

# Grammar and Writing

## Grade 5 Sampler

*Grammar and Writing* is a language arts program created for easy reading and instruction. Behind this program is a team of dedicated teachers who care about your students' success.

This program presents incremental teaching material in a simple format. It consists of a series of **daily lessons**, **review sets**, and **tests** that are carefully sequenced to develop a variety of skills and concepts. Because of the incremental nature of this program, it is essential that all of the lessons be taught in order and that students complete all review sets.

In addition to the daily lessons, this program includes a series of **writing lessons**. These are designed to guide students through the process of composing a complete essay. This program also contains suggested **journal topics** for more writing practice and weekly **dictations** for practice in spelling and punctuation.

This program includes lessons on capitalization, punctuation, parts of speech, sentence structure, spelling rules, correct word usage, and dictionary skills with a focus on improving writing. To increase students understanding of grammar, they will learn to diagram sentences. Diagramming a sentence helps learners understand its structure and the function of its parts. It will help them with correct word usage and punctuation as they write. Knowing how to diagram an English sentence will also make their future study of foreign languages much easier.

It is our hope that this program provides your students with a strong foundation not only for future language arts studies, but also for a lifetime of satisfying and successful writing.

# **Grammar and Writing 5 Sampler**

## **Table of Contents**

Student Textbook Table of Contents .....	3
Lesson 85: Irregular Verbs, Part 3 .....	9
Student Workbook Table of Contents.....	14
Writing Lesson 18: Preparing to Write an Expository Essay .....	17
Corny Chronicle #3: A Field Trip.....	19
More Practice Lesson 85.....	20
Solutions to More Practice Lesson 85 .....	22
Test 16.....	24

# Contents

	<b>Introduction</b>	1
Lesson 1	The Sentence: Two Parts	3
Lesson 2	Four Types of Sentences	7
Lesson 3	Simple Subjects • Simple Predicates	11
Lesson 4	Reversed Subject and Predicate • Split Predicate	15
Lesson 5	Complete Sentence or Sentence Fragment?	19
Lesson 6	Correcting a Sentence Fragment	24
Lesson 7	Action Verbs	28
Lesson 8	Capitalizing Proper Nouns	31
Lesson 9	Present Tense of Verbs	35
Lesson 10	Past Tense of Regular Verbs	39
Lesson 11	Concrete, Abstract, and Collective Nouns	44
Lesson 12	Helping Verbs	49
Lesson 13	Singular, Plural, Compound, and Possessive Nouns	53
Lesson 14	Future Tense	58
Lesson 15	Capitalization: Sentence, Pronoun <i>I</i> , and Poetry	63
Lesson 16	Irregular Plural Nouns, Part 1	68
Lesson 17	Irregular Plural Nouns, Part 2	73

Lesson 18	Irregular Verbs, Part 1: <i>Be, Have, and Do</i>	79
Lesson 19	Four Principal Parts of Verbs	85
Lesson 20	Simple Prepositions, Part 1	90
Lesson 21	Simple Prepositions, Part 2	96
Lesson 22	Irregular Plural Nouns, Part 3	101
Lesson 23	Complete Sentence or Run-on Sentence?	105
Lesson 24	Correcting a Run-on Sentence	110
Lesson 25	Capitalization: Titles	114
Lesson 26	Capitalization: Outlines and Quotations	119
Lesson 27	Dictionary Information about a Word, Part 1	124
Lesson 28	Spelling Rules: Silent Letters <i>k, g, w, t, d,</i> and <i>c</i>	129
Lesson 29	Spelling Rules: Silent Letters <i>p, b, l, u, h, n,</i> and <i>gh</i>	134
Lesson 30	Dictionary Information about a Word, Part 2	139
Lesson 31	Linking Verbs	144
Lesson 32	Diagramming Simple Subjects and Simple Predicates	150
Lesson 33	Spelling Rules: Suffixes, Part 1	155
Lesson 34	Spelling Rules: Suffixes, Part 2	162
Lesson 35	Spelling Rules: <i>ie</i> or <i>ei</i>	167
Lesson 36	Phrases and Clauses	171
Lesson 37	Diagramming a Direct Object	176
Lesson 38	Capitalization: People Titles, Family Words, and School Subjects	181
Lesson 39	Descriptive Adjectives	186

Lesson 40	The Limiting Adjective • Diagramming Adjectives	191
Lesson 41	Capitalization: Areas, Religions, and Greetings	197
Lesson 42	Proper Adjectives	202
Lesson 43	No Capital Letter	207
Lesson 44	Object of the Preposition • The Prepositional Phrase	212
Lesson 45	The Prepositional Phrase as an Adjective • Diagramming	218
Lesson 46	Indirect Objects	224
Lesson 47	The Period, Part 1	230
Lesson 48	Coordinating Conjunctions	235
Lesson 49	Diagramming Compound Subjects and Predicates	240
Lesson 50	The Period, Part 2: Abbreviations and Decimals	246
Lesson 51	The Predicate Nominative	252
Lesson 52	Noun Case, Part 1: Nominative and Possessive	258
Lesson 53	Noun Case, Part 2: Objective	263
Lesson 54	The Predicate Adjective	269
Lesson 55	Comparison Adjectives	275
Lesson 56	Irregular Comparison Adjectives	283
Lesson 57	The Comma, Part 1: Dates, Addresses, and Series	289
Lesson 58	Appositives	295
Lesson 59	The Comma, Part 2: Direct Address and Academic Degrees	300
Lesson 60	The Comma, Part 3: Appositives	305

Lesson 61	Overused Adjectives • Unnecessary Articles	310
Lesson 62	Pronouns and Antecedents	315
Lesson 63	The Comma, Part 4: Greetings and Closings; Last Name First	322
Lesson 64	Personal Pronouns	327
Lesson 65	Irregular Verbs, Part 2	334
Lesson 66	Nominative Pronoun Case	340
Lesson 67	The Comma, Part 5: Introductory and Interrupting Elements; Afterthoughts	346
Lesson 68	The Comma, Part 6: Clarity	352
Lesson 69	Objective Pronoun Case	356
Lesson 70	Personal Pronoun Case Forms	363
Lesson 71	Diagramming Pronouns	369
Lesson 72	Possessive Pronouns and Possessive Adjectives	374
Lesson 73	Dependent and Independent Clauses • Subordinating Conjunctions	380
Lesson 74	The Comma, Part 7: Descriptive Adjectives and Dependent Clauses	386
Lesson 75	Compound Sentences • Coordinating Conjunctions	391
Lesson 76	The Comma, Part 8: Compound Sentences and Direct Quotations	398
Lesson 77	Relative Pronouns	403
Lesson 78	Pronoun Usage	411
Lesson 79	Interrogative Pronouns	417

Lesson 80	Quotation Marks, Part 1	425
Lesson 81	Quotation Marks, Part 2	430
Lesson 82	Demonstrative Pronouns	435
Lesson 83	Indefinite Pronouns	440
Lesson 84	Italics or Underline	447
Lesson 85	Irregular Verbs, Part 3	453
Lesson 86	Irregular Verbs, Part 4	458
Lesson 87	Irregular Verbs, Part 5	463
Lesson 88	The Exclamation Mark • The Question Mark	469
Lesson 89	Subject-Verb Agreement, Part 1	474
Lesson 90	Subject-Verb Agreement, Part 2	480
Lesson 91	Subject-Verb Agreement, Part 3	487
Lesson 92	Subject-Verb Agreement, Part 4	493
Lesson 93	Negatives • Double Negatives	498
Lesson 94	The Hyphen: Compound Nouns and Numbers	505
Lesson 95	Adverbs that Tell "How"	511
Lesson 96	Using the Adverb <i>Well</i>	517
Lesson 97	The Hyphen: Compound Adjectives	522
Lesson 98	Adverbs that Tell "Where"	529
Lesson 99	Word Division	534
Lesson 100	Adverbs that Tell "When"	539
Lesson 101	Adverbs that Tell "How Much"	544
Lesson 102	Comparison Adverbs	550

Lesson 103	The Semicolon	556
Lesson 104	Adverb Usage	561
Lesson 105	The Colon	567
Lesson 106	The Prepositional Phrase as an Adverb • Diagramming	573
Lesson 107	Preposition or Adverb? • Preposition Usage	579
Lesson 108	The Apostrophe: Possessives	585
Lesson 109	The Apostrophe: Contractions; Omitting Digits and Letters	591
Lesson 110	The Complex Sentence • The Compound-Complex Sentence	596
Lesson 111	Active or Passive Voice	601
Lesson 112	Interjections	606
	<b>Appendix</b>	611

# LESSON 85

## Irregular Verbs, Part 3

### Dictation or Journal Entry

#### Vocabulary:

*Pretentious* means arrogant, showy, or pompous. The *pretentious* billionaire wore flashy jewelry and looked down on common people.

*Grandiloquent* means spoken pretentiously. The billionaire wearing flashy jewelry gave a *grandiloquent* account of his own accomplishments.

We have already learned that there are no rules for forming the past tense and past participle of irregular verbs. In this lesson, we will look at some additional irregular verbs.

Remember that we must memorize the principal parts of irregular verbs. To test yourself, cover the past and past participle forms, then try to write or say the past and past participle for each verb. Make a new list of the ones you miss, and work to memorize them.

VERB	PAST	PAST PARTICIPLE
beat	beat	(has) beaten
bite	bit	(has) bitten
bring	brought	(has) brought
build	built	(has) built
burst	burst	(has) burst
buy	bought	(has) bought
catch	caught	(has) caught
come	came	(has) come
cost	cost	(has) cost
dive	dove or dived	(has) dived
draw	drew	(has) drawn
drive	drove	(has) driven
eat	ate	(has) eaten
fall	fell	(has) fallen
feel	felt	(has) felt
fight	fought	(has) fought
find	found	(has) found
flee	fled	(has) fled
fly	flew	(has) flown
forget	forgot	(has) forgotten
forgive	forgave	(has) forgiven

**Example 1** Write the past and past participle forms of each verb.

(a) beat      (b) bite      (c) build      (d) burst

**Solution** (a) beat, **beat**, **(has) beaten**

- (b) bite, **bit, (has) bitten**
- (c) build, **built, (has) built**
- (d) burst, **burst, (has) burst**

**Example 2** Write the correct verb form for each sentence.

- (a) Most of us (feeled, felt) sad when we said goodbye.
- (b) I (fleed, fled) out the door with a lump in my throat.
- (c) The last day had (come, came) too soon.
- (d) It had (caught, caught) us by surprise.

- Solution**
- (a) Most of us **felt** sad when we said goodbye.
  - (b) I **fled** out the door with a lump in my throat.
  - (c) The last day had **come** too soon.
  - (d) It had **caught** us by surprise.

**Errors to Avoid** People sometimes treat a regular verb as if it were irregular. For example, the past tense of *drag* is *dragged*, not “drug.” The past tense of *drown* is simply *drowned*, not “drownded.” Avoid these errors by memorizing the irregular verbs and consulting a dictionary when in doubt. If the dictionary does not list the verb’s principle parts, the verb is regular.

**Practice** For a–h, write the past and past participle form of each verb.

- a. catch            b. come            c. cost            d. dive
- e. drag            f. draw            g. drown            h. drive

For i–p, write the correct verb form for each sentence.

- i. After I had (ate, eaten) the pie, he told me its ingredients.
- j. Where did you say he (find, found) the recipe?
- k. He (drived, drove) to the market.
- l. The food must have (cost, costed) him twenty dollars.
- m. I (forgave, forgiven) him at last.

- n. Andres has (caughted, caught) five crayfish.
- o. Thao (flied, flew) in a jet yesterday.
- p. The temperature (fell, falled) as the sun went down.

For q and r, replace each blank with the correct vocabulary word from this lesson.

- q. The pompous leader spoke in a \_\_\_\_\_ style, using many long words that few understood.
- r. A \_\_\_\_\_ person is a show-off.

**More Practice** See Master Worksheets.

**Review set** Choose the correct word(s) to complete sentences 1–14.

**85**

1. (Subversion, Rapport, Redundancy) is understanding and <sup>(84)</sup> harmony in a relationship.
2. (Subversion, Bliss, Salinity) is corruption or destruction. <sup>(83)</sup>
3. Blissful means full of great (fear, worry, happiness). <sup>(82)</sup>
4. A culprit is a(n) (innocent, guilty, blameless) one. <sup>(81)</sup>
5. (Dispensable, Indispensable, Akin) means related by <sup>(35)</sup> blood, or of the same family.
6. The word *coaches* is a (plural, possessive) noun. <sup>(13)</sup>
7. The pronoun *their* is (nominative, objective, possessive) <sup>(69, 72)</sup> case.
8. My parakeet is blue; (her's, hers) is green. <sup>(72)</sup>
9. Of the three paragraphs, this one is the (better, best). <sup>(56)</sup>
10. The pronoun *them* is (first, second, third) person <sup>(64)</sup> (singular, plural).
11. Do you know anyone (who, whom) gives grandiloquent <sup>(77, 79)</sup> speeches?

Think: 

?	gives	speeches
---	-------	----------

- 12.** Badchek left (we, us) detectives a clue.  
(78)
- 13.** Many have (come, came) to sketch this waterfall.  
(85)
- 14.** Several (has, have) sketched (their, his or her) friends in the foreground.  
(83)
- 15.** Write the subordinating conjunction in this sentence:  
(73) Until he arrests Badchek, Officer Valiant will not rest.
- 16.** Write the interrogative pronoun in the sentence below.  
(79)  
Whose are the red mittens?
- 17.** Write and underline the words that should be italicized in the sentence below.  
(84)  
Someday I shall read Rudyard Kipling's novel Kim.
- 18.** Write the plural form of the singular noun *housefly*.  
(17, 22)
- 19.** Use an appositive to combine the following two sentences into one sentence.  
(58)  
The Gila monster is Arizona's biggest lizard.  
The Gila monster is the only poisonous lizard in the United States.
- 20.** Write whether the sentence below is simple or compound.  
(75)  
The ship *Halve Maen* explored parts of North America, and the *Wawona* carried lumber in Puget Sound.
- 21.** Write whether the circled pronoun in the sentence below is used as a subject or an object.  
(64)  
Mrs. Brite and (he) are the most intuitive.
- 22.** From the following sentence, write each prepositional phrase, circling the object of each preposition.  
(44)  
The *Wawona* was built in California's Humboldt Bay by H.D. Bendixsen, a prominent shipbuilder.
- 23.** Rewrite the following sentence, adding periods, commas, capital letters, and quotation marks as needed:  
(76, 80)

mrs brite PI said we have not caught him but we shall before summer

**24.** For the irregular verb *forgive*, write the (a) present <sup>(19, 85)</sup> participle, (b) past tense, and (c) past participle.

**25.** Write the objective case pronoun to complete the <sup>(69)</sup> sentence below.

Badchek has no rapport with his nephew or (me, I).

**26.** Rewrite the sentence below, adding capital letters, <sup>(67, 81)</sup> periods, commas, and quotation marks as needed.

yes i know the song i've been working on the railroad

**27.** Rewrite the following letter, adding periods, commas and <sup>(57, 67)</sup> capital letters as needed.

my dear ms hoo  
get plenty of rest exercise and fresh air  
warm regards  
katy diddit RN

**28.** Diagram the simple subject and simple predicate of each <sup>(75)</sup> clause in the following compound sentence:

Into the room bursts Badchek, yet few recognize him, for he has grown a beard.

Diagram each word of sentences 29–30.

**29.** Has Badchek become the caretaker of Mr. Knothead's <sup>(45, 51)</sup> riches?

**30.** Did the pretentious billionaire, Mr. Knothead, assign <sup>(46, 58)</sup> Badchek a new task of tremendous importance?

# Student Workbook 5 Contents

## Writing Lessons

Lesson 1	The Sentence	2
Lesson 2	The Paragraph, Part 1	5
Lesson 3	The Paragraph, Part 2	9
Lesson 4	The Paragraph, Part 3	12
Lesson 5	The Essay: Three Main Parts	16
Lesson 6	The Essay: Introductory Paragraph	20
Lesson 7	The Essay: Body Paragraphs	25
Lesson 8	The Essay: Concluding Paragraph	31
Lesson 9	The Essay: Transitions	36
Lesson 10	Brainstorming for Ideas	40
Lesson 11	Writing a Complete Essay	46
Lesson 12	Evaluating Your Essay	47
Lesson 13	Supporting a Topic Sentence with Experiences, Examples, Facts, and Opinions	50
Lesson 14	Preparing to Write a Persuasive Essay	55
Lesson 15	Writing the Persuasive Essay	58
Lesson 16	Evaluating the Persuasive Essay	60
Lesson 17	Writing a Strong Thesis Statement	63
Lesson 18	Preparing to Write an Expository Essay	60
Lesson 19	Writing the Expository Essay	67
Lesson 20	Evaluating the Expository Essay	69
Lesson 21	Preparing to Write a Personal Narrative	72
Lesson 22	Writing a Personal Narrative	74
Lesson 23	Evaluating the Personal Narrative	75
Lesson 24	Preparing to Write a Descriptive Essay	78
Lesson 25	Writing a Descriptive Essay	82

Lesson 26	Evaluating the Descriptive Essay	83
Lesson 27	Writing a Chapter Summary	86
Lesson 28	Preparing to Write an Imaginative Story	88
Lesson 29	Writing an Imaginative Story	92
Lesson 30	Evaluating the Imaginative Story	93
Lesson 31	Writing a Short Story Summary	96

### **More Practice and Corny Chronicles**

More Practice Lesson 4		97
More Practice Lesson 8		98
More Practice Lesson 12		99
Corny Chronicle #1 (Follows Lesson 13)		100
More Practice Lesson 15		101
More Practice Lesson 25		102
More Practice Lesson 26		103
More Practice Lesson 38		104
Corny Chronicle #2 (Follows Lesson 39)		105
More Practice Lesson 40		106
More Practice Lesson 43		107
More Practice Lesson 47		108
More Practice Lesson 49		109
More Practice Lesson 50		110
Corny Chronicle #3 (Follows Lesson 51)		111
More Practice Lesson 57		112
More Practice Lesson 59		113
More Practice Lesson 60		114
More Practice Lesson 67		115
More Practice Lesson 73		116
More Practice Lesson 74		117

More Practice Lesson 76	118
More Practice Lesson 80	119
More Practice Lesson 81	120
More Practice Lesson 84	121
More Practice Lesson 85	122
More Practice Lesson 86	124
More Practice Lesson 87	126
More Practice Lesson 101	128
More Practice Lesson 103	129
More Practice Lesson 109	130

## LESSON 18

# Preparing to Write an Expository Essay

The purpose of expository writing is to inform or explain. Expository writing tells why or how. The following might be titles for expository essays:

“How to Use a Thesaurus”

“New Computer Technology”

“Where to Find the Best Tacos”

“Why the Hamster Makes a Good Pet”

“Making a Rug from Fabric Scraps”

A good expository essay is well organized and clear. It might offer an explanation of how something works, information about a specific subject, or instructions for doing something.

In this lesson, we shall prepare to write an expository essay that explains how to plan a birthday party.

Our goal is to write easy-to-follow instructions, which will require a detailed description of the process. Therefore, we shall break down the actions and carefully sequence them in a logical or practical order so that the reader can understand our step-by-step method of planning a birthday party.

**Brainstorming** In order to generate thoughts and ideas, we shall brainstorm before creating a thesis statement for our *how-to* essay.

- Write quickly, and do not worry about spelling or neatness.
- Write for about three minutes or until your paper is covered with words, whichever comes first.

### **Writing a Thesis Statement**

Now it is time to state the purpose of your essay in a clear thesis statement. Using the ideas you have written by brainstorming, write a sentence that tells what your essay is about.

Hint: Will you be presenting a certain number of *steps* in your how-to essay? Or will you be explaining a number of different *parts* of a birthday party that need to be planned? Your thesis statement will reveal your presentation plan.

**Organizing your Ideas**

After you have written a strong thesis statement telling what your essay is about, look at the ideas you have generated by brainstorming and identify the ones that best support your thesis statement. Then you might create thought clusters based on the ideas you generated while brainstorming. You should have at least three of these clusters in order to create your body paragraphs.

**Tone**

The **tone** of an essay reflects the writer’s attitude toward the topic. Your attitude can be formal or informal, sarcastic or straight-forward, serious or silly, admiring or critical. Before you begin writing, you must decide on your tone.

**Forming Topic Sentences**

Once you have decided on your tone, selected the main ideas from your brainstorming, and arranged them in clusters, take those ideas and form them into topic sentences. Each topic sentence will become a main idea for your essay’s body paragraphs.

**Practice**

Write a thesis statement and at least three topic sentences that clearly explain your thesis statement. In the next lesson, we shall develop these topic sentences into body paragraphs and then complete the expository essay.

THESIS STATEMENT: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Topic sentence:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Topic sentence:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Topic sentence:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## A Field Trip

### Corny Chronicle #3

Follows Lesson 51

Three friends, (1) \_\_\_\_\_, (2) \_\_\_\_\_, and  
proper noun (person) proper noun (person)

(3) \_\_\_\_\_, were in charge of planning the annual class  
proper noun (person)

field trip. Their goal was to plan a (4) \_\_\_\_\_ trip that  
descriptive adjective

would give their classmates a sense of (5) \_\_\_\_\_. This  
abstract singular noun

trip would be (6) \_\_\_\_\_ than last year's trip. In fact,  
comparative adjective

this would be their (7) \_\_\_\_\_ field trip ever. It would  
superlative adjective

give each classmate an opportunity to (8) \_\_\_\_\_,  
present tense  
action verb

(9) \_\_\_\_\_, and (10) \_\_\_\_\_. The class would  
present tense  
action verb present tense  
action verb

travel (11) \_\_\_\_\_ mountains, (12) \_\_\_\_\_ tall  
preposition preposition

buildings, (13) \_\_\_\_\_ historical monuments,  
preposition

(14) \_\_\_\_\_ (15) \_\_\_\_\_ rivers, and  
preposition descriptive adjective

(16) \_\_\_\_\_ the (17) \_\_\_\_\_ oceans. Besides all  
preposition descriptive adjective

this, they could photograph the many (18) \_\_\_\_\_ and  
concrete plural noun

(19) \_\_\_\_\_ along the way.  
concrete plural noun

Next the (20) \_\_\_\_\_ of classmates began working  
collective noun

on the trip schedule. This (21) \_\_\_\_\_ journey would  
descriptive adjective

begin at nine a.m. on Friday. When their teacher said that the  
class would have to return by one p.m. that day for their  
dictation test, the three classmates (22) \_\_\_\_\_ and  
past tense  
action verb

frowned.

**More  
Practice  
Lesson 85**

Complete this irregular verb chart by writing the past and past participle forms of each verb.

	<u>VERB</u>	<u>PAST</u>	<u>PAST PARTICIPLE</u>
1.	beat	_____	_____
2.	bite	_____	_____
3.	bring	_____	_____
4.	build	_____	_____
5.	burst	_____	_____
6.	buy	_____	_____
7.	catch	_____	_____
8.	come	_____	_____
9.	cost	_____	_____
10.	dive	_____	_____
11.	drag	_____	_____
12.	draw	_____	_____
13.	drown	_____	_____
14.	drive	_____	_____
15.	eat	_____	_____
16.	fall	_____	_____
17.	feel	_____	_____
18.	fight	_____	_____
19.	find	_____	_____
20.	flee	_____	_____
21.	fly	_____	_____
22.	forget	_____	_____
23.	forgive	_____	_____

**More Practice**  
**Lesson 85**  
**continued**

Circle the correct verb form for each sentence.

1. Yesterday the Jays (beated, beat) the Doves in soccer.
2. The Jays have (beat, beaten) them in every tournament.
3. For yesterday's picnic, I (brang, brought) watermelon.
4. I have always (brung, brought) watermelon.
5. Last summer we (builded, built) a treehouse.
6. We have (builded, built) two treehouses.
7. Rob (bayed, bought) a plum tree.
8. He has (bayed, bought) three trees this week.
9. Len (catched, caught) a cold.
10. He has (catched, caught) a bad one.
11. Rachel (comed, came) home early.
12. She has (came, come) home to rest.
13. Last week, apples (costed, cost) 99¢ a pound.
14. They have (cost, costed) less in the past.
15. Melody (dove, dived) into the pool.
16. She has (dove, dived) in before.
17. I (drawed, drew) a happy face.
18. I have (drawed, drawn) several.
19. Leroy (drived, drove) to Kansas City.
20. He had (drove, driven) forty miles.
21. A limb (falled, fell) from the tree.
22. Limbs have (falled, fell, fallen) every year.
23. Tomcats (fighted, fought) last night.
24. They have (fighted, fought) every night this week.
25. A goose (flied, flew) by.
26. The geese have (flew, flown) south.

**More  
Practice  
Lesson 85**

Complete this irregular verb chart by writing the past and past participle forms of each verb.

	<u>VERB</u>	<u>PAST</u>	<u>PAST PARTICIPLE</u>
1.	beat	<u>beat</u>	<u>(has) beaten</u>
2.	bite	<u>bit</u>	<u>(has) bitten</u>
3.	bring	<u>brought</u>	<u>(has) brought</u>
4.	build	<u>built</u>	<u>(has) built</u>
5.	burst	<u>burst</u>	<u>(has) burst</u>
6.	buy	<u>bought</u>	<u>(has) bought</u>
7.	catch	<u>caught</u>	<u>(has) caught</u>
8.	come	<u>came</u>	<u>(has) come</u>
9.	cost	<u>cost</u>	<u>(has) cost</u>
10.	dive	<u>dove or dived</u>	<u>(has) dived</u>
11.	drag	<u>dragged</u>	<u>(has) dragged</u>
12.	draw	<u>drew</u>	<u>(has) drawn</u>
13.	drown	<u>drowned</u>	<u>(has) drowned</u>
14.	drive	<u>drove</u>	<u>(has) driven</u>
15.	eat	<u>ate</u>	<u>(has) eaten</u>
16.	fall	<u>fell</u>	<u>(has) fallen</u>
17.	feel	<u>felt</u>	<u>(has) felt</u>
18.	fight	<u>fought</u>	<u>(has) fought</u>
19.	find	<u>found</u>	<u>(has) found</u>
20.	flee	<u>fled</u>	<u>(has) fled</u>
21.	fly	<u>flew</u>	<u>(has) flown</u>
22.	forget	<u>forgot</u>	<u>(has) forgotten</u>
23.	forgive	<u>forgave</u>	<u>(has) forgiven</u>

**More Practice**  
**Lesson 85**  
**continued**

Circle the correct verb form for each sentence.

1. Yesterday the Jays (beated, beat) the Doves in soccer.
2. The Jays have (beat, beaten) them in every tournament.
3. For yesterday's picnic, I (brang, brought) watermelon.
4. I have always (brung, brought) watermelon.
5. Last summer we (builded, built) a treehouse.
6. We have (builded, built) two treehouses.
7. Rob (buyed, bought) a plum tree.
8. He has (buyed, bought) three trees this week.
9. Len (catched, caught) a cold.
10. He has (catched, caught) a bad one.
11. Rachel (comed, came) home early.
12. She has (came, come) home to rest.
13. Last week, apples (costed, cost) 99¢ a pound.
14. They have (cost, costed) less in the past.
15. Melody (dove, dived) into the pool.
16. She has (dove, dived) in before.
17. I (drawed, drew) a happy face.
18. I have (drawed, drawn) several.
19. Leroy (drived, drove) to Kansas City.
20. He had (drove, driven) forty miles.
21. A limb (falled, fell) from the tree.
22. Limbs have (falled, fell, fallen) every year.
23. Tomcats (fighted, fought) last night.
24. They have (fighted, fought) every night this week.
25. A goose (flied, flew) by.
26. The geese have (flew, flown) south.



15. Add commas and quotation marks as needed in the sentence below.  
(76, 80)

After lunch said Ms. Hoo we shall discuss the Utah prairie dog.

16. Circle the coordinating conjunction in the compound sentence below.  
(75)

Some prairie dogs are hiding, for hawks are circling above.

17. Circle the subordinating conjunction in the sentence below.  
(73)

Because prairie dogs are social animals, they live together in large colonies.

18. Circle the antecedent of the italicized pronoun in the sentence below.  
(62)

Mimi likes prairie dogs because *they* are cute.

19. Complete the four principal parts of the verb *steal*.  
(65)

<u>steal</u>	<u>(is)</u>	_____	<u>(has)</u>
(1) present tense	(2) present participle	(3) past tense	(4) past participle

20. Add suffixes. (2 points for each correct answer)  
(33, 34)

(a) win + er \_\_\_\_\_ (b) salty + ness \_\_\_\_\_

21. Circle the interrogative pronoun in the sentence below.  
(79)

Which shall we study first?

22. Circle the predicate nominative in the sentence below.  
(51)

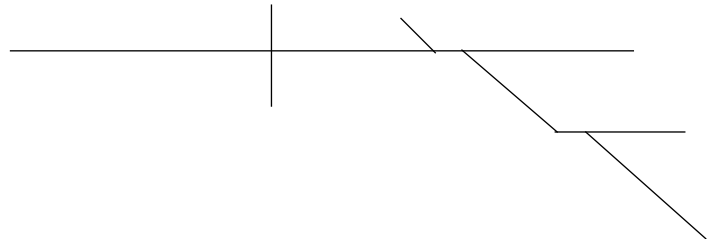
The Utah prairie dog is an endangered species.

23. Circle the indirect object in the sentence below.  
(46, 69)

Elle made Daisy a taco.

On the lines provided, diagram each word of sentences 24 and 25.

24. Prairie dogs are rodents with short tails.  
(45, 54)



25. Max is listening, but Perlina is napping.  
(40, 45)

