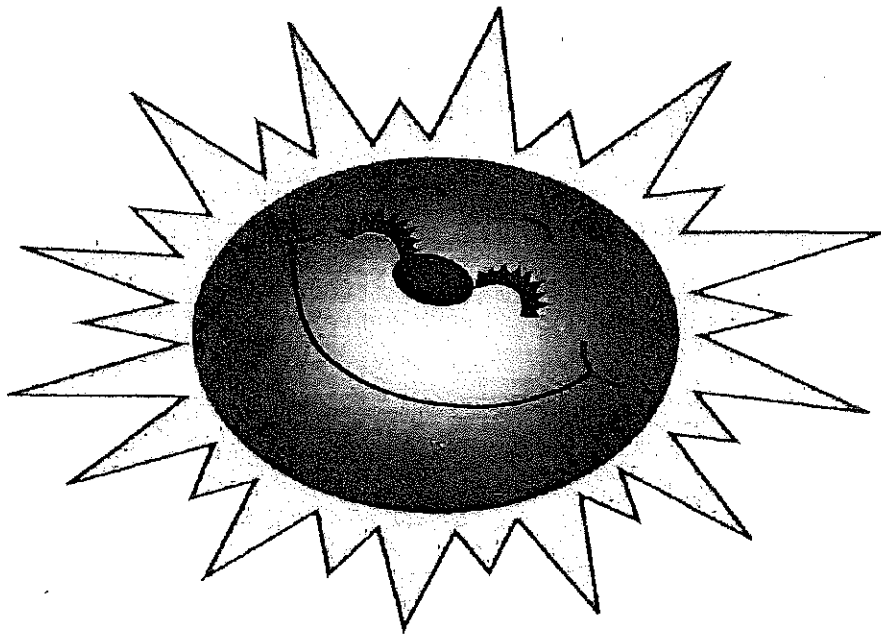


Summer Review Packet

In Preparation for 6th Grade



The following packet is created to serve as a review of your fifth grade year. By completing the attached problems, you will continue to practice concepts that you have already learned. You will also sharpen your basic skills. Complete the following packet this summer, and return it to your homeroom teacher on the first day of school.

Nouns

2a. A *noun* is a word or word group that is used to name a person, a place, a thing, or an idea.

PERSONS Maya Angelou, Mr. Johnson, firefighters, audience

PLACES hospital, library, classroom, New Zealand

THINGS dolphin, burritos, 1776, Big Dipper

IDEAS joy, faith, freedom, destiny

EXERCISE A Underline the nouns in each of the following sentences. Hint: The number in parentheses indicates the number of nouns in each sentence.

Example 1. (3) Thomas Hooker has been called the father of American democracy.

1. (4) Thomas Hooker immigrated to the Massachusetts Bay Colony in 1633 to find religious freedom.
2. (3) Disagreements with the religious leaders of the colony soon developed.
3. (5) Hooker and several followers carved out a new, independent settlement nearby, which eventually became Hartford, Connecticut.
4. (5) He supported the right of the people—not just the members of the church—to vote for their judges.
5. (3) He explained his beliefs in a book published in 1648.

EXERCISE B Underline the nouns in the following sentences.

Example 1. This past summer, Joey and his sister Dawn took a photography class.

6. On the first day, Mr. Armstrong went around and demonstrated how to use the various cameras.
7. Each camera had at least one mysterious button that had to be explained.
8. After this first lesson, the class learned about composition.
9. Mr. Armstrong displayed his best photos, and Dawn was impressed and inspired.
10. The next class was a field trip to the San Diego Zoo.
11. Joey got a great shot of a howler monkey showing its teeth.
12. Dawn, who adores koala bears, was determined to get a picture to put on her wall.
13. Waiting patiently, Dawn finally caught a koala bear that was looking in her direction.
14. Joey wanted to see the photos right away, so his dad dropped off the film at the drugstore.
15. Dawn bought a shiny silver frame for the koala picture that now hangs over her desk.

Pronouns and Antecedents

2h. A *pronoun* is a word used in place of one or more nouns or pronouns.

The word that a pronoun stands for is called its *antecedent*.

EXAMPLE **Arlon** wanted snapshots, but **he** did not have **his** camera handy. [The pronouns *he* and *his* refer to the antecedent *Arlon*.]

Sometimes a pronoun's antecedent is not stated.

EXAMPLE. The teacher asked **everyone** to bring in art supplies for the project. [The pronoun *everyone* has no stated antecedent.]

EXERCISE For each of the following sentences, identify each pronoun and its antecedent. Underline every pronoun once and its antecedent twice. Some of the pronouns do not have stated antecedents. If a pronoun has no stated antecedent, write *NSA* above the pronoun.

Example 1. Parker brought her tap shoes to the party, but she did not dance.

1. The gazelles came down to the stream, but they did not drink.
2. Dean and Jim decided to pool their resources and buy a video camera.
3. Debra set up an easel and a palette, and then she began to paint.
4. Don't play the piano; it needs tuning.
5. Are you going to the library?
6. After seeing three more movies, Paula decided that she liked Harrison Ford after all.
7. The crowd lifted their voices in song as the team took the field.
8. Somebody answer the phone, please.
9. Mariella posted a Stephen Crane poem on her Web site.
10. George told Mary that he would love to see the film.
11. On his trip to India, Steve Decker was attacked by a cow.
12. Sandrine signed her name inside the book's front cover.
13. No one knew who brought the banana bread to the potluck dinner.
14. Carla called out, "The red bass guitar is mine!"
15. The day Dave didn't use his sunblock, he got badly sunburned.
16. "See that painting on the far wall? Jane knows the woman who painted it."
17. As the cattle came through the gate, some headed for the barn, but most stayed in the yard.
18. If that is the pen Randy wants, why doesn't Brad buy it?
19. Steve invited us to his house to watch his favorite show on television.
20. These are the flowers I was talking about; aren't they beautiful?

The Verb

3a. A *verb* is a word that expresses action or a state of being.

EXAMPLES We **looked** through the telescope and **observed** the comet.
The night sky **was** cloudy, so we **were** unable to see the comet clearly.

EXERCISE A Underline the verb in each of the following sentences.

Example 1. The ducks swam in the lake.

1. A lady threw bread to the ducks.
2. Several birds flew by.
3. The sky was bright blue.
4. We saw a beautiful sea gull.
5. One of the ducks made a strange noise.
6. She called her ducklings to her.
7. We took a photograph of the ducks and birds.
8. My sister identified the duck.
9. This one is a Muscovy.
10. We learned the names of all the ducks.

EXERCISE B Underline the verb in each of the following sentences.

Example 1. Mary Ellen has three cats.

11. My father traveled to Easter Island last year.
12. She sliced an onion for the stew.
13. Bring your beach towel with you on the picnic.
14. Is that a sandhill crane?
15. Lyle and Tector walked across the village.
16. Michele is a very good singer.
17. The fox watched the chickens from the other side of the fence.
18. Michael spread the blanket over the bed.
19. These horses are the prettiest in the herd.
20. Orange juice dripped all over the floor.

Adjectives and Articles

2p. An *adjective* is a word used to modify a noun or a pronoun.

An adjective modifies a word by telling *what kind, which one, how much, or how many*.

EXAMPLES Mr. Cruz collects **Egyptian** art. [What kind of art?]

Sara won **first** prize. [Which prize?]

Do you have **enough** money for the tickets? [How much money?]

Our computer club has **fifty-seven** members. [How many members?]

An adjective may come before or after the word it modifies.

EXAMPLES The **soccer** players, **confident** and **enthusiastic**, were **ready** to begin the game.

The most frequently used adjectives are the *articles a, an, and the*.

EXERCISE A In each sentence below, underline all of the adjectives, including the articles *a, an, and the*.

Example 1. Jenny Lind was a popular Swedish singer with a beautiful voice.

1. Jenny Lind starred in several operas and gained great renown in European cities.
2. At the absolute height of a brilliant career, she stopped performing in operas.
3. In 1849, the talented diva gave up an operatic career and began planning a concert tour.
4. From 1850 to 1851, Lind gave ninety-three concerts for the American public.
5. This extraordinary performer delighted audiences for fifty-three years.

EXERCISE B In each of the following sentences, underline all the adjectives except the articles *a, an, and the*. Then, draw an arrow from each adjective to the word it modifies.

Example 1. President Thomas Jefferson gave two American explorers a difficult assignment.

6. These bold explorers were Meriwether Lewis and William Clark.
7. They were to explore the uncharted lands to the west of the Mississippi River.
8. The long and arduous expedition began in St. Louis, Missouri, in 1804.
9. They made their winter camp in what is now North Dakota.
10. During that winter a Shoshone woman, Sacagawea, joined the expedition.
11. Her name translates into the English language as "Bird Woman."
12. Sacagawea and her husband, a French-Canadian trader, accompanied the explorers through a large portion of the West.
13. As an interpreter of native languages, Sacagawea was helpful to the expedition.
14. The group, daring and resourceful, surmounted many obstacles.
15. The two-year journey was successful.

The Adverb

3b. An **adverb** is a word that modifies a verb, an adjective, or another adverb.

An adverb tells *where, when, how, or to what extent (how much or how long)*.

EXAMPLES. The popularity of television grew **slowly**. [*Slowly* modifies the verb *grew*, telling *how*.]
 Some people were **rather** pessimistic about the future of television. [*Rather* modifies the adjective *pessimistic*, telling *to what extent*.]
 Others had believed **quite strongly** in its potential. [*Quite* modifies the adverb *strongly*, telling *to what extent*. *Strongly* modifies the verb *had believed*, telling *how*.]

EXERCISE For each of the following sentences, underline the adverb(s).

Example 1. The contestants arrived surprisingly early.

1. Each skater practiced nearby.
2. The fans waited impatiently.
3. The skaters moved quite gracefully.
4. One skater seemed very nervous.
5. She stopped practicing rather early.
6. She sat silently and waited.
7. Her coach came quickly to see her.
8. He calmly encouraged her.
9. She began to skate quite skillfully.
10. Another skater moved somewhat reluctantly.
11. He timidly approached his coach.
12. His coach whispered softly to him.
13. The skater nodded enthusiastically.
14. He began to feel surprisingly confident.
15. He performed exceedingly well.
16. Then several other skaters danced.
17. Other skaters spun extremely well.
18. The fans applauded approvingly.
19. The judges decided the scores quickly.
20. The competition was unusually successful.

Adverb or Adjective?

Many adverbs end in *-ly*. However, some words ending in *-ly* can be used as adjectives. Remember: An *adverb* modifies a verb, an adjective, or another adverb by telling *where*, *when*, *how*, or *to what extent* (*how much* or *how long*). An *adjective* modifies a noun or a pronoun by telling *what kind*, *which one*, *how many*, or *how much*.

EXAMPLES Melissa writes **daily** in her journal. [The adverb *daily* modifies the verb *writes*, telling *when*.]

Her journal is a **daily** record of events in her life. [The adjective *daily* modifies the noun *record*, telling *what kind*.]

EXERCISE A Above each underlined word in the following sentences, write *ADJ* if the underlined word is an *adjective* or write *ADV* if the underlined word is an *adverb*.

Example 1. Comets ^{ADV} sometimes produce meteors.

1. Comets often contain large rocks.
2. The rocks inside comets are held together by icy material.
3. A comet that passes by the sun enough times steadily loses its icy material.
4. Rocky material and grains of dust remain near the head of the comet and in its orbit.
5. These rocks and dust grains sometimes enter the earth's atmosphere.
6. These particles in the earth's atmosphere can cause a spectacular shower.
7. Meteors don't come only from comets.
8. In fact, meteors resulting from other sources in space are quite common.
9. The only meteor I've ever seen was an awe-inspiring sight.
10. If you gaze into the night sky, you are likely to see one.

EXERCISE B Above each underlined word in the following sentences, write *ADJ* if the underlined word is an *adjective* or write *ADV* if the underlined word is an *adverb*.

Example 1. A new moon occurs ^{ADV} monthly.

11. The monthly appearance of the full moon is always welcome.
12. Padgett is a very friendly dog.
13. Our cat always seems lonely.
14. Mom gave me a timely reminder to visit the dentist.
15. The newspaper arrives daily at 8 A.M.

The Interjection

3e. An *interjection* is a word used to express emotion.

An interjection has no grammatical relation to other words in the sentence. Usually an interjection is followed by an exclamation point. Sometimes an interjection is set off by a comma or commas.

EXAMPLES **Hey!** Did you see those deer?
Well, we played hard and did our best.
 We could, **oh,** have a picnic.

EXERCISE A Underline the interjection in each of the following sentences.

Example 1. Wow! That movie was outstanding!

1. Ah, now I understand what to do.
2. Ouch! Another mosquito bit me.
3. Oh! What beautiful flowers those are!
4. Hey, we need to get ready, or we will be late.
5. Excellent! Let's go right away.
6. I like playing this computer game, but, gee, it is complicated.
7. Ugh! I should have caught that ball.
8. The team finally won a game. Hooray!
9. Well, Guido, what did you learn from the field trip to the aquarium?
10. What a spectacular fireworks display that was! Wow!

EXERCISE B In the blank provided in each of the following sentences, write an appropriate interjection and mark(s) of punctuation.

Example 1. Whew! I am tired.

11. _____ Let's go to the new water park.
12. _____ That is an excellent idea!
13. I should practice _____ for at least another hour.
14. _____ I forgot to return those library books.
15. What a cold day it is! _____

The Conjunction A

3d. A *conjunction* is a word used to join words or groups of words.

Coordinating conjunctions—*and, but, for, nor, or, so, and yet*—join words or groups of words that are used in the same way.

EXAMPLE Would you rather have shrimp **or** salmon for dinner?

Relative conjunctions are pairs of conjunctions that join words or word groups that are used in the same way. The relative conjunctions are *both . . . and, either . . . or, neither . . . nor, not only . . . but also, and whether . . . or*.

EXAMPLE **Both** Zina **and** Jada can play the mandolin.

EXERCISE A Underline the coordinating conjunction in each of the following sentences.

Example 1. The river flows through several states and empties into the Gulf of Mexico.

1. She didn't stay up too late, nor did she watch too much television.
2. The sun had risen, yet it was still too foggy to drive.
3. Arguments soon broke out, for the players had not agreed upon the rules beforehand.
4. The baby cried, so her mother comforted her.
5. Will you be taking the bus or riding your bike?
6. Terri picked the basketball, and Nikki picked the football.
7. I wanted to see the previews, but the movie had already started.
8. Rocco didn't think the joke was funny, yet he pretended to laugh.
9. He lifted the vase carefully, for he didn't want to break it.
10. Karin ordered a salad and a baked potato.

EXERCISE B For each of the following sentences, underline the relative conjunctions.

Example 1. The child wanted neither food nor water.

11. They took vacations not only in July, but also in December.
12. She will neither take a cab nor ride the bus.
13. The team couldn't decide whether to practice more or take a break.
14. Both the team captain and the coach thought that the competition went well.
15. We will see either the new French film or the popular German film.

The Preposition

- 3c.** A *preposition* is a word that shows the relationship of a noun or pronoun, called the *object of the preposition*, to another word.

A preposition that consists of more than one word is called a *compound preposition*.

EXAMPLES The leader **of** the scout troop led the scouts **out of** the woods. [*Troop* is the object of the preposition *of*, and *woods* is the object of the compound preposition *out of*.]

EXERCISE A Underline the prepositions in the following sentences.

Example 1. Before the hike, the scouts checked the supplies in their backpacks.

1. The scout troop went on a hike.
2. They climbed to the top of Mount Milligan.
3. The climb up the mountain was long and difficult.
4. They crossed over a stream and under fallen trees.
5. During the hike a few scouts went off the trail.
6. Boulders had fallen on the trail from a cliff.
7. They went either around the fallen rocks or between them.
8. There is a great deal of wildlife on the ground and under the brush.
9. On account of snakes, hikers should stay on the trail at all times.
10. The climb down the mountain took them in front of the lodge.

EXERCISE B Underline the compound preposition in each of the following sentences. Then, circle the object of the preposition.

Example 1. Lars and I decided to go to the library instead of the bookstore.

11. We found the biographies next to the mysteries.
12. The seasonal books were in front of them.
13. According to Mr. Wu, some books were not seasonal.
14. They were there because of a space problem.
15. I borrowed the Sue Grafton mystery in spite of its torn cover.
16. A bird book was the only book I liked aside from that.
17. I did not check out the World Series history on account of Lars.
18. Lars checked out that sports book along with a poetry collection.
19. As of last Friday, I had read ten books this month alone.
20. I read Richard Peck's latest novel in addition to Barbara Kingsolver's first book.

The Preposition

1f. A *preposition* is a word that shows the relationship of a noun or pronoun to another word.

The noun or pronoun that a preposition relates another word to is called the *object of the preposition*.

EXAMPLES I went **to** the new card shop **in** the mall. [The preposition *to* relates its object, *shop*, to the verb *went*. The preposition *in* relates its object, *mall*, to the noun *shop*.]

The card shop is located **next to** the bookstore. [The compound preposition *next to* shows the relationship of its object, *bookstore*, to the verb phrase *is located*.]

EXERCISE In the following sentences, underline each preposition and draw an arrow from the preposition to its object.

Example 1. I recently read about the origin of greeting cards.

1. In 1840, the British issued the first postage stamps.
2. Prior to this innovation, the recipient usually was responsible for the postage.
3. Thus, mail service was used mainly by the wealthy.
4. However, the new "penny post" made mail delivery affordable for most people.
5. Soon, people throughout Britain were sending each other greeting cards.
6. Greeting cards became popular in the United States also.
7. People bought Christmas cards and valentines from individual designers.
8. Joyce Hall, who earned a living with his picture postcards, founded a card company.
9. Over the years, Hall's company has grown into a successful business.
10. Today, in addition to Hall's company, many other card companies sell greeting cards.
11. Seemingly, there is a card for every occasion.
12. As I look through card racks, I am usually drawn to the humor section.
13. When I read the cover of a humorous card, I enjoy guessing what the funny verse inside the card will say.
14. During this past summer, my family got a computer.
15. Along with the computer came software that enables me to create greeting cards.
16. I sent the first birthday card I created to my pen pal in the Philippines.
17. Across the card's cover, I wrote *HAPPY BIRTHDAY!*
18. I replaced the *I* in *BIRTHDAY* with a picture of a candle.
19. Then I placed a cake under the words so that they all looked like decorations on it.
20. Inside the card was a funny verse amid small pictures of wrapped gifts.

for CHAPTER 5: THE PHRASE **Page 11**

The Prepositional Phrase

5b. A *prepositional phrase* includes a preposition, a noun or pronoun called *the object of the preposition*, and any modifiers of that object.

EXAMPLES up the Amazon River on a memorable trip
by themselves along with my family and me

EXERCISE A Underline the prepositional phrase(s) in each of the following sentences.

Example 1. For several years farmers in England found strange patterns throughout their grain fields.

- The first reports about the cause of these mysterious patterns appeared in 1978.
- In the middle of a field, the grain would be flattened in huge circles.
- Some people believed the circles in the fields were made by extraterrestrials.
- Many others throughout the country attributed the designs to rare weather conditions.
- Instead of circles, more elaborate designs appeared in 1990.
- Investigators said that no one had actually seen any of the patterns being formed.
- In 1991, the mystery may have been solved.
- The strange patterns could have been made by two pranksters as a practical joke.
- Since these two hoaxers' confessions, the number of occurrences of these strange patterns has declined significantly.
- Several books about the mysterious phenomenon were written during the 1980s and 1990s.

EXERCISE B Complete each of the following sentences by writing in the blank an appropriate prepositional phrase.

Example 1. The birthday gift from his parents surprised Mateo.

- _____ Mateo's parents bought him a pony.
- The pony had black patches _____.
- So Mateo said _____, "Let's call the pony Salt and Pepper."
- Mateo's father helped his son into the saddle, and Mateo rode _____.
- Then they led the pony _____ and gave it some fresh hay and water.

Prepositional Phrases

3b. A *prepositional phrase* includes a preposition, the object of the preposition, and any modifiers of that object.

EXAMPLES **at** the hobby shop
because of them

3c. The noun or pronoun in a prepositional phrase is called the *object of the preposition*.

EXAMPLE Is that a letter **from the Department of Education**? [The compound noun *Department of Education* is the object of the preposition *from*.]

EXERCISE A Underline the prepositional phrases in the following sentences. Then, circle the object of each preposition. Hint: Some sentences have more than one prepositional phrase.

Example 1. Stamp collecting involves citizens with their government.

1. What is the story behind a United States commemorative stamp?
2. A citizen submits to the Citizens' Stamp Advisory Committee an idea for a new stamp.
3. Members of this committee are artists, stamp collectors, and businesspersons.
4. First, the idea for the new design is approved by the committee.
5. Then, the idea is sent to the postmaster general.
6. Without the approval of these two parties, the stamp cannot be created.
7. The next step in the process is the selection of an artist.
8. The chosen artist gives the design to an artist from the Bureau of Engraving and Printing.
9. From this artwork, the bureau's artist completes the design of the stamp.
10. The new stamp will include the abbreviation for the United States of America, the price of the stamp, and a title that tells about the stamp.

EXERCISE B On the line provided, add at least one prepositional phrase to each of the following sentences. Circle the object of the preposition in each phrase you write.

Example 1. _____ At six o'clock in the morning _____, we began our road trip to Atlanta.

11. We had been traveling _____ for hours.
12. We had finally reached the state line _____.
13. _____ we were ready for lunch.
14. We stopped _____ to eat the sandwiches we had bought.
15. _____ we were quite comfortable.

Prepositional Phrases

3c. A *preposition* is a word that shows the relationship of a noun or pronoun, called the *object of the preposition*, to another word.

All together, the preposition, its object, and any modifiers of the object are called a *prepositional phrase*.

EXAMPLE Which flowers grow best **in this sandy soil**? [The prepositional phrase consists of the preposition *in*, the object *soil*, and the adjectives *this* and *sandy*.]

Do not confuse a prepositional phrase that begins with *to* (*to the game, to me*) with an infinitive that begins with *to* (*to read, to be heard*).

EXERCISE A For each of the following sentences, underline the prepositional phrase.

Example 1. Maya Angelou was born in St. Louis, Missouri.

1. Maya Angelou grew up in rural Arkansas.
2. Her career began with dance and drama.
3. Dr. Angelou is fluent in several languages.
4. Audiences throughout the United States have enjoyed Dr. Angelou's lectures.
5. Maya Angelou has also lectured in several foreign countries.
6. Dr. Angelou lived in Cairo, Egypt.
7. Dr. Angelou has also lived and taught in Ghana.
8. In 1969, Maya Angelou wrote an autobiographical novel.
9. She has made several appearances on television.
10. Dr. Maya Angelou's great works are respected around the world.

EXERCISE B For each of the following sentences, circle the preposition and underline the object of the preposition.

Example 1. Please don't run in the hallway.

11. This film takes place during the Depression.
12. I found my baseball glove underneath the bed.
13. In spite of the rain the band continued playing.
14. Everybody ran five laps around the track.
15. Is Santa Monica near the beach?

Preposition or Adverb?

Some words may be used as both prepositions and adverbs. To tell a preposition from an adverb, remember that a preposition always has a noun or pronoun as an object.

PREPOSITION We walked **around** the new civic center for several hours. [*Center* is the object of *around*.]

ADVERB As we walked **around**, we saw many unique exhibits. [*Around* modifies the verb *walked*, telling *where*.]

EXERCISE Above the underlined word in each sentence, write *PREP* if the underlined word is a *preposition* or write *ADV* if the underlined word is an *adverb*.

Example 1. Would you like to come ^{ADV} inside?

1. From atop the mountain, we looked below and saw the green fields.
2. The cat was sleeping under the blanket.
3. She crawled inside the box.
4. When they heard the noise, they began to look about.
5. Will the children be playing outside today?
6. The family lives near the lake.
7. The squirrel was frightened and ran off.
8. He wants to travel around the world.
9. We will wait until the prices go down.
10. Did you see the robin perched on the branch?
11. Come along, children.
12. Tobias ran down the stairs.
13. I fed the ducks that were crowded along the shore.
14. As soon as we reached the boat, we climbed aboard.
15. I had never traveled aboard a spaceship before.
16. Besides the time I went to New Delhi, I hadn't ever flown.
17. The airplane made a humming sound as it zoomed off the runway.
18. During the flight, I was served fruit.
19. A cluster of restless creatures murmured nearby.
20. Below, my classmates were probably doing grammar exercises.

Review C: Parts of Speech

EXERCISE In the following sentences, identify the part of speech of each underlined word or word group by writing above it one of these abbreviations:

N for noun

PRO for pronoun

ADJ for adjective

V for verb

ADV for adverb

PREP for preposition

CONJ for conjunction

INTER for interjection.

PREP

CONJ

Example 1. Australia is home to many unique species of plants and animals.

1. Thousands of wildflowers are native to Australia.
2. Among those species is a red-and-green wildflower called the kangaroo paw.
3. Its shape resembles that of a kangaroo's hind foot.
4. Other plants found in Australia include the especially fragrant honeyflower and the beautiful fuchsia.
5. With bright red blooms the spear lily commonly grows twelve feet tall.
6. Many different varieties of orchid thrive on the continent.
7. Oh, how delicate the lovely orchids are!
8. Across the continent grows the acacia, which is often called the wattle tree.
9. Early European settlers in Australia discovered that they could build walls and roofs by intertwining, or wattling, the flexible branches of the acacia.
10. Also growing throughout Australia is the eucalyptus, or the gum tree.
11. Eucalyptus leaves are the principal source of food for the koala.
12. The koala is a marsupial, an animal that has an external abdominal pouch for carrying and nursing its young.
13. In addition to the koala, more than forty kinds of kangaroo live in Australia.
14. One of the tallest species is the red kangaroo; much smaller are the wallaby and the rat kangaroo.
15. Among other Australian marsupials are the wombat, which resembles a small bear, and the bandicoot, which looks like a rat.
16. One of the most unusual mammals on the continent is the platypus.
17. The platypus is unlike most other mammals in that it lays eggs.
18. Australia also has many special birds, including the emu and the black swan.
19. Unlike most other birds, the emu cannot fly, but it can run very swiftly.
20. Wow! The black swan certainly looks powerful in flight!

Review B: Parts of Speech

EXERCISE In the following sentences, identify the part of speech of each underlined word or word group by writing above it one of these abbreviations:

N for noun

PRO for pronoun

ADJ for adjective

V for verb

ADV for adverb

PREP for preposition

CONJ for conjunction

INTER for interjection

Example 1. We ^{*ADV*} always have a good time when we ^{*V*} visit our grandparents in Texas.

1. My grandfather, a Texas rancher, loves dogs.
2. The porch of his ranch house ordinarily is full of dogs of all shapes and sizes.
3. My grandmother, who is fond of cats, has several big Persian cats.
4. They generally feel happiest inside the house because, outside, the dogs will chase them up the nearest tree.
5. Some of the smaller cats cannot climb back down, and a ranch hand must rescue them with a ladder.
6. "Whew, those dogs can be such a bother!" my grandmother exclaims.
7. Needless to say, the quiet cats and the playful dogs do not mix well.
8. Grandfather keeps the mischievous dogs away from the cattle.
9. Many of the steers angrily charge all dogs.
10. Grandfather's dogs usually stay inside the wooden fence, but occasionally they leave this safe place.
11. If they do wander near the cattle, the dogs are soon forced to retreat.
12. The dogs then return to their comparatively dull life inside the yard.
13. Frequent visits from us always delight them.
14. When the dogs see us, they wag their tails enthusiastically.
15. Generally, the excited dogs crowd around us.
16. My little brother's favorite dogs, naturally, are the puppies.
17. The roly-poly puppies frequently stumble and fall.
18. The puppies ordinarily stay near the kennels throughout their first year of life.
19. The oldest dog that lives at the ranch is a German shepherd named Rascal.
20. Rascal seems to act as protector of all of the other dogs on the ranch.

Review A: Parts of Speech

EXERCISE In the following sentences, identify the part of speech of each underlined word or word group by writing above it one of these abbreviations:

N for noun

PRO for pronoun

ADJ for adjective

V for verb

ADV for adverb

PREP for preposition

CONJ for conjunction

INTER for interjection

Example 1. Every night, my ^{*N*}family and I have what ^{*PRO*}we call "talk time."

1. This is an important time for all of us.
2. We discuss what we have done during the day.
3. It is usually hard for my little brother to recall what he has done.
4. Then Mom or Dad asks him some questions.
5. "Oh, I remember now," my brother eventually says.
6. Then he begins telling about his morning adventures.
7. He often becomes quite lively when he talks about them.
8. Some of my brother's stories sound silly to me.
9. I sometimes become impatient because I want to talk about my day at school.
10. I start with tales about the ride on the school bus in the morning.
11. Then I tell about all of the classes I have.
12. My best friend, Cheryl, and I have every class together.
13. My favorite subjects are history and science, so I usually tell my family a great deal about those classes.
14. I especially have a lot to say when my history class has gone on a field trip or my science class has performed an experiment.
15. My brother generally shouts, "No more stories about fossils and explosions!"
16. My mother often has said to my brother, "Let your sister finish her story."
17. In addition to telling about my classes and extracurricular activities, I tell about what my friends and I do at lunch.
18. Frequently, one story leads to the next one and then to the next and the next.
19. As I keep going from one story to another, big grins appear on my parents' faces.
20. When I ask why they are grinning, they reply, "Well, wouldn't you like to hear a little about our day?"

for CHAPTER 1: THE PARTS OF SPEECH **pages 80-81**

Determining Parts of Speech

1i. The way a word is used in a sentence determines what part of speech it is.

NOUN Are these soft pillows filled with **down**?

ADVERB If you write things **down**, you may recall them more easily.

PREPOSITION The two squirrels scurried up and **down** the tree.

EXERCISE In the following sentences, identify the part of speech of each underlined word by writing above it one of these abbreviations:

N for *noun*

PRO for *pronoun*

ADJ for *adjective*

V for *verb*

ADV for *adverb*

PREP for *preposition*

CONJ for *conjunction*

INTER for *interjection*

Examples 1. Would you like to have another enchilada?

2. Is that enchilada sauce hot or mild?

1. Marianne exhibited her model spacecraft at the science fair.
2. How long did it take Marianne to build the model?
3. We stopped by your house, but you weren't home.
4. At what time did you stop by?
5. These are extremely tasty pears.
6. Substitute these new art supplies for your old ones.
7. Doesn't Ms. Napoli coach the girls' basketball team?
8. She is also the coach of the school's swim team.
9. Everyone but Bethany was at the meeting.
10. Actually, Bethany came to the meeting but left early.
11. Are you a member of the student council?
12. The council members meet twice a month.
13. All of the volunteers at the fund-raiser were a big help.
14. Selena always volunteers to help.
15. I left my books inside on the table.
16. I left my books inside my locker.
17. That painting must be extremely valuable.
18. That must be an extremely valuable painting.
19. Well, that seems like a good idea.
20. Don't you think that everyone on the team played well?

Determining Parts of Speech

3f. The way a word is used in a sentence determines what part of speech it is.

The same word may be used as different parts of speech.

PRONOUN	Some of these baseball cards are quite valuable.
ADJECTIVE	Some baseball cards are quite valuable.
ADVERB	Let's go outside and pass the football.
PREPOSITION	We will meet you outside the main entrance to the stadium.
NOUN	Please turn off the light .
VERB	Alex, will you light the candles?
INTERJECTION	Good! I'm glad you agree.
ADJECTIVE	Everyone agreed the plan was a good one.

EXERCISE In each of the following sentences, identify the part of speech of the underlined word by writing above it *NOUN* for *noun*, *PRO* for *pronoun*, *VERB* for *verb*, *PREP* for *preposition*, *ADJ* for *adjective*, *ADV* for *adverb*, or *INT* for *interjection*.

PRO

Example 1. All of the students were in the classroom.

1. The worried young man wandered about.
2. The article is about the ancient rain forests.
3. The dark night felt quiet and empty.
4. She strolled around in the dark.
5. The startled deer ran fast.
6. She worked at an astonishingly fast rate.
7. I run every morning.
8. The sprinter had an excellent run in this morning's competition.
9. You got tickets to the show? Great!
10. It should be a great show.

Review A: Parts of Speech

EXERCISE A Underline the verb or verb phrase in each of the following sentences. Then, circle any helping verbs. On the line provided, write *AV* for *action verb* or *LV* for *linking verb*. Then, write *TR* for *transitive verb* or *IN* for *intransitive verb*.

Example LV, IN 1: The car will appear unlike any other car on the road.

- _____ 1. The car of the future might use batteries as its main source of power.
- _____ 2. Computers in the car monitor everything.
- _____ 3. The car will not operate by itself, however.
- _____ 4. A driver must program his or her destination.
- _____ 5. To me the car looks extremely small.
- _____ 6. Today's cars seem huge by comparison.
- _____ 7. The exterior appears sleek and shiny.
- _____ 8. The design, though, is practical and efficient.
- _____ 9. Today's designers have been very creative.
- _____ 10. Their imaginations have soared!

EXERCISE B Identify the underlined word(s) in each of the following sentences by writing above them *ADV* for *adverb*, *PREP* for *preposition*, *CONJ* for *conjunction*, or *INT* for *interjection*.

Example 1. At first, we thought we would go ^{CONJ} either to the Everglades in Florida ^{CONJ} or to the Rocky Mountains in Colorado.

11. Before we took the trip, we read extensively about each place.
12. We decided to go to both the Everglades and the Rockies.
13. The climate of the Everglades is exceptionally hot and humid.
14. Wow! Did you see any alligators while you were there?
15. Yes, we did, and we also saw some rather unusual birds.
16. We took an ambitious hike in the Rockies.
17. For several hours we climbed steadily upward.
18. Not only the wildflowers but also the alpine vegetation fascinated us.
19. On the hike around the mountains, we saw several mountain goats.
20. In addition to mountain goats, we saw two species of deer running around.

Review B: Parts of Speech

EXERCISE A In each of the following sentences, identify the part of speech of the underlined word by writing above it *NOUN* for *noun*, *PRO* for *pronoun*, *VERB* for *verb*, *PREP* for *preposition*, *ADJ* for *adjective*, *ADV* for *adverb*, *CONJ* for *conjunction*, or *INT* for *interjection*.

Example 1. Connie and Jessica learned to row ^{*PREP*} in a nearby lake.

1. Jessica was quite interested in sweep rowing.
2. In sweep rowing, each rower uses only one oar.
3. In sculling, however, each uses two oars simultaneously.
4. Recreational boats are usually wider than racing boats.
5. A narrow, lightweight boat can glide faster through the water.
6. Jessica and Connie are rowing through.
7. Wow! Their arms, legs, and backs generate amazing power.
8. The seats slide on a track to allow them to push with their legs.
9. This boat seats several.
10. They will train hard and begin racing next season.

EXERCISE B Underline the verb or verb phrase in each of the following sentences. Circle any helping verbs. Then, identify each on the line provided by writing *AV* for *action verb* or *LV* for *linking verb* and *TR* for *transitive verb* or *IN* for *intransitive verb*.

Example ^{*AV, TR*} 1. People (have) long celebrated Valentine's Day.

- _____ 11. Opinions vary as to the origins of Valentine's Day.
- _____ 12. It might have begun as early as the 1400s.
- _____ 13. According to an old English belief, birds choose their mates on February 14.
- _____ 14. The exchange of romantic messages became customary in the 1700s.
- _____ 15. Have you sent anyone a valentine?

Review C: Parts of Speech

EXERCISE In each of the following sentences, identify the part of speech of each underlined word by writing above it *NOUN* for *noun*, *PRO* for *pronoun*, *VERB* for *verb*, *PREP* for *preposition*, *ADJ* for *adjective*, *ADV* for *adverb*, *CONJ* for *conjunction*, or *INT* for *interjection*.

Example 1. She left early, ^{CONJ}but didn't tell anyone.

1. Whew! We finally finished this chess game!
2. After lunch, we walked around.
3. I can't decide whether to write about the short story or the poem.
4. The injured patient made rapid progress in learning to walk again.
5. We thought that they would have arrived by now.
6. Whoops! I dropped the cup of juice.
7. The workers were tired, for they had worked hard all day.
8. I can hardly see the top of that building.
9. The team scored a safety toward the end of the game.
10. I enjoyed the movie, but I was disappointed with the ending.
11. I forgot to bring the book you wanted to borrow.
12. You will find the tools behind the lawn mower.
13. We looked above and saw the constellations.
14. Wow! I can't believe we're finally here!
15. The children were hungry, so they ate lunch.
16. The roses smell lovely.
17. The roses have a lovely smell.
18. I couldn't see beyond the trees.
19. We asked to see both the new painting and the sculptures.
20. The girl's mother sewed her a blue blouse.

Summer Reading
St. Paul's Episcopal School
6th and 7th Grade Required Reading Assignments

This summer, you are required to read two books. One title has been selected for you and you will be given a short reading check test at the beginning of the school year; additionally, you will select a second title that is an age appropriate novel. You will write a book review for each novel, which is due the first day of school with your packet. Each review must be in MLA format: one page, typed, 12-point font, Times New Roman, double-spaced, and 1" margins (see example). The review **should be no longer** than one page.

Each book review is to give a brief summary of the book and your opinion of the book. Use the following guidelines to help you write your essay.

Summary (worth 2 pts each component)

The summary is a very brief outline of what happened in the story. Follow these steps when writing a summary for a book review:

- ❖ Your first sentence should include the name of the book, the genre of the book, and the author of the book.
- ❖ Introduce the main character(s) and the setting in one sentence.
- ❖ In four to six sentences, write a plot summary. What is the story about? When you write the summary, remember you are just trying to hit the highlights of the story.
- ❖ Your last sentence should include the theme of the story. What did the author want you to realize once you were finished reading?

Critique(worth 2 pts each component)

Once the summary of the book is written, explain what you thought about the book. You are allowed to express any opinion you have, but you need to offer support for your opinion by providing an example from the book. Below are some questions that may help you get started with your critique.

- ❖ Did you enjoy the story? Why or why not?
- ❖ Were the characters interesting and believable? Did you have a favorite character?
- ❖ How did the story make you feel?
- ❖ What was your favorite part or least favorite part of the story?
- ❖ Was the book easy to read or difficult to understand?

The conclusion (**worth 2 pts**) should have one or two sentences that express your overall opinion of the book and what you want others to know about the book. Your final sentence should discuss whether or not you would recommend this book to a friend.

Correct Capitalization, Punctuation, Spelling, and Grammar= 10 pts.

Your Name

Teacher

Language Arts

Due Date

Title of Book

My Sister's Keeper is a work of fiction written by Jodi Picoult. This story is a present day flashback that takes place in Rhode Island and tells the story of Kate and Anna Fitzgerald who are both fighting for their lives. Kate has leukemia, and in order to survive she needs her sister Anna to be a donor. Anna did not mind donating blood, bone marrow, or other bodily substances, but when her parents told her she had to donate a kidney to Kate, Anna decided to sue for medical emancipation. Throughout the entire novel, Anna's mom tries to convince Anna to drop the lawsuit, but Anna refuses. During the trial, Anna reveals the only reason she decided to sue for medical emancipation was because she was asked to by Kate. *My Sister's Keeper* tries to answer what it means to be a good person.

This book captured my attention from the first page to the last with my favorite part of the book being when Anna and Kate were able to just be sisters. When they were able to fight over personal space or when they shared a laugh while on a blanket under the sun, it reminded me of my own sister. Although the premise of the book is not a topic everyone can associate with, there is still something in this book than most people can relate to. Maybe you have an unbreakable bond with someone and you would do anything for that person. Perhaps you know what it is like to struggle between being an individual while trying to be part of the family. This book is a passionate, emotional, powerful story of love. I loved reading this book, and I would recommend this book to anyone who is looking for a heart wrenching story about trying to make the right choice when it seems like every choice is the wrong one.