

Constructed-Response (Short Answer) Practice

Each item below contains two errors (e.g., in grammar, usage, construction, spelling, capitalization, punctuation). Rewrite the text so that the errors are addressed and the original meaning is maintained. Your rewrite should be a single sentence. [Sample strong responses are on page 3.]

1. "Oh, no! My psychology book fell behind the dresser", cried Susan. And started trying to move the heavy piece of furniture.
2. I was waiting for Kenneth at the coffee shop, he comes running in and was wet from head to toe.
3. One of the boys are planning to walk their mom down the aisle.
4. In the nightmare everyone has a pitchfork and were jabbing at me.
5. Michael and Jim said "Were bringing pizza to the party."

6. You must bring the form which is due on Friday, to Dr. Wallace and I.

7. James, Henry, or John are on the committee, that I'm on, too.

8. The baby was born, on November 14, 2015 which is also my birthday.

9. Red and green peppers in a salad makes it colorful, and healthy.

10. Whose planning to eat dinner with Tim and I?

Sample Strong Responses

1. "Oh, no! My psychology book fell behind the dresser," cried Susan. She started trying to move the heavy piece of furniture.
2. I was waiting for Kenneth at the coffee shop; he came running in and was wet from head to toe.
3. One of the boys is planning to walk his mom down the aisle.
4. In the nightmare, everyone has a pitchfork and is jabbing at me.
5. Michael and Jim said, "We're bringing pizza to the party."
6. You must bring the form, which is due on Friday, to Dr. Wallace and me.
7. James, Henry, or John is on the committee that I'm on, too.
8. The baby was born on November 14, 2015, which is also my birthday.
9. Red and green peppers in a salad make it colorful and healthy.
10. Who's planning to eat dinner with Tim and me?

Summary

- an abbreviated version of a longer piece of writing
- states, in your own words, the main ideas of the original piece

Process for Writing a Summary

- Read the longer passage carefully.
- Write down the most important ideas:
 - What is the thesis and/or conclusion?
 - What are the most important items of information, evidence, or opinion that support the conclusion?
- Restate the ideas you have written down.
- Revise:
 - Does the order of the summary make sense?
 - Have you been faithful to the ideas of the original without inserting your own thoughts and opinions?
 - Have you used your own words?
 - Proofread and correct grammar, mechanics (e.g., punctuation, spelling, capitalization), and word choice.

Composition (Argument)

Your 5-paragraph persuasive essay must include:

- a thesis statement/claim (Which side of the argument are you taking?) – *Introductory Paragraph*
- at least two reasons for your claim and evidence that supports your reasons – *Paragraph 2 and Paragraph 3*
- the opposing side's claim/reasons/evidence and your counter-arguments to those – *Paragraph 4*
- a conclusion that restates your claim and summarizes your reasons – *Paragraph 5*

How to Sound Smarter (excerpts) from the editors of *Reader's Digest*

You almost never mean: Hopefully

You almost always mean: I hope

Why: *Hopefully* means *in a hopeful manner*. “I hope the boss lets us out early” and “Hopefully, the boss lets us out early” aren’t the same thing.

You almost never mean: More/most importantly

You almost always mean: More/most important

Why: Only if you’re a pompous blowhard do you say things importantly.

You never mean: Everyone has their grammar hang-ups

You always mean: Everyone has his or her grammar hang-ups

Why: *Everyone*, *everybody*, and close cousin *each* are singular, so words that refer to them should also be singular. Or, since we all have our grammar hang-ups, you could just rephrase the sentence. *Neither* and *either* also are singular pronouns. Incorrect: “Neither of them are going to the game.” Correct: “Neither of them is going to the game.” Also correct: I don’t think either of them is going.”

You never mean: Between you and I

You always mean: Between you and me

Why: *Between you and I* sounds fancy, but *me* is correct because it’s the object of the preposition *between*. In some cases you can test what is correct by taking out the other element of a compound. For example, “Mom gave the candy to Jack and (*I* or *me*?).” You wouldn’t say “Mom gave the candy to I,” but you would say “Mom gave the candy to me.” (*Jack* and *me* are objects of the verb *gave*.) On the other hand: “Jack and (*I* or *me*) ate all the candy in one night.” You wouldn’t say “Me ate the candy,” but you would say “I ate the candy.” *Jack* and *I* are subjects of the verb *ate*.

You almost never mean: Assessable

You almost always mean: Accessible

Why: A library is wheelchair-accessible. Your house is assessable by the county that taxes it.

You almost never mean: I feel badly

You almost always mean: I feel bad

Why: Is your sense of touch physically impaired (almost never) or are you feeling some guilt after screwing up (almost always)?

You never mean: Equally as well or equally as important

You always mean: Equally well or equally important

Why: The *as* isn’t necessary. “I speak Latin and pig Latin equally well.”

You never mean: The reason is because

You always mean: The reason is that

Why: The reason is that the word *reason* implies *because*.

You almost never mean: I need to lay down

You almost always mean: I need to lie down

Why: *Lay* and *lie* are not interchangeable. *Lie* doesn’t require an object: “I need to lie down.” But *lay*

does: “I need to lay my head down.” Confusion kicks in because of the past tense of both verbs—*lie* becomes *lay*; *lay* becomes *laid*.

You never mean: ATM machine, PIN number

You always mean: ATM, PIN

Why: Redundancy (“automated teller machine machine,” “personal identification number number”)

You almost never mean: Historical

You almost always mean: Historic

Why: In short, *historic* means *significant* (“a historic election”). But if you intend “occurring in or relating to history,” go with *historical* (“historical data” or “a historical link between the two world wars”). By the way, it’s never “an historic/historical event.” The vowel sound *a* should precede a consonant sound (like the hard *h* in historic).

You never mean: The person that

You always mean: The person who

Why: A human is a *who*. Anything else (yes, including animals) is a *that*.

You never mean: Could of

You always mean: Could have

Why: This error pops up because of the similar pronunciation of the contraction *could’ve*.

You never mean: Most everyone

You always mean: Everyone

Why: Make up your mind: If you truly mean “every person,” use *everyone*. If not, say *most people*.

You never mean: I feel nauseous

You always mean: I feel nauseated

Why: *Nauseous* means *to cause nausea*, as in “a nauseous odor.” *Nauseated* means *afflicted with nausea*, as in “That odor is making me feel nauseated.”

You never mean: Very unique

You always mean: Unique

Why: Unique things and people are one of a kind, absolute.

You never mean: Merge together

You always mean: Merge

Why: The phrase is redundant, as are combinations like *absolute necessity*, *free gift*, and a *pair of twins* (unless you mean two sets of twins, that is).

You almost never mean: Orientate

You almost always mean: Orient

Why: *Orientate* is a word, but it means “to face east.” “The tour was designed to orient new students.”

You almost never mean: Impact

You almost always mean: Affect

Why: *Impact* shouldn’t be forced into service as a verb. No: “The decision impacts everyone.” Yes: “The decision affects everyone.”

You never mean: Off of

You always mean: Off

Why: Some words are perfectly fine on their own. “May I bounce an idea off you?”

You almost never mean: In order to

You almost always mean: To

Why: See above.

You never mean: Comprised of

You always mean: Comprises

Why: *Comprises* equals *includes*. You’d never say, “My grocery list includes of milk, eggs, and kiwis.” Same goes for *comprises*. (Use *of* with *composed*: “The sculpture is composed of wire hangers.”)

You never mean: “Jane, Andrew, and myself are going...”

You always mean: “Jane, Andrew, and I are going...”

Why: *Myself* is notoriously misused for *I* or *me*, often because people are trying (too hard, it seems) to sound smarter. Wrong: “My husband and myself have belonged to the country club for years.” *Myself* is a pronoun best reserved for reflexive uses, when an action is directed toward the subject: “For Christmas, I gave myself a gift.”

You don't mean: bachelors degree

You always mean: bachelor's degree

Why: Even people with degrees get this wrong. It's not a plural. It's a degree that is possessed by an individual who earned it. The apostrophe indicates possession (as in *Tommy's supper*; *Jack's pail*). And there's just one person owning it, so don't write *bachelors'*. But don't write *Bachelor's of Arts* degree. It's a *Bachelor of Arts* degree.

You don't mean: I'm an IIT alumni

You mean: I'm an IIT alumnus

Why: *Alumnus*, like several other words that came from Latin, can be confusing. *Alumnus* is the singular, and the word refers only to a former male student of a school or university. A female would be an alumna, and the feminine plural used to be *alumnae*, but *alumni* is now accepted collectively for both men and women.

You don't mean: he is a faculty

You always mean: he is a member of the faculty

Why: At a university, *the faculty* describes all the teachers there, not a single faculty member.

Excerpted from: <http://www.rd.com/health/wellness/how-to-sound-smarter/>

CAPITALIZING PROPER NOUNS AND ADJECTIVES

What's It All About?

Most nouns are called **common nouns** and are not capitalized. However, some words in English are always capitalized. These are **proper nouns** and **proper adjectives**. Other words such as *street* or *hotel* can be either proper nouns or common nouns depending on how you use them.

Nouns are words that name things. The word *boy* is a **common noun**. The word *Thomas* is a **proper noun**. Adjectives are words that describe things. In the following sentence two adjectives are underlined: "Matilda is a blonde Australian student." Can you tell which is the common adjective and which is the proper adjective?

Let's Find Out

The following sentences include many different proper nouns and adjectives. Read them carefully. Use them to help you do the activity on page 11.

Model Sentences

1. On Fantasy Street there is a school that gives the usual courses in mathematics, history, English, and Spanish.

2. It also offers courses on unusual subjects like grapefruit trees, kangaroos, Mars, and French poodles.



3. Many of the people who live on Fantasy Street are from Spanish, Italian, and African backgrounds.

4. They practice different religions such as Christianity, Judaism, and Islam and celebrate holidays such as Chinese New Year, Christmas, and Ramadan.

5. The children fly exotic kites in the spring and play ball games when school lets out in June.



Let's Try It

Two of these statements are correct. One is incorrect. Circle the two statements that are correct.

1. Capitalize the first word of a sentence.
2. Capitalize any word that names a person, place, or thing.
3. Capitalize any word that names a particular person, place, or thing.

DID YOU KNOW?

Capital letters are sometimes called uppercase letters. That's because in the past, when printers set rows of metal type by hand, they kept the letters in rows of wooden cases. The capital letters were in the upper cases, and the small letters were in the lower cases.

Let's Practice

Now that you're becoming a capitalization expert, test your skills by correcting the following sentences. Decide if the underlined words in each sentence are correct. Cross out and rewrite any incorrect words.

Example: My street is called Fantasy ^{Street} ~~street~~.

1. Fantasy Street is really a very special Street.
2. On this street there is a department Store named Rainbow's that sells beautiful dreams and happy endings.
3. there is also a hotel called The highrise hotel that is forty stories high and is shaped like a spacecraft.
4. My teacher, Mr. Gooden, has a home on fantasy Street.



Challenge

These bonus sentences have no boxes to help you. Add any commas that are needed.

1. Keisha and Hal were winking smiling and laughing.
2. They watched as Kendra took a bowl of cereal poured milk on it and added some honey but no tea or orange juice.
3. After Kendra Keisha and Hal had finished their breakfast, they thanked their mother and father for a very healthful enjoyable and amusing meal.

FUN WITH COMMAS

Secret Message

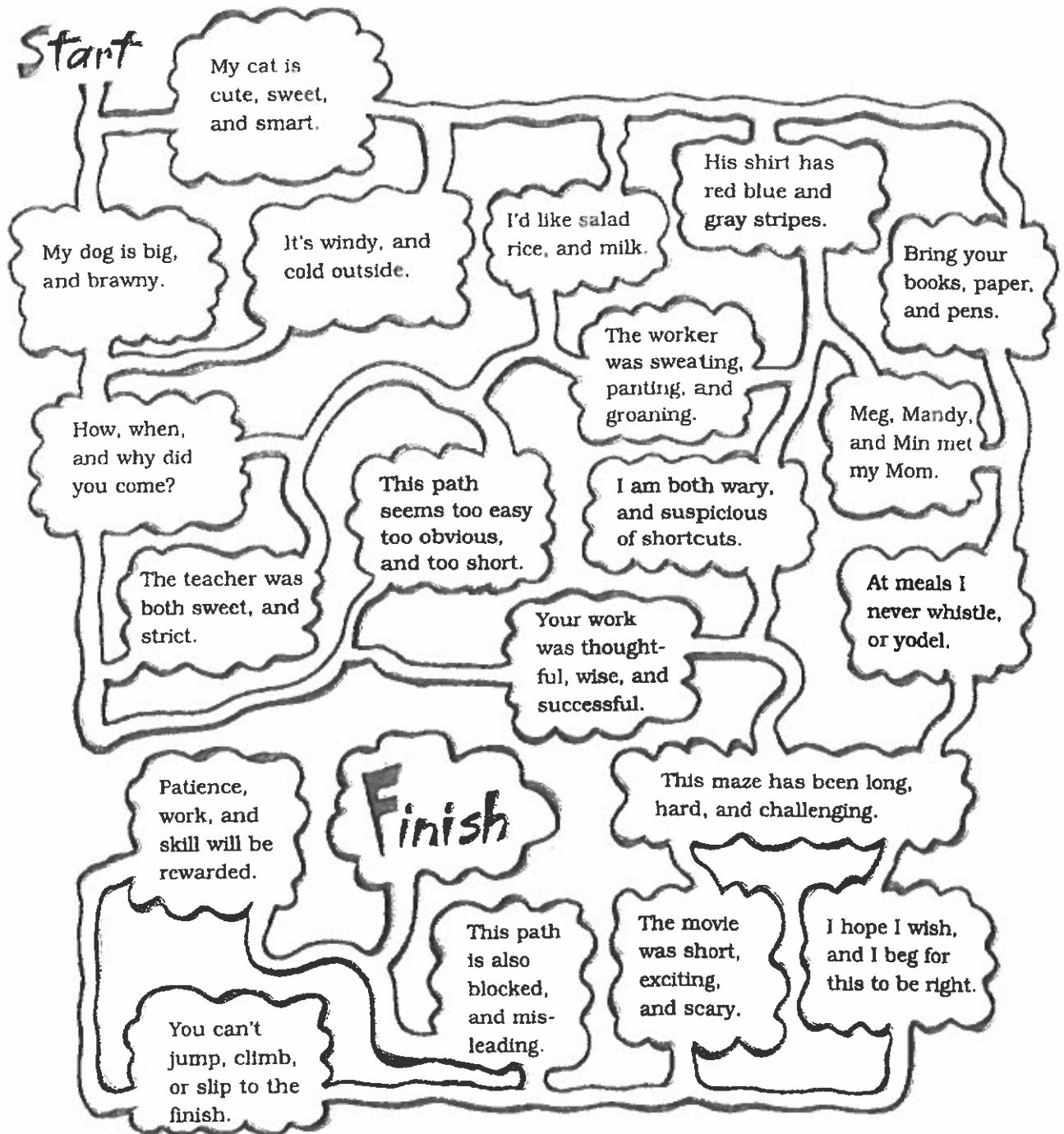
Find the secret message in the sentences below. Add commas wherever they are missing. Then underline the first letter of the word *after* each comma that you added. The underlined letters make up a word for each sentence.

Example: The New Town Zoo features tigers, hyenes, buffalo, elephants, wolves, lions, leopards, otters, and monkeys. **Message:** Hello.

1. My favorite colors are blue yellow orange, and red, and my favorite objects are sailboats, clocks umbrellas, and balloons.
2. The airline flies to Holland, Mexico Canada Austria, Brazil, France Norway, and Japan.
3. The teacher read us a surprising unusual strange, vivid exciting, and thoroughly enchanting story.
4. At the grocery we bought potatoes, onions cabbage, butter oranges meat, cookies milk apples sugar, and bread.

Punctuation Maze

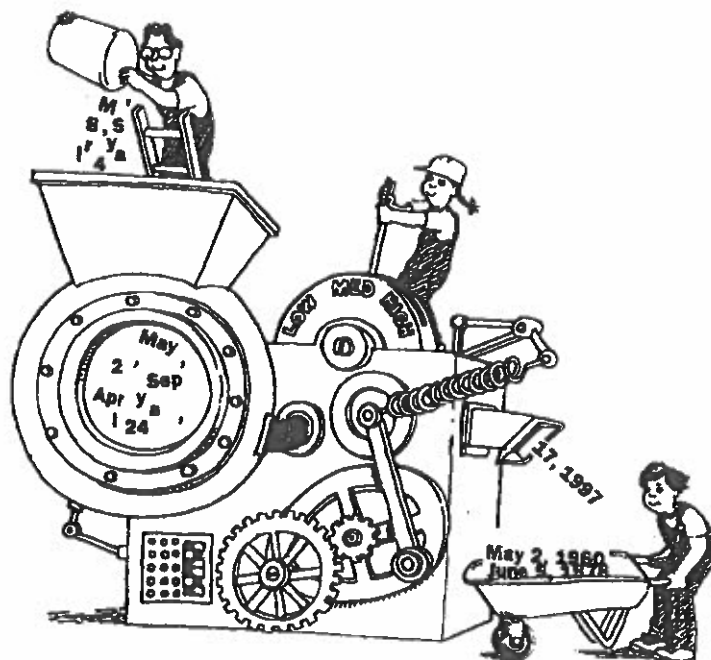
Complete the maze by following the correctly punctuated sentences. If a box contains incorrect punctuation, it is like a wall of the maze. You cannot go through it. The correct path to the finish will take you through 10 boxes.



Let's Try It

Underline the sentence in which the date is correctly punctuated. You may look back at the model sentences if you need to.

1. (a) Morris Miter was born on September 23 1960.
(b) Morris Miter was born on September, 23, 1960.
(c) Morris Miter was born on September 23, 1960.
2. (a) June 1, 1950, was the day that Timetrip was founded.
(b) June, 1 1950, was the day that Timetrip was founded.
(c) June 1, 1950 was the day that Timetrip was founded.
3. (a) Mayor Max's dress is more typical of, 1890, than 1990.
(b) Mayor Max's dress is more typical of 1890, than 1990.
(c) Mayor Max's dress is more typical of 1890 than 1990.



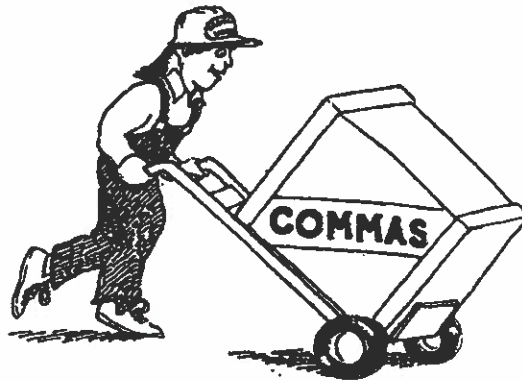
Let's Practice

In the sentences below some of the dates are incorrectly punctuated. Your challenge is to correct the ones that are wrong. Add commas in the boxes if they are needed. Cross out incorrect punctuation. If necessary, you may look back at the model sentences.



Example: June ~~1~~ 1950 was the day that Timetrip was founded.

1. On September 10 1996 Mayor Max's children rode to school in a horse-drawn carriage that was made on August 15 1888 with hand tools.
2. Like most schools that year, their school opened on September 8 1996 and closed for the summer on June 14 1997.
3. Ten-year-old Marina Max practices penmanship with a fountain pen dated November 22 1924 and reads from a primer first published on January 29 1887 in England.
4. Marina's brother Todd, who was born on April 15 1986 and is older than Marina, plays baseball with a handmade ash bat dated August 6 1934.



USING COMMAS WITH CITIES, STATES, AND COUNTRIES

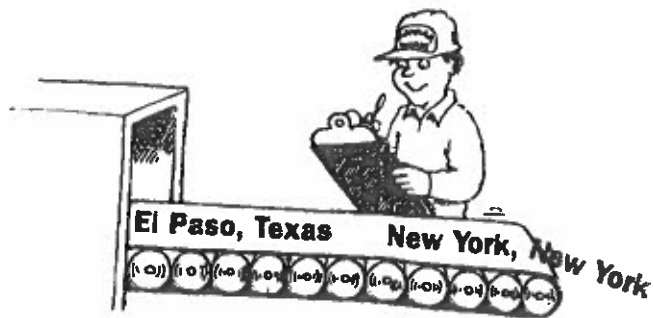
What's It All About?

As you can see from the box at right, the punctuation between cities, states, and countries follows much the same pattern as the punctuation of dates.

February 29, 1900
Kokomo, Indiana
Your Town, U.S.A.
Tokyo, Japan

Model Sentences

1. Timetrip is nothing like Boston, Massachusetts, or San Francisco, California.
2. It seems like London, England, during the last century.



Let's Try It

Circle the letter of the sentence that is correctly punctuated. Use the model sentences to help you.

1. (a) Boston Massachusetts seems more modern than Timetrip.
(b) Boston, Massachusetts, seems more modern than Timetrip.
(c) Boston, Massachusetts seems more modern than Timetrip.
2. (a) Mayor Max dresses like a woman from London, England in 1890.
(b) Mayor Max dresses like a woman from London England in 1890.
(c) Mayor Max dresses like a woman from London, England, in 1890.

Let's Practice

Read each sentence below. Decide if you should add commas or cross out incorrect punctuation. If necessary, you may look back at the model sentences.

Example: Boston ☐ Massachusetts ☐ seems more modern than ~~X~~ Timetrip.

1. Mayor Mavis Max would prefer an old city like New Orleans ☐ Louisiana ☐ to a modern one like Las Vegas ☐ Nevada.
2. She would like the cable cars of San Francisco ☐ California ☐ better than the high speed trains of Tokyo ☐ Japan ☐ that go over a hundred miles an hour.
3. Given a choice between the rocket launchings of Cape Canaveral ☐ Florida ☐ and the horse farms of Lexington ☐ Kentucky ☐ she would choose the horse farms for a visit.
4. Do you think she would prefer to go to Rome ☐ or Miami ☐ for a vacation?

Putting It All Together

Correct the mistakes in the sentences below. Add commas where needed, and cross out incorrectly placed commas.

1. Mayor Max of Timetrip seems so old-fashioned that you would think she was born on September ☐ 23 ☐ 1860 ☐ instead of September ☐ 23 ☐ 1960.
2. The mayor's neighbor, Paul Pierce, who was born in Geewhiz ☐ Georgia ☐ on July ☐ 14 ☐ 1970 ☐ is even more old-fashioned than the mayor.
3. He wears formal suits that could have been seen in Paris ☐ France ☐ on July ☐ 14 ☐ 1770.
4. Why don't they choose to live in a modern place like Las Vegas ☐ Nevada ☐ instead of Timetrip, which seems like New Orleans ☐ Louisiana ☐ 150 years ago?



Challenge

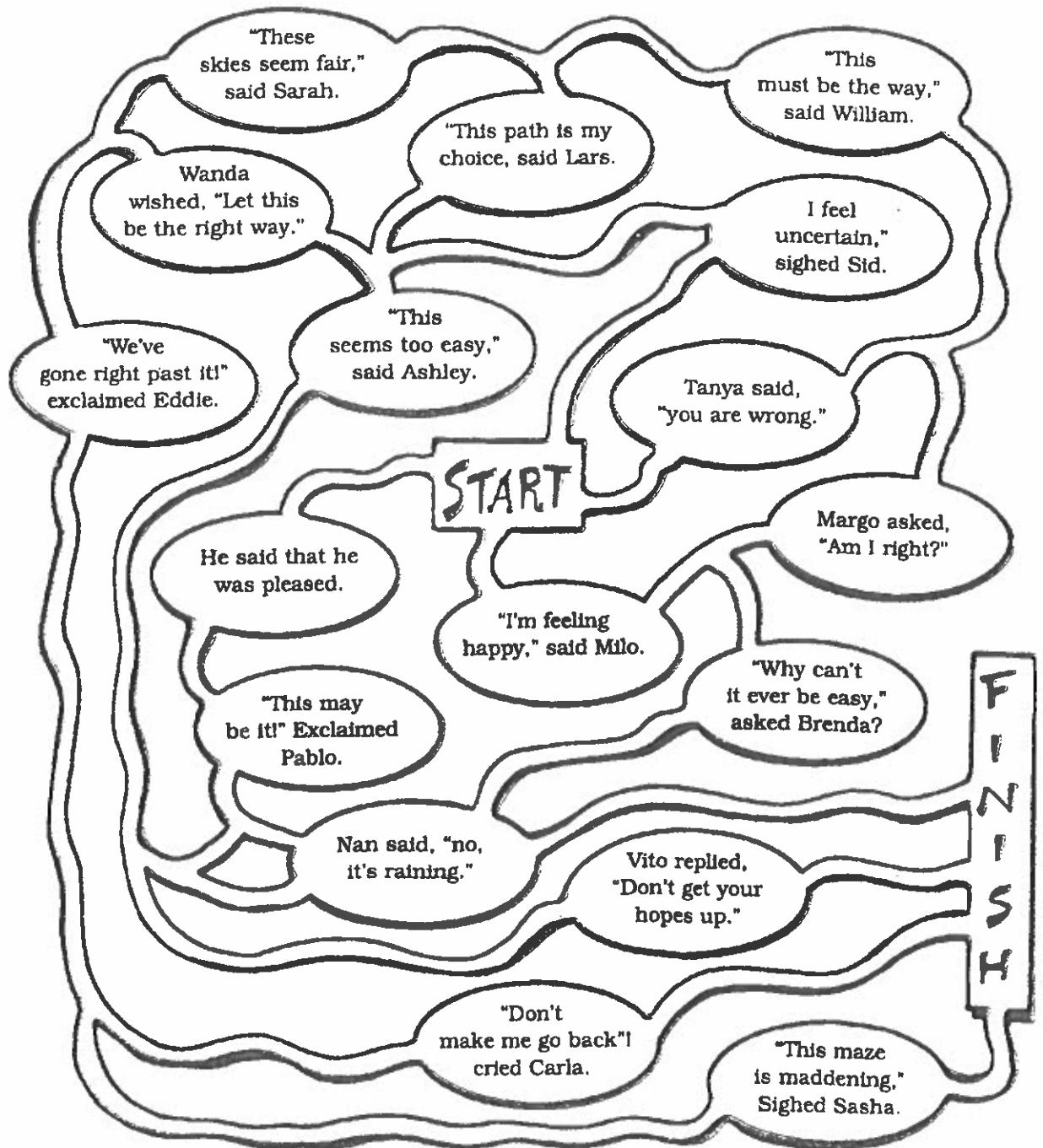
Find the mistakes in these sentences. Add the necessary punctuation marks. Cross out incorrect lowercase letters and write capitals above them. Be careful! One of these sentences is an indirect quotation.



1. Sandra and Cary's father asked were you planning to do anything today now that you've had your teeth cleaned
2. No, Dad, I think we should go straight home said Sandra
3. Cary said that he wanted to go straight home too
4. There aren't any extra cars here exclaimed Cary when they drove into their driveway
5. Were you expecting someone to come over today asked his father
6. As the children walked into the house, their mother called out surprise
7. These new fishing rods and tackle boxes are for you and Cary because you did so well in school this year said their father
8. Their mother smiled and added we waited until your dentist appointments were over and you were free to go fishing with us
9. Thanks, Mom! You don't know just how much you surprised us said Sandra with a wink at Cary

Quotations Maze

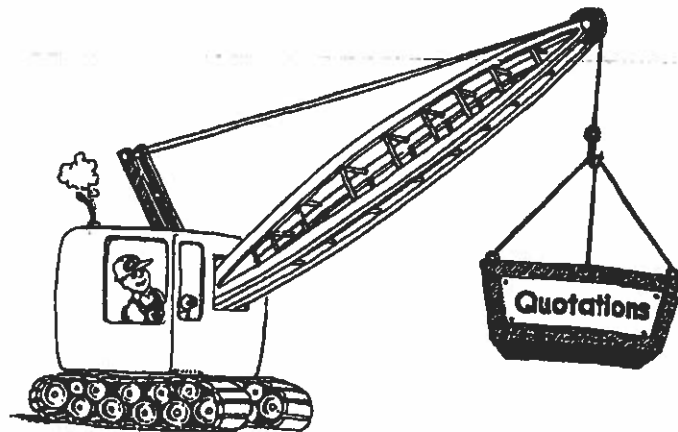
Complete the maze by following the correctly written quotations. If you come to an oval that contains incorrect punctuation or capitalization, stop and go back. You cannot get through that path. The correct path to the finish will take you through seven ovals containing correct quotations. Caution: Some ovals that are correct lead to false paths. **Bonus:** How many correct ovals are there in the entire maze?



Challenge

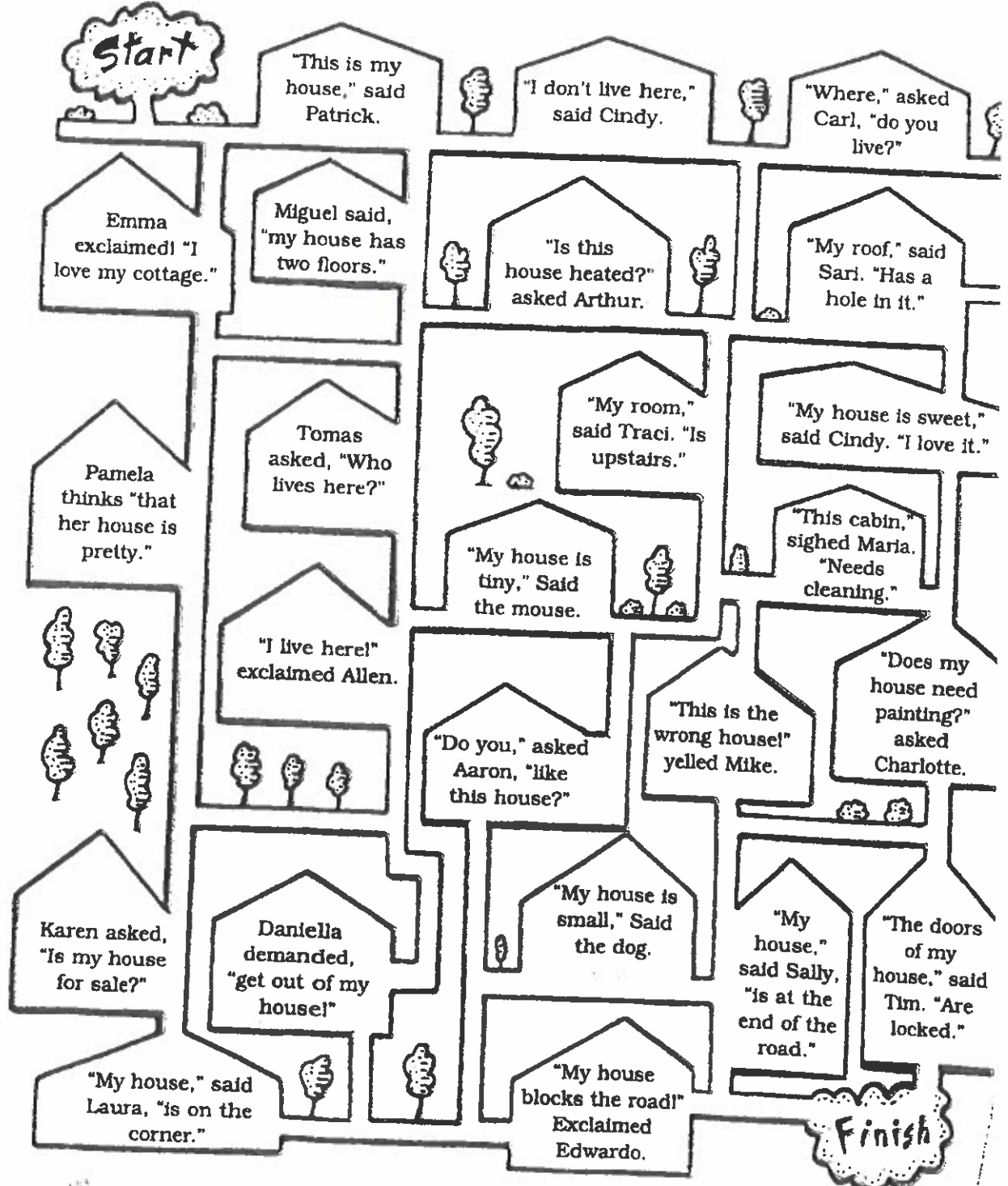
These sentences have no boxes to help you. Add whatever punctuation is necessary. Where needed, cross out lowercase letters and write capitals above them.

1. Mom, the toaster burned my bread to a crisp said Peter Potter to his mother
2. Peter's mother asked why don't you try another slice of bread with the lever turned down to light
3. This time sighed Peter it didn't even brown the bread
4. It must be broken said Peter's mother if it doesn't work the next time, we'll throw it into the garbage and buy a new one
5. Peter tried again and said that this time it worked perfectly
6. I decided that I'd rather have heartburn said Toby Toaster later to Rodney and Steve than be buried at the dump in a ton of garbage



Quotations Maze

Complete the maze by following the correct sentences. If a house contains incorrect punctuation or capitalization, stop and go back. You cannot go through that house. The correct path to the finish will take you through ten houses. **Bonus:** What is the total number of houses in the maze that contain correctly written quotations?



Let's Try It

Use the models to help you decide which of the groups of words below are sentences (complete thoughts) and which are sentence fragments (incomplete thoughts). In the spaces provided, write **S** for sentence and **F** for a fragment.

1. Hard for most of us to understand. ()
2. Someone like Maria Mayfair is hard for us to understand. ()
3. Nothing upsetting to Maria. ()
4. Not even nightmares, scrapes, or little brothers? ()
5. Maria always seems to see the bright side of things. ()
6. A nightmare for her is a wild adventure. ()
7. Even when it is full of goblins, gremlins, and imps. ()
8. Lurking in the doorways, waiting to get her. ()
9. How can Maria always be so positive and happy? ()
10. Maybe because she was just born that way. ()

What Did You Discover?

Sentences 9 and 10 illustrate some of the difficulties in identifying sentence fragments. Sentence 9 is a question and may at first seem to be an incomplete thought since you don't know the answer to the question yet. If a group of words makes a complete question, however, as sentence 9 does, then it is not a fragment.

Sentence 10 presents another problem. It answers the question asked in sentence 9, but words have been left out. They are implied instead of actually stated. So sentence 10 is a fragment. To be a complete thought, it should read, "Maybe Maria is so happy because she was just born that way." Or "Maybe she was just born that way." Finally, do not assume that sentence fragments are shorter than full sentences. Sentence 6, a full sentence, is shorter than sentence 7, a sentence fragment.

Let's Practice

There are two ways to correct sentence fragments. You can add words to the fragment to make it a complete thought. Or you can add the fragment to a new sentence.

Correcting Sentence Fragments by Adding Words

Decide if each group of words is a sentence or fragment. In the space below each fragment, write a complete sentence by adding the necessary words. Use the model sentences if you need help.

1. One very happy person in Silver City.

2. That person is Maria Mayfair.

3. Always smiling and laughing.

4. Why is she always happy?

5. Because she always makes things fun.

6. Maria making other people smile too.

7. She radiates contentment.

8. And makes life fun for her friends too.



Let's Practice

Read the sentences. Decide if there are any run-ons. Rewrite each run-on sentence so it is correct.

Example: Henry Whopper loved to tell tall tales, you will find an example of one of them below.

Henry Whopper loved to tell tall tales. You will find an example of one of them below.

1. I know I was late getting home, this is why.
2. First, the school bus was late the driver kept pulling into ice-cream stores and buying us all triple-dip cones.
3. I finally got off the bus and started to walk home when that tornado struck.
4. Luckily, I wasn't hurt, it only picked me up and dropped me over at Kareem's house.
5. I know Kareem's house is only five minutes from home I had to help Kareem, however, get rid of all the movie producers.
6. These film people were there, trying to talk me into going straight to Hollywood to make a movie about my trip home from school.
7. You see, you shouldn't be angry about my being late, you should be glad I got here at all.

FUN WITH RUN-ON SENTENCES

Secret Code

You can crack the secret code if you understand run-on sentences well. In the sample paragraph the underlined letters follow run-on errors. Notice that some run-on sentences are incorrectly linked with commas, while other are not. When put together, the underlined letters spell out a word.

Example: It's raining hard you should come inside. You are the only one who hasn't, everyone else came in ten minutes ago. Your clothes are soaking surely you can't be having fun. (*Hidden word: yes.*)

Now it's your turn. Read the tall tale. Underline each letter that follows a run-on error. Then put the letters together to form a short sentence.

We used to have a wreck for a car, you should have seen it. It was a sickly yellow color and completely rusted out, only an expert could tell which were the windows and which were the holes. The top was so rusted that rain poured in, underneath there were just as many holes to let the water run back out again.

In some ways, however, it was a great car, at least that's what we thought. With all those holes we didn't need air conditioning. Also, going in that car made every trip an adventure riding down to the store was just like going on the bump'em cars at the amusement park. The doors rattled and the motor coughed and snorted, even the horn was exciting. We never knew when it would decide for itself to start honking.

I don't know why my father ever sold it, cars that special are hard to come by. You are probably wondering who would ever want to buy it from us lots of people did! Artists, photographers, and museums were bidding for it, even Hollywood studios wanted it. They all said the same thing, very soon this car is going to be famous. No one could believe that a wreck like that could ever make it down the driveway. So the bidding war started, eventually a newcomer, a millionaire Swiss dairy owner, bid so high that everyone else gave up and let him have it. What did he want it for? He uses our old yellow car as a moving advertisement, reportedly he drives it around claiming it's the world's biggest piece of Swiss cheese.



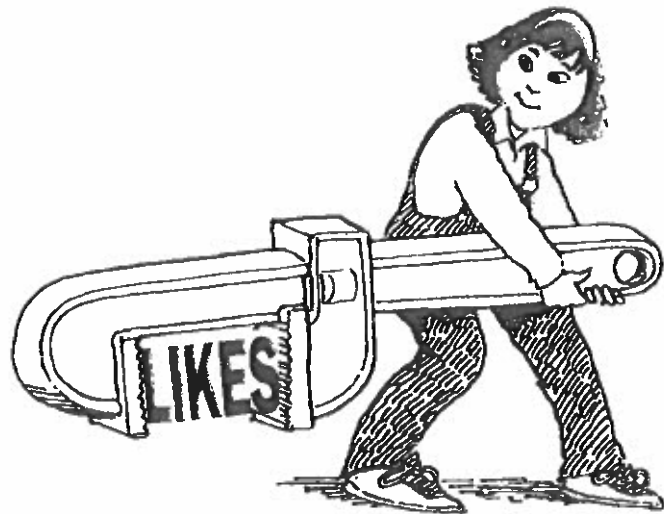
Model Sentences

The cost of most of the main courses is very moderate.

The prices of the items at the salad bar are very low.

This menu, filled with so many oddities, gives some people a start.

Although *courses* in the first model sentence is plural, it is not the subject. *Courses* is part of a phrase. The real subject is the singular word *cost*, which takes a singular verb form. You can figure out which word is the subject by carefully asking yourself what particular thing or person the verb is referring to. In the second model sentence, for example, you would ask, "What are very low—the prices or the salad bar?"



Let's Try It

Underline the correct form of the verb.

1. Many dishes at the Daft Cafe (is, are) not crowd-pleasers.
2. For example, a mixture of okra and Brussels sprouts (is, are) is not one of the most popular side dishes.
3. The green peas with marshmallow topping (does, do) not sell well either.
4. Not one of my friends (like, likes) the eggplant ice cream.
5. But the chef, caring more about creativity than customers, (keeps, keep) turning out strange creations.
6. (Is, Are) one of the people here hungry?



HERE, THERE, AND WHERE

When sentences begin with *here*, *there*, or *where*, agreement problems sometimes occur because the subject follows the verb.

Model Sentences

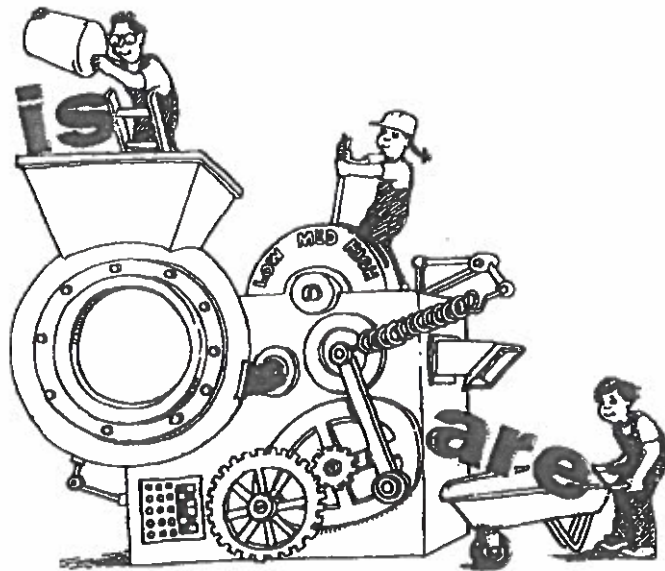
Incorrect

Here is the mangoes.
There's my crab cakes.
Where's the cookies?

Correct

Here are the mangoes.
There are my crab cakes.
Where are the cookies?

Remember that the contractions *there's*, *here's*, and *where's* stand for "there is," "here is," and "where is."



Let's Try It

Underline the correct form of the verb.

1. (Where is, Where are) the chocolate-covered grasshoppers?
2. (There's, There are) your poached pollywogs.
3. (Here's, Here are) the chef's nose clips.



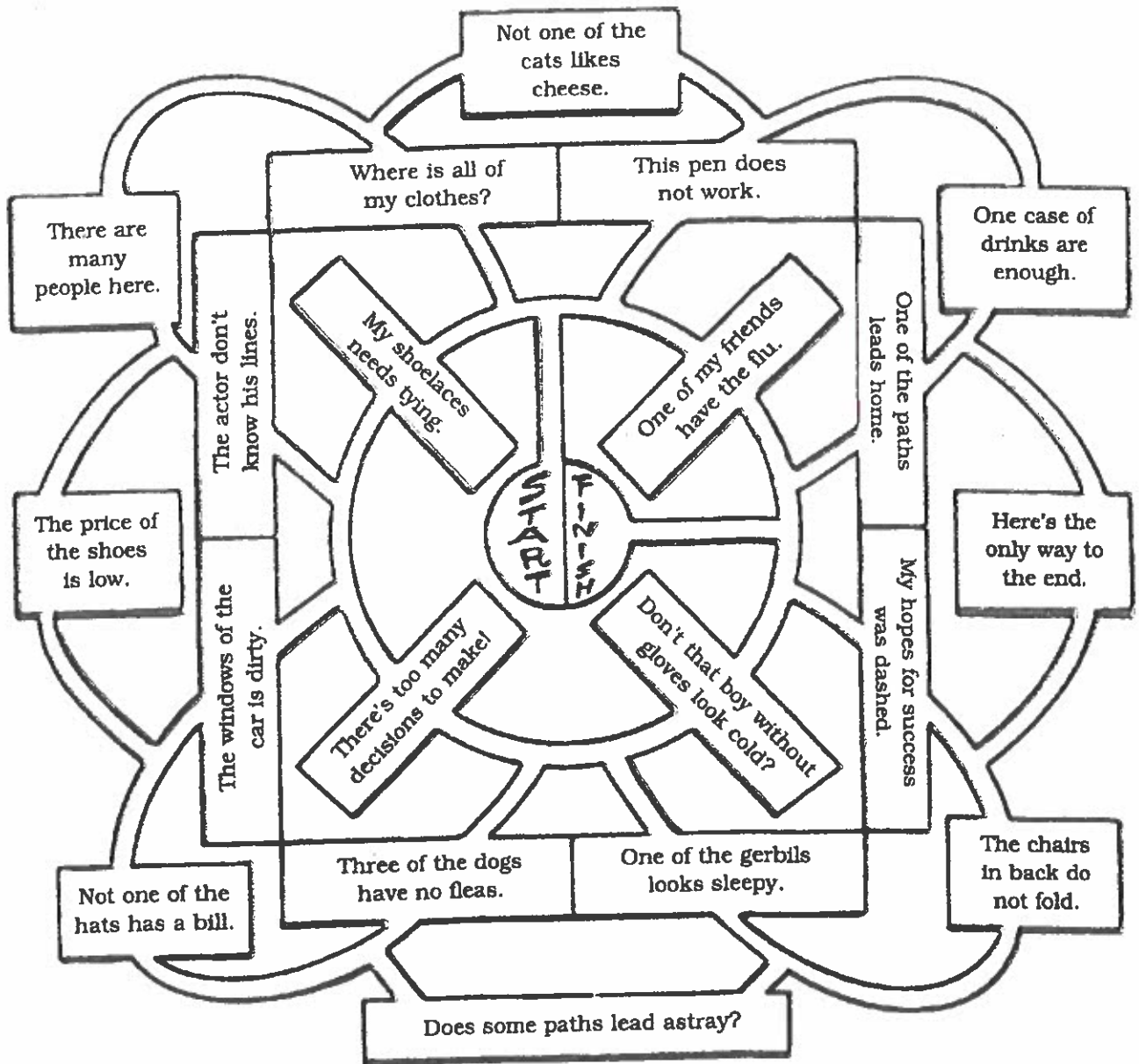
Putting It All Together

Read the sentences. Cross out incorrect words, and write the correct form in the space above. Be careful: Two of the sentences have no errors.

1. Surprisingly, many people goes to the Daft Cafe.
2. There is actually many reasons for trying it.
3. For one, the menu with all its strange dishes are always amusing.
4. The food with all its strange ingredients makes people talk and laugh together.
5. Also, many dishes, like braised broccoli, is actually good for you.
6. Good for you or not, a salad of turnips, raw spinach, and dandelion greens do not get many takers.
7. There's not many orders for the chef's high-protein earthworm omelet, either.
8. Maybe your school lunch, even with all its problems, sounds better to you than the food at the Daft Cafe.

Agreement Maze

Complete the maze by following the sentences that are correct. If a box contains incorrect agreement, stop and go back. You cannot go through that box. The correct path to the finish will take you through ten boxes.



Let's Try It

Underline the correct form of the verb.

Helpful hint: Since you usually will not make mistakes with indefinite pronouns, you only have to remember the list of singular words that do cause problems. And you can reduce that list to these four words: *each*, *either*, *one*, *body*. *Either* reminds you of its negative *neither*, and *one* and *body* stand for all the words that include them (*everyone*, *everybody*, etc.).

1. One of the witnesses (is, are) sure of seeing sweeping green lights.
2. Many of them (is, are) also sure of hearing loud, howling noises.
3. Each of the onlookers (remembers, remember) the incident differently.
4. Anybody (is, are) welcome to try to explain it.
5. Every one of Stephan's friends (wants, want) his story to be true.
6. Several of them (has, have) even wished that something even more bizarre would happen.
7. All of the authorities (says, say) that there wasn't any special occurrence that night.
8. Somebody (has, have) to be right!
9. (Is, Are) not one person able to find out what really happened?



Sammy or Cindy is the one to ask.

Putting It All Together

The verbs in the following sentences are underlined. Decide if each verb agrees with its subject. Cross out the incorrect verb forms, and write in the correct forms above them.

Example: Some of the sentences below ^{contain} ~~contains~~ clues about that night.

1. Both Doris and Janessa is excited about the big rock concert.
2. Every one of the bands are loud, modern, and weird.
3. Each of them performs on an open stage in the park.
4. Neither Kim nor Ty understand how the light shows work.
5. The lasers and strobe lights produces pulses of green light and swirling white streamers on the clouds overhead.

Challenge

These sentences have no underlined verbs. Find the verbs and decide if they are correct or not. Cross out the incorrect verbs and write in the correct form above.

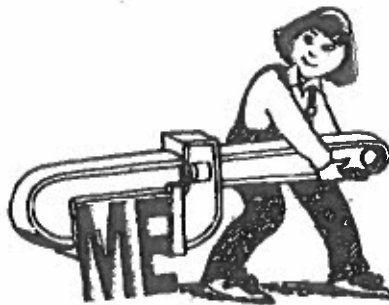
1. Not one of the people at the concert believe something strange occurred that night.
2. Either a rock concert or a strange occurrence were responsible for the lights and noises that night.
3. Do each of the students here remember that night clearly?



Let's Try It

Read each pair of sentences. Underline the correct pronouns. The correct pronoun in the first sentence will be a clue to the correct choice in the second sentence.

1. (He, Him) is composing original songs.
Gloria and (he, him) are composing original songs.
2. Their songs may not appeal to (we, us).
Their songs may not appeal to you or (we, us).
3. One song is called "(He, Him) Gives (I, Me) Hives."
One song is called "His Brother and (He, Him) Give (I, Me) Hives."
4. Another one is titled "Why Can't You Love (I, Me)?"
Another one is titled "Why Can't You Love My Gerbil and (I, Me)?"
5. Are (us, we) being too critical of the songs?
Are (us, we) and (they, them) being too critical of the songs?



How To Choose the Correct Case

Since mistakes usually occur when pronouns are part of a compound subject or object, you can test your pronoun choice by simplifying the sentence. Read the sentence with the pronoun by itself.

Sample problem: "The teachers and *them* (?) will be there."

Test: Try the sentence without the words *the teachers and*. "*Them* (?) will be there." No, it should be "*They* will be there."

Solution: "The teachers and *they* will be there."



Let's Try It

Underline the correct form of the personal pronouns in the following sentences. Use the test described on page 87 to help you.

1. Danny Drummond is writing a new song for Hilda and (I, me).
2. (She, her) and (I, me) don't know how good the song will be.
3. This is the song's title: "You and (She, her) Turn My Heart to Mush."
4. All our classmates and (we, us) are going to hear Danny, Gloria, and their new band play at lunch.
5. (They, them) and their band are playing in the gym.
6. Danny and (she, her) are going to dedicate a new song to the teachers and (we, us).
7. The song has a long name: "The Band, Gloria, and (I, Me) Are Feeling as Blue as Blue Jays in Blue Jeans."

More Models

Incorrect

1. **Us** students find the band amusing.
2. They often make **we** students laugh.

Correct

- We** students find the band amusing.
- They often make **us** students laugh.

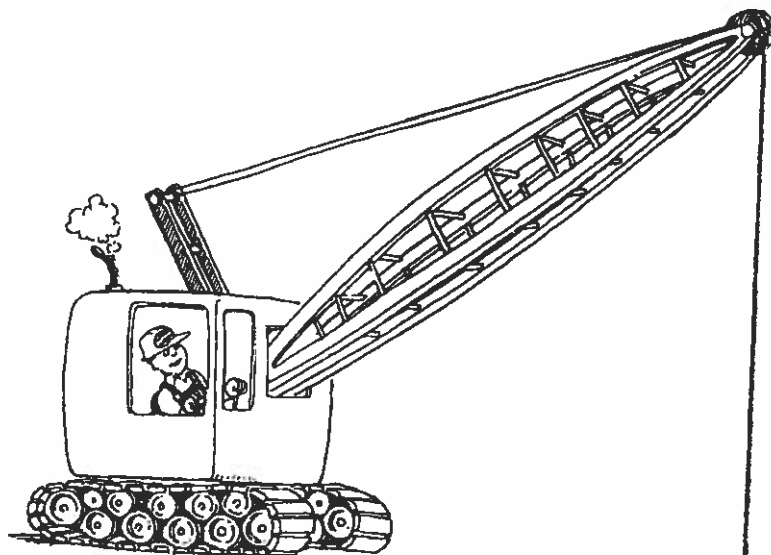
Sometimes a pronoun is linked with a noun as in the models above. Try the pronoun by itself in the sentence, without the noun.

Sample problem: "Shall **us** (?) girls go hear the band?"

Test: Try the sentence without the word *girls*. "Shall **us** (?) go hear the band?"

No, it should be "Shall **we** go hear the band."

Solution: "Shall **we** girls go hear the band?"



Let's Try It

Underline the correct form of the personal pronouns in the following sentences. Use the test to help you.

1. Do Danny and Gloria appeal to (we, us) boys?
2. Are (we, us) seventh graders invited to the dance?
3. The music is too loud and raucous for (we, us) teachers.

Putting It All Together

Read the sentences. Decide if each underlined pronoun is correct. If a pronoun is incorrect, cross it out and write in the correct form above it.

1. A hot rumor just reached the ears of we students in the seventh grade.
2. Are Gloria, Danny, and them really going to break up their band?

**PERSONAL
PRONOUNS**

3. Barbara and me heard that Gloria and they were going to disband.
4. That doesn't sound right to us students who know Gloria and they.
5. Danny and her have been working together too long to stop now.
6. Supposedly it was Danny's song "My Gerbil and Me Belong to She Not You" that is causing Gloria and he to break up.



Challenge

In these sentences the pronouns are not underlined. Find the pronouns and correct any errors.

1. My friends and I would hate to have Gloria and he stop writing songs.
2. The band and they have given my friends and I so many laughs this year!
3. Danny has quashed the rumor with a new song: "Gloria Means More to My Gerbil and I Than Pizza Pie."



It is sometimes hard to remember how many letters have been omitted in a contraction. The models show some common errors.

Won't does not fit the usual contraction pattern. Can you see why? The contraction *let's*—as in "*let's go!*"—is easily confused with *lets*, the verb form—*He lets me eat candy*. To test whether you need an apostrophe, try out the two words *let us* for the word *let's* in your sentence.



Example: "Billy *let's* or *lets* his dog sleep on his bed."

Test: "Billy "*let us*" his dog sleep on his bed." No. Then it should be *lets*, not the contraction.

Solution: "Billy *lets* his dog sleep on his bed."

Also, don't misuse *should of* for *should have* or *would of* for *would have*.

Let's Try It

Read the sentences. Decide if each underlined word is correct. If it is wrong, cross it out and write the correct form above.

Example: I ~~won't~~ wear any of these dresses.

1. "Lets see if I can help you find a writing topic," said Shirley's mother.
2. "Thanks, Mom. I'd of asked you before, but I did'nt want to bother you," said Shirley.
3. Shirley's mother said, "Ive just finished reading an article that says that *but-terflies* should really be called *flutterbys*. Would'nt that be a good subject?"
4. "I probably would of said yes if I hadn't already written a story about a contrary caterpillar that wont turn into a butterfly," said Shirley.
5. Shirley's mother laughed and said, "I didn't read that one.
It must of been funny.



Challenge

The contractions in these sentences are not underlined. Find the errors, cross them out, and write the corrections in above. Some sentences have more than one error.

1. Shirley sighed and said, "I wish I had'nt already written about the bulldozer who fell in love. Thats my favorite story idea."
2. "I think youve got a problem, but I've got an idea," said Shirley's mother.
3. "I would'nt be surprised," added her mother, "if you dont find a topic in five minutes. Lets take a walk around the house."
4. "Whats the point of that? I don't get it," said Shirley.
5. Her mother said, "If we just walk slowly, Ill bet you'll see something that will inspire you."
6. "I'm sorry, mom," Shirley said, "but I do'nt think Ill see anything thats new or fresh."
7. "Maybe you wont," said her mother, "but lets try anyway."
8. "Heres the living room," said Shirley's mother. "Now just pretend that you've never seen this room before."
9. "Okay," said Shirley, "but I should of just stayed upstairs and—"
10. "Whats the matter?" asked her mother.
11. "I've never really looked at that mirror on the wall before!" whispered Shirley.
"Does'nt it look like a passage into another room? Bye, Mom—and thanks!"

Let's Try It

Underline the correct form of the word.

1. (Miguels, Miguel's) birthday party was held in the park, and his excited (friends, friend's) opened the first clue of a treasure hunt.
2. "The (trees, tree's) in the park
Are not all of one size.
Search one huge (trees, tree's) bark
For the way to the prize."
3. "That oak (trees, tree's) top (branches, branch's) reach up higher than all the
rest," whispered Rafi to his partner Kevin.
4. Min and Marcia had already started running towards the stand of (trees, tree's) at
the (parks, park's) edge.
5. The two other (groups, group's) quickly spotted that particular (oaks, oak's) height
and ran after their (classmates, classmate's).

More Models

Regular Plural Noun

- 1) two **boys**
- 2) two **stories**
- 3) two **bosses**

Regular Singular Possessive

- one **boy's** hats
one **story's** title
one **boss's** desk

Regular Plural Possessive

- two **boys'** hats
two **stories'** titles
two **bosses'** desks

Look at the first line of models. Those four letters *b-o-y-s* have been spelled three different ways. The placement of the apostrophe makes a big difference in the meaning of the word. For example, The teacher couldn't find the boys hats. How many boys are involved? Only one boy who has lost more than one hat? Or several boys who have lost their hats? Without an apostrophe, you can't be sure.

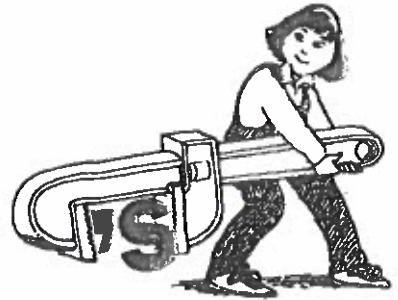
What Did You Discover?

Circle the correct statements. Use the models on page 99 to help you.

1. (a) To make a regular singular possessive, add -'s to the singular word.
(b) To make a regular singular possessive, add -s' to the singular word.
2. (a) To make a regular plural possessive, add -'s to the singular word.
(b) To make a regular plural possessive, write the plural word and then add an apostrophe.

Exception

As so often happens in English, there is an exception to the rule for making plural possessives. Words like woman, child, and deer, which do not add -s to make their plurals, do not just add an apostrophe to make their plural possessive.



Model of a Noun with an Irregular Plural

<u>Singular</u>	<u>Irregular Plural</u>	<u>Singular Possessive</u>	<u>Irregular Plural Possessive</u>
one woman	two women	one woman's hats	two women's hats

Let's Try It

Circle the correct statement of the rule for making an irregular plural possessive.

- (a) To make an irregular plural possessive, add -s' to the plural form of the word.
(child—children—childrens')
- (b) To make an irregular plural possessive, add -'s to the plural form of the word.
(child—children—childrens')

Let's Try It

Underline the correct form of the words.

1. (Mins, Min's, Mins') group reached the oak tree first, and she and Marcia began to circle the huge (trees, tree's, trees') trunk.



2. The other (students, student's, students') shouts made them nervous as they tried to find more (clues, clue's, clues').
3. As the other (students, student's, students') arrived, Kevin moaned, "This (oaks, oak's, oak's) bark is too smooth. How could it hide a clue?"
4. (Rafis, Rafi's, Rafis') (eyes, eye's, eyes') lit up when he noticed (piles, pile's, piles') of bark at the (trees, tree's, trees') base.
5. The (childrens, children's, childrens') voices rang out as they found another clue inside each pile.
6. "The (lakes, lake's, lakes') shore is stony;
The (stones, stone's, stones') (tops, top's, tops') are rough.
One (rocks, rock's, rocks') top is 'phony'—
Are you smart enough?"

Let's Practice

Read each sentence. Decide if the underlined words are correct. Cross out incorrectly spelled words and write them correctly above.

^{stones'}
Example: The ~~stone's~~ tops were rough.

1. The children raced off towards the lakes edge, trying to be the first to find Miguels "phony" rock and the treasure
2. Three old mens' picnic baskets were almost overturned by the group's of charging birthday celebrants.
3. Arriving at the shore first, Kevin's group eagerly began inspecting the rocks' surfaces.

4. "This stones top has golden flake's in it—fool's gold—but that can't be the solution," said his partner Rafi.
5. "Look over by the dock! All those rock's top's have been whitewashed," said Marcia, rushing off towards the area where the rowboats were rented.
6. All the group's ran after Marcia, but those rocks' were just painted markers, and the treasures location remained a mystery.

Challenge

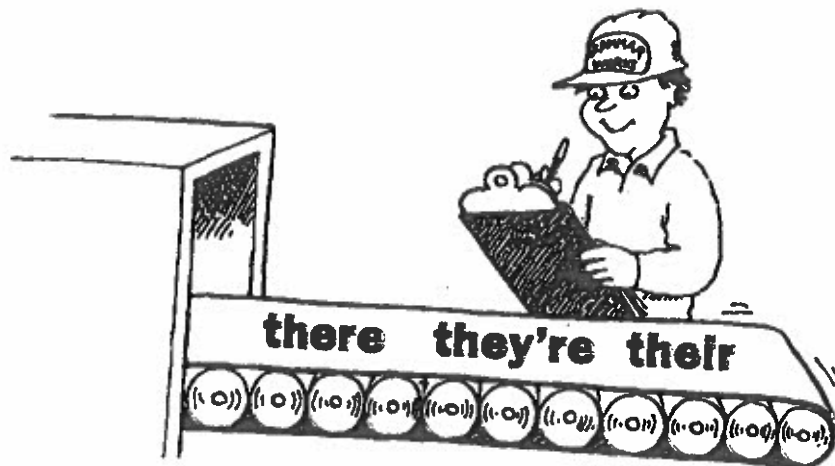
These sentences have no underlined words. Cross out any incorrectly spelled words, and write the correct form above.

1. A half hour later the childrens' spirits were beginning to droop as they continued to scour the lakes shoreline with no luck.
2. Kevin's happy shouts had ceased, and his friends voices were no longer jubilant.
3. Min looked back in Miguels direction and saw him and his mother discussing the treasure hunters' problems.
4. "His mothers car is parked over by the shore," whispered Min to Marcia. "And look at those big rock's there!"
5. The children streaked for Miguel's car.
6. No one ever agreed about who saw it first: One of the "rock's" was not a rock at all, for that stone's surface was really papier-mache.
7. A few minute's later all of the friend's voices were again expressing excitement as they took turn's playing the birthday parties second game—smashing a piñata that looked like a big stone.

Let's Try It

Underline the correct form of the word in the sentences below. Use the models and the rules to help you.

1. "Two (boys, boy's, boys') have picked up the planted wallet," whispered eighth-grader Ruth Chapman into the microphone of a video camera. "My history (classes, class's, classes') special project is off to a good start."
2. "The (wallets, wallet's, wallets') contents include two twenty dollar (bills, bill's, bills'), and several (persons, person's, persons') personal (cards, card's, cards') with phone numbers," she continued.
3. "Our two (cameras, camera's, cameras') (lenses, lens's, lenses') are focused on the (boys, boy's, boys'), and our project will surely show that children today are as honest as ever before."
4. "Some (adults, adult's, adults') today doubt (children's, childrens') honesty, but these two (boys, boy's, boys') actions will remove those (doubts, doubt's, doubts')."
5. "Now they are checking the (wallets, wallet's, wallets') contents. Oops—they are heading into a nearby house. This is Ruth Chapman signing off till later when we will present this (stories, story's, stories') conclusion."



Homophone Models

Contraction	Possessive	Homophone (Or Similar word)
it's (it is, it has)	its (its side)	_____
they're (they are)	their (their dog)	there (There is my dog.)
there's (there is)	theirs (The dog is theirs.)	_____
who's (who is, who has)	whose (Whose dog is it?)	_____
you're (you are)	your (your dog)	_____
let's (let us)	_____	lets (He lets his dog run.)
we'll (we shall or will)	_____	well (Are you well? Well, I'm fine.)
we're (we are)	_____	were (They were here.)

There is probably no writer of English who has not at some time had to stop to figure out which word to use—*its* or *it's*. The key to unlocking these spelling problems is to keep in mind the difference between contractions and possessives:

Contractions only use an apostrophe to show where letters have been omitted (*it's* for *it is*).

Possessives use an apostrophe in words like *dog's* (nouns) but not for words like *his*, *hers*, *your*, *theirs*, and *its* (possessive pronouns).

Helpful Hints:

Here are two ways to help you with *its* and *it's*.

(1) To help you remember that *its* is a possessive pronoun and needs no apostrophe, think how you spell *his*. You don't use an apostrophe to make *his* possessive. You don't use an apostrophe in *its* either.

(2) Remember that *it's* means *it is* (sometimes, *it has*).

If you aren't sure, substitute *it is* in your sentence:

"The dog lost *it is* (?) bone." No, the contraction doesn't work. You must use the possessive form *its*.



Let's Try It

Underline the correct form of the word in the sentences below. Use the models, the rules, and the hints to help you.

1. "(There's, Theirs) a lot of money in this wallet," said Booker, "but we (dont, don't) know (who's, whose) it is."

2. "(We'll, Well), we know (it's, its) not ours," said his friend David.
3. "(Let's, Lets) see if the wallet has any cards in (it's, its) pockets," said Booker.
"Yes, (we're, were) in luck!"
4. Booker continued, "(It's, Its) got a name on the front and a phone number on (it's, its) back."
5. "Look, (there's, theirs) another pocket!" exclaimed David. "(They're, Their, There) are two more cards."
6. "(They're, Their, There) ID cards too with (peoples, people's, peoples') names and (they're, their, there) phone numbers," said Booker.
7. David sighed, "If we call and they all say the wallet is (there's, theirs), (who's, whose) going to know (who's, whose) wallet it really is?"

Let's Practice

This exercise reviews the unit. Read the sentences and decide if the underlined words are correct. When a word is incorrect, cross it out and write in the correct form above it.

Example: David said, "^{It's}~~is~~ not going to be easy to find out whose wallet this is."

1. "Lets just call this first number and see whose there," said Booker.
2. David agreed, "Thats about all we can do, but don't say just what were calling about at first.
3. "Hello," said Booker, "I'm calling about something lve found that has you're name and phone number on it."
4. A female voice answered, "Theirs nothing of mine lost. Its not nice to play pranks like this, and you're bothering me—good-bye!"

5. "She was'nt very grateful," sighed David. "But well have to try again. Now it's my turn."
6. When a male voice answered Davids call, David began, "My friend and I we're wondering if you've lost something—"
7. "My wallet!" The mans voice sounded very excited. "Youve found my wallet, and I can describe it's contents for you to prove it's mine."

Challenge

There are no underlined words in these sentences. Find and correct any words that are misused.

1. The man went on, "Its a mans leather wallet and theirs a twenty dollar bill—no, two of them—in it. Does that match the wallet you've found?"
2. "Yes, exactly," said David. "It's a perfect description. Were glad we found you and that you were their when we called."
3. "Whats even better," said the man, "is that you wont have to leave your house to return it to me."
4. "There's a team of student reporters outside you're house right now," he went on, "and there about to ring your doorbell to interview you for an article on youth and good citizenship."
5. "Booker, I ca'nt believe it!" said David happily. "Theirs the doorbell. Its the reporters. We're going to be in the news for being so helpful!"



Let's Try It

In the following sentences the first verb is underlined and the second verb is given in two different tenses. Underline the form of the second verb that is the same tense as the first verb.

1. Karen's friend Amy received Karen's letter and (writes, wrote) her own letter in return.
2. Dear Karen, I think about you often, and I (hope, hoped) also to see you again.
3. Yesterday I asked my parents about another visit, and they (say, said) "maybe."
4. I will keep my fingers crossed that by the summer that "maybe" (will become, is becoming) a definite "yes."
5. We had such fun together last summer, and I remember how we (dream, dreamed) up so many hilarious things to do.
6. In the meantime, I plan to write to you often, and I (trust, trusted) I'll hear from you again too. Love, Amy

Perfect Tense Models

Partial Conjugation of *to play*

Present Perfect Tense

I, you, we, they **have played** or **have been playing** (progressive form)
he, she it, the cat **has played** or **has been playing** (progressive form)

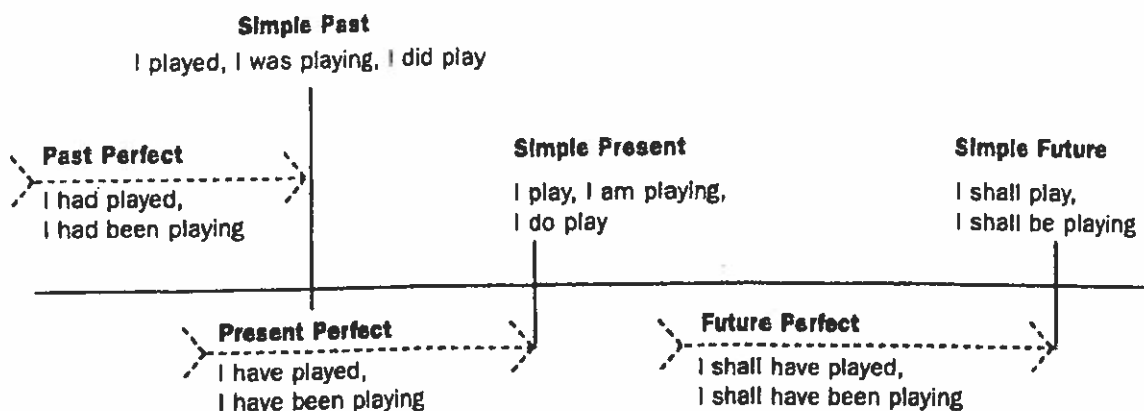
Past Perfect Tense

I, you, she, we, they **had played** or **had been playing** (progressive form)

Future Perfect Tense

I, you, he, we, they **will (shall) have played** or **will (shall) have been playing** (progressive form)

The three perfect tenses are all past tenses. However, these past tenses show continuing action or time in relation to another tense. This time line may help you understand the use of these tenses.



As the time line shows, the **simple present** tense shows what is happening right now: *I am playing at this moment.* The **present perfect** shows action leading up to now: *At this moment I have been playing for an hour.* It can also show action that has occurred at some unspecified time in the past: *I have played with her many times.*

The **future perfect** tense expresses action continuing up to some point in the future: *When the bell rings, he will have been playing for an hour.*

The **past perfect** tense expresses action that led up to some moment in the past: *He had been playing for an hour when the bell rang.* It can also show that one action occurred before another action in the past: *He had played the piece fully before the piano went out of tune.*



Use the past perfect tense when you are expressing two different actions at two different times.

Sense 1: Where the vacant lot had been, there was a baseball diamond.

Sense 2: Where the vacant lot was, there had been a baseball diamond.



In a sentence expressing two past actions, decide which action came first. Put the verb that expresses that earlier action into the past perfect tense.

Example: *Paula just bought her lunch when the fire drill started.*

Question: Which happened first: *Paula bought her lunch* or *the fire drill started*?

Answer: *Paula bought her lunch* first. *Bought* should be in the **past perfect tense**.

Corrected sentence: *Paula had just bought her lunch when the fire drill started.*

Let's Try It

Use the models to help you choose the correct tense of the verbs in each sentence. Underline the words that are used correctly.

1. Karen was sad because in yesterday's mail she (learned, had learned) that Amy probably could not visit her that summer.
2. She just (finished, had finished) writing Amy a regretful letter when she received a long distance telephone call from her friend.
3. Karen said, "Amy, it (was, has been) so long since I've heard your voice."
4. "Yes," agreed Amy, "on the first of July it (will be, will have been) exactly one year."
5. "I haven't been able to tell you about coming this summer," Amy went on, "because for the last month my father (has been, was) sick."
6. "When his doctor said that he was well again, I already (wrote, had written) you saying I couldn't come this year."
7. "Unbelievable!" exclaimed Karen. "Even before I got your letter, I (had given, gave) up all hope of seeing you this year."

Let's Practice

Read the sentences. If the verb is used incorrectly, cross it out and write in the correct form above. Be careful: Not all the underlined words are incorrect.

Example: Amy had been thinking that she could not visit Karen, but

^{found}
then she ~~finds~~ that she could.

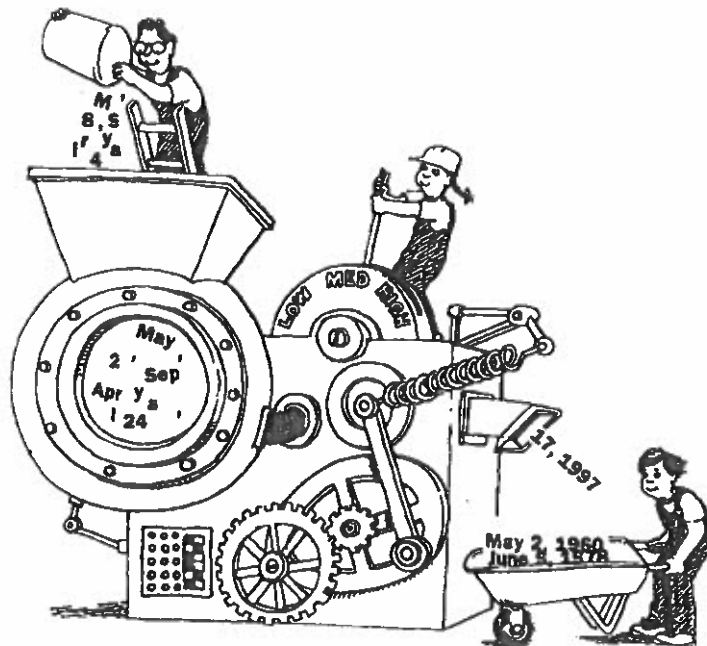
1. On the afternoon of July 3, Karen was waiting for Amy to arrive, but her wait isn't over yet.
2. Karen thought impatiently, "It is only a four hour drive from their house, but in fifteen minutes they will be driving six hours."
3. Karen was pacing her sidewalk for two hours when her mother called to her from the house.
4. "There you are!" her mother said. I am looking for you for half an hour. Amy's mother phoned, and she tells me that their car breaks down."
5. Karen moaned, "Even before you told me, I already guessed what you would say."
6. "I was sure that she ran into some kind of trouble," sighed Karen.
7. "I was hoping that they aren't in an accident," Karen said dejectedly as she walks back from the sidewalk to the house.



Let's Try It

Underline the sentence in which the date is correctly punctuated. You may look back at the model sentences if you need to.

1. (a) Morris Miter was born on September 23 1960.
(b) Morris Miter was born on September, 23, 1960.
(c) Morris Miter was born on September 23, 1960.
2. (a) June 1, 1950, was the day that Timetrip was founded.
(b) June, 1 1950, was the day that Timetrip was founded.
(c) June 1, 1950 was the day that Timetrip was founded.
3. (a) Mayor Max's dress is more typical of, 1890, than 1990.
(b) Mayor Max's dress is more typical of 1890, than 1990.
(c) Mayor Max's dress is more typical of 1890 than 1990.



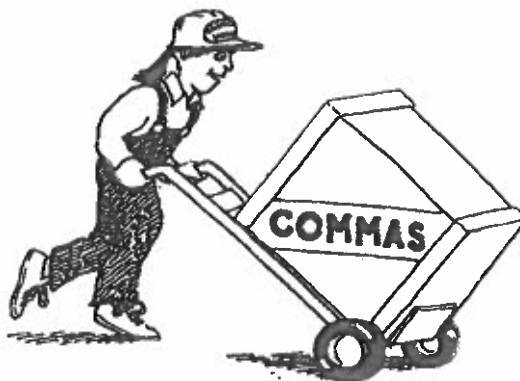
Let's Practice

In the sentences below some of the dates are incorrectly punctuated. Your challenge is to correct the ones that are wrong. Add commas in the boxes if they are needed. Cross out incorrect punctuation. If necessary, you may look back at the model sentences.



Example: June~~2~~ 1 ☐ 1950 ☐ was the day that Timetrip was founded.

1. On September 10 ☐ 1996 ☐ Mayor Max's children rode to school in a horse-drawn carriage that was made on August ☐ 15 ☐ 1888 ☐ with hand tools.
2. Like most schools that year, their school opened on September 8 ☐ 1996 ☐ and closed for the summer on June ☐ 14 ☐ 1997.
3. Ten-year-old Marina Max practices penmanship with a fountain pen dated November 22 ☐ 1924 ☐ and reads from a primer first published on January ☐ 29 ☐ 1887 ☐ in England.
4. Marina's brother Todd, who was born on April ☐ 15 ☐ 1986 ☐ and is older than Marina, plays baseball with a handmade ash bat dated August ☐ 6 ☐ 1934.



USING COMMAS WITH CITIES, STATES, AND COUNTRIES

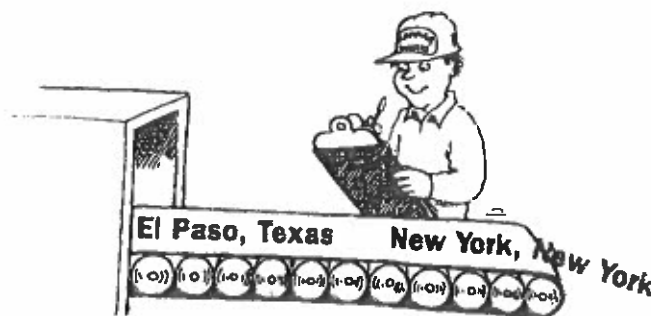
What's It All About?

As you can see from the box at right, the punctuation between cities, states, and countries follows much the same pattern as the punctuation of dates.

February 29, 1900
Kokomo, Indiana
Your Town, U.S.A.
Tokyo, Japan

Model Sentences

1. Timetrip is nothing like Boston, Massachusetts, or San Francisco, California.
2. It seems like London, England, during the last century.



Let's Try It

Circle the letter of the sentence that is correctly punctuated. Use the model sentences to help you.

1. (a) Boston Massachusetts seems more modern than Timetrip.
(b) Boston, Massachusetts, seems more modern than Timetrip.
(c) Boston, Massachusetts seems more modern than Timetrip.
2. (a) Mayor Max dresses like a woman from London, England in 1890.
(b) Mayor Max dresses like a woman from London England in 1890.
(c) Mayor Max dresses like a woman from London, England, in 1890.

Let's Practice

Read each sentence below. Decide if you should add commas or cross out incorrect punctuation. If necessary, you may look back at the model sentences.

Example: Boston □ Massachusetts □ seems more modern than ~~Timetrip~~.

1. Mayor Mavis Max would prefer an old city like New Orleans □ Louisiana □ to a modern one like Las Vegas □ Nevada.
2. She would like the cable cars of San Francisco □ California □ better than the high speed trains of Tokyo □ Japan □ that go over a hundred miles an hour.
3. Given a choice between the rocket launchings of Cape Canaveral □ Florida □ and the horse farms of Lexington □ Kentucky □ she would choose the horse farms for a visit.
4. Do you think she would prefer to go to Rome □ or Miami □ for a vacation?

Putting It All Together

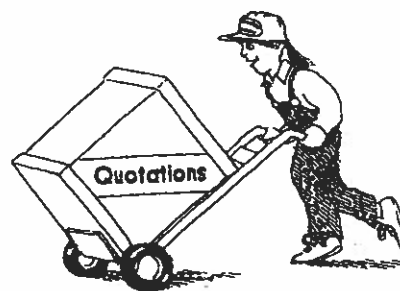
Correct the mistakes in the sentences below. Add commas where needed, and cross out incorrectly placed commas.

1. Mayor Max of Timetrip seems so old-fashioned that you would think she was born on September □ 23 □ 1860 □ instead of September □ 23 □ 1960.
2. The mayor's neighbor, Paul Pierce, who was born in Geewhiz □ Georgia □ on July □ 14 □ 1970 □ is even more old-fashioned than the mayor.
3. He wears formal suits that could have been seen in Paris □ France □ on July □ 14 □ 1770.
4. Why don't they choose to live in a modern place like Las Vegas □ Nevada □ instead of Timetrip, which seems like New Orleans □ Louisiana □ 150 years ago?



Challenge

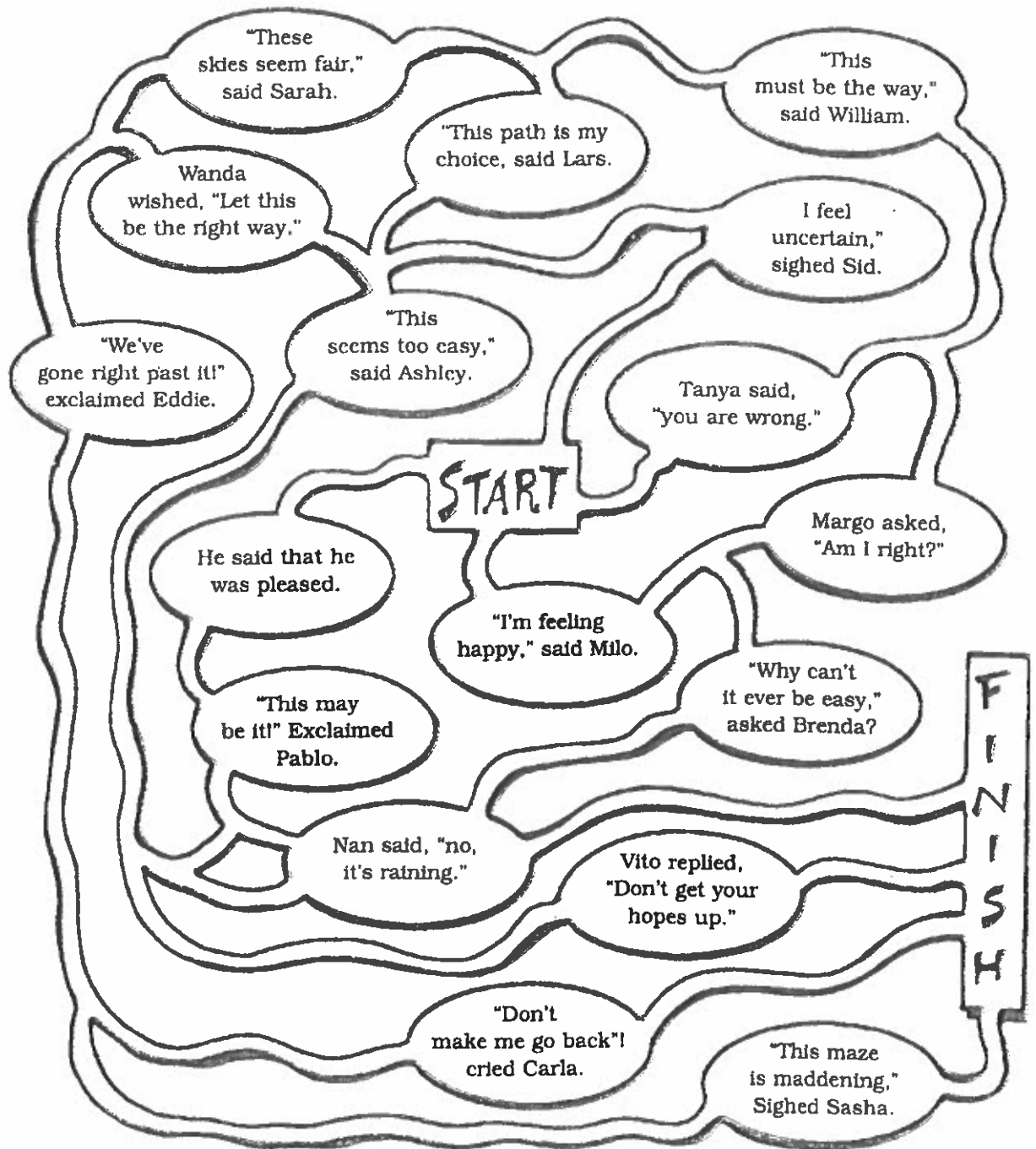
Find the mistakes in these sentences. Add the necessary punctuation marks. Cross out incorrect lowercase letters and write capitals above them. Be careful: One of these sentences is an indirect quotation.



1. Sandra and Cary's father asked were you planning to do anything today now that you've had your teeth cleaned
2. No, Dad, I think we should go straight home said Sandra
3. Cary said that he wanted to go straight home too
4. There aren't any extra cars here exclaimed Cary when they drove into their driveway
5. Were you expecting someone to come over today asked his father
6. As the children walked into the house, their mother called out surprise
7. These new fishing rods and tackle boxes are for you and Cary because you did so well in school this year said their father
8. Their mother smiled and added we waited until your dentist appointments were over and you were free to go fishing with us
9. Thanks, Mom! You don't know just how much you surprised us said Sandra with a wink at Cary

Quotations Maze

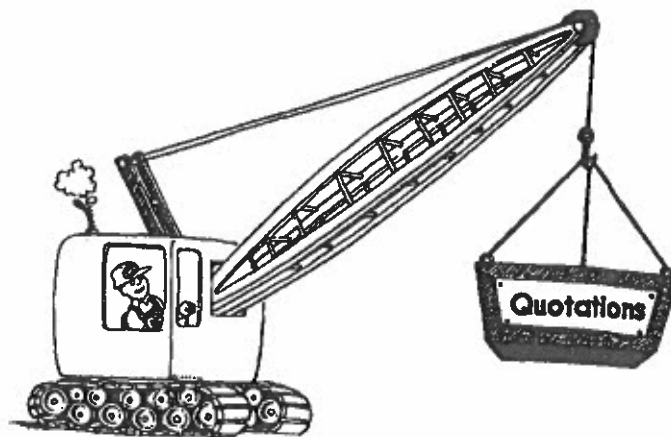
Complete the maze by following the correctly written quotations. If you come to an oval that contains incorrect punctuation or capitalization, stop and go back. You cannot get through that path. The correct path to the finish will take you through seven ovals containing correct quotations. Caution: Some ovals that are correct lead to false paths. **Bonus:** How many correct ovals are there in the entire maze?



Challenge

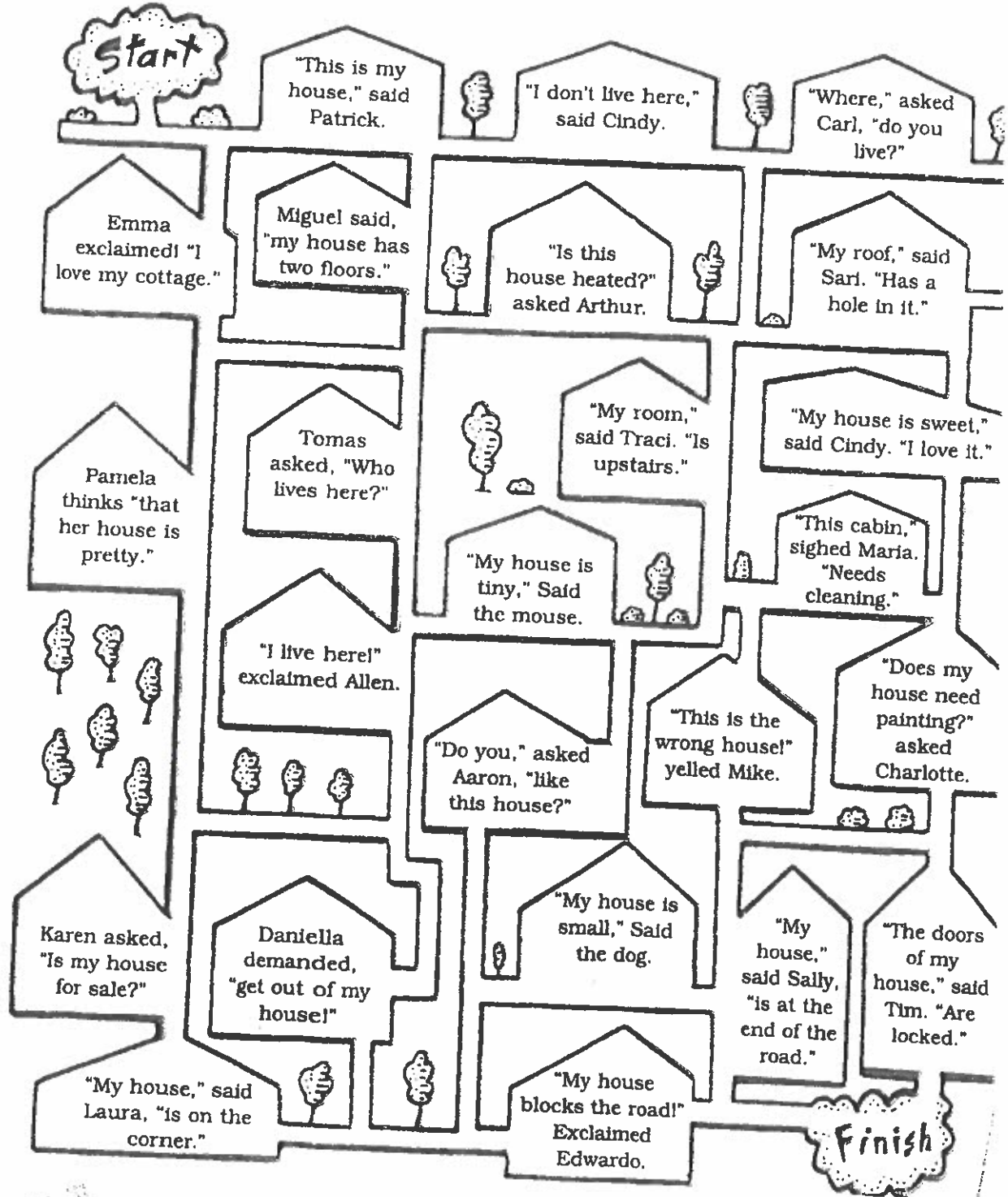
These sentences have no boxes to help you. Add whatever punctuation is necessary. Where needed, cross out lowercase letters and write capitals above them.

1. Mom, the toaster burned my bread to a crisp said Peter Potter to his mother
2. Peter's mother asked why don't you try another slice of bread with the lever turned down to light
3. This time sighed Peter it didn't even brown the bread
4. It must be broken said Peter's mother if it doesn't work the next time, we'll throw it into the garbage and buy a new one
5. Peter tried again and said that this time it worked perfectly
6. I decided that I'd rather have heartburn said Toby Toaster later to Rodney and Steve than be buried at the dump in a ton of garbage



Quotations Maze

Complete the maze by following the correct sentences. If a house contains incorrect punctuation or capitalization, stop and go back. You cannot go through that house. The correct path to the finish will take you through ten houses. **Bonus:** What is the total number of houses in the maze that contain correctly written quotations?



Let's Try It

Use the models to help you decide which of the groups of words below are sentences (complete thoughts) and which are sentence fragments (incomplete thoughts). In the spaces provided, write **S** for sentence and **F** for a fragment.

1. Hard for most of us to understand. ()
2. Someone like Maria Mayfair is hard for us to understand. ()
3. Nothing upsetting to Maria. ()
4. Not even nightmares, scrapes, or little brothers? ()
5. Maria always seems to see the bright side of things. ()
6. A nightmare for her is a wild adventure. ()
7. Even when it is full of goblins, gremlins, and imps. ()
8. Lurking in the doorways, waiting to get her. ()
9. How can Maria always be so positive and happy? ()
10. Maybe because she was just born that way. ()

What Did You Discover?

Sentences 9 and 10 illustrate some of the difficulties in identifying sentence fragments. Sentence 9 is a question and may at first seem to be an incomplete thought since you don't know the answer to the question yet. If a group of words makes a complete question, however, as sentence 9 does, then it is not a fragment.

Sentence 10 presents another problem. It answers the question asked in sentence 9, but words have been left out. They are implied instead of actually stated. So sentence 10 is a fragment. To be a complete thought, it should read, "Maybe Maria is so happy because she was just born that way." Or "Maybe she was just born that way." Finally, do not assume that sentence fragments are shorter than full sentences. Sentence 6, a full sentence, is shorter than sentence 7, a sentence fragment.

Let's Practice

There are two ways to correct sentence fragments. You can add words to the fragment to make it a complete thought. Or you can add the fragment to a nearby sentence.

Correcting Sentence Fragments by Adding Words

Decide if each group of words is a sentence or fragment. In the space below each fragment, write a complete sentence by adding the necessary words. Use the model sentences if you need help.

1. One very happy person in Silver City.

2. That person is Maria Mayfair.

3. Always smiling and laughing.

4. Why is she always happy?

5. Because she always makes things fun.

6. Maria making other people smile too.

7. She radiates contentment.

8. And makes life fun for her friends too.

Let's Practice

Read the sentences. Decide if there are any run-ons. Rewrite each run-on sentence so it is correct.

Example: Henry Whopper loved to tell tall tales, you will find an example of one of them below.

Henry Whopper loved to tell tall tales. You will find an example of one of them below.

1. I know I was late getting home, this is why.
2. First, the school bus was late the driver kept pulling into ice-cream stores and buying us all triple-dip cones.
3. I finally got off the bus and started to walk home when that tornado struck.
4. Luckily, I wasn't hurt, it only picked me up and dropped me over at Kareem's house.
5. I know Kareem's house is only five minutes from home I had to help Kareem, however, get rid of all the movie producers.
6. These film people were there, trying to talk me into going straight to Hollywood to make a movie about my trip home from school.
7. You see, you shouldn't be angry about my being late, you should be glad I got here at all.

FUN WITH RUN-ON SENTENCES

Secret Code

You can crack the secret code if you understand run-on sentences well. In the sample paragraph the underlined letters follow run-on errors. Notice that some run-on sentences are incorrectly linked with commas, while other are not. When put together, the underlined letters spell out a word.

Example: It's raining hard you should come inside. You are the only one who hasn't, everyone else came in ten minutes ago. Your clothes are soaking surely you can't be having fun. (*Hidden word: yes.*)

Now it's your turn. Read the tall tale. Underline each letter that follows a run-on error. Then put the letters together to form a short sentence.

We used to have a wreck for a car, you should have seen it. It was a sickly yellow color and completely rusted out, only an expert could tell which were the windows and which were the holes. The top was so rusted that rain poured in, underneath there were just as many holes to let the water run back out again.

In some ways, however, it was a great car, at least that's what we thought. With all those holes we didn't need air conditioning. Also, going in that car made every trip an adventure riding down to the store was just like going on the bump'em cars at the amusement park. The doors rattled and the motor coughed and snorted, even the horn was exciting. We never knew when it would decide for itself to start honking.

I don't know why my father ever sold it, cars that special are hard to come by. You are probably wondering who would ever want to buy it from us lots of people did! Artists, photographers, and museums were bidding for it, even Hollywood studios wanted it. They all said the same thing, very soon this car is going to be famous. No one could believe that a wreck like that could ever make it down the driveway. So the bidding war started, eventually a newcomer, a millionaire Swiss dairy owner, bid so high that everyone else gave up and let him have it. What did he want it for? He uses our old yellow car as a moving advertisement, reportedly he drives it around claiming it's the world's biggest piece of Swiss cheese.



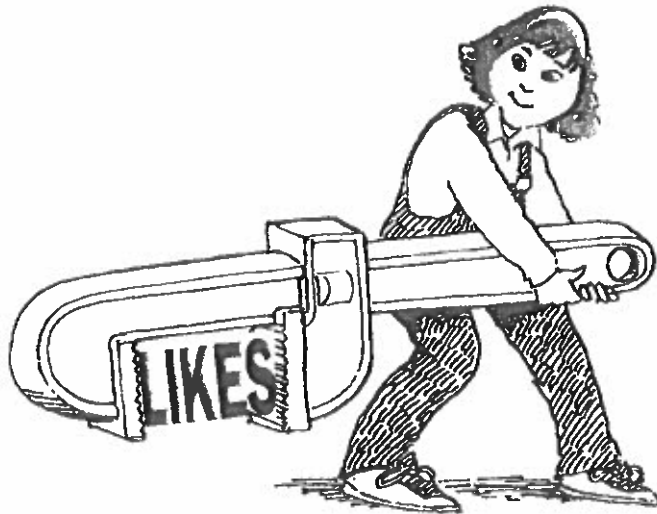
Model Sentences

The cost of most of the main courses is very moderate.

The prices of the items at the salad bar are very low.

This menu, filled with so many oddities, gives some people a start.

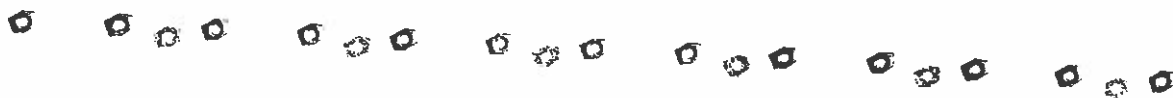
Although *courses* in the first model sentence is plural, it is not the subject. *Courses* is part of a phrase. The real subject is the singular word *cost*, which takes a singular verb form. You can figure out which word is the subject by carefully asking yourself what particular thing or person the verb is referring to. In the second model sentence, for example, you would ask, "What are very low—the prices or the salad bar?"



Let's Try It

Underline the correct form of the verb.

1. Many dishes at the Daft Cafe (is, are) not crowd-pleasers.
2. For example, a mixture of okra and Brussels sprouts (is, are) is not one of the most popular side dishes.
3. The green peas with marshmallow topping (does, do) not sell well either.
4. Not one of my friends (like, likes) the eggplant ice cream.
5. But the chef, caring more about creativity than customers, (keeps, keep) turning out strange creations.
6. (Is, Are) one of the people here hungry?



HERE, THERE, AND WHERE

When sentences begin with *here*, *there*, or *where*, agreement problems sometimes occur because the subject follows the verb.

Model Sentences

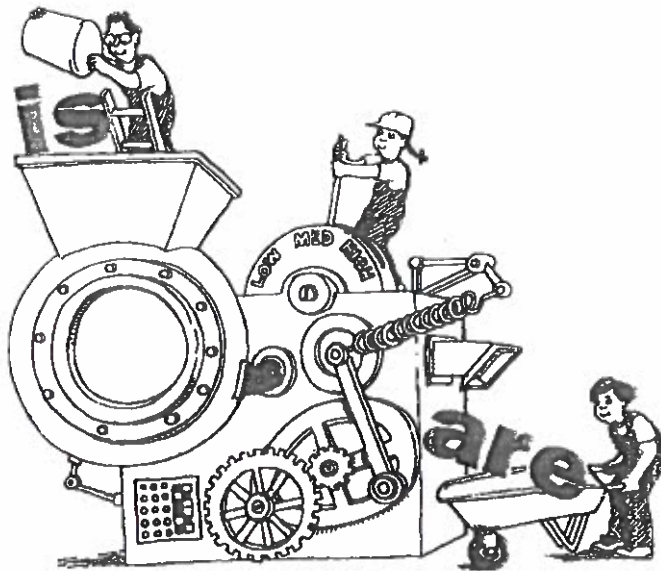
Incorrect

Here is the mangoes.
There's my crab cakes.
Where's the cookies?

Correct

Here are the mangoes.
There are my crab cakes.
Where are the cookies?

Remember that the contractions *there's*, *here's*, and *where's* stand for "there is," "here is," and "where is."



Let's Try It

Underline the correct form of the verb.

1. (Where is, Where are) the chocolate-covered grasshoppers?
2. (There's, There are) your poached pollywogs.
3. (Here's, Here are) the chef's nose clips.



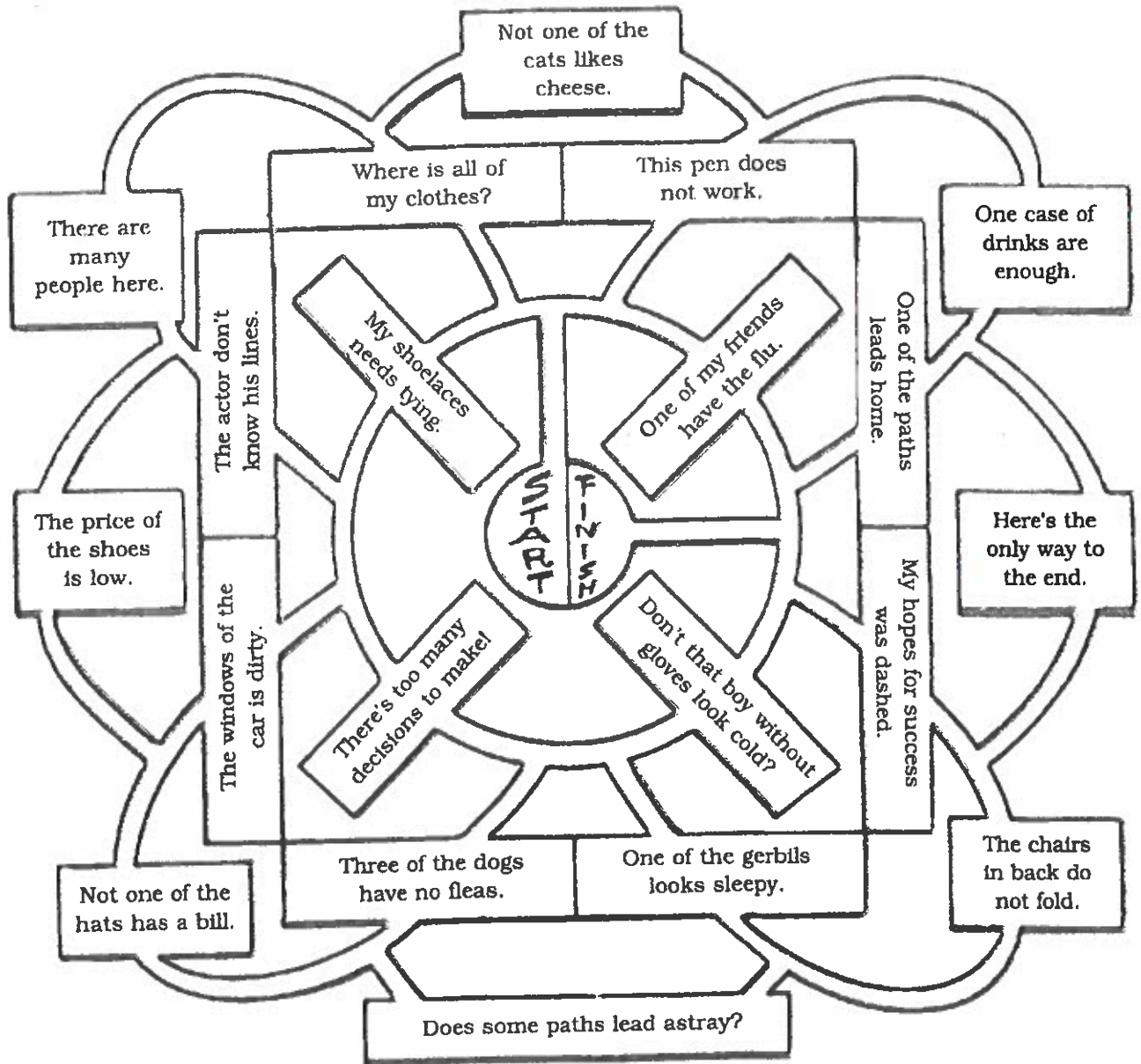
Putting It All Together

Read the sentences. Cross out incorrect words, and write the correct form in the space above. Be careful: Two of the sentences have no errors.

1. Surprisingly, many people goes to the Daft Cafe.
2. There is actually many reasons for trying it.
3. For one, the menu with all its strange dishes are always amusing.
4. The food with all its strange ingredients makes people talk and laugh together.
5. Also, many dishes, like braised broccoli, is actually good for you.
6. Good for you or not, a salad of turnips, raw spinach, and dandelion greens do not get many takers.
7. There's not many orders for the chef's high-protein earthworm omelet, either.
8. Maybe your school lunch, even with all its problems, sounds better to you than the food at the Daft Cafe.

Agreement Maze

Complete the maze by following the sentences that are correct. If a box contains incorrect agreement, stop and go back. You cannot go through that box. The correct path to the finish will take you through ten boxes.



Let's Try It

Underline the correct form of the verb.

Helpful hint: Since you usually will not make mistakes with indefinite pronouns, you only have to remember the list of singular words that do cause problems. And you can reduce that list to these four words: *each*, *either*, *one*, *body*. *Either* reminds you of its negative *neither*, and *one* and *body* stand for all the words that include them (*everyone*, *everybody*, etc.).

1. One of the witnesses (is, are) sure of seeing sweeping green lights.
2. Many of them (is, are) also sure of hearing loud, howling noises.
3. Each of the onlookers (remembers, remember) the incident differently.
4. Anybody (is, are) welcome to try to explain it.
5. Every one of Stephan's friends (wants, want) his story to be true.
6. Several of them (has, have) even wished that something even more bizarre would happen.
7. All of the authorities (says, say) that there wasn't any special occurrence that night.
8. Somebody (has, have) to be right!
9. (Is, Are) not one person able to find out what really happened?



Sammy or Cindy is the one to ask.

Putting It All Together

The verbs in the following sentences are underlined. Decide if each verb agrees with its subject. Cross out the incorrect verb forms, and write in the correct forms above them.

Example: Some of the sentences below ^{contain} ~~contains~~ clues about that night.

1. Both Doris and Janessa is excited about the big rock concert.
2. Every one of the bands are loud, modern, and weird.
3. Each of them performs on an open stage in the park.
4. Neither Kim nor Ty understand how the light shows work.
5. The lasers and strobe lights produces pulses of green light and swirling white streamers on the clouds overhead.

Challenge

These sentences have no underlined verbs. Find the verbs and decide if they are correct or not. Cross out the incorrect verbs and write in the correct form above.

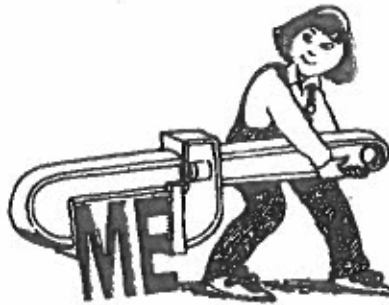
1. Not one of the people at the concert believe something strange occurred that night.
2. Either a rock concert or a strange occurrence were responsible for the lights and noises that night.
3. Do each of the students here remember that night clearly?



Let's Try It

Read each pair of sentences. Underline the correct pronouns. The correct pronoun in the first sentence will be a clue to the correct choice in the second sentence.

1. (He, Him) is composing original songs.
Gloria and (he, him) are composing original songs.
2. Their songs may not appeal to (we, us).
Their songs may not appeal to you or (we, us).
3. One song is called "(He, Him) Gives (I, Me) Hives."
One song is called "His Brother and (He, Him) Give (I, Me) Hives."
4. Another one is titled "Why Can't You Love (I, Me)?"
Another one is titled "Why Can't You Love My Gerbil and (I, Me)?"
5. Are (us, we) being too critical of the songs?
Are (us, we) and (they, them) being too critical of the songs?



How To Choose the Correct Case

Since mistakes usually occur when pronouns are part of a compound subject or object, you can test your pronoun choice by simplifying the sentence. Read the sentence with the pronoun by itself.

Sample problem: "The teachers and *them* (?) will be there."

Test: Try the sentence without the words *the teachers and*. "*Them* (?) will be there." No, it should be "*They* will be there."

Solution: "The teachers and *they* will be there."



Let's Try It

Underline the correct form of the personal pronouns in the following sentences. Use the test described on page 87 to help you.

1. Danny Drummond is writing a new song for Hilda and (I, me).
2. (She, her) and (I, me) don't know how good the song will be.
3. This is the song's title: "You and (She, her) Turn My Heart to Mush."
4. All our classmates and (we, us) are going to hear Danny, Gloria, and their new band play at lunch.
5. (They, them) and their band are playing in the gym.
6. Danny and (she, her) are going to dedicate a new song to the teachers and (we, us).
7. The song has a long name: "The Band, Gloria, and (I, Me) Are Feeling as Blue as Blue Jays in Blue Jeans."

More Models

Incorrect

1. **Us** students find the band amusing.
2. They often make **we** students laugh.

Correct

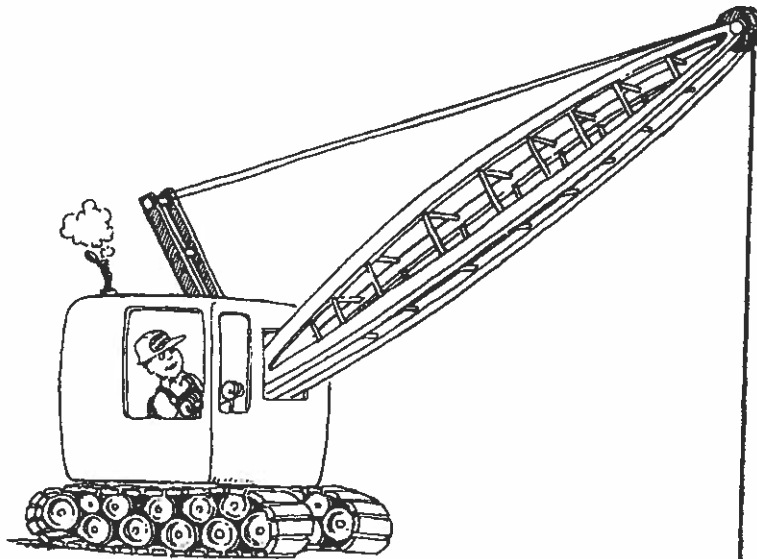
- We** students find the band amusing.
They often make **us** students laugh.

Sometimes a pronoun is linked with a noun as in the models above. Try the pronoun by itself in the sentence, without the noun.

Sample problem: "Shall **us** (?) girls go hear the band?"

Test: Try the sentence without the word *girls*. "Shall **us** (?) go hear the band?"
No, it should be "Shall **we** go hear the band."

Solution: "Shall **we** girls go hear the band?"



Let's Try It

Underline the correct form of the personal pronouns in the following sentences.
Use the test to help you.

1. Do Danny and Gloria appeal to (we, us) boys?
2. Are (we, us) seventh graders invited to the dance?
3. The music is too loud and raucous for (we, us) teachers.

Putting It All Together

Read the sentences. Decide if each underlined pronoun is correct. If a pronoun is incorrect, cross it out and write in the correct form above it.

1. A hot rumor just reached the ears of we students in the seventh grade.
2. Are Gloria, Danny, and them really going to break up their band?

**PERSONAL
PRONOUNS**



3. Barbara and me heard that Gloria and they were going to disband.
4. That doesn't sound right to us students who know Gloria and they.
5. Danny and her have been working together too long to stop now.
6. Supposedly it was Danny's song "My Gerbil and Me Belong to She Not You" that is causing Gloria and he to break up.



Challenge

In these sentences the pronouns are not underlined. Find the pronouns and correct any errors.

1. My friends and I would hate to have Gloria and he stop writing songs.
2. The band and they have given my friends and I so many laughs this year!
3. Danny has quashed the rumor with a new song: "Gloria Means More to My Gerbil and I Than Pizza Pie."



It is sometimes hard to remember how many letters have been omitted in a contraction. The models show some common errors.

Won't does not fit the usual contraction pattern. Can you see why? The contraction *let's*—as in "*let's go!*"—is easily confused with *lets*, the verb form—*He lets me eat candy*. To test whether you need an apostrophe, try out the two words *let us* for the word *let's* in your sentence.



Example: "Billy *let's* or *lets* his dog sleep on his bed."

Test: "Billy "*let us*" his dog sleep on his bed." No. Then it should be *lets*, not the contraction.

Solution: "Billy *lets* his dog sleep on his bed."

Also, don't misuse *should of* for *should have* or *would of* for *would have*.

Let's Try It

Read the sentences. Decide if each underlined word is correct. If it is wrong, cross it out and write the correct form above.

Example: I ~~won't~~ wear any of these dresses.

1. "Lets see if I can help you find a writing topic," said Shirley's mother.
2. "Thanks, Mom. I'd of asked you before, but I did'nt want to bother you," said Shirley.
3. Shirley's mother said, "Ive just finished reading an article that says that *but-terflies* should really be called *flutterbys*. Would'nt that be a good subject?"
4. "I probably would of said yes if I hadn't already written a story about a contrary caterpillar that wont turn into a butterfly," said Shirley.
5. Shirley's mother laughed and said, "I didn't read that one.
It must of been funny.

Challenge

The contractions in these sentences are not underlined. Find the errors, cross them out, and write the corrections in above. Some sentences have more than one error.

1. Shirley sighed and said, "I wish I had'nt already written about the bulldozer who fell in love. Thats my favorite story idea."
2. "I think youve got a problem, but I've got an idea," said Shirley's mother.
3. "I would'nt be surprised," added her mother, "if you dont find a topic in five minutes. Lets take a walk around the house."
4. "Whats the point of that? I don't get it," said Shirley.
5. Her mother said, "If we just walk slowly, Ill bet you'll see something that will inspire you."
6. "I'm sorry, mom," Shirley said, "but I do'nt think Ill see anything thats new or fresh."
7. "Maybe you wont," said her mother, "but lets try anyway."
8. "Heres the living room," said Shirley's mother. "Now just pretend that you've never seen this room before."
9. "Okay," said Shirley, "but I should of just stayed upstairs and—"
10. "Whats the matter?" asked her mother.
11. "I've never really looked at that mirror on the wall before!" whispered Shirley.
"Does'nt it look like a passage into another room? Bye, Mom—and thanks!"

Let's Try It

Underline the correct form of the word.

1. (Miguels, Miguel's) birthday party was held in the park, and his excited (friends, friend's) opened the first clue of a treasure hunt.
2. "The (trees, tree's) in the park
Are not all of one size.
Search one huge (trees, tree's) bark
For the way to the prize."
3. "That oak (trees, tree's) top (branches, branch's) reach up higher than all the rest," whispered Rafi to his partner Kevin.
4. Min and Marcia had already started running towards the stand of (trees, tree's) at the (parks, park's) edge.
5. The two other (groups, group's) quickly spotted that particular (oaks, oak's) height and ran after their (classmates, classmate's).

More Models

Regular Plural Noun

- 1) two **boys**
- 2) two **stories**
- 3) two **bosses**

Regular Singular Possessive

- one **boy's** hats
one **story's** title
one **boss's** desk

Regular Plural Possessive

- two **boys'** hats
two **stories'** titles
two **bosses'** desks

Look at the first line of models. Those four letters *b-o-y-s* have been spelled three different ways. The placement of the apostrophe makes a big difference in the meaning of the word. For example, The teacher couldn't find the boys hats. How many boys are involved? Only one boy who has lost more than one hat? Or several boys who have lost their hats? Without an apostrophe, you can't be sure.

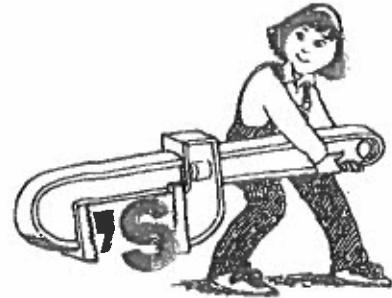
What Did You Discover?

Circle the correct statements. Use the models on page 99 to help you.

1. (a) To make a regular singular possessive, add -'s to the singular word.
(b) To make a regular singular possessive, add -s' to the singular word.
2. (a) To make a regular plural possessive, add -'s to the singular word.
(b) To make a regular plural possessive, write the plural word and then add an apostrophe.

Exception

As so often happens in English, there is an exception to the rule for making plural possessives. Words like woman, child, and deer, which do not add -s to make their plurals, do not just add an apostrophe to make their plural possessive.



Model of a Noun with an Irregular Plural

<u>Singular</u>	<u>Irregular Plural</u>	<u>Singular Possessive</u>	<u>Irregular Plural Possessive</u>
one woman	two women	one woman's hats	two women's hats

Let's Try It

Circle the correct statement of the rule for making an irregular plural possessive.

- (a) To make an irregular plural possessive, add -s' to the plural form of the word.
(child—children—childrens')
- (b) To make an irregular plural possessive, add -'s to the plural form of the word.
(child—children—childrens')

Let's Try It

Underline the correct form of the words.

1. (Mins, Min's, Mins') group reached the oak tree first, and she and Marcia began to circle the huge (trees, tree's, trees') trunk.



2. The other (students, student's, students') shouts made them nervous as they tried to find more (clues, clue's, clues').
3. As the other (students, student's, students') arrived, Kevin moaned, "This (oaks, oak's, oak's) bark is too smooth. How could it hide a clue?"
4. (Rafis, Rafi's, Rafis') (eyes, eye's, eyes') lit up when he noticed (piles, pile's, piles') of bark at the (trees, tree's, trees') base.
5. The (childrens, children's, childrens') voices rang out as they found another clue inside each pile.
6. "The (lakes, lake's, lakes') shore is stony;
The (stones, stone's, stones') (tops, top's, tops') are rough.
One (rocks, rock's, rocks') top is 'phony'—
Are you smart enough?"

Let's Practice

Read each sentence. Decide if the underlined words are correct. Cross out incorrectly spelled words and write them correctly above.

Example: The ~~stone's~~^{stones'} tops were rough.

1. The children raced off towards the lakes edge, trying to be the first to find Miguels "phony" rock and the treasure
2. Three old mens' picnic baskets were almost overturned by the group's of charging birthday celebrants.
3. Arriving at the shore first, Keyins group eagerly began inspecting the rocks' surfaces.

4. "This stones top has golden flake's in it—fool's gold—but that can't be the solution," said his partner Rafi.
5. "Look over by the dock! All those rock's top's have been whitewashed," said Marcia, rushing off towards the area where the rowboats were rented.
6. All the group's ran after Marcia, but those rocks' were just painted markers, and the treasures location remained a mystery.

Challenge

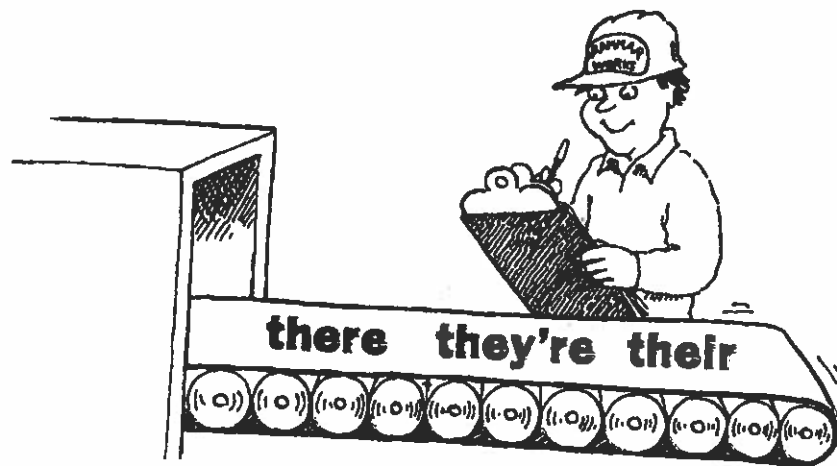
These sentences have no underlined words. Cross out any incorrectly spelled words, and write the correct form above.

1. A half hour later the childrens' spirits were beginning to droop as they continued to scour the lakes shoreline with no luck.
2. Kevin's happy shouts had ceased, and his friends voices were no longer jubilant.
3. Min looked back in Miguels direction and saw him and his mother discussing the treasure hunters' problems.
4. "His mothers car is parked over by the shore," whispered Min to Marcia. "And look at those big rock's there!"
5. The children streaked for Miguel's car.
6. No one ever agreed about who saw it first: One of the "rock's" was not a rock at all, for that stone's surface was really papier-mache.
7. A few minute's later all of the friend's voices were again expressing excitement as they took turn's playing the birthday parties second game—smashing a piñata that looked like a big stone.

Let's Try It

Underline the correct form of the word in the sentences below. Use the models and the rules to help you.

1. "Two (boys, boy's, boys') have picked up the planted wallet," whispered eighth-grader Ruth Chapman into the microphone of a video camera. "My history (classes, class's, classes') special project is off to a good start."
2. "The (wallets, wallet's, wallets') contents include two twenty dollar (bills, bill's, bills'), and several (persons, person's, persons') personal (cards, card's, cards') with phone numbers," she continued.
3. "Our two (cameras, camera's, cameras') (lenses, lens's, lenses') are focused on the (boys, boy's, boys'), and our project will surely show that children today are as honest as ever before."
4. "Some (adults, adult's, adults') today doubt (children's, childrens') honesty, but these two (boys, boy's, boys') actions will remove those (doubts, doubt's, doubts')."
5. "Now they are checking the (wallets, wallet's, wallets') contents. Oops—they are heading into a nearby house. This is Ruth Chapman signing off till later when we will present this (stories, story's, stories') conclusion."



Homophone Models

Contraction	Possessive	Homophone (Or Similar word)
it's (it is, it has)	its (its side)	_____
they're (they are)	their (their dog)	there (There is my dog.)
there's (there is)	theirs (The dog is theirs.)	_____
who's (who is, who has)	whose (Whose dog is it?)	_____
you're (you are)	your (your dog)	_____
let's (let us)	_____	lets (He lets his dog run.)
we'll (we shall or will)	_____	well (Are you well? Well, I'm fine.)
we're (we are)	_____	were (They were here.)

There is probably no writer of English who has not at some time had to stop to figure out which word to use—*its* or *it's*. The key to unlocking these spelling problems is to keep in mind the difference between contractions and possessives:

Contractions only use an apostrophe to show where letters have been omitted (*it's* for *it is*).

Possessives use an apostrophe in words like *dog's* (nouns) but not for words like *his*, *hers*, *your*, *theirs*, and *its* (possessive pronouns).

Helpful Hints:

Here are two ways to help you with *its* and *it's*.

(1) To help you remember that *its* is a possessive pronoun and needs no apostrophe, think how you spell *his*. You don't use an apostrophe to make *his* possessive. You don't use an apostrophe in *its* either.

(2) Remember that *it's* means *it is* (sometimes, *it has*).

If you aren't sure, substitute *it is* in your sentence:

"The dog lost *it is* (?) bone." No, the contraction doesn't work. You must use the possessive form *its*.



Let's Try It

Underline the correct form of the word in the sentences below. Use the models, the rules, and the hints to help you.

1. "(There's, Theirs) a lot of money in this wallet," said Booker, "but we (dont, don't) know (who's, whose) it is."



2. "(We'll, Well), we know (it's, its) not ours," said his friend David.
3. "(Let's, Lets) see if the wallet has any cards in (it's, its) pockets," said Booker.
"Yes, (we're, were) in luck!"
4. Booker continued, "(It's, Its) got a name on the front and a phone number on (it's, its) back."
5. "Look, (there's, theirs) another pocket!" exclaimed David. "(They're, Their, There) are two more cards."
6. "(They're, Their, There) ID cards too with (peoples, people's, peoples') names and (they're, their, there) phone numbers," said Booker.
7. David sighed, "If we call and they all say the wallet is (there's, theirs), (who's, whose) going to know (who's, whose) wallet it really is?"

Let's Practice

This exercise reviews the unit. Read the sentences and decide if the underlined words are correct. When a word is incorrect, cross it out and write in the correct form above it.

Example: David said, "^{It's}~~It~~ not going to be easy to find out whose wallet this is."

1. "Lets just call this first number and see whose there," said Booker.
2. David agreed, "Thats about all we can do, but don't say just what were calling about at first.
3. "Hello," said Booker, "I'm calling about something lve found that has you're name and phone number on it."
4. A female voice answered, "Theirs nothing of mine lost. Its not nice to play pranks like this, and you're bothering me—good-bye!"



5. "She was'nt very grateful," sighed David. "But well have to try again. Now it's my turn."
6. When a male voice answered Davids call, David began, "My friend and I we're wondering if you've lost something—"
7. "My wallet!" The mans voice sounded very excited. "Youve found my wallet, and I can describe it's contents for you to prove it's mine."

Challenge

There are no underlined words in these sentences. Find and correct any words that are misused.

1. The man went on, "Its a mans leather wallet and theirs a twenty dollar bill—no, two of them—in it. Does that match the wallet you've found?"
2. "Yes, exactly," said David. "It's a perfect description. Were glad we found you and that you were their when we called."
3. "Whats even better," said the man, "is that you wont have to leave your house to return it to me."
4. "There's a team of student reporters outside you're house right now," he went on, "and there about to ring your doorbell to interview you for an article on youth and good citizenship."
5. "Booker, I ca'nt believe it!" said David happily. "Theirs the doorbell. Its the reporters. We're going to be in the news for being so helpful!"

Let's Try It

In the following sentences the first verb is underlined and the second verb is given in two different tenses. Underline the form of the second verb that is the same tense as the first verb.

1. Karen's friend Amy received Karen's letter and (writes, wrote) her own letter in return.
2. Dear Karen, I think about you often, and I (hope, hoped) also to see you again.
3. Yesterday I asked my parents about another visit, and they (say, said) "maybe."
4. I will keep my fingers crossed that by the summer that "maybe" (will become, is becoming) a definite "yes."
5. We had such fun together last summer, and I remember how we (dream, dreamed) up so many hilarious things to do.
6. In the meantime, I plan to write to you often, and I (trust, trusted) I'll hear from you again too. Love, Amy

Perfect Tense Models

Partial Conjugation of *to play*

Present Perfect Tense

I, you, we, they **have played** or **have been playing** (progressive form)
he, she it, the cat **has played** or **has been playing** (progressive form)

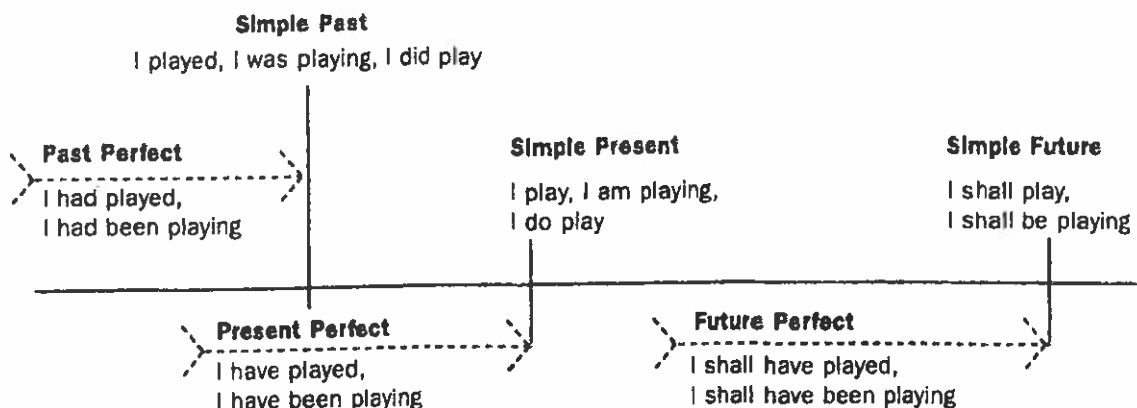
Past Perfect Tense

I, you, she, we, they **had played** or **had been playing** (progressive form)

Future Perfect Tense

I, you, he, we, they **will (shall) have played** or **will (shall) have been playing** (progressive form)

The three perfect tenses are all past tenses. However, these past tenses show continuing action or time in relation to another tense. This time line may help you understand the use of these tenses.



As the time line shows, the **simple present** tense shows what is happening right now: *I am playing at this moment.* The **present perfect** shows action leading up to now: *At this moment I have been playing for an hour.* It can also show action that has occurred at some unspecified time in the past: *I have played with her many times.*

The **future perfect** tense expresses action continuing up to some point in the future: *When the bell rings, he will have been playing for an hour.*

The **past perfect** tense expresses action that led up to some moment in the past: *He had been playing for an hour when the bell rang.* It can also show that one action occurred before another action in the past: *He had played the piece fully before the piano went out of tune.*



Use the past perfect tense when you are expressing two different actions at two different times.

Sense 1: Where the vacant lot had been, there was a baseball diamond.

Sense 2: Where the vacant lot was, there had been a baseball diamond.



In a sentence expressing two past actions, decide which action came first. Put the verb that expresses that earlier action into the past perfect tense.

Example: Paula just bought her lunch when the fire drill started.

Question: Which happened first: Paula bought her lunch or the fire drill started?

Answer: Paula bought her lunch first. Bought should be in the **past perfect tense**.

Corrected sentence: Paula had just bought her lunch when the fire drill started.

Let's Try It

Use the models to help you choose the correct tense of the verbs in each sentence. Underline the words that are used correctly.

1. Karen was sad because in yesterday's mail she (learned, had learned) that Amy probably could not visit her that summer.
2. She just (finished, had finished) writing Amy a regretful letter when she received a long distance telephone call from her friend.
3. Karen said, "Amy, it (was, has been) so long since I've heard your voice."
4. "Yes," agreed Amy, "on the first of July it (will be, will have been) exactly one year."
5. "I haven't been able to tell you about coming this summer," Amy went on, "because for the last month my father (has been, was) sick."
6. "When his doctor said that he was well again, I already (wrote, had written) you saying I couldn't come this year."
7. "Unbelievable!" exclaimed Karen. "Even before I got your letter, I (had given, gave) up all hope of seeing you this year."

Let's Practice

Read the sentences. If the verb is used incorrectly, cross it out and write in the correct form above. Be careful: Not all the underlined words are incorrect.

Example: Amy had been thinking that she could not visit Karen, but

^{found}
then she ~~finds~~ that she could.

1. On the afternoon of July 3, Karen was waiting for Amy to arrive, but her wait isn't over yet.
2. Karen thought impatiently, "It is only a four hour drive from their house, but in fifteen minutes they will be driving six hours."
3. Karen was pacing her sidewalk for two hours when her mother called to her from the house.
4. "There you are!" her mother said. I am looking for you for half an hour. Amy's mother phoned, and she tells me that their car breaks down."
5. Karen moaned, "Even before you told me, I already guessed what you would say."
6. "I was sure that she ran into some kind of trouble," sighed Karen.
7. "I was hoping that they aren't in an accident," Karen said dejectedly as she walks back from the sidewalk to the house.



Answers

Capitalization

Let's Try It p. 9

1 and 3

Let's Practice p. 9

1. Fantasy Street, street
2. On, street, department store, Rainbow's, dreams
3. There, hotel, The Highrise Hotel, high, spacecraft
4. teacher, Mr. Gooden, home, Fantasy Street

Let's Try It p. 11

Capitalization needed for:

1. French; 2. Islam; 4. Wednesday; 5. February; 6. Memorial Day; 9. Ford; 10. Ireland, Irish; 11. French bread; 12. Saturn

Let's Practice p. 12

1. Wednesday, students, math, Spanish, kangaroos
2. holidays, Easter, spring, Thanksgiving, fall, holidays, May, Wildflower Day, woods, wildflowers
3. students, Mexican, Mexican, holiday, May, tortilla chips, Caliente Chips
4. Professor, Professor Whatnot, teachers, Russian artists, Japanese cooks, Alaskan elk herder

Capitalization Code p. 13

Georgia, Ohio, Oklahoma, David, June, Oregon, Bolivia: good job

Maze p. 14

Correct path goes through:

China, zebra, Idaho, artist, teacher, March, Sunday, Friday, horse, Maine, London, dollar, Mexico, collie, lion

Punctuation of Items in a Series

Let's Try It p. 17

1. a) Mayor Santos, her husband, her children, and their dogs/very amusing and interesting b) 4 c) 2
2. a 3. a

Let's Practice p. 18

1. Kendra, Keisha, /Pal and Chewie
2. Keisha, Kendra, and Hal, /orange juice or tea
3. Keisha and Hal, /orange juice, milk, and tea
4. silly, disgusting, and wasteful/honest and outspoken
5. food and drink/delicious, nutritious, colorful, and fun
6. took a sip of the mixture, made a face like a Halloween pumpkin's, and spat it back into the glass/delicious, nutritious, colorful, or fun

Challenge p. 19

1. winking, smiling, and laughing
2. took a bowl of cereal, poured milk on it, and added some honey but no tea or orange juice
3. Kendra, Keisha, and Hal/mother and father/very healthful, enjoyable, and amusing meal

Secret Message p. 19

1. blue, yellow, orange/clocks, umbrellas: you
2. Mexico, Canada, Austria, /France, Norway: can
3. surprising, unusual, strange/vivid, exciting: use
4. onions, cabbage/butter, oranges, meat/cookies, milk, apples, sugar: commas

Maze p. 20

The correct path goes through the following sentences: My cat is cute, sweet, and smart. /Bring your books, paper, and pens. /Meg, Mandy, and Min met my Mom. /The worker was sweating, panting, and groaning. /How, when, and why did you come? /Your work was thoughtful, wise, and successful. /This maze has been long, hard, and challenging. /The movie was short, exciting, and scary. /You can't jump, climb, or slip to the finish. /Patience, work, and skill will be rewarded.

Basic Punctuation: Dates, Cities, States and Countries

Let's Try It p. 23

1. c 2. a 3. c

Let's Practice p. 24

1. September 10, 1996, /August 15, 1888,
2. September 8, 1996, /June 14, 1997,
3. November 22, 1924, /January 29, 1887,
4. April 15, 1986, /August 6, 1934

Let's Try It p. 25

1. b 2. c

Let's Practice p. 26

1. New Orleans, Louisiana, /Las Vegas, Nevada,
2. San Francisco, California, /Tokyo, Japan,
3. Cape Canaveral, Florida, /Lexington, Kentucky,
4. Rome or Miami

Putting It All Together p. 26

1. September 23, 1860, /September 23, 1960,
2. Geewhiz, Georgia, on July 14, 1970,
3. Paris, France, on July 14, 1770,
4. Las Vegas, Nevada, /New Orleans, Louisiana,

Challenge p. 27

1. . . . July 4, 1776. /July 4, 1976.
2. San Francisco, California. /Philadelphia, Pennsylvania.
3. Chicago, Illinois, or Paris, France?
4. September 1990, in Dallas, Texas, than in September 1890, in London, England?

Maze p. 28

The correct path goes through: May 1, 1992./Cairo, Egypt./Toledo, Ohio./May 10, 1994/December 21, 1845./On October 26, 1987./in Rome, Italy./Williamsburg, Virginia/February 29, 1992,

Using Quotation Marks**Let's Try It p. 31**

a) D, b) I, c) I, d) D

Let's Try It p. 32-33

1. a, 2. b, 3. c, 4. a, 5. c, 6. a, 7. b

Let's Practice p. 34

1. Cary said to his sister, "It seems absolutely sure now that Mom's giving Dad a surprise party."
2. Sandra suddenly frowned and asked, "Isn't Dad supposed to take us to the dentist on Saturday afternoon?"
3. "Yes, he is. That means the party can't be that afternoon," said Cary.
4. "Can we figure out when it is going to start?" asked Sandra.
5. Cary pondered and then proudly said, "We surely can."
6. "What have you thought of?" asked Sandra.
7. "Mom's going to have all Dad's friends come while we're at the dentist, and when we drive in—SURPRISE!" exclaimed Cary.

Challenge p. 35

1. Sandra and Cary's father asked, "Were you planning to do anything today now that you've had your teeth cleaned?"
2. "No, Dad, I think we should go straight home," said Sandra.
3. Cary said that he wanted to go straight home too.
4. "There aren't any extra cars here!" exclaimed Cary when they drove into their driveway.
5. "Were you expecting someone to come over today?" asked his father.
6. As the children walked into the house, their mother called out, "Surprise!"
7. "These new fishing rods and tackle boxes are for you and Cary because you did so well in school this year," said their father.
8. Their mother smiled and added, "We waited until your dentist appointments were over and you were free to go fishing with us."

9. "Thanks, Mom! You don't know just how much you surprised us," said Sandra with a wink at Cary.

Maze p. 36

The path to the finish leads through: "I'm feeling happy," said Milo./Margo asked, "Am I right?"/"This must be the way," said William./"These skies seem fair," said Sarah./Wanda wished "Let this be the right way."/ "This seems too easy," said Ashley./Vito replied, "Don't get your hopes up."

Bonus Nine**More On Using Quotation Marks****Let's Try It p. 39**

1. 5, 2. b, 3. a, 4. b

Let's Practice p. 40

1. c, 2. b, 3. a, 4. b, 5. a, 6. b, 7. c, 8. c,

Let's Try It p. 42

1. F, 2. T, 3. F, 4. T, 5. F, 6. T, 7. F, 8. T

Let's Practice p. 43

1. a, 2. b, 3. b, 4. a, 5. c

More Practice p. 44

1. . . . said, "You . . . toast." 2. . . . again," replied . . .
3. . . . often," said Rodney. "If . . . 4. "How," asked Toby, "does . . . easier?" 5. . . . said that . . . machine. (Indirect quotation) 6. . . . trouble," snorted . . . Stove. "It's . . . worse." (or . . . worse!) 7. . . . think," said Toby, "that . . . anyway." 8. . . . breakfast, said Rodney. "Okay . . . mess." 9. . . . exclaimed, "You'll . . . do!"

Challenge p. 45

1. "Mom, the toaster burned my bread to a crisp," said Peter Potter to his mother.
2. Peter's mother asked, "Why don't you try another slice of bread with the lever turned down to light?"
3. "This time," sighed Peter, "it didn't even brown the bread."
4. "It must be broken," said Peter's mother. "If it doesn't work the next time, we'll throw it into the garbage and buy a new one."
5. Peter tried again and said that this time it worked perfectly.
6. "I decided that I'd rather have heartburn," said Toby Toaster later to Rodney and Steve, "than be buried at the dump in a ton of garbage."

Maze p. 46

The path to the finish goes through: "This is my house," said Patrick./"I don't live here," said Cindy./"Is this house heated?" asked Arthur./Tomas asked, "Who lives here?"/"I live here!" exclaimed Allen./Karen asked, "Is my house for sale?"/"My house," said Laura, "is on the

corner." "Do you," asked Aaron, "like this house?" "This is the wrong house!" yelled Mike. "My house," said Sally, "is at the end of the road."

Bonus 13.

Sentence Fragments

(In some exercises there may be more than one correct answer. Possible alternatives are in parentheses.)

Let's Try It p. 49

1. F, 2. S, 3. F, 4. F, 5. S, 6. S, 7. F, 8. F, 9. S, 10. F

Let's Practice p. 50

1. There is one . . . 2. no changes needed 3. She (Maria) is . . . 4. no changes needed 5. She is (always) happy because . . . 6. Maria makes (is always making) . . . 7. no changes needed 8. She (Maria) makes . . .

Let's Practice p. 52

- Maria Mayfair never seems to be bothered by the weather because she always finds a way to make the best of it.
- She just changes her plans if it is raining or too icy to go outside.
- One day she and her friend Monica planned to have a sidewalk sale and sell all their old books, toys, and games.
- They had just finished putting all their precious possessions on tables by the street when the dark clouds overhead suddenly turned into waterfalls.
- It began to pour. Maria and Monica had no time to gather up their belongings. (no changes)
- When Monica started to cry, Maria just laughed and hugged her friend.
- "Stop that useless crying, Monica. You're just making things wetter." (no changes)
- That was a typical Maria Mayfair response, a comment so surprising that it made Monica stop weeping.
- In fact, Monica had hardly stopped crying before she began smiling and giggling.
- The two girls were soon singing in the rain and playing with their old wet dolls and toys, turning a disaster into a day they never forgot.

Sentence Fragment Code p. 53

Yes, On, Under: you

Designed, Including, Detecting: did

With, Especially, Last, Like: well

Maze p. 54

The path to the finish goes through: This tree is tall./Is this correct?/I feel confident./Sydney, the main actor, is absent./I'll go with you./If you persist, you'll make it./Sometimes it pays to look up./That was tricky./Now doesn't that feel good?

Recognizing Run-On Sentences

(Some sentences may have more than one correct answer. Alternatives are in parentheses.)

Let's Try It p. 58

1. b, 2. b, 3. a, 4. b, 5. a, 6. a

Let's Practice p. 59

1. . . . home. This . . . (. . . home; this . . .) 2. . . . late. The . . . 3. no changes needed 4. . . . hurt. It . . . 5. . . . home. I . . . 6. no changes needed 7. . . . late. You . . . (. . . late; you . . .)

Secret Code p. 60

car, you/out, only/in, underneath: you

car, at/adventure riding/snorted, even: are

it, cars/us lots/it, even/thing, very/started, eventual-ly/advertisement, reportedly: clever

Maze p. 61

The correct path to the finish goes through the following: Which path is right? I'll try this./I'm streaking along. So far it's easy./I'm already close. Maybe I was lucky./I'm headed north. Could that be right?/I'll go this way; you go that way./I'm so close; I'll soon be there./I have a good nose. I smell home./I couldn't be wrong now. This must be it.

Correcting Run-On Sentences

(In many sentences there is more than one possible right answer.)

Correcting Run-On Sentences With Periods p. 63

- Most of Abby Armstrong's ideas for inventions don't work. They are too outrageous.
- She often gets ideas for things she can't make. For instance, she once wanted to create a combination TV set and microwave oven.
- Abby thought it would be a great combination. You could pop your microwave popcorn without missing any of your favorite show.
- Once she took boards and made a chute down her front stairs. She called it a "stairslide."
- After getting several splinters, she gave up on the stairslide, however. (no changes needed)

Correcting Run-On Sentences With Semicolons p. 64

1. . . . electricity; she . . . 2. no changes 3. . . . excellent; he . . .

Let's Try It p. 65

1. . . . fortunate, for (and) . . . 2. . . . page-turner, but . . . 3. . . . spring, and . . . 4. . . . half, and . . . 5. . . . upset, for . . . 6. book, and . . .

Let's Try It p. 67

1. When (if) 2. while (when, as) 3. If (When) 4. Since (As, Because) 5. When (While) 6. because (since)

Putting It All Together p. 68

1. . . . inventions. They . . . / . . . inventions; they . . . / . . . inventions, for they . . . / . . . inventions because they . . . / . . . inventions since they . . .

2. . . . at. Many . . . / . . . at; many . . . / . . . at, for many . . . / . . . at because many . . . / . . . at since many . . .

3. When Robert . . . / After Robert . . . / . . . Clermont . . . People . . . / . . . Clermont; people . . . / . . . Clermont . . . but (and) people . . .

4. . . . money because they . . . / . . . money since they . . . / . . . money when they . . . / . . . money, for they . . . / . . . money. They . . .

5. . . . laugh. She . . . / . . . laugh; she . . . / . . . laugh, for she . . . / . . . laugh because she . . . / . . . laugh since she . . .

Maze p. 69

The correct path to the finish goes through: The clouds are lifting, and the rain is stopping./I enjoy doing this since I like puzzles./Here is my sock. I couldn't find it./If you persist, you will find the way./The first plum looks good; the second looks better./This can't cost a dollar. That's too cheap./When I nod, you toss the ball./His idea seemed fine, but it didn't work./Since she loves to dance, she is taking ballet./I can hear it, but I can't see it./There is a wrong way; there is also a right way./Because I worked so well, I feel quite pleased.

Subject and Verb Agreement

Let's Try It p. 71

birds P, chair S, turkey S, eggs P, men P, building S, moose S P, parties P, folders P, idea S

Let's Try It p. 72

1. is 2. have 3. likes 4. doesn't 5. order

Let's Try It p. 73

1. are 2. is 3. do 4. likes 5. keeps 6. is

Let's Try It p. 74

1. Where are 2. There are 3. Here are

Putting It All Together p. 75

1. go 2. are 3. is 4. makes 5. are 6. does
7. There are 8. sounds

Maze p. 76

The correct path to the finish goes through: This pen does not work./Not one of the cats likes cheese./There are many people here./The price of the shoes is low./Not one of the hats has a bill./Three of the dogs

have no fleas./One of the gerbils looks sleepy./The chairs in back do not fold./Here's the only way to the end./One of the paths leads home.

More Subject and Verb Agreement

Let's Try It p. 79

1. are 2. believes 3. do 4. were 5. was

Let's Try It p. 81

1. is 2. are 3. remembers 4. is 5. wants 6. have 7. say 8. has 9. is

Putting It All Together p. 82

1. are 2. is 3. performs 4. understands 5. produce

Challenge p. 82

1. believes 2. was 3. Does

Maze p. 83

The shortest path to the finish goes through: All of the paths seem right./Each of us has an opinion./Is every-one underway?/Many of the clouds are fluffy./Either of the two choices is fine./Chris or Nan knows the number./Several of the birds are nesting./Is Tara or Fernando going too?/Not one of the problems is easy./Kirsten or Kate has the key./Everybody here feels excited./Does Dory or Dennis play chess?/Neither of us is sure./This box or the next is the last.

Bonus 16

Personal Pronouns

Let's Try It p. 86

1. we, him, you 2. I, she 3. I, she 4. me, you 5. she, us, I, them

Let's Try It p. 87

1. He, he 2. us, us 3. He, Me, He, Me 4. Me, Me 5. we, we, they

Let's Try It p. 88

1. me 2. She, I 3. She 4. we 5. They 6. she, us 7. I

Let's Try It p. 89

1. us 2. we 3. us

Putting It All Together p. 89

1. us 2. they 3. I, they 4. us, them 5. she 6. I, Her, him

Challenge p. 90

1. I, him 2. they, me 3. me

Maze p. 91

The correct path to the finish goes through: Jethro and I will go this way./Donna and she are chatting./He and I have an idea./Does the note go to you or her?/Lend John and me a hand./We students are doing well./Are you and she going home?/Bob and they are rushing./We called up Joni and her./We early ones get to choose./The team and they left early./I like both you and her./Pass the book to us girls./Are you and he doing well?/We and they are almost there./Ryan, Saul, and he are ahead./We workers are at the end.

Apostrophes in Contractions

What Have You Discovered? p. 94

Correct statement: 2

Let's Practice p. 94

1. I'm, What's 2. can't 3. Didn't 4. don't 5. you've, shouldn't, You'll 6. I've, haven't, that's

Let's Try It p. 95

1. Let's 2. I'd have, didn't 3. I've, Wouldn't 4. have, had n't, won't 5. didn't, have

Challenge p. 96

1. hadn't, That's, 2. you've, I've 3. wouldn't, don't, Let's 4. What's, don't 5. I'll, you'll 6. I'm, don't, I'll, that's 7. won't, let's 8. Here's, you've 9. should have 10. What's 11. I've, Doesn't

Maze p. 97

The shortest path to the finish goes through these words: he'd/hasn't/can't/they'd/I'm/we'll/I'll/would-n't/where's/she'll/you've

Bonus 17: Also: aren't, doesn't, here's, he'll, start, finish

Apostrophes in Possessives

Let's Try It p. 101

1. Miguel's, friends 2. trees, tree's 3. tree's, branches 4. trees, park's 5. groups, oak's, classmates

What Did You Discover? p. 102

1. a 2. b

Let's Try It p. 102

b

Let's Try It p. 102

1. Min's, tree's 2. students', clues 3. students, oak's 4. Rafi's, eyes, piles, tree's 5. children's 6. lake's, stones', tops, rock's

Let's Practice p. 103

1. lake's, Miguel's 2. men's, baskets, groups, celebrants 3. Kevin's, rocks' 4. stone's, flakes, fool's 5. rocks', tops, rowboats 6. groups, rocks, markers, treasure's

Challenge p. 104

1. . . . children's spirits . . . lake's . . . 2. . . . Kevin's . . . shouts . . . friends' voices . . . 3. . . . Miguel's . . . hunters' problems. 4. . . . mother's . . . rocks . . . 5. children . . . Miguel's 6. . . . "rocks" . . . stone's . . . 7. . . . minutes . . . friends' voices . . . turns . . . party's . . .

Maze p. 105

The correct path leads through: one cat's bowl/two dogs' tails/a flower's petals/two cups of milk/women's shoes/the book's cover/two trees' leaves/a car's tires/three shelves/two rabbits' tails/two children's books/the church's steeple/the fly's buzz/two winners' grins

Homophone Demons

Let's Try It p. 108

1. can't, Isn't 2. We've, what's 3. Isn't, I've 4. don't, Shouldn't 5. We've, I'm, We'd

Let's Try It p. 109

1. boys, class's 2. wallet's, bills, persons', cards 3. cameras', lenses, boys 4. adults, children's, boys', doubts 5. wallet's, story's

Let's Try It p. 110

1. There's, don't, whose 2. Well, it's 3. Let's, its, we're 4. It's, its 5. there's, There 6. They're, people's, their 7. theirs, who's, whose

Let's Practice p. 111

1. Let's, who's, there 2. That's, don't, we're 3. I'm, I've, your 4. There's, It's, you're 5. wasn't, we'll, it's 6. David's, were, you've 7. man's, You've, its, it's

Challenge p. 112

1. It's, man's, there's, you've 2. It's, We're, were, there 3. What's, won't, your 4. There's, your, they're, your 5. can't, There's, It's, We're

Maze p. 113

The correct path to the finish goes through: Let's go./We've got it./It's my fault./They're my books./We'll need help./women's hats/two foxes' tails/the knife's edge/Whose book is it?/two bosses' desks

Verb Tenses p. 114

(In the final exercises acceptable variants are indicated in parentheses)

Let's Try It p. 116

1. present, future, past
2. future, present
3. past, past
4. present, present
5. future, present

Let's Try It p. 117

1. wrote
2. hope
3. said
4. will become
5. dreamed
6. trust

Let's Try It p. 119

1. had learned
2. had finished
3. has been
4. will have been
5. has been
6. had written
7. had given

Let's Practice p. 120

1. was waiting, wasn't
2. is, will have been
3. had been, called
4. are, have been, phoned, told, broke
5. told, had guessed
6. was, had run
7. was hoping, hadn't been (or weren't), walked

Challenge p. 121

1. ... smiled and said ... also told ...
2. ... gave ... they have been
3. ... exclaimed ... they will be here
4. ... they will have been ... said ... Isn't ... coming ...
5. ... cried ... friend was getting ... I was waiting ... you are here
6. ... hugged and said ... I had given up ... mechanic looked ... and offered ...
7. Do you know what we'll do ... said Karen ... she ran ... We shall (We'll, We will) write ...

Maze p. 122

The shortest correct path leads through: Today she is eleven, but tomorrow she will turn twelve./In a week she will have been here for one year./I found that my mother had been awake all night./If you aren't ready now, when will you be?/He thought I had made it all up./I had heard the news before he told me./When I got there, I found that they had left./I knew that my diary had been read./When I reached the end, I knew I had done well.

Bonus fourteen

