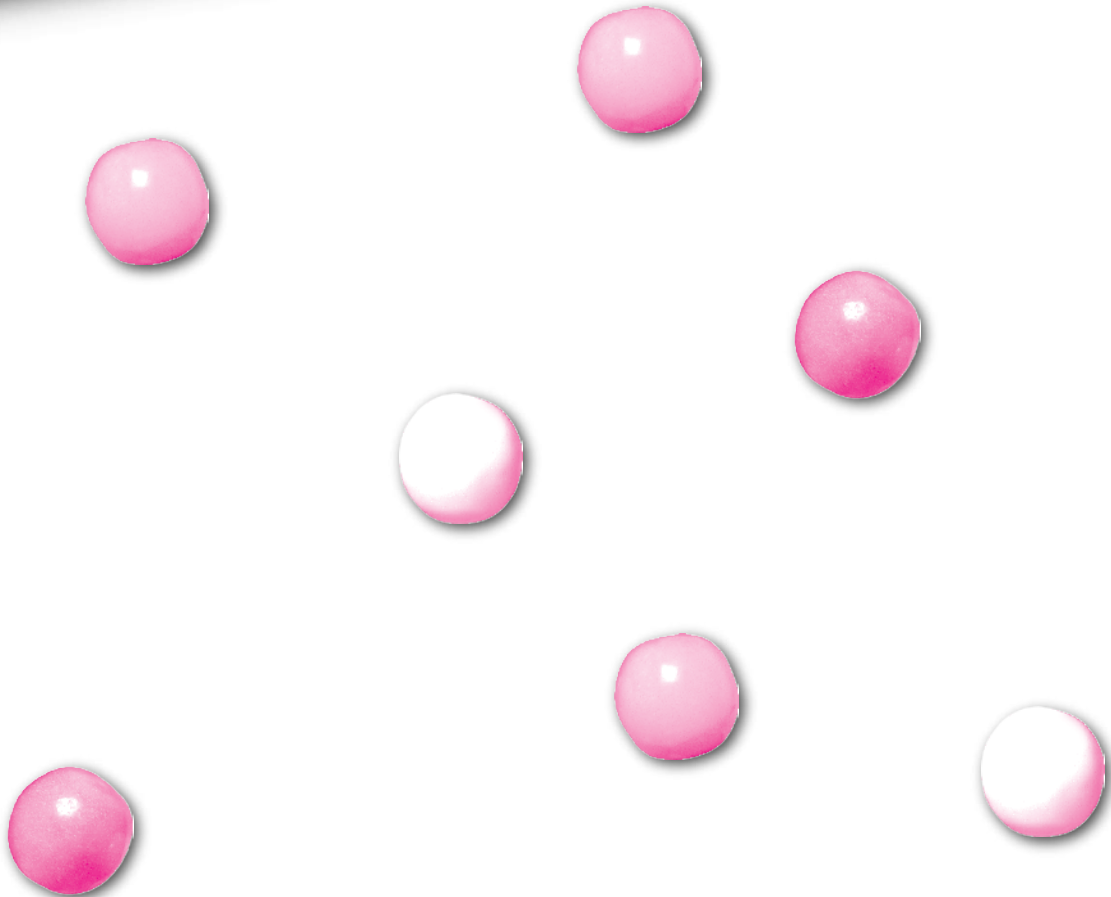


Handbook

G.U.M.

Grammar, Usage, and Mechanics



ZB Zaner-Bloser
The Language Arts and Reading Company

Grammar, Usage, and Mechanics Handbook

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Name _____

Mechanics

Section 1 Capitalization

- Capitalize the first word in a sentence.
The kangaroo rat is an amazing animal.
- Capitalize people's names and the names of particular places.
Gregory Gordon Washington Monument
- Capitalize titles of respect.
Mr. Alvarez Dr. Chin Ms. Murphy
- Capitalize family titles used just before people's names and titles of respect that are part of names.
Uncle Frank Aunt Mary Governor Adamson
- Capitalize initials of names.
Thomas Paul Gerard (T.P. Gerard)
- Capitalize place names and words formed from them.
France French China Chinese
- Capitalize the months of the year and the days of the week.
February April Monday Tuesday
- Capitalize important words in the names of groups.
American Lung Association Veterans of Foreign Wars
- Capitalize important words in the names of holidays.
Veterans Day Fourth of July
- Capitalize the first word in the greeting or closing of a letter.
Dear Edmundo, Yours truly,
- Capitalize the word *I*.
Frances and I watched the movie together.
- Capitalize the first, last, and most important words in a title. Be sure to capitalize all verbs including *is* and *was*.
Island of the Blue Dolphins
Away Is a Strange Place to Be
- Capitalize the first word in a direct quotation.
Aunt Rose said, "Please pass the clam dip."

Section 2 Abbreviations and Initials

Abbreviations are shortened forms of words. Many abbreviations begin with a capital letter and end with a period.

- You can abbreviate titles of address when you write.
Mister (Mr. Brian Davis) Mistress (Mrs. Maria Rosario)
Doctor (Dr. Emily Chu) Junior (Everett Castle, Jr.)
Note: *Ms.* is a title of address used for women. It is not an abbreviation, but it requires a period (*Ms. Anita Brown*).
- You can abbreviate words used in addresses when you write.
Street (St.) Avenue (Ave.) Route (Rte.) Boulevard (Blvd.) Road (Rd.)
- You can abbreviate days of the week when you take notes.
Sunday (Sun.) Wednesday (Wed.) Friday (Fri.)
Monday (Mon.) Thursday (Thurs.) Saturday (Sat.)
Tuesday (Tues.)
- You can abbreviate months of the year when you take notes.
January (Jan.) April (Apr.) October (Oct.)
February (Feb.) August (Aug.) November (Nov.)
March (Mar.) September (Sept.) December (Dec.)
(May, June, and July do not have abbreviated forms.)
- You can abbreviate directions when you take notes.
North (N) East (E) South (S) West (W)

An **initial** is the first letter of a name. An initial is written as a capital letter and a period. Sometimes initials are used for the names of countries or cities.

Michael Paul Sanders (M.P. Sanders) United States of America (U.S.A.)
Washington, District of Columbia (Washington, D.C.)

Section 3 Titles

- Underline titles of books, newspapers, TV series, movies, and magazines.
Island of the Blue Dolphins Miami Herald I Love Lucy
Note: These titles are put in italics when using a word processor.
- Use quotation marks around articles in magazines, short stories, chapters in books, songs, and poems.
“This Land Is Your Land” “The Gift” “Eletelephony”
- Capitalize the first, last, and most important words. Be sure to capitalize all verbs, including *is* and *was*.
A Knight in the Attic *My Brother Sam Is Dead*

Section 4 Quotation Marks

- Put quotation marks (“ ”) around the titles of articles, magazines, short stories, book chapters, songs, and poems.

My favorite short story is “Revenge of the Reptiles.”

- Put quotation marks around a *direct quotation*, or a speaker’s exact words.
“Did you see that alligator?” Max asked.

Writing a Conversation

- Quotation marks are used to separate a speaker’s exact words from the rest of the sentence. Begin a direct quotation with a capital letter. Use a comma to separate the direct quotation from the speaker’s name.

Rory said, “There are no alligators in this area.”

- When a direct quotation comes at the end of a sentence, put the end mark inside the last quotation mark.

Max cried, “Look out!”

- When writing a conversation, begin a new paragraph with each change of speaker.

Rory and Max leaped away from the pond. Max panted, “I swear I saw a huge, scaly tail and a flat snout in the water!”

“Relax,” Rory said. “I told you there are no alligators around here.”

Section 5 Spelling

Use these tips if you are not sure how to spell a word you want to write:

- Think of a word you know that rhymes with the word you want to spell. Or think of a word you know that has parts that sound like the word you’re spelling. Word parts that sound alike are often spelled the same.
Spell rhymes with *well*.
If you can spell *cat* and *log*, you can spell *catalog*.
- Say the word aloud and break it into parts, or syllables. Try spelling each word part. Put the parts together to spell the whole word.
- Write the word. Make sure there is a vowel in every syllable. If the word looks wrong to you, try spelling it other ways.

Correct spelling helps readers understand what you write. Use a dictionary to check the spellings of any words you are not sure about.

When you use the word processing function of a computer to write something, you can use the spell check feature. It will identify possible spelling errors in your writing. A spell checker will not catch errors with homophones, though. For example, if you type *waist* instead of *waste*, the spell checker will not catch the mistake, because the word is spelled correctly.

Section 6 End Marks

Every sentence must end with a period, an exclamation point, or a question mark.

- Use a *period* at the end of a statement or a command.
My grandfather and I look alike. (statement)
Step back very slowly. (command)
- Use an *exclamation point* at the end of a firm command or at the end of a sentence that shows great feeling or excitement.
Get away from the cliff! (command)
What an incredible sight! (exclamation)
- Use a *question mark* at the end of an asking sentence.
How many miles is it to Tucson? (question)

Section 7 Apostrophes

An apostrophe (') is used to form the possessive of a noun or to join two words in a contraction.

- Possessives show ownership. To make a singular noun into a possessive, add an apostrophe and *s*.
The bike belongs to Carmen. It is Carmen's bike.
The truck belongs to Mr. Ross. It is Mr. Ross's truck.
- To form a possessive from a plural noun that ends in *s*, add only an apostrophe.
Those books belong to my sisters. They are my sisters' books.
Two families own this house. It is the families' vacation spot.
- Some plural nouns do not end in *s*. To form possessives with these nouns, add an apostrophe and *s*.
The women own those boats. They are the women's boats.
The children left their boots here. The children's boots are wet.
- Use an apostrophe to replace the dropped letters in a contraction.
couldn't (could not) it's (it is)
didn't (did not) I'm (I am)
hasn't (has not) they'll (they will)

Section 8 Commas

Commas in Sentences

- Use a comma after an introductory word in a sentence.
Yes, I'd love to go to the movies.
Actually, we had a great time.
- Use a comma to separate items in a series.
We ate cheese, bread, and fruit.
The puppy whined, scratched at the door, and then barked loudly.
- Use a comma when speaking directly to a person.
Akila, will you please stand up?
We would like you to sing, Akila.
- Use a comma to separate a direct quotation from the speaker's name.
Harold asked, "How long do I have to sit here?"
"You must sit there until Anton returns," Vic said.
- Use a comma with the joining words *and*, *or*, or *but* when combining two sentences.
Lisa liked the reptiles best, but Lyle preferred the amphibians.

Commas in Letters

- Use a comma after the greeting and closing of a friendly letter.
Dear Reginald, Your friend, Deke

Commas with Dates and Place Names

- Use a comma to separate the month and the day from the year.
We clinched the division championship on September 20, 2008.
- Use a comma to separate the day from the date.
It was Sunday, November 5.
- Use a comma to separate the name of a city or town from the name of a state.
I visited Memphis, Tennessee.

Sentence Structure and Parts of Speech

Section 9 The Sentence

A *sentence* is a group of words that tells a complete thought. A sentence has two parts: a *subject* and a *predicate*.

- The subject tells *whom* or *what* the sentence is about.
The swimmers race.
- The predicate tells what the subject *is* or *does*.
The judge watches carefully.

There are four kinds of sentences: *statement*, *question*, *command*, and *exclamation*.

- A sentence that tells something is called a *telling sentence* or *statement*. It is also called a *declarative sentence*. A statement ends with a period.
Jake swam faster than anyone.
- A sentence that asks something is called an *asking sentence* or *question*. It is also called an *interrogative sentence*. A question ends with a question mark.
Did Sammy qualify for the finals?
- A sentence that tells someone to do something is called a *command*. It is also called an *imperative sentence*. A command usually ends with a period, but a firm command can end with an exclamation point.
Keep your eyes on the finish line.
Watch out for that bee!
- A sentence that shows excitement or surprise is called an *exclamation*. An exclamation ends with an exclamation point.
Jake has won the race!

Section 10 Subjects

The *subject* of a sentence tells whom or what the sentence is about.

- A sentence can have one subject.
Mary wrote a book.
- A sentence can have more than one subject.
Alex and Mark have already read the book.

The *complete subject* includes all the words that name and tell about the subject.

Many different students have borrowed the book.

The *simple subject* is the most important word or words in the complete subject.

Many different students have borrowed the book.

Note: Sometimes the simple subject and the complete subject are the same.

Ricardo is writing a book about robots.

Section 11 Predicates

The *predicate* of a sentence tells what happened.

The *complete predicate* includes a verb and all the words that tell what happened.

- A complete predicate can tell what the subject of the sentence did. This kind of predicate includes an action verb.
Mary won an award. (*Won* is an action verb.)
- A complete predicate can also tell more about the subject. This kind of predicate includes a linking verb.
Mary is a talented writer. (*Is* is a linking verb.)

A *compound predicate* is two or more predicates that share the same subject.

Compound predicates are often connected by the joining word *and* or *or*.

Ramon sang and danced in the play.

Mary wrote the play and directed it.

The *simple predicate* is the verb that goes with the subject. It generally tells what the subject did, does, or will do.

Mary won an award for her performance.

She will receive a trophy next week.

Section 12 Simple and Compound Sentences

A *simple sentence* tells one complete thought.

Arthur has a rock collection.

A *compound sentence* is made up of two simple sentences joined by the word *and*, *or*, or *but*. Two simple sentences can go together to make one compound sentence if the ideas in the simple sentences are related.

Arthur has a rock collection, and Mary collects shells.

Section 13 Fragments, Run-ons, and Comma Splices

A *fragment* is not a sentence, because it is missing a subject or a predicate.

- Fragments are also called *incomplete sentences* because they do not tell a complete thought.
Sumi and Ali. (*missing a predicate that tells what happened*)
Went hiking in the woods. (*missing a subject that tells who*)

A *run-on sentence* is two complete sentences that are run together.

Sumi went hiking Ali went swimming.

- To fix a run-on sentence, use a comma and *and*, *or*, or *but* to join the two complete sentences.
Sumi went hiking, but Ali went swimming.

A *comma splice* is two complete sentences that have a comma between them but are missing a joining word such as *and*, *or*, or *but*.

Sumi went hiking yesterday, Ali went swimming.

- To fix a comma splice, add *and*, *or*, or *but* after the comma.
Sumi went hiking yesterday, and Ali went swimming.

Try not to string too many short sentences together when you write. Instead, combine sentences and take out unnecessary information.

Incorrect: I stared at him and he stared at me and I told him to go away and he wouldn't so then I called my big sister.

Correct: We stared at each other. I told him to go away, but he wouldn't. Then I called my big sister.

Section 14 Nouns

A *common noun* names any person, place, or thing.

Ira visited an auto museum with his friends. They saw old cars there.

A *proper noun* names a certain person, place, or thing. Proper nouns begin with a capital letter.

Ira wants to visit the Sonoran Desert in Mexico.

Section 15 Adjectives

An *adjective* is a word that tells more about a noun.

- Some adjectives tell what kind.
Jim observed the huge elephant. The enormous beast towered above him.
- Some adjectives tell how many.
The elephant was twelve feet tall. It weighed several tons.
- Sometimes an adjective follows the noun it describes.
Jim was careful not to anger the elephant. The elephant was frightening.
Jim was happy when the trainer led it away.
- *A*, *an*, and *the* are *articles*, a special kind of adjective. Use *a* before a singular noun that begins with a consonant sound. Use *an* before a singular noun that begins with a vowel sound.
A rhino is not as heavy as an elephant.
- Some adjectives tell which one. The words *this*, *that*, *these*, and *those* can be used as adjectives. Use *this* and *these* to talk about things that are nearby. Use *that* and *those* to talk about things that are far away.
This book is about rhinos.
That rhino is enormous!
These rhinos just came to the zoo.
Those funny-looking creatures are wildebeests.

Note: Never use *here* or *there* after the adjectives *this*, *that*, *these*, and *those*.

Incorrect: That there wildebeest is running fast.

Correct: That baby zebra has wandered away from its mother.

Section 16 Pronouns

A pronoun can replace a noun naming a person, place, or thing. Pronouns include *I*, *me*, *you*, *we*, *us*, *he*, *she*, *it*, *they*, and *them*.

- A *subject pronoun* takes the place of one or more nouns in the subject of a sentence.
Rita plays goalie. She never lets the other team score.
- An *object pronoun* takes the place of a noun that is the direct object of a verb, or the object of a preposition.
Rita's team played the Bobcats. Rita's team beat them.
Rita stopped a shot. Her teammate cheered for her.
- A pronoun must match the noun it replaces. A singular pronoun must be used in place of a singular noun.
Nick saved the game. He kicked a goal at the last minute.
- A plural pronoun must be used in place of a plural noun.
The Bobcats were upset. They had not lost a game all season.
- Do not use both the pronoun and the noun it replaces together.
Incorrect: Clara she made the team.
Correct: Clara made the team OR She made the team.
- *This*, *that*, *these*, and *those* can be used as demonstrative pronouns. Use *this* and *these* to talk about one or more things that are nearby. Use *that* and *those* to talk about one or more things that are far away.
This is a soft rug.
These are sweeter than those over there.
That is where I sat yesterday.
Those are new chairs.
- Possessive pronouns show ownership. The words *my*, *your*, *his*, *her*, *its*, *their*, and *our* are possessive pronouns.
Those skates belong to my brother. Those are his kneepads, too.
- The interrogative pronouns *who*, *what*, and *which* are used to ask questions.
Who has brought the volleyball? What is a wicket used for?
Which is the net for volleyball?

Section 17 Verbs

An *action verb* shows action in a sentence.

Scientists study the natural world.

They learn how the laws of nature work.

- Sometimes a *helping verb* is needed to help the main verb show action. A helping verb comes before a main verb.
Some scientists are studying the glaciers of Antarctica.
These studies will help scientists learn about Earth's history.
- Verbs can tell about the *present*, the *past*, or the *future*.
Few people travel in Antarctica. (*present tense*)
Explorers first traveled to the South Pole over 100 years ago. (*past tense*)
Other explorers will travel to the South Pole in the future. (*future tense*)
- To show past action, *-ed* is added to most verbs. Verbs that do not add *-ed* are called *irregular verbs*. Here are some common irregular verbs.

Present	Past	With <i>have, has, or had</i>
bring	brought	brought
catch	caught	caught
come	came	come
give	gave	given
go	went	gone
sing	sang	sung
sleep	slept	slept
take	took	taken
throw	threw	thrown

- The subject and its verb must agree. Add *s* or *es* to a verb in the present tense when the subject is a singular noun or *he, she, or it*. Do not add *s* if the subject is a plural noun or if the subject is *I, you, we, or they*.
An Antarctic explorer needs special equipment.
(*singular subject: An Antarctic explorer; verb + s or es: needs*)
Explorers carry climbing tools and survival gear.
(*plural subject: Explorers; verb without s or es: carry*)
I like stories about Antarctica.
(*subject: I; verb without s or es: like*)

A linking verb does not show action. It connects the subject of a sentence to a word or words in the predicate that tell about the subject. Linking verbs include *am, is, are, was, and were*. *Seem* and *become* are linking verbs, too.

Explorers are brave. That route seems very long and dangerous.

- Use *am* after the pronoun *I*.
I am an explorer.
- Use *is* or *was* after a singular subject.
She is a geologist. He was the team leader.
- Use *are* or *were* after a plural subject and after the pronoun *you*.
We are in camp. They were hungry. You are a good friend.

Section 18 Adverbs

An *adverb* is usually used to describe a verb.

- Many adverbs end in *-ly*.
Andrew approached the snake cage slowly. He cautiously peered inside.
- Some adverbs do not end in *-ly*.
Andrew knew that snakes can move fast.
- *Very* is an adverb meaning “to a high degree” or “extremely.” Never use *real* in place of *very*.
Incorrect: The snake’s fangs were real sharp.
Correct: The snake’s fangs were very sharp.

Section 19 Prepositions

A *preposition* helps tell *how, when, what kind, how much, or where*.

- Prepositions include the words *in, at, under, over, on, through, to, across, around, and beside*.
Jeff left the milk on the table. He knew it belonged in the refrigerator.
- A *prepositional phrase* is a group of words that includes a preposition and its object. In the sentence below, *in* is the preposition and *minutes* is the object of the preposition.
Jeff knew his mother would be home in five minutes.

Section 20 Objects

A *direct object* is the word or words that receive the action of the verb. Direct objects follow action verbs. To find the direct object, say the verb followed by “Whom?” or “What?” A direct object is always a noun or pronoun.

Jacques painted a picture.

(Painted *whom* or *what*? Picture. *Picture* is the direct object.)

A sentence with a direct object may also have an *indirect object*. An indirect object usually tells to whom something is given.

Jacques gave his mom the painting.

Section 21 Conjunctions

The words *and, or, and but* are conjunctions.

- Conjunctions may be used to join words within a sentence.
My favorite reptiles are snakes and lizards.
Najim doesn’t like snakes or lizards.
He thinks reptiles are cute but dumb.
- Conjunctions can be used to join two or more sentences. When using a conjunction to join sentences, put a comma before the conjunction. (The conjunction *and* does not need a comma if both sentences are short.)

Usage

Section 22 Negatives

A *negative word* says “no” or “not.”

- Often negatives are in the form of contractions.
Do not enter that room. Don't even go near the door.
- In most sentences it is not correct to use two negatives.
Incorrect Correct
We can't see nothing. We can't see anything.
We haven't got no solution. We haven't got a solution.
- Do not use the word *ain't*.

Section 23 Comparisons

- To compare two people, places, or things, add *-er* to short adjectives and adverbs.
An elephant is tall. A giraffe is taller.
A lion runs fast. A cheetah runs faster.
- To compare three or more items, add *-est* to short adjectives and adverbs.
The giraffe is the tallest land animal.
The cheetah is the fastest of any animal on land.
- When comparing two or more things using the ending *-er* or *-est*, never use the word *more*.
Incorrect Correct
She is more faster than he is. She is faster than he is.
- The word *more* is used with longer adjectives to compare two persons, places, or things. Use the word *most* to compare three or more persons, places, or things.
Mario is excited about the field trip.
Duane is more excited than Mario.
Kiki is the most excited student of all.
- Sometimes the words *good* and *bad* are used to compare. These words change forms in comparisons.
Mario is a good athlete. The basketball court is in bad shape.
Kiki is a better athlete. The tennis court is in worse shape than
the basketball court.
Bill is the best athlete of all. The ice rink is in the worst shape of all.
Note: Use *better* or *worse* to compare two things. Use *best* or *worst* to compare three or more things.

Section 24 Contractions

When two or more words are combined to form one word, one or more letters are dropped and replaced by an apostrophe. These words are called *contractions*.

- In the contraction below, an apostrophe takes the place of the letters *wi*.
he will = he'll
- Here are some other contractions.

cannot/can't	have not/haven't	she would/she'd
could not/couldn't	I will/I'll	they have/they've
does not/doesn't	it is/it's	we are/we're

Section 25 Plural Nouns

- A *singular noun* names one person, place, or thing.
girl pond arrow donkey
- A *plural noun* names more than one person, place, or thing. To make most singular nouns plural, add *s*.
girls ponds arrows donkeys
- For nouns ending in *sh*, *ch*, *x*, or *z*, add *es* to make the word plural.
bush/bushes box/boxes
lunch/lunches quiz/quizes
- For nouns ending in a consonant and *y*, change the *y* to *i* and add *es*.
penny/pennies army/armies
- For nouns that end in *f* or *fe*, replace *f* or *fe* with *ves* to make the noun plural.
shelf/shelves wife/wives
- Some words change spelling when the plural is formed.
man/men woman/women mouse/mice goose/geese
- Some words have the same singular and plural form.
deer sheep

Section 26 Possessive Nouns

A *possessive noun* shows ownership.

- To make a singular noun possessive, add an apostrophe and *s*.
John's bat the girl's bike
- When a singular noun ends in *s*, add an apostrophe and *s*.
Ross's project James's glasses
- To make a plural noun possessive, add an apostrophe.
the soldiers' songs the girls' bikes
- When a plural noun does not end in *s*, add an apostrophe and *s*.
the men's ideas the children's shoes

Section 27 Problem Words

These words are often misused in writing.

sit	<i>Sit</i> means “rest or stay in one place.” Sit down and relax for a while.
sat	<i>Sat</i> is the past tense of <i>sit</i> . I sat in that chair yesterday.
set	<i>Set</i> is a verb meaning “put.” Set the chair here.

	<i>A, an, and the</i> are articles.
a	<i>A</i> is usually used before a singular noun beginning with a consonant. a wagon a bicycle a ruler
an	<i>An</i> is usually used before a singular noun that begins with a vowel. an article an igloo an orangutan
the	<i>The</i> can be used before a singular or plural noun. the ocean the birds the people

may	<i>May</i> is used to ask permission or to express a possibility. May I have another hot dog? I may borrow that book someday.
can	<i>Can</i> shows that someone is able to do something. I can easily eat three hot dogs.

is	Use <i>is</i> to tell about one person, place, or thing. Alabama is warm during the summer.
are	Use <i>are</i> to tell about more than one person, place, or thing. Also use <i>are</i> with the word <i>you</i> . Seattle and San Francisco are cool during the summer. You are welcome to visit me anytime.

doesn't	The contraction <i>doesn't</i> is used with the singular pronouns <i>he, she, and it</i> . He doesn't like sauerkraut. It doesn't agree with him.
don't	The contraction <i>don't</i> is used with the plural pronouns <i>we</i> and <i>they</i> . <i>Don't</i> is also used with <i>I</i> and <i>you</i> . They don't like swiss cheese. I don't care for it, either.

I	Use the pronoun <i>I</i> as the subject of a sentence. When using <i>I</i> with another noun or pronoun, always name yourself last. I am going to basketball camp. Renée and I will ride together.
me	Use the pronoun <i>me</i> after action verbs. Renée will call me this evening. Also use <i>me</i> after a preposition, such as <i>to, at, and with</i> . Pass the ball to me. Come to the game with Renée and me.

good	<i>Good</i> is an adjective.
well	<i>Well</i> is an adverb. These words are often used incorrectly. Incorrect: Renée plays good. Correct: Renée plays well. She is a good basketball player.

let	<i>Let</i> is a verb that means “allow.” Please let me go to the mall with you.
leave	<i>Leave</i> is a verb that means “go away from” or “let stay.” We will leave at noon. Leave your sweater here.
was	<i>Was</i> is a past tense form of <i>be</i> . Use <i>was</i> to tell about one person or thing. Hana was sad yesterday.
were	<i>Were</i> is also a past tense form of <i>be</i> . Use <i>were</i> to tell about more than one person or thing. Also use the word <i>were</i> with <i>you</i> . Hana and her friend were both unhappy. Were you home yesterday?
has	Use <i>has</i> to tell about one person or thing. Rory has a stamp collection.
have	Use <i>have</i> to tell about more than one. Also use <i>have</i> with the pronoun <i>I</i> . David and Lin have a rock collection. I have a bottle cap collection.

Section 28 Homophones

Homophones sound alike but have different spellings and meanings.

are	<i>Are</i> is a form of the verb <i>be</i> .	We are best friends.
our	<i>Our</i> is a possessive noun.	Our favorite color is green.
hour	An <i>hour</i> is sixty minutes.	Meet me in an hour.
its	<i>Its</i> is a possessive pronoun.	The horse shook its shaggy head.
it's	<i>It's</i> is a contraction of the words <i>it is</i> .	It's a beautiful day for a ride.
there	<i>There</i> is an adverb that usually means “in that place.” <i>There</i> is also used in the expressions “there is” and “there are.” Please put the books there. There is a library nearby.	
their	<i>Their</i> is a possessive pronoun. It shows something belongs to more than one person or thing. Their tickets are in my pocket.	
they're	<i>They're</i> is a contraction made from the words <i>they are</i> . They're waiting for me inside.	
two	<i>Two</i> is a number.	Apples and pears are two fruits I like.
to	<i>To</i> means “toward.”	I brought the pot to the stove.
too	<i>Too</i> means “also.” <i>Too</i> can mean “more than enough.”	I'd like some lunch, too. That's too much pepper!
your	<i>Your</i> is a possessive pronoun. Where are your socks?	
you're	<i>You're</i> is a contraction made from the words <i>you are</i> . You're coming with us, aren't you?	
whose	<i>Whose</i> is a possessive pronoun. Whose raincoat is this?	
who's	<i>Who's</i> is a contraction made from the words <i>who</i> and <i>is</i> or <i>who</i> and <i>has</i> . Who's at the front door? Who's taken my book?	

Letters and E-mails

Section 29 Letters

A friendly letter is an informal letter written to a friend or family member.

In a friendly letter, you might send a message, invite someone to a party, or thank someone for a gift.

A friendly letter has five parts.

- The *heading* gives your address and the date.
- The *greeting* includes the name of the person you are writing to.
- The *main part* of the letter, or the *body*, gives your message.
- The *closing* is a friendly or polite way to say good-bye.
- The *signature* is your name.

35 Rand Street
Chicago, Illinois 60606
July 15, 2008

Dear Kim,

Hi from the big city. I'm spending the summer learning to skateboard. My brother Raj is teaching me. He's a pro.

I have one skateboard and hope to buy another one soon. If I can do that, we can practice together when you come to visit.

Your friend,
Art

A business letter is a formal letter.

You would write a business letter to a company, an employer, a newspaper, or any person you do not know well. A business letter looks a lot like a friendly letter, but a business letter includes the name and address of the business you are writing to.

35 Rand Street
Chicago, Illinois 60606
July 15, 2008

Swenson Skateboard Company
10026 Portage Road
Lansing, Michigan 48091

Dear Sir or Madam:

Please send me your latest skateboard catalog. I am particularly interested in your newest models, the K-7 series.

Thank you.

Sincerely yours,
Arthur Quinn
Arthur Quinn

The envelope below shows how to address a letter.
A friendly letter and a business letter are addressed the same way.

Arthur Quinn
35 Rand St.
Chicago, IL 60606

Kim Lee
1555 Montague Blvd.
Memphis, TN 38106

Section 30 E-mails

An *e-mail* is a note sent from one person to another person, a group, or a company through a computer network. Today, many people use e-mail to stay in touch with friends and family. An e-mail message should contain five parts, like a letter does.

- An e-mail contains a *greeting*, a *body*, a *closing*, and your *name*.
- An e-mail *header* contains your e-mail address, the e-mail address of the person you are writing to, the date, and a subject line.

SendSave as a DraftCancel

From:

To:

Date:

Subject:

Attach Files

Dear Sir or Madam:

Please send me your latest skateboard catalog. I am particularly interested in your newest models, the K-7 series.

My address is 35 Rand Street, Chicago, IL 60606. Thank you.

Sincerely,
Arthur Quinn

Research

Section 31 Library Research

You can find information for a report or a project in a library.

- Many libraries have an information desk. The person at the desk can help you look for information.
- Libraries have many reference books, including dictionaries, thesauruses, and encyclopedias. You can use these to find information about words, and basic information about topics.
- Libraries have nonfiction books about all kinds of subjects. You can find books on a particular subject by entering that subject into a computer connected to the library's database. This database lists all the publications in the library. The computer will usually list several books on the subject you entered. Each listing will have a code that tells where in the library that book can be found.

Section 32 Internet Research

You can use online dictionaries, thesauruses, and encyclopedias to find basic information about words and topics. You can also find information for a report or a project by using an Internet *search engine*.

- Think of **key words** that tell what you are looking for. For example, if you need information on animals that live in the rainforest, you might use the key words **rainforest animals**. Type these words into the search engine's text box.
- The search engine will give you links to **Web sites**. You can click on a link to visit a Web site.
- When you get to the Web site, you need to judge whether it will be a good source of information. One way to tell if a Web site is a reliable source is to look at who put up the site. When you see the name of a well-known institution, such as a museum or library, you can tell that the site will probably be a good source.

Internet Safety

Be sure to follow safety rules whenever you use the Internet. These rules will help you keep personal information private.

- When you log on to a school computer, you may type your own name as a username. However, when you go on the Internet, you use a screen name. That should never be your real name or nickname. You will also use a password, a secret word or symbol that identifies who you are. Keep your password safe. Do not share it with anyone. Never use your address, birthday, phone number, or pet's name as a password. Those are too easy for someone else to figure out.
- Have you ever received e-mail with an attachment? Usually you must click this attachment to load it into your computer. Never download attachments from strangers. These may harm your computer.

Guidelines for Listening and Speaking

Section 33 Listening

These steps will help you be a good listener:

- Listen carefully when others are speaking.
- **Keep in mind your reason for listening.** Are you listening to learn about a topic? To be entertained? To get directions? Decide what you should get out of the listening experience.
- **Look directly at the speaker.** Doing this will help you concentrate on what he or she has to say.
- **Do not interrupt** the speaker or talk to others while the speaker is talking.
- **Ask questions** when the speaker is finished talking if there is anything you did not understand.

Section 34 Speaking

Being a good speaker takes practice. These guidelines can help you become an effective speaker:

Giving Oral Reports

- **Be prepared.** Know exactly what it is that you are going to talk about and how long you will speak. Have your notes in front of you.
- **Speak slowly and clearly.** Speak **loudly** enough so everyone can hear you.
- **Look at your audience.**

Taking Part in Discussions

- **Listen** to what others have to say.
- **Disagree politely.** Let others in the group know you respect their point of view.
- **Try not to interrupt** others. Everyone should have a chance to speak.

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