judgment; choice; conclusion
16. showing; illustration
17. things together; union; joining

Down

2. goods made by labor in a factory; yield
3. condition; state; circumstances
4. work of a surgeon to correct or cure a
physical ailment in a person
5. pause; stopping for a while
7. short written assignment; essay
8. place; site; spot
9. something new; original creation
10. way of keeping safe; guarding; shielding
11. strong effect; mark; imprint
12. state of health; well-being; way of feeling
13. keeping back; holding back; confinement

combination
composition
condition
decision

detention
discussion
explanation
expression

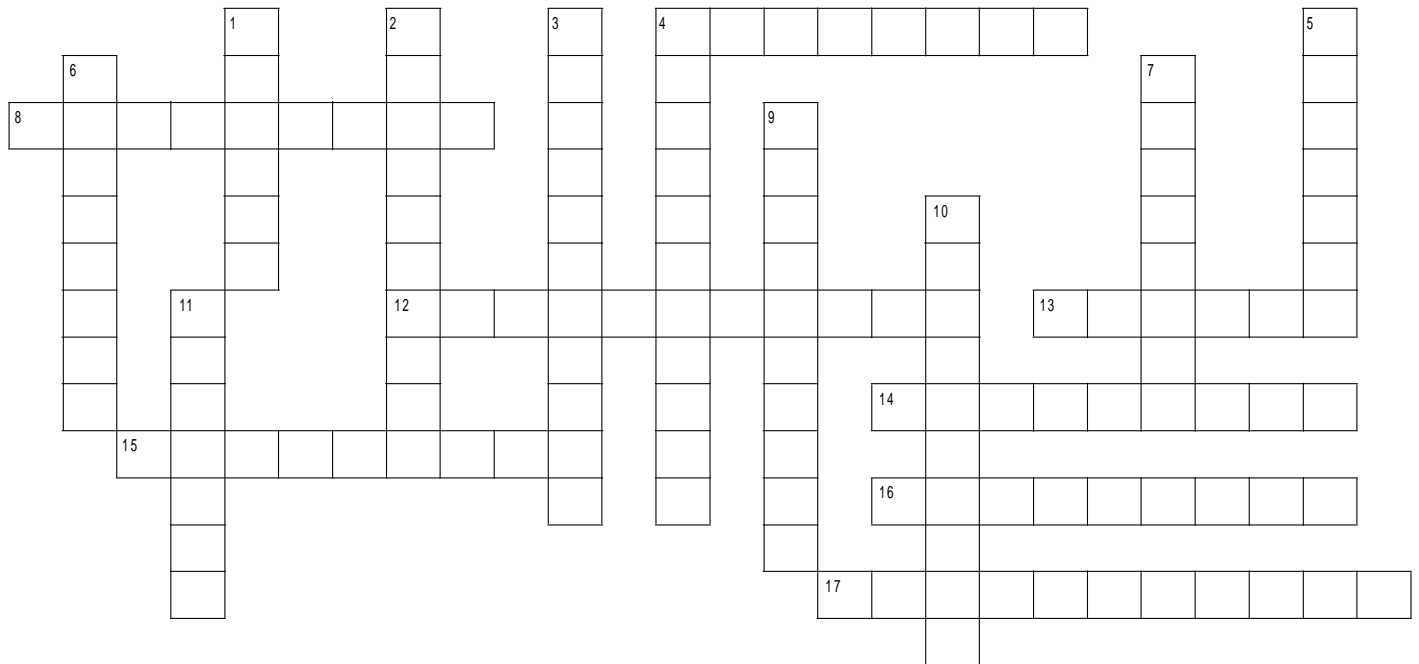
impression
invention
location
operation

organization
population
position
production

protection
situation
suspension
transportation

*Spelling Worksheet**Lesson 20*

Hint: All the words in this puzzle are the possessive forms of singular or plural nouns.

**Across**

4. belonging to a singing group
8. belonging to people under a doctor's care
12. belonging to a helper
13. belonging to a group that decides in court if people are innocent or guilty
14. belonging to people traveling for pleasure
15. belonging to a device that tells directions
16. belonging to people serving in the senate
17. belonging to one who does errands

Down

1. belonging to them
2. belonging to one who plays tunes and songs
3. belonging to people who work in a laboratory
4. belonging to a person in charge of a train
5. belonging to a person who directs others
6. belonging to a male parent
7. belonging to a female parent
9. belonging to people who design machines
10. belonging to the regular buyers
11. belonging to the elected leader of a city

assistant's
carpenter's
chorus's
compass's

conductor's
congress's
customers'
engineers'

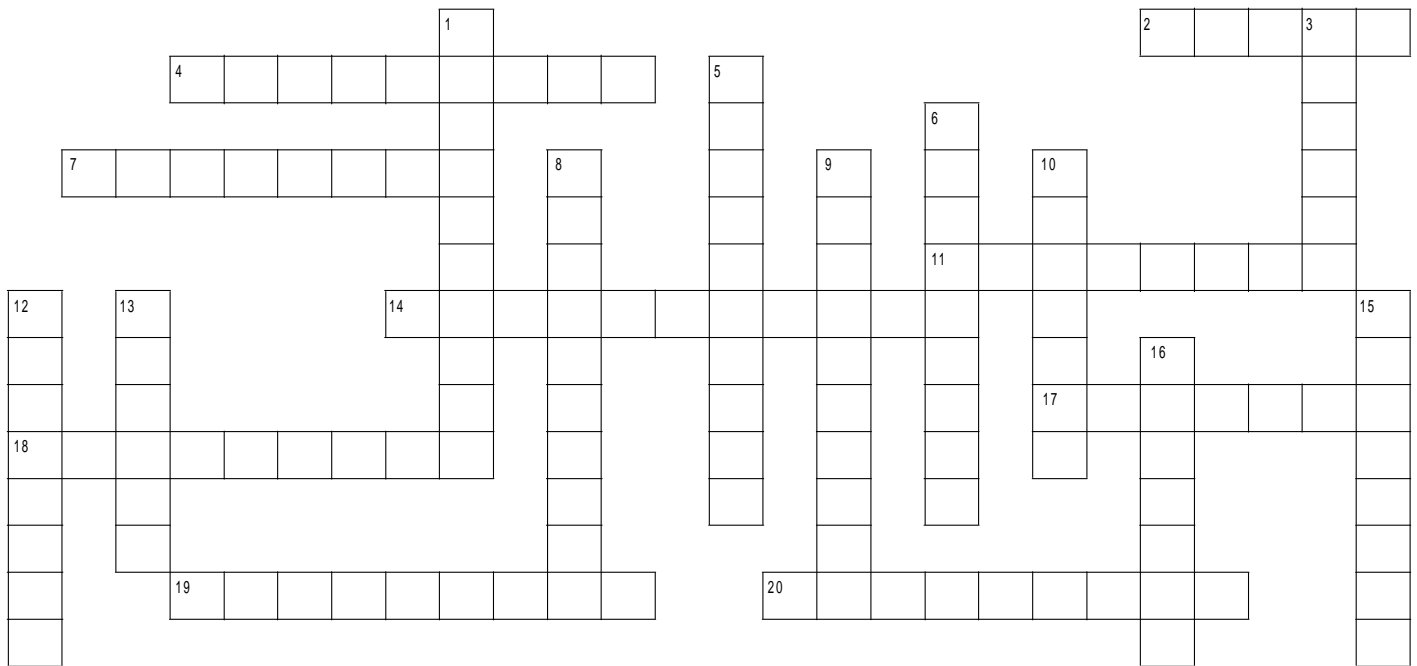
father's
guide's
jury's
mayor's

messenger's
mother's
musician's
patients'

scientists'
senators'
theirs
tourists'

*Spelling Worksheet**Lesson 21*

Hint: All the words in this puzzle have Greek roots.

**Across**

2. written chart showing change
4. government; governing the people
7. measured distance across a circle, through the center
11. study of shapes and their measurements
14. device that measures heat and cold
17. study of earth's crust
18. device through which people see above the surface of water
19. boundary around the edge
20. scientist who deals with the body; doctor of medicine

Down

1. small device that collects sound to be saved or broadcast
3. government plan or rule
5. $\frac{1}{1000}$ of a meter; small unit of measurement
6. written account of a person's life
8. device used to see very small things
9. take a picture of with a camera; capture on film
10. the science of living things
12. long musical composition
13. a measurement system based on units of ten
15. of the body; body science
16. following rules of clear thinking

biography
biology
diameter
geology

geometry
graph
logical
metric

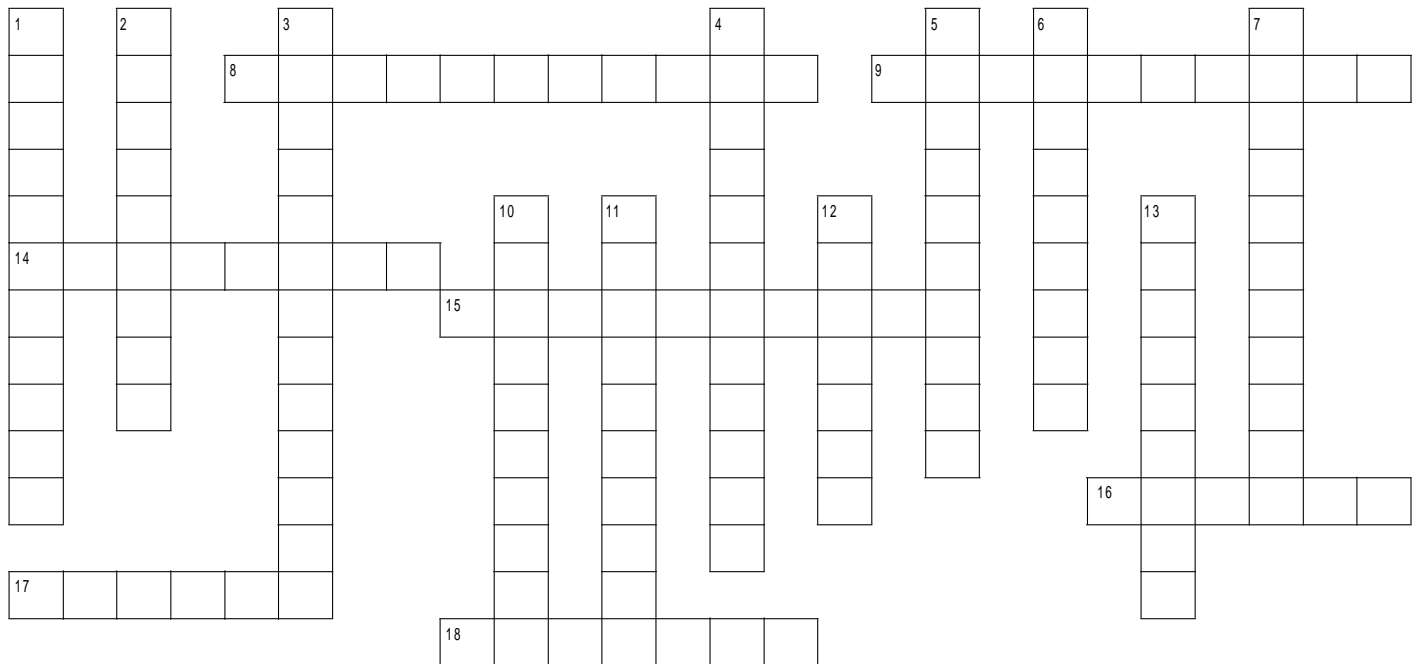
microphone
microscope
millimeter
perimeter

periscope
photograph
physical
physician

policy
political
symphony
thermometer

*Spelling Worksheet**Lesson 22*

Hint: All the words in this puzzle have Latin roots.

**Across**

8. ruin; tearing down what has been built; damage
9. enough; plenty
14. people watching or listening; attending crowd; spectators
15. teacher; educator; one who builds knowledge in others
16. count on for help or support
17. a cause; something that makes something else happen; a reason
18. put within; close in

Down

1. make by hand or machinery; produce

2. needing another's support; having to hang on to another for survival
3. meeting a line at an angle of ninety degrees
4. putting together; building
5. meeting room with enough seats for a big group of people
6. getting results; making something happen
7. harmful; causing what has been built to be ruined
10. end; part that brings something to a close
11. made by the skill or labor of people, not nature; manmade; not natural
12. fill the desires of; make sure to please
13. very able; capable of making something happen without wasting time or effort

artificial
audience
auditorium
conclusion

construction
depend
dependent
destruction

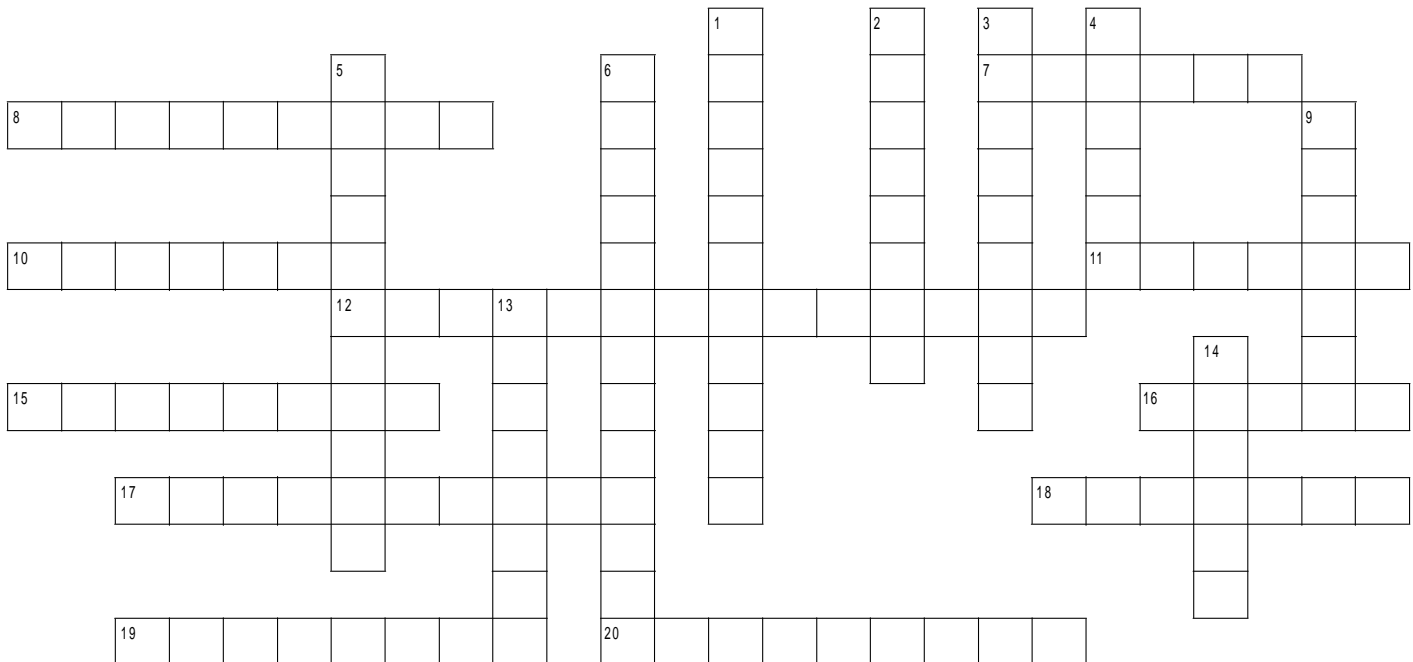
destructive
effective
efficient
factor

include
instruction
instructor
manufacture

perpendicular
satisfaction
satisfy
sufficient

*Spelling Worksheet**Lesson 23*

Hint: All the words in this puzzle are words that most people find hard to spell.

**Across**

7. distance above the ground; altitude
8. very much; to the greatest degree
10. sports judge; game official
11. 8th; between 7th and 9th
12. duty; obligation; thing that one has to do
15. exact; precise; fixed
16. protect; shield; prevent the harm of
17. rulers; group of political leaders
18. not of this country; from another nation
19. worth a high price; costly
20. needed; important; vital

Down

1. important; big; considerable; meaningful; notable
2. is likely to be; will undoubtedly happen
3. odd person; eccentric individual
4. unpleasant; tough; awful
5. degree of warmth or cold; calculation of how hot or cold something is
6. sending and getting messages; exchanging information
9. not this or that; also not
13. being there; attendance; being at a place
14. place for showing exhibits; building where things are on display

character
communication
definite
eighth

extremely
fierce
foreign
government

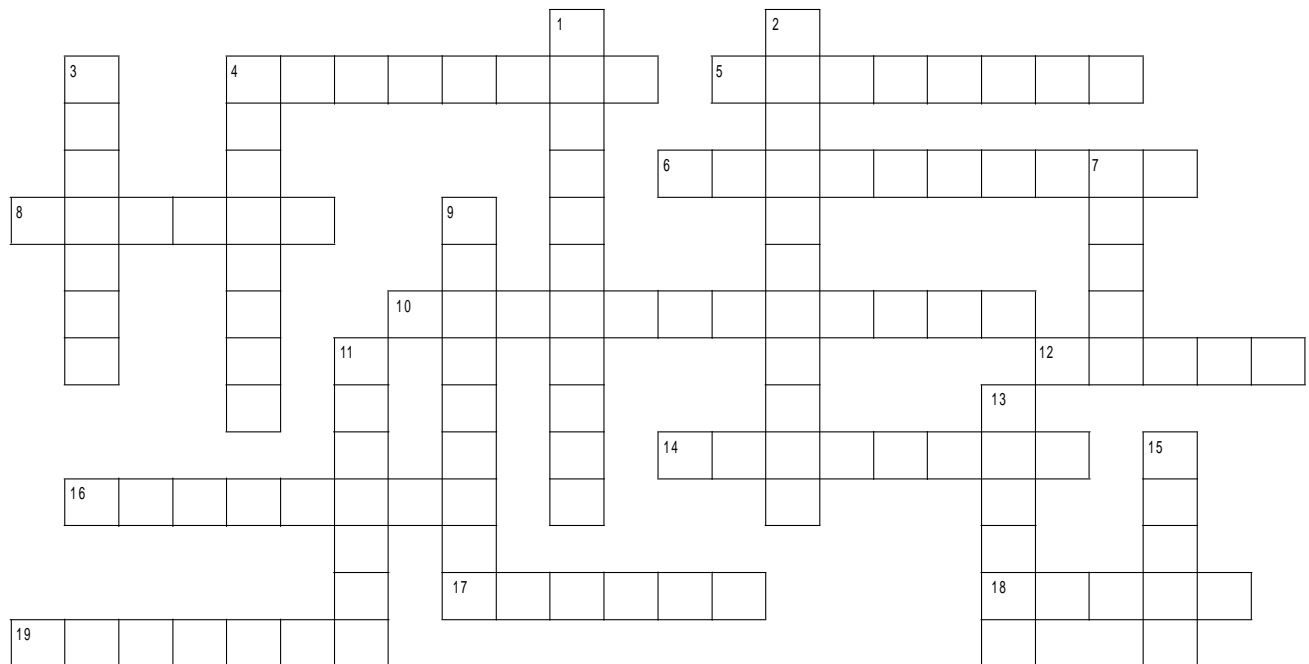
guard
height
museum
necessary

neither
presence
probably
referee

responsibility
significant
temperature
valuable

*Spelling Worksheet**Lesson 24*

Hint: All the words in this puzzle are words that most people find hard to spell.

**Across**

4. particular time; moment; instant
5. keepsake
6. certainly; assuredly
8. person of outstanding ability; brilliant one
10. without planning; by chance; because of unexpected circumstances
12. intended; had in mind; planned
14. a chart that shows days, weeks, and months of a year
16. opinion; belief; thought
17. for a time; for a short period
18. hard to chew; not tender
19. permit; legal document allowing certain actions

Down

1. contest; struggle
2. cozy; snug; pleasant
3. items such as rings and bracelets, worn as decorations; ornaments
4. happened; took place
7. free; not confined or bound in any way; at liberty
9. group of musicians who play together on different instruments; band
11. means of guarding oneself; protection
13. freedom from danger; protection; security
15. an instrument for measuring

accidentally
awhile
calendar
comfortable

competition
defense
definitely
gauge

genius
jewelry
judgment
license

loose
meant
occasion
occurred

orchestra
safety
souvenir
tough

Worksheet Answer Keys



The following are the answer keys for *SkillsTutor* Language Arts C worksheets. The correct answers for Capitalization, Punctuation, and Usage worksheets appear in bold. The completed crossword puzzles for Spelling worksheets are shown.

Capitalization Lesson 1C

Last week, I was asked by our neighbor, **Mrs.** Liberto, to baby-sit her son Danny. Eager to improve my financial situation, I said, “Yes, **I’m** available, but **I’d** like my friend Amy **Black** to help.”

It was a long day. Danny, an energetic two year old, refused to take his nap. Then, the phone rang. The first call was **Dr.** Edwin **G.** Lake calling for Mr. Liberto. Then, a neighbor, **Ms.** Jenkins, called to see how we were doing. That’s when Amy and I got scared. Where was **Danny**?

When Amy and **I** finally found him, he was in the dog’s box. Danny and **Bruno**, the basset hound, were fast asleep.

“Great!” said **Amy**. “We found him!”
“Maybe not so great,” **I** thought to myself. “What will **Mrs.** Liberto think of us letting Danny sleep in **Bruno’s** box?”

Suddenly, next door, **Miss** Simpson started her power mower. Bruno started barking, and **Danny** started crying. Then, the phone rang again. It was **Mr.** Blair, **Mrs.** Liberto’s brother. “Why is Danny crying? Is Bruno hogging the bed again?” he asked. “My sister **Angela** probably told you. Danny always takes his nap with Bruno.”

When **I** told Amy, she laughed, “I guess **I’ll** split our fee with Bruno.”

Capitalization Lesson 2C

The old woman jangled as she walked. “They tell me,” she said, “**that** you kids can solve any mystery. **Can** you find a lost key for me?”

“We’ll do our best,” I answered.

Joe said, “**Describe** the key for us.”

She pulled anxiously on a silver necklace strung with charms. “**It’s** no bigger than the end of my finger,” she replied. “**Oh**, I’ve searched everywhere. **There’s** no place else to look,” she added with a shudder, “**but** the attic.”

She led us up a crooked stairway. **At** the top, we aimed our flashlights into an expanse of dusty darkness.

The attic was jammed with boxes and furniture looking ready to topple over.

“There must be a thousand places,” Joe groaned, “**to** search for a small key.”

I handed him a piece of chalk and suggested, “**Mark** each one as you go.”

We spent the morning wiping cobwebs from our faces, pulling drawers out, and opening dusty boxes. **Our** client shook her head, jangling all her jewelry. “**My** mother used to say,” she moaned, “**that** it was right under my nose.”

Quickly I spun around and beamed my flashlight at her. **Lifting** her chain of silver charms, I said, “**So** it is.”

Capitalization Lesson 3C

Dear Jason,

My class is collecting things to put in a time capsule. It will be opened in 100 years. Would you like to put something in it?

Sincerely,
Anthony

Dear Sir:

Our class is working on a time capsule. Could your baseball team possibly send us a baseball autographed by this year’s players?

Yours truly,
Anne Burton

Dear Mrs. Wilson:

Our class liked your article in today’s newspaper. We are putting it in a time capsule for people to read 100 years from now.

Respectfully **yours**,
Bradley Carter

Dear Anthony,

The time capsule is a great idea! Here’s my “Keep the Planet Green” poster. When they open the capsule in 100 years, they’ll know we cared about the environment.

Sincerely,
Jason

Dear Ms. Burton:

Our team is happy to help you with your project. We are sending the autographed baseball today.

Very **truly yours**,
John Rivera

Dear Mr. Carter:

I was pleased to hear that your class enjoyed my article. I’m also very proud that you want to include it in your time capsule.

Respectfully yours,
Lee Wilson

Capitalization Lesson 4C

Ours is a world of infinite contrasts. For example, **Indonesia** is a country of 13,000 tiny islands, while Greenland is one big island. A place like **Holland** has no mountains, while Nepal is nearly covered by the rugged **Himalayas**.

The dry lands of the Sahara **Desert** contrast sharply with land near the Amazon **River**. While these places have few habitants, cities like **New York** have millions of people. (The Brooklyn **Bridge** and Fifth **Avenue** are always crowded!) The Sears **Tower** in Chicago is 110 stories above ground, yet there are stores in **Atlanta** built underground!

Contrast keeps our world interesting. Some roads run straight for hundreds of miles, like the Birdsville **Track** across the **Simpson** Desert in **Australia**. Others, like Lombard **Street** in San **Francisco, California**, twist and turn.

The highest point on earth, as you might guess, is on top of a mountain, **Mount Everest**. The lowest point is in the **Dead Sea**. It is 1,292 feet below sea level.

It's exciting to explore contrasts like these, but most of us agree on the best place on earth. It's not Disneyland or even Paradise **Island**. It's home!

Capitalization Lesson 5C

Because I love to relax, **Labor Day** is probably my favorite holiday. It invariably falls on **Monday**, giving me a three-day weekend. It's in **September** when the weather is more comfortable than in **July**. It needs no extensive preparations like **Thanksgiving** and Christmas do. I use the whole weekend, from **Friday** night on, to relax and read.

I love to read how past events like the Civil **War** or the Great Depression have influenced us today. Right now, I'm exploring the **Industrial Revolution**. I want to know more about life before, during, and after that important era.

During the **Middle Ages**, most people led simple lives as farmers. I imagine them working their fields with primitive tools, all day **Monday** through **Saturday**.

With the **Industrial Revolution** came machinery and a change in people's ways of life. Many left their farms to work in city factories. They toiled long hours almost every day, sometimes even on **Christmas** and New **Year's Day**.

Over the years, machines have made our lives easier. We use machines to shovel snow in **January** and to cool our homes in **August**. Lucky us! We can enjoy technology and the holidays, too.

Capitalization Lesson 6C

To choose the future you want, first read, watch, and listen. The book *The Silent Spring* and the movie *Blade Runner* show a world fouled by pollution. A well-organized world, however, is possible. We see it in the book *Utopia*.

Every day newspapers like *The New York Times* report events affecting the future. Magazines like *World Futures* also show the possibilities ahead. Some are wonderful; others are not.

In "America the **Beautiful**" we sing of nature's beauty. Does our Bill of **Rights** give us a limitless right to the land or responsibilities to the future?

In the **Constitution**, Americans laid the foundation for the country's future. Today, we continue that tradition by planning carefully.

The movie *A Future for Every Child* shows the importance of choosing wisely. Newspapers, such as *USA Today*, and magazines, such as *Mother Earth News*, show ideas full of promise for tomorrow.

Perhaps we'll live in the dome homes and drive the electric cars featured in the book *Future Stuff*. The first step is respecting the rights of others. That's the future celebrated in the song, "The **Family** of Man."

Capitalization

Lesson 7C

A prominent businessman spoke to the students of Churchill **Middle School**.

“My name is Gordon Ives,” he said. “Sixty years ago I was an eighth-grader in Bayside Junior **High School**. Today, I own Ives **Publishing Corporation**.

“When I was a boy, times were hard. My father had worked at Madison **Motor Company** until it closed. Then he worked at Weber’s Shoe **Repair**. My mother washed dishes at Weaver **Hospital**. I swept floors at Sid’s **Fruit Stand** near Kenyon **College**. Once, in a snowstorm, I ducked into the college’s Olin **Library**. There, I met very important friends.”

“By the time I entered **Liberty High School**, my friends included presidents and princes. They stayed my friends when I went to Ohio **University**. I’d do school work in Alden **Library**. Then I’d work in Brown’s **Bookstore**.

“Later, I bought Brown’s and expanded it to include the Letterman **Printing Company** next door. Always, my friends remained loyal,” said Mr. Ives.

The class wondered who these friends were. “Books!” exclaimed Mr. Ives. “Whether you work for Gus’s **Fishmarket** or become president of General Motors **Corporation**, books always help you.”

Capitalization

Lesson 8C

In my club, Teens for **World Peace**, some of us are **Democrats**, others are **Republicans**. We often disagree on politics, but we all agree on this: Albert Schweitzer was a great man.

Schweitzer, a **German**, was a gifted philosopher and musical genius. He was an ardent **Christian** who ministered at St. Nicholas **Church**. However, he wanted to do more to help humankind. There was no agency like the **Peace Corps** to join. He wanted to help **Africans** who were suffering from a terrible lack of medical care. So, at age 30, he studied to become a doctor.

With the help of the Paris **Missionary Society**, Schweitzer and his wife moved to Gabon, Africa. There they spent their lives helping **Africans** fight leprosy and other serious diseases. People soon came from all over the world to learn from Schweitzer’s work.

Schweitzer was a **Christian**, but he shared the **Buddhists’** respect for all living things. He once scolded an **American**, the **Democrat** and presidential candidate Adlai Stevenson, for merely swatting a mosquito. In 1952, Albert Schweitzer was awarded the Nobel Prize for Peace.

Capitalization

Lesson 9C

When the **winter** snows melted away, we packed our bags and headed **south** on Route 1. Every **spring** or **fall**, we drive to our family reunion. Though my **mother** grew up in the **South**, we invariably get lost on the way. She says a poor sense of direction seems to run in our family.

This **spring**, we got lost about 20 miles **east** of Grandpa’s and ran into my **aunt** from the **Midwest**. An officer stopped to give us directions. He was amazed that **Mom** and Aunt Joy had ended up at that same spot at the same time.

Just then, **Grandpa** drove up in a red car. “Pardon me, Officer,” he began.

Later, we all arrived at **Grandpa’s** house the same time as **Uncle Hank**. He had been driving all afternoon, though he lives only 12 miles **west** of his **father**.

As we sat down to dinner, I heard Mom say, “You should all come visit us in the **North** this fall. Enjoy the lovely **spring** flowers here in the **South**. Then, come **north** and see the rich reds and golds of our autumn leaves.”

My **uncle** remarked, “If I leave in the **summer**, I should get there by **fall**.”

I laughed softly and looked out the window. I caught the moon rising as I gazed west—or was it east?

Capitalization

Lesson 10C

Celia dropped her **Italian** bread and her glass of **Canadian** spring water.

“What on **earth**?” she gasped. Her **English** composition about **Mexican** culture was gone! She looked everywhere but couldn’t find it. She went to the window and saw the planet **Venus** in the nighttime sky. What could she do?

She wanted to use that essay for a **history** project, too. She didn’t have time to write it again. She had to study for a test in **Math II**. The photos of the **sun** god statue and the mountain scenes her **geography** teacher requested were gone, too! Where could they be?

“After dinner, we’ll all look,” said Celia’s mom, gazing at the North **Star**.

“I need that essay for my **History II** project,” Celia wailed. “What on **earth** am I going to do?”

Her brother Brad muttered through his **Chinese** food, “I’ll make a deal with you, Celia. You do my **science** and **math** homework before the **sun** comes up, and I’ll get that essay back for you.”

“Do you know where it is?” Celia yelled.

“Sure,” said Brad, “I let my **German** friend borrow it. He’s telling his **Spanish** class all about **Mexican** culture!”

Punctuation

Lesson 1C

Energy is all around us. Where does it come **from**? The sun, water, wind, and fossils are some of our sources of **energy**. Earth’s energy gives us warmth, light, and many daily **comforts**.

Does the earth have endless supplies of **energy**? No, it **doesn’t**! We use more energy today than ever before. The United States uses three times as much energy per person as we did in **1900**. Imagine **that**! Can you help conserve energy? Yes, you **can**! You can turn off lights when they aren’t being used and turn down the heat or air conditioning. Can you think of more ways to **conserve**?

What is the temperature in your **house**? If every home lowered its winter temperature by only 6 degrees, we would save the equivalent of 570,000 barrels of oil per **day**. Yes, **that much**!

What type of lights are in your **house**? If you replaced a regular light with a fluorescent light, it would save 80 pounds of **coal**. It would also keep 250 pounds of carbon dioxide out of the **air**. Imagine what we could **save**!

If we conserve energy now, we will have more for the future. Is it worth the **effort**? It’s up to **you**!

Punctuation

Lesson 2C

Mar. 2, 1996

Ben Clownman, Jr.
Top Cop **Hwy.**
Hometown, IL 60617

Dear Sergeant Clownman:

You have been chosen to plan this year’s circus to benefit the hospital! The annual show will be **Sat., Aug. 3**. The Firemen’s Auxiliary will help. Just call **Mr. Will Bern**. Also call Miss Ella Phant from Animals-R-Us **Inc.** Let’s get the most exciting acts ever!

Yours truly,
I. M. Bauss, Captain

Apr. 8, 1996

Captain **I. M. Bauss**
1 Highrank **Bld.**
Hometown, IL 60617

Dear Captain Bauss:

Good news! **Mr. Nick Finger** of Shiny Sword **Co.** says he will be our sword swallower. Also, Hank **E. Chief**, the world’s oldest crybaby, will perform. **Dr. Armand Legg** will meet any medical emergency. Best of all, Lee **O. Lyon** will bring his famous animal act.

Sincerely,
Sergeant Ben Clownman, **Jr.**

Punctuation

Lesson 3C

George Washington Carver, the son of black slaves, was born near Diamond **Grove**, Missouri. Some books list his birth date as July **12**, 1861. An eager learner, Carver overcame racial prejudice and went from a tiny school in Nowosho, Missouri, to Iowa State College.

He was invited to Tuskegee, **Alabama**, in March 1896 to head the agricultural institute. There he developed by-products of the peanut, such as milk, flour, and dyes. On January **6**, **1925**, he patented a cosmetic. January **5**, **1993**, marks the 50th anniversary of this great inventor's death in **Tuskegee**, Alabama.

On February **11**, **1847**, another great inventor, Thomas Edison, was born. He moved from Ohio to Port **Huron**, **Michigan**, in 1854. At age 12, he sold newspapers and candy on a train. He set up a laboratory in the baggage car; and, during layovers, he read in the library in **Detroit**, Michigan.

June **1**, **1869**, was the day Edison received his first patent. Eventually, he chose Menlo Park, New **Jersey**, as the site for his research laboratory. There he developed the first economical lighting system in October 1879. Shouting "Haloo!" into a transmitter, he made the first "record" on July **18**, 1877.

Punctuation

Lesson 4C

Our class did a survey about zoos. Here are some of the letters I sent and some replies.

Dear Sir or **Madam**:

What do you think is the role of zoos in our society?

Yours **sincerely**,
Anika Abbruzzo

Dear **Anika**,

I'd eliminate zoos. We should not keep wild animals in cages.

Your **friend**,
Andre

Dear Miss **Abbruzzo**:

At San Diego Zoo, we believe zoos help save wildlife. Our efforts kept the condor from extinction.

Yours **truly**,
William Toone

Dear **Anika**,

A zoo is a poor copy of an animal's habitat. With better policies, we wouldn't need zoos.

Very truly **yours**,
Darcy

Dear **Anika**,

Where else but in a zoo can a child see a real rhinoceros?

Best **wishes**,
Kerry

Dear Miss **Abbruzzo**:

Zoos preserve only about 925 of the 2,000 endangered species. How should we decide which ones?

Sincerely,
Victor Loomis

One day, my friend Jalisa suggested a way to expand our survey.

Dear **Anika**,

Why don't you ask *Sierra* magazine what its readers think of zoos?

With **regards**,
Jalisa

Dear Sir or **Madam**:

Please ask your readers their opinions on zoos.

Yours most **sincerely**,
Anika Abbruzzo

Punctuation

Lesson 5C

When we went camping, Aunt Emily came along for one **reason**: to direct, film, and edit a movie of our trip with her new video camera.

Aunt Emily started filming when **she and I** were canoeing on the lake. I **yelled**, **smiled**, laughed, and waved at the camera. That was too much for a **cracked**, brittle, and wobbly canoe. Splash! Soon Aunt **Emily and I** were **laughing**, gasping, and swimming for shore. I hope the camera is waterproof.

Being dumped into the **lake**, having to swim ashore, and almost losing her camera didn't stop Aunt Emily.

When we saw a skunk, we **jumped**, **yelled**, screamed, and ran. Aunt Emily, however, ran for her camera. That skunk didn't want to be a movie star. It turned **away**, lifted its tail, and sprayed her. Aunt Emily **washed**, scrubbed, and rinsed but couldn't get rid of the smell.

Aunt Emily says she learned some important lessons from our **trip**: always bring an extra change of clothes, never film a camera-shy skunk, and smile for the camera no matter what happens.

Our trip wasn't **quiet and peaceful**, but we have a great time watching Aunt Emily's videotape.

Punctuation Lesson 6C

Robby, a new robot, made his first public appearance today and demonstrated numerous skills. Dr. Bang, **his** creator, told reporters, “Robby’s analysis and dialogue skills are unequalled. **However**, he had shown a weakness in the area of manners. **Finally**, he has now mastered good manners. Greet our guests, **Robby**.”

Robby responded, “When making a **request**, you should ask politely.”

“**Robby**, I know the rule! Will you please just greet our guests. We don’t, in **fact**, have all day.”

“Please, Dr. **Bang**, don’t blow a fuse!”

“All right, **Robby**. Let’s suppose, for **example**, we bump into each other. What would you say?”

Robby whirred and said, “**Well**, we did not actually bump. **Therefore**, I cannot respond.”

“Will someone bump Robby, **this** sassy robot, so he will respond? Thank you,” said Dr. Bang.

“Please pardon,” said Robby, “the extension of my arm, **limb** model 45A. Forgive me for—”

“One word of pardon, Robby, will do.”

“I believe, **Dr. Bang**, that one can never be too polite.”

Punctuation Lesson 7C

Leave your present-day manners behind. Come join us in one of **Europe’s** medieval dining halls.

Here, in the fifteenth century, how will you practice good etiquette? Well, first **you’ll** notice that dining is informal. The **meal’s** main course is in a pot in the center of the table. **Don’t** mind other **men’s** hands as you grab for food. **I’m** afraid there **aren’t** any napkins, but you can wipe your fingers on your bread. Your **host’s*** feelings **won’t** be offended if you pick your teeth with your knife. However, please **don’t** put any bones back into the shared pot!

(* Also accept plural possessives.)

You’d be surprised at how much table manners have changed since then. Forks **weren’t** used widely until the 1700s. **It’s** hard to imagine that diners shared one bowl and a few glasses.

Rich **folks’** manners were influenced by Erasmus, a Dutch scholar. He wrote one of the first etiquette books in 1530. **Erasmus’s** book urged diners to throw bones onto the floor. It also had rules regarding **men’s** habit of scratching and spitting during a meal!

Do you still have an appetite for your **mother’s** home-cooked meals? **Don’t** forget! Keep your elbows off the table!

Punctuation Lesson 8C

For Labor Day, my family packed material to read and write at the beach. Mom brought an article called “**Time Management**.” From *Tax News*, Grandpa brought one called “**Tax Law**.” I packed a long poem we had studied in school, “**The Rime of the Ancient Mariner**.” My older sister packed her story, “**Love Sick**,” planning to revise it. Little Jo packed her song, “**A Is for Artichoke**,” so she could compose a second verse.

When we unpacked, Uncle Ted laughed at our serious choices. He said he planned to read fun stories, including one called “**Good Old Lazy Days**.”

Mom said, “Ted is right.” She pulled out her *Sports Illustrated* and read “**This Year’s Starting Quarterbacks**.” Grandpa wrote “**The Man from Sand**,” another of his silly poems. I reread my favorite science fiction tale, “**Moon Lagoon**.” My older sister read an article called “**Fun in the Sun**.” Little Jo made sand castles and sang “**Jack and Jill**.” Then she asked me to read her favorite poem, “**Chocolate Soup**.”

As for fun-loving Uncle Ted, he pulled out a laptop computer to work on his newspaper article, “**What People Read at the Beach**.”

Punctuation Lesson 9C

In her report on Earth culture, Dr. Za of Galaxy 2B writes, “**Humans** at the beach display strange behavior.”

She says that **this** is true, even by human standards. “They sprawl in a manner rarely seen in other public **places**,” she notes. She also wonders **why** the pieces of fake skin they wear at the beach are so tiny.

She **asks** whether this behavior has religious meaning. “**The** frequent use of oils may be part of a sun worship ritual,” she says. Others say that **the** oils help humans swim like fish. “**Humans** are weird,” Dr. Za concludes.

In later studies, Dr. Za notes that beach humans often go to lighted parks at **night**. She asks, “Why are humans drawn to those strange machines called roller **coasters**?” She once suggested **that** the ride helped humans digest their food. “I was **wrong**,” she admits.

“Why do humans scream and laugh at the same **time**?” she inquires. Some say **that** this is common roller coaster behavior. Dr. Za states that **humans** shout for the ride to stop, when they really want it to continue.

“We have a long way to go in order to understand **humans**,” she concludes.

Punctuation Lesson 10C

“I hate **automobiles!**” Grandpa said in 1910, but he bought one anyway.

“You must drain the oil after 500 **miles**,” advised the dealer.

“I **know!**” interrupted Grandpa, in his eagerness to be under way.

“This machine is just like a **horse**,” he told Grandma as they drove home.

“Is it, **Dear?**” Grandma remarked, gripping her hat tightly.

“If I treat it right, it’ll go **forever**,” said Grandpa philosophically.

“Of course, **Dear**,” nodded Grandma.

“I just have to remember the **oil!**” he said, pounding the brake for emphasis.

Everything was fine, until Aunt Elizabeth became ill one day. “Let’s drive her to the **hospital**,” Grandma said.

“We **can’t**,” replied Grandpa.

“Why not, **Dear?**” Grandma asked.

“It’s the **oil!**” he boomed.

They went anyway. Half way home, he stopped. “Five hundred **miles**,” he said.

He got out of the car, removed the plug, and drained all the oil. “What should I do **now?**” muttered Grandpa.

“Let’s drive **on**,” suggested Grandma.

They did. Without oil, the car did not make it home. “I hate **automobiles!**” roared Grandpa. He never drove one again.

Punctuation Lesson 11C

In English class today, our teacher, Mr. Habib, **said**, “Put your best foot **forward**.” He wrote the saying on the board. Then he **said**, “On the board is an idiom. Who can give me another?”

Joe said, “I’ve got a frog in my **throat!**”

Mr. Habib **replied**, “Excellent! An idiom is a saying that doesn’t mean exactly what it **says**.” He **added**, “Let’s have a contest to see who can say the most idioms during class discussion **today**.”

All sorts of idioms began running through my mind.

Everyone began to talk at once after Mr. Habib **said**, “You can **begin!**”

Lea insisted, “I’ll get the ball rolling with the first **idiom**.”

Joe **replied**, “Well, I have a few tricks up my sleeve!”

Lea said, “Stop pulling my leg. You’re biting off more than you can chew!”

Joe asked **comically**, “Gee, Lea, am I on a wild goose **chase?**”

In the end, Lea won the contest, but Joe was a good sport. I just couldn’t believe my ears when I heard him **say**, “That’s the way the cookie **crumbles!**”

Punctuation Lesson 12C

“**Judy**,” Mia said **excitedly**, “**it’s** him!” She pointed to a young man setting up a transmitter. “The WKIS radio phenomenon, Lenny **Lion**,” she said softly, “**is** in our mall.” We gawked, and a white-haired man next to us laughed.

“He **is**,” I said, “so gorgeous.”

“From his husky **voice**,” she **replied**, “I knew he would be good-looking.”

“Do you **think**,” I asked, “he would give us his autograph?”

“Well,” said the old man, “ask him.”

The young man turned around and smiled. “Lenny,” he squeaked to the old man, “**in** 30 seconds, you’re on the air.”

“This is Lenny **Lion**,” said the white-haired man, “**from** W Kisssss!”

“**Judy**,” Mia **whispered**, “the *older* man is Lenny! Oh, I could just die!”

“Try to **wait**,” I **whispered back**, “until we get his autograph.”

“With me **today**,” the white-haired DJ said, “are two nice girls, Judy and Mia.”

“I really **think**,” Mia moaned, “I’m going to die.”

“If a person can die from blushing, Mia,” I said quietly, “**you** surely will.”

“After the show,” Lenny **announced**, “I might introduce Judy and Mia to my sons.”

“I’m sure,” Mia said, “I’ll recover.”

Punctuation Lesson 13C

Dad said I could go to the State **Fair**, but I had to take my little brother Sammy. Because I was determined to **go**, I agreed. Sara Cane was going to be **there**, and I hoped to bump into her. This was my chance to talk to **her** and to show her what a phenomenal guy I am. My friend Jesse was also **going**, and I suspected he had a similar plan.

After driving us to the **fairgrounds**, Dad left us at the gate. When we saw **Sara**, she was with another guy. They were **laughing** and carrying stuffed animals they had won. Jesse sighed, “We can still show Sammy a good time anyway.”

We turned to **Sammy**, but he was gone. I groaned. We had to find **him**, or I was dead meat. Jesse and I decided to **split up** and meet later at the Ferris wheel.

Although I was angry with **Sammy**, I was worried, too. I questioned a clown blowing up **balloons** and the lady at the coin toss. When I described **him**, no one remembered seeing a fuzzy-haired kid.

After Jesse and I met up with each **other**, we discussed what to do next. Suddenly, Jesse pointed. Sara’s friend was looking upward, scowling. There was Sammy riding on the Ferris wheel with Sara, his favorite baby-sitter.

Usage Lesson 1C

In the 1600s, King Louis XIV of France started a new (**fad**/fads). You see, Louis was very short, and he wanted to look taller. So, the royal shoemakers added two (inch/**inches**) to each of the (**king**’s/kings’) shoes. The inevitable happened. Most (man/**men**) and (woman/**women**) copied the king’s new style. Soon all (citizen’s/**citizens**’) shoes had high heels. All (man’s/**men**’s) riding boots had heels added to them, too, because the heels held all (riders/**riders**’) feet in the stirrups.

Every time Louis added to the height of his heels, so did everyone else. Heels got higher, but Louis never attained his goal of looking taller.

Today, some (woman’s/**women**’s) toes are still slipped into high heels. The most popular (shoe’s/**shoes**), however, are built for comfort. They are called “sneakers.”

A (**sneaker**’s/sneakers’) sole is made of rubber. The (**rubber**’s/rubbers) silent quality gives the shoes their name.

Improvements have been made over the years. For instance, a track (**coach**/coaches) developed waffle soles to help improve all (runner’s/**runners**’) traction! Sneakers became most (athlete’s/**athletes**’) favorite footwear. Now, some (sneaker/**sneakers**) can be pumped up with air for cushioning. Who knows? Maybe jet-propelled sneakers will be next!

Usage Lesson 2C

A Native American Legend

Long ago, the moon was a Native American boy living here on earth. (He/His) face was as radiant as the sun's. The boy had a good-natured sister. (They/Theirs) lived together happily.

Once Moon threw a big party for (them/their) friends. (He/His) told Sister, "(We/Our) guests need water. Please fetch (it/its) for (them/theirs)."

This was no easy task. It was winter, and the snow was very deep. Nevertheless, the girl picked up (she/her) buckets and went. When (she/hers) came back, there was no place for (them/her) to sit.

Sister said, "Brother, (I/mine) got the water for our party guests. Now where is

a place for (me/my)?"

Moon laughed. He shook (him/his) head. "There is no space for (you/your) to sit down. You will have to rest on (me/my) shoulders!"

(He/His) sister was tired, but all at once, she jumped onto (she/her) brother's shoulders. She rests there still today. It is her shadow that dims Moon's light.

What about (they/their) friends? (They/Theirs) left the lively party in groups and danced their way across the sky. Most of (them/theirs) are still there as stars in the Milky Way.

Usage Lesson 3C

Scavenger hunts (is/are) a tradition in my family. Every year, Dad (organizes/organize) one at Gran's house. Each time, my cousins (expects/expect) to win.

Dad makes lists describing the objects we must find. Sometimes, we (has searched/have searched) for hours. Efficiency (is/are) the key. In the past, one object (has matched/have matched) more than one description.

This year, the requirements (was/were) especially hard. The list called for things that are soft, silver, warm, and round.

My cousins raced about, but not me. I (was/were) sure there was one simple answer.

Each year, the list (contains/contain) hidden clues. Finding them (has required/have required) thinking more than hunting. Those clues (stumps/stump) us every time. The answers (has fooled/have fooled) us because they are so obvious. This year (was/were) no different.

My uncles looked for Gran's locket. It (is/are) round and silver, just as the list called for. My aunts hunted for soft things. My cousins (was/were) frantic.

I remained calm and thought hard. Then, I knew the solution. It was right before us. Soft, warm, round, silver-haired Gran (was/were) it!

Usage Lesson 4C

Years ago, Mom (decorates/decorated) my brother's bedroom. She (painted/will paint) everything yellow when she did it. She (adds/added) flowers and butterflies, too.

Now my brother (wants/wanted) to change it. When he finishes, it (looked/will look) cool. Since he has become a teenager, Juan (likes/liked) metallic blue. He (prefers/preferred) diagonal stripes and wild designs, too.

Tomorrow, we will start. I will sand. Juan, however, will do all the painting himself. He (creates/will create) a space mural on his ceiling after he has finished everything else. Life with a teenager certainly can be colorful.

Last fall, Juan (starts/started) collecting things for his room. He (purchases/purchased) a spaceship-shaped lamp.

At a garage sale yesterday, he (picked/will pick) up a bedspread with stars on it. Juan (expects/expected) to hang it on the wall after he paints the room.

Now he (needs/needed) some bright-colored posters. He (looks/will look) for some at a flea market tomorrow.

Dad (laughs/laughed) whenever Juan drags home something "new." He (remembers/remembered) his own teenage years whenever he sees Juan. I see Juan and wonder what junk I will find "beautiful" when I'm his age.

Usage Lesson 5C

Last week my brother Ted (**said/sayed**) we should surprise Mom and Dad on their anniversary with breakfast in bed. He (**thought/thunk**) cooking would be easy. Of course, neither of us had (**done/did**) it before.

We (**got/get**) up early to start the feast. The day before, we had (**made/maked**) yeast rolls. Ted said he had (**cut/cutted**) the recipe in half. Instead, he had doubled the flour. The result was that we (**had/haved**) rolls flatter than pancakes. I have (**held/hold**) paperweights that were lighter.

“No problem,” said Ted. “We’ll smear them with jam and call them strawberry tarts.”

It turned out that our problems had just begun. We had (**ranned/run**) out of cheese, so we (**put/putted**) peanut butter in the omelets instead. The omelets (**grew/grown**). Perhaps, if we had (**beaten/beated**) our eggs more, we would have been successful.

We brewed fresh coffee. We (**meant/meaned**) to measure it carefully, but we were in a hurry. It (**came/come**) out like sludge. Also, I had (**taken/took**) the wrong box when I sprinkled powdered sugar on our “tarts.” It turned out to be baking soda.

So how was our parents’ anniversary breakfast? Delicious. We all went to a restaurant.

Usage Lesson 6C

Amazing Animal Facts is (interesting/**more interesting**) than any book I own. Each descriptive fact is (**stranger/strangest**) than the one before. I’ve learned (**more/many**) facts than anyone I know.

I learned that the blue whale is the (large/**largest**) of all animals. The whale’s whistle travels the (**farthest/most farthest**) distance of all animal sounds as well.

A giant squid has the (bigger/**biggest**) eyes of all. Its eyes are 15 inches wide, much (wide/**wider**) than a whale’s.

The book says that pandas are the (**most valuable/most valuablest**) of all animals. I think that every animal is priceless.

Did you know a crab is the (slower/**slowest**) walker in the animal world? It walks at 3.5 mpy. That’s “miles per year!” Even a snail’s pace is (good/**better**) than that. A cheetah is the (**best/most best**) runner of all. At 60 mph, it is (fast/**faster**) than a horse. Some birds are even (**more rapid/more rapider**) than cheetahs. The falcon is the (swift/**swiftest**) bird of all. It dives at 200 mph.

Which animal eats the most food of all? A moth is the (**most constant/constantest**) eater in the wild. A moth larva eats 86,000 times its own weight in two days! I’m glad it’s not any (**hungrier/more hungrier**) than that. There might not be any food left for humans!

Usage Lesson 7C

I love the sights and sounds of the city on a summer night. The street lights glow (more soft/**more softly**) than they do in winter. People stay up late, and they laugh (more easy/**more easily**) than during the day.

My sister and I stand (silent/**silently**) at our dark window. We watch our neighbor dance to a jazz song on her radio. She dances (**well/good**). We hear our parents talk (quiet/**quietly**) on the front stoop.

My sister paints (**well/good**). On a summer night, she paints the moon (most careful/**most carefully**) of all. Of everything in the city, it shines (most bright/**most brightly**). This is one of the best times in the city.

I watch the city streets (most secret/**most secretly**) of all at four in the morning. With the city lights off, the moon lights the streets (more bright/**more brightly**). I see a white cat looking (curious/**curiously**) at my window. He throws back his head and howls (musical/**musically**).

At four o’clock, I write (**well/good**). I am more peaceful than I am during the day. I remember (more clear/**more clearly**) than ever the things I want to describe. I can dream (**well/good**), too. I dream (most frequent/**most frequently**) of all about places I’ll go one day. My parents discuss moving to the country, but I would miss city summer nights.

Usage Lesson 8C

You never know what you might find if you start digging. [Some gold **miners** found that out a few years ago in Siberia.] [While removing some soil, the miners' **bulldozer** had hit a big block of ice.] [As they looked inside the ice, **they were** surprised by what they saw.] [The amazed **miners** were staring at an odd shape.] Sluicing the ice with water made the image clearer. [An **animal** was frozen in the ice.]

[The **creature** resembled an elephant.] [However, **it** had long fur and two fingers at the end of its trunk.] [The **animal** in the ice was a woolly mammoth!]

[**Mammoths** had disappeared forever by the end of the last Ice Age.] [This **one** had survived as a mummy, a well-preserved body.] Freezing had kept it undamaged. The mammoth was a baby, 4 feet long and 4 feet tall. [Adult **mammoths** could reach 15 feet in height.] [Ten-inch, shaggy **hairs** on its body had kept it warm.] [The baby's furry **trunk** stretched to 22 inches.]

[According to scientists, the mammoth **mummy** is about 30,000 years old.] [**It** is one of the oldest mummies in the world.]

What might be under the earth in your backyard? A saber-toothed tiger? [**You** never know!]

Usage Lesson 9C

RUN-ON
FRAGMENT
COMPLETE

[Perhaps you think **Britishers and Americans** speak one language.] [We all speak English.] [While we do share most of our words.]

[Americans fill their cars with gas the British call it petrol.] [An American fixing the car looks under the hood a Britisher looks under the bonnet.] A Britisher finds tools in the *boot*. [An American in the trunk.]

[When driving to Mom's house uses the highway.] [A Britisher goes to *Mum's* house he uses the motorway.] [An American hopes for Mom's cookies.] A Britisher hopes for *Mum's biscuits*.

[The *mum* of your British friend is out of *biscuits* she offers *chips*.] [If you're hoping for something crunchy, you'll be disappointed.] [Her *chips* are french fries American chips are called crisps.] [Of course, *ta* to her, which means thank you.]

[Later, you put on your *jumper* I mean your sweater.] [Seeing that it is raining, offers his *mak*.] [His *mum* then fills the raincoat pockets with *sweets*.] They are candies.

[Then you good-bye to your British friend and his *mum*.] [They smile, wave, and call back, "*Cheerio*."]

Usage Lesson 10C

Nobody was (**ever/never**) bored when P.T. Barnum was around! There wasn't (**anything/nothing**) he liked more than being in the spotlight.

Nobody anywhere (**would/wouldn't**) dispute Barnum's genius as a promoter. Born in 1810, he (**was/wasn't**) never the quiet type. He didn't like (**any/none**) of his dull jobs.

He (**could/couldn't**) scarcely wait to organize his own shows. It (**should/shouldn't**) have surprised nobody when he started a circus. Barnum traveled from town to town promoting "The Greatest Show on Earth." He finally had found a job that (**was/wasn't**) hardly stuffy or boring!

At first, Barnum's circus didn't use (**any/no**) trains or trucks. They paraded through town in horse-drawn wagons. People (**could/couldn't**) hardly believe their eyes. Most hadn't (**ever/never**) seen a tiger!

Barnum (**would/wouldn't**) scarcely recognize a circus today. He (**could/couldn't**) never have imagined the changes. Tents (**are/aren't**) hardly ever used. Indoor arenas are the "big tops." The opening parade doesn't go (nowhere/**anywhere**) but in a big circle.

Today's circus isn't (**anything/nothing**) like Barnum's, but one thing particularly would please him. Fifty people are employed just to promote it!

Usage Lesson 11C

Many of **(we/us)** have read the book *Charlotte's Web*. What do **(we/us)** know about its author, E. B. White? When **(he/him)** was young, he was not eager to go to school. Speaking in front of his classmates terrified **(he/him)**. Sometimes he was a lazy student. In his freshman year of college, **(he/him)** almost failed English.

Still, White had always loved words. His older brother would let **(he/him)** play with his typewriter. When White's older siblings moved away, he felt abandoned by **(they/them)**. **(He/Him)** poked through what they had left behind and found a dictionary. To him, its contents were magical.

The dictionary encouraged White to write. When **(he/him)** wrote *Charlotte's Web*, children and adults were eager to read it. **(They/Them)** loved Wilbur the pig and his spider friend. After White's book came out, 200 fans wrote **(he/him)** letters each week.

Why did **(he/him)** write the book? White felt sorry for a pig that was doomed to die. At that same time, **(he/him)** noticed a gray spider. **(She/Her)** was so clever at her spinning, White worked **(she/her)** into his story.

For the children of his time and **(we/us)** now, White wove a story of friendship as strong and magical as Charlotte's web.

Usage Lesson 12C

Dear Boomer,

Thanks for your funny card! Yes, I'm taking care of **(myself/ourselves)**. It's an army rule. We have to keep **(myself/ourselves)** fit.

I was glad to hear Dad gave **(hisself/himself)** two days off work. I hope Mom takes some time for **(herself/themselves)**, too.

Little brother, are you taking care of **(yourself/yourselves)**? In your letter, you said Dad has been lecturing you. I know you wonder if he ever listens to **(himself/themselves)**. Do Mom and Dad know that they repeat **(theirselves/themselves)**? I'm not sure. All I'm sure of—now don't make a face—is that they love us.

Mom and Dad see us as images of **(theirselves/themselves)**. They hold **(theirselves/themselves)** responsible for us. Eventually, we will have to answer for **(myself/ourselves)**. That's what my sergeant keeps telling me. I have to listen to others and then trust **(myself/ourselves)** to make good decisions.

Boomer, try putting **(yourself/yourselves)** in Mom's and Dad's shoes. Dad has asked **(hisself/himself)** to remember when he was a kid. He wants us to learn from his mistakes. Mom told me she heard **(herself/ourselves)** talking and realized that she sounded just like her parents. So hang in there. They love you. So do I, you goof.

Love, Jay

Usage Lesson 13C

Dear Stan,

The girl we saw at all the dances **(is named/are named)** Meg. Dad and Uncle Tim **(keeps telling/keep telling)** me how to meet her. My uncles and Dad **(knows/know)** I'm shy. In the last week, Uncle Lou, Uncle Tim, and Dad **(has given/have given)** me lots of advice.

Yesterday, Uncle Tim said, "The girls at my church **(is/are)** nice. The teens in our parish **(makes/make)** friends by working together. Our spaghetti and meatball supper **(are/is)** tomorrow. Why don't you come help?"

So, today I go. When I arrive, a pot of meatballs **(is waiting/are waiting)** for me. I find myself serving lots of messy kids.

Soon, meat and sauce **(is/are)** all over my apron. The steam from the hot pots **(is making/are making)** me sweat. Then two girls and a boy **(begins/begin)** to fight. One of the kids **(throws/throw)** a fistful of spaghetti. Tomato drips down my cheek. A white and sticky noodle **(hangs/hang)** from my ear. Friends of my uncle **(laughs/laugh)**. Three girls in the line **(stares/stare)**. Guess who?

Meg, her sister, and a friend **(is/are)** quiet while I serve them. Then Meg's friend smiles the warmest smile I've ever seen. She winks and hands me a wad of napkins. Now I have to talk to Meg. How else can I learn her friend's name?

Your friend, Mike

Usage

Lesson 14C

At first, I thought my friend Ann was silly. (**She/They**) wanted me to run for president. “I even have a slogan,” she said. “(**He/It**) is *Peng for President*.”

I had never thought of myself, Peng, as a class leader. Still, I felt (**I/we**) could do more than Ron. As president, (**he/it**) hadn’t kept his promises.

So Stu and Pat made posters for me. (**He/They**) used a penguin for my symbol. Ann and I drew up a plan. Together, (**I/we**) polished my campaign speech. (**He/It**) included ideas for beautifying our school and tutoring young children. Ann said (**she/it**) was confident I could win.

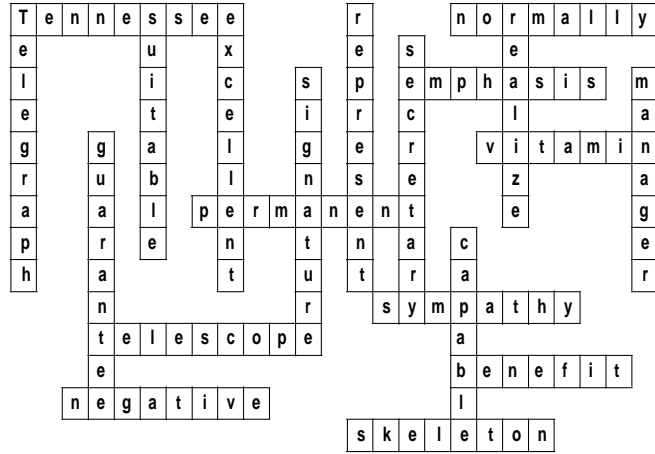
Then the campaign began. (**He/It**) was exciting. I talked to kids (**I/we**) had never met before. (**He/They**) had a lot to say. Cafeteria food was their biggest complaint. (**She/It**) should be pizza everyday said my classmates.

I called Ann. “The penguin posters are real cute,” I said, “but (**he/they**) should say something about pizza.”

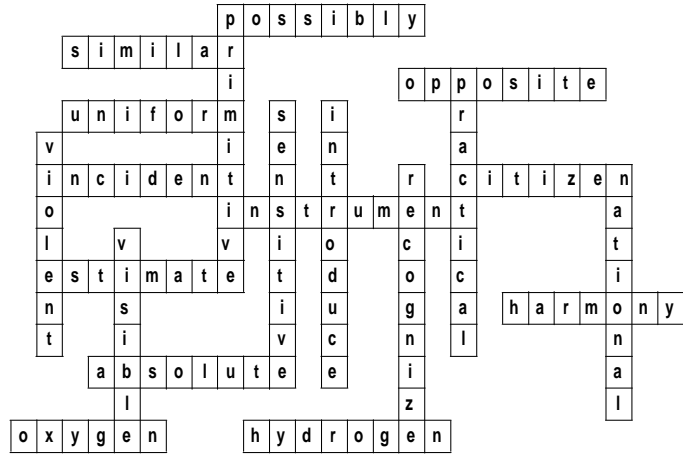
Ann listened. Then (**she/they**) said, “Stick to your ideas. They were good.”

When I lost the election I felt bad, until I saw Ann. (**She/He**) had a giant stuffed penguin with a sign. (**He/It**) said, “Peng, my personal winner.”

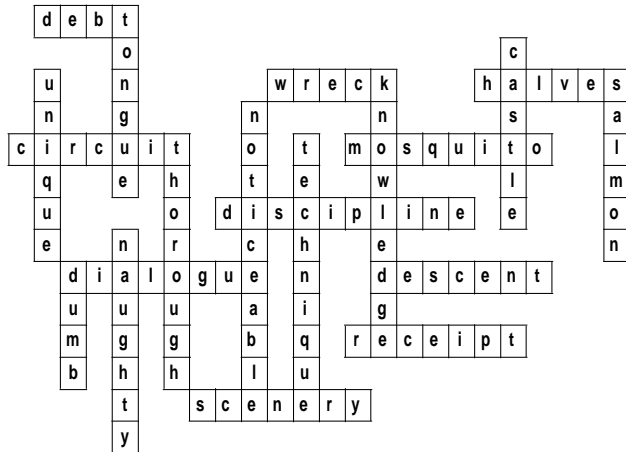
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Lesson 4C**



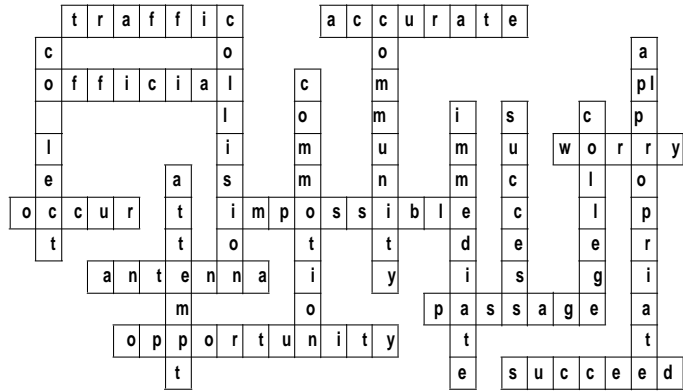
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Lesson 5C**



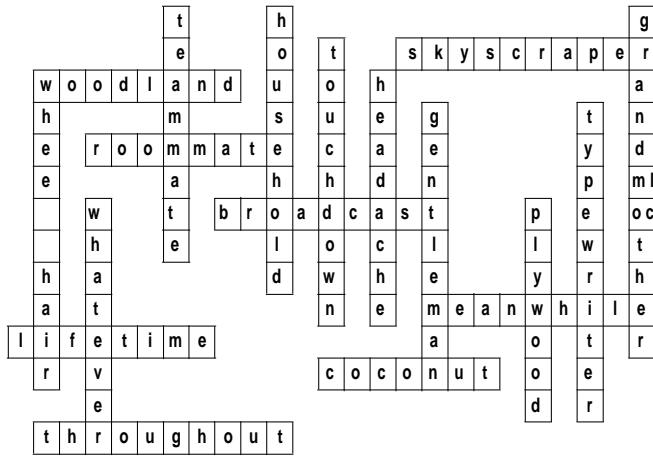
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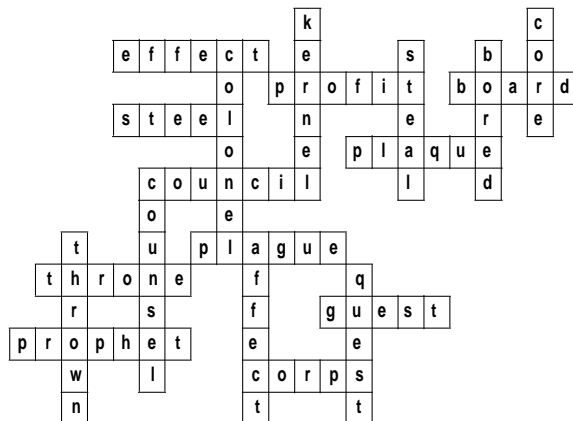
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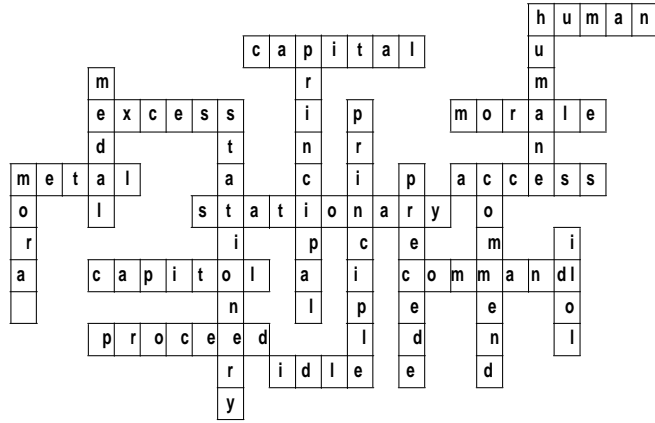
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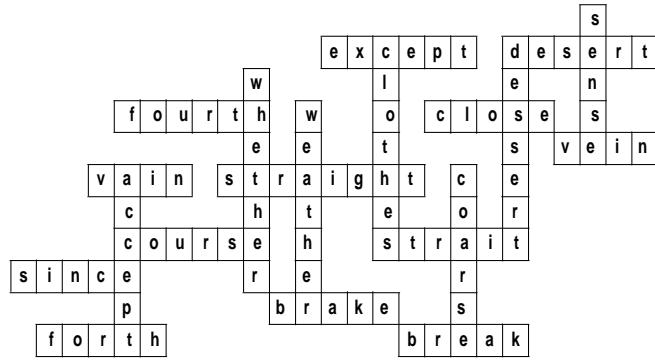
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Lesson 9C**



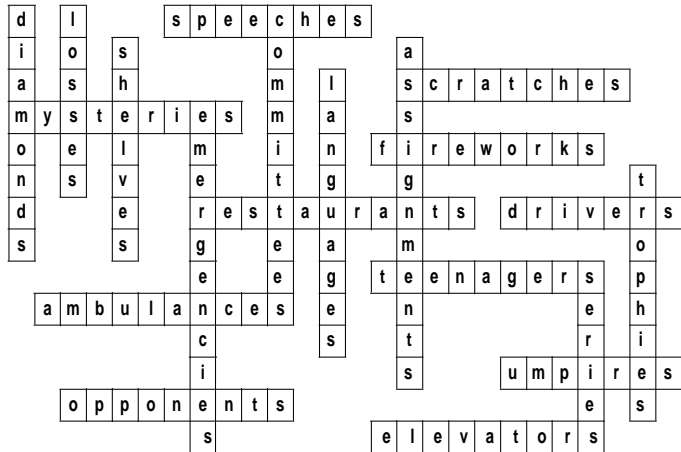
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Lesson 10C**



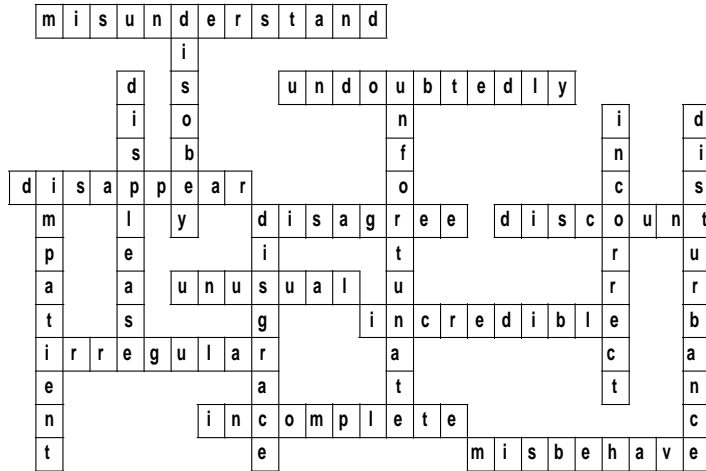
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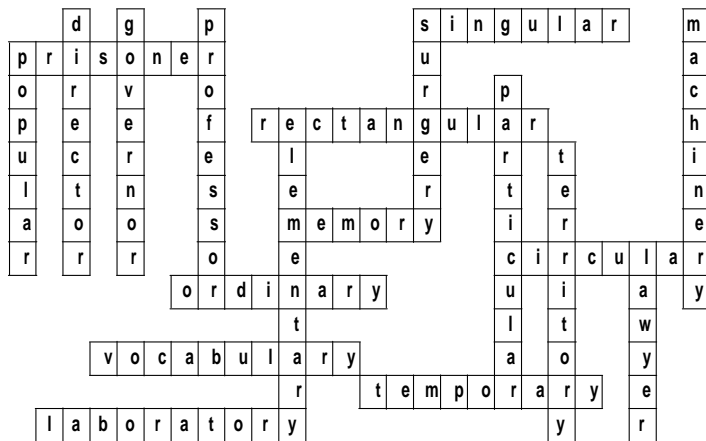
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Lesson 12C**



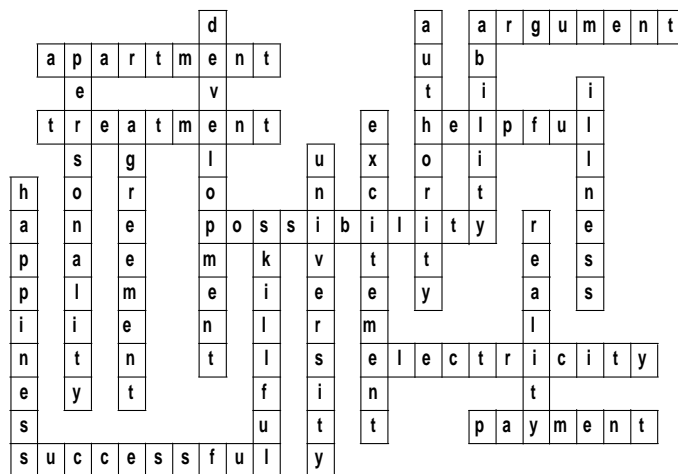
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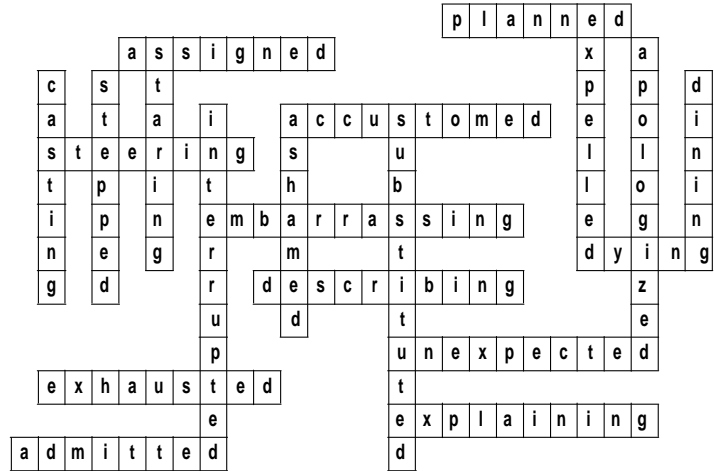
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Lesson 14C**



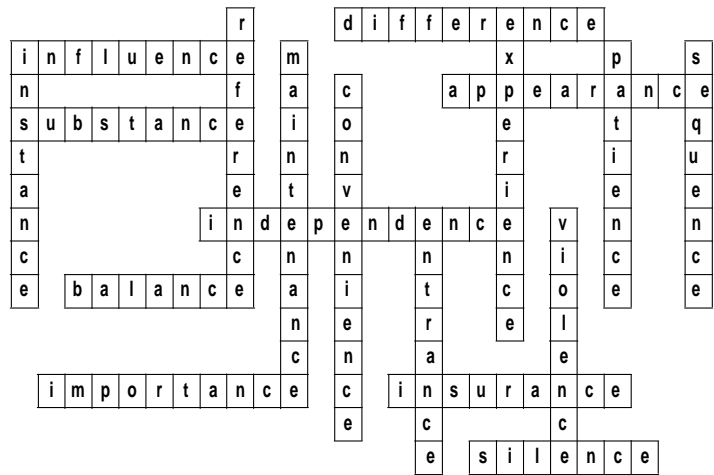
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Lesson 15C**



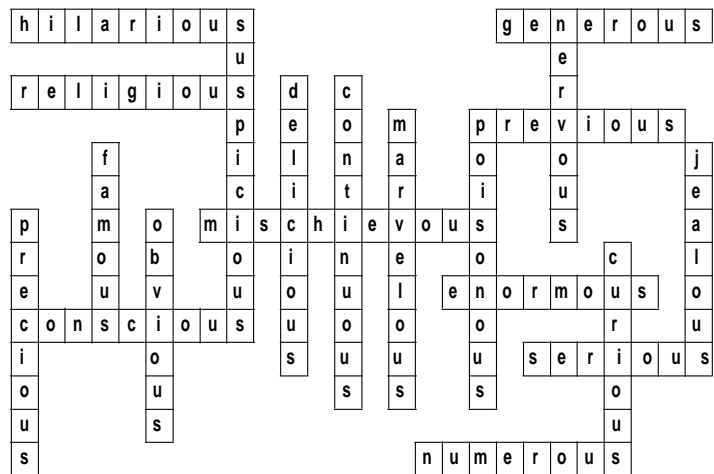
Spelling
Lesson 16C



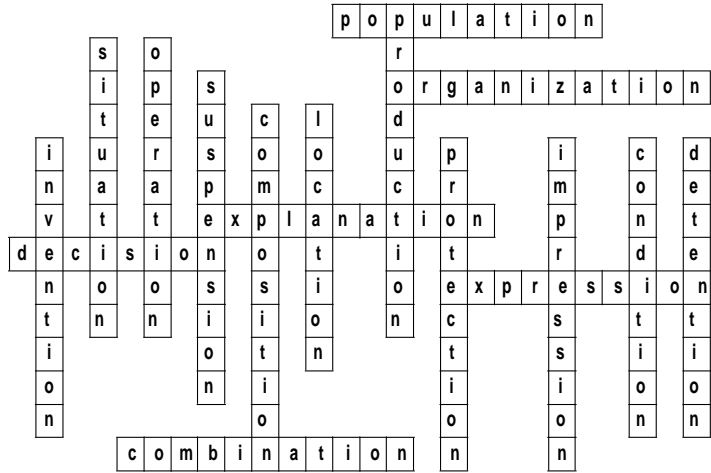
Spelling
Lesson 17C



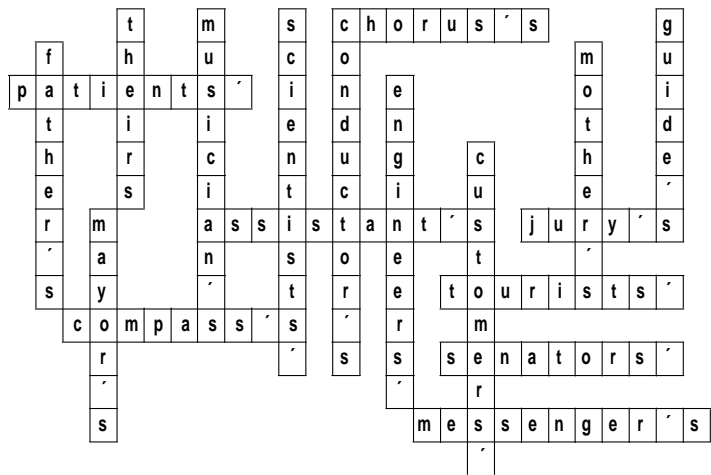
Spelling
Lesson 18C



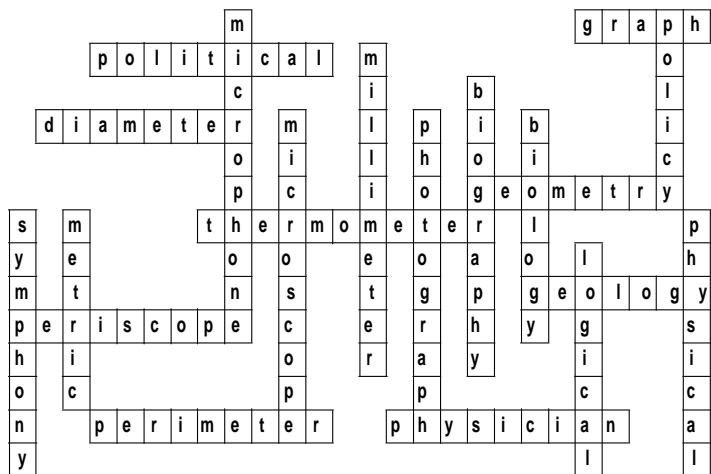
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Lesson 19C**



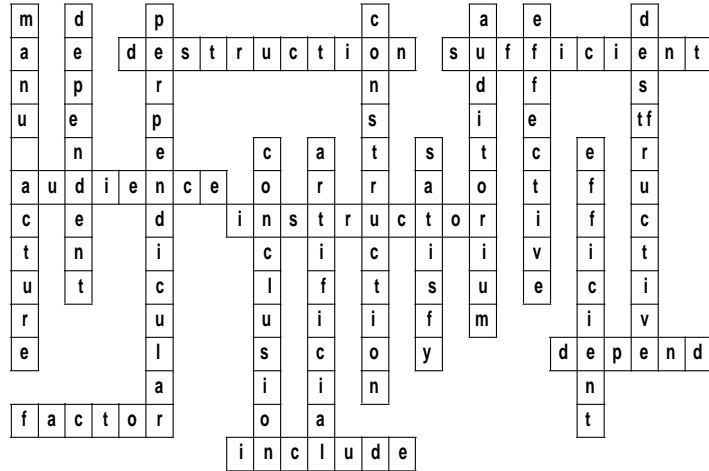
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Lesson 20C**



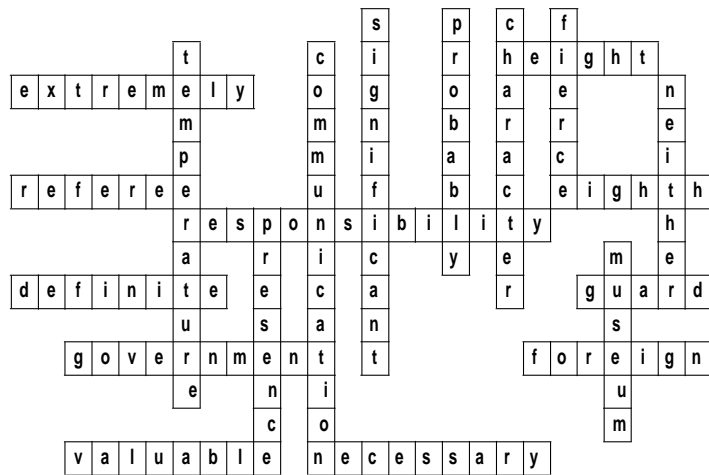
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Lesson 21C**



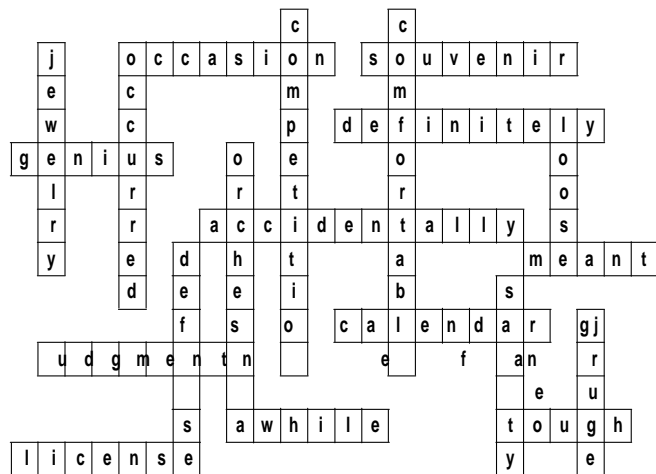
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Lesson 22C



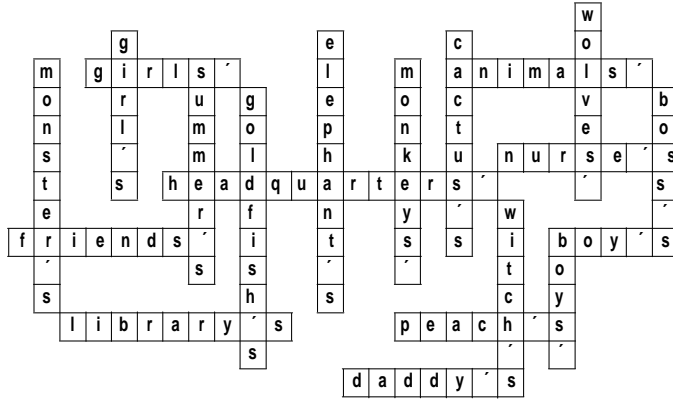
Spelling
Lesson 23C



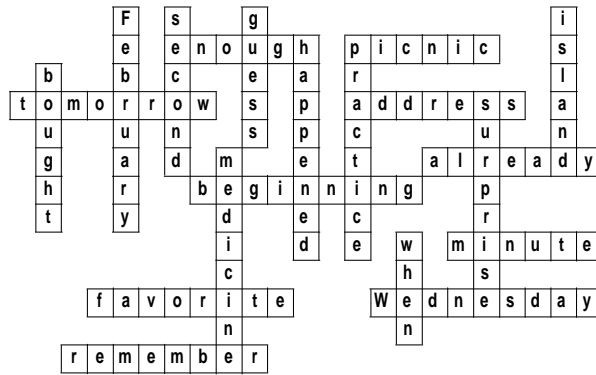
Spelling
Lesson 24C



**Spelling
Lesson 22A**



**Spelling
Lesson 23A**



**Spelling
Lesson 24A**

