

Zaner-Bloser

Grammar,

Usage, and
Mechanics

PRACTICE FOR MASTERY
Teacher Edition

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Grammar

Hobbies and Fun: Cars

Building Grammar Awareness

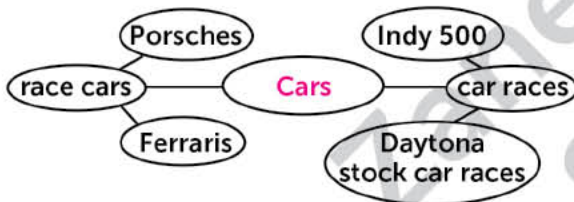
Write this sentence on the board and ask a volunteer to read it aloud:

My mom, dad, aunt, and uncle took my brother, sister, and me to the car races.

Ask students whether there is a shorter, easier way to say this sentence. (**They took us to the car races.**) Tell students that in Unit 4 they will learn how to use words such as *they* and *us* in sentences. Explain that they will also learn how to use different types of verbs, comparing words, and words that mean “no.” Tell students that using words correctly in sentences can help other people understand what they mean when writing and speaking.

Introduce the Unit Theme

Explain that each lesson in Unit 4 gives information about auto racing and cars. Invite students to name some race cars or car races they know of. List their responses in a web labeled “Cars.” Use questions such as those below to guide discussion.



- How is driving a race car different from driving a normal car on a city street?
- What safety precautions do race car drivers need to take?

Assessment Options

The **Unit Pretest** (pp. 181–184) is intended to be used as a diagnostic assessment to help you determine, prior to instruction, your students' existing knowledge and skill proficiency. Follow this procedure for administering the Unit Pretest:

1. Read aloud the test instructions. (**Note:** For additional scaffolding, you may wish to read the test questions and answer choices aloud.)
2. Tell students that they will have 20 minutes to read and answer the questions independently.
3. When time is up, collect and correct the tests. Use the results to determine which lessons to teach for targeted instruction or which lessons to spend extra time on during whole-class instruction if you are teaching all lessons in the unit.

The **Unit Posttest** (pp. 231–234) helps you judge students' achievement while providing them with valuable practice for high-stakes tests. When you are ready to administer the test, ask students to carefully tear it out of their books. (**Note:** If the test has already been removed, distribute copies to students.) Read aloud the directions for each section and make sure students understand how to answer the questions. Ask students to work independently to complete the test.

Students who miss two questions focusing on the same grammar element may need additional help understanding the concept. Reteach the concept, following this procedure:

1. Review **Grammar Rules**.
2. Review the rule statement for the concept.
3. Guide students through items a second time. Ask the students to explain why each right answer is correct.
4. Refer students to the **Grammar, Usage, and Mechanics Handbook** for further reinforcement.

Lesson 37

student pages 103–104

Subject and Object Pronouns

Objectives

- To discover that a subject pronoun takes the place of a subject in a sentence
- To learn that object pronouns can be used after action verbs or prepositions
- To identify subject and object pronouns in sentences, and to rewrite sentences using subject and object pronouns
- To write descriptive sentences using subject and object pronouns

Teaching the Lesson

Write *Indy 500* on the board. Explain that it is the short name for the 500-mile car race that is held every Memorial Day weekend in Indianapolis, Indiana.

In **Practice**, ask students to read each sentence and tell whether the boldfaced word is a subject or an object pronoun. **Note:** For item 4, because *you* can be either a subject or an object pronoun, model changing the question into a statement to find the subject.

For **Apply**, have student pairs read each sentence aloud, decide which pronoun should replace each boldfaced phrase, and then rewrite the sentence.

Before students begin **Reinforce**, list on the board the subject and object pronouns from the rule statement on page 103. Have students work in groups of three or four to compose sentences using subject and object pronouns. Suggest that they begin by brainstorming things they might see, hear, and feel at the Indy 500.

English Learners

Encourage students to find pictures of race cars and car races in magazines. Have them use subject and object pronouns to describe the pictures.

Extra Practice

For more practice, see page 207.

Lesson 38

student pages 105–106

Pronouns in Pairs

Objectives

- To learn how to use subject and object pronouns correctly in sentences
- To choose appropriate subject or object pronouns to complete sentences
- To rewrite sentences, substituting nouns with appropriate subject or object pronouns
- To complete a crossword puzzle, using pronouns as clues

Teaching the Lesson

Explain that *drag* can be a slang term for a street or road (for example, the main *drag*). Then ask students what a *drag race* is. (a high-speed car race on pavement) Explain that usually two cars race at a time to determine which can accelerate faster.

Before students mark their answers in **Practice**, ask them to identify whether the answer choices are part of the subject or part of an object. To help students determine the correct pronoun, suggest that they say each sentence without *and* and the name of the other person. (Example: item 1: Take away *Betty and* and read the sentence as (He/Him) takes turns driving their dragster.) Have students identify the pronoun that fits.

For **Apply**, help students determine which subject or object pronoun should replace each boldfaced noun. Explain that a “funny car” (in item 13) is one of three types of professional drag-racing cars.

For **Reinforce**, tell students that the answers to the crossword puzzle are the names of the people in **Apply**.

English Learners

Ask students to describe races they have watched. Encourage speakers to use as many personal pronouns as they can, and have listeners identify each as a subject or an object pronoun.

Extra Practice

For more practice, see page 207.

Subject and Object Pronouns

Grammar Rules!

A pronoun can be the subject or the object in a sentence. **Subject pronouns** include *I, he, she, we, and they*. **Object pronouns** can be used after an action verb or a preposition. Object pronouns include *me, him, her, us, and them*. The pronouns *it* and *you* can be either subjects or objects.

Remember to use this information when you speak too.



See Handbook Section 16

Try It! Read the sentences and answer the questions.

Auto racing fans admire the sleek cars before the race.

They watch **them** closely during the warm-up period.

Which boldfaced word replaces the phrase *auto racing fans*? **They**

Which boldfaced word replaces the phrase *the sleek cars*? **them**

Which boldfaced word is the subject of the sentence? **They**



Race cars are custom built for stability and speed.

Practice

Circle each boldfaced word that is a subject pronoun.

Underline each boldfaced word that is an object pronoun.

- My friends and **I** watch the Indy 500 every year on TV.
- The speed, the noise, and the excitement thrill **us**.
- You** might know that only three drivers have four Indy victories to their credit.
- Can **you** name **them**?
- They** are A.J. Foyt, Jr., Al Unser, Sr., and Rick Mears.
- I** have an autographed photo of Al Unser and his brother Bobby, another Indy winner.
- My aunt Dinah gave **it** to **me**.
- I** keep **it** next to a photograph of Janet Guthrie.
- Many fans remember **her** because **she** was the first woman to race at Indy.
- Today more women are competing at Indy, and **they** are well prepared.
- Indy competitor Sarah Fisher started racing a quarter-midget car when **she** was five.

Apply

Rewrite each sentence. Replace each boldfaced phrase with a pronoun.

12. Janet Guthrie had to quit **the 1977 race** after 27 laps because of mechanical problems.

She had to quit it after 27 laps because of mechanical problems.

13. Sometimes a **driver's crew** can solve **mechanical problems** during a race.

Sometimes they can solve them during a race.

14. **The crew** must often change **two or more tires** in just a few seconds.

They must often change them in just a few seconds.

15. **The driver** watches for **colored flag signals**. **He/She watches for them.**

16. **Safety** must be strictly maintained to prevent **accidents**. **It must be strictly maintained to prevent them.**

Reinforce

Imagine that you were at an Indy 500 car race. Write two or three sentences about what you saw, heard, and felt at the racetrack. Use subject and object pronouns in your sentences.

Answers will vary.

Pronouns in Pairs

Grammar Rules!

Use the pronouns *I, you, we, he, she, it*, and *they* as **subjects** in sentences. Use the pronouns *me, you, us, him, her, it*, and *them* as **objects** in sentences.

Remember to use this information when you speak too.



See Handbook Sections 16 and 27

Try It! Read the sentences and answer the question.

- Tyrin and me went to the drag races last weekend.
- My cousin Phil introduced Tyrin and me to his racing partner, Betty.

If you remove "Tyrin and" from each sentence, which sentence sounds correct? **b**



Some dragsters can travel over 300 miles per hour.

Practice

Circle the correct pronoun in each pair. Write **S** if you chose a subject pronoun and **O** if you chose an object pronoun.

- Betty and (he/him) take turns driving their dragster. **S**
- They showed Tyrin and (I/me) a picture of a dragster with an open parachute behind it. **O**
- Tyrin asked (they/them) why the parachute was there. **O**
- (She/Her) and Phil explained that parachutes help the dragsters stop after they cross the finish line. **S**
- Betty took Tyrin and (I/me) to the drag strip. **O**
- Phil took a picture of (she/her) and me standing in front of the dragster. **O**
- Then Tyrin and I watched Phil and (her/she) on their practice runs. **O**
- Phil told Tyrin and (I/me) that race car drivers need great concentration. **O**
- Now Tyrin and (I/me) want to learn how to drive a dragster. **S**
- (He/Him) and I will begin by reading more about drag racing. **S**
- Phil gave Tyrin and (I/me) a book about drag racing. **O**
- Tyrin and (I/me) can't wait to read it. **S**

Apply

Rewrite the sentences. Substitute a pronoun for each boldfaced noun.

13. Betty and Phil drive a "funny car." **She and he** drive a "funny car."
14. A mechanic helped Betty and Phil build the car and perfect its engine. **A mechanic** helped her and him build the car and perfect its engine.
15. Tyrin and Lorene laughed when they heard the name of the car, Betty, Set, Go! **He and she** laughed when they heard the name of the car, Betty, Set, Go!
16. Then Phil told Lorene and Tyrin that the car goes 200 miles per hour! **Then Phil** told her and him that the car goes 200 miles per hour!
17. Tyrin told Phil and Betty he wouldn't laugh anymore. **Tyrin** told him and her he wouldn't laugh anymore.

Reinforce

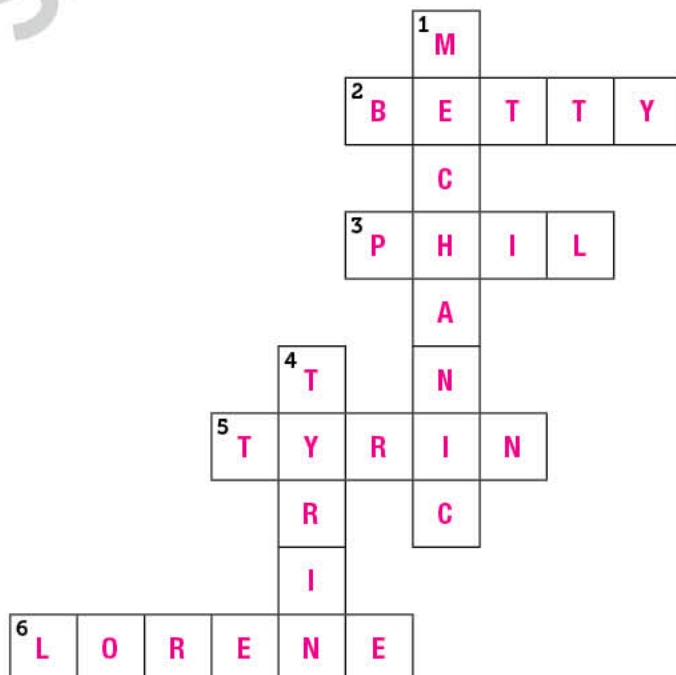
Decide to whom each pronoun refers. (The answers appear in the sentences above.)
Use the names to complete the puzzle.

Across

2. **She** drives a "funny car."
3. Tyrin told **him** he wouldn't laugh anymore.
5. Phil told **him** that the car goes 200 miles per hour.
6. **She** laughed at the name of the car.

Down

1. **He** helped Betty and Phil improve the car.
4. **He** laughed at the name of the car.



Unit Review student pages 127–128

The **Unit Review** allows you to check students' progress and determine when reteaching is necessary. The review pages may be completed in class or as homework. If a student responds incorrectly to two or more items involving the same skill, you may want to work directly with the student to review the relevant lesson. The lesson number to which each review item relates appears in parentheses on the review pages in the Teacher Edition.

Assign the **Extra Practice** activities (pp. 207–212) to reteach targeted skills in a more focused way.

Spelling Practice

student pages 129–130

Homophones

Read aloud the directions and example sentences under **Grammar Rules**. Have students reread the example sentences with you. Ask which word in bold type means "stops working properly." (**breaks**) Then ask which one means "parts that cause a machine to stop." (**brakes**) Ask students what these words have in common. Read the rule statement aloud.

Have students work in small groups to complete **Words in Context** and share their answers with the class. For the first **Pattern Practice** activity, read aloud the directions and have student pairs complete items 9–12. Ask them to present their answers to the class. For the second **Pattern Practice** activity, read aloud the directions and the words in the word bank. Have students work independently to write the word that matches each meaning. Ask students to use each homophone in a sentence.

Read aloud the directions in **Use Your Dictionary**. Have students work independently to complete each homophone pair.

English Learners

Have students work with a partner who is fluent in English for the spelling activities. Make flash cards for the words in these activities. Introduce the words using real objects, gestures, and pictures to provide context and support meaning. Have students choose five sets of homophones from the list and write sentences using each word. Allow time for volunteers to read their sentences to the rest of the class.

Proofreading student pages 131–132

Proofreading Practice

Review the **Proofreading Marks** chart and the examples. Read the first few sentences aloud. Discuss the errors and how they should be marked. Ask students to correct the remaining errors using proofreading marks. You may wish to have students correct the spelling errors, too. After students have completed the activity, ask volunteers to read each sentence aloud and to identify the errors. **Note:** Some errors can be corrected in more than one way.

Proofreading Checklist

Ask students to select a recent piece of their own writing and to write the title of that piece at the top of the chart. Ask students to put a check mark next to each item in the checklist after they have checked it in their work. Students might first work independently and then trade papers with a partner to double-check each other's work. You might model, or ask a student to model, using the **Grammar, Usage, and Mechanics Handbook** (beginning on page 239) to clarify a concept or rule.

Suggest that students look at the errors they did not find in the proofreading activity and add them to the checklist. Also ask students to think about other kinds of errors they make and to add these to the checklist.

English Learners

Have students work with partners who are fluent in English for the proofreading activities.

School-Home Connection student pages 133–134

These pages provide quick, fun activities that review and reinforce the skills and concepts taught in Unit 4. You might utilize the **School-Home Connection** pages in one of the following ways:

- Ask students to take the pages home, choose one or two activities to do, and then ask their parents to sign and return the pages.
- Send the pages home without asking that they be returned.
- Ask students to do one activity at school and then send the pages home.

Review

Pronouns (Numbers in parentheses identify related lessons.)

Circle each boldfaced word that is a subject pronoun. Underline each boldfaced word that is an object pronoun. (1–4)

Barney Oldfield brought speed to racing. **He** ⁽³⁷⁾ was the first person to drive a car one mile per minute. In 1902 Henry Ford built a race car for **him** ⁽³⁷⁾. Oldfield drove **it** ⁽³⁷⁾ in Detroit and won his first race in that car. In 1910 **he** ⁽³⁷⁾ set a world speed record of 131 mph.

Circle the correct pronoun or pronouns in parentheses.

5. Last weekend Grandma and Grandpa took my sister and (I/me) to the drag races. (37, 38)
6. They told (her and me/me and her) how they first became interested in drag racing. (37, 38)
7. She and (he/him) went to see Shirley "Cha-Cha" Muldowney race in 1969. (37, 38)

Verbs

Circle the correct form of each verb in parentheses.

8. "Shirley Muldowney (was/were) one of the first female race car drivers," Grandpa added. (40)
9. "Many people (was/were) fans of Shirley," Grandma said. (40)
10. "I still (has/have) articles about her performance at the 1971 Hot Rod Nationals in my scrapbook," Grandma said. (41)
11. In the past I (collect/collected) toy race cars. (41)
12. Now I frequently (sketch/sketched) race cars of my own design. (41)
13. Tomorrow at this time I (was meeting/will be meeting) a race car driver. (42)
14. This driver (was driving/is driving) a Porsche in races last year. (42)
15. Right now she (is planning/was planning) to join a different racing team. (42)
16. Before last Sunday I never (have expected/had expected) such a wonderful opportunity. (43)
17. By next Sunday I (have talked/will have talked) with one of the most skillful race drivers in the world! (43)

Name _____

In each sentence, mark an X through the verb that makes an inappropriate time shift.
Write the correct form of that verb on the line.

18. My brother writes a blog about auto racing, and every Friday he ~~presented~~ a summary of recent race results. presents (45)
19. Last week I gathered information for my brother, and he ~~uses~~ it in the blog. used (45)

Negatives

Possible answers appear below. Accept all reasonable responses.

Rewrite each sentence so it has only one negative term.

20. Great race car drivers never do nothing foolish. Great race car drivers never do anything foolish. (46)
21. None of them would never drive no unsafe car in a race. None of them would ever drive an unsafe car in a race. (46)
22. On freeways, many drivers don't pay no attention to what they're doing. On freeways, many drivers don't pay any attention to what they're doing. (46)

Adjectives and Adverbs

Complete each sentence by writing the correct form of the adjective or adverb in parentheses.

23. A person who has a new car drives the most carefully (48) of all. (carefully)
24. Bruce's hot rod is noisier (47) than his brother's sedan. (noisy)
25. After reading about different models, Gord decided that the new Remarka was the safest (47) car of all. (safe)
26. Gord believes the Remarka is prettier (47) than the Afforda. (pretty)
27. He was surprised to learn that the Remarka handles more precisely (48) than the Afforda. (precisely)
28. Dan's car is the quietest (47) of all. (quiet)

Spelling Practice

Grammar Rules!

Homophones are words that sound the same but have different spellings and meanings, such as *waist* and *waste*. Homophones can be confusing. You will need to pay attention to the context of the sentence or use a dictionary to choose the correct spelling when writing homophones.

Try It! Read the sentences and answer the questions.

- It is a good idea to have the **brakes** of your car inspected.
- You don't want to be stuck on the road if something **breaks**.

Which sentence has a boldfaced word that means "stops working properly"? **b**

Which sentence has a boldfaced word that means "parts that cause a machine to stop"? **a**

Words in Context

Write the word that best completes each sentence. Use a dictionary if you need help.

capitol principal coarse vein capital course principle vain

- The **principal** makes the school announcements each morning.
- This scientific theory is based on one simple **principle**.
- The **coarse** fabric of this shirt is uncomfortable.
- It was a nice day to be playing on the golf **course**.
- I could see the blue **vein** in her wrist.
- A **vain** person is very concerned with his or her looks.
- The state's **capitol** building has a dome.
- Topeka is the **capital** of Kansas.

Name _____

Pattern Practice

Circle the homophone in parentheses that best completes each sentence.

9. My cat has gained too much (wait/weight) and needs to go on a diet.
10. Sara brushed her horse and put on its (bridle/bridal.)
11. Are you (aloud/allowed) to come to the movies with us?
12. Matt couldn't believe he forgot to put the (flower/flour) in the cake.

Write each homophone next to its meaning. Use a dictionary if you need help.

colonel kernel pedal naval through peddle threw navel

13. ride a bike pedal
14. sell something peddle
15. related to sailing naval
16. a physical feature on the stomach navel
17. a military rank colonel
18. a grain of corn kernel
19. tossed something threw
20. finished through

Use Your Dictionary!

Complete each homophone pair. Check your spellings in a dictionary.

21. c y mb a l, a musical instrument
s y mb o l, something that stands for something else
22. v e ry, really
v a ry, to change

Proofreading Practice

Read this report about race car driver Kelly Sutton and find the mistakes. Use the proofreading marks below to show how each mistake should be fixed. Use a dictionary to check and correct spellings.

Proofreading Marks

Mark	Means	Example
⊙	add a period	Kelly Sutton is a NASCAR driver.⊙
/	make into a lowercase letter	Kelly Sutton is a NASCAR /Driver.
↗	take away	Kelly Sutton she is a NASCAR driver.
^	add	Kelly Sutton ^{is} a NASCAR driver.
Ⓢ	fix spelling	Kelly Sutton is a NASCAR [Ⓢ] dryver.

Kelly Sutton: NASCAR Driver

Kelly Sutton grew up wanting to be a race car driver. Like her grandfather and her father. When Kelly ^{was} sixteen, doctors gave her father and ~~she~~ ^{her} some bad news. They said Kelly had multiple sclerosis, or MS. That disease attacks the nervous system ~~most~~ ^{more} vigorously than many other illnesses do. People with MS may have trouble controlling their movements. The disease can get ~~badder~~ ^{worse} over time. Some people with MS must use wheelchairs.⊙

Kelly Sutton was determined to pursue her goals. She would not let ~~nothing~~ ^{anything} keep her down. She told her father she still wanted to drive a race car. She ~~begin~~ ^{began} racing when she was nineteen years old. She proved herself to be a skillful driver, and she worked hard to get even better. Her [Ⓢ]determanation paid off. She became a NASCAR racer, just as ~~her~~ ^{she} had hoped. Sometimes she has to take time off because of her illness. As soon as she can, ~~tho~~ [Ⓢ], she returns to the track.

When she isn't busy racing, Kelly helps other people with MS. She tells ~~they~~ ^{them} about treatment options. She and ~~them~~ ^{they} share experiences. Kelly ~~want~~ ^{wants} people with MS to know that they can make their dreams come true. ~~Me and you~~ ^{You and I} can learn much from this inspiring person.

Name _____

Proofreading Checklist

Titles

You can use the list below to help you find and fix mistakes in your own writing. Write the titles of your own stories or reports in the blanks on top of the chart. Then use the questions to check your work. Make a check mark (✓) in each box after you have checked that item. **Answers will vary.**

Have I used subject pronouns correctly? (I, you, he, she, it, we, they)				
Have I used object pronouns correctly? (me, you, him, her, it, us, them)				
Have I used progressive and present perfect tenses correctly?				
Do the subject and verb agree in every sentence?				
Have I used comparative and superlative forms of adverbs and adjectives correctly?				
Have I avoided extra negatives?				

Also Remember...

Does each sentence begin with an uppercase letter?				
Does each sentence end with the right mark?				
Did I use a dictionary to check and correct spellings?				
Have I used commas correctly?				

Your Own List

Use this space to write your own list of things to check in your writing.

School-Home Connection

In Unit 4 of *Grammar, Usage, and Mechanics*, students are learning how different kinds of words are used in sentences. The activities on these pages give extra practice with some of the concepts they are learning. You can help reinforce the information your child is learning in school by choosing one or more activities to complete at home.

Guess What? (Subject and Object Pronouns)

Have your child think of an object that is familiar to both of you. Then have your child write three sentences about that object using pronouns; ask him or her not to tell what the object is.

Example Aunt Sarah gave **it** to **you**. You wear **it** on your wrist. **It** ticks.

Read the sentences and guess what the secret object is. After you have guessed, work with your child to circle each pronoun he or she used.

Capture the Caption (Forms of Be)

With your child, flip through old magazines or a family photo album. Have your child select three or four pictures and write captions for them using forms of the verb *be*, such as *am*, *is*, *are*, *was*, or *were*.

Example Grandma **is** in front of the piano.
All the kids **are** in the kitchen.

Interview (Pronouns in Pairs)

Have your child interview you (or another adult) about what you did with your best friend when you were in the fifth grade. Encourage your child to take notes during the interview. Then have your child write four sentences describing what you and your friend did, using pronouns in some of the sentences.

Example Mom and Greta were best friends.
She and Mom used to play on the soccer team together.

Read the completed sentences together to make sure the pronouns have been used correctly.



Name _____

Silly Sentences (Subject-Verb Agreement)

Work with your child to think of three subjects, three verbs, and three locations.
(Or, use the list below.) Write these in three columns, like this:

A bright red apple	roll	the sky
Three blue bikes	skid	the barn
The gray clouds	twist	the aisle

Then have your child choose one word or phrase from each column and write a sentence.

Example A bright red apple rolls down the aisle.

What's Wrong with These Recipes? (Negatives)

Look at the first list of ingredients with your child. Then look at the second list, and talk together about the ingredients missing in the second list. Have your child use negatives to write sentences about the missing ingredients. Make sure each sentence has only one negative word. Negatives include *no*, *not*, *nothing*, *none*, *never*, *nowhere*, and *nobody*.



Banana Muffins

Butter
Sugar
2 eggs
3 ripe bananas
Flour
Baking soda
Salt

Banana Muffins

Butter
2 eggs
Flour
Baking Soda
Salt

Compare/Contrast (Comparative and Superlative Adjectives)

Have your child think of something that both of you have, such as a jacket, a closet, a hairbrush, or a bicycle. Then have your child write three sentences comparing the two things.

Example Your closet is bigger than mine. My closet is messier than yours.

In each sentence, have your child underline the word that compares.

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Pretest



TEST TIP: Be sure to fill in the whole circle on the answer sheet.

(Numbers in parentheses identify related lessons.)

Read each item carefully. Fill in the circle next to the best answer.

1. Read this sentence.

When my dad saw me in the stands, he waved.

Which word in the sentence is an object pronoun? (37)

- ☐ A my
- ☐ B dad
- ☒ C me
- ☐ D he

2. Read each sentence. Look at the underlined word. Which sentence is written **incorrectly**? (38)

- ☒ A My dad takes my sister and I to the racetrack.
- ☐ B He and my uncle are part of a pit crew.
- ☐ C My sister and I are learning about auto mechanics.
- ☐ D You may see her or me in a pit crew someday.

3. Read each sentence. Look at the underlined verb. Which sentence is **not** correct? (39)

- ☐ A Drivers on a track always have smooth pavement ahead.
- ☒ B An off-road race for trucks test the drivers' reflexes.
- ☐ C Only durable vehicles enter this type of race.
- ☐ D A long race on dirt roads punishes vehicles and drivers.

4. Read each sentence. Look at the underlined verb. Which sentence is **not** correct? (40)

- ☐ A That screeching noise is a warning.
- ☐ B Your car's brake pads are ready for replacement.
- ☐ C The mechanics in this shop are skillful.
- ☒ D Repairs on an auto is never cheap.

5. Read this sentence.

My mom ____ our old car last Saturday.

Which verb would complete the sentence correctly? (41)

- ☐ A sells
- ☐ B will sell
- ☒ C sold
- ☐ D has sold

6. Read this sentence.

By this coming Friday Monica ____ her new midget racer.

Which verb would complete the sentence correctly? (42)

- ☐ A was piloting
- ☐ B is piloting
- ☐ C are piloting
- ☒ D will be piloting

7. Read this sentence.

So far she _____ only go-karts.

Which verb would complete the sentence correctly? (43)

- ☐ A had driven
- ☒ B has driven
- ☐ C have driven
- ☐ D will have driven

UNIT 4 Pretest

Name _____

Read each item carefully. Fill in the circle next to the best answer.

8. Read this sentence.

By next Tuesday evening the trucking company ____ her midget racer.

Which verb would complete the sentence correctly? (44)

- ☐ A had delivered
- ☐ B has delivered
- ☐ C have delivered
- ☒ D will have delivered

9. Read this sentence.

Today's resourceful teenagers find several ways to earn money, and they have saved most of the money they earn.

How should this sentence be changed to make it correct? (45)

- ☐ A The verb *find* should be changed to *will find*.
- ☒ B The verb *have saved* should be changed to *save*.
- ☐ C The verb *have saved* should be changed to *saved*.
- ☐ D No change should be made. The sentence is correct as written.

10. Read each sentence. Which sentence has too many negatives? (46)

- ☒ A There isn't no room for any more decals on that car!
- ☐ B I don't think it's possible to count all the decals.
- ☐ C No one knows what that decal stands for.
- ☐ D I would never drive a car covered with ads!

11. Read this sentence.

My model racecar is ____ than my cousin's new model racecar.

Which choice would complete the sentence correctly? (47)

- ☐ A beautifuler
- ☒ B more beautiful
- ☐ C beautifullest
- ☐ D most beautiful

12. Read this sentence.

This car uses fuel the ____ of any car I've tested.

Which choice would complete the sentence correctly? (48)

- ☐ A more efficient
- ☐ B more efficiently
- ☐ C most efficient
- ☒ D most efficiently

13. Read this sentence.

My brother and I bring our car magazines with us on vacation.

Which word in the sentence is an object pronoun? (37)

- ☐ A I
- ☐ B our
- ☐ C magazines
- ☒ D us

Read each item carefully. Fill in the circle next to the best answer.

14. Read each sentence. Look at the underlined word. Which sentence is written **incorrectly**? (38)

(A) Tara and I went to a drag race with her parents.
 (B) The noise didn't bother Tara or I.
 (C) Tara shared her snack with her parents and me.
 (D) She and her parents knew which cars would be the fastest.

15. Read each sentence. Look at the underlined verb. Which sentence is **not** correct? (39)

(A) Drivers in this class learn racing techniques.
 (B) The instructor demonstrates the correct position for hands on the steering wheel.
 (C) The eyes of a racecar driver looks ahead, to the sides, and in the mirrors.
 (D) Any race with other cars requires concentration on the part of the driver.

16. Read each sentence. Look at the underlined verb. Which sentence is **not** correct? (40)

(A) A slick tire is unsafe in wet weather.
 (B) An inspection of your tires are a good idea.
 (C) Two tires on my car were bald.
 (D) Fortunately, a tire sale was in progress.

17. Read this sentence.

In the future, Brian ____ better care of his car.

Which verb would complete the sentence correctly? (41)

(A) will take
 (B) takes
 (C) took
 (D) has taken

18. Read this sentence.

Right now sunlight ____ on the track, but soon dark clouds will darken the sky.

Which verb would complete the sentence correctly? (41)

(A) shines
 (B) shine
 (C) shone
 (D) will shine

19. Read this sentence.

Grandpa ____ a tire when we arrived.

Which verb would complete the sentence correctly? (42)

(A) is changing
 (B) are changing
 (C) was changing
 (D) will be changing

UNIT 4 Pretest

Name _____

Read each item carefully. Fill in the circle next to the best answer.

20. Read this sentence.

Aunt Jill _____ an electric car because she wants to reduce her carbon footprint.

Which verb would complete the sentence correctly? (43)

- ☐ A had bought
- ☒ B has bought
- ☐ C have bought
- ☐ D will have bought

21. Read this sentence.

Before yesterday I never _____ in an electric car.

Which verb would complete the sentence correctly? (44)

- ☒ A had ridden
- ☐ B has ridden
- ☐ C have ridden
- ☐ D will have ridden

22. Read this sentence.

Jill read an article about carbon dioxide in the atmosphere, and she decides to buy a zero-emission vehicle.

How should this sentence be changed to make it correct? (45)

- ☐ A The verb *read* should be changed to *reads*.
- ☐ B The verb *decides* should be changed to *decide*.
- ☒ C The verb *decides* should be changed to *decided*.
- ☐ D No change should be made. The sentence is correct as written.

23. Read each sentence. Which sentence has too many negatives? (46)

- ☒ A I haven't never ridden in such a big car!
- ☐ B I don't think it will fit in our garage.
- ☐ C It isn't easy to drive a big car on a narrow road.
- ☐ D Nobody in our neighborhood owns a car this size.

24. Read this sentence.

Enrique's soap box racer has the _____ time of all, but he is still proud of it.

Which choice would complete the sentence correctly? (47)

- ☐ A slower
- ☐ B more slow
- ☒ C slowest
- ☐ D most slow

25. Read this sentence.

Clete drives _____ now than he did last year.

Which choice would complete the sentence correctly? (48)

- ☐ A more careful
- ☒ B more carefully
- ☐ C most careful
- ☐ D most carefully

Lesson 37

Circle each boldfaced word that is a subject pronoun.
Underline each boldfaced word that is an object pronoun.

1. Yesterday **I** helped my grandmother clean out her attic. **It** was full of interesting things.
2. My grandfather died a long time ago. **We** found an old photo of him.
3. **He** was wearing a naval uniform in the picture, and he looked handsome to us.
4. Grandmother gave the photo to me. **She** said she had another copy in her album.
5. **We** dragged a huge trunk out from behind some boxes. Inside it **we** found a pile of old-fashioned clothes.
6. **They** had plastic wrapped around them. **They** were perfectly preserved.
7. There was a kimono my grandfather had brought back with him from Japan. **He** visited Asia in the 1970s.
8. **I** unwrapped a beautiful blue evening gown that had been my grandmother's. I asked her if she would try it on.
9. **She** laughed and said that none of the dresses would fit her anymore.
10. We wrapped up the dresses and put them back in the trunk. Grandmother said that when **I** was big enough, they would belong to me.

Lesson 38

Circle the correct pronoun in each pair.

1. Laney and (me/I) made a treasure hunt for my little brother and sister.
2. We drew chalk maps on the sidewalk for him and (she/her) to follow.
3. My little sister is a good treasure hunter, so Laney and (I/me) had to make her clues hard.
4. My little brother is only four, so I helped (he/him) with the clues.
5. (He/Him) and I walked all over the yard, following clues.
6. My little sister and Laney worked as a team, competing against my brother and (me/I).
7. When my brother and sister got close to the treasure, Laney and (me/I) stopped helping.
8. They begged Laney and (me/I) to give away the last few clues, but we held firm.
9. Finally, she and (him/he) decided to help each other find the treasure.
10. They thanked Laney and (me/I) when they found out that the treasure was a big bag of popcorn.

Posttest

Read this text and answer the questions on the next page.

Escaping the Dust

1 "Do we really have to leave, Papa?" I asked. The old car
2 was packed to the gills with all our belongings. My little sister Kay
3 sat quietly in the back seat beside a frying pan and a pile of sheets.
4 Her silence was strange. She was only three, but she seems to
5 understand how sad and serious this day was for us.
6 It were the summer of 1935. The drought had ruined yet
7 another year's crops. We had see so many dust storms blow
8 through our tiny Oklahoma town that they were now a grim fact
9 of life instead of a rare event. It's hard to explain just how terrible
10 a dust storm is. A dark, sinister cloud—the darker cloud you've
11 ever seen—appears on the horizon. Then you have only minutes
12 to take shelter and shut all the doors and windows as tightly as
13 possible. Day turns into night as the dust blocks the sun. Then
14 the dust works its way into every possible crack and crevice of
15 your house. It coats the floor, the furniture, and the dishes. It
16 covers your clothes and skin. You taste the grit in your mouth.
17 "There's not nothing left for us here, Liza," Papa replied.
18 "The wheat is failing again. The land has nothing left to give."
19 California sounded like a paradise where a farmer could
20 earn a good living. We have no choice but to head west.

UNIT 4 Posttest Name _____

Read each item carefully. Fill in the circle next to the best answer.

(Numbers in parentheses identify related lessons.)

1. What change, if any, should be made to the underlined words in lines 4–5? (41, 45)
☐ A NO CHANGE
☒ B but she seemed
☐ C but she is seeming
☐ D but she will seem
2. What change, if any, should be made to the underlined words in line 6? (39, 40)
☐ A NO CHANGE
☒ B It was the
☐ C It be the
☐ D It is the
3. What change, if any, should be made to the underlined words in lines 7–9? (43, 44)
☐ A NO CHANGE
☐ B We will have seen
☐ C We have seen
☒ D We had seen
4. What change, if any, should be made to the underlined words in lines 10–11? (47, 48)
☐ A NO CHANGE
☒ B the darkest cloud
☐ C the more dark cloud
☐ D the most darkly cloud
5. What change, if any, should be made to the underlined words in line 13? (39, 41)
☒ A NO CHANGE
☐ B Day turn into
☐ C Day turned into
☐ D Day have turned into
6. What change, if any, should be made to the underlined words in line 17? (46)
☐ A NO CHANGE
☐ B There's anything left
☐ C There's nothing not left
☒ D There's nothing left
7. What change, if any, should be made to the underlined words in line 18? (41, 42)
☒ A NO CHANGE
☐ B wheat had been failing
☐ C wheat was failing
☐ D wheat is failed
8. What change, if any, should be made to the underlined words in line 20? (41, 45)
☐ A NO CHANGE
☐ B We has no
☒ C We had no
☐ D We are having no

Read each item carefully. Fill in the circle next to the best answer.

9. Read the following sentences.

Today, Dad made lunch for _____. We had turkey sandwiches and apple slices.

Which words best complete the first sentence? (38)

- ☐ A Kevin and I
- ☒ B Kevin and me
- ☐ C me and Kevin
- ☐ D I and Kevin

10. Read the following sentences.

The librarian gave Jason a stern look. She told him to keep his voice down.

What kind of pronoun is underlined? (37)

- ☐ A subject
- ☐ B reflexive
- ☐ C indefinite
- ☒ D object

11. Read the following sentences.

Delaware is known as The First State. It _____ the first state to approve the U.S. Constitution in 1787.

Which form of the verb **be** best completes the second sentence? (39, 40)

- ☐ A is
- ☐ B are
- ☒ C was
- ☐ D were

12. Read the following paragraph.

[1] Last week, the class wrote poems about nature. [2] Li Min enjoyed the assignment because she loves poetry. [3] Li Min will not have as much fun writing nonfiction.

Where is the best place to add the following sentence? (41)

Next week, the class will begin their research reports.

- ☐ A Before sentence 1
- ☐ B After sentence 1
- ☒ C After sentence 2
- ☐ D After sentence 3

13. Read the following sentences.

Katie has been given the lead in the school musical. She _____ a girl who is lost in a forest.

Which word or words best complete the second sentence? (41, 42)

- ☐ A played
- ☐ B was playing
- ☐ C play
- ☒ D will be playing

14. Read the following sentences.

Martha's aunt has worked at the hospital for ten years. She runs medical tests in the lab.

What verb form is underlined? (42–44)

- ☐ A past progressive
- ☐ B present progressive
- ☐ C past perfect
- ☒ D present perfect

UNIT 4 Posttest Name _____

Read each item carefully. Fill in the circle next to the best answer.

15. Read the following sentences.

By the time this day is over, the troop _____ almost six miles. They will be ready for a rest.

Which verb best completes the first sentence? (42–44)

- ☐ A had hiked
- ☒ B will have hiked
- ☐ C was hiking
- ☐ D will be hiking

16. Read the following sentences.

Kirsten _____ she knew in the crowd. She felt totally alone.

Which words best complete the first sentence? (46)

- ☐ A didn't see no one
- ☒ B didn't see anyone
- ☐ C didn't not see anyone
- ☐ D didn't see none

17. Read the following paragraph.

[1] Abraham Lincoln was born in Kentucky in 1809. [2] Though he grew up on the frontier, he still found time to read. [3] He becomes a lawyer in 1836. [4] He was elected president of the United States in 1860.

Which sentence contains an incorrect verb tense? (45)

- ☐ A Sentence 1
- ☐ B Sentence 2
- ☒ C Sentence 3
- ☐ D Sentence 4

18. Read the following sentences.

Jenny dove deeper into the lake than Harry did. She found a shiny pebble at the bottom.

What kind of word is underlined? (47, 48)

- ☐ A comparative adjective
- ☐ B superlative adjective
- ☒ C comparative adverb
- ☐ D superlative adverb

19. Read the following sentences.

This is the _____ intersection in town. There have been two accidents here just this week.

Which word or words best complete the first sentence? (47, 48)

- ☐ A dangerouser
- ☐ B more dangerous
- ☒ C most dangerous
- ☐ D dangerest

20. Read the following sentences.

[1] Today's soccer practice was long and hard. [2] Faye was never happier to see her own bed. [3] She dropped her backpack on the floor. [4] She leapt into her bed.

What is the best way to combine sentences 3 and 4? (3)

- ☐ A She dropped her backpack on the floor after she leapt into her bed.
- ☒ B She dropped her backpack on the floor and leapt into her bed.
- ☐ C She dropped her backpack on the floor, and leapt into her bed.
- ☐ D She dropped her backpack on the floor while leaping into her bed.

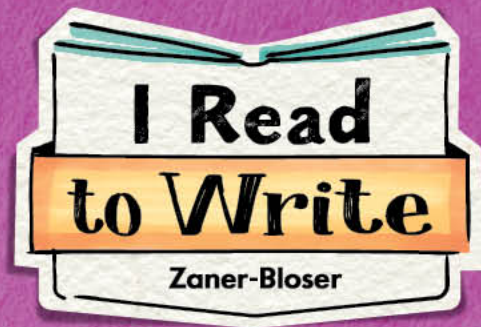
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