

Rules of the Game

SAMPLER FOR
BOOKS 1–3
GRADES 5–10

Grammar through
Discovery

Mary Page, Peter Guthrie, Sloan Sable



EDUCATORS PUBLISHING SERVICE

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A three-book grammar series with accompanying *Answer Keys*, *Rules of the Game* encourages students to discover that grammar is just another name for the patterns that exist in language. Each lesson starts with examples and directed questions; both help students see that rules and definitions begin with language and are not arbitrary. Through the directed questions, students arrive at grammatical rules and principles. Students then do exercises that provide practice as well as increase general knowledge.

The exercises rely on both traditional and not-so-traditional approaches. As in most grammar books, students identify various points of grammar from sentences. But students also have opportunities to respond more creatively, using what they have learned. For example, students may be asked to follow sentence patterns, write their own sentences, choose effective modifiers, or combine sentences. Teachers can assign all exercises at the time a concept is introduced, assign the identification problems to diagnose weaknesses, or use some exercises when specific problems occur in student writing.

In all books, the lessons build on each other. For example, the lesson on the compound sentence appears shortly after students have learned what constitutes a sentence and right after they have been introduced to the conjunction. Teachers should feel free, however, to skip around or to supplement in areas where students need more follow-up work. Each book also contains a Comprehensive Exercises section, which provides review exercises and includes errors for students to correct.

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Book 1 for grades 5–6

Covers parts of speech, basic punctuation and capitalization, sentence fragments, run-on sentences, contractions, possessives, and subject-verb agreement.

Book 2 for grades 7–8

Covers direct and indirect objects, linking verbs, predicate nouns and adjectives, appositives, object of the preposition, functions of the prepositional phrase, and semi-colons and colons.

Book 3 for grades 9–10

Covers dependent clauses; adjective, adverb, and noun clauses; complex and compound-complex sentences; verbals; gerunds; participles; and infinitives.

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7. COMMAS

What could you do to the following sentence to make it clearer?

Betty bring me a cup plate and bowl.

Now compare what you did with the following version of the sentence:

Betty, bring me a cup, plate, and bowl.

Inserting three commas into the above sentence makes the meaning of the sentence much clearer. You can tell that somebody is speaking to Betty and asking her to bring three separate items rather than a “cup plate” and a “bowl.”

Definition

The **comma** is the most frequently used form of punctuation, and it helps you to make sense out of a sentence. In other words, commas—as you’ve already seen above—make it easier to read and understand sentences. Commas are used either alone or in pairs. When used alone, they set off or *separate items*. (I’ll see you later, Ralph.) When used in pairs, they *enclose* items. (On Tuesday, October 4, I won a million dollars.)

SERIES

Use commas to separate a series of three or more items:

1. Jack put mustard, ketchup, and relish on his hot dog.
2. Mrs. Beazley walked, ran, and skipped to the store.
3. Brook saw lions, tigers, bears, and wizards in the woods.

Although leaving out the comma before the word *and* is also considered to be correct, this practice can sometimes lead to confusion:

June read books about soldiers, sailors, cops and robbers.

It is not clear from this sentence whether June read books about three or four subjects. Since you can *always* avoid this kind of confusion when you use the comma before the word *and* in a series, we recommend that you use it.

BETWEEN ADJECTIVES

Commas that are used to separate adjectives take the place of the word *and*. If you can insert the word *and* between two adjectives, use a comma. If you can't insert the word *and*, do not use a comma:

1. the small, graceful dancer (The *small and graceful dancer* makes sense.)
2. the bright young man (The *bright and young man* does *not* make sense.)
3. the heavy, clumsy dog (The *heavy and clumsy dog* makes sense.)
4. the enthusiastic senior class (The *enthusiastic and senior class* does *not* make sense.)

HINT When you can insert *and* between two adjectives and it makes no sense there is usually a natural pause between the two words. It is sometimes useful to read the phrase out loud to yourself to see if you can hear this pause. If you hear a pause, insert a comma.

INTRODUCTORY WORDS

Use commas after words like *oh*, *well*, *yes*, and *no* when they come at the beginning of a sentence:

1. Oh, why can't you be quiet?
2. Yes, I see your point.
3. Well, of course I know Sally's mother.

DIRECT ADDRESS

Use commas to set off or enclose words that are used to address or speak to a person:

1. Mom, please give me a dollar.
2. Come here, Roxanne, and look at this frog.
3. I can't find your horse, Slim.

MISUNDERSTANDING

Sometimes it is necessary to use commas to prevent misunderstanding or misreading:

To Emily William was a fool.

This sentence isn't about a girl named Emily William, as you might first think. If you add a comma after *Emily*, you'll see the sentence reveals

Emily's opinion of William. Sentences 1 and 2 would also be confusing without commas:

1. After seeing his uncle, Bill bought a paper.
2. Above, the jet roared through the sky.

When you try reading these sentences without commas, you'll see that it is possible to misread them.

DATES, ADDRESSES, AND GEOGRAPHICAL NAMES

Use commas to separate items in dates, addresses, and geographical names:

1. Tuesday, June 29, 1901
2. 6 Duck Street, Grinnell, Iowa
3. Paris, France

LETTERS

Use commas after the salutation of a friendly or informal letter (as opposed to a business letter) and after the closing of any letter:

Dear Aunt May, Yours truly,
Dear Dad, Sincerely,

There are a number of other situations in which it is necessary to use commas. You will learn about these situations as you study new concepts later in these books.

COMMA EXERCISES

A. *Directions:* Insert commas where they are needed in the following sentences.

EXAMPLE: By the way, Shirley, how's your parakeet?

1. Gabriela wanted bacon lettuce and tomato on her sandwiches.
2. No I do not want to go to the lecture on dinosaurs.
3. Is that you Makiba?
4. When she saw her aunt Martha began to laugh.
5. The spy gave Herman a cold murderous look.
6. Does Mr. Kaplinsky live in Kansas City Kansas or Kansas City Missouri?
7. John Kennedy was assassinated on November 22 1963.
8. Above the eagle flew gracefully through the air.
9. The bright young man sat down ordered his breakfast and ate it.

10. Oh why won't you ever listen to me Thelma?
11. To Betty Henry looked like a clown.
12. Robert loved to read books by Gogol Turgenev Tolstoy and Chekhov.
13. His smooth graceful walk revealed that he was a dancer.
14. Ever since Sam has been scared of angry muskrats.
15. Yes Rosie I intend to visit Rome Italy.

B. *Directions:* Insert commas where they are needed in the following sentences. If a sentence is correct, write the letter C in the space at the end.

EXAMPLE: Please bring me a drink, Tim. C

1. Well I don't see why they moved to Houston, Texas. _____
2. Nigel's favorite colors were black gray, and white. _____
3. Roy, could you help me mow the lawn on Friday June 10? _____
4. The cool, green water lapped around Matilda's feet. _____
5. Yes, I think I will go swimming on Mondays Wednesdays and Saturdays. _____
6. Now will you roll the dice and move, Billy? _____
7. Leroy lived at 6 Oakhurst Drive Springfield, Ohio. _____
8. Running, reading, and fishing were Anne's favorite activities.

9. No, Elvida you can't put marshmallows in the soup. _____
10. According to his uncle Harry was a mean, unfriendly boy. _____

C. *Directions:* In the following sentences, circle the commas that are not necessary and insert commas where they are needed.

EXAMPLE: Jane^o lived in an old, shabby house.

1. Penelope collects butterflies coins, bumper stickers, and, stamps.
2. The athletic, senior girls live in Spokane Washington.
3. Next to her, cousin Jake June saw an enormous turtle.
4. Well Phillip, I guess, reading writing and math are not your strong points.
5. Woody Guthrie, grew up in Okemah Oklahoma.
6. Donald saw a group of large, hungry, crocodiles slip into the river.
7. He arrived, in Flatfoot North Dakota on May 12, 1972.
8. No I don't believe a word, you are saying Alice.
9. Gum drops chocolate and boiled, sweets are all examples of candy.
10. When, did you become a lawyer Arturo?

D. *Directions:* Make up sentences that illustrate each of the following situations.

EXAMPLE: commas in dates *I was born on August 4, 1923.*

1. commas in series _____

2. commas between adjectives _____

3. commas to prevent misunderstandings _____

4. commas after opening words _____

5. commas in direct address _____

6. commas in addresses _____

15. COLON

The following letter contains many mistakes. Underline the errors.

Dear Mr. Briggs,

I read about your pharmacy in *Pharmacy Can Be Fun* 3, 11. I was most impressed and would like to apply for a part-time job. I can start work after school every day at 3;15 and work until closing at 9-00. I have had experience doing the following. babysitting, mowing lawns, and running errands. My former employers were pleased with my work, and they would be glad to write me recommendations.

Sincerely,
Jerry Tinsdale

As you may have discovered, the writer of the above letter has forgotten to use needed colons. If he had, he would have written:

Dear Mr. Briggs:

I read about your pharmacy in *Pharmacy Can Be Fun* 3:11. I was most impressed and would like to apply for a part-time job. I can start after school every day at 3:15 and work until closing at 9:00. I have had experience doing the following: babysitting, mowing lawns, and running errands. My former employers were pleased with my work, and they would be glad to write me recommendations.

Sincerely,
Jerry Tinsdale

Let's hope that the job Jerry has applied for requires little writing or that Mr. Briggs is a forgiving employer.

Definition

A **colon** is a punctuation mark used to indicate that something is following. To put it another way, it is a signal that says, "Note what follows."

The rules for using a colon are few and, except for the last one, fairly straightforward:

1. A colon should appear after the salutation in a business letter:

Dear Mr. Briggs:
Dear Sir or Madame:

2. A colon should appear between volume and number, or between volume and page number, of a periodical:

Atlantic Monthly 97:6

Newsworthy 3:12

3. A colon should appear between the hour and the minutes when you write the time:

3:15 p.m.

12:00 midnight

4. A colon should appear before a list of specifics, especially after expressions like *as follows* and *the following*:

Please read the following:

Lord of the Flies

A Separate Peace

Tex

I Am the Cheese

You have probably been following the third rule since you could tell time. The first two rules are equally straightforward. An easy way to remember the fourth rule is to remember that a colon is used every time you want to signal the reader to take special note of something.

Like semicolons, colons are *always* placed *outside* closing quotation marks:

Doris said the following cities are "must see": London, Paris, and Rome.

For practice, add colons where needed in the following sentences:

1. I arrived at Kennedy International Airport at 6 30.
2. The article on John Keats can be found in *Poets International* 5 7.
3. Please do the following chores walk the dog, pick up your room, and set the table.
4. The passage read at the service today was Exodus 2 1-10.

COLON EXERCISES

A. *Directions:* Insert colons in the correct places in the following sentences.

EXAMPLE: Esther ate the following for dinner: potato chips, ice cream, and cheese doodles.

FACTS ABOUT WORLD WAR II

1. World War II began with the German attack on Poland on September 1, 1939, at 4 45 A.M.

2. In this same year, 1939, the following appeared for the first time nylon stockings, baseball on television, and Steinbeck's *The Grapes of Wrath*.
3. The most popular songs that year were the following "God Bless America," "Over the Rainbow," and "I'll Never Smile Again."
4. Discouraged by England's refusal to surrender, Hitler later opened a second front by invading the Soviet Union on June 22, 1941, at 3 00 A.M.
5. Later that year the Japanese extended the fighting to the Pacific Ocean by launching a surprise attack at 7 55 on a Sunday morning against the American naval base at Pearl Harbor.
6. Nineteen forty-three was a turning point for the Allies (England, France, and the United States), who forced the Germans to retreat from the following places Africa, Sicily, and Italy.
7. The final defeat of Hitler began with the launching of the largest amphibious operation in military history on June 6, 1945, at 6 30 A.M. against the German army occupying France.
8. On this same day, June 6, in other years, the following occurred the assassination of Robert Kennedy (1968), the first American naval victory over Japan (1942), and formation of the Chrysler Corporation (1925).
9. On May 7, 1945, known as VE Day, the German military surrendered and agreed to stop fighting in Europe at 11 01 P.M. on May 9.
10. Later, Japan surrendered, shortly after the first atomic bomb was dropped by the United States on Hiroshima on August 6, 1945 at 8 15 in the morning.
11. The following teams won the World Series during American involvement in the war New York Yankees, St. Louis Browns, St. Louis Cardinals, and Detroit Tigers.
12. During World War II the most popular movies were the following *Casablanca*, *The Wizard of Oz*, and *Bambi*.
13. An article on Dwight D. Eisenhower, Commander in Chief of the Allied forces, can be found in the *New York Review of Books*, 33 30.
14. *Time* magazine, 128 48, published an article discussing Stalin, leader of the Soviet Union during World War II.
15. You can even find an article in the *Smithsonian* magazine, 16 25, on how the war in France changed football forever.

B. *Directions:* In the following letter correct the errors in the use of the colon and semi-colon.

EXAMPLE: Dear Sir;
Dear Sir:

126 Hooker Avenue
White Plains, New York
June 9, 1987

Scurry Furry Food Company
404 Oakwood Street
Cleveland; Ohio

Dear Sir or Madame,

I am inquiring about your advertisement in *Hamster's Quarterly* 12;1. You stated that you sell hamster food; but do you sell the following: Hamster Heavenly Pellets, Domestic Rodent Tidbits; and Lettuce Alone? Also do you have any advice about the best time to feed a hamster? I have been feeding mine in the morning at 4.30; I find that my hamster: Hepzibah, often suffers from indigestion; she has trouble digesting her Yummy Tummy Tidbits. I have pondered this matter for some time: I cannot solve it by myself and now need your help.

Sincerely;
James T. Cork

C. *Directions:* Rewrite the following sentences to correct any errors in punctuation.

EXAMPLE: Nandy lives in England: George does too.

Nandy lives in England; George does too.

1. The train always arrives punctually at 4:30 p.m.; and I make sure I am there to see it.

2. The reading: that the student chose, was Exodus 2-12.

3. When coming to camp, please bring the following, three pairs of shorts, three shirts, and one pair of rubber-soled shoes, all should be labelled with your name.

4. The school bus has a flat tire: therefore, we must go to the game in cars.

5. FUNCTIONS OF PREPOSITIONAL PHRASES

The prepositional phrase always functions as either an adjective or an adverb. The adjective phrase, like an adjective, modifies a noun or pronoun. The adverb phrase modifies a verb, an adjective, or another adverb.

EXAMPLE: The cat (with the ^{ADJ}double paws) crept stealthily
(^{ADV}through the garden).

A. *Directions:* Put parentheses around each of the prepositional phrases in the following sentences. Then, depending on the function of that prepositional phrase, write **adjective** or **adverb** in the space provided at the end.

EXAMPLE: Juan hid (behind the curtain). _____ **adverb** _____

1. Did you ask your teacher about the assignment?

2. Sandy finished her experiment before Don.

3. Her favorite ring went down the drain. _____
4. Everyone likes science fiction except Meagan.

5. The new girl is from Taiwan. _____
6. Like my mother, I gain weight very easily.

7. The library books about Francis Marion are missing.

8. Since the summer her playing has really improved.

9. The flowers were all facing toward the sun.

10. A little pika scampered under that bush. _____
11. The people with cars are ready to go. _____

8. Russia was fighting a war against Germany and sustaining an enormous number of casualties.
9. Soldiers were fighting far from home without guns or ammunition.
10. Few among them still supported the tsar's government.
11. The soldiers soon fought beside the people of St. Petersburg and against the tsar's few remaining supporters.
12. Rebellious railwaymen prevented Nicholas's return to St. Petersburg by train.
13. After a week of rioting, Nicholas II finally relinquished his rule.
14. Leaders established a new Provisional Government over Russia.
15. Between February and October this new government became unpopular with the Russian people.
16. The peasants wanted their own land and peace at any cost.
17. Amid this confusion Vladimir Ilyich Lenin returned from exile.
18. He and his small Bolshevik Party soon gained popularity with their slogan of "Peace, Land, and Bread."
19. By October the political situation approached anarchy.
20. In October the Bolsheviks overthrew the Provisional Government and established the world's first communist government.

C. *Directions:* Write one sentence for each of the prepositional phrases found below. Put parentheses around each prepositional phrase. Then label each phrase **ADJ** or **ADV** depending on its function.

EXAMPLE: in the water

ADV
I fell (in the water).

1. throughout the play

2. across the table

3. after class

4. before the election
