

# **Grammar Power**

## **The Essential Elements**

### **Student Workbook**

Mary Louise Wanamaker



### **Author**

Mary Louise Wanamaker, who earned her M.A. at St. Louis University, has taught English, grades 9–12, to all ability levels. She concentrated on developing curriculum during her sixteen years as principal. Wanamaker also has twelve years' experience as a teacher supervisor in Los Angeles, where she worked with principals on curriculum matters. She is the author of The Center for Learning's *Grammar Mastery for Better Writing* workbooks and teacher guide.

### **Editors**

Mary Anne Kovacs, M.A.  
Tammy Sanderell, B.A.

### **Cover Design**

Amy Giannell, B.S.  
Cover illustration of puzzle © iStockphoto.com/Andrew Johnson

### **About the Cover**

In some ways using correct language is like completing a jigsaw puzzle. All of the pieces play an important part, and they have to be used in their proper places.

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10200 Jefferson Boulevard  
Culver City, CA 90232-0802

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Product Code: CFL618  
ISBN-13: 978-1-56077-973-5

# Contents

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	Page
<b>To the Students</b>	vii
<b>Unit 1</b>	
<b>Sentences</b>	
What Is a Sentence?	1
Fragments	2
Dependent Clauses	3
Run-on Sentences	4
Sentence Functions	6
Simple and Complete Subjects	8
Compound Subjects	13
Appositives	13
Simple and Complete Predicates	16
Compound Predicates	21
Unit 1 Review	23
Unit 1 Review Test	24
<b>Unit 2</b>	
<b>Nouns</b>	
What Is a Noun?	27
Kinds of Nouns	27
Singular and Plural Nouns	29
Uses of a Noun	31
Possessive Nouns	40
Unit 2 Review	43
Unit 2 Review Test	44
<b>Unit 3</b>	
<b>Verbs</b>	
What Is a Verb?	47
State-of-Being Verbs	49
Principal Parts of Verbs	52
Verb Tenses	55
Progressive Form of Verbs	57
Active and Passive Voice	58
Subject-Verb Agreement	64
Unit 3 Review	69
Unit 3 Review Test	70

## **Unit 4**

### **Pronouns**

What Is a Pronoun?	73
Antecedents	73
Personal Pronouns	74
Uses of Pronouns	74
Interrogative and Demonstrative Pronouns	83
Indefinite Pronouns	84
Possessive Pronouns	86
Pronouns and Contractions	87
Unit 4 Review	89
Unit 4 Review Test	90

## **Unit 5**

### **Prepositions**

What Is a Preposition?	93
Prepositional Phrases	94
Objects of Prepositions	97
Unit 5 Review	102
Unit 5 Review Test	103

## **Unit 6**

### **Adjectives**

What Is an Adjective?	105
Articles	106
Proper Adjectives	107
Predicate Adjectives	109
Degrees of Adjectives	112
Verbs Used as Adjectives	115
Unit 6 Review	117
Unit 6 Review Test	118

## **Unit 7**

### **Adverbs**

What Is an Adverb?	121
Adverbs vs. Adjectives	125
Degrees of Comparison	127
Problems with Adverbs and Adjectives	128
Double Negatives	130
Unit 7 Review	131
Unit 7 Review Test	132

## **Unit 8**

### **Conjunctions and Interjections**

What Is a Conjunction? 135

What Is an Interjection? 136

### **Supplementary Materials**

Parts of Speech Summary 138

Word Usage Problems 140

Word Usage Exercises 145

General Punctuation Rules 152

Punctuation Exercises 154

Language Drill 161

Glossary: The Words We Use 170



# To the Students

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This workbook contains the basics of grammar that will prepare you for future English and foreign language courses. It also lays the foundation for the mastery of writing skills, which is the primary purpose of any study of grammar.

The book is divided into units. The first unit teaches sentences, fragments, and the components of the simple sentence. The next seven units develop each part of speech with explanations and many exercises for reinforcement. The concepts in each unit prepare you for the next because all concepts are taught sequentially. There is much repetition and drill. If you don't master a concept at first, don't worry. You will grasp it in time!

The workbook also includes a section of exercises for words that often cause difficulty and confusion. While rules of punctuation and usage are included where they fit logically within a unit, some general punctuation rules and review exercises are located near the end of the workbook. The last section is a language drill that will help you master important concepts.

*Grammar Power* is a workbook that will give you power. It will not only prepare you for more advanced courses, but also help you develop your ability to write well and correctly. Master the material one step at a time. This will give you the self-confidence needed to tackle more complex structures as you continue your educational journey.





# Unit 1

## Sentences

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### What Is a Sentence?

A **sentence** is words that express a complete thought. A group of words is not a sentence unless it makes some kind of a statement, asks a question, gives a command or a request, or shows strong feeling. A complete sentence must have a topic or subject and a predicate that states what that subject is doing.

### Exercise 1

**Directions:** Write complete statements using the following subjects.

**Example:** the calendar    *The calendar is on her desk.*

1. my math book
2. his little sister
3. the air in the room
4. the storm
5. his pencil
6. the bookcase in my room
7. her computer
8. the picture on the wall
9. the window in our classroom
10. the vase of flowers
11. Joe's car
12. the tornado
13. Bill
14. the evening news
15. her rose garden

## Exercise 2

**Directions:** Add subjects to make the following groups of words complete sentences.

**Example:** Her cousin lives in the blue house.

1. \_\_\_\_\_ travels five miles each day.
2. \_\_\_\_\_ loves science.
3. \_\_\_\_\_ takes care of her little sister.
4. \_\_\_\_\_ went to the movies.
5. \_\_\_\_\_ needs stamps.
6. \_\_\_\_\_ will visit the Getty Museum.
7. \_\_\_\_\_ took the roof off our house.
8. \_\_\_\_\_ filed the papers on her desk.
9. \_\_\_\_\_ painted the bedroom.
10. \_\_\_\_\_ was an excellent artist.

## Exercise 3

**Directions:** Write the letter of the group of words which logically completes the subject.

**Example:** She found the town *k*

- |                           |  |
|---------------------------|--|
| _____ 1. The U.S. senator | a. panned for gold.                                |
| _____ 2. The librarian    | b. destroyed two city blocks.                      |
| _____ 3. Travel agents    | c. went on a field trip.                           |
| _____ 4. A miner          | d. grows in the ocean.                             |
| _____ 5. The principal    | e. gave a talk on the importance of books.         |
| _____ 6. The tables       | f. were painted green and gold, the school colors. |
| _____ 7. A tornado        | g. works in Washington, D.C.                       |
| _____ 8. The children     | h. gave the class a free day.                      |
| _____ 9. Kelp             | i. produces coins.                                 |
| _____ 10. The U.S. Mint   | j. sell airline tickets.                           |
|                           | k. on the map.                                     |

## Fragments

A **fragment** is a group of words with either no subject or no predicate. A fragment does not express a complete thought.

Flying a kite on a windy day in spring.

Who is flying the kite? There is no subject, so this is a fragment.

John, an eighth-grade basketball player for Lincoln Junior High School and a talented student.

The topic is *John*, but we do not know what John is doing. It is a fragment.

Listening carefully to every word spoken and every gesture given.  
There is no subject or predicate. This is a fragment.

#### Exercise 4

**Directions:** If the group of words is a sentence, write *S*. If the words are not a sentence, mark *F*.

**Example:** When the clock strikes five. *F*

- \_\_\_\_\_ 1. The sun on that beautiful summer day.
- \_\_\_\_\_ 2. After the storm and after the cleanup.
- \_\_\_\_\_ 3. My friend is going to Hawaii next summer.
- \_\_\_\_\_ 4. Early in the morning before the sun had dried the mist on the grass.
- \_\_\_\_\_ 5. Write your name at the top of the paper.
- \_\_\_\_\_ 6. On the dusty road traveled by so many people.
- \_\_\_\_\_ 7. Jane wants to become a teacher.
- \_\_\_\_\_ 8. Our team won the game last night.
- \_\_\_\_\_ 9. The motto written on the board for everyone to see.
- \_\_\_\_\_ 10. Bill hurt his arm playing soccer.
- \_\_\_\_\_ 11. Stop immediately!
- \_\_\_\_\_ 12. Working day and night for a minimum wage.
- \_\_\_\_\_ 13. Leaving his dog with his friend to go on a trip.
- \_\_\_\_\_ 14. Jean bought her first car, a Volvo.
- \_\_\_\_\_ 15. Pay attention!
- \_\_\_\_\_ 16. Jim won second place on the game show.
- \_\_\_\_\_ 17. This year there were many storms and tornadoes.
- \_\_\_\_\_ 18. There are millions of insects after a wet winter.
- \_\_\_\_\_ 19. The beauty of the woods and the sunsets.
- \_\_\_\_\_ 20. Enjoying his vacation at the beach.

#### Dependent Clauses

A group of words can have a subject and a predicate and still not express a complete thought. These are **dependent clauses**; they depend on another clause to give them meaning.

Before Jack picked up the marbles.

The subject is *Jack*. The predicate is *picked*, but this clause does not express a complete thought. It needs another clause to complete its meaning.

## Exercise 5

**Directions:** If the group of words expresses a complete thought, write *C*. If the words do not express a complete thought, write *N*.

**Example:** Last week after school                      *N*

- \_\_\_\_\_ 1. He joined his brother on the tennis courts.
- \_\_\_\_\_ 2. If you want to go on an exciting ride down the rapids.
- \_\_\_\_\_ 3. Although Tom was a good student who did his homework regularly.
- \_\_\_\_\_ 4. Write carefully but do not print.
- \_\_\_\_\_ 5. The class did not understand the problem.
- \_\_\_\_\_ 6. After you choose your teams and after you give each member a particular job.
- \_\_\_\_\_ 7. If you want to become a member of our debating team.
- \_\_\_\_\_ 8. When you decide to write your final report and give it to your coach.
- \_\_\_\_\_ 9. Camping overnight in Pine Valley and watching the sun set over the lake, we stared in wonder.
- \_\_\_\_\_ 10. It seems wiser to ignore him.
- \_\_\_\_\_ 11. After eating his lunch hurriedly, James ran out to the baseball diamond.
- \_\_\_\_\_ 12. After the team won the game and long before the celebration began.
- \_\_\_\_\_ 13. We watched the game on our TV.
- \_\_\_\_\_ 14. Although Ted was ill with a very bad cold.
- \_\_\_\_\_ 15. When do you plan to return from your vacation?
- \_\_\_\_\_ 16. Who sent in this article?
- \_\_\_\_\_ 17. Since my brother lost his job at Taco Bell.
- \_\_\_\_\_ 18. While you were enjoying yourself at Tom's party last night.
- \_\_\_\_\_ 19. Jerry's wallet, a birthday gift, was lost last week at the game.
- \_\_\_\_\_ 20. While my sister and I cleaned our rooms and vacuumed.
- \_\_\_\_\_ 21. If you are planning to enter the science contest, please let me know as soon as possible.
- \_\_\_\_\_ 22. Alice left without permission.
- \_\_\_\_\_ 23. That you assumed full responsibility for the incident.
- \_\_\_\_\_ 24. He did not plan to go to the basketball game.
- \_\_\_\_\_ 25. Since everyone agreed with his proposal.

## Run-on Sentences

When a comma joins two complete sentences, the incorrect result is a **run-on sentence**. (One sentence runs on into the next.)

Mark Twain is a good storyteller, he knows how to keep his reader in suspense.

The comma joins the two complete sentences and makes it an incorrect run-on sentence.

A run-on sentence can also occur when there is no punctuation between sentences.

Jack plays baseball his little sister likes tennis.

Run-on sentences can be corrected in several ways. These will be studied later, but you should be able to recognize run-on sentences and avoid using them.

### Exercise 6

**Directions:** Write *F* for a fragment, *R* for a run-on sentence, or *S* for a sentence.

**Example:** The artist bought a new paintbrush. *S*

- \_\_\_\_\_ 1. A beautiful sunrise on a winter's day.
- \_\_\_\_\_ 2. The new museum displayed many beautiful paintings.
- \_\_\_\_\_ 3. Carefully arranging the flowers in their vases.
- \_\_\_\_\_ 4. Chuck plays the cello well he also plays in the band.
- \_\_\_\_\_ 5. Eating his lunch every day in the school cafeteria.
- \_\_\_\_\_ 6. The TV given to her on her birthday.
- \_\_\_\_\_ 7. The news of winning the championship made us all happy.
- \_\_\_\_\_ 8. Did you read the article in the newspaper it gave our girls' basketball team a lot of praise.
- \_\_\_\_\_ 9. After the storm we surveyed the damage.
- \_\_\_\_\_ 10. During the game we cheered enthusiastically our volleyball team is the best in the city.
- \_\_\_\_\_ 11. You should leave the room in good condition.
- \_\_\_\_\_ 12. Give me your telephone number.
- \_\_\_\_\_ 13. Turning on the light and walking cautiously.
- \_\_\_\_\_ 14. A science club was started this year, instead of just reading the material we can now do science experiments.
- \_\_\_\_\_ 15. Meet me in the gym.
- \_\_\_\_\_ 16. It will probably rain on the weekend don't do too much planning.
- \_\_\_\_\_ 17. Count your blessings.
- \_\_\_\_\_ 18. Trying hard to receive honors in math in June.
- \_\_\_\_\_ 19. Paul is one of our best players he should plan to join the team in high school.
- \_\_\_\_\_ 20. Did you get all the problems right which ones were the most difficult?
- \_\_\_\_\_ 21. I'm leaving now.
- \_\_\_\_\_ 22. There is too much violence on TV something should be done.
- \_\_\_\_\_ 23. Report here for your physical exam.
- \_\_\_\_\_ 24. Her ability to write was the key to her success, she was also very bright.
- \_\_\_\_\_ 25. Everyone seemed to enjoy the musical, the reviews, however, were not always favorable.

## Exercise 7

**Directions:** Write *F* for a fragment, *DC* for a fragment that is a dependent clause, *R* for a run-on, or *S* for a sentence.

**Example:** Although you left early.      *DC*

- \_\_\_\_\_ 1. Before he was able to contact his boss.
- \_\_\_\_\_ 2. Ray shot the winning basket last night, he won the game.
- \_\_\_\_\_ 3. After you write your composition and proofread it.
- \_\_\_\_\_ 4. Lois couldn't find her library card.
- \_\_\_\_\_ 5. Sitting in the booth waiting for her father to join her.
- \_\_\_\_\_ 6. A cold wintry morning with patches of snow everywhere.
- \_\_\_\_\_ 7. Send us the recipe.
- \_\_\_\_\_ 8. Since you have borrowed books from our library on a weekly basis.
- \_\_\_\_\_ 9. Gloria learned about the party on Thursday she already had other plans.
- \_\_\_\_\_ 10. Because there was nothing she could do about the problem.
- \_\_\_\_\_ 11. Larry's hobby, saving stamps especially from Asiatic countries.
- \_\_\_\_\_ 12. Before the tornado touched ground in our town.
- \_\_\_\_\_ 13. Always do your best.
- \_\_\_\_\_ 14. Unless you are willing to give me the material that I need to finish my project.
- \_\_\_\_\_ 15. As a class we visited the zoo in San Diego last week.
- \_\_\_\_\_ 16. The wind whirling leaves around our front porch.
- \_\_\_\_\_ 17. She decided to write her autobiography at least she thought she would write it.
- \_\_\_\_\_ 18. Entering the darkened auditorium about an hour before the concert would begin.
- \_\_\_\_\_ 19. Cats are very interesting, they pretend they don't need any affection.
- \_\_\_\_\_ 20. Working several problems in his math book to show the teacher he understood the material.

## Sentence Functions

There are four sentence functions: declarative, interrogative, imperative, and exclamatory.

1. *Declarative*—makes a statement and ends with a period

John is going to college next fall.

Carol received the award for best tennis player.

A storm caused much damage in the South.

2. *Interrogative*—asks a question and ends with a question mark

Where did you put my books?

Are you going on the field trip with the rest of the class?

Do you like sports?

To find the subject of an interrogative sentence, rearrange the sentence to make it declarative.

Did Tom bring the drinks?

Tom did bring the drinks.

3. *Imperative*—gives a command or makes a request and usually ends with a period

(You) wash the dishes.

(You) please leave the room.

Will you please give me that pen.

Do not use a question mark with a request that is actually a command.

4. *Exclamatory*—expresses strong feeling and ends with an exclamation mark

Watch out!

Help!

Leave that vase alone!

### Exercise 8

**Directions:** Label the following sentences *D* for declarative, *IN* for interrogative, *IM* for imperative, or *E* for exclamatory. Then add the correct end punctuation.

**Example:** Do you know what time the game starts      *IN ?*

- \_\_\_\_\_ 1. He is leaving for Africa tomorrow
- \_\_\_\_\_ 2. Finish your math problems tonight
- \_\_\_\_\_ 3. What did you watch on TV last night
- \_\_\_\_\_ 4. Such a remark is insulting
- \_\_\_\_\_ 5. Do you think it will rain tomorrow
- \_\_\_\_\_ 6. Please help me with my homework
- \_\_\_\_\_ 7. Throw those towels in the basket
- \_\_\_\_\_ 8. We went to the game last night
- \_\_\_\_\_ 9. Will you please clean your room
- \_\_\_\_\_ 10. Look out
- \_\_\_\_\_ 11. What happened to your English book
- \_\_\_\_\_ 12. The school bought fifty new computers
- \_\_\_\_\_ 13. Technology is helping students
- \_\_\_\_\_ 14. There will be a meeting of coaches
- \_\_\_\_\_ 15. There's no time to lose
- \_\_\_\_\_ 16. Where are you putting the flowers
- \_\_\_\_\_ 17. The building is in flames
- \_\_\_\_\_ 18. Did you see the comet
- \_\_\_\_\_ 19. This heat is unbearable

- \_\_\_\_\_ 20. Close the window
- \_\_\_\_\_ 21. The principal gave a talk last night
- \_\_\_\_\_ 22. Watch where you're going
- \_\_\_\_\_ 23. Please iron your blouse
- \_\_\_\_\_ 24. Is this your book
- \_\_\_\_\_ 25. Three cheers for Sally

## Simple and Complete Subjects

The simple subject is the main noun of the complete subject. Words or phrases that modify the simple subject form the complete subject.

Several large boxes of tomatoes were picked yesterday.

This sentence is about boxes. The boxes are several, large, and with tomatoes.

A red truck passed our house.

This sentence is about a truck. It is red.

The seventh grade boys in my homeroom had a debate.

This sentence is about boys. They are in the seventh grade and are in my homeroom.

My class in mathematics is working on a math project.

Class	/	in mathematics
<i>Simple subject</i>	/	<i>modifies the simple subject</i>

Bob	gave a science demonstration.
<i>Simple subject</i>	

There are no modifiers, so *Bob* is the complete subject.

The eighth grade went roller skating on Saturday.

*Grade* is the simple subject. The complete subject is the *eighth grade*.

## Exercise 9

**Directions:** Underline the subjects in the following phrases.

**Example:** the large apartment near my house

1. brown beach towel
2. two colored blankets
3. large bottles of Pepsi
4. a playpen with toys
5. the tiny stream of water
6. a bag of cookies



7. a beautiful Monarch butterfly
8. a bottle of aspirin
9. a visit to the country
10. a large beautiful mansion
11. a little child's rocking chair
12. a girl's skirt
13. a bundle of papers
14. several toy dogs
15. a flock of birds
16. a shelf of books
17. a couple of clowns
18. a history of England
19. several new vans
20. a tiny white bunny

### Notes

- a. Do not mistake a prepositional phrase for the simple subject.

A bag of groceries was standing on the kitchen sink.

The simple subject is *bag*. The complete subject is a *bag of groceries*.

- b. *There* and *here* often come first in sentences, but they are not the subjects.

There they sat for two hours.

The subject is *they*.

Here are the boxes.

The subject is *boxes*.

- c. In many declarative sentences, the subject comes first. This is called *normal order*. Sometimes the subject is preceded by a phrase or modifier. This is called *inverted word order*.

Near the mall stood a bewildered little boy.

In interrogative sentences, the subject is often between parts of the verb.

Why did Jim leave so quickly?

In imperative sentences, the subject is usually *you* understood.

Take this to the store.

Give me that paper.

## Exercise 10

**Directions:** Underline the simple subject in the following list of complete subjects.

**Example:** a story in my favorite book

1. the desk in my room
2. a little stray black cat
3. a bag of cookies
4. the baseball bat on the porch
5. a child's book of poetry
6. a trunk of clothes
7. a glass of milk
8. a survey of the land
9. five gallons of gas
10. a basket of fruit
11. ten bottles of glue
12. several cans of soup
13. two business letters
14. a delicious chocolate cake
15. a banana cream pie
16. a stack of papers
17. big ferocious bulldog
18. a skating rink with children
19. beautiful flowers of many colors
20. a tall vase of flowers

## Exercise 11

**Directions:** Add simple subjects to make your own sentences.

**Example:** Our softball \_\_\_\_\_ needs a pitcher. *team*

1. A \_\_\_\_\_ of cookies was in my lunch.
2. Several \_\_\_\_\_ of coffee were on the table.

3. A \_\_\_\_\_ with three kittens was sunning herself on the porch.
4. My \_\_\_\_\_ loves to play tennis.
5. Her new desktop \_\_\_\_\_ was broken.
6. Rich chocolate \_\_\_\_\_ covered the cake.
7. Many colored \_\_\_\_\_ were sold at the circus.
8. A couple of \_\_\_\_\_ were skating on the rink.
9. A beautiful \_\_\_\_\_ crossed the sky after the storm.
10. My strawberry ice cream \_\_\_\_\_ tastes delicious.

## Exercise 12

**Directions:** Underline the simple subject.

**Example:** My younger brother plays the piano well.

1. A furry little dog ran into our yard.
2. A beautiful picture of a brook and trees hangs in our room.
3. The boy driving the truck hauls groceries each morning.
4. The desk in my bedroom was made by my father.
5. Several get-well cards were sent to the patient.
6. The walls in our hallway need a coat of paint.
7. The news of the accident arrived yesterday.
8. The terrible storm caused much damage.
9. A carton of milk stood on the counter.
10. A bottle of vinegar fell on the clean kitchen floor.
11. Here comes the football team!
12. Our class enjoyed the play.
13. Our beautiful lace tablecloth was torn.
14. A raging fire destroyed my sister's house.

15. Our best soccer player broke his arm.
16. Our football team won the game.
17. There in the driveway lay a bat and a glove.
18. The rally for the final game was held on Thursday.
19. Tom's backpack was stolen.
20. The school's track team received a special award.
21. The clock in our kitchen stopped.
22. Coming down the street were my two friends.
23. On the kitchen table was a vase of roses.
24. After eating quickly, Sally dashed out of the house.
25. Computers have taken the place of typewriters.

### Exercise 13

**Directions:** Underline the complete subject, and put parentheses around the simple subject.

**Example:** The top (students) in the class visited the Huntington Library.

1. The rain flooded the streets.
2. A dish of grapes was on the table in the patio.
3. Two cans of tomato soup sat on the empty shelf.
4. The football coach and his assistants were given directions.
5. A shelf of snacks was a popular meeting place in our house.
6. A packet of library cards was given to the librarian.
7. Early each morning Jane runs two miles in the park.
8. The cart with many boxes was left in the hall.
9. Happy with the outcome of his test, Carl telephoned his mother.
10. Stop before you act!
11. Joe, as well as his brothers, is going to the beach on Saturday.
12. The magazines were put on the shelf in the library.
13. On the table were several plates of pizza.

14. The coach for the school's basketball team is a graduate of USC.
15. Jerry's father plays the guitar.
16. Not one of the students was prepared for the test.
17. Each of the girls in the room received an A.
18. Mary's mother coaches our volleyball team.
19. Always put your best foot forward.
20. Her courage in the face of danger was impressive.

### Compound Subjects

When there are two or more subjects in a sentence, the subject is compound.

Mario and his brother go to the same school.

In this sentence, the subject is *Mario* and *his brother*.

### Exercise 14

**Directions:** Underline the simple compound subjects.

**Example:** The dog and the cat ran down the street.

1. The White House and the Pentagon called a press conference.
2. A printer and a computer were in her office.
3. The doctors and nurses attended a meeting on Tuesday.
4. Milk, butter, and cheese were placed on the table.
5. Bob and Carlos won the first prize in the science competition.
6. Many flowers and plants depend on insects for growth.
7. Moths or beetles can destroy clothes.
8. Bees and ants can ruin a picnic.
9. Girls and boys must obey the rules.
10. The rivers and lakes were flooded during the storm.

### Appositives

An appositive renames the noun that it follows.

John, my friend, enjoys tennis.

*Friend* is an appositive of *John*.

Appositives help to reduce wordiness in writing. Always separate appositives with commas.

John enjoys tennis. He is my friend.

John, my friend, enjoys tennis.

Marcia, student body president, gave a speech yesterday.

The subject is *Marcia*. The appositive (or apposition) to the subject is *student body president*.

### Exercise 15

**Directions:** Add appositives to the following nouns. Punctuate correctly.

**Example:**       Garrett, *an inventor*,

1. Miss Brown \_\_\_\_\_
2. My father \_\_\_\_\_
3. The president \_\_\_\_\_
4. Pete \_\_\_\_\_
5. Our dog \_\_\_\_\_
6. The Wizard of Oz \_\_\_\_\_
7. Babe Ruth \_\_\_\_\_
8. My little sister \_\_\_\_\_
9. The best student in our class \_\_\_\_\_
10. Thomas Edison \_\_\_\_\_

### Exercise 16

**Directions:** Use appositives to combine the thoughts in each pair of sentences.

**Example:** Molly Blair is a cheerleader. She is also a top student in her class.

*Molly Blair, a cheerleader, is also a top student in her class.*

1. Levi Hutchins was an early riser. He invented the alarm clock.
2. Bob is a good basketball player. He is the editor of the school paper.
3. Chuck won the student council election. He is popular with all the students.

4. Barb won the lead in the school play. She is a born actor.
5. Marie loves music. She sings in the school's choir.
6. Jane is a teacher in India. She enjoys helping the young students learn to read.
7. Molly works with computers. She is a math genius.
8. Mark Twain was a great storyteller. He enjoyed entertaining others with his tales.
9. Sally made the costumes for the school play. She is an excellent seamstress.
10. Dr. Martin Luther King Jr. fought for human rights. He was an outstanding speaker.
11. Larry is a varsity football player. He also runs track in the spring.
12. John F. Kennedy was assassinated in Dallas. He was president of the United States.
13. Janet was born in Canada. She is now a citizen of the United States.
14. Leo is our class president. He is an exceptional leader.
15. Lois is a lover of nature. She is also an advocate for the environment.
16. Al painted a mural on the school wall. He is an exceptional artist.
17. Bob qualified for the golf tournament. He is now a professional.

18. Lisa is an efficient administrator. She is taking a new job next year.

19. The *Titanic* sank in 1912. It was on its maiden voyage.

20. Joan works as an accountant. She received a promotion last week.

## Simple and Complete Predicates

### Simple Predicate

The **simple predicate** of a sentence is the verb. It tells what the subject is doing or what is being done to the subject.

Bob played football in the park with his friends.

*Bob* is the subject. The sentence is about Bob.

*Played* is the verb, or simple predicate. It tells what Bob did.

Bob played.

My friends and I enjoyed the concert.

*Friends, I* is the compound subject.

*Enjoyed* is the verb, or simple predicate. It tells what the subject did.

Friends and I enjoyed.

## Exercise 17

**Directions:** Underline the simple predicates in the following sentences. Remember, the predicate tells what the subject is doing.

**Example:** Gloria sings in the choir.

1. Terry laughed at the joke.
2. My brother works in that store.
3. Our teacher also plays the piano.
4. A group of girls visited an orphanage in Mexico.
5. My father varnished the table.
6. Jim plays soccer.
7. Mario swims every morning.
8. Julie studies computer programming.
9. My sister returned the book to the library.



10. The orange rolled under the table.
11. Jane dusted the chairs in the room.
12. Rosa's father strummed the guitar.
13. Joe runs five miles every day.
14. The students cheered for their team.
15. My uncle works for my father.
16. A flock of pigeons snatched our lunches.
17. A raging fire destroyed my sister's house.
18. Last night we counted the loose change.
19. Sally studied ballet for five years.
20. The Gillis Construction Company built four schools.

### Exercise 18

**Directions:** Write the simple subject and the simple predicate for each of the sentences in Exercise 17.

**Example:** Gloria sings in the choir. *Gloria sings.*

#### Complete Predicate

The verb is always the simple predicate. The verb and its modifiers form the **complete predicate**.

John earned an A in math.

The simple predicate *earned* tells what John did.

The modifiers are *an A in math*.

Kate won a scholarship to college.

What did Kate do? She won.

*Won* is the simple predicate. *A scholarship to college* modifies *won* and completes the predicate.

Dave jogs every morning.

*Jogs* is the simple predicate. *Every* and *morning* are modifiers of the predicate and form the complete predicate.

### Exercise 19

**Directions:** Underline the simple predicate, and put parentheses around the complete predicate.

**Example:** Our team (practices after school every night).

1. Tony found a wallet on the street.
2. Sally practices her violin every evening for one hour.

3. Terry wrote and published the store's bulletin.
4. The manager praised Terry for her work.
5. The wind blew down several small houses.
6. Joe ordered pizza for the entire team.
7. The children played in the rain.
8. Carl plays on the basketball team.
9. Tom's father coaches the school's soccer team.
10. Pat's picture won first place in the art contest.
11. Write carefully, and check for mistakes.
12. The dog sat on the porch.
13. The teacher praised Laura for her essay.
14. Each of the students placed a paper on the teacher's desk.
15. The principal promised a rally for the next volleyball game.
16. The driver of the truck plowed into a van.
17. Emma had never seen snow.
18. Maria braids her hair each morning.
19. The police officer talked with the students.
20. Judy teaches primary grades at Clark Elementary School.

## Exercise 20

**Directions:** Underline the simple subject or subjects, and put parentheses around the simple predicate. Note that the simple predicate may be composed of more than one word.

**Example:** Where (did) you (put) my lunch?

1. The electricians worked long and hard after the storm.
2. Both Paige and Riley won a trip to Washington, D.C.
3. Did Pete and Kathy enjoy the concert last night?
4. The material in the test gave me a headache.
5. The cover of the magazine was torn.
6. Did the teacher accept Peggy's excuse?

7. Everyone enjoyed the trip to Disneyland.
8. The pictures in my sister's book were pretty.
9. The waves damaged the pier.
10. Eat your lunch slowly.
11. Dr. Jones washes her hands often.
12. The people in the doctor's office fidgeted nervously.
13. The children stood in line for more than thirty minutes.
14. The cookies made the children happy.
15. A bag of popcorn was given to each student.
16. Did you see the plate of doughnuts on the table?
17. One of the tickets for the Lakers game this evening was lost.
18. Several pieces of cloth were torn from the material.
19. That picture of our Halloween costumes gave my little sister nightmares.
20. Her jokes make me laugh.
21. Two pairs of shoes were found in the gym after the volleyball game last night.
22. My little sister can count to one hundred.
23. Jean, my oldest sister, and I have seen that show three times.
24. The noise during the rally made my ears ache.
25. The broken bottle of perfume filled the house with a pleasant smell.

## Exercise 21

**Directions:** Write the simple subject and simple predicate of the following sentences.

**Example:** A picture of my mother stood on my desk. *picture stood*

1. His dog takes a walk every morning and evening. \_\_\_\_\_
2. My computer broke last night. \_\_\_\_\_
3. Pete will go with you tomorrow. \_\_\_\_\_
4. The attorney sent the letter. \_\_\_\_\_

5. The globe stood on a stand. \_\_\_\_\_
6. The cherries ripened early this year. \_\_\_\_\_
7. My father planted carrots and onions in our garden. \_\_\_\_\_
8. My friend helped me with my homework. \_\_\_\_\_
9. My oldest sister gave a piercing scream. \_\_\_\_\_
10. Jerry took pictures of our party. \_\_\_\_\_
11. His father read the newspaper article. \_\_\_\_\_
12. My mother vacuumed the rug. \_\_\_\_\_
13. Tim threw stones into the lake. \_\_\_\_\_
14. Our class went to the Museum of Fine Arts. \_\_\_\_\_
15. Bob plays games on his computer. \_\_\_\_\_
16. Brian tore his coat on the fence. \_\_\_\_\_
17. Mary scrubbed each chair carefully. \_\_\_\_\_
18. A glass of orange juice spilled onto my composition. \_\_\_\_\_
19. Jane straightened the chairs in the room. \_\_\_\_\_
20. Joe, my brother, damaged our car. \_\_\_\_\_

## Exercise 22

**Directions:** Find ten simple sentences from a story you are reading. Write each sentence, and underline its simple subject and simple predicate.

## Compound Predicates

A compound predicate consists of two or more verbs joined by a conjunction and having the same subject.

Tina ran into her room and slammed the door.

The subject is *Tina*. The compound predicates are *ran* and *slammed*.

Compound predicates often help to reduce wordiness.

Toby, our cat, sat on the windowsill. He sunned himself.

Toby, our cat, sat on the windowsill and sunned himself.

## Exercise 23

**Directions:** Use compound predicates to combine each pair of sentences.

**Example:** We went to the store. We bought oranges.

*We went to the store and bought oranges.*

1. My Uncle Joe visits us every Thanksgiving. He always brings the dessert.
2. My brother plays in a band. He sings with great enthusiasm.
3. During the summer, Jake and I ride bikes. We also swim in the lake.
4. Our football team won the final game. We earned the first-place trophy.
5. Her cat Corky likes to play games. He hides in the bushes and trees.
6. Our family went to the mountains. We climbed the trails. We barbecued on an outdoor grill.
7. On her vacation, Jenny wrote letters to her friends. She sent little homemade gifts to her mother.

8. Patty vacuumed her room. She straightened the books in the bookcase. She picked up papers and magazines. She dusted the furniture.
9. My mother grows tomatoes and onions in her garden. She also cultivates beautiful roses.
10. Marian worked conscientiously in school. She did her homework every night.
11. In the park, the little girl ran and jumped. She also used the swings. She played in the sand box.
12. Mary gave the homeless man a sandwich and an apple. She also found a comfortable place for him to rest.
13. Jan washed all the desks in the classroom. She cleaned the chalkboards. She also dusted the bookcases.
14. Becky lifted the lid off the box. She found a bracelet and a pair of earrings.
15. Patty visited her aunt and uncle in Florida. She flew to Hawaii for a week's vacation with her best friend.
16. Ants crawled all over the sink in my bathroom. They covered my bottle of shampoo. They even ate the sugar coating on my Advil pills.
17. Jerry washed his hands thoroughly. He set the table for dinner.
18. My father read the newspaper. He drank a cup of tea. He then fell asleep.
19. Paul opened the front door cautiously and quietly. He tiptoed upstairs. He opened his bedroom door. He jumped into bed.
20. Every Saturday John cuts the grass. He pulls out the weeds. He sweeps the sidewalks.

## Unit 1 Review

1. Every sentence must express a complete thought. It must have a subject and a predicate. The subject is what the sentence is about. The predicate tells what the subject is, was, or will be doing. Sometimes the predicate tells what is, was, or will be done to the subject.
2. A fragment never expresses a complete thought. Often fragments are missing a subject or a predicate or both.
3. Dependent clauses have a subject and a predicate, but they do not express a complete thought.
4. A run-on sentence has two or more sentences joined by a comma or with no punctuation.
5. There are four sentence functions:
  - a. Declarative  
makes a statement
  - b. Interrogative  
asks a question
  - c. Imperative  
gives a command or makes a request
  - d. Exclamatory  
expresses strong feelings
6. The subject of a sentence tells who or what the sentence is about. The modifiers and the simple subject make up the complete subject.
7. The predicate often tells what the subject is doing. The simple predicate is the verb. The complete predicate is the verb and its modifiers.
8. Compound predicates have more than one verb. They often help reduce wordiness.
9. Appositives rename the nouns they follow and are set off by commas.

# Unit 1

## Review Test

### Part A.

**Directions:** Write *S* for sentence or *F* for fragment.

- \_\_\_\_\_ 1. Enjoying the gentle evening breeze on that hot day.
- \_\_\_\_\_ 2. Eat your lunch early today.
- \_\_\_\_\_ 3. Look before you act.
- \_\_\_\_\_ 4. The road, dusty and hot, in late autumn.
- \_\_\_\_\_ 5. Sitting quietly by the lake trying to catch a fish.
- \_\_\_\_\_ 6. Did you finish the assignment?
- \_\_\_\_\_ 7. Jake earned his letter in baseball.
- \_\_\_\_\_ 8. On the road leading to town.
- \_\_\_\_\_ 9. Send Tom the bill.
- \_\_\_\_\_ 10. When will you graduate from college?

### Part B.

**Directions:** If the group of words is a sentence, write *S*. If it is a run-on sentence, write *R*. If it has a subject and predicate but does not express a complete thought, write *N*.

- \_\_\_\_\_ 1. Although Roger is a very good student, always willing to help out when needed.
- \_\_\_\_\_ 2. Albert is always willing to accept advice.
- \_\_\_\_\_ 3. John is going to take computer science he is a whiz with computers.
- \_\_\_\_\_ 4. Tricia works with her mother during the summer she is an excellent organizer.
- \_\_\_\_\_ 5. Before you write your composition tonight.
- \_\_\_\_\_ 6. We all formed a circle and joined hands, we then sang the school song.
- \_\_\_\_\_ 7. Before my brother gets ready to go to a party or to a game.
- \_\_\_\_\_ 8. A snake slithered into our parlor, crawled up on the windowsill, and rested there quietly.
- \_\_\_\_\_ 9. If you all agree with my proposal and if you get permission from your parents in time.
- \_\_\_\_\_ 10. Larry, my friend, was hit by a car and was taken to the hospital, he was released that same day.

### Part C.

**Directions:** Underline the simple subject, and put parentheses around the simple predicate.

- 1. On the side of the road stood a tall pine tree.
- 2. Write your name on the bottom line.



3. After jumping into every puddle, my brother was completely wet.
4. Jack and Muriel, his sister, go to the same school.
5. A bag of groceries was sitting on the table.
6. Ice and snow can cause accidents.
7. A can of beans was open on the counter.
8. Every little thing can often bring happiness.
9. The accident happened early in the morning.
10. Each of the papers was ruined by rain.
11. On the corner of the desk stood a small statue.
12. Jon broke his ankle in the game last night.
13. Wind and rain caused havoc to the trees on our street.
14. Bill, the quarterback, is going to USC.
15. Marlene was chosen the editor of the school paper.
16. Shivering in the cold, Jerry quickly delivered his papers.
17. The boys in our class gave twenty dollars to help a poor family.
18. Are there any more letters in the box?
19. Marilyn always does her homework.
20. Go immediately to the gym after lunch.

#### **Part D.**

**Directions:** Label the following sentences *D* for declarative, *IN* for interrogative, *IM* for imperative, or *E* for exclamatory. Then add correct end punctuation.

- \_\_\_\_\_ 1. Stop when you see a train
- \_\_\_\_\_ 2. The county received more than four inches of rain
- \_\_\_\_\_ 3. Did you do your homework last night
- \_\_\_\_\_ 4. Watch out, or you'll get hurt
- \_\_\_\_\_ 5. Clean your room now
- \_\_\_\_\_ 6. Did you watch the game last night
- \_\_\_\_\_ 7. Are there any more letters in the box
- \_\_\_\_\_ 8. Joyce won first place in both races
- \_\_\_\_\_ 9. Kenneth will visit the White House
- \_\_\_\_\_ 10. Mary joined the French Club

## Part E.

**Directions:** Write appositives for the following subjects. Punctuate correctly.

1. Sally \_\_\_\_\_ won the race.
2. Mr. Jones \_\_\_\_\_ will move to Oregon.
3. George \_\_\_\_\_ saved the game.
4. Joann \_\_\_\_\_ will go to the Olympics.
5. Sydney \_\_\_\_\_ has a large bushy tail.
6. The storm \_\_\_\_\_ cost millions in damages.
7. Her cousin \_\_\_\_\_ is a good basketball player.
8. *Titanic* \_\_\_\_\_ grossed over a billion dollars.
9. Paul's mother \_\_\_\_\_ is involved in school activities.
10. Our teacher \_\_\_\_\_ enjoys his job.

## Part F.

**Directions:** Combine each pair of sentences by using appositives. Punctuate correctly.

1. Ginny enjoys traveling. She is my mother's cousin.
2. Miss Jones has been my teacher for two years. She was a math major at Georgetown University.
3. George has a great love for classical music. He plays the violin and the cello.
4. Stella wants to be an actress. She studies drama in college.
5. Dennis is studying to be a mechanic. He enjoys working with all models of cars.

## Unit 2

# Nouns

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### What Is a Noun?

A **noun** is the name of a person, place, thing, or idea.

James	person
Mount Baldy	place
computer	thing
justice	idea

### Exercise 24

**Directions:** Write whether the underlined noun is a person, place, thing, or idea.

**Example:** My watch is broken. *thing*

- \_\_\_\_\_ 1. His house was destroyed by a tornado.
- \_\_\_\_\_ 2. My computer saves me many hours of work.
- \_\_\_\_\_ 3. Teachers must love to teach.
- \_\_\_\_\_ 4. My brother and I visited the Smithsonian Institute.
- \_\_\_\_\_ 5. Disneyland is a popular vacation destination.
- \_\_\_\_\_ 6. Paul wanted the truth.
- \_\_\_\_\_ 7. Her roses are beautiful.
- \_\_\_\_\_ 8. Arthur Ashe was a great tennis player.
- \_\_\_\_\_ 9. Our library has many reference books.
- \_\_\_\_\_ 10. Todd's pride was hurt.

### Kinds of Nouns

#### Common Nouns

A **common noun** names any person, place, thing, or idea. (Hint: A noun is any word that you can put *the* in front of.)

lady                      meat                      dish                      reward

#### Proper Nouns

A proper noun names a particular person, place, or thing.

Mr. Jones              Memorial Stadium              Atlantic Ocean

## Abstract Nouns

An **abstract noun** names a quality or idea.

truth                  beauty                  pride                  danger

Note: Nouns can be classified in more than one way. Sometimes abstract nouns can also be proper nouns.

## Exercise 25

**Directions:** Label the following nouns *C* for common or *P* for proper. If the noun is abstract, also label it with an *A*.

**Example:** map    *C*

- |                                 |                         |
|---------------------------------|-------------------------|
| _____ 1. Peter                  | _____ 11. Aunt Jane     |
| _____ 2. patriotism             | _____ 12. comet         |
| _____ 3. Japan                  | _____ 13. success       |
| _____ 4. wisdom                 | _____ 14. quarterback   |
| _____ 5. Antarctic              | _____ 15. train         |
| _____ 6. Yosemite National Park | _____ 16. rocking chair |
| _____ 7. Ganges River           | _____ 17. water         |
| _____ 8. hate                   | _____ 18. Hot Springs   |
| _____ 9. Todd Miller            | _____ 19. desk          |
| _____ 10. street                | _____ 20. Pierpont Inn  |

## Capitalization of Proper Nouns

- Proper nouns are capitalized.  
Dr. Marie Jenkins    Paul Jones    Terry Smith
- Capitalize titles that come before a person's name or that take the place of a person's name.  
Uncle George    President Ford    Chief of Police
- In a title, do not capitalize *the*, *in*, *of*, or *a* unless it is the first word.  
"The Legend of Sleepy Hollow"  
*Of Mice and Men*  
*A Tale of Two Cities*
- Capitalize proper nouns that name specific regions of the country. Do not capitalize directions or seasons.  
We will visit the South this summer.  
We drove north on the freeway.  
Last summer we went to the beach.  
Note: Generally an article precedes a specific part of the country.

## Exercise 26

**Directions:** On separate paper, write proper nouns for the following common nouns. Capitalize correctly.

**Example:** month *June*

- |             |                   |                       |
|-------------|-------------------|-----------------------|
| 1. mountain | 11. city          | 21. boy's name        |
| 2. movie    | 12. state         | 22. church            |
| 3. street   | 13. arena         | 23. football player   |
| 4. holiday  | 14. high school   | 24. basketball player |
| 5. club     | 15. grade school  | 25. girl's name       |
| 6. language | 16. baseball park |                       |
| 7. freeway  | 17. lake          |                       |
| 8. park     | 18. teacher       |                       |
| 9. monument | 19. principal     |                       |
| 10. museum  | 20. river         |                       |

## Exercise 27

**Directions:** On a separate piece of paper, rewrite the following paragraph with correct capitalization.

My father, mother, and I visited the yellowstone national park in august. This park is the largest and oldest unit in the national park system of the united states. It is administered by the national park service. Park headquarters are located at mammoth, wyoming. The yellowstone river has cut one of the great canyons of north america, over one thousand feet deep and twenty-four miles long. We were especially fascinated with the geysers. Approximately two hundred geysers have been observed and named. The most famous one we visited is old faithful, which is unusual especially for the height of its eruptions. It often shoots hot water over one hundred feet and sometimes even two hundred feet in the air. Even our visit to washington, d.c., was not as spectacular. If you have never visited yellowstone national park, plan to go someday.

## Exercise 28

**Directions:** Write a paragraph about a place you have visited. Include details about where it is located, when you visited it, and what interested you the most.

## Singular and Plural Nouns

### Singular Nouns

A **singular noun** names only one person, place, thing, or idea.

sister      school      chair      joy

### Plural Nouns

A **plural noun** names more than one person, place, thing, or idea.

sisters      schools      chairs      joys

1. To form the plural of most singular nouns, add *s*.

grape	grapes
house	houses
apple	apples

2. To form the plural of nouns ending with *ch*, *sh*, *ss*, *z*, or *x*, add *es*.

church	churches
glass	glasses
tax	taxes

3. To form the plural of nouns ending in *y* preceded by a consonant, change the *y* to *i* and add *es*.

army	armies
lady	ladies
party	parties

4. To form the plural of nouns ending with *y* preceded by a vowel, add *s*.

donkey	donkeys
day	days
boy	boys

5. For a letter or a numeral, add *s*.

x	xs
100	100s

6. To form the plural of a noun ending in *o*, add *s* or *es*.

piano	pianos
zero	zeroes
potato	potatoes

7. To form the plural of some nouns ending in *f* or *fe*, change the *f* or *fe* to *ve* and add *s*. For others, simply add *s*.

loaf	loaves
life	lives
chief	chiefs
safe	safes

8. Some singular nouns change form in the plural.

man	men
child	children
ox	oxen
woman	women

9. Some singular nouns are the same in the singular and the plural.

deer	deer
sheep	sheep
trout	trout

### Compound Nouns

**Compound nouns** are made up of more than one word. Often compound nouns are separated by a hyphen. The main word in a compound noun is made plural.

sister-in-law	sisters-in-law
great-grandfather	great-grandfathers
man-of-war	men-of-war

### Exercise 29

**Directions:** Write the plural of the following nouns.

**Example:** key     *keys*

- |           |       |                   |       |
|-----------|-------|-------------------|-------|
| 1. street | _____ | 11. goose         | _____ |
| 2. knife  | _____ | 12. hero          | _____ |
| 3. bunch  | _____ | 13. mother-in-law | _____ |
| 4. 1,000  | _____ | 14. life          | _____ |
| 5. bevy   | _____ | 15. monkey        | _____ |
| 6. moose  | _____ | 16. bus           | _____ |
| 7. box    | _____ | 17. bench         | _____ |
| 8. match  | _____ | 18. enemy         | _____ |
| 9. hour   | _____ | 19. sister-in-law | _____ |
| 10. video | _____ | 20. D             | _____ |

### Uses of a Noun

Nouns have different uses in a sentence.

#### Subject

The subject of a sentence is always a noun or a pronoun. (A pronoun can take the place of a noun.) The subject is a noun because the subject tells what the sentence is about. Subjects can be simple or compound.

The tent collapsed during the rain storm.

In this sentence, *tent* is the simple subject.

The wind and the rain caused much damage.

In this sentence, *wind* and *rain* are the compound subjects.

The cars on the street were submerged in water.

In this sentence, the complete subject is the *cars on the street*. The simple subject is *cars*. Cars are what the sentence is about. *Cars* is a noun subject. The noun *street* follows a preposition. It is not the subject.

A box of oranges was delivered yesterday.

The complete subject is a *box of oranges*. The simple subject is *box*. *Of oranges* is a phrase.

### Exercise 30

**Directions:** Underline the simple subjects of the following sentences. Put parentheses around words that are part of the complete subject.

**Example:** (The carton of soap) was shipped to Africa.

1. A can of peaches was on the shelf.
2. Both Tom and Jerry made the team.
3. The bottle of vinegar was broken.
4. The ticket for the concert was given to me.
5. The money in that drawer belongs to my brother.
6. The doctor and the nurses volunteered their services.
7. The doctor, as well as the nurses, volunteered his service.
8. The professor of physics received an award from the university.
9. The entire shelf of books fell.
10. An army of ants invaded our kitchen last night.
11. The letter and the article were used as evidence.
12. The glass of milk by her bed was knocked over.
13. The entire crop of strawberries was destroyed by the storm.
14. Pat bought a computer yesterday.
15. The teachers, as well as several parents, went with us to Disneyland.
16. A cloud of dust made driving dangerous.
17. The principal and the faculty enjoyed a short vacation.
18. A mixture of oil and molasses covered the sink.



19. Residents of the town celebrated the victory of their team.
20. The water under the bridge was contaminated.

### **Apposition to the Subject (Appositive)**

The **apposition to the subject** (the appositive) is the same as the subject. An appositive renames any noun it follows. Appositives are set off by commas.

Tony, a champion skater, won a scholarship.

*Tony* is the noun subject; *skater* is in apposition to Tony, stating what Tony is.

A compound appositive is two or more appositives or appositive phrases that identify the same noun.

Our vacation, a weekend in Yosemite National Park and a week in Hawaii, brought us many exciting experiences.

### **Exercise 31**

**Directions:** Underline the simple subjects, and put parentheses around the appositives. Punctuate correctly.

**Example:** Arnold, our class (president), gave an excellent speech.

1. Bob the musician gave a concert for our class.
2. Jim the leading actor in the school play broke his arm.
3. Sharon Murphy an architect received honorable mention for her design of the new library.
4. O. Henry a writer of short stories received worldwide acclaim.
5. Our dog a golden retriever loves people.
6. Joe's report a ten-page paper covered the topic thoroughly.
7. Carl's accomplishments a speed skater and a football linesman are truly an unusual combination.
8. Carl's brother a track star at Adams Junior High is also a good student.
9. The thick smoke a mixture of burnt rubber and fumes made her faint.
10. Mount Shasta a volcano towers thousands of feet above the surrounding valleys.
11. Miss Jones an excellent writer teaches English at the college.
12. Albert a born actor wants to major in drama.
13. Ed a computer expert plans to study computers this summer.
14. Sue a good soccer player leads the team in goals.
15. Al my brother is going to Alaska this summer.
16. Uncle Fred a mechanic always fixes my car.

17. Lassie a show dog earned a lot of money for his owner.
18. Sam a dog trainer works for NBC.
19. Terry's computer an old iMac was finally discarded.
20. John my friend is moving to Chicago.

### Direct Object

Some action verbs take objects. The **direct object** always answers the question *what* or *whom*. The direct object is always a noun or pronoun.

Jane found a surprise on her desk.

Jane	found	what? <i>surprise</i>
<i>subject</i>	<i>verb</i>	<i>direct object</i>

James saw the movie three times.

James	saw	what? <i>movie</i>
-------	-----	--------------------

Sally met her friend in San Diego.

Sally	met	whom? <i>friend</i>
-------	-----	---------------------

### Exercise 32

**Directions:** Add direct objects to the following verbs. Be sure your object answers the question *what* or *whom*.

**Example:** We watched *the show*.

1. Joan saw \_\_\_\_\_ .
2. Shelly grabbed \_\_\_\_\_ .
3. Marvin took \_\_\_\_\_ .
4. The players won \_\_\_\_\_ .
5. The students chose \_\_\_\_\_ .
6. Winds caused \_\_\_\_\_ .
7. She tore \_\_\_\_\_ .

8. Andy washed \_\_\_\_\_ .
9. Marlene wrote \_\_\_\_\_ .
10. Sophia cut \_\_\_\_\_ .
11. Tim bought \_\_\_\_\_ .
12. We played \_\_\_\_\_ .
13. Jean gave \_\_\_\_\_ .
14. Our team saw \_\_\_\_\_ .
15. The baby had \_\_\_\_\_ .
16. Write \_\_\_\_\_ .
17. Rudy ate \_\_\_\_\_ .
18. I found \_\_\_\_\_ .
19. Cover \_\_\_\_\_ .
20. Paul earned \_\_\_\_\_ .

### Exercise 33

**Directions:** Underline the subjects in the following paragraph. Put parentheses around the direct objects.

One morning Sally took a walk on the beach. For a while, she watched the waves lapping at her feet. She searched for unusual seashells. Suddenly, a dog came toward her. Frightened, Sally saw a stick in the sand. She grabbed the stick and waved it in front of her. The dog stopped suddenly, turned, and went away. Sally breathed a sigh of relief. She ran and entered her house. She had enough excitement for one morning.

### Exercise 34

**Directions:** If the verb has an object, write *O*. If the verb has no object, write *N*.

**Example:** opened the door      *O*

- |                                 |                              |
|---------------------------------|------------------------------|
| _____ 1. read a newspaper       | _____ 14. cut the cherry pie |
| _____ 2. published a book       | _____ 15. learned his lesson |
| _____ 3. swirled near me        | _____ 16. walked slowly      |
| _____ 4. cast a shadow          | _____ 17. banged the drum    |
| _____ 5. gave a silver bracelet | _____ 18. lost my brother    |
| _____ 6. lowered the boom       | _____ 19. played ball        |
| _____ 7. shouted loudly         | _____ 20. ran quickly        |
| _____ 8. shouted instructions   | _____ 21. chose Jerry        |
| _____ 9. tasted the apple       | _____ 22. pulled the rope    |
| _____ 10. played in the park    | _____ 23. raised sails       |
| _____ 11. sold jewelry          | _____ 24. leaned sharply     |
| _____ 12. blamed her sister     | _____ 25. learned quickly    |
| _____ 13. braced their feet     |                              |

#### Compound Objects

Direct objects can also be compound.

I found apples and oranges in the basket.

Both *apples* and *oranges* are objects of the verb *found*.

She studied math, English, and Spanish during the summer months.

*Math*, *English*, and *Spanish* are objects of the verb *studied*.

#### Apposition to Direct Objects

Direct objects can have appositives.

Last summer we visited Australia, a beautiful country.

In this sentence, *country* is in apposition to *Australia*. Both words are in the objective case.

Blair,	my best friend,	won several	awards for his singing.
<i>subject</i>	<i>apposition</i>		<i>direct object</i>

Jean	teaches	Kelly and Margie,	sixth graders at Centerview.
<i>subject</i>		<i>direct objects</i>	<i>apposition</i>

Her little sisters,	twins,	swim at the YWCA every Saturday.
	<i>apposition</i>	

### Exercise 35

**Directions:** Write *S* if the underlined word is a subject, *A* if it is an appositive, or *DO* if it is a direct object.

**Example:** Our project, a diorama, is due tomorrow.     *S*

- \_\_\_\_\_ 1. Cathy Moore, a math teacher, also coaches tennis.
- \_\_\_\_\_ 2. Jim, an excellent guitar player, will give a concert tomorrow.
- \_\_\_\_\_ 3. The girls in my class are taking Spanish, a popular class.
- \_\_\_\_\_ 4. The cheerleaders are having a banquet, the most important event of the year.
- \_\_\_\_\_ 5. My brother, a junior, wrote his history paper on George Washington.
- \_\_\_\_\_ 6. The student council made a unanimous decision.
- \_\_\_\_\_ 7. She found the pen in her bookbag.
- \_\_\_\_\_ 8. My friends worked at the zoo last summer.
- \_\_\_\_\_ 9. Did you send the letter yet?
- \_\_\_\_\_ 10. The actors, students from local high schools, took a bow.

### Exercise 36

**Directions:** Underline the direct objects, and put parentheses around any appositives.

**Example:** Susan, an excellent (student), completed her final paper on time.

1. We always enjoy the class play and the spring concert, yearly programs at our school.
2. Carl, my cousin, won a tennis tournament on Friday.
3. Larry, an excellent artist and an outstanding athlete, will go to Stanford next year.
4. Nancy and Joyce had their first skiing lesson, a very unsettling experience.
5. After the game, the coach, a forceful individual, spoke angry words to his players.
6. George took a jar of quarters, the boys' contribution for the charities, to the principal's office.
7. During the rain storm, Janet, a six-year-old first grader, took her umbrella, skipped out the door, and splashed her way to the grocery store.
8. Laura Brown gave a heart-shaped locket, an heirloom from her mother, to Mary, her only daughter, on her sixteenth birthday.
9. Julie, an average math student, finally understood the chapter.
10. Last year my brother, a whiz on computers, earned a week's stay at the Hilton Hotel, a beautiful resort in Hawaii.
11. During the summer, Mike, a soccer player, received the highest mark on each test.

12. Dennis, our baseball coach, always has a winning team.
13. Tim, a slow runner, did not win the race.
14. We visited Yankee Stadium, a great experience.
15. We saw David Copperfield, an amazing magician.
16. My car, an old Chevrolet, was sold.
17. Did you see *Finding Nemo*, a spectacular movie?
18. That basketball player, a multimillionaire, has many sponsors.
19. Lisa's favorite pastime, skiing at Mammoth Mountain, gives her relaxation.
20. Richard, a graphic artist, works for a local newspaper.
21. Her computer, a laptop, does great work.
22. Lois Helvey, a geography teacher, has won several trophies.
23. Her hobby, quilting, brings in a good income.
24. Kathy, a shy teenager, enjoys music.
25. His job, editing films, gives him access to many movies.

### Exercise 37

**Directions:** On a separate piece of paper, write five original sentences using apposition to the subject and five sentences using apposition to the direct object.

#### Indirect Object

The **indirect object** of a verb names the person or thing to whom or for whom or for what the action was done. The sentence with an indirect object must also have a direct object. The *to* or *for* in the indirect object is always understood. The indirect object always precedes the direct object.

My mother gave my	brother	a dollar.
	<i>to my brother</i>	<i>direct object (what)</i>
My friend made	Tammy	a dress.
	<i>for Tammy</i>	<i>direct object (what)</i>

### Exercise 38

**Directions:** Underline the indirect objects, and put parentheses around the direct objects.

**Example:** She sent Tom a (letter).

1. The volunteers gave many people help.
2. The coach sent his players an important message.

3. Airports offer their controllers a challenge.
4. Joe sells his customers the paper.
5. The teacher offered Jerry advice.
6. His job gave Paul many challenges.
7. Mary made her mother a valentine.
8. My brother sent Terry a necklace.
9. The principal offered the boys a reward.
10. Travel agents give their customers good service.

### Exercise 39

**Directions:** Rewrite the following sentences, changing the *to* or *for* to indirect objects.

**Example:** Mrs. Jones made a costume for my brother.

*Mrs. Jones made my brother a costume.*

1. Marion, the librarian, gave the book to Jim.
2. The police officer offered information to Carl.
3. The professor sent the report to Mario.
4. The teacher gave prizes to the winners.
5. Volunteers tell stories to the children.
6. The teacher ordered the special equipment for her class.
7. Marie wrote a long letter to her mother.
8. The principal promised a free day to the students.
9. The unit plan gave ideas to the teachers.
10. Give an assignment to Melissa.

Note: Indirect objects can also have appositives.

Senator Jackson,	a brilliant individual,	wrote	Sally Jackson,
	<i>apposition to subject</i>		<i>indirect object</i>
a reporter,	a letter of apology.		
<i>apposition to Sally</i>	<i>direct object</i>		

## Exercise 40

**Directions:** If the underlined noun is a subject, write *S*; if it is an indirect object, write *IO*; if it is a direct object, write *DO*.

**Example:** She gave Jeff the candy.      *IO*

- \_\_\_\_\_ 1. Tammy, my friend, will live in Canada next year.
- \_\_\_\_\_ 2. She sent her father her report card.
- \_\_\_\_\_ 3. Give the boy the money.
- \_\_\_\_\_ 4. Send Julie the package immediately.
- \_\_\_\_\_ 5. Brian gave the students excellent advice.
- \_\_\_\_\_ 6. Each student recited the poem by heart.
- \_\_\_\_\_ 7. The teacher chose Jill to lead the band.
- \_\_\_\_\_ 8. The volunteers offered the poor their services.
- \_\_\_\_\_ 9. The class sent food and clothing to the missions.
- \_\_\_\_\_ 10. The waves pounded the pier.
- \_\_\_\_\_ 11. Tom gave his friends a party.
- \_\_\_\_\_ 12. The answers to the problems are in his book.
- \_\_\_\_\_ 13. Give Maria the money.
- \_\_\_\_\_ 14. He bought a Volvo.
- \_\_\_\_\_ 15. My brother's boat won the race.
- \_\_\_\_\_ 16. Leave the bread on the counter.
- \_\_\_\_\_ 17. Alice studied hard for the math contest.
- \_\_\_\_\_ 18. Dave's house was vandalized last night.
- \_\_\_\_\_ 19. We watched the cross-country horse race last week.
- \_\_\_\_\_ 20. The class gave their teacher a bouquet of flowers.

## Possessive Nouns

Nouns in the possessive case show ownership. **Possessive nouns** use the apostrophe to show ownership.

the farm of my father	my father's farm
the habit of Jean	Jean's habit
the nest of the bird	the bird's nest



### Rules to form possessive nouns

1. For singular nouns, add 's.

baby                  baby's

boy                   boy's

2. For plural nouns that end in s, add an apostrophe ('). Names of persons that end in s form the plural by 's.

James                James's

dogs                  dogs'

boys                  boys'

3. For plural nouns that do not end in s, add an 's.

children            children's

bus                   bus's

### Exercise 41

**Directions:** Change the following phrases to use the possessive case.

**Example:** the folder of Chris      *Chris's folder*

1. house of my uncle      \_\_\_\_\_

2. toys of the children      \_\_\_\_\_

3. problems of the plumber      \_\_\_\_\_

4. feathers of the birds      \_\_\_\_\_

5. fur of the cat      \_\_\_\_\_

6. cage of the snake      \_\_\_\_\_

7. trousers of the men      \_\_\_\_\_

8. compensation of the workers      \_\_\_\_\_

9. the hairdo of the lady      \_\_\_\_\_

10. the engine of the car      \_\_\_\_\_

11. the work of James      \_\_\_\_\_

- |                             |       |
|-----------------------------|-------|
| 12. windows of the churches | _____ |
| 13. rim of the glass        | _____ |
| 14. yoke of the oxen        | _____ |
| 15. bottle of the baby      | _____ |
| 16. idea of the coach       | _____ |
| 17. worry of the principal  | _____ |
| 18. hobbies of Patty        | _____ |
| 19. territory of the deer   | _____ |
| 20. retreat of the members  | _____ |

#### Exercise 42

**Directions:** Write singular possessive and plural possessive forms for the following nouns.

<b>Example:</b> dollar	<i>dollar's</i> singular possessive	<i>dollars'</i> plural possessive
1. student	_____	_____
2. mouse	_____	_____
3. brush	_____	_____
4. hour	_____	_____
5. soldier	_____	_____
6. army	_____	_____
7. nickel	_____	_____
8. ball	_____	_____
9. day	_____	_____
10. examiner	_____	_____

11. child	_____	_____
12. country	_____	_____
13. villain	_____	_____
14. policeman	_____	_____
15. match	_____	_____
16. curtain	_____	_____
17. lady	_____	_____
18. chicken	_____	_____
19. officer	_____	_____
20. nurse	_____	_____

### Exercise 43

**Directions:** On another piece of paper, write five sentences using singular possessives and five sentences using plural possessives.

## Unit 2 Review

1. A noun is the name of a person, place, thing, or idea.
2. There are different kinds of nouns. A proper noun names a specific person, place, thing, or idea and must be capitalized. Common nouns refer to any person, place, thing, or idea and are not capitalized. Abstract nouns name qualities or ideas and are not capitalized; they are common nouns.
3. Nouns are singular or plural. A singular noun names only one person, place, thing, or idea. A plural noun names more than one.
4. The gender of nouns is masculine, feminine, or neuter.
5. Nouns have different uses.
  - a. Nouns are used as subjects of sentences. Noun subjects can also have apposition.
  - b. Nouns are used as direct objects of verbs. They answer the questions *what* or *whom*. Direct objects can have appositives.
  - c. Nouns are used as indirect objects. They answer the questions *for whom* or *to whom*. A sentence with an indirect object must also have a direct object.
  - d. The apostrophe is used with nouns to indicate ownership.

## Unit 2

### Review Test

#### Part A.

**Directions:** If the sentence is capitalized correctly, write *C*. If it is capitalized incorrectly, write *I*.

- \_\_\_\_\_ 1. My father insists on visiting the south this summer.
- \_\_\_\_\_ 2. Have you ever visited the Huntington Library?
- \_\_\_\_\_ 3. One summer we sailed down the Mississippi river.
- \_\_\_\_\_ 4. My friend lives in the San Fernando Valley.
- \_\_\_\_\_ 5. Jenny attends Riverhead High School.
- \_\_\_\_\_ 6. We went to the Metropolitan Museum of Art last year.
- \_\_\_\_\_ 7. Bob belongs to the Democratic Party.
- \_\_\_\_\_ 8. The school is always closed on Labor Day.
- \_\_\_\_\_ 9. The Red Cross helps people in distress.
- \_\_\_\_\_ 10. The best season for me is Spring.

#### Part B.

**Directions:** Underline the simple subject, and put parentheses around any appositives. Punctuate correctly.

- 1. His favorite chair a recliner gets lots of use.
- 2. The literature of America began in colonial days.
- 3. Abigail Adams the wife of John Quincy Adams is noted for her letters.
- 4. A swarm of bees can be hazardous.
- 5. A pack of dogs ran through the mall.
- 6. A flock of geese settled in my back yard.
- 7. Benjamin Franklin a genius wrote a popular autobiography.
- 8. Tom an eighth grader takes pictures of school activities.
- 9. His latest book a mystery novel is popular with mystery lovers.
- 10. Students in her class love to debate.

### Part C.

**Directions:** Underline the direct objects, and put parentheses around the indirect objects.

1. Please give Joe his papers.
2. Carol made her teacher a bookcase.
3. Coach Mack taught his team many valuable plays.
4. Give the team a rousing welcome.
5. My mother bought Jack and Bill their plane tickets to Hawaii.
6. The postman brought Terry a letter.
7. Jean my sister made Jim and Pete a terrific lunch.
8. The police officer brought Tom the sad news.
9. The guide gave our class special attention.
10. My uncle gave the twins a ride to the airport.

### Part D.

**Directions:** Make the following underlined nouns possessive.

1. We found Jerry pencil in his desk. \_\_\_\_\_
2. They have many children games. \_\_\_\_\_
3. Those babies blankets are handmade. \_\_\_\_\_
4. The coaches suggestions are always important. \_\_\_\_\_
5. We don't mind a day journey. \_\_\_\_\_
6. My grandmother house needs paint. \_\_\_\_\_
7. The church stained-glass windows are beautiful. \_\_\_\_\_
8. The elderly woman wheelchair broke in an accident. \_\_\_\_\_
9. The oxen yoke was heavy. \_\_\_\_\_
10. The principal talk was to the point. \_\_\_\_\_

### Part E.

**Directions:** If the verb has an object, write *O*. If the verb has no object, write *N*.

- |                            |                           |
|----------------------------|---------------------------|
| _____ 1. went to the fair  | _____ 6. left for Europe  |
| _____ 2. cooked dinner     | _____ 7. lost his way     |
| _____ 3. guessed correctly | _____ 8. played soccer    |
| _____ 4. planned a diet    | _____ 9. watched the game |
| _____ 5. joined the army   | _____ 10. have a headache |

### Part F.

**Directions:** Combine the following sentences using appositives. Punctuate correctly.

1. Larry had a serious fall. He is an eighth grade student.
2. Lucia will graduate in June. She is an honor student.
3. Leo might lose his job. He is a teacher of woodworking.
4. Bob collects postage stamps. It is a money-making pastime.
5. Mosquitoes are carriers of diseases. They thrive in warm water.
6. The tree was cut down. It was a beautiful pine tree.
7. Barb received a pay increase. She is a diligent worker.
8. Terry received a scholarship to Pepperdine University. She is an art major.
9. Mr. Goldman is a short gentleman. He is a conscientious tailor.
10. The swampy Everglades National Park has many alligators. The park is Florida's treasure.

## Unit 3

# Verbs

---

### What Is a Verb?

A **verb** is the simple predicate of a sentence. It generally shows action as well as time (tense) and tells what the subject is, was, or will be doing. It may also show what is, was, or will be done to the subject. Every sentence must have a verb.

John hit the ball over the fence.

*John* is the subject. The verb *hit* tells what the subject did.

The ball was hit.

*Ball* is the subject. The verb *was hit* tells what was done to the subject. This kind of verb will be studied later.

Maria sings in the choir.

*Maria* is the subject. The verb *sings* tells what Maria does.

### Exercise 44

**Directions:** Underline the simple subjects, and put parentheses around the simple predicates.

**Example:** Joe (runs) five miles and (lifts) weights for an hour.

1. The conductor took our tickets.
2. The swimmer won a gold medal for the 500-meter race.
3. The crowd of spectators showed approval by clapping.
4. The general in the army issued an order to his lieutenant.
5. Jenny rises early and eats breakfast with her teammates.
6. Michelle rode her favorite horse all morning.
7. The tray of food intensified everyone's appetite.
8. The official canceled the game.
9. Terry dashed across the finish line and won the trophy.
10. Kate and Jim carted the books to the library and received a reward.
11. Carl entered the room, turned on the light, and sank into a chair.

12. The bottle of cranberry juice spilled in the refrigerator.
13. The Egyptians needed a time system.
14. Sun causes cancer of the skin for many people.
15. Carmen saw Todd in the distance.
16. My mother prepares excellent meals.
17. Their bottles of wine were sold at very reasonable prices.
18. A number of members from another club joined us.
19. Choose your friends carefully.
20. My neighbor waters her garden every morning.

#### Exercise 45

**Directions:** If the sentences in **Exercise 44** have verbs that ask *what* or *whom*, draw a box around each verb and its object. If there is no direct object, label the sentence *No*.

**Example:** Joe runs five miles and lifts weights for an hour.

#### Exercise 46

**Directions:** Add appropriate verbs to make your own sentences.

**Example:** Bob *raced* down the track.

1. Carol \_\_\_\_\_ her algebra every evening.
2. The injured man \_\_\_\_\_ up the steps.
3. The freight train \_\_\_\_\_ down the tracks.
4. Caroline \_\_\_\_\_ that movie before.
5. The rain \_\_\_\_\_ the crops.
6. Jane \_\_\_\_\_ the paper into two parts.
7. Keith \_\_\_\_\_ mystery stories.
8. Tim \_\_\_\_\_ about his trip to India.
9. Her brother \_\_\_\_\_ baseball cards.
10. Her horse \_\_\_\_\_ the race.



## State-of-Being Verbs

Some verbs have no action. They are **state-of-being verbs**: *am, is, was, were, be, been*.

A subject cannot *am* or *is*, for example. No action is involved with state-of-being verbs. They are also called linking verbs because they link the subject with the predicate.

Pete is captain of the soccer team.

The subject is *Pete*. Pete is not acting. The verb *is* links *Pete* to *captain*. *Pete* and *captain* are the same person.

May has been captain of the softball team for two years.

May and *captain* are the same. *Captain* tells what May has been.

Don was chairman of the committee.

*Don* is the subject. *Was* links *Don* to *chairman*.

Alisha will be a cheerleader next year.

*Alisha* is the subject. *Will be* links *Alisha* to *cheerleader*.

### Exercise 47

**Directions:** Underline the state-of-being verbs in the following sentences. On the blank, write the word that is linked to the subject.

**Example:** Dr. Kind is Bob's favorite doctor.      *doctor*

1. Barbara is an excellent swimmer. \_\_\_\_\_
2. Rudy has been the coach for five years. \_\_\_\_\_
3. Zinc is an important mineral. \_\_\_\_\_
4. The students were all leaders. \_\_\_\_\_
5. She will be class treasurer next year. \_\_\_\_\_
6. I am president of our class. \_\_\_\_\_
7. Sandra was a student at Columbia. \_\_\_\_\_
8. Mark was the best player. \_\_\_\_\_
9. Checkers is a simple board game for two players. \_\_\_\_\_
10. Astronaut Neil Armstrong was the first man on the moon. \_\_\_\_\_

## Exercise 48

**Directions:** If the verb is linking, write *L*; if it is not linking, write *N*. Remember, if the verb is linking, the subject is not acting.

**Example:** Fred will be a freshman next year.     *L*

- \_\_\_\_\_ 1. Marcos was a good baseball player.
- \_\_\_\_\_ 2. Sara hit the ball for a home run.
- \_\_\_\_\_ 3. She was working for her uncle.
- \_\_\_\_\_ 4. She was a good worker.
- \_\_\_\_\_ 5. Elena will be a writer some day.
- \_\_\_\_\_ 6. Pablo enjoys painting pictures.
- \_\_\_\_\_ 7. Maria is an excellent cook.
- \_\_\_\_\_ 8. Irene put the book on the shelf.
- \_\_\_\_\_ 9. Paul earned a scholarship for college.
- \_\_\_\_\_ 10. Anna will be an excellent secretary someday.
- \_\_\_\_\_ 11. My mother is a great singer.
- \_\_\_\_\_ 12. Alice chose Jack for her partner.
- \_\_\_\_\_ 13. Sara is a good student.
- \_\_\_\_\_ 14. Laura has been an architect for three months.
- \_\_\_\_\_ 15. Rebecca skates brilliantly.
- \_\_\_\_\_ 16. Mr. Henderson will retire next month.
- \_\_\_\_\_ 17. Fred loves tomato soup.
- \_\_\_\_\_ 18. Carlos will be the next world champion fighter.
- \_\_\_\_\_ 19. Thomas brought several books to class.
- \_\_\_\_\_ 20. Teresa is an excellent actress.

## Exercise 49

**Directions:** Write the subject, the linking verb, and what it links.

**Example:** Teresa was the lead in the play.     *Teresa was lead*

- 1. Irene and Celia were both chairpersons. \_\_\_\_\_
- 2. Ricardo was a clever magician. \_\_\_\_\_
- 3. Jaime should be the lead in the play. \_\_\_\_\_
- 4. He is also a good dancer. \_\_\_\_\_

5. Fred was a skater. \_\_\_\_\_
6. Pablo has been captain for two years. \_\_\_\_\_
7. He will be manager next year. \_\_\_\_\_
8. Becky is an actress. \_\_\_\_\_
9. David was an inventor. \_\_\_\_\_
10. Kyle was an accountant. \_\_\_\_\_

### Exercise 50

**Directions:** If the verb is linking, write L. If it is an action verb, write A. Remember, when nouns follow state-of-being verbs, the verbs are linking.

**Example:** has been principal     *L*

- |                              |                                 |
|------------------------------|---------------------------------|
| _____ 1. is chairperson      | _____ 11. will be manager       |
| _____ 2. were fighting       | _____ 12. has been skating      |
| _____ 3. has been general    | _____ 13. had been enjoying     |
| _____ 4. were taken          | _____ 14. were players          |
| _____ 5. am secretary        | _____ 15. was a scientist       |
| _____ 6. were stolen         | _____ 16. enjoy running         |
| _____ 7. were champions      | _____ 17. will be going         |
| _____ 8. will be skiing      | _____ 18. will be our librarian |
| _____ 9. had been lieutenant | _____ 19. had been ruined       |
| _____ 10. should be writers  | _____ 20. should owe money      |

### Exercise 51

**Directions:** Underline all verbs. Put parentheses around the direct objects, and draw a box around the word that completes a linking verb.

**Example:** Debbie took her little (sister) to the show.

1. Michelle sent her brother a pen.
2. The tragedy caused pain.

3. The librarian was a bookworm.
4. Jean is a seamstress.
5. Gloria will graduate in June.
6. Sam takes his work seriously.
7. She trusted Jerry.
8. Our coach is a great swimmer.
9. They painted their boat.
10. I have written several plays.
11. Life is not a rose garden.
12. The accident totaled his car.
13. The car was a Toyota.
14. Pete sings in the choir.
15. Sue understands computers.
16. Our teacher is a good speaker.
17. I bought several mystery novels.
18. Everyone felt drops of rain.
19. Joe was a cartoonist.
20. Humphrey Bogart was a great actor.

## Principal Parts of Verbs

Every verb has three principal parts. They build the six tenses.

### 1. Regular verbs

Regular verbs have the same past tense and past participle. Add *ed* to the present tense.

joke	joked	joked
------	-------	-------

### 2. Irregular verbs

Irregular verbs form their past tense and past participle in different ways.

#### a. By keeping the same form for the past and past participle:

bring	brought	brought
send	sent	sent

b. By changing all forms:

ring	rang	rung
go	went	gone

c. By making no change:

cut	cut	cut
hurt	hurt	hurt

It is wise to memorize the principal parts of difficult irregular verbs that are used frequently. Remember, you must add *have* or *has* with the past participle. The past participle by itself is not a verb. It must have *have*, *has*, or *had* to make it a verb.

### Frequently Used Irregular Verbs

have	has	had
begin	began	begun
blow	blew	blown
break	broke	broken
choose	chose	chosen
come	came	come
do	did	done
eat	ate	eaten
fall	fell	fallen
go	went	gone
freeze	froze	frozen
rise	rose	risen
run	ran	run
see	saw	seen
shrink	shrank	shrunk
sit	sat	sat
set	set	set
speak	spoke	spoken
steal	stole	stolen
take	took	taken
write	wrote	written

## Exercise 52

**Directions:** Complete the following sentences with a correct form of the verb.

**Example:** call     She had *called* me twice.

1. give         She has \_\_\_\_\_ that speech before.
2. see          They had \_\_\_\_\_ that movie the previous week.
3. go          She will \_\_\_\_\_ with us tomorrow.
4. drive        Joe \_\_\_\_\_ very carelessly.
5. drink        Julie \_\_\_\_\_ the milk in one gulp.
6. know        Jody \_\_\_\_\_ the lesson well.
7. take        Bill has always \_\_\_\_\_ an interest in books.
8. ring        The principal had already \_\_\_\_\_ the bell.
9. fall        Myra \_\_\_\_\_ down the steps last night.
10. freeze      He always \_\_\_\_\_ the fish.
11. write      Will you \_\_\_\_\_ the next report?
12. throw      In anger, he \_\_\_\_\_ the ball.
13. ride        Have you ever \_\_\_\_\_ with him?
14. blow       The storm has \_\_\_\_\_ down the tree.
15. burst      The balloon had \_\_\_\_\_ on impact.
16. swim      Ted \_\_\_\_\_ each morning.
17. begin      We \_\_\_\_\_ the long walk home.
18. wear       Susie has \_\_\_\_\_ that sweater all year.
19. eat        Jane had \_\_\_\_\_ there before.
20. come      My nephew \_\_\_\_\_ for my graduation.
21. shrink     Her clothes have \_\_\_\_\_.
22. show      Carol \_\_\_\_\_ her picture to the class.
23. sink       The boat \_\_\_\_\_ quickly.
24. cut        Do not \_\_\_\_\_ the package open on that table.
25. swim      She has \_\_\_\_\_ there all summer.

## Verb Tenses

Verbs have six tenses: present, past, future, present perfect, past perfect, and future perfect.

1. Present tense—action going on or a continuing recurring action

Sally plays the violin.

Joe eats in the cafeteria.

Irene sings in the choir.

The bus departs daily from the school grounds.

To form the third-person singular, add *s*.

writes

gives

works

2. Past tense—action is completed

Our team won the game.

They played in the park.

Irene sang in the choir yesterday.

3. Future tense—action that is going to happen

Bob will write a letter to his mother.

Jill will return the book to the library.

He will ride his bike to school.

4. Present Perfect—uses the auxiliary verbs *have* and *has*; action continuing in the present

She has slept all afternoon.

Barbara has worked there for two years.

5. Past Perfect—uses the auxiliary verb *had*

Trudy had studied French before she visited Quebec.

6. Future Perfect—not used very frequently

I will have perfected my skills long before I play in the concert.

The most important tenses in your writing are present, past, and future.

Be aware that the third principal part is not a verb; you must use *have*, *has*, or *had*. In writing, be consistent in your use of tenses.

## Exercise 53

**Directions:** Underline each verb, and write its tense.

**Example:** We had been scheduled for a meeting. *past perfect*

1. Jerry plans his work schedule every day. \_\_\_\_\_

2. He planted his roses a little early this year. \_\_\_\_\_

3. Francis will play soccer next year. \_\_\_\_\_

4. Carol sings in the choir every Sunday. \_\_\_\_\_

5. Mark will move to Idaho this summer. \_\_\_\_\_

6. She has taken the packages to the post office. \_\_\_\_\_

7. She turned the key in the lock. \_\_\_\_\_

8. Juan studies Spanish every Saturday morning. \_\_\_\_\_
9. James will become an engineer. \_\_\_\_\_
10. The class will collect money for the poor. \_\_\_\_\_
11. Greg noticed his error right away. \_\_\_\_\_
12. My first ball sank into the pond. \_\_\_\_\_
13. Fred had already given me the money. \_\_\_\_\_
14. Andrea usually studies by herself. \_\_\_\_\_
15. Isabel will take ballet. \_\_\_\_\_
16. He had done that work before. \_\_\_\_\_
17. Andrew will join the Marines. \_\_\_\_\_
18. We held a celebration for our victory. \_\_\_\_\_
19. We chose the right candidate. \_\_\_\_\_
20. I will do my project tomorrow. \_\_\_\_\_

### **Tense of the State-of-Being Verbs**

Present Tense: am, is, are

Past Tense: was, were

Future Tense: will be

Present Perfect: has been, have been

Past Perfect: had been

Future Perfect: will have been

### **Exercise 54**

**Directions:** Underline the verb in each sentence. Give the tense of the verb, and put parentheses around the word it links to the subject.

**Example:** The deadline was last (Tuesday). *past*

1. Bob was a good tennis player. \_\_\_\_\_
2. Joe has been captain for three years. \_\_\_\_\_
3. Maria will be a great secretary. \_\_\_\_\_
4. Teresa is a graceful ice skater. \_\_\_\_\_
5. Jaime was the best player on the team. \_\_\_\_\_
6. He has also been the captain. \_\_\_\_\_
7. My cousin had been an actress. \_\_\_\_\_
8. They are winners in the math contest. \_\_\_\_\_



9. All of the contestants were drama students. \_\_\_\_\_
10. Bob is a trombone player in the band. \_\_\_\_\_

### Progressive Form of Verbs

**Progressive verbs** show continuous action. They are used with state-of-being verbs that indicate the tense.

She was working with her aunt.

He is trying hard.

Add *ing* to the present tense of a verb to get the progressive form.

write                  writing

give                    giving

send                   sending

### Exercise 55

**Directions:** Underline the progressive verb, and give its tense.

**Example:** The baby is crying.    *present progressive*

1. Jon is playing in the band. \_\_\_\_\_
2. Julie has been working there for years. \_\_\_\_\_
3. Bert is playing football. \_\_\_\_\_
4. Thelma will be running track this year. \_\_\_\_\_
5. They were suing the company. \_\_\_\_\_
6. My father is going to Paris. \_\_\_\_\_
7. The flowers were blooming. \_\_\_\_\_
8. Our team was winning the contest. \_\_\_\_\_
9. James is giving a talk next week. \_\_\_\_\_
10. Gloria will be leaving tomorrow. \_\_\_\_\_
11. The class is studying algebra. \_\_\_\_\_
12. The children were skating at the rink. \_\_\_\_\_
13. Jill is going to the mall. \_\_\_\_\_
14. She is watching television. \_\_\_\_\_
15. Maria was skiing at Mammoth Mountain. \_\_\_\_\_
16. My friend will be leaving for Canada. \_\_\_\_\_

17. Brian was enjoying the play. \_\_\_\_\_
18. Laura will be singing professionally. \_\_\_\_\_
19. Sue will be writing her essay tonight. \_\_\_\_\_
20. Pete was sleeping on the job. \_\_\_\_\_

## Active and Passive Voice

### Active Voice

A verb is in the **active voice** when the subject performs the action of the verb.

Jerry paints many pictures.

*Jerry* is the subject. He is acting. The verb is in the active voice.

Miguel will travel to Japan this summer.

*Miguel* is the subject. The verb *will travel* is what he will do. The verb is in the active voice.

### Passive Voice

A verb is in the **passive voice** when the subject receives the action. The direct object in an active voice sentence becomes the subject of a passive voice sentence.

The backpack was taken to school by Maria.

The *backpack* is the subject (receiver of the action), followed by a passive voice verb and the object of a preposition.

Maria took her backpack to school.

*Maria* is the subject (doer of the action). The verb *took* is in the active voice. *Backpack* (the direct object) receives the action.

The book	was found	by John.
<i>Receiver</i>	<i>passive voice verb</i>	<i>object of a preposition</i>
John	found	the book.
<i>Doer</i>	<i>active voice verb</i>	<i>direct object</i>

Often in using passive voice the subject doer is lost or it becomes the object of the preposition *by*.

Sally wrote a letter.

John finished the homework.

In both of these sentences, the subject is the doer of the action.

A letter was written by Sally.

The homework was finished by John.

In both of these sentences, the subject is the receiver of the action.

Only verbs with objects can be changed into passive voice because the object, or receiver of the action, becomes the subject. Action verbs with no receiver are always active voice.

Carol	hit	the ball.
<i>Subject doer</i>	<i>active voice</i>	<i>receiver</i>

The ball	was hit	by Carol.
<i>Subject receiver</i>	<i>passive voice</i>	<i>object of preposition</i>
Richard	plays	soccer.
<i>Subject doer</i>	<i>active voice verb</i>	<i>receiver</i>
Soccer	is played	by Richard.
<i>Subject receiver</i>		<i>object of preposition</i>

### Exercise 56

**Directions:** Write *D* if the subject is the doer and *R* if it is the receiver.

**Example:** Lisa ate *D*

- |                            |                               |
|----------------------------|-------------------------------|
| _____ 1. John went         | _____ 11. Store was closed    |
| _____ 2. Lois called       | _____ 12. Sally made          |
| _____ 3. Room was painted  | _____ 13. Play has been seen  |
| _____ 4. Car was sold      | _____ 14. He took             |
| _____ 5. The club planned  | _____ 15. Jerry rode          |
| _____ 6. Rain destroyed    | _____ 16. Office was cleaned  |
| _____ 7. River overflowed  | _____ 17. Subpoena was served |
| _____ 8. Picture was taken | _____ 18. Rain flooded        |
| _____ 9. Joe sent          | _____ 19. Prizes were awarded |
| _____ 10. The dog raced    | _____ 20. Clothes were given  |

### Exercise 57

**Directions:** If the subject is the doer, write *D*; if the subject is the receiver, write *R*.

**Example:** The tests were graded by the teacher. *R*

- \_\_\_\_\_ 1. The desks were varnished during the summer.
- \_\_\_\_\_ 2. Laura put her answer on the board.
- \_\_\_\_\_ 3. Sue answered the question correctly.
- \_\_\_\_\_ 4. The books were printed by the American Book Company.
- \_\_\_\_\_ 5. The speech was given by Tom.
- \_\_\_\_\_ 6. Those books must be returned to the library.
- \_\_\_\_\_ 7. The eighth grade will plan the dance.
- \_\_\_\_\_ 8. The party will be given by my mother.
- \_\_\_\_\_ 9. The papers were distributed to the class.
- \_\_\_\_\_ 10. The letters have been taken to the mailbox.
- \_\_\_\_\_ 11. The classroom doors are locked at 5:00 P.M.

- \_\_\_\_\_ 12. The mural was painted by the art class.
- \_\_\_\_\_ 13. The honors were awarded at the Friday assembly.
- \_\_\_\_\_ 14. The rooms will be painted during vacation.
- \_\_\_\_\_ 15. Pat scoured the neighborhood for work.
- \_\_\_\_\_ 16. The homeless man begged for some food.
- \_\_\_\_\_ 17. The kitchen was refinished after the earthquake.
- \_\_\_\_\_ 18. The sound of the alarm scared us all.
- \_\_\_\_\_ 19. The computer was fixed immediately.
- \_\_\_\_\_ 20. Professor Goldman wrote a letter of complaint.

### Using Passive Voice

Sentences are either active or **passive voice**. Using active voice makes your writing more forceful because active verbs stress action. Passive voice is used when the subject is not known or not important. Passive voice often weakens writing, so use it sparingly.

Tom was injured in an accident. (Doer not known)

The goods were shipped last week. (Doer unimportant)

In passive voice, the state-of-being verb determines the tense.

The dishes were washed. (past tense)

The returns will be forwarded to you. (future tense)

### Exercise 58

**Directions:** Underline the verbs in the following sentences. Then change the passive voice verbs to active voice. If there is no doer, add one.

**Example:** The books were packed in boxes.     *Boys packed the books in boxes.*

- |  |       |
|--|-------|
| 1. The novel was read by the entire class. | _____ |
| 2. The costume was chosen by my sister.    | _____ |
| 3. The picture was painted by Jean.        | _____ |
| 4. The video was shown to the team.        | _____ |
| 5. The speech will be given later.         | _____ |
| 6. His hair was trimmed.                   | _____ |
| 7. The room will be painted by Barbara.    | _____ |
| 8. Her clothes were washed last night.     | _____ |
| 9. The room was cleaned.                   | _____ |
| 10. The musical was enjoyed by everyone.   | _____ |

### Exercise 59

**Directions:** Underline the verb. Write *A* if the verb is in the active voice or *P* if it is in the passive voice.

**Example:** The car was washed yesterday.      *P*

- \_\_\_\_\_ 1. Roberto has eaten dinner.
- \_\_\_\_\_ 2. Jason likes ice cream.
- \_\_\_\_\_ 3. The team practiced wrestling after school.
- \_\_\_\_\_ 4. Connie typed the letter.
- \_\_\_\_\_ 5. Our car was taken to the machine shop.
- \_\_\_\_\_ 6. The muffler was fixed.
- \_\_\_\_\_ 7. The headlight on the car was broken by hail.
- \_\_\_\_\_ 8. That story had been told before.
- \_\_\_\_\_ 9. Gene broke his arm while playing soccer.
- \_\_\_\_\_ 10. All the tables were refinished.
- \_\_\_\_\_ 11. Connie knitted a shawl for a Christmas present.
- \_\_\_\_\_ 12. A doll house was designed by my father.
- \_\_\_\_\_ 13. Paul enjoys the computer.
- \_\_\_\_\_ 14. The grass will be mowed by my brother.
- \_\_\_\_\_ 15. My little sister made her bed.
- \_\_\_\_\_ 16. All the dishes were washed by my father.
- \_\_\_\_\_ 17. We played games on the computer all evening.
- \_\_\_\_\_ 18. Our cellar was flooded by a storm.
- \_\_\_\_\_ 19. My mother has grown potatoes before.
- \_\_\_\_\_ 20. The weeds were uprooted.

### Exercise 60

**Directions:** Change the active voice verbs in **Exercise 59** to passive voice. Change the passive verbs to active voice. If no doer is given, add one.

**Example:** The car was washed yesterday.      *We washed the car yesterday.*

### Exercise 61

**Directions:** Write a paragraph about an experience you had. Use only active-voice verbs. Underline your verbs.

Note: *Not* or *never* is not a part of a verb phrase.

We had not finished our project.

*Had finished* is the verb.

### Review

Passive voice has the third principal part of the verb following the state-of-being verb.

had been prepared    has been reviewed    were written

A linking verb has a noun or an adjective following the state-of-being verb.

is president    will be manager    were wrong

Progressive verbs have verbs with *ing* following state-of-being verbs.

will be walking    were enjoying    is taking

## Exercise 62

### Part A.

**Directions:** Change passive voice verbs to active voice. If no doer is given, add one. Do not change tense.

**Example:** The books were bought during the summer. *We bought the books during the summer.*

1. Cheers were led by the cheerleaders.
2. The concert was enjoyed by everyone.
3. The documents will be sealed by the judge.
4. The store was swept.
5. The play was enjoyed by our class.
6. The players were challenged by the captain.
7. The curtains had been purchased by the drama coach.
8. The office will be remodeled by the booster club.

9. The hiker was saved by the firemen.

10. The clubhouse has been cleaned.

**Part B.**

**Directions:** Change the verbs to the progressive form. Do not change tense.

**Example:** Terry threw her papers on the desk. *Terry was throwing her papers on the desk.*

1. Fred will learn computers this summer.

2. The birds flew over the school.

3. Sara brushes her teeth.

4. Bob ate the peanuts.

5. The girls threw the ball.

6. We moved yesterday.

7. Our dog runs to the water.

8. We play volleyball in our back yard.

9. Al works at Taco Bell.

10. They chose a mascot.

## Subject-Verb Agreement

The subject and verb must always agree in number. If the subject is singular, the verb is singular; if the subject is plural, the verb is plural.

Most verbs ending in *s* are singular.

The box has a red label.

*Box* is singular, so the verb is singular.

The boxes have red labels.

*Boxes* is plural, so the verb is plural.

<b>Singular</b>	<b>Plural</b>
I give	we give
you give	you give
he, she, it gives	they give

- a. Add *s* to verbs with third-person singular subjects.

write	writes
find	finds
give	gives
Susan writes well.	(she writes)
Keith likes baseball.	(he likes)

- b. Add *es* to verbs ending in *ch*, *s*, *sh*, *x*, or *z*.

watch	watches
fix	fixes
Al fixes anything that is broken.	

- c. Change the *y* to *i* and add *es* to verbs ending in a consonant and *y*, singular.

carry	carries
fly	flies
hurry	hurries

Jane hurries home from school each afternoon.

- d. Add *es* to verbs ending in *o*.

do	does
go	goes

Bill does his homework faithfully.



### Exercise 63

**Directions:** Change the following verbs to third-person singular.

**Example:** find    *finds*

- |                  |                 |
|------------------|-----------------|
| 1. inform _____  | 11. buy _____   |
| 2. catch _____   | 12. watch _____ |
| 3. carry _____   | 13. pass _____  |
| 4. ride _____    | 14. run _____   |
| 5. reply _____   | 15. mix _____   |
| 6. veto _____    | 16. crush _____ |
| 7. buzz _____    | 17. laugh _____ |
| 8. employ _____  | 18. race _____  |
| 9. try _____     | 19. sit _____   |
| 10. repair _____ | 20. echo _____  |

### Exercise 64

**Directions:** Write the present tense form of the verb.

**Example:** My brother (like) *likes* to play tennis.

1. John (grow) \_\_\_\_\_ tomatoes in his garden.
2. He (amplify) \_\_\_\_\_ the message.
3. The car (pitch) \_\_\_\_\_ from side to side.
4. Jon (make) \_\_\_\_\_ repairs on his car.
5. Lois (handle) \_\_\_\_\_ that material with care.
6. Luis (open) \_\_\_\_\_ the gate each morning.
7. Lightning (fill) \_\_\_\_\_ the sky.
8. The prisoner (go) \_\_\_\_\_ quietly.

9. Marilyn (take) \_\_\_\_\_ the bus each morning.
10. The teacher (see) \_\_\_\_\_ the mistakes.
11. Joe (write) \_\_\_\_\_ regularly to his mom.
12. Maria (find) \_\_\_\_\_ my class rather boring.
13. Jeanine (show) \_\_\_\_\_ her authority when possible.
14. Brian (throw) \_\_\_\_\_ the baseball every morning.
15. Emily (enjoy) \_\_\_\_\_ her garden of roses.
16. Tim (tear) \_\_\_\_\_ his papers in two.
17. Joanie (eat) \_\_\_\_\_ with her father each Sunday.
18. Ned (brag) \_\_\_\_\_ about his athletic ability.
19. My sister (know) \_\_\_\_\_ when to keep silent.
20. Mark (believe) \_\_\_\_\_ in his future.

The simple subject always controls the verb.

A bundle of papers was dumped on our lawn.

The subject is *bundle*, not *papers*. The verb is singular.

### Exercise 65

**Directions:** Underline the subjects of the following sentences, and write the correct present form of the verb.

**Example:** The group of friends (meet) *meets* once a week.

1. A truck of tomatoes (pass) \_\_\_\_\_ our house frequently.
2. My sister, like her friends, (enjoy) \_\_\_\_\_ swimming.
3. A dish of peaches (sit) \_\_\_\_\_ on the table.
4. A barrel of pickles (stand) \_\_\_\_\_ in the back of the store.
5. A pot of potatoes (boil) \_\_\_\_\_ on the stove.

6. The doctor, along with his assistants, (give) \_\_\_\_\_ hours of service to the poor.
7. Professor Jensen with a group of interns (visit) \_\_\_\_\_ the Medical Center once a week.
8. A shelf of books (break) \_\_\_\_\_ from the wall.
9. A sliver of glass (cut) \_\_\_\_\_ his arm.
10. A bundle of papers (burn) \_\_\_\_\_ quickly.

### Agreement with Compound Subjects

- a. Subjects joined by *and* usually take a plural verb whether the subjects are singular or plural.  
Winds and rain cause much damage.
- b. Singular subjects joined by *or* or *nor* take a singular verb. Plural subjects take a plural verb.
- c. The noun nearest to the *or* or *nor* controls the verb.
 

Dave or Bill wins the championship.	(Bill wins)
Apples or oranges were on sale.	(oranges were)
Jean or her parents are going to the meeting.	(parents are)
Her parents or Jean is going to the meeting.	(Jean is)

### Exercise 66

**Directions:** Complete the sentences with the correct form of the verb. Keep your verbs in the present tense.

**Example:** turn    Jenny turns on the light.

1. write    Lois and her sister \_\_\_\_\_ letters frequently.
2. enjoy    Tom and his parents \_\_\_\_\_ skiing.
3. speak    The victims or their attorney \_\_\_\_\_ to the parents about the crime.
4. want    The senator or the representatives \_\_\_\_\_ to hold a meeting immediately.
5. is, are    A loan or a scholarship \_\_\_\_\_ available for students with good marks.
6. go    A desk or a bed \_\_\_\_\_ into that room.
7. plan    The coach or the team members \_\_\_\_\_ to go on a trip to Maine.

8. is, are     The girls or their coach \_\_\_\_\_ arranging a trip to the mountains.
9. is, are     A boat or a car \_\_\_\_\_ on display at the new store.
10. do         Mary and her friends \_\_\_\_\_ many things together.
11. shoot      He \_\_\_\_\_ baskets every evening.
12. give        Kevin \_\_\_\_\_ his friend some of his lunch.
13. show       Sam \_\_\_\_\_ off his new car.
14. write       My sister in college \_\_\_\_\_ my mom every week.
15. share       My uncle \_\_\_\_\_ his boat with me.
16. ride        Jim \_\_\_\_\_ his bike to school each morning.
17. send        Joe or Jean \_\_\_\_\_ him greetings.
18. see         My teacher \_\_\_\_\_ every mistake.
19. believe     We \_\_\_\_\_ in freedom.
20. use         Joe \_\_\_\_\_ his time well.
21. play        I \_\_\_\_\_ on the basketball court every day.
22. throw      She \_\_\_\_\_ a fast softball.
23. bring       Julie \_\_\_\_\_ an apple to school each day.
24. wear        Jim \_\_\_\_\_ old shoes to school.
25. lose        Tim and Kevin often \_\_\_\_\_ their homework.

## Unit 3 Review

1. A verb is the simple predicate of a sentence. It frequently shows action and tells what the subject is, was, or will be doing or what is, was, or will be done to the subject.
2. State-of-being verbs are *am, is, are, was, were, be, and been*. They have no action. State-of-being verbs are also called linking verbs because they often link the subject with a word in the predicate.
3. Verbs have three principal parts that build the six tenses.
  - a. The three principal parts are present, past, and past participle.

It is wise to memorize the principal parts of the most difficult irregular verbs.

Add the auxiliary verbs *have, has, and had* to the past participle to make it a verb. By itself, the past participle is not a verb.
  - b. The six tenses are present, past, future, present perfect, past perfect, and future perfect. The present, past and future tenses should be learned thoroughly and used consistently.

Memorize the tenses of the state-of-being verbs.

Present:	am, is, are
Past:	was, were
Future:	will be
Present perfect:	have, has been
Past perfect:	had been
Future perfect:	will have been
4. Verbs have progressive forms that show continuous action. They are used with state-of-being verbs that indicate the tense. To make a progressive verb, add *ing* to the present tense.
5. Verbs have voice: active and passive. The verb speaks actively when the subject is the doer. It speaks passively when the subject is the receiver.
6.
  - a. Passive voice: The third principal part of the verb follows a state-of-being verb.
  - b. Linking verb: A noun or an adjective follows a state-of-being verb.
  - c. Progressive form: Add *ing* to a present tense verb preceded by a state-of-being verb.
7. Verbs must always agree in number with the noun subjects. A singular subject takes a singular verb. A plural subject takes a plural verb. Subjects joined by *and* usually take a plural verb.

## Unit 3

### Review Test

#### Part A.

**Directions:** Give the tense of the following verbs.

- |                         |                             |
|-------------------------|-----------------------------|
| 1. had given _____      | 11. had broken _____        |
| 2. were _____           | 12. has promised _____      |
| 3. has sent _____       | 13. practiced _____         |
| 4. is _____             | 14. is reviewing _____      |
| 5. was _____            | 15. has washed _____        |
| 6. will go _____        | 16. were deciding _____     |
| 7. have conquered _____ | 17. gives _____             |
| 8. had worn _____       | 18. has been watching _____ |
| 9. will write _____     | 19. begins _____            |
| 10. have seen _____     | 20. enjoyed _____           |

#### Part B.

**Directions:** Label the following verbs *A* for active voice or *P* for passive voice.

- |                          |                             |
|--------------------------|-----------------------------|
| _____ 1. will be allowed | _____ 11. has been plowed   |
| _____ 2. swallowed       | _____ 12. will look         |
| _____ 3. begins          | _____ 13. pushed            |
| _____ 4. are forgotten   | _____ 14. had been painted  |
| _____ 5. has eaten       | _____ 15. will remove       |
| _____ 6. were chosen     | _____ 16. has prepared      |
| _____ 7. have batted     | _____ 17. have been removed |
| _____ 8. ate             | _____ 18. will clean        |
| _____ 9. will enter      | _____ 19. operates          |
| _____ 10. stored         | _____ 20. has been mixed    |

#### Part C.

**Directions:** Underline the verbs in the following sentences. Then mark *PA* for passive, *PR* for progressive, or *L* for linking.

- \_\_\_\_\_ 1. Pete is enjoying his ride in the country.
- \_\_\_\_\_ 2. She has been a typist for twenty years.
- \_\_\_\_\_ 3. That jewelry has been stolen.
- \_\_\_\_\_ 4. The thief was captured.

- \_\_\_\_\_ 5. Marvin has been working there for five years.
- \_\_\_\_\_ 6. They are walking to town.
- \_\_\_\_\_ 7. She is an accountant.
- \_\_\_\_\_ 8. Jerry will be leaving soon.
- \_\_\_\_\_ 9. Oil was mixed with the vinegar.
- \_\_\_\_\_ 10. The words have been mispronounced.
- \_\_\_\_\_ 11. The book is a masterpiece.
- \_\_\_\_\_ 12. She will be the next winner.
- \_\_\_\_\_ 13. James was skiing all weekend.
- \_\_\_\_\_ 14. He is a champion skier.
- \_\_\_\_\_ 15. The fire will be covered with dirt.
- \_\_\_\_\_ 16. Are you eating in the cafeteria?
- \_\_\_\_\_ 17. Brian has been playing football for two years.
- \_\_\_\_\_ 18. He is a quarterback on the team.
- \_\_\_\_\_ 19. John has been an Eagle Scout since last year.
- \_\_\_\_\_ 20. My project is finally completed.

#### Part D.

**Directions:** Write the correct verb form for third-person singular.

- |             |                       |       |
|-------------|-----------------------|-------|
| 1. send     | (past perfect)        | _____ |
| 2. go       | (past)                | _____ |
| 3. finished | (present perfect)     | _____ |
| 4. see      | (present progressive) | _____ |
| 5. wear     | (future)              | _____ |
| 6. throw    | (past)                | _____ |
| 7. teach    | (future)              | _____ |
| 8. keep     | (present perfect)     | _____ |
| 9. lock     | (past progressive)    | _____ |
| 10. clean   | (future)              | _____ |
| 11. begin   | (past)                | _____ |
| 12. pay     | (future)              | _____ |
| 13. cover   | (present perfect)     | _____ |

14. decide (past perfect) \_\_\_\_\_
15. rise (past) \_\_\_\_\_

### Part E.

**Directions:** Complete the following sentences with the correct present tense of each verb.

1. She (rely) \_\_\_\_\_ on his judgment.
2. He (play) \_\_\_\_\_ in the park after school.
3. Peggy (trust) \_\_\_\_\_ Bob.
4. Mary (portray) \_\_\_\_\_ characters from her plays.
5. My car (do) \_\_\_\_\_ run very well.
6. Carlos and Louise (plan) \_\_\_\_\_ to go on a trip.
7. My computer (need) \_\_\_\_\_ to be fixed.
8. Linda (begin) \_\_\_\_\_ her vacation today.
9. We (practice) \_\_\_\_\_ every morning.
10. Thieves (steal) \_\_\_\_\_ very easily.
11. Mary or her sister (want) \_\_\_\_\_ to go to the concert.
12. Jean or her friends (take) \_\_\_\_\_ Spanish.
13. The players or the coach (lift) \_\_\_\_\_ weights.
14. Jane (wish) \_\_\_\_\_ to go home early.
15. The principal (ring) \_\_\_\_\_ the bell for dismissal.
16. The students (try) \_\_\_\_\_ hard each day.
17. The rain (make) \_\_\_\_\_ odd noises in my house.
18. Jon and his cousin (repair) \_\_\_\_\_ cars for a living.
19. The whistle (blow) \_\_\_\_\_ each night.
20. They (find) \_\_\_\_\_ the class boring.
21. Jean or her sister (write) \_\_\_\_\_ well.
22. Brian or his cousins (fly) \_\_\_\_\_ airplanes.
23. The professor often (speak) \_\_\_\_\_ quietly.
24. He always (leave) \_\_\_\_\_ at noon.
25. Joe and Pete (jog) \_\_\_\_\_ every morning.



## Unit 4

# Pronouns

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### What Is a Pronoun?

A **pronoun** is a word that takes the place of a noun or refers to a noun. *Pro* means “for.” A pronoun, therefore, is a word that is used for a noun.

Ted took his bike to the mechanic to be fixed.

The pronoun *his* refers to *Ted*.

Bob and Paul ate their lunches in the cafeteria.

*Their* is a pronoun that refers to *Bob and Paul*.

### Antecedents

**Antecedents** are the nouns to which pronouns refer.

Our team won its first championship.

In this sentence, the antecedent for *its* is *team*.

Sue saw her article in the newspaper.

*Sue* is the antecedent for the pronoun *her*.

Note: Pronouns generally have antecedents; however, when they are in isolated sentences, the antecedent will often be missing. Antecedents can also come after pronouns.

### Exercise 67

**Directions:** Underline the pronoun, and then write its antecedent.

**Example:** My mother cooked lunch for her neighbors. *mother*

1. The officer gave his friend a ticket.

\_\_\_\_\_

2. Mary lost her sweater in the rain.

\_\_\_\_\_

3. Jerry gave his sister flowers.

\_\_\_\_\_

4. Carlos wants me to give him the report.

\_\_\_\_\_

5. The team lost its way to the game.

\_\_\_\_\_

6. We all left our shoes outside the temple.

\_\_\_\_\_

7. Miguel gave his money to the church.

\_\_\_\_\_

8. Marilyn and her friends sent their money to charity.

\_\_\_\_\_

9. The manager of the store gave his workers a raise.

\_\_\_\_\_

10. Jim and his wife spent their savings to buy a farm. \_\_\_\_\_
11. My friends planned their first party for next month. \_\_\_\_\_
12. Tom returned his book to the library. \_\_\_\_\_
13. Sally gave her sister a bracelet. \_\_\_\_\_
14. Sylvia put her donations in the basket. \_\_\_\_\_
15. Joe found his book in the principal's office. \_\_\_\_\_
16. Lois read the accusations and denied them. \_\_\_\_\_
17. Grace gave her sister a pair of skates. \_\_\_\_\_
18. My brother found his wallet in the alley. \_\_\_\_\_
19. Joan took good care of her little sister. \_\_\_\_\_
20. Jerry fixed his computer. \_\_\_\_\_

## Personal Pronouns

**Personal pronouns** refer to a person or a thing. Because they refer to nouns, they must agree with the nouns in gender and number. They are almost always in the same form as the nouns to which they refer. Masculine nouns take masculine pronouns; feminine nouns take feminine pronouns. Singular nouns take singular pronouns; plural nouns take plural pronouns. In the following examples, the antecedent and correct reference are underlined. Note that the pronoun agrees with the antecedent, not with the noun it modifies.

<u>Ted</u> needed <u>his</u> car for work.	<i>His</i> is masculine singular.
<u>He</u> needed <u>his</u> car for work.	<i>He</i> and <i>his</i> are masculine singular.
<u>Therese</u> enjoys <u>her</u> work.	<i>Her</i> is feminine singular.
<u>She</u> enjoys <u>her</u> work.	<i>She</i> and <i>her</i> are feminine singular.
<u>Max</u> and <u>Lisa</u> left <u>their</u> papers on the desk.	<i>Their</i> is plural.
<u>They</u> left <u>their</u> papers on the desk.	<i>They</i> and <i>their</i> are plural.

## Uses of Pronouns

### Personal Pronouns as Subjects

Memorize the personal pronouns for subjects.

	<b>Singular</b>	<b>Plural</b>
First person	I	we
Second person	you	you
Third person	he, she, it	they

We found the books behind the shelf.

The subject of this sentence is *we*.

## Exercise 68

**Directions:** Complete the following sentences with the correct subjective pronouns.

**Example:** She wants a new sweater. (third-person singular feminine)

1. \_\_\_\_\_ plan to visit my father in Idaho. (first-person singular)
2. \_\_\_\_\_ enjoyed the play *The King and I*. (first-person plural)
3. \_\_\_\_\_ promised to help us decorate the classroom. (third-person plural)
4. \_\_\_\_\_ must see that show. (second-person singular)
5. \_\_\_\_\_ plans to leave later. (third-person singular masculine)
6. \_\_\_\_\_ participated in the panel. (third-person singular feminine)
7. \_\_\_\_\_ could not be recognized. (third-person singular neuter)
8. \_\_\_\_\_ cannot go with you. (first-person singular)
9. \_\_\_\_\_ were amused by his jokes. (first-person plural)
10. \_\_\_\_\_ should win top honors. (third-person singular feminine)
11. \_\_\_\_\_ joined the choir. (third-person plural)
12. \_\_\_\_\_ will go swimming. (first-person plural)
13. \_\_\_\_\_ saw a beautiful sunset. (first-person singular)
14. \_\_\_\_\_ need a vacation. (second-person singular)
15. \_\_\_\_\_ studies Latin. (third-person singular masculine)

### Personal Pronouns after Linking Verbs

Linking verbs never express action. They make a statement by connecting the subject with a word in the predicate that explains or describes the subject. Pronouns following a linking verb use the same form as the subject. (This form is called *case*.)

The	actor	was	he.	He was the actor.
	<i>subject</i>		<i>subjective personal pronoun</i>	

Marlene will be the secretary.	Marlene will be she.
--------------------------------	----------------------

Betsy is a make-up artist.	Betsy is she.
----------------------------	---------------

Although this construction is correct, it sounds strange. The objective case is often used after the linking verb in conversation and for emphasis. Many people avoid the awkward sound of “It is I.”

## Exercise 69

**Directions:** Underline the linking verbs. Then write a correct personal pronoun in the blank.

**Example:** The player was *he*.

Note that this sentence is correct, but most English speakers would *begin* the sentence with the pronoun.

1. The girl must have been \_\_\_\_\_.
2. The best quarterback was \_\_\_\_\_.
3. It was \_\_\_\_\_ in the room.
4. It could have been \_\_\_\_\_ on the stage.
5. The most talented boy was \_\_\_\_\_.
6. The most popular cheerleaders were \_\_\_\_\_.
7. It was \_\_\_\_\_ acting on the stage.
8. The leaders could be \_\_\_\_\_.
9. The members on the team were \_\_\_\_\_.
10. The victim must have been \_\_\_\_\_.

### Personal Pronouns as Objects

Memorize the personal pronouns for objects.

	Singular	Plural
First person	me	us
Second person	you	you
Third person	him, her, it	them

### Direct Object

Use objective pronouns after verbs that ask *what* or *whom*.

We	saw	them	at the store.
<i>subject</i>		<i>direct object (whom?)</i>	

The girls	recognized	us.
<i>subject</i>		<i>direct object</i>

## Exercise 70

**Directions:** Label the underlined pronouns *S* for subject or *DO* for direct object.

**Example:** You left the coat there.      *S*

- \_\_\_\_\_ 1. They took us to the show.
- \_\_\_\_\_ 2. We returned home, wet and hungry.
- \_\_\_\_\_ 3. Jerry saw him at the store.
- \_\_\_\_\_ 4. The lady called us.
- \_\_\_\_\_ 5. Joan asked her for help.
- \_\_\_\_\_ 6. You sent Tom on that errand.
- \_\_\_\_\_ 7. The bus took us to the game.
- \_\_\_\_\_ 8. She is a great pianist.
- \_\_\_\_\_ 9. Leave him alone.
- \_\_\_\_\_ 10. My mother sent us to the store.
- \_\_\_\_\_ 11. Jerry and I like to play basketball.
- \_\_\_\_\_ 12. The storm frightened you.
- \_\_\_\_\_ 13. Julie asked them for the package.
- \_\_\_\_\_ 14. She was the winner.
- \_\_\_\_\_ 15. Did you go to the show?
- \_\_\_\_\_ 16. We enjoyed the concert.
- \_\_\_\_\_ 17. It will be an unusual event.
- \_\_\_\_\_ 18. Her friend found her at the mall.
- \_\_\_\_\_ 19. Is it he on the tennis court?
- \_\_\_\_\_ 20. The storm injured him.

## Exercise 71

**Directions:** Write a pronoun to replace the underlined words.

**Example:** My sister and her friends brought sandwiches.      *They*

1. Jerry and Tom went camping. \_\_\_\_\_
2. I saw Sue at the movie. \_\_\_\_\_
3. The best player was Joe. \_\_\_\_\_
4. Mary blamed Sue and Joan for the accident. \_\_\_\_\_
5. The officer warned Lou and Bill about the danger. \_\_\_\_\_

6. The best soccer players were Joe and Pat.

\_\_\_\_\_

7. The news baffled Chuck.

\_\_\_\_\_

8. Janet plays tennis.

\_\_\_\_\_

9. It was Bob and Dave in the car.

\_\_\_\_\_

10. The most talented actress is Jean.

\_\_\_\_\_

11. It must have been Mario in the gym.

\_\_\_\_\_

12. Everyone saw Lee and Al playing tennis.

\_\_\_\_\_

13. Mike gave a party last night.

\_\_\_\_\_

14. The teacher gave Tom a demerit.

\_\_\_\_\_

15. Larry dropped his wallet while shopping.

\_\_\_\_\_

16. Alice and Sue joined the basketball team.

\_\_\_\_\_

17. In the meadow bees buzzed loudly.

\_\_\_\_\_

18. Children enjoy games.

\_\_\_\_\_

19. Another favorite character is Donald Duck.

\_\_\_\_\_

20. Most people enjoy a murder mystery.

\_\_\_\_\_

## Exercise 72

**Directions:** Underline the correct pronoun.

**Example:** Tell (she, her) that I called.

1. I saw (they, them) at the game.

2. (We, Us) sent them the equipment.

3. Bob and (she, her) plan to go to college.

4. Lisa and (I, me) went for a joyride.

5. It must be (they, them) asking for a raise.

6. Give (we, us) the report.

7. Notify (they, them) about our change of address.

8. Was (she, her) the first to win?
9. Sally called Tim and (I, me) about the job.
10. Barb and (he, him) made the team.
11. The coach encouraged (I, me) to go to camp.
12. The guide urged (we, us) to hurry.
13. The map showed (they, them) the way.
14. The principal recommended Michelle and (I, me).
15. Give (he, him) first choice.
16. The guide left (she, her) behind.
17. Do you expect (they, them) to arrive today?
18. Let (we, us) come with you.
19. Mr. Jones took Jack, Pete, and (I, me) to the rodeo.
20. You can follow (they, them) on the hike.

### Exercise 73

**Directions:** Label the pronouns S for subject or O for object.

**Example:** he      S

- |               |               |
|---------------|---------------|
| _____ 1. me   | _____ 6. they |
| _____ 2. I    | _____ 7. us   |
| _____ 3. him  | _____ 8. we   |
| _____ 4. her  | _____ 9. she  |
| _____ 5. them | _____ 10. he  |

### Exercise 74

**Directions:** Underline the correct pronoun. If the phrase does not begin with a verb, the noun/pronoun combination is the subject.

**Example:** ask (he, him)

- |                              |                                |
|------------------------------|--------------------------------|
| 1. Bob and (I, me)           | 11. saw (they, them)           |
| 2. noticed (we, us)          | 12. believed (him, he)         |
| 3. Jerry and (he, him)       | 13. asked (her, she)           |
| 4. Bob and (they, them)      | 14. took (me, I)               |
| 5. showed (I, me)            | 15. hired Susie and (she, her) |
| 6. frightened (they, them)   | 16. asked (we, us)             |
| 7. chose (I, me)             | 17. Joe and (I, me)            |
| 8. Mary and (we, us)         | 18. she and (they, them)       |
| 9. pleased Lois and (we, us) | 19. she and (he, him)          |
| 10. called (we, us)          | 20. introduced (he, him)       |

## Exercise 75

**Directions:** Use the phrases in **Exercise 74** to write original sentences.

## Exercise 76

**Directions:** Underline the correct pronoun. Draw a box around any linking verbs.

**Example:** The next class president will be (she, her).

1. Was (she, her) the best writer?
2. After traveling fifty miles, my brother and (she, her) stopped for a bite to eat.
3. Marie and (they, them) enjoyed their trip.
4. It could have been (he, him) in that picture.
5. Everyone saw (we, us) at the party.
6. Would (he, him) be the most popular teacher?
7. It was (I, me) in that accident.
8. The helicopter and (he, him) were not found.
9. The pilot and (she, her) were good friends.
10. I saw Tom and (they, them) at the circus.
11. Will (she, her) be the next batter?
12. Joe and (I, me) went to the game.
13. The teacher named (she, her) the best writer.
14. The coach praised (she, her) for winning the game.
15. Peter and (we, us) will go skiing this winter.
16. (We, Us) need your help.
17. The villain in the play was (he, him).
18. Give (we, us) the news.
19. Send (she, her) the card.
20. (We, Us) will play soccer.

## Exercise 77

**Directions:** The following underlined pronouns are correct. Explain why.

**Example:** We asked them for the tickets.

*Them is the objective pronoun used after a verb that asks the question whom.*

1. My mother took James and me to a rodeo.



2. The usher gave us programs.
3. A guide took Jane and her backstage.
4. Father called me to the phone.
5. The man hired Suzie and him to run errands.
6. The new members are Joan and she.
7. We plan to leave next week for Florida.
8. The teacher chose us three to go.
9. The neighbors and they are planning a block party.
10. The pilot and he made a safe landing.

### Indirect Object

Like nouns, pronouns can also be used as indirect objects.

I gave Al and him the books.

I gave the books *to him*.

### Exercise 78

**Directions:** Underline the correct pronouns.

**Example:** Did (he, him) know where the letter is?

1. Give Carlos or (I, me) the article.
2. We sent (he, him) the notice yesterday.
3. My mother made (she, her) a cake.
4. Provide Larry and (he, him) with the necessary equipment.
5. We gave Simon and (they, them) a picnic at the beach.
6. The pilot gave (we, us) a ride in his plane.
7. The pitcher threw Ted and (I, me) a fast ball.
8. The police officer gave Ashley and (she, her) a ticket.

9. We bought Al and (they, them) a lunch.
10. Please give (we, us) an advanced notice.
11. We sent (they, them) the books.
12. The class sent (she, her) a get-well card.
13. The coach gave Bob and (he, him) the honors.
14. They mailed James and (he, him) the report.
15. The principal gave (she, her) the medal.
16. The news of the accident made (we, us) unhappy.
17. The saleslady sold Mary and (I, me) two sweaters.
18. Bob sent Irma and (I, me) a copy of his play.
19. Miss Jones made (her, she) the costume for the play.
20. The actors sent (we, us) notices of their play.

### Exercise 79

**Directions:** Underline the correct pronouns in the following sentences.

**Example:** They asked (we, us) how to find the park.

1. (We, Us) lost the way to the gym.
2. We found Pete and (he, him) happy over the outcome.
3. It must have been (she, her) at the concert.
4. We followed (he, him).
5. (I, me) was delighted with the turnout.
6. The man blamed (we, us) for the accident.
7. Please send (she, her) this note.
8. The professor gave (I, me) the specimen.
9. They managed to keep (we, us) in suspense.
10. Were (we, us) the ones responsible?
11. The surprise made (they, them) happy.
12. (They, them) want the news immediately.
13. They sent Keith and (they, them) the money.
14. Was (he, him) a fighter?
15. John and (he, him) were good friends.

16. (We, Us) passed the test.
17. The guard took (she, her) home.
18. The spectators placed (we, us) at the scene of the accident.
19. Did you see (they, them) during the party?
20. (They, Them) want the news immediately.

### Interrogative and Demonstrative Pronouns

**Interrogative pronouns** ask questions. They ask *who*, *whom*, *which*, *what*, and *whose*.

The interrogative pronouns that cause problems are *who* and *whom*. *Who* is always used for subjects, and *whom* is always used for objects.

Who is coming with you to the party?

You saw whom?

### Exercise 80

**Directions:** Underline the correct pronoun.

**Example:** The best actor was (who, whom)?

1. (Who, Whom) wrote the Bill of Rights?
2. To (who, whom) did you give that book?
3. (Who, Whom) did you see yesterday?
4. (Who, Whom) will be visiting you next month?
5. (Who, Whom) will be captain of the volleyball team next year?
6. The participants were (who, whom)?
7. About (who, whom) did she speak?
8. (Who, Whom) did she consult about the illness?
9. For (who, whom) did you buy this bracelet?
10. (Who, Whom) will be in the tennis tournament?

**Demonstrative pronouns** are *this*, *that*, *these*, and *those*. These pronouns are used to point out one or more nouns. *This* and *that* are singular; *these* and *those* are plural.

That is my essay.

These paints belong to me.

Those articles were in his desk drawer.

This belongs in the library.

Note: Demonstrative pronouns seldom cause problems. You should be able to recognize them as pronouns.

## Indefinite Pronouns

**Indefinite pronouns** refer to persons, places, or things without specifying which ones. They don't require specific antecedents, but they can have them.

### Singular Indefinite Pronouns

The following indefinite pronouns are always singular and take a singular verb: *each*, *every*, *either*, *neither*, *one*, *body*, and *thing*. Memorize these pronouns. This concept is very important.

Each of the books on the shelf has been bought by my grandfather.

The subject is *each* (singular); the verb is also singular.

Everybody is welcome.

Not one of these jackets fits me.

Nothing escapes him.

## Exercise 81

**Directions:** Underline the correct verb, and draw a box around the indefinite pronoun.

**Example:** No one (was, were) at the meeting.

1. Each of the papers on the table (was, were) corrected yesterday.
2. Not one of the examples given (is, are) correct.
3. Anything (is, are) possible tonight.
4. No one (was, were) eligible for the contest.
5. Either of the teams (have, has) a good reputation.
6. Neither of the dishes (have, has) ever been broken.
7. Anyone (is, are) eligible to try out in the essay contest.
8. Anybody (has, have) a chance to win the prize.
9. Each of the projects (was, were) well represented.
10. Not one of the shirts (was, were) washed.
11. Neither of the girls (was, were) present at school today.
12. Neither of the bracelets (have, has) been stolen.
13. Nobody in the class (report, reports) any misconduct.
14. Everyone in the room (sing, sings) in the choir.
15. Nothing (is, are) accomplished without hard work.
16. Neither of the twins (has, have) filled out her application for college.
17. No one (was, were) admitted after 9:00 P.M.
18. Not one of the candidates (is, are) qualified.

19. Each of his answers (is, are) accurate.
20. According to our records, nothing (was, were) lost.

### Plural Indefinite Pronouns

Some indefinite pronouns are always plural and take a plural verb. They are *several, few, both, many,* and *others*. Memorize these pronouns.

Several of the books were ruined by the rain.

Both the pies were eaten.

Only a few of these projects were successful.

Many students were missing.

Some indefinite pronouns can be singular or plural depending on the phrase that follows. They are *all, any, most, more,* and *some*.

Some of the apples were spoiled.

Some of the apple was rotten.

All of the work is done.

All of the papers are corrected.

Most of the projects were missing.

All the boys are assembled.

### Exercise 82

**Directions:** Underline the correct verbs.

**Example:** Most of the work (was, were) finished.

1. Several days in April (was, were) very rainy.
2. All of the parcels (has, have) been shipped.
3. Some of the boys in the room (is, are) having problems.
4. Both of the trips (is, are) expensive.
5. Neither of the answers (is, are) correct.
6. Several of the debates (was, were) very good.
7. Most of the letters (was, were) written by children.
8. All of those articles (is, are) for sale.
9. (Is, Are) everything marked for the sale tomorrow?
10. Most of the pizza (was, were) eaten.
11. Did any of the articles (interest, interests) you?
12. One of the papers on the board (is, are) mine.
13. Not one of the candidates (has, have) really been successful.
14. (Has, Have) anyone been appointed treasurer?
15. Most of the pages in the book (was, were) destroyed.

16. (Has, Have) anyone completed the project?
17. None of my friends (play, plays) soccer.
18. Several reports (is, are) missing.
19. (Is, Are) everything mentioned in the report?
20. Everyone (was, were) invited to the celebration.
21. Neither of them (want, wants) to have company.
22. Both of the athletes (enjoy, enjoys) skiing.
23. All of the newspapers (carry, carries) the story.
24. Everyone (decide, decides) for himself.
25. Some of the cars (are, is) air-conditioned.
26. Both of these sweaters (is, are) torn.
27. A few of these TV shows (pass, passes) the time.
28. One of these magazines (have, has) good recipes.
29. Some of the track (has, have) been repaired.
30. Everybody (enjoy, enjoys) a good time.

## Possessive Pronouns

Memorize the following possessive pronouns.

my, mine	our, ours
your, yours	your, yours
his, hers (her), its	their, theirs

### Notes

- a. Many of these possessive pronouns function as adjectives because they are used to limit the meaning of a noun.

my book      his bike      my parents

In this book, we classify them as pronouns.

- b. Never use the apostrophe with personal pronouns. Possessive pronouns already show ownership.

hers      yours      ours

- c. The apostrophe is used with indefinite pronouns.

It was nobody's business.

Everybody's wishes were fulfilled.

### Exercise 83

**Directions:** Underline the possessive pronouns.

**Example:** Is that your coat?

- |                                      |   |
|--------------------------------------|---|
| 1. The book is mine.                 | 11. She can use my book.                |
| 2. The basketball is theirs.         | 12. That project is mine.               |
| 3. That car is hers.                 | 13. Its rim was made of gold.           |
| 4. It was his to begin with.         | 14. Ours is better than yours.          |
| 5. Did you enjoy his talk?           | 15. The victory is not theirs.          |
| 6. That scooter is faster than ours. | 16. Her talk was boring.                |
| 7. The prize is his.                 | 17. Her face has lost its youthfulness. |
| 8. Its wing was broken.              | 18. Their flight was delayed.           |
| 9. Her car was vandalized.           | 19. That dog is ours.                   |
| 10. Her computer won't work.         | 20. Your allegations are unfounded.     |

### Pronouns and Contractions

Possessive personal pronouns already show ownership. They never need an apostrophe. An apostrophe is used for contractions.

they are	they're
she will not	she won't

*Its* means ownership.

The book was in its place on the table.

*It's* is a contraction meaning "it is."

It's too late to turn in your paper.

### Exercise 84

**Directions:** Write the correct word in the space provided.

**Example:** *You're* the new student council representative. (You're, Your)

- \_\_\_\_\_ too early to leave. (It's, Its)
- \_\_\_\_\_ nest was destroyed by the wind. (It's, Its)
- \_\_\_\_\_ beak was chipped. (It's, Its)
- \_\_\_\_\_ our new substitute teacher. (You're, Your)
- The book is Sally's. The book is \_\_\_\_\_. (her, hers)

6. \_\_\_\_\_ too early to decide. (It's, Its)
7. The material belonged to my parents. It is \_\_\_\_\_. (their, theirs)
8. We noticed \_\_\_\_\_ leg was broken. (it's, its)
9. \_\_\_\_\_ a little late to register. (It's, Its)
10. The report belonged to us. It was \_\_\_\_\_. (ours, our)
11. \_\_\_\_\_ time to mail your application. (It's, Its)
12. \_\_\_\_\_ a new bike. (It's, Its)
13. \_\_\_\_\_ really a fun project. (It's, Its)
14. We like \_\_\_\_\_ singing. (your, you're)
15. \_\_\_\_\_ lid has disappeared. (It's, Its)
16. \_\_\_\_\_ my pleasure to join you. (It's, Its)
17. Maria's project is better. \_\_\_\_\_ is better. (Hers, Her)
18. \_\_\_\_\_ not raining today. (It's, Its)
19. \_\_\_\_\_ an interesting story. (It's, Its)
20. \_\_\_\_\_ place was taken. (It's, Its)



## Unit 4 Review

1. A pronoun is a word that takes the place of a noun or refers to a noun.
2. An antecedent is the noun or nouns to which a pronoun refers.
3. Personal pronouns refer to persons or things. They must agree with their antecedents in number (singular or plural) and gender (masculine, feminine, neuter), but not in usage (subject, object).
4. Personal pronouns as subjects: *I, you, he, she, it, we, you, they*  
Personal pronouns are used as subjects or following linking verbs.
5. Personal pronouns as objects:
  - a. Direct object  
Personal pronouns used as direct objects follow verbs and can answer the questions *what* or *whom*.
  - b. Indirect object  
Personal pronouns can answer the questions *to* or *for* whom something is given. An indirect object comes before a direct object.
6. Interrogative pronouns ask questions. They are *who, whom, which, what, and whose*. *Who* is always used as a subject or after a linking verb. *Whom* is always an indirect or direct object or the object of a preposition.
7. Demonstrative pronouns point out one or more nouns. They are *this, that, these, and those*.
8. Indefinite pronouns
  - a. Singular indefinite pronouns: *each, every, neither, either, one, body, thing*
  - b. Plural indefinite pronouns: *several, few, both, many, others*
  - c. Singular or plural indefinite pronouns: *all, any, most, more, some*  
The number that is assumed depends on the prepositional phrase that follows the pronoun.
9. Possessive pronouns: *my, mine, your, yours, his, her, hers, its, our, ours, their, theirs*  
Never use the apostrophe with possessive pronouns to show ownership. Only use an apostrophe with personal pronouns to show a contraction, that is to show that a letter or letters have been omitted.

## Unit 4

### Review Test

#### Part A.

**Directions:** Underline the possessive pronoun, and write its antecedent on the line.

1. Liz left her bike at school. \_\_\_\_\_
2. The girls gave their coach flowers. \_\_\_\_\_
3. Mary asked the guard for her passport. \_\_\_\_\_
4. My friends gave up their lunch money. \_\_\_\_\_
5. The books had lost their covers. \_\_\_\_\_
6. Most of the fruit had lost its flavor. \_\_\_\_\_
7. Peter gave his passport to the guard. \_\_\_\_\_
8. The boss gave his employees a bonus. \_\_\_\_\_
9. Jane gave me her math book. \_\_\_\_\_
10. Rose gave her book to my sister. \_\_\_\_\_

#### Part B.

**Directions:** Underline the correct pronoun.

1. The test should cause (he, him) no difficulty.
2. The best scholars are Jane and (she, her).
3. Were Brian and (he, him) the contestants?
4. (They, Them) will plan the menu for the party.
5. Marian and (we, us) have difficulty organizing that dance.
6. Jon and his brother sent (they, them) an invitation.
7. Did you see (we, us) yesterday?
8. The teacher asked Carter and (he, him) to help.
9. My mother saw (they, them) in the room.
10. Was it (they, them) at the theater?

### Part C.

**Directions:** Underline the correct verbs.

1. Several bills (was, were) rejected.
2. Each of his proposals (was, were) acceptable.
3. (Have, Has) either of the orders been sent?
4. Nobody (want, wants) to accept the blame.
5. Several of his friends (is, are) joining the air force.
6. Everybody (give, gives) to the Red Cross.
7. Either Tom or his sister (is, are) representing the school.
8. Not one of the spectators (blame, blames) the coach.
9. Anybody (is, are) free to apply.
10. Some of these apples (is, are) not fit to eat.

### Part D.

**Directions:** Write *S* if the underlined pronoun is a subject, *DO* if it is a direct object, or *IO* if it is an indirect object.

- \_\_\_\_\_ 1. We girls will do the job.
- \_\_\_\_\_ 2. Did Jane see them at the movie?
- \_\_\_\_\_ 3. Albert gave me a certificate for ice cream.
- \_\_\_\_\_ 4. Are you sure that they did it?
- \_\_\_\_\_ 5. This may be he coming down the walk.
- \_\_\_\_\_ 6. Carol gave them the message.
- \_\_\_\_\_ 7. Michelle will be inviting them to the party.
- \_\_\_\_\_ 8. Sally always blames us for mistakes.
- \_\_\_\_\_ 9. The coach chose Carmen and me.
- \_\_\_\_\_ 10. I told her a story about Christmas.
- \_\_\_\_\_ 11. Was that she in the room?
- \_\_\_\_\_ 12. My parents and they are arriving later.
- \_\_\_\_\_ 13. Did you tell me the truth?
- \_\_\_\_\_ 14. Were we the ones you wanted?
- \_\_\_\_\_ 15. When do you expect her to arrive?
- \_\_\_\_\_ 16. Please send them the tickets.
- \_\_\_\_\_ 17. Did you know she won?
- \_\_\_\_\_ 18. The debate team sent Jim and him a challenge.

\_\_\_\_\_ 19. My father bought her a computer

\_\_\_\_\_ 20. Mary and I do not need your advice.

### Part E.

**Directions:** Underline the correct possessive pronoun or contraction.

1. (You're, Your) singing is better than Mary's.
2. (It's, Its) too late to try.
3. (It's, Its) pride was hurt.
4. (You're, Your) not planning to quit now.
5. (It's, Its) a foolish guess.

## Unit 5

# Prepositions

---

### What Is a Preposition?

A **preposition** occurs before a noun or pronoun and expresses a relationship between it and another word in the sentence.

The car raced down the street.

The preposition *down* tells where the car raced.

Tom took his sister to the show.

The preposition *to* shows where Tom took his sister.

### Exercise 85

**Directions:** Underline the prepositions.

**Example:** The dog ran around the house.

1. The boys walked to the store.
2. The house was made of adobe.
3. She saw the dogs in the window.
4. The man came toward John.
5. I visited the museum with Larry.
6. Pete ran across the street.
7. The little boy climbed up the ladder.
8. The tools are outside the garage.
9. Molly climbed over the fence.
10. He could see the parade from his seat.
11. Jane walked to school.
12. Her medicine rolled down the drain.
13. The cards were on the table.
14. I visited the museum with her.
15. The little girl ran out of the house.
16. Ralph walked slowly down the stairs.
17. The skates are in the basement.

18. The boys ran to the beach.
19. He dived under the waves.
20. She was soon covered with sand.

The best way to recognize prepositions is to become familiar with the most common ones. Some prepositions have more than one word. These are sometimes called **compound prepositions**. There are many prepositions. These listed below are just a few.

about	during	out
above	except	outside
according to	for	over
across	from	regarding
after	in	round
along	in back of	through
among	in front of	till
at	in regard to	to
below	inside	toward
beneath	into	under
beside	like	until
beyond	near	up
by	of	upon
concerning	off	with
down	on	

## Prepositional Phrases

Prepositions are always part of a group of words called a **prepositional phrase**. A prepositional phrase begins with a preposition and ends with a noun or pronoun. A preposition can never stand alone in a sentence. It is always used with a noun or pronoun that is called the **object of the preposition**. Prepositional phrases can have more than one object. The objects may have modifiers.

She gave a treat to Tom.

*To Tom* is a prepositional phrase. *Tom* is the object of the preposition *to*.

Mother looked under the couch and the chair for the lost pen.

*Couch* and *chair* are both objects of the preposition *under*.

The earthquake happened during the mystery movie.

*Mystery* modifies *movie*, which is the object of the preposition *during*.

## Exercise 86

**Directions:** Underline the prepositions in the following sentences.

**Example:** She posted the map on the wall.

1. Tom jogged across the street and into the apartment.
2. The baseball rolled across the field.
3. The guests stayed in their rooms during the storm.
4. Do not walk on the freshly planted grass.
5. Everyone enjoyed the talk by Professor Goldstein.
6. Colonial costumes were among the valuable treasures in the museum.
7. Luis walked slowly over the leaves from the old oak tree.
8. Everyone left early except Tom.
9. She sent the report to the judge.
10. The clock in our kitchen is broken.
11. The plane flew over the ocean and through the clouds.
12. A bird outside my window kept me awake.
13. Frustrated, Molly slammed the door after the meeting.
14. Practice was scheduled on Monday for all track members.
15. There are many historic landmarks in the West.

16. There was bickering among the girls during the play.
17. A bear visited our tent, walked around it, and then ambled off.
18. My sister got off her horse and ran toward the stable.
19. We found a treasure underneath our house.
20. My dog crawled under the fence.

### Exercise 87

**Directions:** Add an appropriate preposition to complete each of the sentences.

**Example:** She kicked the ball onto the roof.

1. My sister bought cereal \_\_\_\_\_ the store.
2. My friend and I walked \_\_\_\_\_ the river.
3. A mysterious package was lying \_\_\_\_\_ the table.
4. Dave watched the rain \_\_\_\_\_ his window.
5. The car raced \_\_\_\_\_ the track and into the wall.
6. The sun shone \_\_\_\_\_ the surface of the lake.
7. Put your shoes \_\_\_\_\_ the bed.
8. The flowers were placed \_\_\_\_\_ the fountain.
9. The paper airplane sailed \_\_\_\_\_ the park.
10. The earthquake occurred \_\_\_\_\_ my final examination.

Every preposition must have an object. Without an object, the word is not a preposition.



## Exercise 88

**Directions:** Underline the prepositions, and put parentheses around the objects of the prepositions.

**Example:** The box of (oranges) was on the floor.

1. The boys on the soccer team went by bus to Mammoth Mountain.
2. A man with several pamphlets in his hand knocked on our door.
3. The window in my room was smashed by a baseball.
4. Our air conditioner broke during the hottest day of the year.
5. Lee took several books to the library for his mother.
6. The dogs chased each other around the park.
7. Our house is located next to the golf course and behind the parking lot.
8. Entering her apartment, Carol took off her coat and shoes, poured a drink from the refrigerator, and sank into her favorite recliner.
9. Alisha skied easily down the slopes and through the dense pine trees.
10. The price of the Mercury was too high for my income.
11. Dave, my cousin from Chicago, came to San Francisco for his vacation.
12. The fight between Tom and me ended with a truce.
13. I witnessed the accident from my bedroom window.
14. My mother planned a fabulous birthday party for me and my friends.
15. Our class sent a get-well card to Paul, who is in the hospital with a broken leg.
16. Something in the corner of my room moved quickly along the wall and into the bathroom.
17. During the storm, Jane closed the windows in the living room and bedrooms.
18. The cartons of milk in the sun turned sour by lunchtime.
19. Larry ran to the back yard and took his scooter out of the rain.
20. After school we went to the store for some ice cream.

## Objects of Prepositions

When pronouns are used as objects of a preposition, they must be in the objective case.

We gave the book to her.

The pronoun *her* is the object of the preposition *to*.

## Exercise 89

**Directions:** The following sentences are correct. Briefly explain the use of each underlined pronoun.

**Example:** The story is about him.

*The pronoun him is the object of the preposition about.*

1. The secret is between you and him.
2. The teacher placed Ken, a new student, next to her.
3. We waited for Bruce and him in the parking lot.
4. We sent the get-well card to her.
5. Between the fire fighters and us, there was a feeling of relief.
6. According to him, there is nothing to worry about.
7. All the students except me went on a field trip.
8. Sally sat behind her for the entire year.
9. I hurried over to sit by her.
10. He liked to keep his friends around him.

## Exercise 90

**Directions:** On separate paper, write sentences using the following prepositional phrases.

- |                                |                             |
|--------------------------------|-----------------------------|
| 1. like you and me             | 11. after Tom and him       |
| 2. before Fred and her         | 12. according to Joe and us |
| 3. except Mary and him         | 13. for Ted and me          |
| 4. beside Sally and them       | 14. to the teacher and her  |
| 5. between Albert and him      | 15. about Anita and them    |
| 6. from his cousin and her     | 16. with Bob and us         |
| 7. behind our parents and them | 17. toward us               |
| 8. for them                    | 18. among them              |
| 9. without me                  | 19. to Jerry and us         |
| 10. around her                 | 20. like him                |

### Distinguishing between Indirect Objects and Objects of Prepositions

The indirect object comes before the direct object, and the *to* and *for* are understood. With the object of a preposition, the *to* and *for* are always in the sentence.

Her sister gave her the wristwatch.

Her sister gave (*to* is understood) her the wristwatch.

*Indirect object*

Her sister gave the wristwatch to her.

*Object of a preposition*

### Exercise 91

**Directions:** Change each indirect object into a prepositional phrase and each prepositional phrase into an indirect object.

**Example:** I gave a reward to him.      *I gave him a reward.*

1. My friend sent Bob and me an invitation.
2. I gave my guests beautiful souvenirs.
3. The salesman showed us two beautiful bracelets.
4. Jack promised an award to Alice.
5. Did you make that dress for Mary?
6. I gave my friend a ticket for the Lakers game.
7. The attendant left us a message.
8. The policeman gave me a ticket for speeding.
9. The coach sent us a wedding invitation.
10. Did you bring ice cream for the children?

## Exercise 92

**Directions:** Underline the indirect objects. Then change the indirect objects to objects of a preposition.

**Example:** We left Sam a note.    *We left a note for Sam.*

1. The teacher gave Becky a good grade.
2. The nurse gives her patients good care.
3. Librarians find students research material.
4. My friend gave me flowers for my birthday.
5. She sent him the package.
6. We offered them our special assistance.
7. The teacher gave her students a list of rules.
8. The clerks send borrowers overdue notices.
9. The committee gave the winners special medals.
10. School counselors offer teachers and students advice.

## Exercise 93

**Directions:** Underline the correct answer.

**Example:** All of the cards belong to Mike and (he, him).

1. Dolores sat near Bob and (I, me).
2. The lady made that dress for (she, her).
3. We sent all the material to Bob and (they, them).
4. We talked with the counselor, the parents, and (they, them).
5. Behind Paula and (we, us) were the audience.
6. The report was signed by Joy and (he, him).
7. Everybody left early except Jerry and (we, us).
8. The picture really looked like (she, her).
9. My mother sat beside (I, me) at the concert.
10. Give that book to (he, him).

11. Please be with (we, us) at the trial.
12. The librarian awarded reading prizes to Barbara and (she, her).
13. His boss was angry with (he, him).
14. The guide will give much information to (they, them).
15. The principal gave a copy of the rules to (we, us).
16. The dogs began leaping around Sara and (I, me).
17. I bought a pizza for Isabel and (she, her).
18. Thomas walked between (we, us) girls.
19. The guard turned his head toward Irene and (we, us).
20. Please wait for Ed and (they, them) at the gym.

#### **Exercise 94**

**Directions:** Underline the prepositional phrases in the following paragraph.

*The Knights of the Round Table* is a term descriptive of those knights who had places around King Arthur's banquet table. King Arthur used the round table to prevent jealousy over seating precedence and to symbolize the equality of the knights. It was believed that 130 knights had places at the round table, but there may have been more. Generally, only those knights of most conspicuous importance have come to be regarded as the Knights of the Round Table.

#### **Exercise 95**

**Directions:** Write a paragraph describing an organization. Underline the prepositional phrases in your paragraph.

## Unit 5 Review

1. A preposition relates a noun or pronoun with another word in the sentence.
2. Prepositions are always part of a group of words called a prepositional phrase. A prepositional phrase begins with a preposition and ends with a noun or pronoun. A preposition can never stand alone in a sentence.
3. A preposition can have more than one object, and the objects can have modifiers.
4. The object of a preposition is always in the objective form of the pronoun (the objective case). Always use the objective case after a preposition.
5. An indirect object comes before the direct object, and the *to* and *for* are understood. In prepositional phrases, the *to* and *for* are in the sentence.

## Unit 5

### Review Test

#### Part A.

**Directions:** Underline the prepositions in the following sentences.

1. Jane practices the violin before a concert.
2. Many of the tourists enjoy small towns.
3. A visit to the desert is an unusual experience.
4. Sara practices at home for hours.
5. Sam spoke about his work.
6. He had to stay after school for his own good.
7. The storm kept me at home.
8. We all laughed at the joke.
9. Molly is endowed with a generous nature.
10. Jim accomplished his goal by fair means.

#### Part B.

**Directions:** Add an appropriate preposition.

1. Jim walked \_\_\_\_\_ town.
2. The field was irrigated \_\_\_\_\_ a system of canals.
3. Jane was always true \_\_\_\_\_ her word.
4. Leaves \_\_\_\_\_ the tree littered the lawn.
5. We all left the room \_\_\_\_\_ Paul.
6. We divided the flowers \_\_\_\_\_ the three of us.
7. \_\_\_\_\_ John and Ralph there was no friendship.
8. Sally had a serious talk \_\_\_\_\_ her brother.
9. They went \_\_\_\_\_ the house quietly.
10. My father likes to stay \_\_\_\_\_ home.

### Part C.

**Directions:** Underline the prepositions, and put parentheses around the objects.

1. The girls in my class are all good students.
2. Bob crawled over the fence and through the field.
3. During the war, many wonderful men died.
4. The water from the last rain is still underneath our house.
5. We invited everyone except Peter to the barbecue.
6. The man walked into the classroom, looked around the room, and walked out.
7. We ran into the ocean and shouted for joy.
8. It happened during the last game.
9. Becky loves walking in the sand and playing in the mud.
10. The display of the artwork in the cafeteria was an inspiration to everyone.

### Part D.

**Directions:** Underline the correct pronouns, and draw boxes around all prepositions.

1. She wanted to give a TV to (she, her) for Mother's Day.
2. Will you please send a sample of your artwork to (I, me).
3. She will walk behind (he, him).
4. Are you waiting for Jim and (she, her)?
5. The height of the building was measured by Kelly and (he, him).
6. Are you going to leave with (we, us)?
7. Frank came to the movie after Jan and (I, me).
8. Would you make a costume for Jack and (she, her)?
9. The task was assigned to Juanita and (he, him).
10. The argument is between (we, us).
11. Give the video to (they, them).
12. She was sitting near Marsha and (he, him).
13. My mother has been asking about you and (they, them).
14. Please send your opinion to (we, us).
15. I refuse to go with (he, him).
16. There would be no agreement among Maria, Josh, and (she, her).
17. My dad bought a computer for my brother and (I, me).
18. There was a serious disagreement between the senator and (we, us).
19. She left the party with (he, him).
20. You should have sent the material to (he, him) or (they, them).



## Unit 6

# Adjectives

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### What Is an Adjective?

An adjective is a word that describes or modifies a noun or pronoun to give the noun or pronoun a more specific meaning. The adjective brings life to a sentence, giving it interest and color. The process by which an adjective describes a word or makes it more specific is called *modification*.

dress	red dress	red, silk dress	red, silk, flowery dress
apple	yellow apple	yellow, ripe apple	golden, yellow, ripe apple

How do these adjectives limit the nouns *dress* and *apple*? Can you give other examples?

When you add an adjective to a noun, you immediately limit it. How do these adjectives limit the nouns?

- |          |             |                    |
|----------|-------------|--------------------|
| 1. house | small house | small, white house |
|----------|-------------|--------------------|

The adjective *small* limits a noun as to size. The adjective *white* limits a noun as to color.

- |          |                |                          |
|----------|----------------|--------------------------|
| 2. party | birthday party | sister's birthday party  |
| 3. fence | wooden fence   | whitewashed wooden fence |
| 4. room  | bedroom        | ivory-walled bedroom     |
| 5. car   | red car        | small red car            |

Any word that modifies a noun is an adjective.

It can describe the noun.

white house, ice water, yellow roses

It can state *which one* and *what kind of*.

first seat, fourth row, those apples

It can tell *how many*.

two bouquets of lilies, several letters

It can state *how much*.

enough room, little effort, no pain

### Exercise 96

**Directions:** Underline the adjectives in the following sentences, and put parentheses around the modified nouns. Do not underline articles.

**Example:** Her gorgeous (sweater) was torn at the hem.

1. A beautiful rainbow filled the sky after the heavy rain.
2. Jean went to the store and bought a blue dress and a yellow scarf.

3. Sally's green dress was a good match for her red hair.
4. Wonderful things can come in small packages.
5. Mother received a box of delicious chocolates.
6. El Niño brought torrential rains, serious floods, and devastating tornadoes.
7. We all enjoyed the delicious bread, hot and fresh from the oven.
8. For lunch we had shiny red apples.
9. My grandmother always keeps chocolate cookies in her cookie jar.
10. We went to see the ice show last Sunday.
11. My brother sits in the fourth seat, sixth row.
12. It was a cold, windy day in January.
13. We do not need more rain.
14. Both answers will be accepted.
15. Terry spent her last quarter on a stale cookie.
16. She wrote her last paper in a hurry.
17. Did you enjoy the competitive debate between the girls and boys?
18. Sam wrote several letters to his mother.
19. The meal was delicious and colorful.
20. The sunset on the ocean is spectacular.

## Articles

Articles are classified as adjectives. *The* is a **definite article** because it refers to a specific person, place, or thing.

The lawyer asked many questions.

Your book is on the shelf.

I studied hard for the exam.

The **indefinite articles** refer to any one of a class of persons, places, or things. The indefinite articles are *a* and *an*. Use the indefinite article *a* before consonant sounds; use *an* before vowel sounds.

My cousin wants to be a nurse.

We stayed in a hotel.

She had an apple for dessert.

When the consonant *h* sounds like a vowel, use *an*.

an honest man

a humble experience

## Exercise 97

**Directions:** Write the indefinite article needed to complete the sentence.

**Example:** It was a beautiful bouquet of roses.

1. She plays on \_\_\_\_\_ all-woman softball team.
2. The boy had only \_\_\_\_\_ apricot for lunch.
3. The teacher sent \_\_\_\_\_ book to her brother.
4. I had \_\_\_\_\_ boiled egg for breakfast.
5. Please give me \_\_\_\_\_ honest answer.
6. We rented \_\_\_\_\_ small room.
7. \_\_\_\_\_ car key is missing.
8. She was \_\_\_\_\_ only child.
9. Jeff played in \_\_\_\_\_ band.
10. \_\_\_\_\_ salesman showed us several homes.

## Proper Adjectives

A **proper adjective** is a proper noun used as an adjective or an adjective formed from a proper noun.

Study these capitalization rules carefully.

1. Generally, proper adjectives are capitalized.
2. Do not capitalize frequently used proper adjectives.  
french fries          venetian blinds          pasteurized milk
3. Capitalize a brand name or proper noun used as an adjective, but do not capitalize the common noun it modifies.  
Seiko watches          Swiss cheese  
Someday you might study Joseph Conrad's novels.
4. Do not capitalize a common noun used with two proper adjectives.  
the Republican and Democratic parties  
the Democratic Party
5. Do not capitalize prefixes attached to proper adjectives unless the prefix refers to a nationality.  
all-American          pro-Arab          Anglo-American

## Exercise 98

**Directions:** Rewrite the following sentences with correct capitalization.

**Example:** We rode the greyhound bus to detroit. *We rode the Greyhound bus to Detroit.*

1. That is a swiss landmark.
2. The polaroid camera, invented by edwin land, was the first instant picture camera.
3. The biblical institute attracted many people.
4. The yellowstone national park is a tourist attraction.
5. We studied mexican art in college.
6. Ho Tan is a chinese-speaking american.
7. My friend is of anglo-french heritage.
8. Have you ever been in a chicago storm?
9. We took a cruise down the suez canal.
10. You will study english writers in high school.
11. The american way of life is sometimes admired.
12. We became interested in japanese films.
13. I hope there is a sheraton hotel in tokyo.
14. The study of elizabethan literature is most rewarding.

15. His uncle is interested in both the democratic and the republican parties.
16. Jim has an american stamp collection.
17. The pro-hispanic demonstrators marched for peace.
18. Last year I attended a brazilian festival.
19. Did you ever take an amtrak train?
20. That statue is an example of greek sculpture.

### Exercise 99

**Directions:** Write *PA* if the sentence has proper adjectives or *CA* if it has compound adjectives.

**Example:** My uncle is a well-known politician. *CA*

- \_\_\_\_\_ 1. My father does not like freeze-dried coffee.
- \_\_\_\_\_ 2. Did you ever take a Turkish bath?
- \_\_\_\_\_ 3. My friend underwent open-heart surgery last week.
- \_\_\_\_\_ 4. My grandfather had a valuable Victorian clock.
- \_\_\_\_\_ 5. Susanna always managed to keep her New York accent.
- \_\_\_\_\_ 6. Did you enjoy your Scandinavian dinner?
- \_\_\_\_\_ 7. Miguel likes to go to out-of-the-way places.
- \_\_\_\_\_ 8. The foolishness of their reactions to your questions was self-evident.
- \_\_\_\_\_ 9. The old professor was well-liked.
- \_\_\_\_\_ 10. Paul owned a waterproof parka.

### Predicate Adjectives

A **predicate adjective** is an adjective that follows a linking verb and describes the subject of the sentence or clause.

Jill was happy over the outcome of the exam.

In this sentence, *happy* is an adjective describing *Jill*.

Today the waves are wild and rough.

In this sentence, the predicate adjective is compound.

## Exercise 100

**Directions:** Underline the linking verbs, and put parentheses around the predicate adjectives.

**Example:** The students were (restless) all afternoon.

1. Jaime is energetic and conscientious.
2. The girls in this class are very helpful.
3. Sara couldn't be more overjoyed at the results of her project.
4. The mystery story was very exciting.
5. The news about the tornadoes was tragic.
6. The bread is delicious.
7. The music was mournful.
8. The weather today is gloomy.
9. Sara was very sleepy after the long trip.
10. The team was exuberant over its win.
11. She is a very intelligent young lady.
12. Bill is very uncertain about his future.
13. Were you happy with the results?
14. She can be obnoxious at times.
15. Tom has been irritable this past week.
16. My mother is fearful over the incident.
17. The bridge was almost too low for safety.
18. The gate was narrow and rough.
19. The wind was fierce this morning.
20. As a runner, Joe is fast and consistent.

Some verbs can be both action verbs and linking verbs depending on their use. The most common ones are the following:

appear	become	feel
grow	look	sound
taste	remain	smell
stay	turn	

When in doubt as to whether a verb is a linking verb or not, substitute a form of the verb *to be*.

This apple tastes sour.	Apple cannot taste. It is sour.
That lily looks fragile.	Lily cannot look. It is fragile.
I tasted the apple.	I can perform the act of tasting.
Ann looked at the lily.	Ann can perform the act of looking.

### Exercise 101

**Directions:** Write *L* if the verb is linking and *A* if the verb is an action verb.

**Example:** The blueberry pie tasted sweet.      *L*

- \_\_\_\_\_ 1. I felt the board on the table.
- \_\_\_\_\_ 2. The man looked very angry.
- \_\_\_\_\_ 3. The elderly woman appeared very fragile.
- \_\_\_\_\_ 4. The farmer grew corn on his 120 acres of land.
- \_\_\_\_\_ 5. Sara is very healthy.
- \_\_\_\_\_ 6. The story seemed odd to us.
- \_\_\_\_\_ 7. The alarm at midnight sounded fearful.
- \_\_\_\_\_ 8. The cheese smelled rotten.
- \_\_\_\_\_ 9. Try to stay warm.
- \_\_\_\_\_ 10. The milk has turned sour.
- \_\_\_\_\_ 11. The nurse turned the pillow.
- \_\_\_\_\_ 12. The man looked agitated.
- \_\_\_\_\_ 13. She looked at the picture.
- \_\_\_\_\_ 14. The pillow feels soft.
- \_\_\_\_\_ 15. Lois remains quiet and listless.
- \_\_\_\_\_ 16. The weather became cold last night.
- \_\_\_\_\_ 17. The farmer grows potatoes for a living.
- \_\_\_\_\_ 18. The corn grew tall and sturdy.
- \_\_\_\_\_ 19. Everyone in the room was jubilant.
- \_\_\_\_\_ 20. She looked sleepy in the car.
- \_\_\_\_\_ 21. Despite the rain, our fruit trees remained healthy.
- \_\_\_\_\_ 22. The blister grew painful.
- \_\_\_\_\_ 23. The house looked a mess after the party.
- \_\_\_\_\_ 24. I looked at the neon sign.
- \_\_\_\_\_ 25. The numbers on my calculator appear faint.

## Degrees of Adjectives

Many adjectives have three degrees: **positive**, **comparative**, and **superlative**.

### Positive

This degree is used when no comparisons are involved.

This box is heavy.

That sore must be painful.

### Comparative

This degree is used when two things are being compared.

Jim began to work harder on his job.

That is an older piece of luggage.

### Superlative

This degree is used when three or more things are being compared.

This is the hardest work of all.

This is the oldest piece of luggage.

To form the comparative and superlative degrees of adjectives correctly, follow these rules:

1. Add *er* or *est* to the positive form of most one-syllable and some two-syllable adjectives. Double the final consonant, or change the final *y* to *i* where necessary.

Positive	Comparative	Superlative
heavy	heavier	heaviest
strong	stronger	strongest
wet	wetter	wettest

2. Put *more* or *most* before the positive form of some two-syllable adjectives and nearly all adjectives of three or more syllables.

generous	more generous	most generous
peaceful	more peaceful	most peaceful
responsible	more responsible	most responsible

3. Memorize these irregular forms of adjectives.

good, well	better	best
bad, ill	worse	worst
far	farther	farthest
far	further	furthest
many	more	most



## Exercise 102

**Directions:** Underline the adjective, and write C if it is comparative or S if it is superlative. Then write its positive form.

**Example:** This was my worst school year.    S    *bad*

- |   |       |       |
|---|-------|-------|
| 1. John is more congenial than Ted.           | _____ | _____ |
| 2. Rosa has the brightest smile.              | _____ | _____ |
| 3. Jean is happier than Bill.                 | _____ | _____ |
| 4. Luke dresses the best.                     | _____ | _____ |
| 5. Lucy is the more reliable of the two.      | _____ | _____ |
| 6. She is more attractive in that dress.      | _____ | _____ |
| 7. He is the most obnoxious boy I know.       | _____ | _____ |
| 8. Who is stronger, Pete or Jim?              | _____ | _____ |
| 9. That car is faster.                        | _____ | _____ |
| 10. He was less competent than Keith.         | _____ | _____ |
| 11. In your class, who works hardest?         | _____ | _____ |
| 12. Mary was the least eager to go.           | _____ | _____ |
| 13. This package is lighter than that one.    | _____ | _____ |
| 14. He was wealthier than Bob.                | _____ | _____ |
| 15. Jenny is the least willing to help.       | _____ | _____ |
| 16. I think Joe's essay is better.            | _____ | _____ |
| 17. His smile was the most friendly.          | _____ | _____ |
| 18. This was the best out of ten.             | _____ | _____ |
| 19. The guests arrived earlier than expected. | _____ | _____ |
| 20. Math is the most difficult test of all.   | _____ | _____ |

### Exercise 103

**Directions:** Underline the correct answer.

**Example:** He is the (older, oldest) student in our class.

1. The damage done by tornadoes is (worse, worst) than that done by earthquakes.
2. Of the two girls, Sally is the (brightest, brighter).
3. That was the (best, better) day of my life.
4. Keith is the (more, most) interesting person in the room.
5. She is the (younger, youngest) person to win an Olympic gold medal.
6. Paul is the (more, most) attractive boy in the class.
7. Miss Jones is a (best, better) teacher than her predecessor.
8. Of the two speakers, Bess is the (best, better).
9. This book is the (more, most) suspenseful of the three.
10. Jacqueline is certainly a (best, better) actress than her sister.
11. Paul was the (most, more) courageous of the two.
12. Which major city in Maine is the (further, furthest) from the coast?
13. Becky is the (more, most) energetic girl I know.
14. Jack is by far the (more, most) generous person in the school.
15. Of the two running for office, Bob is the (best, better) qualified.
16. In business, he will probably be the (least, less) successful of the graduates.
17. Marilyn is the (happiest, happier) when she is dancing.
18. Our house is the (farther, farthest) one from the corner.
19. This is the (largest, larger) of the two bedrooms.
20. Jane is the (more, most) dependable girl I know.

### Exercise 104

**Directions:** Write original sentences that use the following words in the degrees indicated.

1. great (comparative)
2. smooth (superlative)

3. slow (superlative)
4. responsible (comparative)
5. far (comparative)
6. kind (positive)
7. funny (comparative)
8. strict (superlative)
9. lively (superlative)
10. weak (superlative)

### Verbs Used as Adjectives

Many verbs can be used as adjectives. Those ending in *ing* and *ed* sometimes are used as adjectives.

The bell was ringing. (verb)

The ringing bell disturbed his concentration. (adjective)

### Exercise 105

**Directions:** Write A if the underlined word is an adjective; V if it is a verb or part of the verb.

**Example:** She won the spelling bee.     A

- \_\_\_\_\_ 1. The children waited in the pouring rain for the bus.
- \_\_\_\_\_ 2. The melted ice made the walk very slippery.
- \_\_\_\_\_ 3. I had lost my keys.
- \_\_\_\_\_ 4. The spectators were cheering loudly.
- \_\_\_\_\_ 5. Will you please meet us in the waiting room?
- \_\_\_\_\_ 6. The exhausted child finally fell asleep.
- \_\_\_\_\_ 7. The cheering crowd almost took the roof off the gym.
- \_\_\_\_\_ 8. I found my lost keys in the car.

- \_\_\_\_\_ 9. We finally completed the assignment.
- \_\_\_\_\_ 10. My completed assignment received an A.
- \_\_\_\_\_ 11. The frightened child ran into the house.
- \_\_\_\_\_ 12. We were frightened by the thunder and lightning.
- \_\_\_\_\_ 13. My essay was typed late at night.
- \_\_\_\_\_ 14. We were waiting for the doctor for over an hour.
- \_\_\_\_\_ 15. My typed essay was read by the teacher.
- \_\_\_\_\_ 16. We are taking swimming lessons this summer.
- \_\_\_\_\_ 17. The hurrying waitress spilled the soup.
- \_\_\_\_\_ 18. Her gardening skills are remarkable.
- \_\_\_\_\_ 19. I was hurrying to finish on time.
- \_\_\_\_\_ 20. They were swimming in our pool.

### Exercise 106

**Directions:** Underline the adjectives in the following paragraph. Do not underline articles.

In August of last year, my friends and I spent a week at the beach. It was a perfect time for our long-awaited vacation. The weather was warm with a cool breeze blowing most of the time. The water was not cold, and the waves were perfect for surfing. We played in the water all morning. In the afternoon, we lay on the warm sand, letting the gentle breeze blow over our warm bodies. We talked about many things for a short time, and then we slept for a couple of hours. After a delicious dinner, we visited the numerous colorful shops, which had every possible type of beach display. Later in the evening we listened to the raucous music of young, enthusiastic performers until early morning. After a restful sleep, another new day began with more surfing fun and exhilarating adventures.

### Exercise 107

**Directions:** Write a paragraph about a perfect place you have visited or one you can imagine. Underline the adjectives you use.

### Exercise 108

**Directions:** Replace the trite underlined adjective with an adjective or adjectives that are fresher and more relevant.

**Example:** My brother bought a neat car yesterday.  
*My brother bought a four-wheel-drive car yesterday.*

1. My mother had an awful headache all day yesterday.

2. My cousin bought a cute little house.
3. I bought a dandy computer.
4. My friend had a really awful case of hives.
5. We had a nice time.

## Unit 6 Review

1. Adjectives describe or modify nouns. The process by which an adjective describes a word is called *modification*.
2. When you add an adjective to an noun, you immediately limit it. An adjective can describe a noun, state which one, tell how many, or state how much.
3. Articles are classified as adjectives. *The* is a definite article because it refers to a specific person, place, or thing. The articles *a* and *an* are indefinite articles because they refer to any one of a class of persons, places, or things. The indefinite pronoun *a* is used before consonant sounds. The indefinite pronoun *an* is used before vowel sounds.
4. Proper adjectives are derived from proper nouns. Proper adjectives must be capitalized.
5. Adjectives are called predicate adjectives when they follow linking verbs and describe the subject.
6. Some verbs can be both action verbs and linking verbs depending on their use. The most common ones are *appear, become, feel, grow, look, sound, taste, remain, smell, stay, and turn*. They are linking when they link the subject with the adjective and you can substitute some form of the verb *to be*.
7. Adjectives have three degrees: positive, comparative, and superlative.
  - a. Positive: There is no comparison.
  - b. Comparative: Two things are compared.
  - c. Superlative: Three or more things are compared.
8. To form comparative and superlative adjectives, add *er* or *est* to the positive form of most one-syllable adjectives and some two-syllable adjectives. Put *more* or *most* or *less* or *least* before the positive form of two-syllable adjectives and nearly all adjectives of three or more syllables.
9. Some adjectives have irregular forms.

## Unit 6

### Review Test

#### Part A.

**Directions:** Underline the adjectives in the following sentences, and put parentheses around the nouns they modify.

1. The concoction was a strange mixture of several exotic herbs.
2. He was a poor old farmer who cultivated a run-down apple orchard.
3. This account of the Boston Tea Party is a little bit history and some fiction.
4. Tom was given the lead role in the school play.
5. He had to wear a coarse black wig and a heavy red-lined cape.
6. A fire of pine logs blazed in the stone fireplace.
7. My mother wore a blue velvet dress and a black jacket.
8. I was very uncomfortable in that dark, closet-like room.
9. Edison believed that intense brainwork was the real secret of health and longevity.
10. He was always an avid reader of books on a variety of subjects.

#### Part B.

**Directions:** Write C if the adjective is comparative and S if the adjective is superlative.

- \_\_\_\_\_ 1. It was a longer trip than I anticipated.
- \_\_\_\_\_ 2. I had less money for Christmas than I expected.
- \_\_\_\_\_ 3. It was the best debate I had ever heard.
- \_\_\_\_\_ 4. His house is the farthest on the block.
- \_\_\_\_\_ 5. Helping her was the least he could do.
- \_\_\_\_\_ 6. We should have more spectators tomorrow.
- \_\_\_\_\_ 7. The worst disaster occurred in January.
- \_\_\_\_\_ 8. I think my sister is feeling better this morning.
- \_\_\_\_\_ 9. The latest news about the accident will be released tomorrow.
- \_\_\_\_\_ 10. Tony serves delicious meals but Jane's are better.

#### Part C.

**Directions:** Write L if the verb is a linking verb and A if it is an action verb.

- \_\_\_\_\_ 1. Terry became anxious when the letter did not arrive.
- \_\_\_\_\_ 2. This banana tastes different.

- \_\_\_\_\_ 3. We all tasted the cook's samples.
- \_\_\_\_\_ 4. We stayed in that cold cabin all night.
- \_\_\_\_\_ 5. It seemed colder in our room.
- \_\_\_\_\_ 6. At the sound, Molly became afraid.
- \_\_\_\_\_ 7. Jennifer grows flowers as a hobby.
- \_\_\_\_\_ 8. He appeared doubtful.
- \_\_\_\_\_ 9. The sound of the bell was pleasant.
- \_\_\_\_\_ 10. The material felt smooth.
- \_\_\_\_\_ 11. The room smelled stuffy.
- \_\_\_\_\_ 12. She remained there for about five minutes.
- \_\_\_\_\_ 13. Mary remained calm throughout the entire ordeal.
- \_\_\_\_\_ 14. Tina looked everywhere for a clue.
- \_\_\_\_\_ 15. Julie became agitated at the video.

**Part D.**

**Directions:** Rewrite the proper adjectives and nouns with correct capitalization.

- 1. The korean people have many wonderful customs.
- 2. Could you make me a xerox copy?
- 3. They were french-speaking immigrants.
- 4. The class is studying greek tragedy.
- 5. We met a lovely indian woman in a sari.
- 6. The franklin d. roosevelt years were sometimes difficult for America.
- 7. Directed by major leonard, the band played some rousing music.

8. They greeted the president of united airlines.
9. Did you meet ex-senator longren?
10. The african-american groups held rallies.
11. People seem to enjoy paris fashions.
12. I think arabic is very difficult.
13. Did you ever go to the kentucky derby?
14. In ancient mythology, the goddess athena represented wisdom.
15. We traveled on trans-world airlines.



# Unit 7

## Adverbs

---

### What Is an Adverb?

An **adverb** is a word that modifies a verb, an adjective, or another adverb. Adverbs, like adjectives, are modifiers. They slightly change the meaning of other words by making them more specific.

#### Adverbs Modify Verbs

Adverbs modify verbs by answering any of four questions: Where? When? In what manner? (How?) and To what extent?

Where

The company's stock prices went up.

The car passed slowly by.

When

He will visit us later.

I must leave now.

How

Dave did his work quickly.

She looked around the room eagerly.

To What Extent

Marcia did her work completely.

She did her work partially.

### Exercise 109

**Directions:** Underline the adverbs in the following sentences.

**Example:** We will return soon.

1. I plan to give you my outline immediately.
2. She went about her work quietly.
3. Jim arrived at the party late.
4. John spoke rapidly.
5. She had scarcely any chance to reply.
6. Mike drove his new car carefully.
7. My friend Jon is moving away.

8. She courageously faced the problem.
9. Is your sister fully recovered from the accident?
10. We approached the cage cautiously.
11. Are you going to Canada today?
12. The plane arrived early.
13. The meeting ended abruptly.
14. She only partially understood the question.
15. I did not want to go to the dance.
16. I never made that remark.
17. She did her work hastily.
18. Be sure to wash yourself completely.
19. The children accidentally broke a window.
20. You should have spoken before.

Adverbs modify adjectives by answering one question: To what extent?

My brother was unusually quiet this morning.

*Unusually* is an adverb modifying the adjective *quiet*.

### Exercise 110

**Directions:** Underline the adjective, and write the adverb that modifies it.

**Example:** I was extremely angry when I heard the news.      *extremely*

1. His sister is highly intelligent. \_\_\_\_\_
2. Your answer is partially correct. \_\_\_\_\_
3. I was very happy to see my cousin. \_\_\_\_\_
4. The hike made me overly tired. \_\_\_\_\_
5. The bus was almost full of rowdy youngsters. \_\_\_\_\_
6. The road ahead was barely visible in the storm. \_\_\_\_\_
7. We were somewhat annoyed at his actions. \_\_\_\_\_
8. It was an unusually piercing cry. \_\_\_\_\_

9. The street lights were hardly bright enough to help us see our way home. \_\_\_\_\_
10. Ted was extremely overjoyed at winning first place. \_\_\_\_\_
11. We became completely bored with the lecture. \_\_\_\_\_
12. My young niece is very tall for her age. \_\_\_\_\_
13. I was definitely overjoyed at my promotion. \_\_\_\_\_
14. He was completely disappointed at the results of his final exam. \_\_\_\_\_
15. She was never sad at the outcome. \_\_\_\_\_
16. The light made Ted partially blind. \_\_\_\_\_
17. Becky was somewhat satisfied after his apology. \_\_\_\_\_
18. Al was very tardy for school. \_\_\_\_\_
19. TV shows are too violent. \_\_\_\_\_
20. Sara was extremely depressed for no good reason. \_\_\_\_\_

Adverbs can modify other adverbs. An adverb comes directly before the adverb it modifies.

### Exercise 111

**Directions:** Underline the adverb, and write the adverb that modifies it.

**Example:** She left extremely quickly.      *extremely*

1. Tom awoke very early on Saturday morning. \_\_\_\_\_
2. The mud slides in Italy occurred very suddenly. \_\_\_\_\_
3. The teacher arrived unusually late for class. \_\_\_\_\_
4. Jane answered his question somewhat slowly. \_\_\_\_\_
5. The cookies were almost completely eaten. \_\_\_\_\_
6. Bob responded to the allegations too hastily. \_\_\_\_\_
7. We cannot leave the classroom too soon. \_\_\_\_\_

8. Sally worked extremely hard on her science project. \_\_\_\_\_
9. You cannot handle that material too carefully. \_\_\_\_\_
10. Joyce spoke more intelligently than her friend. \_\_\_\_\_
11. He always does his assignments very thoroughly. \_\_\_\_\_
12. He worked rather quietly all morning. \_\_\_\_\_
13. You should act more quickly in an emergency. \_\_\_\_\_
14. He was quite definitely sure of his answers. \_\_\_\_\_
15. We will be leaving for the movies very soon. \_\_\_\_\_
16. Many poor people look quite desperately for work. \_\_\_\_\_
17. She looked rather sternly at the boy's actions. \_\_\_\_\_
18. He talked very convincingly to the judge. \_\_\_\_\_
19. My friend worked very quickly. \_\_\_\_\_
20. He responded more slowly than his brother. \_\_\_\_\_

### Exercise 112

**Directions:** Complete the following sentences by adding the suggested adverbs.

**Example:** My uncle is a skilled technician. (adverb modifying adjective)  
*My uncle is a highly skilled technician.*

1. The pilot landed the airplane. (how)
2. Running the bases during a game, I stopped suddenly. (adverb modifying adverb)
3. Josh became angry. (adverb modifying adjective)
4. She finished her job and went. (where)
5. Judy is driving. (how)

6. Jim loves a fast boat. (adverb modifying adjective)
7. The light show was held. (when)
8. Jane walked rapidly to the store. (adverb modifying adverb)
9. Suzie won the race. (how)
10. The hostess was polite. (adverb modifying adjective)

### Adverbs vs. Adjectives

Adjectives modify nouns and pronouns.

beautiful smile	inspiring talk
rapid river	red-eyed monster

Adverbs modify verbs, adjectives, and other adverbs.

walked slowly	how
came late	when
extremely happy	adverb, adjective
very slowly	adverb, adverb

### Exercise 113

**Directions:** If the underlined word is an adverb, write *ADV*. If it is an adjective, write *ADJ*.

**Example:** We walked through the park slowly. *ADV*

- \_\_\_\_\_ 1. The spectators cheered enthusiastically.
- \_\_\_\_\_ 2. Jeff's talk was unusually short.
- \_\_\_\_\_ 3. We saw a great movie last night.
- \_\_\_\_\_ 4. Friday was a long day.
- \_\_\_\_\_ 5. He had a close call on the freeway.
- \_\_\_\_\_ 6. Everyone waited eagerly for the announcement.
- \_\_\_\_\_ 7. My friend lives close to school.
- \_\_\_\_\_ 8. Ted is always an eager student.
- \_\_\_\_\_ 9. Joan gave me a little sisterly warning.
- \_\_\_\_\_ 10. The officer responded quickly to our call.
- \_\_\_\_\_ 11. Last month was busy.

- \_\_\_\_\_ 12. An old Mercury just drove past.
- \_\_\_\_\_ 13. Jean was extremely unhappy over her grades.
- \_\_\_\_\_ 14. The officer openly admitted his mistake.
- \_\_\_\_\_ 15. We enjoyed the concert immensely.
- \_\_\_\_\_ 16. The curtains were blowing in the gentle breeze.
- \_\_\_\_\_ 17. We generally walk leisurely to school each morning.
- \_\_\_\_\_ 18. The judge's response was very fair.
- \_\_\_\_\_ 19. We thoroughly enjoyed the picnic.
- \_\_\_\_\_ 20. The weather yesterday was unusually sunny.

### Exercise 114

**Directions:** Add adverbs to the following sentences.

**Example:** Helen Keller's life is *truly* inspiring.

1. When Helen was only eighteen months old, an illness \_\_\_\_\_ destroyed both her sight and hearing.
2. She lived in a silent, dark world, yelling \_\_\_\_\_ when she wanted anything.
3. Mr. Keller \_\_\_\_\_ hired Annie Sullivan to teach Helen.
4. After days of frustrating endeavors, Annie \_\_\_\_\_ established contact with Helen.
5. She \_\_\_\_\_ spelled words on Helen's hand with her fingers.
6. One day, with the word *water* and feeling water at the same time, Helen \_\_\_\_\_ saw the connection between the words spelled on her hand and their meaning.
7. She \_\_\_\_\_ learned to speak.
8. Helen's progress was \_\_\_\_\_ rapid.
9. She \_\_\_\_\_ earned a degree from Radcliffe College.
10. She was \_\_\_\_\_ grateful to Annie Sullivan for helping her out of her intellectual darkness.
11. She was \_\_\_\_\_ able to give speeches to enraptured audiences.
12. She also worked \_\_\_\_\_ to help other blind and deaf children.

## Degrees of Comparison

Like adjectives, adverbs have three degrees: positive, comparative, and superlative. The degrees are practically the same in both adjectives and adverbs. The comparative degree always compares two; the superlative degree always compares three or more.

Positive	Comparative	Superlative
late	later	latest
well	better	best

Note: Most adverbs that end with the suffix *ly*, regardless of the number of syllables, form their comparative and superlative degrees with *more*, *most* or *less*, *least*.

smoothly	more smoothly	most smoothly
quickly	less quickly	least quickly

### Exercise 115

**Directions:** Write the correct form of the adjective or adverb to complete the sentence.

**Example:** We tried *harder* than our friends did. (hard)

1. Sally is \_\_\_\_\_ than her sister. (smart)
2. She is the \_\_\_\_\_ girl in her class. (intelligent)
3. This water is \_\_\_\_\_ now than it was yesterday. (clear)
4. He crept \_\_\_\_\_ into his room. (silent)
5. Our new car is \_\_\_\_\_ than our last car. (sturdy)
6. He worked \_\_\_\_\_ on the roof of that old building. (cautious)
7. Dave is the \_\_\_\_\_ boy in our class. (witty)
8. In danger, Jerry acts \_\_\_\_\_ than I do. (brave)
9. Kathy has the \_\_\_\_\_ initiative of any girl in her class. (less)
10. In the race, Leon came the \_\_\_\_\_. (close)

### Exercise 116

**Directions:** Write the appropriate form of the modifier to make the sentence correct.

**Example:** Our cat is pretty, but your cat is the *prettiest* pet on the block.

1. John is happy, but Marilyn is the \_\_\_\_\_ of all the students.
2. My mother was ill, but today she is \_\_\_\_\_. (well)

3. This is certainly the \_\_\_\_\_ of the two stories. (good)
4. John's house is \_\_\_\_\_ away than Ted's house. (far)
5. Cynthia was late for class, but Tommy was \_\_\_\_\_.
6. Barbara has less money than I, but Jan has the \_\_\_\_\_ money of all.
7. His sister often acts childish, but my sister acts even \_\_\_\_\_.
8. That package is heavy, but this one is \_\_\_\_\_.
9. She works quickly, but he works \_\_\_\_\_.
10. The situation was the \_\_\_\_\_ hopeless of any I have ever encountered.
11. Jean is the \_\_\_\_\_ popular girl in the school.
12. Of the two athletes, Jan is the \_\_\_\_\_. (good)
13. It is warm in the room, but you will be \_\_\_\_\_ by the fire.
14. Often the book is \_\_\_\_\_ interesting than the movie.
15. This car drives \_\_\_\_\_ smoothly than the last one I had.
16. Our parlor is the \_\_\_\_\_ room in the house. (large)
17. Paul is short, but Tim is the \_\_\_\_\_ boy on the team.
18. I was sad about the loss, but my brother was \_\_\_\_\_.
19. Today is sunny, but Tuesday was the \_\_\_\_\_ day of the entire week.
20. His singing was good, but Geraldine's was much \_\_\_\_\_.

### Problems with Adverbs and Adjectives

#### ***Bad/Badly and Good/Well***

*Bad* is an adjective, not an adverb. It should never be used after an action verb.

He works bad. (incorrect)

Junior played bad. (incorrect)

Use *bad* as an adjective after a linking verb.

Jean felt bad about the accident.

*Badly* is an adverb. It can modify an action verb.

I played badly.

It can never be used as an adjective after a linking verb.

She felt badly. (incorrect)



*Good* is an adjective. It must modify a noun.

That was a good show.

*Well* is generally an adverb.

He played the piano well.

Note: When *well* is used to mean “healthy,” it is an adjective and can be used after a linking verb.

John felt well this morning.

My sister is well today.

After a long illness, Dave is now well.

### ***Real/Really and Sure/Surely***

*Really* and *surely* are adverbs and should modify verbs, adjectives, and other adverbs.

Verbs            My mother surely cares for her children.

Adverbs        The man drove really fast.

Adjectives     That dish is really hot.

*Real* and *sure* are adjectives and should modify nouns.

Noun            It was a real diamond.

My horse was a sure winner.

## **Exercise 117**

**Directions:** Underline the correct form.

**Example:** He is always so (sure, surely) of himself.

1. Which of the twins is (more, most) intelligent?
2. He is certainly the (more, most) talented actor on TV.
3. Her baby is the (most, more) beautiful child I have ever seen.
4. In class, Jerry is (less, least) willing to cooperate than Frank.
5. Of the members of my class, Sally has the (more, most) complete notes.
6. My brother is (smarter, smartest) than I.
7. She was (real, really) happy at the results of the test.
8. Julie played (bad, badly) in the concert.
9. He doesn't feel (well, good) this morning.
10. Gerald felt (bad, badly) when he heard about the tragedy.
11. Margie plays the violin (good, well).
12. The rehearsal went (well, good) today.
13. He is (sure, surely) aware of the consequences.
14. It did not (real, really) matter to her.

15. That is a (really, real) piece of evidence.
16. Maria is (sure, surely) kind.
17. Jane danced very (good, well) in the contest.
18. Jack was (more, most) nervous than he was yesterday.
19. Jim's condition is even (worse, worser) than I thought.
20. It was (real, really) no concern of mine.
21. Jill is attractive. She is the (prettier, prettiest) in the town.
22. If you want to do (well, good), you must practice more.
23. This fire feels (good, well) on a cold, winter night.
24. At summer camp, we always eat (good, well).
25. That oven is (real, really) hot.

### Exercise 118

**Directions:** On separate paper, write original sentences using the following words correctly.

- |                                    |  |
|------------------------------------|--|
| 1. the superlative of <i>quick</i> | 6. the superlative of <i>late</i>      |
| 2. the comparative of <i>slow</i>  | 7. the comparative of <i>difficult</i> |
| 3. the positive of <i>good</i>     | 8. the superlative of <i>slow</i>      |
| 4. the comparative of <i>fine</i>  | 9. the positive of <i>bad</i>          |
| 5. the positive of <i>well</i>     | 10. the superlative of <i>good</i>     |

### Double Negatives

A common mistake with modifiers is using more than one negative. The most common way to make a statement negative is to use only one negative word. Negative words are *never*, *no*, *nobody*, *none*, *not*, *nothing*, and *nowhere*. The contraction *n't* also makes a sentence negative.

More than one negative in a sentence implies positive.

I hadn't had nothing to eat all day.

This sentence implies that you have had something. If you didn't have nothing, you must have had something.

Other negative words are *barely*, *hardly*, or *scarcely*.

We didn't scarcely know him.

Correct: *We scarcely knew him.*

I couldn't hardly see in the storm.

Correct: *I could hardly see in the storm.*

She wasn't barely in the room when it happened.

Correct: *She was barely in the room when it happened.*

## Exercise 119

**Directions:** Underline the word that makes the sentence correct.

**Example:** Haven't you (never, ever) heard of this person?

1. Carol said she doesn't want (anything, nothing) today.
2. I explained that I hadn't done (nothing, anything) wrong.
3. Sue (hadn't, had) barely left her porch.
4. There weren't (any, no) stop signs at that corner.
5. Don't they (never, ever) slow down on that street?
6. She scarcely (ever, never) crosses the street at that corner.
7. She didn't say (nothing, anything) about the award.
8. Clara didn't write (no, any) complaining letters.
9. Miss Jones didn't excuse (no one, anyone) from taking the test.
10. I don't (never, ever) want to hear that expression again.
11. I couldn't talk to (no one, anyone) about the problem.
12. She wouldn't agree to discuss it with (no one, anyone).
13. This little town doesn't have (no, any) street lights.
14. She didn't see (anyone, no one) there.
15. Jean couldn't be going (anywhere, nowhere) soon.

## Unit 7 Review

1. An adverb is a word that modifies a verb, an adjective, or another adverb.
2. Adverbs modify verbs by asking the questions *where*, *when*, *why*, *how*, and *to what extent*.
3. Adverbs have three degrees: positive, comparative, and superlative. They form degrees the same way adjectives form degrees. The one exception is that most adverbs ending in *ly* form the comparative and superlative degrees with *more*, *most* or *less*, *least*.
4.
  - a. *Bad* is an adjective, not an adverb. It can be used as an adjective after a linking verb.
  - b. *Badly* is an adverb.
  - c. *Good* is an adjective.
  - d. *Well* is generally an adverb. When *well* is used to mean "healthy," it is an adjective and can be used after a linking verb.
  - e. *Really* and *surely* are adverbs. *Real* and *sure* are adjectives.
5. When using modifiers, avoid using more than one negative in a sentence.

## Unit 7

### Review Test

#### Part A.

**Directions:** Underline the adverbs in the following sentences.

1. Jenny played the trumpet well.
2. Susanna always speaks softly in the classroom.
3. Bob barely passed his math test.
4. Several of the students plan to go later.
5. She could hardly see him in the dark.
6. Jeff shouted loudly and angrily.
7. Sara looked around cautiously.
8. My father was somewhat displeased with my grade in math.
9. The club finally adopted its constitution.
10. Her little brother rarely talks.
11. I am going to do my homework soon.
12. My friend lives nearby.
13. The construction company was terribly late in finishing our house.
14. It was too late to go to the library.
15. We left the book inside.
16. The man saw the girl once in the past week.
17. Our dog always barks loudly.
18. We finally agreed on something.
19. Richard usually goes to the gym in the morning.
20. We found the paper partially hidden in a box.

#### Part B.

**Directions:** Write *ADV* if the underlined word is an adverb. Write *ADJ* if it is an adjective.

- \_\_\_\_\_ 1. Our teacher is strict.
- \_\_\_\_\_ 2. She is surely willing to help us.
- \_\_\_\_\_ 3. Dan plays the piano well.
- \_\_\_\_\_ 4. A good time was had by all of us.
- \_\_\_\_\_ 5. Jane is sure to know the results of the vote.

- \_\_\_\_\_ 6. We were really tired after our hike.
- \_\_\_\_\_ 7. Mike laughed easily at the joke.
- \_\_\_\_\_ 8. We took a leisurely walk to the beach.
- \_\_\_\_\_ 9. *Titanic* is an outstanding movie.
- \_\_\_\_\_ 10. Do you live close to Disneyland?

### Part C.

**Directions:** Write *P* if the positive form is used, *C* if the comparative form is used, or *S* if the superlative form is used.

- \_\_\_\_\_ 1. Do you think he writes well?
- \_\_\_\_\_ 2. She is better in math.
- \_\_\_\_\_ 3. Of the two, Beth is the better.
- \_\_\_\_\_ 4. She is the least responsible of the children.
- \_\_\_\_\_ 5. Her answers are generally complete.
- \_\_\_\_\_ 6. Tom is the best athlete in the school.
- \_\_\_\_\_ 7. Jean's French is the most fluent.
- \_\_\_\_\_ 8. In the class, who is the most diligent?
- \_\_\_\_\_ 9. Lincoln was greater than any other U.S. president.
- \_\_\_\_\_ 10. Jenny's grades are higher than Jim's.

### Part D.

**Directions:** Underline the word that makes the sentence correct.

- 1. Jean sings (good, well).
- 2. He is (surely, sure) to achieve success.
- 3. Was Elena (really, real) concerned about Bob?
- 4. Art didn't have (anything, nothing) of which to accuse her.
- 5. Caroline's hair style is (more, most) stylish than Joan's.
- 6. Who is the (stronger, strongest) in your family?
- 7. That restaurant is the (closer, closest) of any in the city.
- 8. Steve is surely (more, most) intelligent than Peter.
- 9. Who is the (more, most) lively of the two sisters?
- 10. Larry is the (more, most) talented TV star.



## Unit 8

# Conjunctions and Interjections

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### What Is a Conjunction?

A **conjunction** is a word that joins words or groups of words. It connects similar kinds of words that are grammatically alike.

The conjunctions we will study are the coordinating conjunctions. They are *and*, *but*, *or*, *nor*, *for*, *so*, and *yet*. These words can be used to join the following:

- a. Nouns and pronouns

Julie and I are good friends.

The teacher and her class held a day for the poor.

- b. Verbs

Bob worked hard all day yet enjoyed himself in the evening.

- c. Adjectives

Jane was arrogant and proud.

- d. Adverbs

Jon walked quickly but cautiously.

- e. Prepositional phrases

She put the groceries in the refrigerator and on the shelf.

### Exercise 120

**Directions:** Underline the conjunctions in the following sentences.

**Example:** I made some tomato soup and a grilled cheese sandwich.

1. Joel ate his lunch and went to the game.
2. She sat by the fire alone but not unhappy.
3. You can read the news in the newspaper or listen to it on TV.
4. John brought his guitar and banjo to school.
5. The little puppy could not see, nor could he feed himself.
6. She wore a simple yet stylish dress.
7. Enter here or at the back of the park.
8. I saw the accident and reported it immediately.
9. You can interview him here or at his home.
10. Please give me a hot dog or a hamburger.

## Exercise 121

**Directions:** Use the following prompts to write original sentences on another piece of paper.

1. Join two adjectives with *or*.
2. Join two verbs with *and*.
3. Join two verbs with *but*.
4. Join two adverbs with *and*.
5. Join two pronouns with *or*.
6. Join two imperative sentences with *or*.
7. Join two subjects with *and*.
8. Join two prepositional phrases with *or*.
9. Join two verbs with *or*.
10. Join two pronouns with *and*.

## What Is an Interjection?

An **interjection** is an exclamatory word that expresses strong emotion. It does not have a grammatical connection with the rest of the sentence. It is often punctuated with an exclamation mark.

Interjections can express a variety of emotions. Note how interjections are punctuated.

Ouch! That really hurts!

Oh! I need your help!

Whew! That was a close call!

Oh! What a disaster!

Some common interjections

ah	gee	goodness	gosh
help	hey	hurray	oh
oops	ouch	psst	whew

## Exercise 122

**Directions:** Add interjections to the following sentences.

**Example:** *Hey!* Watch out for that car!

1. \_\_\_\_\_ I dropped all the eggs!
2. \_\_\_\_\_ I cut my finger!
3. \_\_\_\_\_ What a great game!
4. \_\_\_\_\_ It's worse than I thought!
5. \_\_\_\_\_ It's hot!
6. \_\_\_\_\_ I dropped grease on my best shirt!
7. \_\_\_\_\_ I'm falling!
8. \_\_\_\_\_ I shouted!
9. \_\_\_\_\_ What a great night!
10. \_\_\_\_\_ It's too late now!
11. \_\_\_\_\_ What am I going to do!
12. \_\_\_\_\_ Dial 911!



13. \_\_\_\_\_ It's an earthquake!
14. \_\_\_\_\_ It's a home run!
15. \_\_\_\_\_ You better fake it!
16. \_\_\_\_\_ Come here!
17. \_\_\_\_\_ That's not the way to do it!
18. \_\_\_\_\_ It's a tragedy!
19. \_\_\_\_\_ Look where you're going!
20. \_\_\_\_\_ What shall we do!

### Exercise 123

**Directions:** Write five original sentences that use interjections.

# Parts of Speech Summary

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You can see that words are used in many different ways. You should watch the use of a word in a sentence; the way the word is used determines what part of speech it is.

She likes the color <i>red</i> .	noun
She wore a <i>red</i> dress.	adjective
There was a terrible <i>storm</i> last night.	noun
The soldiers will <i>storm</i> the building.	verb
Keep your toys <i>inside</i> .	adverb
She walked <i>inside</i> the room.	preposition
The <i>inside</i> of this box needs repair.	noun

## Points to Remember

### Nouns and pronouns

These words identify persons, places, things, or ideas.

### Direct and indirect objects and objects of prepositions

These are always nouns or pronouns.

### Verbs

These words show action or state of being.

### Prepositions

These words show relationships.

### Adjectives

Adjectives modify nouns or pronouns.

### Adverbs

Adverbs can modify verbs, adjectives, or other adverbs.

### Conjunctions

Conjunctions form connections; words such as *and* and *or* join words or groups of words.

Part of Speech	Definition	Use
Noun	Names a person, place, thing, or idea	<p><u>Paul</u> gave <u>Jack</u> his <u>baseball</u>.  <i>subject                  indirect object                  direct object</i></p> <p><u>Mary</u>, my <u>friend</u>, is <u>captain</u>.  <i>subject                  apposition to subject                  predicate nominative</i></p>
Pronoun	Takes the place of a noun or refers to a noun	<p><u>She</u> saw <u>him</u> at the mall.  <i>subject                  direct object</i></p> <p><u>It</u> was <u>she</u>.  <i>subject                  subject</i></p>
Verb	Shows action, makes a statement	<p>Dave <u>saved</u> his money.  <i>action</i></p> <p>Pete <u>will be</u> an accountant.  <i>linking</i></p> <p>Bob <u>ate</u> his lunch. (active)  Lunch <u>was eaten</u>. (passive)</p>
Preposition	Shows relationship	<p>Jill walked <u>into</u> the store.  We walked <u>behind</u> him.</p>
Adjective	Modifies a noun or pronoun	<p>The shirt is <u>red</u>.  <i>adjective</i></p>
Adverb	Modifies a verb, adjective, or another adverb	<p>Jane walked <u>quickly</u>.  Jane walked <u>very</u> quickly.  Jane is <u>very</u> quick.</p>
Conjunction	Joins words or groups of words	<p>Mary <u>and</u> Jane left early.  John <u>or</u> Pete will preside.</p>
Interjection	Shows feeling	<p><u>Ouch!</u> It hurts!</p>

# Word Usage Problems

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These words are frequently misunderstood or used incorrectly in speaking and writing. Study these words, and work the exercises until you have mastered the entire list.

<b>Accept, Except</b>	<i>Accept</i> , a verb, means “to receive.” I accept your apology. <i>Except</i> , a preposition, means “leaving out” or “other than.” All left the room except Ray.
<b>Accuse, Allege</b>	<i>Accuse</i> means “to blame” or “to charge someone with a wrongdoing.” She accused me of cheating. <i>Allege</i> means “to claim something that needs to be proved.” The girl alleged that the man held her up and took her wallet.
<b>Adapt, Adopt</b>	<i>Adapt</i> means “to change.” She can easily adapt to the climate. <i>Adopt</i> means “to take on as one’s own.” My mother is going to adopt a new baby.
<b>Advice, Advise</b>	<i>Advice</i> , a noun, means “an opinion” or “a suggestion.” Her advice to me was to stop smoking. <i>Advise</i> , a verb, means “to give an opinion.” I advise you to give up smoking.
<b>Affect, Effect</b>	<i>Affect</i> is usually a verb meaning “to influence” or “to bring about a change in.” Her death affected me greatly. <i>Effect</i> is usually a noun and means “result.” One effect of that medicine is dizziness.
<b>Aggravate, Irritate</b>	<i>Aggravate</i> means “to make worse.” Sitting on the cement steps will only aggravate your cold. <i>Irritate</i> means “to annoy.” Your actions irritate me.
<b>All ready, Already</b>	<i>All ready</i> , an adjective, means “ready.” The eighth graders are all ready to take the bus. <i>Already</i> , an adverb, means “to or before this time.” The class is already on the bus.
<b>All right, Alright</b>	Always use <i>all right</i> in your writing. <i>Alright</i> is not considered correct. It is all right for you to leave now.
<b>All together, Altogether</b>	<i>All together</i> refers to a gathering of individuals. We are all together again. <i>Altogether</i> , an adverb, means “completely” or “in all.” There is altogether too much mischief brewing.

<b>Allusion, Illusion</b>	<p>An <i>allusion</i> is a reference to something.  Her allusions to Greek mythology are often incorrect.</p> <p>An <i>illusion</i> is a mistaken idea.  He had great illusions of grandeur.</p>
<b>A lot, Alot, Allot</b>	<p>A <i>lot</i> is an informal expression that means “a great many” or a “large amount.” It is never written as one word.  She had a lot of nerve coming here.</p> <p><i>Allot</i> means “to divide in parts” or to “give out in shares.”  My grandfather will allot each of us enough money for college.</p>
<b>Amount, Number</b>	<p><i>Amount</i> refers to a singular entity.  A large amount of money is in his room.</p> <p><i>Number</i> always refers to things that can be counted.  A large number of coins were in the drawer.</p> <p><i>The number</i> uses a singular verb.  The number of days is ten.</p>
<b>Among, Between</b>	<p><i>Among</i> and <i>between</i> are prepositions.  <i>Among</i> always implies three or more.  Divide the papers among the students.</p> <p><i>Between</i> implies two.  Divide the papers between Jane and Irene.</p>
<b>Anxious</b>	<p><i>Anxious</i> means “worried.” Never use <i>eager</i> for <i>eager</i>.  She was anxious about the outcome of the trial.  She was eager to hear the news.</p>
<b>Anyone, Everyone, Any one, Every one</b>	<p><i>Anyone</i> and <i>everyone</i> mean “any person” or “every person,” respectively. They are used as pronouns.  Everyone in the room has musical talent.  Anyone can help us decorate.</p> <p><i>Any one</i> means “any singular person or thing.”  <i>Every one</i> means “every single person or thing.”  Any one of these problems is possible.  Every one of these colors is appropriate.</p>
<b>At</b>	<p>Never use <i>at</i> after <i>where</i>. Just eliminate it.  Where do I catch the bus at? (incorrect)  Where do I catch the bus?</p>
<b>A While, Awhile</b>	<p>A <i>while</i> is an article and a noun and is sometimes used after the preposition <i>for</i>.  We waited for a while and then left.</p> <p><i>Awhile</i> is an adverb which means “for a while.”  Please stand here awhile.</p>

<b>Beside, Besides</b>	<p>These prepositions have different meanings and cannot be interchanged.</p> <p><i>Beside</i> means “at the side of” or “close to.”</p> <p>She sat beside her parents.</p> <p><i>Besides</i> means “in addition to.”</p> <p>Who is going to the movie besides me?</p>
<b>Bring, Take</b>	<p><i>Bring</i> means “to carry from a distant place to a nearer one.”</p> <p>Please bring that book from the library to me.</p> <p><i>Take</i> means “to carry from a near place to a more distant one.”</p> <p>Please take this box to the post office.</p>
<b>Different from, Different than</b>	<p>It is better to use <i>different from</i>.</p> <p>She is much different from the rest of us.</p>
<b>Don’t, Doesn’t</b>	<p>Use <i>doesn’t</i> with all third-person singular pronouns and nouns.</p> <p>She doesn’t wish to go.</p> <p>I don’t want to go to the concert.</p>
<b>Emigrate, Immigrate</b>	<p><i>Emigrate</i> means “to leave a country.”</p> <p>They emigrated from Russia.</p> <p><i>Immigrate</i> means “to enter a country.”</p> <p>My parents immigrated to the United States.</p>
<b>Enthusiastic, Enthused</b>	<p><i>Enthusiastic</i> is the acceptable form. Avoid using <i>enthused</i>.</p> <p>The cheerleaders were very enthusiastic.</p>
<b>Further, Farther</b>	<p><i>Farther</i> refers to distance.</p> <p>She lives farther from me.</p> <p><i>Further</i> means “additional.”</p> <p>There was nothing further on the agenda.</p>
<b>Fewer, Less</b>	<p>Use <i>fewer</i> with things that can be counted.</p> <p>Use fewer eggs in that cake.</p> <p>Use <i>less</i> with things that cannot be counted.</p> <p>She had less light than she needed.</p>
<b>Former, Latter</b>	<p><i>Former</i> refers to the first of previously mentioned items.</p> <p>The former of the two essays is the better.</p> <p><i>Latter</i> refers to the second of the two.</p> <p>The latter essay was not submitted for the contest.</p>
<b>Healthy, Healthful</b>	<p>People are <i>healthy</i>. Things are <i>healthful</i>.</p> <p>Jeff is very healthy.</p> <p>This food is healthful.</p>
<b>In, Into</b>	<p><i>In</i> always refers to position.</p> <p>Her hand is in the bag.</p> <p><i>Into</i> refers to motion.</p> <p>She walked into the room.</p>
<b>Irregardless, Regardless</b>	<p>Do not use <i>irregardless</i>. Use <i>regardless</i> instead.</p> <p>Regardless of your opinion, I am going to submit the article.</p>

<b>Learn, Teach</b>	<p><i>Learn</i> means “to acquire knowledge.” We learned how to measure distance.</p> <p><i>Teach</i> means “to give knowledge.” My mother taught me how to sew.</p>
<b>Leave, Let</b>	<p><i>Leave</i> means “to allow to remain.” Please leave that box on the table.</p> <p><i>Let</i> means “to permit.” Let me teach the lesson tomorrow.</p>
<b>Lose, Loose</b>	<p><i>Lose</i>, a verb, means “to miss from one’s possessions.” You will lose your wallet if you’re not careful.</p> <p><i>Loose</i> is generally an adjective. That screw is loose.</p>
<b>May be, Maybe</b>	<p><i>May</i> is a helping verb; <i>be</i> is a verb. She may be able to teach for you tomorrow.</p> <p><i>Maybe</i>, an adverb, means “perhaps.” Maybe we will go with you tomorrow.</p>
<b>Outside of</b>	<p>Do not use this expression to mean <i>besides</i> or <i>except</i>. Outside of my brothers, no one pitched in to help. (incorrect) Except for my brothers, no one pitched in to help.</p>
<b>Ought</b>	<p>Never use <i>ought</i> with <i>have</i> or <i>had</i>. Eliminate <i>have</i> or <i>had</i>. I really ought to phone my mother now.</p>
<b>Plenty</b>	<p><i>Plenty</i> is a noun that is usually correctly followed by <i>of</i>, as in <i>plenty of room</i>. It does not mean “very.” There was plenty of food for the picnic.</p>
<b>Precede, Proceed</b>	<p><i>Precede</i> means “to go before.” Joan will precede you in the contest.</p> <p><i>Proceed</i> means “to move or go forward.” She will now proceed to give us her opinion.</p>
<b>Principal, Principle</b>	<p><i>Principal</i> can be an adjective or a noun. It means “head” or “chief.” Mr. Jones is an excellent principal. The principal cause of the accident is not known.</p> <p><i>Principle</i> is a noun. It means “a truth or law.” She always acts on principle.</p>
<b>Raise, Rise</b>	<p>The verb <i>raise</i> always takes an object and means “to lift,” “to increase,” or “to grow.” They always raise a good crop of corn. I cannot raise this window.</p> <p><i>Rise</i> never takes an object. It means “to move upward” or “to be increased.” Please rise when the judge enters.</p>
<b>Real</b>	<p><i>Real</i> means “authentic.” Do not use it in place of <i>very</i> or <i>really</i>. It is a real antique.</p>

<b>Set, Sit</b>	<p><i>Set</i> takes an object and means “to put.” Please set that vase of flowers on the table.</p> <p><i>Sit</i> never takes an object. It means “to be seated.” Please sit in the third row.</p>
<b>Stationary, Stationery</b>	<p><i>Stationary</i> means “not moving.” The bench was stationary.</p> <p><i>Stationery</i> means “writing paper.” She wrote a letter on pink stationery.</p>
<b>Than, Then</b>	<p><i>Than</i> is used in comparisons. He is happier than I.</p> <p><i>Then</i>, an adverb, refers to time. Then they left.</p>
<b>Their, There, They’re</b>	<p><i>Their</i> is a possessive pronoun. It was their decision.</p> <p><i>There</i> is an adverb. They worked there for years.</p> <p><i>They’re</i> is a contraction for <i>they are</i>. They’re leaving tomorrow.</p>
<b>To, Too, Two</b>	<p><i>To</i> is a preposition. Everyone walked to town.</p> <p><i>Too</i> is an adverb and modifies an adjective or an adverb. The statement was too absurd.</p> <p><i>Two</i> is a number. There were two boys in the room.</p>
<b>Unique</b>	<p><i>Unique</i> means “one of a kind.” Do not use it to mean “odd.” Never use “most unique” or “more unique.”</p>
<b>Way, Ways</b>	<p>Do not use <i>ways</i> (plural) after the article <i>a</i>. You still have a long ways to drive to work. (incorrect) You still have a long way to drive to work.</p>



## Exercise 124

**Directions:** Underline the choice that makes the sentence correct.

**Example:** We (may be, maybe) allowed to leave early tomorrow.

1. During the summer, we liked to sit (besides, beside) the tree.
2. My new teacher is different (than, from) my last one.
3. We planned to go (altogether, all together) in one car.
4. The counselor tried to (advice, advise) him properly.
5. The school (adopted, adapted) a new reading program.
6. (Beside, Besides) a severe cold, Sam had a fever.
7. Please (bring, take) that book to me.
8. We all wanted to go to the beach (accept, except) my father.
9. (Everyone, Every one) visited the museum.
10. The teacher divided the papers (among, between) Mary and me.
11. His goal to be principal was an (allusion, illusion).
12. Despite the storm, everything turned out (all right, alright).
13. We all had to wait for (a while, awhile) for her appearance.
14. I was (eager, anxious) to find out if my absence would be excused.
15. Jane jogged (a while, awhile) before dark.
16. Bob refuses to (except, accept) his inability to be a basketball player.
17. What (stationery, stationary) will you use to write the letter?
18. Does anyone know where the light switch (is, is at)?
19. A hammock was strung (among, between) the two trees.
20. The way you dress is (all together, altogether) inappropriate.
21. The number of weeks left in the school year (is, are) two.
22. The amount of light (was, were) minimal.
23. How did his actions (effect, affect) you?
24. A number of your papers (was, were) corrected yesterday.
25. The (affects, effects) of the long strike were felt everywhere.

## Exercise 125

**Directions:** Underline the word that makes the sentence correct.

**Example:** The sculpture is (most unique, unique).

1. Do not (aggravate, irritate) me this morning.
2. Cindy has (all ready, already) prepared her acceptance speech.
3. Jean sat (among, between) the boys in her class.
4. The robber took (a lot, allot) of money from the bank.
5. (Anyone, Any one) can try out for the play.
6. Do not be (anxious, eager) to join the drill team.
7. (Everyone, Every one) of the mice was used in the experiment.
8. Would you mind lending me that book for (awhile, a while)?
9. The estate will (allot, a lot) each of us \$10,000.
10. Did she (emigrate, immigrate) to the United States last year?
11. You need (less, fewer) time on this exercise.
12. The key was found (among, between) all the papers on my desk.
13. Did you know that spinach is (healthy, healthful)?
14. Becky is generally (enthused, enthusiastic) in class.
15. She will (bring, take) her lunch to school.
16. My older sister is certainly different (than, from) me.
17. Did she (immigrate, emigrate) from the Ukraine?
18. (Leave, Let) that material on the table.
19. I (may be, maybe) able to help you later today.
20. The (principal, principle) rule to follow is to love your neighbor.
21. The players were (already, all ready) to leave.
22. The man will (allot, a lot) his son the necessary funds for the trip.
23. The (number, amount) of food wasted is tragic.
24. Marian (doesn't, don't) earn a full salary.
25. (Irregardless, Regardless) of what he says, I am applying there now.

## Exercise 126

**Directions:** Underline the word that makes the sentence correct.

**Example:** (To, Too, Two) people walked away from the store.

1. Please (rise, raise) your hands before speaking.
2. She could not even (raise, rise) from her chair.
3. (Let, Leave) that material alone.
4. Didn't she (learn, teach) you anything?
5. (Regardless, Irregardless) of the outcome, I cannot stay.
6. She walked (in, into) the room.
7. The steering wheel of her car seems (lose, loose).
8. She put her hand (in, into) the bird's cage.
9. The advertisement had an (illusion, allusion) to Hercules.
10. She (had ought, ought) to leave well enough alone.
11. The (principle, principal) on which she acts is honesty.
12. (They're, Their) leaving soon.
13. That painting by Carol is (unique, most unique).
14. It is (to, too) late to join the choir.
15. Marilyn is heavier (then, than) I.
16. Please (sit, set) the table for me.
17. You can (precede, proceed) with the business meeting now.
18. That item should (proceed, precede) the last one.
19. Would you (let, leave) me go to the mall?
20. All her painting materials were (in, into) her desk at school.
21. In her speech, she made (illusions, allusions) to the Bible.
22. How did that defeat (effect, affect) the team?
23. Sally loves to use colored (stationery, stationary).
24. Pat made (less, fewer) mistakes on his paper than Ted.
25. The decision to work was (theirs, there's).

## Exercise 127

**Directions:** Underline the word that makes the sentence correct.

**Example:** (Leave, Let) the dog alone.

1. I have (less, fewer) albums of Frank Sinatra than I want.
2. How did you (advise, advice) her?
3. Did she (accuse, allege) you of any wrongdoing?
4. Jack could not (adopt, adapt) to the change of weather.
5. Running in this weather can (irritate, aggravate) your cough.
6. We were (all ready, already) prepared for the exam.
7. That is (altogether, all together) too much money.
8. There was nothing (farther, further) he could say.
9. (Bring, Take) Jennie to the doctor.
10. My parents (emigrated, immigrated) to the United States.
11. He (emigrated, immigrated) from Cuba.
12. (Any one, Anyone) of you may choose your own topic.
13. His report was more amusing (than, then) practical.
14. We live a long (way, ways) from the city.
15. She (don't, doesn't) want any special consideration.
16. For (a while, awhile) we sat and listened to the music.
17. She doesn't seem to know where (she's at, she is).
18. We left the grounds after (a while, awhile).
19. My sister (brought, took) me a present from Thailand.
20. Jane, my cousin, is visiting with us for (a while, awhile).
21. To acquire (farther, further) information, meet me at 9:00 A.M.
22. She makes (less, fewer) mistakes on her computer now.
23. (Any one, Anyone) in this room can help with the cleaning.
24. (Bring, Take) this letter to your mother.
25. Please (sit, set) there.

## Exercise 128

**Directions:** Underline the word that makes the sentence correct.

**Example:** The sandwiches were divided (among, between) the boys.

1. The class was (all together, altogether) too loud.
2. Jim seemed bent on (aggravating, irritating) the teacher this morning.
3. Please stand (stationary, stationery) for two minutes.
4. Do not (accuse, allege) me of damaging your car.
5. It is certainly not (all right, alright) to leave now.
6. Try to use (less, fewer) butter on your biscuits.
7. If you (except, accept) my proposition, we will start immediately.
8. Can we now (precede, proceed) with the interview?
9. Carol was (to, two, too) unhappy to speak about it.
10. The (affects, effects) of his remarks made her very unhappy.
11. The class was (already, all ready) to go to Disneyland.
12. Does Ray live (further, farther) from school than you?
13. This material is different (than, from) the last batch.
14. (Take, Bring) that report to me.
15. (Beside, Besides) Sally, who else is involved?
16. (Everyone, Every one) of these papers has errors.
17. She enjoys movies (a lot, allot).
18. If you eat well and exercise daily, you should be (healthy, healthful).
19. My father divided the money (between, among) Jeff, Pete, and me.
20. Martin (adapted, adopted) the machine for a particular job.
21. We are going to (adapt, adopt) a new plan for our organization.
22. (Any one, Anyone) will be welcome to help us prepare for the dance.
23. We will stay here (awhile, a while).
24. She was (anxious, eager) to learn about a summer job.
25. What (stationary, stationery) did you use for your invitations?

## Exercise 129

**Directions:** Underline the choice that makes the sentences correct.

**Example:** I (sit, set) in the front row during math class.

1. They are (already, all ready) to proceed with your plans.
2. The students had no (allusions, illusions) about the new course.
3. What kind of (stationary, stationery) did you use?
4. (Between, Among) Jennifer and Pat there is much animosity.
5. You must wait (a while, awhile) for the answer.
6. She stood (besides, beside) her husband throughout the trial.
7. Doris (don't, doesn't) like to work crossword puzzles.
8. She is planning to (immigrate, emigrate) from Ireland.
9. (Everyone, Every one) is planning to attend the graduation.
10. We will give you our answer in just (a while, awhile).
11. The amount was (fewer, less) than I thought.
12. Is she going to move (farther, further) away?
13. This is certainly different (than, from) what I expected.
14. Please stay (in, into) the room until I arrive.
15. (Leave, Let) us all go promptly.
16. We shall (precede, proceed) according to his wishes.
17. Don't (raise, rise) your voices.
18. What (advice, advise) shall I give?
19. He still must go a long (ways, way).
20. She will (sit, set) the plants there.
21. (Their, They're) voices were raised in song.
22. This item (proceeds, precedes) that one.
23. (Then, Than) it will be too late.
24. He always acts according to (principal, principle).
25. His actions were (unique, most unique).

### Exercise 130

**Directions:** Underline the correct answer.

**Example:** (Beside, Besides) Tom, who else is going?

1. Everyone passed the exam (accept, except) Terry.
2. The police (accused, alleged) that he was possibly the robber.
3. His acceptance speech (affected, effected) me very emotionally.
4. His cough was (aggravated, irritated) by the smoke.
5. The number of marbles in the jar (is, are) uncertain.
6. Bob was (eager, anxious) about his friend's accident.
7. (Any one, Anyone) can help me sort these papers.
8. (Everyone, Every one) of the students has signed up for the trip.
9. We visited my aunt in Florida for (a while, awhile).
10. Were they (enthusiastic, enthused) over winning the game?
11. There was (fewer, less) food donated this year.
12. The wheel on his bike is (lose, loose).
13. My little brother is very (healthful, healthy).
14. I (may be, maybe) able to go with you tomorrow.
15. Did he (teach, learn) you the rules of the game?
16. This chapter should (precede, proceed) the last chapter.
17. Can you remain (stationary, stationery) for one minute?
18. We ate lunch and (then, than) we left.
19. This artifact is (most unique, unique).
20. The next stop is a long (way, ways) from here.
21. (Their, They're) planning to hold a barbecue for everyone.
22. A number of days (was, were) needed to finish the project.
23. The (affect, effect) of his sermon was extraordinary.
24. The choir members were (all ready, already) to sing that song.
25. I would not (advice, advise) you to leave now.
26. Their conduct in the auditorium (irritated, aggravated) the teacher.
27. Did they (accept, except) your criticisms?
28. His temper (effected, affected) our friendship.
29. The students were (all ready, already) assembled in the auditorium.
30. (Everyone, Every one) of the apples in that box was spoiled.

# General Punctuation Rules

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The rules for punctuation in this textbook are taught where they occur logically. Some general rules, however, are included here as a resource for composition writing.

## Commas

1. Use commas between items in a series.  
Her friend was talented, poised, and beautiful.
2. Use commas after introductory material.  
Yes, I will be at the meeting.  
Please, I want you to come now.  
Early in the morning on a spring day, (several prepositional phrases)
3. Use commas with the names of people being addressed.  
Yes, Mother, I will prepare dinner.
4. When a name is followed by one or more identifiers, use a comma after the name and after each identifier.  
Sally Prendergast, Ph.D., lectured on child development.
5. Use commas with places, dates, and titles.  
On July 12, 1991, we moved to Chicago, Illinois.  
On July 4, 1884, the Statue of Liberty was officially presented to the United States.
6. With numbers of more than three digits, use a comma after every third digit from the right.  
3,400  
23,400  
237,400  
1,237,500

## Capitalization

1. Capitalize the names of ships, planes, monuments, awards, and other particular places, things, or events.  
The Constitution      ship  
Lincoln Memorial      monument  
Purple Heart      award
2. When a title is used instead of a noun in direct address, it should be capitalized.  
Is that operation very serious, Doctor?
3. Capitalize all words referring to a deity.  
God                      Lord                      Almighty



## Quotation Marks

A direct quotation is a person's exact words or thoughts and must be enclosed in quotation marks.

The teacher said, "I will be retiring in June."

An indirect quotation reports only the general meaning of what a person said and does not require quotation marks.

She said that she would be retiring in June.

The following sentences demonstrate punctuation that goes inside and outside of quotation marks. Begin a quotation with a capital letter.

Mary said, "I will go with you tomorrow."

"Class has started," the teacher said.

When a quotation is divided into two parts by an interrupting expression, the second part begins with a lowercase letter.

"Whatever goals you set for yourselves," the teacher said, "can be achieved."

"When the bell rings," the teacher said, "please leave the room quietly."

When there are two sentences, the second sentence must begin with a capital letter.

"Everyone is going to the game," he said. "Be sure to bring plenty to eat."

He said, "Everyone is going to the game. Be sure to bring plenty to eat."

## Question Marks

The question mark usually follows the question and precedes the quotation mark.

"When do you plan to finish that assignment?" the teacher asked.

Jennifer asked, "Where shall I put this coat?"

If the quote is not a question, then the question mark goes after the quotation mark.

Have you ever read the poem "The Tiger"?

The name of the poem is not a question.

Who said, "Give me liberty, or give me death"?

Use quotation marks for titles of short stories, poems, and articles from magazines.

Edgar Allan Poe wrote "The Raven."

The article, "Are We Educating Properly?" should be read by all teachers.

Underline or italicize titles of major works such as novels, magazines, TV shows, paintings, and ships.

Do you get the Times each week?

Have you ever read The Street Lawyer by John Grisham?

We went to see the movie Titanic.

The movie To Kill a Mockingbird is based on the novel.

### Exercise 131

**Directions:** Rewrite the following sentences with correct capitalization.

**Example:** Last weekend I saw notre dame play michigan.

*Last weekend I saw Notre Dame play Michigan.*

1. On the fourth of july macy's had a sale.
2. Our school is going to play south high school on Thursday.
3. My brother went to amsterdam to see rembrandt's paintings.
4. She is taking algebra, English, and spanish next semester.
5. Did aunt Grace write you that letter?
6. The greek gods lived on mount olympus.
7. During thanksgiving vacation, we are visiting my aunt in the south.
8. The falcon is a small sailboat.
9. The president of united steel will probably address the employees.
10. Did you see the new fords and chevrolets at the auto show?
11. We expect aunt Louise and uncle Fred for christmas vacation.
12. The greeks and romans had many gods.
13. The principal speaker was dr. joseph handsen, the former president of barry university.
14. Tomorrow we will travel north to visit the university of scranton.
15. We studied the revolutionary war last week.

16. Have you ever seen the golden gate bridge?
17. Jerry received the junior achievement award.
18. The house of representatives passed the bill, but the senate did not.
19. My father purchased a general electric stove.
20. The new york city schools had to close because of a tremendous snowstorm.
21. He was planning to visit the northwest this summer.
22. Central high school is holding a wrestling meet.
23. Gerald A. Gavestone jr. is a professor at Arizona state university.
24. The south has produced some of america's great writers.
25. Jenny's broken leg was set by dr. john buxton.

### Exercise 132

**Directions:** Rewrite the following sentences with correct punctuation and capitalization.

**Example:** When he asked will the store open.

*"When," he asked, "will the store open?"*

1. John's ford a green truck was going north on elm street.
2. My cousin just graduated from fordham university.
3. Where did you put my purse Sally asked.
4. She rented a halloween costume.

5. The seniors of jefferson high school present a pageant on may day.
6. I'd like to introduce you to mr. hendricks president of the rotary club.
7. I had no idea she muttered that you would play a trick like that.
8. Where did you find that poem I asked.
9. No mr. rogers we do not like your suggestions.
10. Have you ever read the short story The Night the Bed Fell?
11. Besides my brother Al, there are aunt ella aunt sara my grandmother and my grandfather.
12. Helen this is my aunt clara.
13. Among Thomas Edison's 1100 inventions were the phonograph the incandescent light and the motion picture camera.
14. According to greek mythology Paris a young trojan tried to settle an argument among three of the goddesses.
15. The editor of mCCall's was the main speaker at the dinner.
16. Did you ever meet my neighbor Ann Myers a fine golfer I asked.
17. Jane said your answer is correct.
18. Where she asked did you ever find that old overcoat?
19. When you finish your report the teacher said you can leave for your next class.
20. At north cape the northernmost point of europe the sun does not set from the middle of may until the end of july

21. To tell the truth Jan Marie a law student is one of my best friends.
22. Harry on the contrary prefers skiing to soccer.
23. The poet was born on October 26 1886 in pittsburgh pennsylvania.
24. Giants in the Earth is one of my favorite novels.
25. Have you ever heard the opera Madame Butterfly she asked.

### Exercise 133

**Directions:** Rewrite the following sentences with correct punctuation and capitalization.

**Example:** Irish bread is made of flour baking powder baking soda salt sugar and buttermilk.  
*Irish bread is made of flour, baking powder, baking soda, salt, sugar, and buttermilk.*

1. I am sure she said that you know what you're doing.
2. One of the most famous movies ever made is Gone with the wind.
3. Lightning has always caused fear explained mrs. pierce and many people will not live in a place that has frequent electrical storms.
4. The principal said it will be a close game.
5. It was Emma Lazarus who wrote give me your tired your poor. . . .
6. It is now time she wrote to improve our educational system.
7. We asked our parents may we go to knott's berry farm.
8. Janes locker and desk are truly a mess the teacher complained.
9. Whose book is this Sara asked.

10. Does Miss Jones let you do experiments Sally asked.
11. We watched an old movie called mildred pierce on television last night.
12. They serve only german dinners at the vienna restaurant.
13. You will study english literature in high school.
14. Who was elected californias secretary of state?
15. The principal announced the superintendent is visiting our high school today.
16. As one of her electives Marcia chose computer literacy.
17. Kelly please help me find my wallet Gloria begged.
18. Where did all the children go I asked.
19. Keith my friend won \$62345 in an essay contest.
20. Did you ever visit the jefferson memorial I asked.
21. The federal bureau of investigation set up offices near here she said.
22. No I could not find the novel little women I answered.
23. We sailed down the mississippi river last summer I said.
24. Aunt sue lives in the southeast.
25. Yes we are going to visit yosemite park next summer I replied.

### Exercise 134

**Directions:** Rewrite the following sentences with correct punctuation and capitalization.

**Example:** We drove through ohio kentucky and tennessee on our vacation.

*We drove through Ohio, Kentucky, and Tennessee on our vacation.*

1. The superintendent will visit bellmont high school next week.
2. The old man said please give me something to eat.
3. My aunt lives in new mexico I told her.
4. We traveled north to visit san diego.
5. Georgia is now an american citizen.
6. The league of women voters is holding a convention in chicago next week he announced.
7. We are going to the east to visit your cousin my father said.
8. She is going to study french this summer.
9. We have started an explorers club at our school.
10. Jon lives on twenty-ninth street.
11. I met a member of the supreme court last summer.
12. Our history class is held in adams hall.
13. My father had an old nikon camera.

14. We are having a book week the librarian announced.
15. We always watch the world series.
16. Did you study Robert Frost's poem Birches.
17. Where, the teacher asked, are your reading books.
18. By the way I had a letter from senator johnson.
19. I don't know Albert where your sister is.
20. Bernice Silverman a noted writer will give a talk next month.
21. The coach said be sure all your uniforms are clean.
22. Have you she asked been working all summer.
23. The teacher said complete this lesson at home.
24. I know he said that we can finish this job by Tuesday.
25. Are all the players ready asked the referee.



# Language Drill

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The material in this section will strengthen your knowledge of the basics of grammar. Work for mastery.

## Exercise 135

**Directions:** Look for errors in capitalization, punctuation, and usage. If there are no mistakes, mark *d*.

- \_\_\_\_\_ 1.   a. The Fourth of July is a famous american holiday.  
          b. "We want them to be happy," she said.  
          c. Have you ever visited England?  
          d. No mistakes.
  
- \_\_\_\_\_ 2.   a. "Where are you going?" she asked.  
          b. Not one of the maps were completely correct.  
          c. Would you like to climb Mount Everest?  
          d. No mistakes.
  
- \_\_\_\_\_ 3.   a. The mayor is holding a closed meeting.  
          b. The senator from massachusetts is now speaking.  
          c. I plan to take English, math, and art.  
          d. No mistakes.
  
- \_\_\_\_\_ 4.   a. My mother made some delicious brownies.  
          b. "Where should we go tonight"? Bob asked.  
          c. Each of these tests has errors.  
          d. No mistakes.
  
- \_\_\_\_\_ 5.   a. No my friend, I will not go with you.  
          b. "It's time to take a rest," Jim replied.  
          c. Let me help you, please.  
          d. No mistakes.
  
- \_\_\_\_\_ 6.   a. "We are the winners," Paula announced.  
          b. Who will take Cindy and he to the game?  
          c. Have you ever seen the Grand Canyon?  
          d. No mistakes.
  
- \_\_\_\_\_ 7.   a. Yes, you will receive an A for your talk.  
          b. Relaxing at the beach is fun.  
          c. Each of the girls was unhappy over working conditions.  
          d. No mistakes.

- \_\_\_\_\_ 8. a. You're too quick to criticize.  
b. Every one left except Tom.  
c. My rose garden is very beautiful.  
d. No mistakes.
- \_\_\_\_\_ 9. a. All of them are eager to join the team.  
b. Did you hear the bell at 6:00 A.M.?  
c. Irregardless of the consequences, he did not cooperate.  
d. No mistakes.
- \_\_\_\_\_ 10. a. That pair of shoes is the smallest of the two.  
b. Were you anxious about your mother's illness?  
c. "That was silly of him," admitted Carl.  
d. No mistakes.
- \_\_\_\_\_ 11. a. Someone's tennis shoes were left here.  
b. Pat remember to bring the sandwiches.  
c. I like to study with Mary and her.  
d. No mistakes.
- \_\_\_\_\_ 12. a. One of our dogs is ill.  
b. She had no answer for the question.  
c. I don't want to see no movie.  
d. No mistakes.
- \_\_\_\_\_ 13. a. Sally asked, "Where is the food?"  
b. The Spanish Club is not represented.  
c. He asked his father, "Why are you tired."  
d. No mistakes.
- \_\_\_\_\_ 14. a. Jean and her are going to the dance.  
b. "Where did you put my shoes?" he asked.  
c. Divide the fruit among the students.  
d. No mistakes.
- \_\_\_\_\_ 15. a. Of the two, she is the more talented.  
b. My father's office was shut down for a day.  
c. Columbus Day is next week.  
d. No mistakes.
- \_\_\_\_\_ 16. a. Jill's composition is the longest.  
b. Did you read the poem "Southern Fun?"  
c. We visited Tampa, Florida, last Sunday.  
d. No mistakes.

- \_\_\_\_\_ 17. a. Matt goes to Hamilton High school.  
b. Joe, help your brother with the dishes.  
c. Anyone may apply for the job.  
d. No mistakes.
- \_\_\_\_\_ 18. a. We always go to Aunt Ella's for a couple of weeks.  
b. Every one of the cars had a defect.  
c. I can't attend none of the meetings.  
d. No mistakes.
- \_\_\_\_\_ 19. a. Mail this package to the republic of South Africa.  
b. Neither of the packages was mailed on time.  
c. "Who," she thought, "might that be?"  
d. No mistakes.
- \_\_\_\_\_ 20. a. Tuesday, Columbus Day, is a holiday.  
b. "Did you find the answers," she asked?  
c. We studied the Battle of Gettysburg today.  
d. No mistakes.
- \_\_\_\_\_ 21. a. Mrs. Peters, our secretary, is celebrating her birthday today.  
b. My brother is staying at the Lanana Hotel in Mexico.  
c. Please give he and her this book.  
d. No mistakes.
- \_\_\_\_\_ 22. a. This heat wave has broken all records.  
b. Several of the books were returned.  
c. Either of the girls have my permission to leave.  
d. No mistakes.
- \_\_\_\_\_ 23. a. Look out for snakes!  
b. He couldn't hardly walk to his room.  
c. "Will you lend me enough money for the bus?" he asked.  
d. No mistakes.
- \_\_\_\_\_ 24. a. Her answer was no different than mine.  
b. Come quickly, Ruth.  
c. The doorbell just rang.  
d. No mistakes.
- \_\_\_\_\_ 25. a. Jack is more intelligent than Jane.  
b. Anyone is welcome.  
c. Each of the cheerleaders is ill.  
d. No mistakes.

### Exercise 136

**Directions:** Look for errors in capitalization, punctuation, and usage. If there are no mistakes, mark *d*.

- \_\_\_\_\_ 1. a. The teacher asked, "Have you ever read "Birches?"  
b. No, it is not wise to leave now.  
c. Julie, you should judge for yourself.  
d. No mistakes.
- \_\_\_\_\_ 2. a. Yes, she was invited to the party.  
b. Please leave him go with us.  
c. My mother gave away a few of her roses.  
d. No mistakes.
- \_\_\_\_\_ 3. a. Everyone of the teams received a letter.  
b. No one is capable of that feat.  
c. He couldn't teach his dog any new tricks.  
d. No mistakes.
- \_\_\_\_\_ 4. a. The reunion will be held in Dallas, Texas.  
b. North America is one of seven continents.  
c. By the way how far is it to Cleveland?  
d. No mistakes.
- \_\_\_\_\_ 5. a. Each of the students was working hard.  
b. You and her should wait for the others.  
c. "Where," he asked, "are my glasses?"  
d. No mistakes.
- \_\_\_\_\_ 6. a. She wanted to study with Ginny and me.  
b. Yes, you may borrow my computer.  
c. She received \$5000 for her efforts.  
d. No mistakes.
- \_\_\_\_\_ 7. a. Ouch! You stuck me with a pin!  
b. "Its time to go," said the guide.  
c. The shirt was torn and dirty.  
d. No mistakes.
- \_\_\_\_\_ 8. a. "Jump immediately!" ordered the coach.  
b. Math is more interesting than science.  
c. My cousin said "that he was going on a vacation."  
d. No mistakes.

- \_\_\_\_\_ 9. a. The bill was \$2500.  
b. We read "All about Snakes" in the paper.  
c. The smallest of the four girls made the varsity softball team.  
d. No mistakes.
- \_\_\_\_\_ 10. a. No, you can't study here.  
b. Someones' coat is on the table.  
c. Let's leave now.  
d. No mistakes.
- \_\_\_\_\_ 11. a. The younger of the three boys left early.  
b. One of my cats is sick.  
c. I was anxious about his illness.  
d. No mistakes.
- \_\_\_\_\_ 12. a. Have you ever visited Japan?  
b. Jupiter is a large, strange planet.  
c. Jane played a powerful brilliant game of tennis.  
d. No mistakes.
- \_\_\_\_\_ 13. a. Mars, one of the closest planets, can be seen with the naked eye.  
b. Jane, my sister, is visiting me today.  
c. The shelf with many library books are now too heavy.  
d. No mistakes.
- \_\_\_\_\_ 14. a. No, it was not he in the room.  
b. Ben, please take this package to the post office.  
c. The weather in fact was ideal for a picnic.  
d. No mistakes.
- \_\_\_\_\_ 15. a. It could have been she on the stage.  
b. Mt. Rushmore, a national monument is a tourists' attraction.  
c. Do you like Swiss cheese?  
d. No mistakes.
- \_\_\_\_\_ 16. a. At the store, Marlene bought pencils, paper, and tape.  
b. March 12, 1985, was the day they moved to Chicago.  
c. One of the pencils on the desk were broken.  
d. No mistakes.
- \_\_\_\_\_ 17. a. The principal took the excuses from Fred and she.  
b. I will take algebra and science in high school.  
c. Don't send the larger of the two packages.  
d. No mistakes.

- \_\_\_\_\_ 18. a. The academy has many after-school activities.  
b. The vote was unanimous.  
c. The annual fiesta was held on May 2 1998.  
d. No mistakes.
- \_\_\_\_\_ 19. a. Please give the award to Sam and him.  
b. Wrestling with the problem and unable to resolve it.  
c. Everyone was enjoying the show.  
d. No mistakes.
- \_\_\_\_\_ 20. a. A pot of gold is at the end of the rainbow.  
b. There are many students studying french and Spanish.  
c. She goes to England every summer.  
d. No mistakes.
- \_\_\_\_\_ 21. a. Monica won a four-year scholarship to the college of her choice.  
b. Let's visit her in the hospital.  
c. Help! My brother is injured!  
d. No mistakes.
- \_\_\_\_\_ 22. a. A bottle of olives were broken.  
b. We met the president of the school board.  
c. Marvin chose Algebra II.  
d. No mistakes.
- \_\_\_\_\_ 23. a. Why did you do that?  
b. He is one of the senators visiting our school.  
c. My sister bought an Oriental rug.  
d. No mistakes.
- \_\_\_\_\_ 24. a. Wow! What a beautiful corsage!  
b. Bob is more talented than his brother.  
c. Your leaving for where?  
d. No mistakes.
- \_\_\_\_\_ 25. a. It's a little late to enroll in this class.  
b. We found that its leg was broken.  
c. They blamed him for the shooting.  
d. No mistakes.

### Exercise 137

**Directions:** Underline the errors in the following sentences, and write the correction on the line at the right. If there is no error, write *Correct*.

1. Everyone of the desks was varnished this summer. \_\_\_\_\_
2. Do you think he will be our next club President? \_\_\_\_\_
3. Our Art Teacher, Mrs. Giles, has taught here for ten years. \_\_\_\_\_
4. Angela announced, "Mother said that dinner is ready." \_\_\_\_\_
5. Jenny played very good in our school band. \_\_\_\_\_
6. Our literature text is the heavier book I carry. \_\_\_\_\_
7. Her cough is worst today. \_\_\_\_\_
8. My house is the closest to the school. \_\_\_\_\_
9. The first speaker in the debate was me. \_\_\_\_\_
10. Beside the excellent meals, the hotel provides many types of recreational facilities. \_\_\_\_\_
11. Between the four of us, we were able to raise the money. \_\_\_\_\_
12. We have less honor students this year. \_\_\_\_\_
13. Your car is faster than our's. \_\_\_\_\_
14. Most of the sandwiches was eaten. \_\_\_\_\_
15. All of my belongings was burned in the fire. \_\_\_\_\_
16. Several of the guests were late for the dinner. \_\_\_\_\_
17. Somebody in the class are wrong about the problem. \_\_\_\_\_
18. Nothing is worth that sacrifice. \_\_\_\_\_
19. My sisters car was vandalized. \_\_\_\_\_
20. Lizzie enjoys Biology and English. \_\_\_\_\_
21. Will you take this book to the library please. \_\_\_\_\_
22. Mr. Gillis our superintendent visited the seventh grade classroom. \_\_\_\_\_
23. Inez's aunt is a famous Spanish Dancer. \_\_\_\_\_
24. In England, we visited Shakespeares home. \_\_\_\_\_
25. My teacher—kind, wise, and compassionate—will not be returning next year. \_\_\_\_\_

### Exercise 138

**Directions:** Underline the errors, and write the correction on the line at the right. If there is no error, write *Correct*.

1. Do you often read the bible? \_\_\_\_\_
2. "I think our car has a flat", complained Jim. \_\_\_\_\_
3. James's house was destroyed in a tornado. \_\_\_\_\_
4. An ambassador visited Lincoln High school last week. \_\_\_\_\_
5. We will study the Bill of Rights in our history class. \_\_\_\_\_
6. We were anxious to visit the Sahara Desert. \_\_\_\_\_
7. Somebody is responsible for the loss of Saras shoes. \_\_\_\_\_
8. The teacher asked, "Has anyone read this poem"? \_\_\_\_\_
9. Which of the two answers is best? \_\_\_\_\_
10. Between John, Henry, and me, there are no ill feelings. \_\_\_\_\_
11. We studied an English Ballad. \_\_\_\_\_
12. I don't want none of that fruit. \_\_\_\_\_
13. Bill don't play tennis anymore. \_\_\_\_\_
14. The best shooter was her. \_\_\_\_\_
15. Becky looks much better this morning. \_\_\_\_\_
16. My puppy ran in the kitchen and  
knocked over a carton of milk. \_\_\_\_\_
17. Jerry will immigrate from Australia next month. \_\_\_\_\_
18. To the winners, John and he, trophies will be given. \_\_\_\_\_
19. She don't know what to say. \_\_\_\_\_
20. That gadget save a lot of time. \_\_\_\_\_
21. Whom will be going with you? \_\_\_\_\_
22. Doctor M. Smith, a surgeon, works to hard  
for his own good. \_\_\_\_\_
23. You sure enjoyed that show last night. \_\_\_\_\_
24. I was real sad about my grade on the test. \_\_\_\_\_
25. Both of the twins are going out for softball. \_\_\_\_\_



### Exercise 139

**Directions:** Underline the errors, and write the correction on the line at the right. If there is no error, write *Correct*.

1. Joan sings good. \_\_\_\_\_
2. Neither of these books have a good story. \_\_\_\_\_
3. Everyone of these songs carries an inspirational message. \_\_\_\_\_
4. Betty and her skipped classes for a ball game. \_\_\_\_\_
5. The papers were their's to begin with. \_\_\_\_\_
6. Jill made less errors on her paper. \_\_\_\_\_
7. The culprit was actually her. \_\_\_\_\_
8. Bill doesn't want nothing to eat. \_\_\_\_\_
9. Each of the books were ruined. \_\_\_\_\_
10. Among the two of us, we collected enough money. \_\_\_\_\_
11. His sister is the smartest girl I know. \_\_\_\_\_
12. There's plenty money in the bank. \_\_\_\_\_
13. May be we should leave now. \_\_\_\_\_
14. We will rest here a while. \_\_\_\_\_
15. Everyone in the room are tired of hearing him speak. \_\_\_\_\_
16. A box of matches were on the table. \_\_\_\_\_
17. Coughing will aggravate her sore throat. \_\_\_\_\_
18. Any one is allowed to attend the concert. \_\_\_\_\_
19. Jerry don't study enough. \_\_\_\_\_
20. "Did you see that movie," she asked? \_\_\_\_\_
21. Could you take me that chalk? \_\_\_\_\_
22. Beside Brian, who else can attend? \_\_\_\_\_
23. Leave us go with you. \_\_\_\_\_
24. Exercising daily is very healthy. \_\_\_\_\_
25. The taller of the three girls is Ella. \_\_\_\_\_
26. Maria maybe able to visit us this summer. \_\_\_\_\_
27. We would appreciate less music while we work. \_\_\_\_\_
28. There was no farther evidence. \_\_\_\_\_
29. Please precede to the stage. \_\_\_\_\_
30. Her stationary has little designs on the margins. \_\_\_\_\_

# Glossary: The Words We Use

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## Parts of Speech

There are nine parts of speech.

**noun** a word that names a person, place, thing, or idea

Sometimes a noun can name an action:

*Swimming* is fun.

Nouns are used for subjects, predicate nominatives, and all objects (predicate object, direct object, and indirect object).

**pronoun** a word that can take the place of a noun or refer to a noun

John saw the rabbit.

*He* saw *it* again later.

**verb** a word or group of words that expresses a state of being or an action

A verb suggests time. (*Tense* means time.)

John *saw* him.

**adjective** a word or group of words that describes (modifies) a noun or pronoun

Adjectives answer one of these three questions: how many, what kind of, or which one.

The *tall* man is my father.

**adverb** a word or group of words that describes a verb, adjective, or another adverb

Adverbs answer any one of these four questions: how, when, where, or to what extent (how much).

She was walking *quickly*.

**conjunction** a word that joins or connects parts of the sentence

We ran to the corner *but* missed the bus.

**interjection** a word that usually expresses emotion

An interjection often stands alone.

*Oops!* I dropped my books.

**preposition** a word that occurs before a noun or pronoun and expresses a relationship between it and another word in the sentence

I wanted to sit *near* my friends.

**expletive** a word added to fill out a sentence

Expletives do not describe or refer to anything, as in the following example:

There is a big mess in the kitchen.

*A big mess is in the kitchen* has the same meaning; *there* has no real use except to allow a different arrangement of words.

## Parts of the Sentence

<b>subject</b>	the part of the sentence that identifies what is being discussed The subject of the sentence is always a noun or a pronoun. <i>Tyrone</i> lost his hat.
<b>predicate</b>	the part of the sentence that tells what is happening (or did happen or will happen) to the subject, or what the subject does (or did or will do) His brother <i>is looking</i> for it.
<b>complete subject</b>	the part of the sentence that includes the subject and all the words connected to the subject <i>My oldest brother</i> studied the problem for a long time last night.
<b>simple subject</b>	the main word of the complete subject My oldest <i>brother</i> studied the problem for a long time last night.
<b>complete predicate</b>	the part of the sentence that includes the verb and all the words connected to the verb My oldest brother <i>studied the problem for a long time last night</i> .
<b>simple predicate</b>	the verb My oldest brother <i>studied</i> the problem for a long time last night.
<b>predicate noun (nominative)</b>	the part of the sentence that completes the verb with a word that refers to the subject and renames it The rose is a <i>flower</i> .
<b>predicate adjective</b>	the part of the sentence that completes the verb, refers to the subject, and describes it The rose is <i>red</i> .
<b>direct object</b>	the part of the sentence that completes the action of the verb and answers the question <i>what</i> She gave the <i>book</i> to me.
<b>indirect object</b>	the part of the sentence that tells to or for whom (or what) something was done She gave <i>me</i> the book.

## Other Terms

<b>antecedent</b>	the noun to which a pronoun refers <i>Jeff</i> turned off his radio. The pronoun <i>his</i> refers to Jeff.
<b>sentence</b>	words that express a complete thought A sentence must contain a subject and predicate. <i>We won the game.</i>
<b>clause</b>	words that contain a subject and predicate but not always a complete thought <i>if we win the game</i>

**appositive** a word or words that rename the noun they follow  
**(apposition)** Appositives help to explain the noun.

Jane, *my sister*, works in New York City.

**phrase** a group of words that are connected and work together like a single word

We got up early *in the morning*.

*In the morning* is a phrase that works like an adverb. It answers the question when. Because it begins with a preposition, it can be called a prepositional phrase. Because it works like an adverb, it can be called an adverbial phrase.

**modify, modifier** words used to describe the work of adjectives and adverbs  
Modifiers describe or limit other words.

*Some* boys will help.

**case** a word used to describe the form of pronouns

A single pronoun can be used in three ways and sometimes has three forms.

**nominative case** pronouns used as substitutes for the subject or predicate nominative (*I, you, he, she, it, we, they, who*)

**objective case** pronouns used as substitutes for an object (*me, you, him, her, its, us, them, whom*)

**possessive case** pronouns used to show possession (*my or mine, your or yours, his, her or hers, our or ours, their or theirs, whose*)

**voice** a change in the form of a verb that tells whether the subject is acting or receiving the action of the verb

**active voice** the subject is acting

The hunter *shot* the rabbit.

**passive voice** the subject is receiving the action

The rabbit *was shot* by the hunter.