

The Basic Grammar

Practice Book

Dee C. Konrad

Good Year Books

Dedication

In recognition of their superior understanding of language, I offer this accolade to two specialists in the world of words: Laura Layton Strom and Roberta Dempsey.

This book is dedicated to my Circle of Eight who also love language: Kris, Kerry, Nina, David, Alex, Zach, Julia, and Michael.

May all those who work with this book understand Anthony Hope who said:
“Unless one is a genius, it is best to aim at being intelligible.”



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Foreword

This *Basic Grammar Practice Book* provides opportunities for students in grades 6–10 to develop further their base of knowledge about the structure of language. A sound understanding of structure enables young writers to express their ideas efficiently and correctly.

As students move into the next century, they will realize dramatically how important clear communication, oral or written, will be for both their personal and professional lives. Communication is a hallmark of our society. As educators and family members, we have a serious responsibility to offer as many avenues as possible for students to enhance their communication skills.

Therefore, this practice book supplements classroom instruction and primary texts by reviewing familiar theory. It reinforces theoretical patterns by using the variables of time, various exercises, and repetition, all of which work to the advantage of students.

The major objective—for all of us: teachers, parents, and other involved adults—requires our assisting students to move into a broader dimension of language usage. Growth adds to confidence, an important characteristic for pupils in grades 6–10.

Through this practice book, we hope to stimulate the process by which students discover the power of the well-written word. Clear writing indicates clear thinking. Therein lies a core of communication. There also lies a promising future for these young learners and writers as they move into higher levels of education.



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How to Use This Book

The objectives of this book mirror standard ideas for the study of language and its guidelines:

1. Review of important rules of grammar
2. Reinforcement of the importance of standard English for oral and written communication
3. Demonstration of the relevance of grammar to students' academic lives and to their goals
4. Assistance in making writing an easier task with more satisfying results
5. Development of confidence in personal skill habits

The twenty separate sections of this practice book support these objectives. Each section offers theory and practice that promote further understanding of structure.

Theory pages not only review information but also add detail to promote growth in language usage. Students in grades 6–10 may have varying earlier instructional experiences. Therefore, the review becomes somewhat comprehensive. What may be new information flows forward easily on the base of what may be assumed to have been studied previously.

The exercises strengthen the students' knowledge of theory. Repetition becomes an important reinforcer for students in these grades. As they move successfully through the practice sessions, they develop their facility with language. This development in turn undergirds a new confidence in their ability to use language more appropriately and effectively in either oral or written communication.

Since some students are more visual learners than others, the use of color to identify parts of speech can be productive for them. *Red* for nouns and *green* for verbs, for example, are easy highlights for certain students. Individuals who require attention in a

developmental mode or have a learning disability are among those who can benefit from color as a study tool. It is yet another strategy to clarify the parts of speech.

An important identification of the sentence is its division into the subject and the predicate. Several critical grammatical elements are found in the predicate. To imprint the point of division, therefore, the main verb that has a relationship to the subject of the sentence has been termed the *predicate verb* in this book.

Teachers or parents can explain this issue and continue to use the term *predicate verb* or use the term *main verb*. Overall, understanding which word (or words) constitutes the verb that relates to the subject is the most important point.

The Pre-Test and Post-Test serve as evaluations for student and teacher or parent. Results from the Pre-Test enable the student to focus on any weakness and take pride in the strengths shown. Post-Test results supporting growth in usage and understanding will add to self-confidence with evidence of progress.

Using the Answer Key simplifies movement from exercise to exercise and provides a sense of independence for students. This type of freedom is pleasing to students in these grades. Opportunities can be offered to answer questions should they arise.

Tips for Teachers and Parents

These pages offer suggestions for working with the sections of this practice book. Most teachers and parents of students in grades 6–10 have many previous experiences in presenting the varied aspects of the English language. Therefore, these suggestions simply seek to add another layer to that experience.

For any of the theory pages:

1. Assign them as homework with discussion the following day.
2. Read them aloud in class. Have a question-and-answer period.
3. Have quiet study followed by a practice session.

For the practice pages:

1. The exercises can be part of ongoing instruction from other textbooks or lectures, or they can be a separate program.
2. The exercises can be assigned as homework with parental supervision.
3. Students might keep charts to show their successes.
4. If some students master a particular subject, they could be excused from working on further exercises.
5. The exercises might be used once a week, or more often, as is deemed appropriate.
6. Given the class level, students could be allowed to work ahead in an independent program.

Students in these grades enjoy rewards. Some kind of system of rewarding various degrees of achievement could stimulate their interest.

These students also like competition. They might work in groups on certain exercises and check to see which group has the highest score.

To extend their recognition of standard English and its communication, students could find examples of interesting writing in newspapers, magazines, or books. Examining those examples for vocabulary and sentence construction can highlight the expression of ideas.

Working in groups, students can create their own exercise pages for particular sections or for particular areas of concern and difficulty. These student-written exercises can be exchanged, answered, and critiqued by the students—with adult checks of the outcomes.

In the study of sentence construction, sentences can be divided into their various parts to be put together by the students, using paper words. Independent clauses and dependent clauses can also be examined in the same way.

A teacher or parent could put words or sentences cut from colored paper into envelopes and then assign a task, such as making sentences from the words or putting clauses together correctly.

Students can bring examples of special sentences; they can explain why they find those sentences significant. The sports pages could offer some stimulating lines for many students in grades 6–10.

Almost any exercise can be used to focus on several points. Using an adjective exercise, for example, to have students also find the subject and verb can be a useful review of a previous lesson. Going back regularly to check student consistency and internalization of an earlier lesson can be extremely helpful and revealing.

As students write their own exercises or special writing assignments, punctuation can be addressed with that material or with some of the exercises in the practice book.

The use of a few basic rules of punctuation can reinforce clear communication:

1. Use a comma after an introductory word, phrase, or clause.
2. Use a comma before a coordinating conjunction that divides independent clauses.
3. Use a pair of commas to set off interrupters.
4. Use a semicolon between two independent clauses that have a close relationship but are not connected with a comma and a coordinating conjunction.

Since writing is the special goal for which grammar prepares the way, teachers or parents can add some extra writing assignments to the practice book exercises:

1. Ask students to participate in free writing by filling a page with words or groups of words. Then see if a pattern emerges.
2. Suggest students write a paragraph of their choice—serious, humorous, or descriptive.
3. Give a prompt of a topic sentence for a paragraph.
4. Let students suggest prompts for each other for paragraph writing.
5. Ask students to write a paragraph that focuses on using adjectives, adverbs, or verbals, for example.
6. Let students participate in constructive criticism.

Students in grades 6–10 have begun to think more broadly and more critically than in earlier grades. A number have become somewhat analytical. Therefore, they are entirely capable of following guided objectives with their own initiative and enthusiasm.

Name _____

Grammar Pre-Test

Nouns

Underline the nouns in the following sentences.

1. Clowns always entertain both children and adults.
2. Performers wear funny or unusual costumes.
3. Really big shoes are worn by some clowns.
4. Faces are painted red, blue, orange, or black.
5. Any circus provides fun.

Verbs

Underline the main verbs in the following sentences.

1. Lee and Leon camp in the mountains each summer.
2. They enjoy all the outdoor activity.
3. Their dad likes to hike, but the twins prefer horseback riding.
4. Jennie, their cousin, goes with them for two weeks.
5. Her mother works on a ranch nearby, and her dad owns a sports camp in the mountains.
6. Leon and Lee eat heartily, exercise every day, and read mysteries at night.

Pronouns

Underline any pronouns.

1. We think the lion show was excellent, but our cousin liked the elephants.
2. Have you seen either of the shows?
3. Who went with your brother last night?
4. My sister watched the monkeys and thought they were “awesome.”
5. I have not decided whom to take with me to the next show.

Adjectives

Underline any adjectives.

1. A close friend lives in the large frame house on the corner.

2. Mrs. Benson planted red flowers around the new house.
3. In the yard, Dorian Benson has a swing with strong chains and a wide seat.
4. Sebastian, the dog, swings with her in a small sling.
5. His coat is very black.

Adverbs

Underline any adverbs.

1. Juan shouted too loudly at the soccer game; he was almost speechless.
2. He was not happy when his team lost.
3. However, Roberto was quite thrilled because his team played well.
4. Some of Joanna's friends smiled cheerfully and proudly as the awards were given to the winners.
5. The winners happily received the large silver trophy and carefully held it for the newspaper pictures.

Prepositions

Underline any prepositional phrases.

1. Martha's garden is a place of colorful beauty.
2. Sparky, the dog, likes to lie in the soft dirt under the new rosebushes.
3. Beneath the trees at the back are many ferns.
4. Elsa, Martha's friend, found a baby robin beside the peonies.
5. The little robin had fallen from the top of a pine tree.
6. From near or far, the garden pleases anyone who sees it during the day or evening.

Conjunctions

Underline any conjunctions.

1. Chan likes to watch basketball games, but Lulan prefers baseball.
2. Mario and Dennis have been true hockey fans since they were eight years old, but they do not play the game.
3. Neither Jean nor Roberta watches any sports on television.
4. Last year Pedro took golf lessons and became a true fan, but his skills are limited.
5. Jesse enjoys playing volleyball; however, he may switch to gymnastics.
6. Although Melissa swims on two teams, she does not watch swim meets on television.

Interjections

Underline any interjections.

1. Yes! The Bulls are an outstanding team.
2. Michael Jordan? He's fantastic!
3. What—you haven't heard!—do you think Scottie Pippen will do next?
4. The policeman shouted, "Stop!"
5. When you come to visit—and make it soon!—we'll visit the Bulls' training gym.

Transitive, Intransitive, and Linking Verbs

Identify transitive (TV), intransitive (IV), or linking verbs (LV).

1. Lennie has a very special new friend. _____
2. Julian, his friend, is a devoted birdwatcher. _____
3. We tease sometimes about the birdwatching. _____
4. Jim has seen seven unusual birds this week. _____
5. Matter of fact, he saw the first robin! _____
6. The robin was pulling on a worm in the soft ground. _____
7. The worm was the victor. _____

Voice of the Verb

Identify active (A) or passive (P) voice.

1. Most people love jokes. _____
2. Jokes have been told for centuries. _____
3. Some jokes are that old! _____
4. Some dads like to tell the same jokes many times. _____
5. Any number of jokes have been heard too often. _____

Troublesome Verbs

Underline the correct form of the verb.

1. One of the students (raised, rose) her grade point average.
2. She had (sat, set) a goal for herself.
3. Each day she would (raise, rise) early to study.
4. Her brothers always (lay, laid) her papers on the desk.

5. Both of them were pleased that her grades had (raised, risen).

Verbals: Gerunds, Participles, Infinitives

Underline any verbals; identify at the right as (G), (P), or (I).

1. Would you like to pick apples with us this afternoon? _____
2. Picking apples can be fun! _____
3. Reaching too high, Mary fell off the ladder but was not hurt. _____
4. Eating the apples every day is even more fun for us. _____
5. Each apple gives crunching pleasure. _____

Phrases and Clauses

Identify phrases or clauses by marking (P) or (C).

1. When school is out _____
2. in Iowa _____
3. underneath the sunny skies _____
4. their grandparents invited them _____
5. within the next week or two _____
6. beside the train tracks _____
7. the first day will be special _____
8. under the seven apple trees _____
9. homemade ice cream will be on the menu _____
10. painting the house green _____

Sentence Elements

Underline the subject with one line and the predicate, or main verb, with two lines.

1. Many farms have large herds of cows.
2. Some farmers name each cow.
3. You may name the new calf.

Underline each direct object.

1. Jack saw a cowboy film the other day.
2. Part of the film frightened his little brother.
3. The cowboys captured twelve wild horses.

Underline predicate nouns with one line and predicate adjectives with two lines.

1. Aunt Helen is an artist in New York.
2. She is extremely talented.
3. Each drawing is an elegant portrait.

Underline indirect objects with one line and objective complements with two lines.

1. John will teach us the game of chess.
2. Professionals have declared his game expert.
3. Chess made Bobby Fischer famous.

Kinds of Sentences

Identify the following sentences as Simple (S), Compound (C), Complex (CX), or Compound-Complex (CC).

1. As you heard, the circus is in town. _____
2. We are going to see the circus. _____
3. I like the clowns, and Bobby likes the animals. _____
4. We can watch the tents going up, but we won't offer to help because we're not old enough. _____
5. Would you like to come with us, or do you have other plans? _____

Sentence Errors

Identify sentence errors as sentence fragment (SF), run-on (RO), or comma splice (CS).

1. running fast on the playground. _____
2. You could join the game, we will watch. _____
3. while we watched. _____
4. The game was fun, we enjoyed it. _____
5. Next week we'll be here again but we'll play a different game. _____

Modifiers

Rewrite the following sentences to eliminate misuse of modifiers.

1. To become a good basketball player, practice and lots of it are necessary.
2. The very tall man threw the basketball named Michael Jordan.

3. When he was five, Jordan's father helped Michael practice.
4. Every day he used a ball with his son that was made of brown leather.
5. They went to the gym in their red car.

Balance

Rewrite the following sentences so they have balance.

1. To play any game well, you need determination, focus, and you need some talent.
2. Our friends are eager, ambitious, and have hope.
3. One friend wants to play baseball; he hopes to become a basketball player; and then join a soccer team.

Shifts in Verbs: Tense and Voice

Correct any shifts in tense.

1. When we came home from our trip, we see a strange pile of wood in the yard.
2. After we unpack the car, we looked for reasons why the stack of wood was there.
3. We asked each other, "What happens here?"

Correct any shifts in voice.

1. We found a beaver in our yard, and he has been seen by others too.
2. A beaver had not been found in any other yard, we were told.
3. We wondered about that furry creature, but his presence has not been explained by anyone.

20 Grammar Exercises with Practice Pages

Nouns

Verbs 1—Action and State of Being

Pronouns

Adjectives

Adverbs

Prepositions

Conjunctions

Interjections

Verbs 2—Transitive, Intransitive, Linking

Verbs 3—Voice

Troublesome Verbs

Verbals

Phrases and Clauses

Sentence Elements

Kinds of Sentences

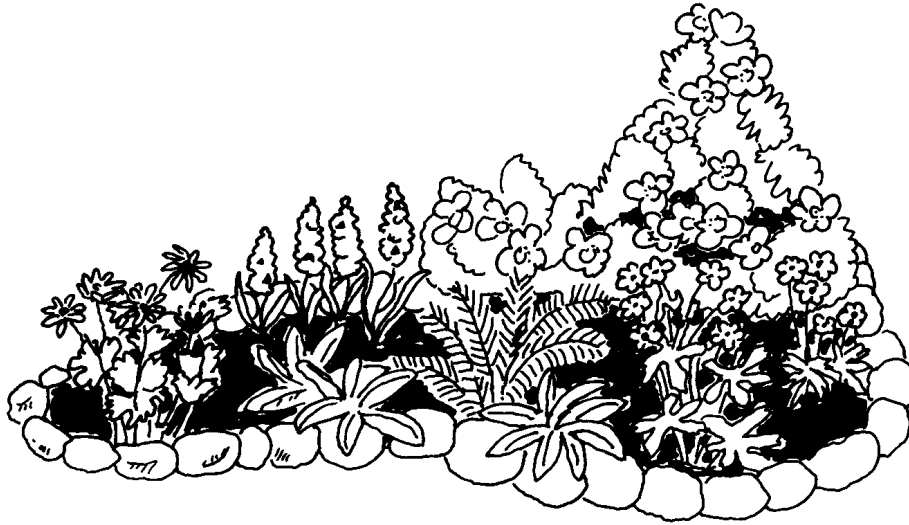
Sentence Errors

Modifiers

Parallelism and Balance

Verbs 4—Tense and Voice Shift

Nouns



Naming Words

The noun, a naming word, is one of the most important parts of speech. A noun is the name of persons, places, things, animals, ideas, or actions. (A *thing* can be either tangible or intangible.) Nouns have two categories: common and proper. Proper nouns—the names of people, countries, companies, and so on—are capitalized.

	Common	Proper
<i>Examples:</i>	city	New York
	holiday	Memorial Day
	man	Mr. Jones
	country	England
	company	Good Year Books
	dog	Sparky
	teacher	Professor Martin

Nouns are important because they are used frequently and appear in special positions in sentences. Since the sentence is a basic unit of written language, it is necessary to understand how the noun functions in a sentence.

Subject Nouns

One vital use of a noun is as the subject of a sentence or, in other words, as the director of the action or the situation. Most often, the subject noun will be placed at the beginning of a sentence.

Examples: Cats chase mice. (common noun)
 Barbara was in the room. (proper noun)

The subject noun, however, can be found in other positions as well, even at the end of the sentence.

Examples: Laughing heartily at the joke, Martha was the center of attention.
 At the end of a long hike, John always asked for orange juice.
 Under the mat is the key.
 Within the nest lay an egg.

When the subject is at the end of a sentence, as in the last two examples above, the sentence is an example of *inversion*.

Sentences may have compound subjects (more than one subject noun).

Examples: Both men and women like tennis tournaments.
 Mary, Jose, and Bob will join us for dinner.

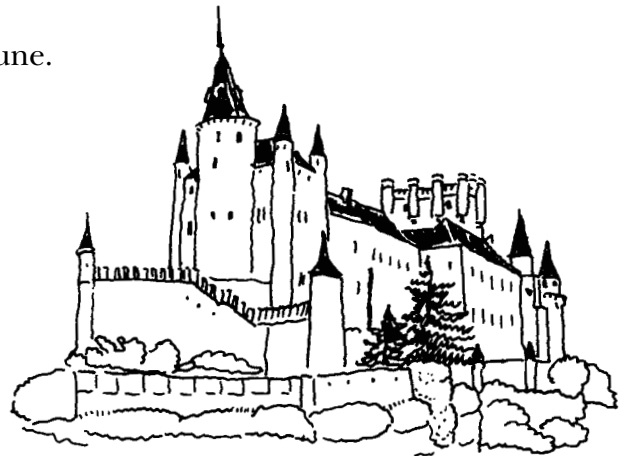
The ability to identify the subject noun is the first step toward sentence sense.

Exercise 1

Nouns

Underline all nouns in the following sentences.

1. Josef wrote that letter to the congressman.
2. The postman put four stamps on it.
3. Eat your dinner, Lew.
4. Shrimp make delicious appetizers.
5. The tireless family climbed our mountain.
6. Redwoods are magnificent trees.
7. Is Ernesto a good speller?
8. Their children have arrived for the party.
9. Sean and Yvonne will stay for the weekend.
10. All the kittens are now in the basket.
11. Mr. Henning is the new coach at school.
12. Bacon and eggs go well together.
13. Our new store has a good collection of tile.
14. The music added enchantment to the evening.
15. Our former neighbors live in St. Louis now.
16. Our office needs staples, erasers, and clips.
17. Fresh spices are on that shelf.
18. Red and gold leaves formed a thick carpet.
19. The state of Texas is huge.
20. Loren and Luke are going to Europe in June.



Exercise 2

Nouns

Underline all nouns in the following sentences.

1. Men and women enjoy our new club.
2. Irene has just finished her junior year.
3. That boy is plowing the last field to be cultivated.
4. Our dog responds to our signals.
5. What course of action will you take?
6. Those colors are attractive on you.
7. Football has always been his favorite sport.
8. The green chair should be in that corner.
9. Give the boy a break.
10. Not one show is worth watching tonight.
11. If Rory serves dinner, Maurice will put the dishes away.
12. This china has an interesting design; what pattern is it?
13. Did Aunt Jean buy the goblets to match the pattern?
14. Does Aunt Nancy have only the plate, cup, saucer, and salad plate?
15. Mother will buy a platter and a covered dish for you.
16. The newspaper usually has some advertisements that we can check.
17. A storm is brewing; look at those clouds.
18. Could Hank delay the trip until the weather clears?
19. That wind is rattling every window in the house.
20. Maura, please bring me the black thread, a needle, and my thimble.

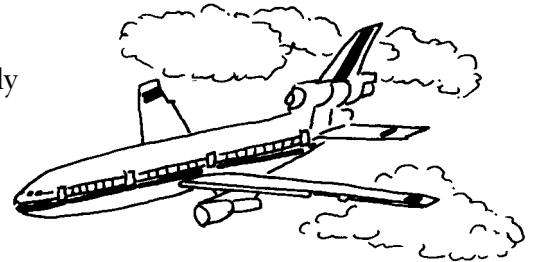


Exercise 3

Nouns

Underline all nouns in the following sentences.

1. The radio was a small set, made of plastic, that fit nicely on a shelf.
2. Lana is the bride of the month.
3. My daughter likes to bake cookies of all kinds.
4. Model Airlines has just announced another hijacking.
5. Our cat has a silly name: Cutter Cat.
6. Miami, Florida, is not the city I remember from years ago.
7. The characters in the play portray a clown, a fool, and a tramp.
8. When the wind blew, the trees rattled their leaves and the shrubs shook themselves.
9. Her garden offered a beguiling variety of flowers: pansies, zinnias, snapdragons, marigolds, roses, and asters.
10. The country is a perfect place for a vacation.
11. Sing a song, Perry, and wake up the party guests.
12. When each car of the long train had passed by the waiting people, Mother and Dad joined us on the platform.
13. It seemed to us as if every corner of Copenhagen had a stand from which one could select pears, peaches, or apples.
14. Her son attends a famous college in Massachusetts.
15. Twins are a rarity in most families—triplets, even more so.
16. Some programs are funny, but other shows are boring offerings.
17. Money is the root of all evil—so they say.
18. The road, stretched out before us in the valley, seemed to be an open invitation to explore the entire area.
19. The courses may seem difficult; however, in time, one's attitude will change.
20. How many games of tennis were played at Wimbledon yesterday?

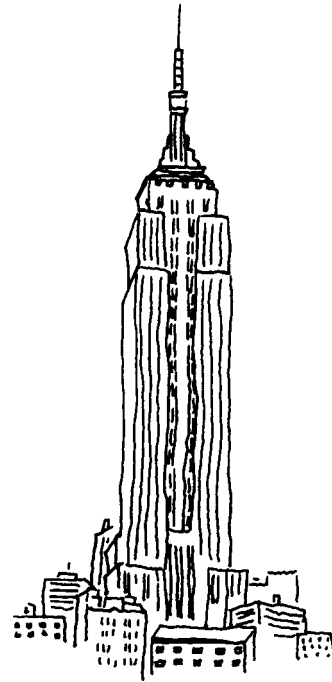


Exercise 4

Nouns

Underline all subject nouns in red and all other nouns in black.

1. His boat has been smashed beyond repair.
2. Jon and Jacob are identical twins.
3. Frowning, the teacher handed out the tests.
4. The tall thin man was no match for the strength of his opponent.
5. Lisa has been working in our office.
6. John F. Kennedy accomplished some exciting work.
7. In the corner of the closet stands a new broom.
8. Pat will clean the bedrooms.
9. Pam and Jan have offered to bake the cookies.
10. The manager was cooperative about the refund.
11. New York City is a busy place.
12. Our choir is going to Europe in June.
13. The group will give concerts in seven countries.
14. Parents will chaperone the young people.
15. Dogs and cats can be good friends.
16. Our pets have proved that statement.
17. Their cat sits for hours watching the goldfish.
18. At the back of the room are four new wastebaskets.
19. The purple and yellow dots of the costume were a bright and bold combination.
20. The muted tones of the carpet added to the serenity of the room.



Exercise 5

Nouns

Underline the subjects in red.

1. Bruce Broderick Brooks is his name.
2. Forty white horses pranced by.
3. Seven young children were playing happily.
4. His uncle in the black coat ran upstairs.
5. Under the trees sat an old man.
6. Food is her favorite topic.
7. Meat and potatoes are his choice every time.
8. Books can be highways for our minds.
9. Interesting crafts will be featured at the fair.
10. Congress is now in session.



Write ten sentences and underline the subjects in red.

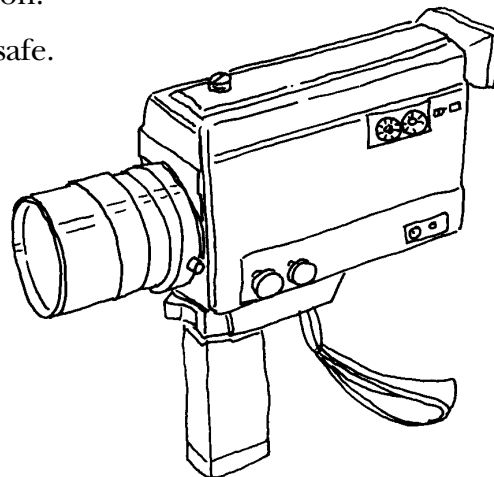
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Exercise 6

Nouns

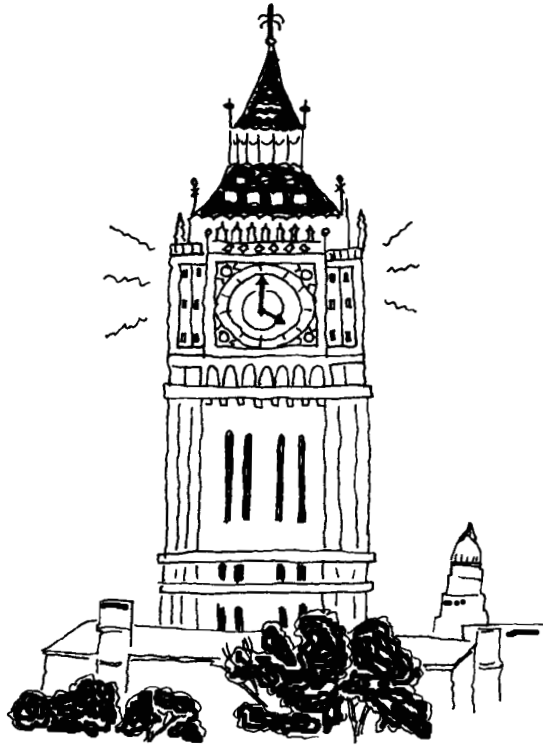
Underline the subject nouns in red.

1. Five men and six women will sing at the concert next July.
2. Bold and brash, the teenaged starlet faced her interviewer.
3. Far off in the distance could be heard a loud whistle.
4. Filled with cheese and mushrooms, the omelet was delicious.
5. For many reasons, the old laws on taxes should be changed.
6. Senators and representatives will work on the revisions.
7. Nevertheless, change, as always, will be slow.
8. The two venerable judges cannot attend their own party.
9. Under the circumstances, his uncle will make the presentation.
10. In the back of the closet is a package for you.
11. Squash, tomatoes, and peppers can be bought at roadside stands.
12. Rushing along at great speed, the floodwaters became more and more threatening.
13. The watchers at the levee, tired and discouraged, feared for the safety of the citizens.
14. Those stubborn, foolish people refused to move.
15. Year after year, raging floods damage many homes.
16. Our government should do something for those people.
17. Some men are lobbying for the building of a new dam.
18. Construction of the dam should start soon.
19. Their battered possessions will soon be safe.
20. TV cameras recorded the entire event.



Verbs 1

Action and State of Being



The verb is another important part of speech. Verbs are action words; they also express a state of being.

<i>Examples:</i>	appear	hit	shout
	became	knock	was
	cry	laugh	were
	feels	roar	whistle
	is	seems	

Verbs are important because they join with nouns to create sentences.

<i>Examples:</i>	Bees <u>sting</u> .	(Simple sentence)
	Clocks <u>chime</u> .	(Simple sentence)

Predicate

The part of the sentence that contains the verb is called the predicate.

Examples: Henry \ shouted from the yard.

Justice \ prevails in the land, and peace \ has come.

Each clause in a sentence (sentences may have one or more clauses) must have a subject noun and a predicate verb (main verb), as in the examples above. Some clauses have two or more subject nouns and/or two or more predicate verbs. If so, that group of words is called either a compound subject or a compound verb.

Examples: Bees and ants sting.

(compound subject)

Clocks **tick** and **chime**.

(compound predicate verb)

Boys and girls **whisper** and **talk**.

(compound subject and compound predicate verb)

Remember to consider the auxiliary verbs:

be

have

ought

can

may

shall

could

might

should

do

must

will

had

need

would

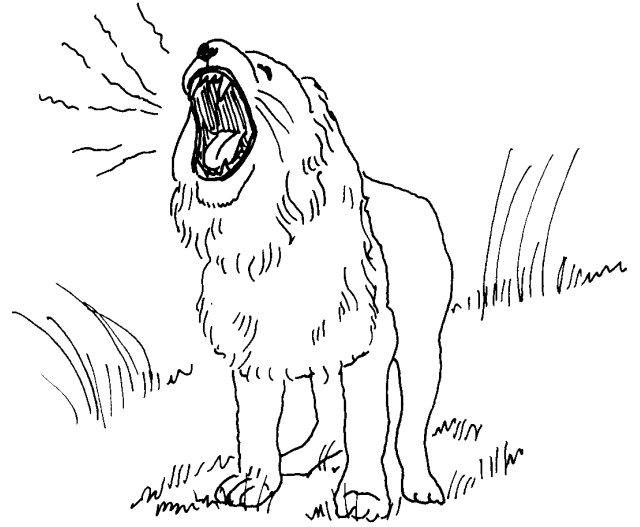
The ability to identify the predicate verb is the second step toward sentence sense, following the ability to identify the subject nouns.

Exercise 1

Verbs 1—Action and State of Being

Underline the predicate verbs in green.

1. Stars shine.
2. Lions roar.
3. Flowers bloom.
4. Jason shot buffaloes.
5. Rachel cooked steaks.
6. They enjoyed dinner.
7. All in all, it was an exciting adventure.
8. Take the camera to the picnic.
9. This book is for you.
10. Here are your glasses.
11. Count me as one helper.
12. The President has declared an emergency.
13. Have you seen Lou's snapshots?
14. The white car needs gasoline now.
15. The children swam in the private pool.
16. Brian is their lifeguard every summer.
17. Bradley, a very old boxer, barks at all visitors.
18. You will find the letter under the pillow.
19. You left your wallet on the table.
20. They finally painted the house on Thursday.

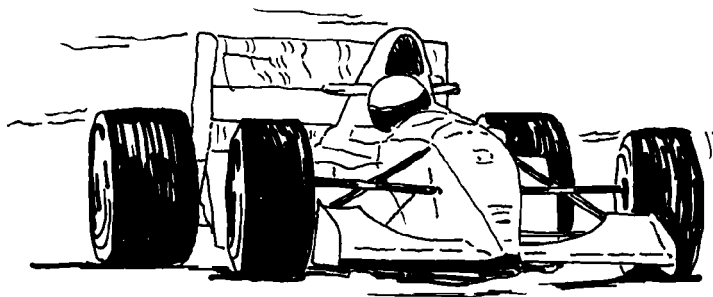


Exercise 2

Verbs 1—Action and State of Being

Underline the predicate verbs in green.

1. Lights from the city glowed in the sky.
2. Under the trees a few violets were blooming.
3. Good friends help us in times of trouble.
4. All cars in the race must meet certain safety standards.
5. Kurt, Jack, and Faisal have eaten all the appetizers in the kitchen.
6. The books on the shelves should be dusted.
7. Every individual in the audience laughed and cried during the senator's speech.
8. The graduation ceremony continued without interruption.
9. Babies, any size or shape, capture adult hearts.
10. Animals in the zoo provide entertainment for many children.
11. Those purple lilacs are of French origin.
12. Some lawyers become excellent judges.
13. Twelve choirs will sing in the huge auditorium.
14. Of all the bright students, she seems the brightest.
15. Many television programs have become boring and tasteless.
16. Place all the papers on his desk and cover them with the blue paperweight.
17. Our trees produced very little fruit for us last year.
18. Have you seen any of his movies?
19. Along the roadside were growing wild strawberries.
20. Betty's garden, ready since March, was planted yesterday.



Name _____

Exercise 2A

Verbs 1—Action and State of Being

Write five sentences using simple predicate verbs. Underline the verbs in green.

1. _____

2. _____

3. _____

4. _____

5. _____

Write five sentences using compound predicate verbs. Underline the verbs in green.

1. _____

2. _____

3. _____

4. _____

5. _____

Exercise 3

Verbs 1—Action and State of Being

Underline the predicate verbs in green.

1. Dad is cutting the grass now.
2. Maya planted the tomatoes.
3. Dad and Lindsey trimmed the lawn and edged it.
4. Neil, hungry and thirsty, shouted for his dinner.
5. His brother taunted and scolded him.
6. Linda can sing, dance, and act.
7. The Smiths' children, all fourteen of them, are in various schools.
8. Our children are in graduate school.
9. Read carefully, Brennan.
10. Was the movie an old one?
11. Seven women are coming here for a meeting.
12. Their plane should be on time.
13. Those people have been waiting in line for two hours.
14. What do the tickets cost?
15. Ron will pay for all of them.
16. Popcorn tastes good with butter and salt on it.
17. Breakfast should be on the table soon.
18. Dad killed the spider in the corner.
19. What caused the explosion?
20. The gardener should plant the flowers today.



Name _____

Exercise 3A

Verbs 1—Action and State of Being

Write five sentences, each one using a form of the verb *to be*. Underline the complete predicate verb in green.

1. _____

2. _____

3. _____

4. _____

5. _____

Write five sentences, each one using an auxiliary verb. Underline the complete predicate verb in green.

1. _____

2. _____

3. _____

4. _____

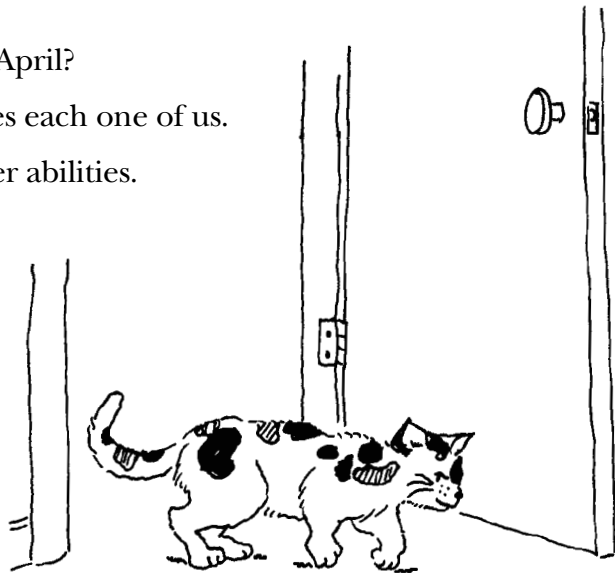
5. _____

Exercise 4

Verbs 1—Action and State of Being

Underline the predicate verb in green.

1. Cars have been speeding around the corner.
2. Senator Jackson from New York hemmed and hawed over the issue of taxes.
3. Unquestionably, goldfish make quiet pets and appeal to apartment house dwellers.
4. Four sisters stole the show and won the contract.
5. Under the circumstances, consider yourself lucky.
6. The old king, weary and wan, still dictated his own correspondence.
7. Sally mended, dusted, swept, and visited with Sue.
8. She is a bundle of energy.
9. Did you find the kitten under the sofa?
10. Pilgrims make their trips to Mecca.
11. They became pilgrims with a mission.
12. It seems a worthwhile idea to everyone.
13. Could you inventory the items in the closet?
14. Sherry and Russell have written five television shows.
15. Under her pillow, she will find a silver dollar in exchange for her tooth.
16. No one has refused her invitation.
17. What has she planned now?
18. Where has the furniture been since April?
19. Our cat, the tyrant of the house, rules each one of us.
20. Perhaps you have underestimated her abilities.

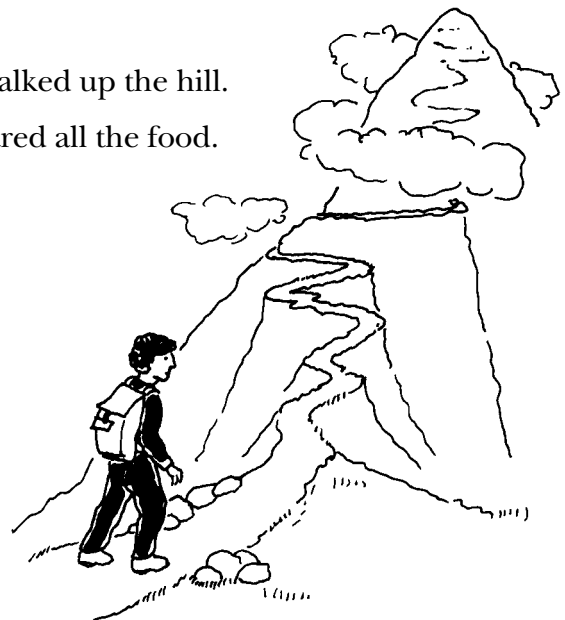


Exercise 5

Nouns and Predicate Verbs

Underline the subject nouns in red and the predicate verbs in green.

1. Life on a farm has changed considerably.
2. Dude ranches are popular now.
3. Children usually love ice cream.
4. Billy drank his milk and nibbled on his toast.
5. The tall man ate all the shrimp.
6. Bold and bawdy, the pirates lived a short time.
7. The nomads, thirsty and tired, drank deeply of the cold water.
8. Liam and Rhonda danced and sang together all evening.
9. Four detectives watched, with untiring persistence, the activities of the suspect.
10. The thin blond woman drew many admiring looks.
11. Chester and Hester were in love.
12. Inside the pocket is a worn black label.
13. There in the blue spruce was a mother robin.
14. Judith lived, completely and devotedly, in two separate worlds.
15. That banana bread tastes delicious.
16. Keith and his brother have plowed their last field.
17. Mandarin oranges make an excellent addition to a spinach salad.
18. Sarah will cut the pie now.
19. The Frenchman turned down that road and walked up the hill.
20. Three students, Ellie, Erma, and Eileen, prepared all the food.

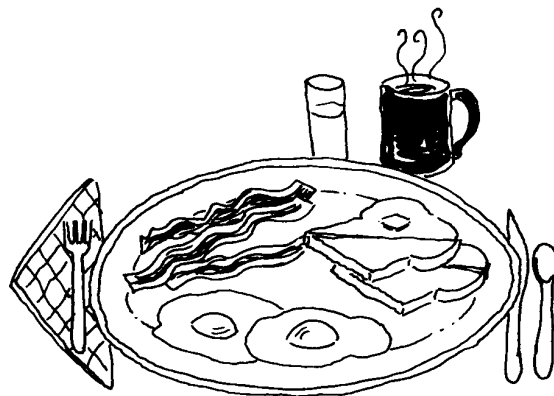


Exercise 6

Nouns and Predicate Verbs

Underline the subject nouns in red and the predicate verbs in green.

1. Their breakfast tasted delicious.
2. Bacon and eggs usually please most people.
3. Betty and Jorge often prepare oatmeal for their breakfast.
4. Vishal, however, likes cottage fries with his eggs.
5. No cereal, hot or cold, should be served to him.
6. Dad always served hot buttered toast with oatmeal.
7. His daughter liked the toast but detested the oatmeal.
8. Behind the books can be seen the tip of her kitten's tail.
9. That kitten, impudent and lively, is their third cat.
10. Christopher Robin and Dusty are not happy about her arrival.
11. The two older cats have been rulers of the home for too long.
12. Misty does not understand their reaction.
13. That lovable creature sees a friend in all humans and animals.
14. Her fur looks like an ermine evening wrap.
15. Her playfulness bothers C. R. and Dusty.
16. Dusty chases her and nips her neck very gently with his sharp teeth.
17. C. R. sits and stares at her with his unblinking yellow eyes.
18. My friend laughs and laughs at the silly antics of the kitten.
19. Misty's favorite hiding place is behind the books.
20. Delsy and Tom called and looked for her for three hours last Wednesday.

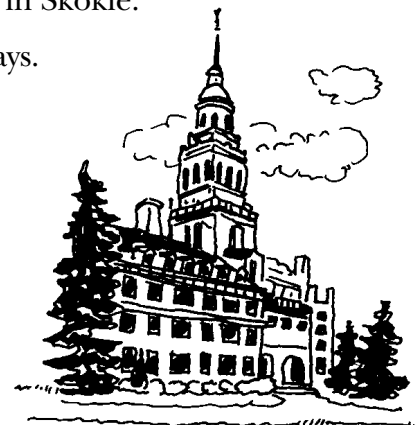


Exercise 7

Nouns and Predicate Verbs

Underline the subject nouns in red and the predicate verbs in green.

1. Ann's wedding was the event of the week.
2. Her wedding gown, full-skirted and ruffled, looked like a southern belle's dress of long ago.
3. All the guests smiled and nodded to her.
4. Each bridesmaid wore peach and carried white and peach silk flowers.
5. Ann's brother Ken married them and officiated at the nuptials.
6. Fran's daughter was one of the bridesmaids and looked as beautiful to Fran as the bride.
7. Robin lives in Milwaukee and came here for the ceremony.
8. Marlene, Lynn, and Sandy were the other bridesmaids.
9. Faith was the only friend with braided hair.
10. Young and lovely, the girls looked charming.
11. The bride's mother seemed poised and appeared calm.
12. Josie, mother of the groom, had chosen a beige satin gown for the wedding.
13. That color went well with her dark hair and eyes.
14. The other mother wore a lime-green chiffon.
15. The two women had looked and shopped together many times.
16. Ann has eight brothers and two sisters.
17. Her guests were wine and dined in royal fashion.
18. The bride and groom visited with their guests and thanked them for their gifts.
19. Ann and Jim have rented and furnished an apartment in Skokie.
20. Jim will start law school in the fall and work on Saturdays.



Pronouns



Personal Pronouns

Pronouns substitute for nouns. One important category contains personal pronouns that replace nouns used to name people, animals, and so on. The following are important personal pronouns.

Singular

	Subjective Case	Objective Case	Possessive Case	
First person	I	me	my	mine
Second person	you	you	your	yours
Third person	he	him	his	his
	she	her	her	hers
	it	it	its	its

Plural

	Subjective Case	Objective Case	Possessive Case	
First person	we	us	our	ours
Second person	you	you	your	yours
Third person	they	them	their	theirs

Special

	Subjective Case	Objective Case	Possessive Case
Special	who	whom	whose
The words above are:	Used as subject words or in the predicate noun position.	Used as direct objects, indirect objects, and objects of prepositions.	Used as adjectives.

Examples:

First-Person-Singular Subjective:	<u>I</u> like ice cream and beer.
Second-Person-Singular Objective:	Bob kissed <u>you</u> !
Third-Person-Singular Possessive:	<u>His</u> coat is new and warm.
First-Person-Plural Subjective:	<u>We</u> like mystery stories.
Second-Person-Plural Objective:	The class elected <u>you</u> as the team to represent the school.
Third-Person-Plural Possessive:	<u>Their</u> tactics are always ethical.
First and Second Person–Objective plus Possessive:	Between <u>you</u> and <u>me</u> , <u>his</u> talents are wasted there.
Special Subjective:	<u>Who</u> is the man at the door? Len's brother, <u>who</u> is now in Egypt, is a construction worker.
Special Objective:	To <u>whom</u> were you speaking? Mr. Patel is the one <u>whom</u> the students admire.
Special Possessive:	<u>Whose</u> hat are you wearing? <u>Whose</u> did you mean when you spoke about the car?

Possessive pronouns often act as adjectives. (See the chart on page 32.)

Examples:

Her book is on my desk.
Their rights have been ignored by our government.
The wind blew loudly; its sound was frightening.

Reflexive and Intensifying Pronouns

A second category contains pronouns that act as reflexives or intensifiers. The use of the reflexive refers to the subject noun or pronoun of a sentence.

Examples: Jeannie is blaming herself.
They burned themselves.
Lester hit himself in the eye.

The intensifier, as its name suggests, is a reinforcer of a noun or pronoun and an idea.

Examples: I myself will assemble all the materials.
Bob himself checked out the book.

Indefinite Pronouns

A third category contains indefinite pronouns. They are used with third-person references and appear in place of nouns or, often, with nouns.

Examples:

all	everyone	none
another	few	one
anybody	many	other
both	much	some
each	neither	
either	nobody	

Examples: Many are called, but few are chosen.
Both of the characters are funny; both men are witty.
Somebody has been here; each plate has been used.

Demonstrative Pronouns

A fourth category includes the few demonstrative pronouns.

Singular	Plural
this	these
that	those

Examples: This book belongs to Louise.
Those kinds of books are useful.

Relative Pronouns

Relative pronouns comprise the fifth group. A few of these pronouns are found in other groups as well. As the name indicates, these pronouns show a relationship to another word or idea.

Examples: Bob owns the play, which gives him special rights.
Does the professor know what you want?
Subjects that interest Les revolve around art.

Cardinal and Ordinal Numbers

The last group of pronouns to be considered includes both the cardinal numbers (one, two, three, four, five, and so on) and the ordinal numbers (first, second, third, fourth, fifth, and so on).

Examples: John tried three different entrees, but one was enough for me.
The second is the most outstanding of the entrees.

Antecedents

The noun that a pronoun refers to is called the antecedent. Be sure that the pronoun reference is clear. Place the pronoun as close as possible to the noun.

If the noun that a pronoun replaces is singular, the pronoun must also be singular; if the noun is plural, the pronoun must also be plural.

Use subjective pronouns to replace nouns in subject positions.

Use objective pronouns to replace nouns in object positions.

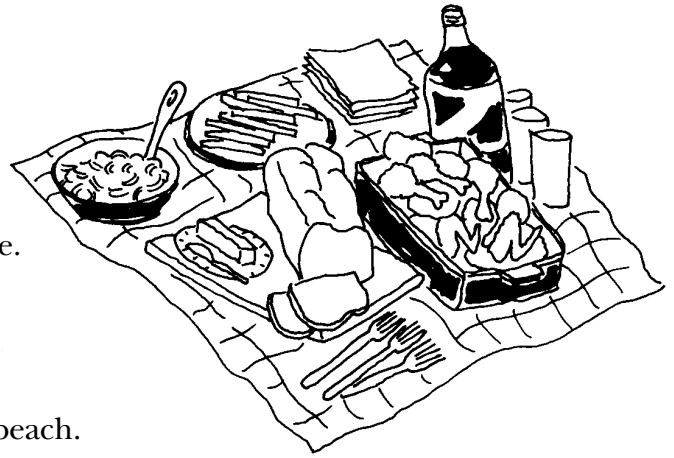
- Examples:**
1. Betty wrote the poetry book; she also published it.
(Antecedent) (Antecedent) (Pronoun) (Pronoun)
 2. Men only are allowed at that club on Royale Street; they are chauvinists.
(Antecedent) (Pronoun)
 3. Mark bought the balloons for Jim and Jill; he gave them to Tad and me.
(Antecedent) (Antecedent) (Pronoun) (Pronoun)

Exercise 1

Pronouns

Underline all pronouns with a double red line.

1. John and he ran in the relay race.
2. You may join us at lunch now.
3. Carol and Joan have joined them at the beach.
4. We have known them for many years.
5. A few of us are planning a picnic at his country place.
6. The basket that you mentioned is on my shelf.
7. Who took it?
8. Now that you mention it, he was the one whom my friends mentioned.
9. I myself will prepare the food for him.
10. This plan will work, I am sure.
11. Whose idea is better?
12. Everybody may criticize it, but someone must make that decision right now.
13. Who has been taking the fruit from our trees?
14. She may know of those plans, but we cannot be sure.
15. He wrote the orders himself, and Johnny sent them to each one of you.
16. Jean is the third youngest in her family; she has been given considerable attention.
17. They cannot complain about their apartment; he redecorated it himself.
18. Your clothes are packed so soon?
19. Under her poised manner beats the heart of a girl who feels frightened.
20. This call is the fourth one from her.



Exercise 2

Pronouns

Underline the pronouns with a double red line and identify them at the right as personal (**P**), personal possessive (**P-Poss**), indefinite (**I**), relative (**R**), reflexive (**Rf**), intensifier (**Int**), demonstrative (**D**), cardinal (**C**), or ordinal (**O**).

1. They have come for the furniture. _____
2. Each piece has been marked. _____
3. The fourth chair belonged to Nan's grandmother. _____
4. "Fix the bike yourself," said Joel. _____
5. My fingers are clumsy. _____
6. Who can help Josh? _____
7. Marie wants that dress with the green stripes. _____
8. Those men want the same car. _____
9. You will like Louise. _____
10. Wash your hands before dinner. _____
11. Whose car should Meghan take? _____
12. Ramon himself smashed their motorcycle. _____
13. Could Tad borrow yours? _____
14. Those flowers are outstandingly beautiful. _____
15. The color Kris likes is that shade of blue. _____
16. Six of the students will attend graduate school. _____
17. Each of the students must make the important decision alone. _____
18. Some of "the relatives" are coming to visit today; others will follow soon after. _____
19. Which is Keisha's room? _____
20. The gray van is their only transportation. _____

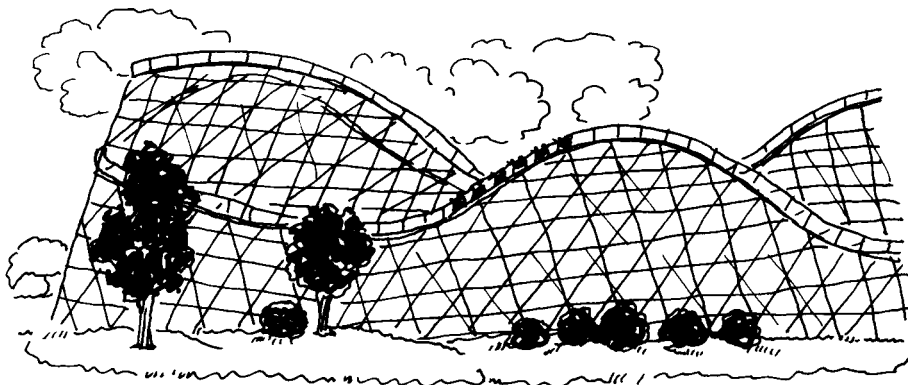


Exercise 3

Pronouns

Underline the correct pronoun with a double red line.

1. Jillian and (I, me) will come with you.
2. Neither Shaun nor (he, him) has the right answer.
3. Will you send on the letter to (us, we)?
4. You may share the apples with Alex and (he, him).
5. Miller's factory replaced all (its, it's) smokestacks.
6. Terry and Marc rode the roller coaster; (he, they) were pale with fright when the ride ended.
7. Between you and (I, me), it will never get off the ground.
8. They sent the memo to Ben, Maurice, Todd, and (myself, me).
9. Our school recently sent (us, we) new schedules.
10. (Who, Whom) wrote that memo?
11. Can you tell us the name of the artist (who, whom) she mentioned?
12. They would like (us, we) to join the group.
13. Everyone except (him, he) belongs to the club.
14. Is that (your, you're) hat on the shelf?
15. They wanted to meet (she, her) and (he, him).
16. Ruth and Linus met Kelvin and (she, her) at the museum.
17. Eidel, Valerie, and (me, I) baked the cookies for the Brownies.
18. Janeen claims the recipe is (her's, hers).
19. Michael created it (himself, hisself).
20. Roland is the man (whom, who) wrote a cookbook.



Adjectives



Descriptive and Limiting

Adjectives are words that modify nouns; that is, they are words that add information about nouns. Adjectives most often describe or limit nouns.

Examples:

Descriptive Adjectives

purple flowers
red sunset
tricky maneuvering
harsh words
pleasant weather

Limiting Adjectives

one car
both men
few women
the third balloon
other plans

Proper adjectives are formed from nouns.

Examples:

California fruit
Florida tan
Chicago sweatshirts

Bob's chair
Dad's day
New York's problems

Special Examples:

Descriptive

Puritan period
Democratic Party

Limiting

puritanical views
democratic vote

Adjectivals

Adjectivals are words, most often nouns but also phrases and clauses, that appear in the adjective position but are not regular adjectives.

Examples: afternoon performance her song of farewell
 iron hand his “take-it-or-leave-it” attitude
 whiskey nose the handshake of steel

Comparative and Superlative

Some adjectives show comparison. Comparative and superlative degrees may be formed from the basic word (the positive degree) in one of three ways:

1. Use *-er* and *-est* with the positive form.

Examples: sweet sweeter sweetest
 thin thinner thinnest

2. Use *more* and *most* to form a short phrase.

Examples: helpful more helpful most helpful
 significant more significant most significant

3. Use irregular forms.

Examples: good better best
 bad worse worst

The comparative form, *-er* and *more*, is used for two persons, things, or actions; the superlative degree, *-est* and *most*, is used for more than two. Never combine comparative and superlative forms.

Examples: Incorrect: Her sweater is more greener than Sue's.
 Correct: Her sweater is greener than Sue's.
 Incorrect: Leslie's hair is the most curliest of those three friends.
 Correct: Leslie's hair is the curliest of those three friends.

Certain endings mark words as adjectives.

Examples:	<i>-able, -ible</i>	lovable, irresistible
	<i>-al</i>	conventional
	<i>-ary</i>	imaginary
	<i>-en</i>	hidden
	<i>-ful</i>	careful
	<i>-ic</i>	pessimistic
	<i>-ish</i>	slavish
	<i>-ive</i>	festive
	<i>-less</i>	careless
	<i>-ous</i>	marvelous
	<i>-some</i>	handsome
	<i>-y</i>	tricky

Adjectives as Nouns

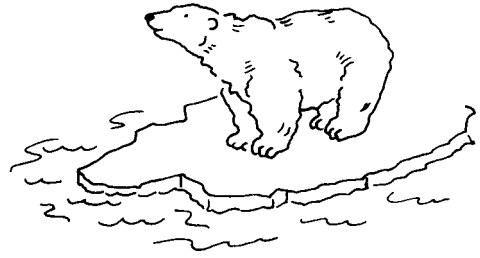
Adjectives can sometimes act as nouns.

Examples: I like that touch of lavender on your blouse.
Did you see the pink of the sky this morning?

Adjectives enrich and expand meaning in a sentence.

Exercise 1

Adjectives



Underline all adjectives in blue.

1. Blue flowers are more rare than red ones.
2. Begonias are available in pink and white shades.
3. The crusty top of the bread has been basted with sweet country butter.
4. Seventeen large boys moved the furniture from the old school to the new one.
5. An enticing array of rich pastries was displayed on the counter.
6. Her sweet nature showed in her sunny smile.
7. Huge polar bears were the attraction of the day.
8. The bears were cavorting in the cool water of their small moat.
9. Most people threw them salted peanuts or fresh white bread to eat.
10. Her long auburn hair was a lovely sight.
11. Green buses cover the longer scenic routes by the lake.
12. That orange bus, dusty and dirty, is the one that rolled over into a ditch.
13. Sweeping clean floors seems a waste of good time to me.
14. Her black eyes glared with “righteous indignation.”
15. Small boys of four often have dirty faces and grimy hands.

Write five sentences of your own, using adjectives, and underline the adjectives in blue.

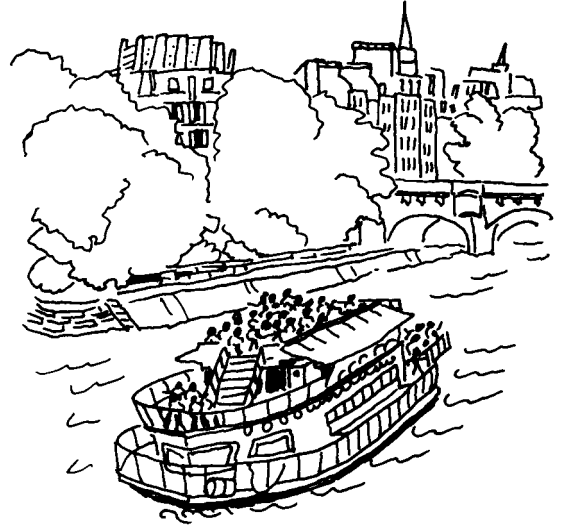
1. _____
2. _____
3. _____
4. _____
5. _____

Exercise 2

Adjectives

Underline all adjectives in blue.

1. His older sister was a beautiful woman.
2. The fourth-grade teacher was a kind woman.
3. Many people have traveled that bumpy road.
4. On which afternoon can you come?
5. Whose books have you found?
6. He will write whatever letter you want.
7. The European crowd will help us, I'm sure.
8. The dark-haired man is a famous entertainer.
9. Those new students are in the freshman class.
10. Sergio's younger sister is a clever student.
11. That man in the brown suit is Jean's uncle.
12. That difficult task is not the first one on the list.
13. Many people, hungry and weary, need a good friend.



Write three sentences using descriptive adjectives. Underline the adjectives in blue.

1. _____
2. _____
3. _____

Write three sentences using limiting adjectives. Underline the adjectives in blue.

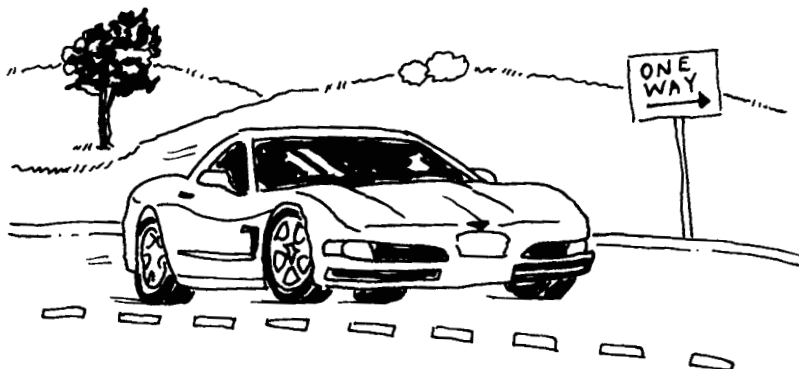
1. _____
2. _____
3. _____

Exercise 3

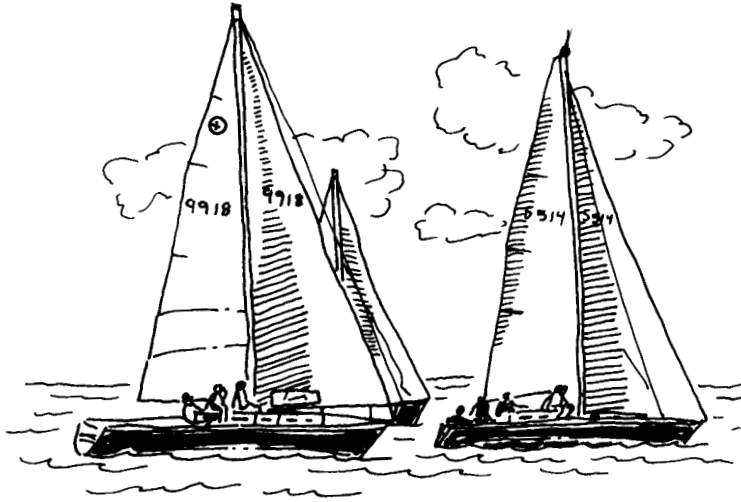
Adjectives

Underline with blue the correct adjective in the following sentences.

1. Her mother is (gentle, gentler).
2. Our dog seems (smarter, more smart) than our cat.
3. Bettina is the (lovelier, loveliest) of the twins.
4. My cousin Emilio is (more handsome, most handsome) than his cousin, Stefan.
5. This basket is the (heavier, heaviest) of the three on the shelf.
6. Dad's grape juice tastes (bitter, most bitter).
7. Of the two cars, Lee thinks the Corvette is the (better, best)
8. Janeen is the (more articulate, most articulate) of the three sisters.
9. Banana cake tastes too (sweet, sweeter).
10. Cutter Cat's tongue feels (rough, roughest).
11. The (best, better) typist of those three secretaries is Lee.
12. Among the brothers, Bart, Bill, and Benton, Bill is the (more, most) unhappy.
13. Davy's car is (heavier, more heavier) than our Volvo.
14. She remained (calm, calmer).
15. Satin feels (smoother, more smoother) than polyester.
16. Three driveways on this side of the street are (emptier, more emptier) than the three on the opposite side of the street.
17. The meat tastes (tender, tenderly).
18. The polish on that table is (brighter, more brighter) than on these two.
19. Their last concert seemed (more exciting, most exciting) than the first one.
20. The traffic sign was (helpful, most helpful) to the drivers.



Adverbs



As Modifiers

An adverb modifies a verb, an adjective, or another adverb. Many adverbs end with *-ly*, but not all of them.

<i>Examples:</i>	quickly	clearly	now
	thoroughly	really	not
	happily	quite	very
	perfectly	there	well
	surely	too	almost

In Comparisons

Like adjectives, many adverbs show comparison by the use of *more* or *most*. A few adverbs have two forms, with one similar to the adjective form.

<i>Examples:</i>	rapidly	quickly	quick
	more rapidly	more quickly	quicker
	most rapidly	most quickly	quickest

Care should be used in selecting adverbs. Do not confuse adverbs with adjectives; do not choose the wrong comparative form to use with verbs.

Examples:	Incorrect:	She is real honest.
	Correct:	She is really honest.
	Incorrect:	Our boat handles easier than yours.
	Correct:	Our boat handles more easily than yours.
	Incorrect:	Jenna runs swifter than Sheila.
	Correct:	Jenna runs more swiftly than Sheila.

To Answer Questions

Adverbs answer these important questions:

1. How?
2. Where?
3. When?
4. Why?
5. How much?
6. To what degree?

Prepositions and Nouns as Adverbs

Prepositions and nouns are frequently used as adverbs.

Examples:	Prepositions	He is moving <u>up</u> in the firm. Prices were driven <u>down</u> by the recession.
------------------	---------------------	---

Examples:	Nouns	Our guests will arrive <u>today</u> . Debbie stayed <u>home</u> . The sales started last <u>month</u> .
------------------	--------------	---

NOTE: Traffic idiom uses the phrase: “Drive slow,” rather than “Drive slowly.”

Adverbs contribute to the clarification and the extension of action or a state of being.

Exercise 1

Adverbs

Underline all adverbs in yellow.

1. Her handwriting is quite difficult to read.
2. Hanna is very happy today.
3. Sam sings well, don't you agree?
4. That meeting of the PTA proceeded smoothly.
5. Chad can run really well.
6. He runs swiftly.
7. Faulkner's *The Sound and the Fury* is unusually well written.
8. Sundays are always pleasant.
9. Our bus will arrive soon.
10. Martin drives too fast.
11. She is too critical.
12. My cousins arrive today.
13. Matter of fact, they will be here this morning.
14. Her gifts were accepted happily by everyone.
15. Dinner will be served almost immediately.
16. Pack your dishes carefully.
17. Knock softly; the baby is sleeping now.
18. Could you come later?
19. She sang so loudly they could hear her in the very last row.
20. They came earlier than we had ever expected.

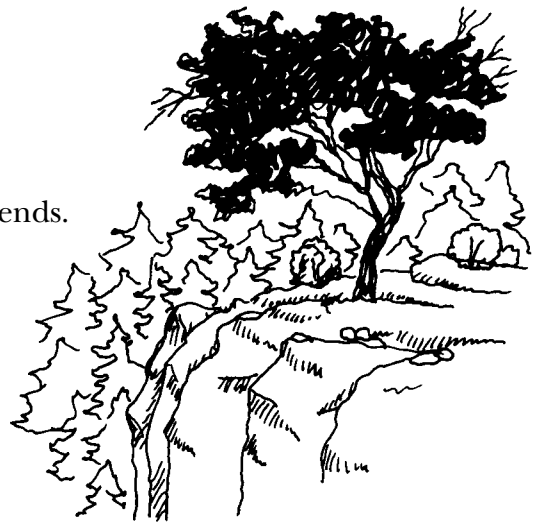


Exercise 2

Adverbs

Underline all the adverbs in yellow.

1. He is truly a gifted cellist.
2. Some politicians speak more honestly than others.
3. The horse trotted easily for two miles.
4. Five trainers were clearly pleased at the Appaloosa's time.
5. What really happened at her party?
6. Robert was quite shocked.
7. Could you come for lunch today?
8. We have lived in our house for almost ten years.
9. Betsy ran swiftly down the path to meet her old friends.
10. She was very pleased to see them.
11. It is time for class now.
12. I think Thomas Wolfe writes beautifully.
13. Cats can be quite haughty and very independent.
14. Let us move carefully along this cliff.
15. Theaters are really quite empty these days.
16. Have you completely finished your work?
17. As a store manager, you certainly must have seen every type of customer.
18. Monday was an extremely humid day.
19. Both girls dance gracefully and well.
20. Trudi moves awkwardly on her crutches; she is not quite used to them.

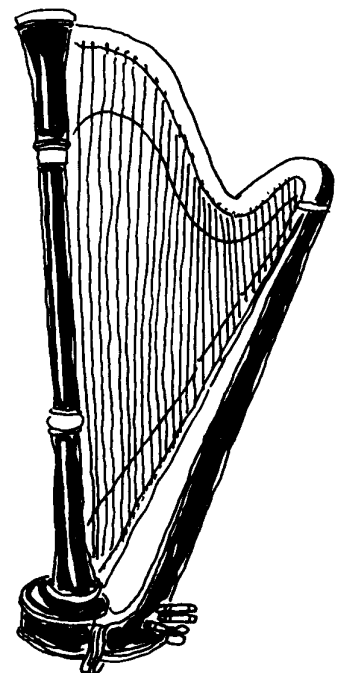


Exercise 3

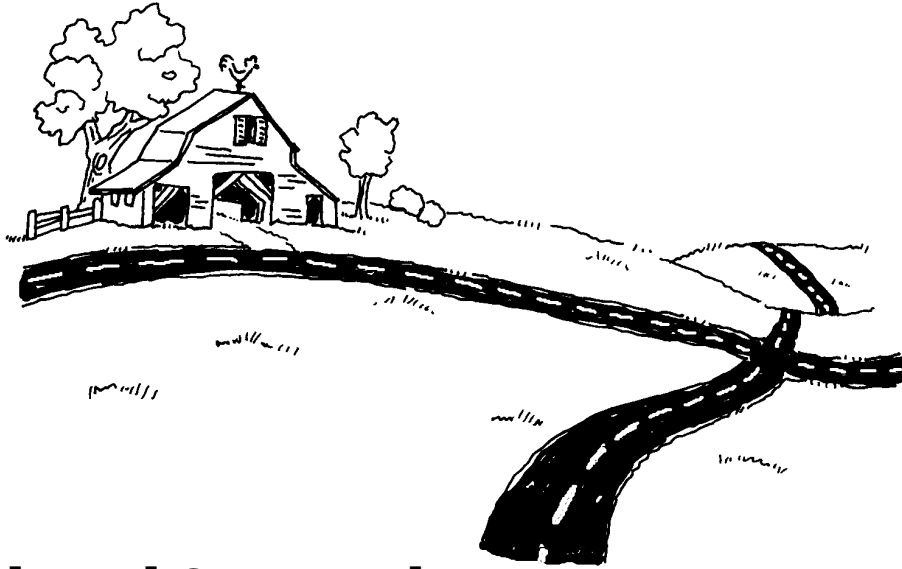
Adverbs

Underline the correct word in yellow.

1. The brook flows (more rapidly, rapidly) over the rocks.
2. Three of her cousins speak Greek (fluently, more fluently).
3. Each man tried (earnest, earnestly) to win the prize.
4. The employees work (real, really) hard on the production line.
5. Her good friends waited (patient, patiently) for her.
6. Of the two leaders, Mr. Grayson works (more competently, most competently).
7. Under the circumstances, Stan has (sure, surely) remained calm.
8. Never before has that business been operated so (successful, successfully).
9. Did you notice how (delicate, delicately) Ruth handled that figurine?
10. Todd directs the program (competent, competently).
11. The program is a (thorough, thoroughly) sound approach to saving.
12. Garry handles all emergencies quite (professionally, professional).
13. Professor Gunn has explored that subject (more thoroughly, most thoroughly) than Mr. Greenon.
14. Woody Allen writes (amusingly, most amusingly).
15. The seal balanced the ball (steadier, more steadily) than the clown did.
16. Both Lucia and Katrina sing (good, well).
17. Their concerts are always performed (satisfactory, satisfactorily).
18. Our room has been painted (careful, carefully).
19. Four members are (real, really) pleased.
20. Albert has always typed (good, well).



Prepositions



Simple and Compound

A preposition is a connecting word in a sentence. There are two kinds of prepositions: simple and compound.

Simple Prepositions

<i>Examples:</i>	about	by	onto
	above	concerning	outside
	against	despite	over
	alongside	except	per
	before	excepting	through
	beneath	for	until
	beside	in	upon
	between	inside	with
	beyond	of	within
	but	on	

Compound Prepositions

<i>Examples:</i>	according to	due to	on account of
	across from	except for	
	because of	in addition to	

As Head of Phrase

Most prepositions head a phrase (a unit of related words) that end with a noun or a pronoun termed the *object* of a preposition.

Examples: around it under his head to the zoo
 for Mary behind her within her

REMEMBER: Do not confuse these phrases with infinitives (*to* + the root of a verb). Check p. 82.

As Subordinating Conjunctions

Note that prepositions can also be used as clause markers and thus become subordinating conjunctions.

Examples: We will wait until you are ready.
 Before the day has ended, you will receive a wonderful surprise.

At the End of a Sentence

Contemporary usage permits a preposition at the end of a sentence, particularly at the end of a question.

Examples: What are you looking for? What are you talking about?

However, do not use a preposition twice.

Incorrect:	Do you have the book to which he was referring to?
Correct:	Do you have the book to which he was referring?
Incorrect:	This is the subject of which I was speaking of.
Correct:	This is the subject of which I was speaking.

Drop the second preposition in each sentence. Note that sentences with a preposition and the word *which* often lead to the erroneous doubling of the preposition.

Prepositions clarify meaning and add specific details.

Exercise 1

Prepositions



Underline the prepositional phrases in orange.

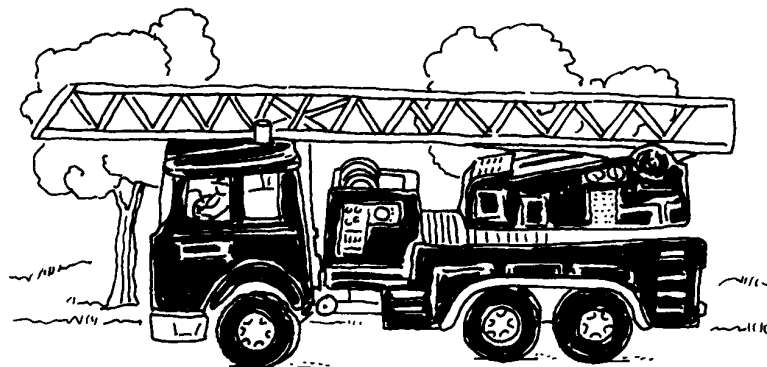
1. Many houses are for sale at this time.
2. Some of the larger ones command a high price.
3. Of all the houses on this block, Colleen liked that one the best.
4. Jenna favors the one with the green trim on the shutters.
5. Kerry, on the other hand, likes the house with the pool in the backyard.
6. We have no favorites among the houses, but we do like the one on the corner very much.
7. Our friends live in that house and have been there for eight years.
8. They have spent a lot of time on their yard.
9. Their patio is covered with bright blue and white canvas.
10. Under the canvas are tables and chairs made of redwood.
11. Around the edge of the patio are beds of pink begonias and clay pots with pink and white impatiens.
12. At the back of the yard are honeysuckle bushes and small beds of zinnias and other cutting flowers.
13. Behind the bushes they have planted a garden of tomatoes, green beans, and squash.
14. Wire frames have been placed over the tomato plants.
15. We can see a number of bird nests.
16. The nests are made of twigs and strings.
17. Some of them seem quite crooked!
18. Our friends try to be fair with their neighbors.
19. However, they have had some problems with the two big dogs who play in everyone else's yard.
20. For some time now, the dogs have been digging in the garden.
21. I'm sure problems will arise from their digging activities.

Exercise 2

Prepositions

Underline the prepositional phrases in orange.

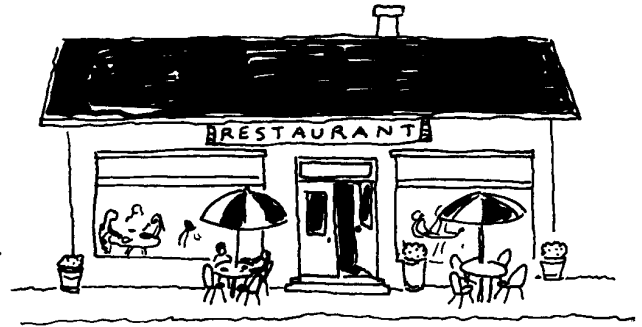
1. The new students hope to be part of the group.
2. They seem eager to help with the Student Governing Board activities.
3. If you have money to spare, put it into the money market.
4. A balanced program of saving will be invaluable in the future.
5. These figures in red will interest our economists.
6. Of all the students, Meg was the brightest.
7. In order to cope with the situation, consult with your advisor.
8. She will guide you in the selection of courses to be taken.
9. I knew you would like the offerings in the Psychology Department.
10. Under the new law, that company will be in trouble.
11. In all her life, she had never met a person of that caliber.
12. You will find her office on the right of the double doors.
13. She gets hungry in the afternoon; but at breakfast, nothing appeals to her.
14. The gruffness in his manner is matched by the rudeness of his speech.
15. Within ten minutes, the Glenview Fire Department was there to rescue the cat.
16. All the neighbors were in their yards to see the cat brought down from her birdlike perch.
17. Have we anything to offer her for lunch?
18. What responsibilities have you asked her to handle in that department?
19. Could you check out the details of the report?
20. If we consider the alternatives of the matter, should we proceed with the program now?



Exercise 3

Prepositions

Underline the prepositional phrases in orange.



1. We drove to Gray's Lake for dinner.
2. On the way, we watched people at their work or at play.
3. Some children were at the playground, on the swings, in the sandbox, and on the seesaw.
4. In the west, the sun was moving slowly down the sky toward the horizon.
5. The restaurant was a small place with two rooms.
6. Each room of the restaurant was decorated in a different decor with bright colors.
7. Beside our table was a fireplace of brick.
8. Within our room were four tables of wood and four booths of leather.
9. Thirty people were in the room.
10. All four of us chose the same item on the menu for dinner.
11. Between each course, we watched the other diners around us.
12. Under the soft lights, the women's faces looked younger than they had before the lights were turned on.
13. My friend wore a lacy blouse beneath her suit jacket.
14. The fabric was delicate against her skin.
15. Through the lace I could see a lining of some pale pink material.
16. I could see a woman across the room wearing the same shade of pink.
17. Under my plate was a map with points of interest in Illinois.
18. Although I could not see musicians, I could hear the beat of music coming from some unknown source.
19. We could hear the music until eight o'clock.
20. At the end of the evening, we drove home slowly down Highway 45.

Exercise 4

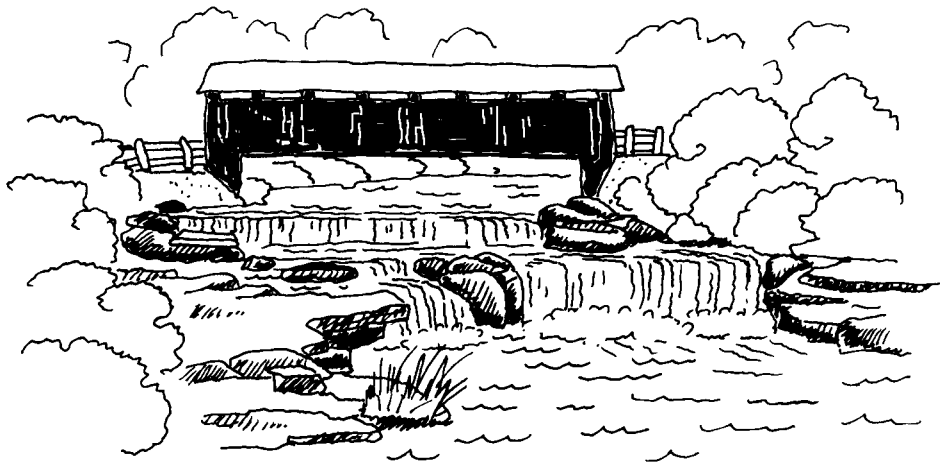
Prepositions

Underline the prepositional phrases in orange.

1. Ryan is eager to work in the library.
2. She will be able to handle any assignment in that area.
3. Eden and Darrea will come to our house on Saturday for dinner.
4. You will be asked to eat roast chicken prepared from an Italian recipe.
5. Grecian chicken is also a good recipe to have on the menu.
6. My friend likes to prepare potato salad to serve with the chicken.
7. She has several recipes from friends who like to share ideas with her.
8. Around noon we will take a break for lunch in the shade under the linden trees.
9. The sun throws bright light through all those windows on the west side.
10. The heat from the sun will be too much for the plants on the windowsill.
11. Around the column in the corner would be a better place to place the plants.
12. Concerts under the stars provide pleasure for many people.
13. In St. Louis we always went to the Municipal Opera to hear the summer series of musical offerings.
14. Even while we still lived in Milwaukee, we went to one of the large parks to enjoy all types of music.
15. Summer also seems to be the time for science-fiction movies.
16. Lauren's daughter rented *Titanic* on Saturday evening; Stan and Beth want to see it again because it was an exciting movie in every respect.
17. The special effects of such movies appeal to many people and create questions.
18. What can we do to please the young woman in the brown suit?
19. Under the circumstances, she does not know what to say to you.



Conjunctions



A conjunction is used as a connector in a sentence and shows a relationship among ideas. Conjunctions are placed in four categories: coordinating conjunctions, correlatives, subordinating conjunctions, and conjunctive adverbs.

Coordinating Conjunctions

Coordinating conjunctions connect equal words, phrases, and clauses. The coordinating conjunctions are *and*, *but*, *or*, *nor*, sometimes *so*, *for*, *yet*.

Examples: salt and pepper
of iron and of steel
unyielding but diplomatic
The cows ran wild, and they invaded the garden.
He is young, but he will do.

Coordinating conjunctions are found in all kinds of sentences; but as clause connectors, they are most often used in compound or compound-complex sentences.

Correlatives

The correlatives are closely related to the coordinating conjunctions. However, these connectors are different because they appear in pairs.

Correlatives (pairs):	both/and	whether/or
	either/or	neither/nor
	not only/but also	so/as

Examples: Ruth is not only generous, but she is also kind.
They are both cold and hungry.

It is important to keep these conjunctions as close as possible to the words they modify.

Subordinating Conjunctions

The list of subordinating conjunctions is long. Only a few are listed here. In certain contexts, other parts of speech, such as adverbs and prepositions (even demonstrative pronouns), become subordinating conjunctions. Subordinating conjunctions head dependent clauses, either at the beginning, in the middle, or at the end of a sentence.

Subordinating

Conjunctions:	although	before	until
	as	if	when
	because	since	while

Examples: Since the wind blew out the panes, we must replace them.
He needs money because his rent is due.
Before the clock strikes nine, Lacey will arrive.
(Prep.)
When you can, please give Kimmy one of those books.
(Adverb)

Conjunctive Adverbs

Conjunctive adverbs are special adverbs that link clauses in a compound or compound-complex sentence. To avoid a sentence error, a semicolon precedes the conjunctive adverb, and a comma follows it. Only a few of these conjunctions are listed here.

Conjunctive Adverbs:	accordingly	however	nevertheless
	consequently	moreover	therefore

Examples: He has worked hard; therefore, he deserves a vacation. (one usage)
He has worked hard; he therefore deserves a vacation. (another usage)

Conjunctions provide the links for logical relationships and help create strong sentences.

Exercise 1

Conjunctions

Underline conjunctions in purple.

1. Our friends are going to Denver, and they plan to visit us on their return trip.
2. They hope to arrive by six o'clock Friday afternoon, but we all know they may be delayed.
3. We have made many plans for showing Chicago to them; however, it is possible that they will want just to rest and talk.
4. Since we have not seen them for four years, we would also enjoy a quiet visit.
5. Although Nina and I have been making preparations for the food we will need, and we have many items in the freezer, we have not finished with all the cooking and baking.
6. Today we will prepare a triple batch of spaghetti sauce, and we will bake three kinds of cookies that freeze well.
7. "Neither rain nor sleet" will keep us from our schedule.
8. We must stay on schedule because our time is short, and our friends will be here in two weeks.
9. Not only must we prepare the food, but we must also pay some attention to the house.
10. Our friend Carol is meticulous about her home, so we must try not to shock her with our casual habits.
11. Everything outside is almost ready; however, we must stain the fence and the red-wood patio furniture.
12. When the work is finished, we will paint the retaining walls and the floor of the patio.
13. We have various tasks to accomplish indoors; accordingly, we should divide the work to be done.
14. If we do not decide now, we are lost!

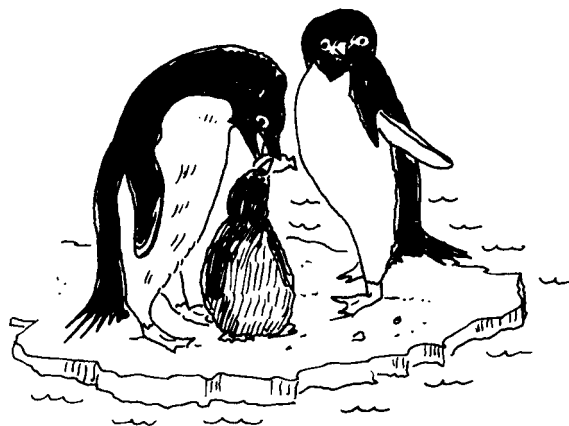


Exercise 2

Conjunctions

Underline the conjunctions in purple.

1. Have you ever visited the Brookfield Zoo (in the Milwaukee area) and viewed the natural settings in which the animals live?
2. Public demand for a new zoo arose years ago; however, it took many years before it became a reality.
3. When we first heard about the plans, we were dubious about the practicality of the site itself; moreover, we felt the financial problems would be overwhelming.
4. Neither the city officials nor the citizens of Milwaukee favored a major tax increase.
5. Plans went forward, however, and opposition declined.
6. Construction of the facilities presented a few obstacles, but work on the entire area proceeded quite smoothly.
7. Not only are the animals physically comfortable in their own areas, but they also seem contented.
8. Small chattering monkeys roam freely on their island and play happily with one another.
9. Polar bears have both manmade caves and shelves for resting when they feel lazy.
10. One building houses a fascinating collection of penguins; however, Brent has seen other good displays of those black-and-white birds.
11. Since you like to study penguins, you may want to check the Brookfield display; moreover, you may be able to talk with the zoo superintendent.
12. Perhaps we could drive up on Tuesday, or we could leave on Thursday afternoon.
13. While we are gone, Dad will take care of the house and our pets.
14. Let us leave early before the traffic gets heavy.



Exercise 3

Conjunctions



Underline the conjunctions in purple.

1. Whenever the wind blows hard, the shutters rattle and shake; nevertheless, we feel safe in our house.
2. Because the wind is so strong at times, we have lost three storm doors that were expensive to replace.
3. We are in the Tornado Belt; consequently, the area is subject to severe thunderstorms and frequent tornado warnings and watches.
4. When Merle was thirteen, she was caught at school during a tornado, but she was unharmed.
5. However, all the windows of the school were blown out, and there was extensive damage to the roof.
6. After they had spent several hours in the basement, the students were led back to their classrooms where they were to wait until the word came to send the students home.
7. The teacher opened the door of Merle's room, and all the children, who were standing in a straight line, fell back like bowling pins, knocked down by the strong gust of wind that came from the classroom.
8. The teachers did not know whether or not the streets were safe to travel, yet they dismissed their students for the day.
9. Merle remembers trudging down the streets on the way home and wondering which wires that were down were live and which ones were not.
10. When she finally reached home, having moved carefully past debris of all kinds and blown-down trees, she found her frantic mother waiting on the porch for her.
11. Because her father had his office in the part of town that was hit the hardest, Merle and her mother were extremely worried.
12. When it was safe, the entire family drove down streets where buildings were leveled to the ground.
13. Tornadoes create freakish situations, and this one was no exception.

Interjections



Interjections are expressions of feeling. This part of speech may be a sound that reflects varying degrees of emotion, or it may be a word, phrase, or sentence that conveys special meaning.

Examples: Oh!
 Darn! I hurt my thumb.
 Be careful!
 Oh no, you don't!
 He stole my wallet!
 Mary, listen!
 Hooray!

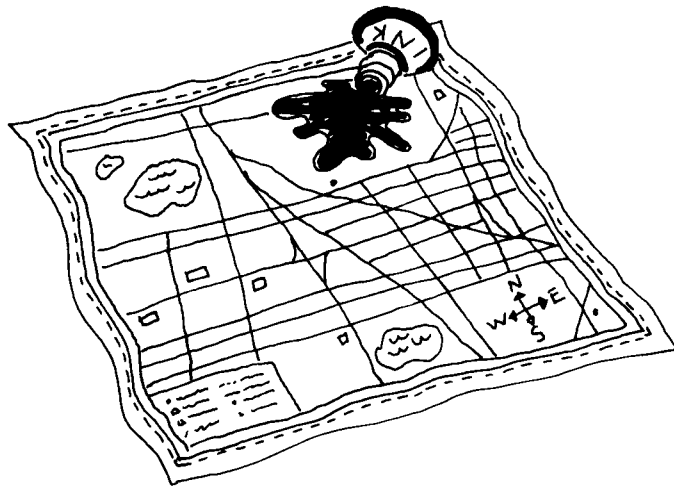
NOTE: Never overdo such expressions. Too many interjections detract from a satisfactory style of writing. The exclamation point follows a long or short interjection and creates an exclamatory sentence, phrase, or word.

Exercise 1

Interjections

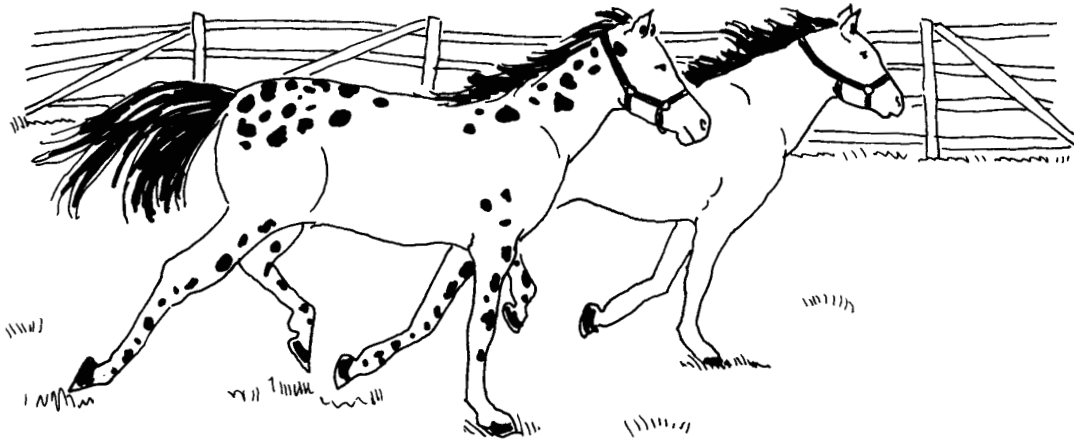
Underline interjections in black.

1. Watch it! That box is toppling over.
2. Oh! Look at that sunset.
3. Kali! Stop that.
4. Did you hear that!
5. Good heavens! The clock was twenty minutes slow.
6. You had an accident!
7. No! You may not take the car.
8. Well! That remark was unkind.
9. Come here, Scott!
10. Stop, thief! Stop that man!
11. Oh, how lovely that music is!
12. We want to check—drat! You spilled ink on my map.
13. All of your ideas are splendid!
14. Yes! You guessed the answer.
15. I can't believe it!



Verbs 2

Transitive, Intransitive, Linking



Verbs are identified as transitive, intransitive, or linking.

Transitive

Most transitive verbs are action verbs that require a direct object to complete the meaning of the sentence. Direct objects (**DO**) are nouns or pronouns that receive the effect of the action. They answer the questions of *what* or *whom*.

Examples: Five engineers built the bridge.
(TV) (DO)

Kendall met the woman.
(TV) (DO)

SPECIAL: Some transitive verbs do not indicate direct action, but they also require a direct object.

Examples: Beth received a trophy.
(V) (DO)

Ben owns two ranches.
(V) (DO)

An intransitive verb does not need a direct object to complete the meaning of the sentence; it can stand alone with its subject.

Examples:

Some verbs can be used either as a transitive (**TV**) or as an intransitive (**IV**) verb.

Examples:

Examples:

Linking verbs connect the subject to a predicate noun (**PN**) (or pronoun) that restates the subject or to a predicate adjective (**PA**) that describes the subject. Linking verbs are the forms of the verb *to be* (*is, are, am, was, were, been*), plus a special group of verbs, including those following, that can also be linking verbs in certain constructions (note the *sense* verbs).

appear	feel	prove	sound
become	get	remain	stand
continue	grow	seem	taste
elect	look	smell	turn

- Examples:** Bob turned traitor.
(LV) (PN)
- It is I.
(LV) (PN)
- The bride's name is Jane.
(LV) (PN)
- He was the president.
(LV) (PN)
- The boys were born leaders.
(LV) (PN)
- Nan seemed melancholy.
(LV) (PA)
- Linda looked pale.
(LV) (PA)
- The sun is bright today.
(LV) (PA)
- Our friends were angry.
(LV) (PA)

The verb *to be* is used not only as a linking verb, but it also combines with other verbs to become transitive or intransitive.

- Examples: Linking**
- Erin has been the treasurer.
(LV) (PN)
- Sue is happy.
(LV) (PA)

Transitive

- Sally is bringing the salad.
(TV) (DO)
- The men are planning a retreat.
(TV) (DO)

Intransitive

- Eric is singing.
(IV)
- Trouble has been brewing since last week.
(IV)

Care must be taken to identify the verb in its specific context.

Exercise 1

Verbs 2—Transitive, Intransitive, Linking

Identify the following verbs as transitive (TV) or linking (LV) in the blanks provided.

1. She is a dynamic person. _____
2. Julia caught the rabbits for the girls' hutch. _____
3. David will prepare dinner tonight. _____
4. Ken has always been a leader in his group. _____
5. I will take the brown dress. _____
6. Glenn asked Regina to be his wife. _____
7. Andy is Karen's brother. _____

Identify the following verbs as Transitive (TV) or Intransitive (IV).

1. It has been raining all night. _____
2. The weather changed quickly. _____
3. Did you pack your suitcase? _____
4. She opened the drawer of the cabinet. _____
5. The car changed its direction. _____
6. The moonlight reflects beautifully on the water. _____
7. Dana is still fussing about the incident. _____



Identify the following verbs as Transitive (TV), Intransitive (IV), or Linking (LV).

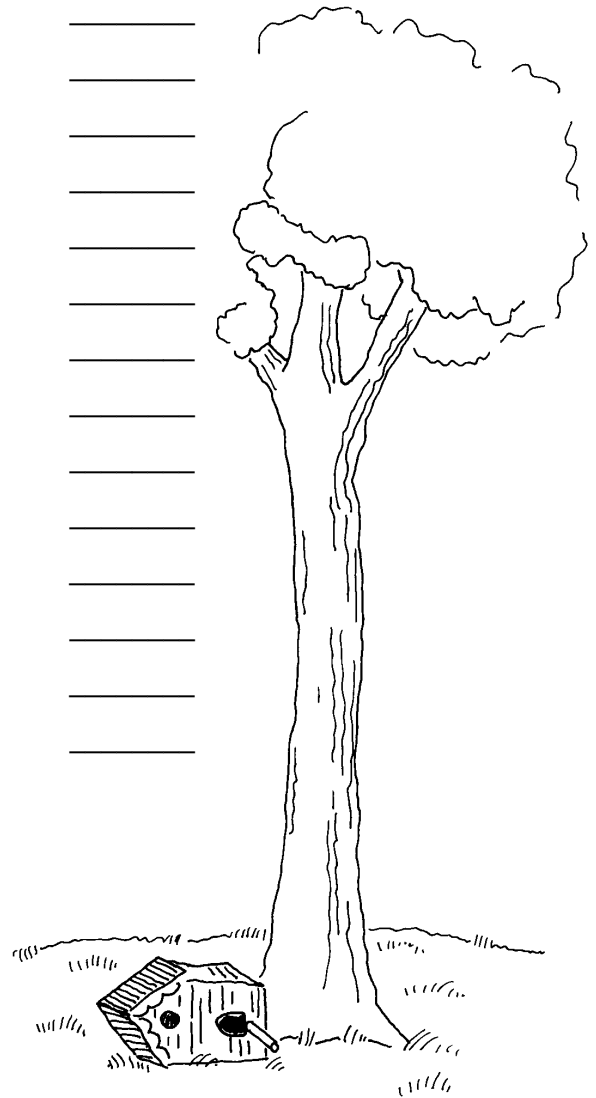
1. Close the door. _____
2. The boat is leaving promptly at seven. _____
3. The bears' cubs are cute. _____
4. The box holds fifteen statues. _____
5. The girls seem pleasant. _____
6. Kate is shampooing her hair. _____
7. The new coats are full and long. _____

Exercise 2

Verbs 2—Transitive, Intransitive, Linking

Identify the verb as transitive (TV) or intransitive (IV) in the blanks provided.

1. Grandfather pitched horseshoes all afternoon. _____
2. Jaclyn baked cookies for the party. _____
3. The twigs burned quickly. _____
4. Marcy set the table. _____
5. The flies annoy Paul. _____
6. Her arm hurts. _____
7. Did you pack your belongings in the trunk? _____
8. The cold air stings my cheeks. _____
9. Their family ate dinner with us. _____
10. The pot roast simmered in its own juices. _____
11. Larry mowed the lawn last Friday. _____
12. Our birdhouse blew down. _____
13. Squeaky, the squirrel, rocks on the bird feeder. _____
14. Our cardinals have disappeared. _____
15. I miss the birds. _____
16. In the fall, they will return. _____
17. We could work on the quilt tonight. _____
18. All the roses have withered on the bushes. _____
19. Our friends traveled by plane. _____
20. They moved their furniture in June. _____



Exercise 3

Verbs 2—Transitive, Intransitive, Linking

Identify the verb as transitive (TV), intransitive (IV), or linking (LV) in the blanks provided.

1. She has been pleasant every day. _____
2. They snack all the time. _____
3. Mr. Brown has been elected president. _____
4. Lizette is a tennis teacher. _____
5. The dog ate the bones with relish. _____
6. The children are quarreling. _____
7. Her new car is bright red. _____
8. Crystal's eyes are an unusual hazel color. _____
9. She wrote her sociology paper in three days. _____
10. The dock stretches for two miles along the shore. _____
11. Our cat is a feline character. _____
12. He touched Amanda on the shoulder. _____
13. She has been a good friend. _____
14. Dinner was especially good this evening. _____
15. She is Helen of Troy to David. _____
16. I have cleaned the vegetables. _____
17. The garden is producing a bumper crop. _____
18. They are coming for brunch on Sunday. _____
19. This channel is the best. _____
20. The sun is setting. _____
21. Open the door for Jenny. _____
22. Joanne packed her trunk yesterday. _____
23. Tyler has written a travel book. _____
24. The fish is crisp. _____
25. He has ordered a small boat. _____



Exercise 4

Verbs 2—Transitive, Intransitive, Linking

Identify the verb as transitive (TV), intransitive (IV), or linking (LV) in the blanks provided.

1. They sent a lovely bouquet of red roses. _____
2. Has the noise stopped? _____
3. She is extremely enthusiastic about her new project. _____
4. For one week our parents hiked through the mountains. _____
5. We have worked long enough on the catalog copy. _____
6. Has the printer sent us the proofs? _____
7. The weather has been delightful for two days—a bonus in August. _____
8. An orchestra of crickets has entertained us this evening. _____
9. Beyond the ridge of hills in the distance lies Asheville. _____
10. They have promoted their business interests all over the world. _____
11. Could you help us here? _____
12. The flute music sounded bubbly and beautiful the other evening. _____
13. Kurt Masur was the conductor. _____
14. The Chicago Symphony also gives concerts in Milwaukee. _____
15. We could have the Cobb salad for dinner and roast-beef sandwiches for lunch. _____
16. Our food has been delicious every day this week. _____
17. Under the circumstances, we feel fortunate indeed. _____
18. Marian and Blaine are dedicated book lovers. _____
19. They read with open minds. _____
20. She has a fine critical sense—appreciated by many of us. _____



Verbs 3

Voice



The *voice of the verb* refers to the active or passive quality of a verb. Active verbs are in sentences with a subject that acts; passive verbs are in sentences in which the subject is acted upon.

Examples: **Active Verb**

The monkey ate all the peanuts.

Passive Verb

The peanuts were eaten by the monkey.

To change the voice of a verb from active to passive, three steps are necessary:

1. The direct object of the verb becomes the subject (**S**) of the passive-voice sentence.
2. The subject of the active verb is placed in a *by* phrase or is omitted from the new sentence.
3. The past participle of the verb (**V**) is used with an appropriate form of the verb *to be*.

To change the passive voice of a verb to the active voice:

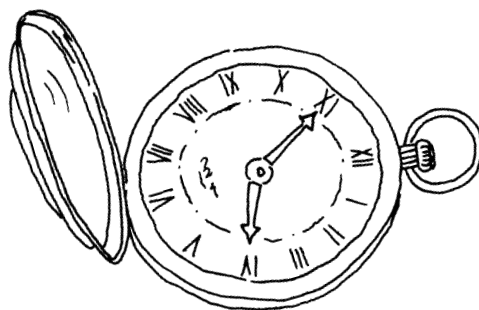
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Exercise 1

Verbs 3—Voice

Identify the voice of the verb in the blanks at the right: active (A), passive (P).

1. Our company's salesmen broke all records last week. _____
2. They sold four tons of sugar. _____
3. Sugar has been condemned by health-food addicts. _____
4. Vice-President Hearty presented plaques to his salesmen. _____
5. The plaques were hand carved by Rolf Marten, a famous woodworker. _____
6. Mr. Goodbody received a gold watch. _____
7. His watch was purchased in Lucerne. _____
8. Mr. Goodbody wanted a walnut plaque for his den wall. _____
9. Mr. Goodbody also received a book on *How to Cope with Life's Disappointments*. _____
10. This short book was written by Henry Huffy. _____
11. Henry received a gold watch last year. _____
12. His gold watch was manufactured in Brooklyn. _____
13. Mrs. Huffy fully shared her husband's disappointment. _____
14. She bought Henry a lime-colored plastic plaque. _____
15. She found the plastic plaque at Doby Delightful Doodads Shoppe. _____
16. The shop had been named by Doby's father Si Monsays. _____
17. Henry's lime-colored plastic plaque offered these words: "Cope, Henry, Cope." _____
18. Those philosophical words were remembered by Henry. _____
19. He helped other salesmen by writing his book on *How to Cope*. . . . _____
20. Mr. Goodbody read the book carefully and threw it away. _____

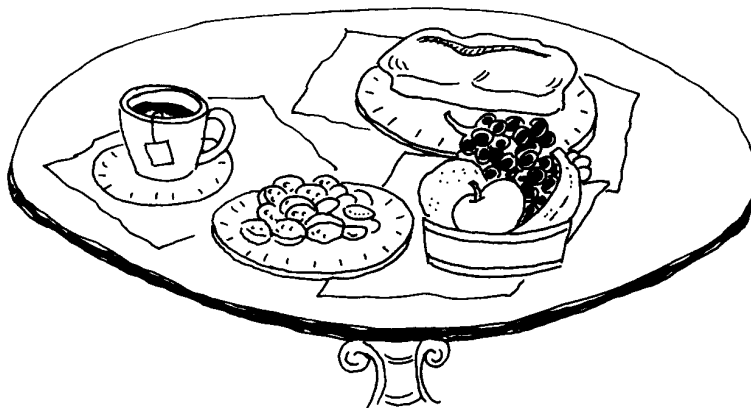


Exercise 2

Verbs 3—Voice

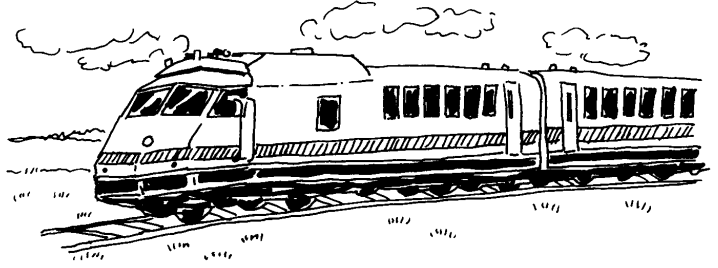
Identify the voice of the verb in the blanks at the right: active (A) or passive (P).

1. Many interesting people were seen at the cafe. _____
2. We saw four Russians at the table behind us. _____
3. Their native costumes were worn. _____
4. On one side of the room two separate parties of Arabs ate fruit and nuts. _____
5. Irish Nationalists seated to our left ordered their tea quietly. _____
6. Full headdress was worn by an American Indian. _____
7. Hopi Indians from Arizona sold silver jewelry outside the cafe. _____
8. We ordered Chicken Kiev from a Portuguese waiter. _____
9. Twelve tempting entrees were listed on the menu. _____
10. A French singer entertained the attentive customers. _____
11. Her songs pleased everyone. _____
12. Few people can resist the charm of this cosmopolitan restaurant. _____
13. It was built twenty years ago by my father's friend. _____
14. The restaurant provides a decor unmatched by any other in town. _____
15. Its ambiance has been appreciated by several generations of New Yorkers. _____
16. We liked the reasonable prices. _____
17. The prices are determined by a Scotsman. _____
18. We thoroughly enjoyed dancing to music of the '60s. _____
19. That evening will be remembered for a long time. _____
20. You have been invited to join us next week. _____



Exercise 3

Verbs 3—Voice



Change the following sentences from active to passive voice.

1. Purple trains create excitement.

2. We saw four purple trains last week.

3. The four trains carried twelve young gazelles.

4. Each gazelle wore a blue raincoat.

5. Their blue raincoats covered lemon-yellow suits.

6. I have described a dream, of course.

Change the following sentences from passive to active voice.

1. The Parade of the States was seen on TV last week.

2. The parade was planned by the Shriners.

3. Fascinating floats were created.

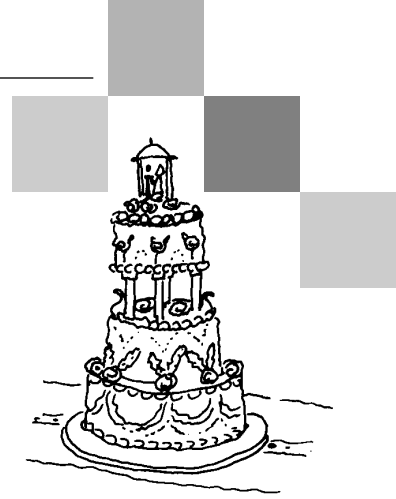
4. A long speech was given by Mayor Dogood.

5. Several of Sousa's marches were played.

Exercise 4

Verbs 3—Voice

Change the following sentences from passive to active voice.



1. Our breakfast was served with a flair by the new waitress.

2. Tori's car has been washed by my young cousin.

3. The wedding cake is cut into small pieces.

4. The chair has been painted a bright red.

5. Mother's paintings have been rehung.

6. Dinner has been prepared by Lee and Monika.

7. Her room was cleaned by Ashley.

8. The garage was painted by two college boys.

Exercise 5

Verbs 3—Voice

Change the following sentences from active to passive voice.

1. The cruise ship provided a basket of delicious fruit for each cabin.

2. Many young people love Michael Jordan.

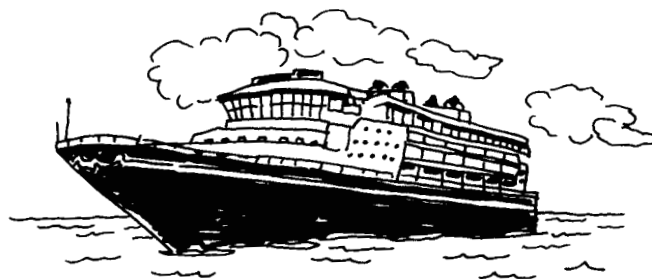
3. The handsome waiter brought the wine to accompany our dinner.

4. The morning paper published a report concerning the mayor's finances.

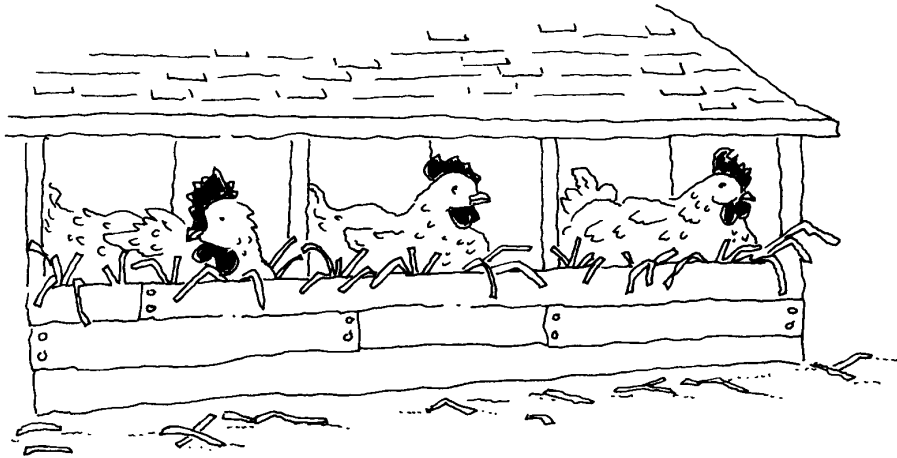
5. Our garden club selected the state president to speak at the first meeting.

6. My friend takes her toddler to the park every day.

7. My favorite opera star sang the lullaby from *Hansel and Gretel* last night.



Troublesome Verbs



Six verbs create problems for many writers: *lay* and *lie*, *raise* and *rise*, and *set* and *sit*. To conquer the use of these verbs is to move an important step forward in the precise use of the language.

lay, laid, laid—transitive verb—“to place”

lie, lay, lain—intransitive verb—“to rest” or “to recline”

Note that the major problem develops with the present tense of the verb *lay* and the past tense of the verb *lie*, which is also *lay*. Be careful!

Examples: **Lay**

You may lay the clothes on that chest.
(TV) (DO)

Dad laid the floor yesterday.
(TV) (DO)

Our hens lay huge eggs.
(TV) (DO)

Examples: **Lie**

She must lie down before we leave.
(IV)

Their chalet lies in a small meadow enclosed by mountains.
(IV)

John lay there, half asleep, for an hour after Bob awakened him.
(IV)

The cards have lain on the table for half an hour.
(IV)

Raise, raised, raised—transitive verb— “to lift”

Rise, rose, risen—intransitive verb— “to get up”

Examples: **Raise**

Please raise the window.
(TV) (DO)

She raised her GPA last semester.
(TV) (DO)

Example: **Rise**

We must rise at seven to be on time.
(IV)

Her friends rose to greet her when she arrived.
(IV)

They have risen early to watch the migrating geese.
(IV)

Set, set, set—usually transitive— “to put”

Sit, sat, sat—intransitive— “to occupy a seat”

Examples: **Set**

Tina set the vase on the table.
(TV) (DO)

Mary had set it there last week.
(TV) (DO)

Note these special uses of *set*:

1. The sun will set soon.
(IV)
2. Has the gelatin set, or is it still too soft to eat?
(IV)

Examples:

Sit

Will you sit here, please?
(IV)

They sat with us at the concert.
(IV)

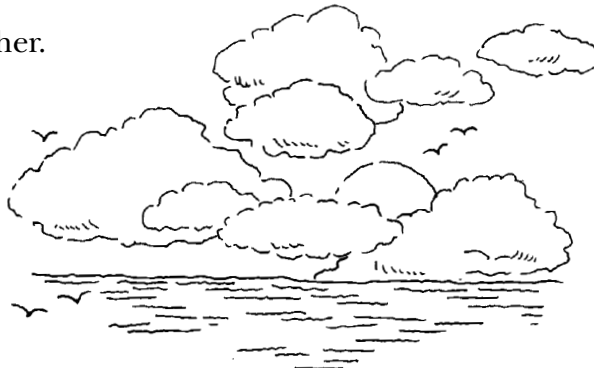
They have sat with us before.
(IV)

Exercise 1

Troublesome Verbs

Underline the correct form of the verb.

1. My friend (lay, laid) on the couch all afternoon.
2. Did you watch them (rise, raise) that house off its foundation?
3. If you (sit, set) with your friends, will your parents be hurt?
4. Was the sun (sitting, setting) when you arrived?
5. I am so sleepy I can hardly (rise, raise) my eyelids this morning.
6. Her books have been (lying, laying) there for three days.
7. Perhaps you need to (lie, lay) down before dinner.
8. Those figures have (risen, raised) for the past six months.
9. Yesterday my pet hen (laid, lay) an egg.
10. Please (lie, lay) the key on the hall table.
11. They (rose, raised) corn when they lived in Iowa.
12. Sandra (set, sat) the tea kettle on the stove.
13. Michael will (rise, raise) at six—his usual time.
14. Pam (laid, lay) her painting equipment on the work table in her studio.
15. Adam (lay, laid) there watching her carry everything by herself.
16. He could have (risen, raised) to help her.
17. Uncle Pete (laid, lay) out his fishing equipment yesterday.
18. You might (sit, set) that vase on the mantel.
19. Has the sun (set, sat)?
20. They (rose, raised) to applaud her.



Exercise 2

Troublesome Verbs

Underline the correct form of the verb.

1. Last night the twins next door (sat, set) out their equipment for camp.
2. They will (rise, raise) at eight tomorrow to head north.
3. They (lay, laid) down at nine last night, but they were too excited to sleep.
4. Forrest will (lay, lie) their tennis racquets in the back of the wagon and (raise, rise) the back seat to (set, sit) the rest of their gear underneath it.
5. He (lay, laid) their sleeping bags in the back of the wagon last night.
6. When they get to camp, Robin will help (rise, raise) the flag.
7. They will be assigned to a tent where they will (lie, lay) each night.
8. All their gear must be (set, sat) in order before dinner.
9. We (have lain, have laid) your materials on the brown desk.
10. Some papers have been (lying, laying) there for days.
11. If we move those papers, we will really (rise, raise) some dust around you.
12. Perhaps we should (sit, set) the plants out of the way.
13. The maintenance man often (lies, lays) his tools there.
14. They (rose, raised) from their cots when the morning bell was rung.
15. Bart is hungry; has the gelatin (set, sat) so we can start dinner?
16. Come (sit, set) on the swing with me, Laura.
17. Did you (sit, set) the table?
18. Look at them (rise, raise) that car up!
19. When did you (lie, lay) down last?
20. Where did you (set, sat) your glass?



Verbals



Three verbals provide variety and clarity of expression. They are the infinitive, the gerund, and the participle.

Infinitive

The infinitive is formed from the preposition *to*, plus the root of a verb. The preposition *to*, in this form, is called “the sign of the infinitive.”

to laugh

to dance

to smile

to cry

to shout

to regard

Examples: He wanted to shout with joy
 Rob hoped to major in English.

Gerund

The gerund is an *-ing* form of a verb. The gerund is used as a noun for any function of the noun: subject, object of the preposition, direct object, indirect object, or predicate noun.

Examples: Running is good exercise.
 They enjoyed her singing.
 He won the race by persevering.

Participle

The participle is an *-ing*, *-ed*, or *-en* form of a verb. The participle is used as an adjective.

Examples: His running jump won the meet for the team.
The sight of the rushing water delighted Felicia.
Hester was considered a fallen woman.
Brook is her given name.
The delighted child squealed with happiness.
Our cat was a frightened creature during the storm.

TIPS: To remember what the gerund and the participle represent, match the *n* in gerund to the *n*'s in nouns and the *a* in participle to the *a* in adjective.

Verbals are also found in phrases. See the examples below.

Infinitive: *To be an expert on politics* requires study.
Gerund: *Running the full race in September* has become his primary objective.
Participle: *Frightened by the roar of the lion*, the young teacher fled in panic.

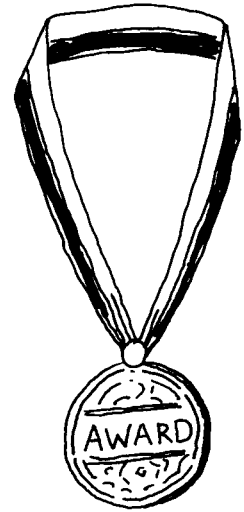
Note that the sense of each sentence depends on the full verbal phrase.

Exercise 1

Verbals

Underline all verbals, and in the blanks at the right, identify each as gerund (G), participle (P), or infinitive (I).

1. Winning means a lot to her. _____
2. The judge told her to answer. _____
3. Smiling, she accepted the medal. _____
4. To win is not always easy. _____
5. Charlotte, laughing and crying, sat down. _____
6. Her beaming parents watched the entire show. _____
7. Ryan took an apple to eat. _____
8. Eating has become too important to my friend. _____
9. He was eager to act in that play. _____
10. Jay will never receive applause for his singing. _____
11. Chugging and roaring, the moped climbed the hill. _____
12. They enjoyed the colors of the setting sun. _____
13. He wanted to give to the cause. _____
14. Swimming is fun for children. _____
15. Shaking, Kim spilled her milk. _____
16. He will try to dance with the group. _____
17. Their dancing is entertainment of the best kind. _____
18. The puppy tried to bark. _____
19. The delighted girls moved into their new apartment. _____
20. The landlord wanted to please them. _____
21. Her talking parrot was annoying him. _____
22. It never took much to annoy Timothy. _____
23. His chosen title of Grand Leader fits him. _____
24. Did you think he seemed irritated? _____
25. The girls, annoyed by the noise, moved out. _____

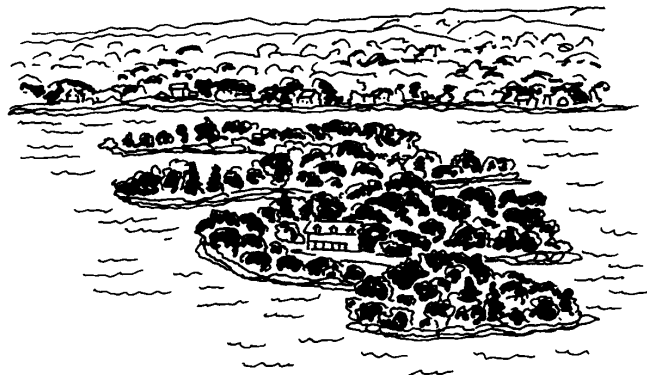


Exercise 2

Verbals

Underline all verbals, and in the blanks at the right, identify each as gerund (G), participle (P), or infinitive (I).

1. The rising moon is glistening on the water. _____
2. To walk with you sounds good to us. _____
3. The strolling musicians wanted to play for the diners. _____
4. Singing and playing, the musicians created a pleasing atmosphere in the cafe. _____
5. He wanted to go for a ride in the horse-drawn carriages. _____
6. Her ball gown, gleaming and glittering, was put on display. _____
7. The St. Lawrence River stretched before us; it sparkled in the blazing sunlight. _____
8. Do you want to eat at the restaurant inside the walls of the city, or should we try to get into the new place outside the walls? _____
9. Her screaming attracted the attention of the tourists. _____
10. Her sister's face, dimpling and smiling, was the better choice to paint. _____
11. The small craft, sailing bravely before the breeze, slipped quickly across the path of the barge. _____
12. Our friends like to eat popcorn while they watch the ships. _____
13. Those jogging men must be athletes from the university. _____
14. They want to stroll along the promenade; it is fun to watch the French people, talking and gesturing and laughing. _____
15. Their parked cars are on a steep hill behind the outdoor theater. _____
16. All the actresses, chosen for their dramatic abilities, are products of superb training. _____
17. What do they want to do now? _____

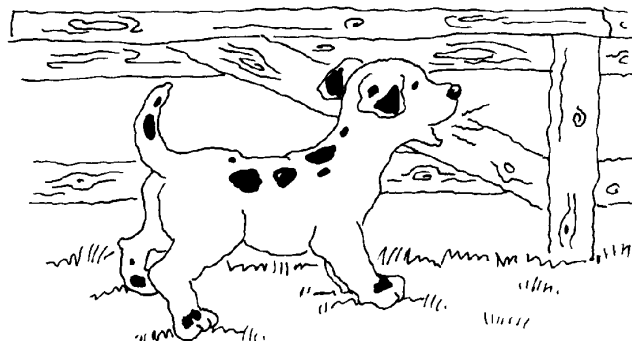


Exercise 3

Verbals

Underline all verbals, and in the blank at the right, identify each one as gerund (**G**), participle (**P**), or infinitive (**I**).

1. Yawning is not considered a polite response to a question. _____
2. Twisting and turning, the boys pushed their way through the milling crowd. _____
3. Constant cheerfulness is difficult for many people to achieve. _____
4. Brittany loves to swing for hours at a time. _____
5. His reputation is built on knowing what to do at the right time. _____
6. Ballet is her favorite form of dancing, and she is eager to learn. _____
7. The child, fussing and pouting, did not want to walk to school. _____
8. Her mother will give you the information about the racing that will begin next week. _____
9. His pleasure in singing was evident to everyone on the stage. _____
10. The pleased child was not one to forget her manners. _____
11. Our small dog, barking loudly, tries to protect the entire neighborhood. _____
12. The children actually enjoyed the freezing weather. _____
13. Screaming is Lauren's answer to bone-chilling horror films. _____
14. Joe and Carl are going to build a fence around their backyard. _____
15. Some of the old movies are exciting films to view. _____
16. Our nephew likes driving, and it is easy for him. _____



Exercise 4

Verbals

Underline all verbals and verbal phrases, and in the blanks at the right, identify each one as gerund (**G**), participle (**P**), or infinitive (**I**).

1. To hike in the woods is fun for Mary Kate. _____
2. That whirring sound is caused by the wings of birds in flight. _____
3. Through our snapshots, we hope to capture the geese in their V-shaped formation as they head south to winter. _____
4. His satisfied expression causes me to believe that we have been successful. _____
5. Taking pictures of wild birds is a hobby to be enjoyed. _____
6. Sam has taken unposed pictures at all hours of the day. _____
7. The setting sun has provided a unique background for the ducks that like to use our lake as a landing field. _____
8. Caroline never tires of watching their arrivals and departures. _____
9. Her hobby, or so I've heard, is to take black-and-white shots of all the birds. _____
10. To carry out her intent to create a book of tinted pictures has proved difficult for even that dedicated person. _____
11. Finding a publisher was not easy, and interesting her in the entire project was equally difficult to do. _____
12. What she wanted was to combine art and her love for her winged friends. _____
13. Discouraged at first, she persisted until she acquired a publisher last year. _____
14. Caroline is truly elated. _____
15. Soon she will leave for Algonquin Provincial Park in Canada to begin Phase Three of this exciting project. _____

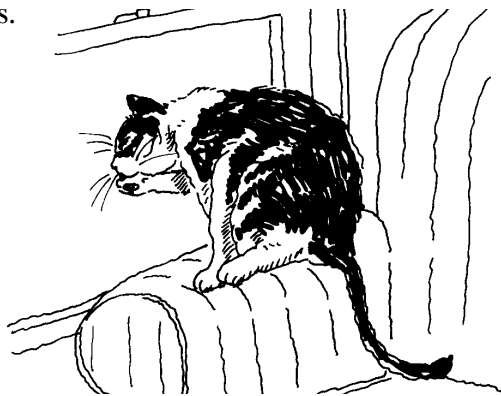


Exercise 5

Verbals

Underline all verbals or verbal phrases, and in the blank at the right, identify each one as gerund (**G**), participle (**P**), or infinitive (**I**).

1. My neighbor's domesticated cats think they are tigers with an innate right to stalk us as their prey and to prowl on any tabletop. _____
2. Growling fiercely, Misty might frighten a fly but would not fool any other living creature. _____
3. Flying through the air from the upper landing, Dusty thinks he is an eagle, clawed for combat. _____
4. He fools no one; without his huge ruff and tail of smoked-gray fur, he might offer ten pounds to stand off the oncoming hordes. _____
5. Stalking majestically through the house, Christopher Robin intends to impress humans and felines alike. _____
6. Each day he feels it necessary to exert his self-imposed authority upon his world. _____
7. To do this requires concentration on his part and a determination to get the best of the calf liver. _____
8. To tease Christopher Robin is Misty's continuing passion. _____
9. She waits until he has closed his eyes; then slinking along on her silver-tinted tummy, she inches forward carefully in her attempt to catch him off guard. _____
10. Now near his closed eyes and twitching nose, she snatches a bite from his tail, and racing away, leaps on the harvest table to stare at him. _____
11. Moving close to Christopher Robin one day, she was startled when he reached out and batted her on the nose. _____
12. Poised and aloof from these childish games, Dusty preens himself and watches from a secluded corner as if he intends to have nothing to do with those two foolish cats. _____



Phrases and Clauses



Phrases and clauses are units of words used in constructing sentences.

Phrases

A phrase is a group of words that are related.

<i>Examples:</i>	the thin blue pencil	(noun phrase)
	one distant silver star	(noun phrase)
	around the corner	(prepositional phrase)
	up the shiny golden pole	(prepositional phrase)
	running to meet her friend	(verbal phrase)
	chosen for the top position	(verbal phrase)
	to blow the horn	(verbal phrase)

Clauses

A clause is also a group of words that are related, but a clause is characterized by a subject and a verb.

Examples: Mary Ann ate breakfast with us.
(S) (V)

When fourteen guards protected the senator

Clauses are classified as independent or dependent. An independent clause can stand alone; it is a simple sentence; it provides a complete thought; it ends with a period or other end punctuation.

Examples: The novel captures the reader's interest.
 (S) (V)

A hot summer day can be tiring.
(S) (V)

A dependent clause, however, cannot stand alone; it does not complete the idea of the entire sentence.

Examples: after you have finished the yard work
because you like ice cream so much

Dependent clauses are almost always introduced by subordinating conjunctions, personal pronouns (*who, whom*), or relative or demonstrative pronouns (*which, that*, and so on).

Examples: since you spoke first
 whom you met
 which he had bought

Sometimes the introductory word is understood, similar to the understood *you* with the imperative mood of the verb; in the sentence “Come here!” (*you* is the understood subject: “[*You*] Come here!”)

Examples: Any fruit [which] you might like to eat is in the refrigerator. (*which* [that] is understood)
The book [that] you want is on the second shelf. (*that* is understood)
That man [whom] you just pushed is Bob's uncle. (*whom* is understood)

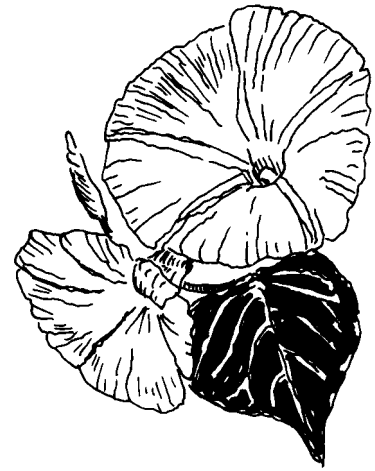
The introductory word for a clause may be omitted if leaving it out does not confuse the reader.

Exercise 1

Phrases and Clauses

Identify phrases and clauses; mark (P) and (C) in the blanks provided.

1. purple and white morning glories _____
2. under the puffy white clouds _____
3. although he likes to play with the band _____
4. we have not been there _____
5. toward the end _____
6. who has eaten the cherry pie _____
7. craving all the home-baked desserts _____
8. for the benefit of mankind _____
9. rushing along the road _____
10. Jason will not want to stay alone _____
11. I have never eaten venison _____
12. to the credit of the institution _____
13. count with me _____
14. but it will work _____
15. the sophisticated, superficial dialogue _____
16. apply pressure to stop the bleeding _____
17. stretching out before them _____
18. beside the barberry bushes _____
19. along the path _____
20. she hit the ball harder _____
21. careening down the road _____
22. now come here _____
23. through his good efforts _____
24. which is not easy _____
25. let us begin the game _____



Exercise 2

Phrases and Clauses

Identify phrases and clauses; mark (P) and (C) in the blanks provided.

1. when you can _____
2. all those beautiful women _____
3. from the ship _____
4. chewing heartily on her cud _____
5. she has seen the ring before _____
6. swinging wildly at the ball _____
7. between the spots _____
8. as long as you feel that way _____
9. purple mountaintops in the distance _____
10. run quickly to the store _____
11. rubbing briskly on the spot _____
12. have you cut the cake _____
13. under the yum-yum tree _____
14. their child is always hungry _____
15. under a cabbage leaf _____
16. to eat a lot _____



Write five phrases.

1. _____
2. _____
3. _____
4. _____
5. _____

Write three clauses.

1. _____
2. _____
3. _____

Exercise 3

Phrases and Clauses

Identify phrases and clauses; mark (P) and (C) in the blanks provided.

1. look under the maps in the glove compartment _____
2. picking red and yellow apples _____
3. to beat a drum _____
4. you will not be funded for the trip _____
5. cowering under a thin gray blanket _____
6. when you have seen everything _____
7. pushing up through the rich black loam of the field _____
8. we have sung those songs many times before _____
9. climbing aboard the boat was really not difficult _____
10. completely at ease and in command of the situation _____
11. she cut the vegetable into small pieces for the soup of the day _____
12. to understand the matter at hand _____
13. who has been the hero of the hour _____
14. let us review the problem _____
15. swirling ebony storm clouds gathered in the north _____
16. in the hem of her green leather skirt _____
17. beneath the brown file folders on the left _____
18. because he has written four times _____
19. loudly clanging and ringing in order to be heard _____
20. maybe it will be your turn _____



Exercise 4

Phrases and Clauses

Identify the following groups of words as phrases (**P**) or clauses (**C**).

1. over the hill _____
2. climbing the mountain _____
3. when I can _____
4. she sings well _____
5. if you see him _____
6. the boy hit it _____
7. before the game _____
8. as he ran _____
9. the game started _____
10. when he arrives _____
11. from a lark _____
12. singing all the high notes _____
13. to hit the ball well _____
14. painted bright pink _____
15. to the car _____



Identify the following clauses as independent (**IC**) or dependent (**DC**).

1. if you can _____
2. please come to see her _____
3. I am going to the theater _____
4. when he is singing _____
5. although you know her _____
6. the essay should be four pages long _____
7. if you tell her _____
8. why he feels that way _____
9. when we shall meet again _____
10. I don't know _____

Exercise 5

Phrases and Clauses

Identify the following clauses as independent (**IC**) or dependent (**DC**). Identify the subject in red, the predicate verb in green.

1. move the box over here _____
2. since you met her yesterday _____
3. the program is boring _____
4. put the pillows on the sofa, please _____
5. if you have finished your work _____
6. because the weather is too cold _____
7. give the book to Carrie _____
8. which is too large _____
9. although the cake tastes good _____
10. can you hear me _____
11. when the garden is in bloom _____
12. why the room is quiet _____
13. blue ribbons will look perfect _____
14. until the roast is brown _____
15. all the details are ready _____
16. did you buy gasoline _____
17. when the bill has been sent _____
18. as soon as we finish our exams _____
19. Mother plays the piano _____
20. so that the figures balance _____

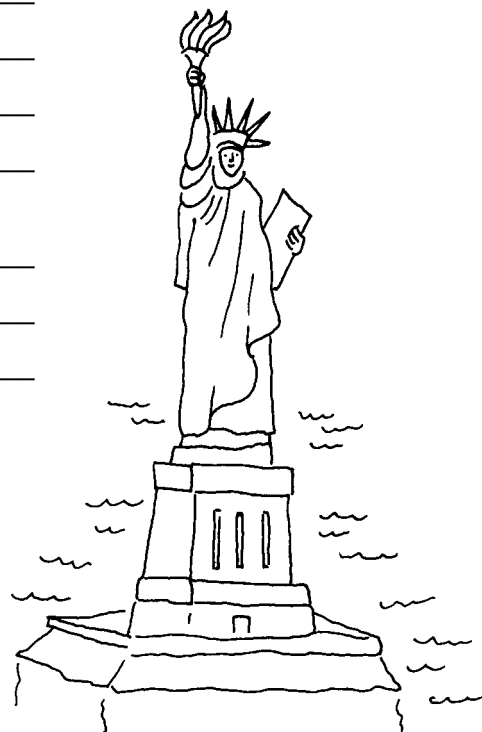


Exercise 6

Phrases and Clauses

Identify the following clauses as independent (**IC**) or dependent (**DC**). Underline the subject noun in red, the predicate verb in green.

1. whatever the trial produces _____
2. let me call the doctor now _____
3. lions are regal animals _____
4. that you are here _____
5. her singing was disappointing _____
6. as the song ended _____
7. if the statistics are correct _____
8. then we will call in an accountant _____
9. until the bus comes _____
10. they crushed the grapes for the wine _____
11. although time is too short _____
12. since they left here to go to New York _____
13. not everyone has that information _____
14. when school is out for the summer _____
15. unless you hear from me _____
16. as soon as she is here _____
17. three journals will be enough _____
18. our leader, exhausted by the trip,
slept for fourteen hours _____
19. if his partner arrives _____
20. because pie has too many calories _____

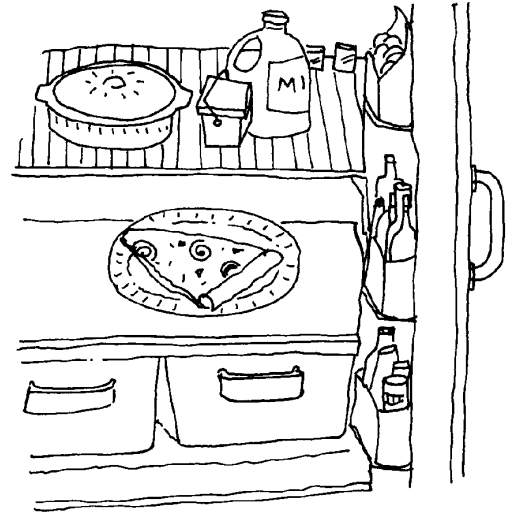


Exercise 7

Phrases and Clauses

Identify the following clauses as independent (**IC**) or dependent (**DC**). Underline the subject noun in red, the predicate verb in green.

1. although he heard her words _____
2. which brings us the best of the lot _____
3. when the clothes are dry _____
4. iron the pillowcases _____
5. she likes cold pizza _____
6. if you have seen her recently _____
7. no matter what that group thinks _____
8. eat, drink, and be merry _____
9. films today entertain the public _____
10. whatever he tells you _____



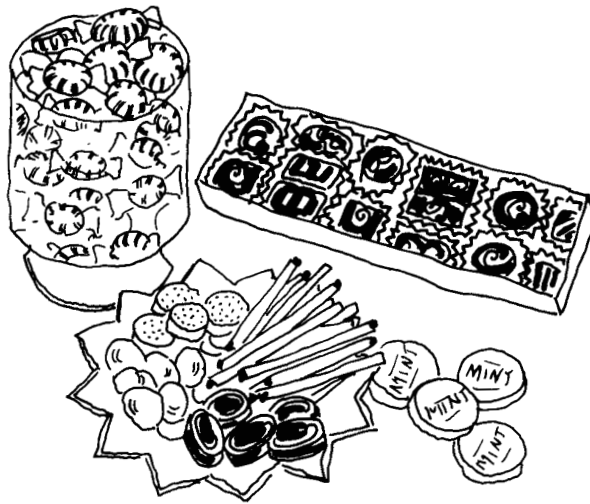
Write five independent clauses.

1. _____
2. _____
3. _____
4. _____
5. _____

Write five dependent clauses.

1. _____
2. _____
3. _____
4. _____
5. _____

Sentence Elements



For identification, the major parts of the sentence are named sentence elements. You have already had experience in marking some of these elements: the subject, the predicate verb, the direct object of a transitive verb, and the predicate noun or the predicate adjective that follows a linking verb.

Two additional elements must be noted here to extend understanding of sentence construction: the indirect object and the objective complement.

Indirect Objects

The indirect object, a noun or a pronoun, is found only with a small group of transitive verbs, including the following:

ask	hand	send
assign	make	teach
build	offer	tell
buy	pass	throw
feed	pay	write
find	play	
give	sell	

Usually, the indirect object precedes the direct object; the prepositions *to* and *for* (sometimes *of*) that could be used before the indirect object are understood.

Examples: Ben bought her a sapphire ring.
(IO)

Samantha sent him a long, loving letter.
(IO)

Sometimes, however, the indirect object is placed in a prepositional phrase and follows the direct object.

Examples: Will took candy to her.
(DO) (IO)

They brought the books for him.
(DO) (IO)

A sentence cannot have an indirect object without a direct object.

Objective Complements

The objective complement (OC) is a word used to complete the meaning of the direct object. Only a few verbs can be used to create the objective complement, including the following:

appoint	fancy	nominate
believe	feel	prove
call	find	select
choose	imagine	suppose
consider	keep	think
declare	label	vote
designate	make	
elect	name	

Examples: The students elected Natasha head majorette.
(DO) (OC)

Mr. Brown appointed Brandon treasurer.
(DO) (OC)

Jordan thought Marna beautiful.
(DO) (OC)

Usually, the objective complement is a noun or an adjective, but pronouns (P), adverbs (A), and both present and past participles of verbs (V) may also be used.

Example: Rhett thought the visitor you.
(P, OC)

We found him outside.
(A, OC)

Jill fancied him sailing.
(V, OC)

The brother considered Alan finished.
(V, OC)

Note the implied *to be* before the objective complement.

Knowledge of particular parts of speech and their special relationship to the sentence elements is helpful.

Sentence Element	Part(s) of Speech
Subject	Noun, pronoun
Predicate Verb	Verb
Indirect Object	Noun, pronoun
Direct Object	Noun, pronoun
Objective Complement	Noun, adjective, pronoun, adverb, verb, present and past participle
Predicate Noun	Noun, pronoun
Predicate Adjective	Adjective

Exercise 1

Sentence Elements

Underline the indirect object in the following sentences.

1. Mother sent her a postcard from Italy.
2. Ms. Swanson taught them four ballet steps.
3. Arnold gave Andrea her skis.
4. Will you cut a piece of cake for me?
5. What did they send to her?
6. Please give Charley that box and the letter.
7. Eric offered her a ride home.
8. Noah threw the Frisbee to Dad.
9. Could you hand the cards to Aunt Fran?
10. The pastor told her the bad news.



Underline the objective complement in the following sentences.

1. Sophomores at SMU elected Gary class president.
2. We considered her happy.
3. Oops! I thought you downstairs.
4. Dad thought Uncle Dwight impartial in making that decision.
5. President Goodman appointed Yuki Yano treasurer.
6. Amy imagined her task hopeless.
7. Greg found his dog limping.
8. Under the circumstances, Ralph named the eldest scout Troop Leader for the Boy Scouts at our church.
9. We have always found Amy cooperative.
10. Our group made William Dean of Students.

Exercise 2

Sentence Elements

Identify the following sentence elements: subject (**S**), predicate verb (**PV**), direct object (**DO**), indirect object (**IO**), objective complement (**OC**). Mark the correct abbreviation below the corresponding word or words.

1. The sun rose high in the sky.
2. Around the corner, Steve could see the parade.
3. Washed for the tenth time, the curtains fell apart.
4. She wrapped her sweater slowly around her.
5. The new teacher gave her students a surprise examination.
6. The senior class of 1998 elected Sandra president.
7. Rachel will bake a turkey for the buffet on Sunday.
8. They painted the walls pink.
9. Daniel, after his graduation from college, wanted his own apartment.
10. Cory, the butcher, gave Mother an extra pork chop each time she shopped.



In the following sentences, find the predicate nominative (**PN**) (either noun or pronoun) and predicate adjective (**PA**), as well as the sentence elements listed above.

1. Lemonade was considered Brian's special beverage.
2. Lemons are Brian's favorite fruit.
3. Our new quarters for the department are fresh and attractive.
4. All the rooms have been painted with green or white.
5. Send the box of cheese to this address.
6. Walter has been elected the new senator.
7. Albion gave his employees a bonus for Christmas.
8. Christopher is a skilled politician from what I hear.
9. Our friends from Boston thought the seats excellent.
10. When you can, will you wash my car?

Exercise 3

Sentence Elements

In the following sentences identify these sentence elements: subject (**S**), predicate verbs (**PV**), direct object (**DO**), indirect object (**IO**), predicate nominative (**PN**) (either noun or pronoun), and predicate adjective (**PA**). Write the abbreviations under the appropriate words.

1. Gregory gave her a beautiful ruby necklace.
2. When I last saw them, they were singing merrily with the other tourists.
3. Give her the books.
4. I think she is very pretty.
5. Matt is the man to watch in the next election.
6. She has a pleasing manner with the children.
7. The men want steak and salad for dinner tonight.
8. Her dress for the prom is peach with lace on the sleeves and hem.
9. Len is the new president of the Drama Club.
10. Ann gave her friend a Wedgwood cup and saucer.
11. That essay is her last paper.
12. We have not met the new teacher.
13. Some people are greedy about space on the Metro.
14. Can you give me details before the meeting?
15. Playing tennis is good exercise for anyone.
16. The corn is ripe; the tomatoes are bright red; the onions are bursting out of the ground.
17. The people have made their choice; Dale Brown is the new leader.
18. Give the waitress your order now.
19. The nurse gave her patient the orange juice.
20. She was efficient in every way.



Kinds of Sentences



Four kinds of sentences offer a flexibility of construction that not only enables writers to be definite and clear with the written word but also helps them to sustain a reader's attention and thus extend the communication process.

Simple Sentences

The simple sentence is the first one to consider. It has a subject (**S**) and a verb (**V**). If either the subject or the verb is compounded, the sentence is still a simple one. It has one clause.

- Examples:**
- | | | | |
|-----------------|--------|--------------------------|---------------|
| Lily | bought | a rose-sprigged muslin. | |
| (S) | (V) | | |
| Lily and Nicole | bought | fabric for the curtains. | |
| (S) | (S) | (V) | |
| Lily and Nicole | bought | material and sewed | the curtains. |
| (S) | (S) | (V) | (V) |

Example: Hillary jogged to the park, but Stacy drove her car.
(IC) (IC)

Ray has a new bicycle; his father bought it for his twelfth birthday.
(IC) (IC)

Hillary jogged to the park; Stacy drove her car; however, Ray rode his bike.
(IC) (IC) (IC)

Examples: When the wind stopped blowing, sand covered everything.
(DC) (IC)

He writes to her every day because he misses her and because he loves her.
(IC) (DC) (DC)

Examples:

They wanted to go dancing,	but they watched TV instead because
(IC)	(IC)
they had no transportation.	
(DC)	
She liked Thomas, she tolerated Jim, she loved Henri; however,	
(IC)	(IC) (IC)
when she chose her husband, she picked—Andrew!	
(DC)	(IC)

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Examples: Keats was a Romanticist poet, but Maya Angelou is a contemporary poet.
(Omit *but* in clause identification.)

When Leah reads poetry, she “loses” reality.
(Retain *when* for clause identification.)

Furthermore, remember to note *understood* subordinating conjunctions when marking dependent clauses.

Examples: He likes the book Eudora Welty wrote. (understood *that*)
Marcelle wants the scarf you wore. (understood *that*)
D. W. smashed the statue you repaired yesterday. (understood *which*)

NOTE: Each of the independent clauses is equal as a unit in the sentence. To be connected, clauses should have a definite relationship to one another.

Try to vary sentence construction; it contributes to style in writing.

Exercise 1

Kinds of Sentences

In the blanks provided, identify each sentence as simple (S) or compound (C).

1. Her brother will meet us. _____
2. The house sits on a corner near the Barker property. _____
3. The chef baked and stored the pastries. _____
4. The older sister will study art, but the younger one will become a nurse. _____
5. We went to the Tivoli amusement park and tried all the rides. _____
6. I like to play in the surf and let the waves carry me to shore. _____
7. We arrive on Saturday, and we leave on Thursday. _____
8. Have you considered accepting his offer? _____
9. They either will stay with us all month, or they will share that time with their cousins. _____
10. He has had many problems, yet he is not discouraged. _____

Identify the following sentences as compound (C) or complex (CX).

1. While Josephine was at the library, thieves broke into her apartment. _____
2. Although the thieves were shrewd, the police outwitted them. _____
3. Jo's silver was found the next day in New York, and the thieves were caught. _____
4. An increase in burglaries suggests one course of action, at least:
Everyone must exercise caution. _____
5. I have an article from *The Tribune* to show you, and I also found one in *Time*. _____
6. Theft is a serious problem, and we must help solve that problem. _____



Exercise 2

Kinds of Sentences

In the blanks provided, identify each of the following sentences as simple (S), compound (C), or complex (CX).

1. Our friends planted a garden on the county property; they put in peas, beans, carrots, and lettuce. _____
2. The peas, which were sown only a month ago, are blooming. _____
3. They will plant tomatoes this week. _____
4. They also mentioned they would add some green pepper plants. _____
5. They like to garden, but that is not their only hobby. _____
6. When they have time, they like to hike. _____
7. One of their favorite places is a park in North Carolina. _____
8. Nancy has an extensive wardrobe of hiking clothes: boots, slacks, jackets, down vests, heavy flannel shirts, thin T-shirts, and all kinds of rain gear. _____
9. Ramon purchased similar items, and Colleen sewed special vests and shirts for him. _____
10. Nothing stops them from hiking when they're on a trip. _____
11. They will walk in the rain or in the fog or in a high wind—they don't care! _____
12. Nan has discovered a new interest that uses their hiking skills: Orienteering. _____
13. Orienteering is a hiker's treasure hunt; that is a fair description of the activity. _____
14. Each hiker is given a map of the route which he must follow. _____
15. Speed is essential, and the first person back at the starting point wins. _____
16. They hike through overgrown areas, over rough terrain, and up and down steep hills. _____



Name _____

Exercise 2A

Kinds of Sentences

Write simple and compound sentences in the spaces provided below.

Simple

1. _____

2. _____

3. _____

4. _____

5. _____

Compound

1. _____

2. _____

3. _____

4. _____

5. _____

Exercise 3

Kinds of Sentences

In the blanks provided, identify each of the following sentences as simple (S), compound (C), complex (CX), or compound-complex (CC).

1. Paula and Theresa were invited to the picnic. _____
2. Although they lived near the park, they had never been there. _____
3. The city has established four new welfare projects; each one will benefit a special group of citizens. _____
4. Lesa stayed at the camp for the rest of the week. _____
5. The Kettle Moraine area of Wisconsin provides a beautiful site for campers of all kinds. _____
6. Not many poets can live on the income they receive from their writing; therefore, they often seek other forms of employment. _____
7. The senior citizen who was crowned queen on Senior Day is a member of our library group. _____
8. Jackson liked bowling, and he liked skating. _____
9. Sarah and Brent bowled with Jackson last Saturday and skated with him on Sunday. _____
10. They tied balloons on the mailbox so the children would recognize the house. _____
11. The play will be presented nightly as long as there is a demand for tickets. _____
12. Sandy has been working on her paper all night. _____
13. She will meet us where the boulevard begins. _____
14. Come meet my uncle and have dinner with us. _____
15. Where were you when the tornado struck the village? _____
16. You may not believe it, but I am here to help you. _____
17. Beyond the snow-capped mountains lay a tiny village. _____
18. Kent read three books last week. _____



Name _____

Exercise 3A

Kinds of Sentences

Write compound and complex sentences in the spaces provided below.

Compound

1. _____

2. _____

3. _____

4. _____

5. _____

Complex

1. _____

2. _____

3. _____

4. _____

5. _____

Exercise 4

Kinds of Sentences

In the blanks provided, identify each of the following sentences as simple (S), compound (C), complex (CX), or compound-complex (CC).

1. Whatever you may say, I am convinced that he is honest. _____
2. They slowly walked up the four flights of wooden stairs that led to the upper city. _____
3. The girl spoke English very well; however, her French was flawless. _____
4. Around the corner of the old stone wall, they could see three rows of cannon and four monuments to fallen heroes. _____
5. It may be very cool in the morning, but in the afternoon the sun gets quite warm. _____
6. Adults like children who are polite. _____
7. When you can, will you move the chair from that room to this one? _____
8. She is the one who I think will become successful as a designer. _____
9. They have elected a mayor, but few people think he is the one who will become governor in four years. _____
10. Sitting on the benches, the people enjoyed the scenery before them. _____
11. The men and women looked comfortable in their sports clothes, but they did not look chic. _____
12. Tony is planning to go to school in September; however, he may change his mind and decide to work in the office for a few more months. _____
13. It was fun, or so we thought, to watch the parade of people. _____
14. The elevators that serve the hotel are out-of-date; something needs to be done about the service, and it should be done immediately. _____



Name _____

Exercise 4A

Kinds of Sentences

Write complex and compound-complex sentences in the spaces provided below.

Complex

1. _____

2. _____

3. _____

4. _____

5. _____

Compound-Complex

1. _____

2. _____

3. _____

4. _____

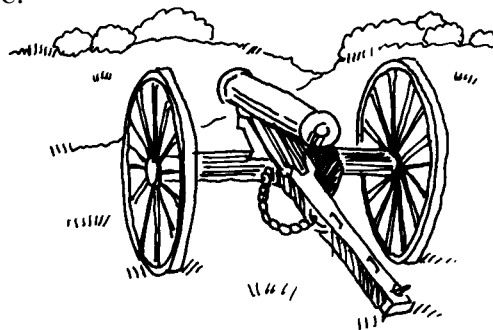
5. _____

Exercise 5

Kinds of Sentences

In the blanks provided, identify each of the following sentences as simple (S), compound (C), complex (CX), or compound-complex (CC).

1. When Simon is reading, he forgets about everything else. _____
2. Ray's choice is always a biography. _____
3. My father likes westerns, but my uncle reads detective stories. _____
4. For those who wish to learn or be amused, literature provides a never-ending source of information or pleasure. _____
5. At any time, a good book can always provide "company" to keep us from being lonely or feeling bored. _____
6. As one enters the world of fiction, all cares can be left behind, and the world of imagination becomes reality. _____
7. Have you ever thought of writing a book? _____
8. One of Randall's former instructors has written three books on the American Revolution, and we heard just recently that he has started on his fourth one. _____
9. We understand that the professor's first book has been nominated for a Pulitzer Prize. _____
10. Have you ever known a Pulitzer Prize winner? _____
11. That first book took twenty years to write. _____
12. He wrote the second book in eleven months, and he completed the third one within the following year. _____
13. One wonders if he can stretch his material into any other books on the same subject; he probably can! _____
14. The professor is a modest man; he has yet to realize that he has become famous. _____
15. His goal is simply to share his views on an important period of history; he never thought of fame. _____



Name _____



Exercise 6

Kinds of Sentences

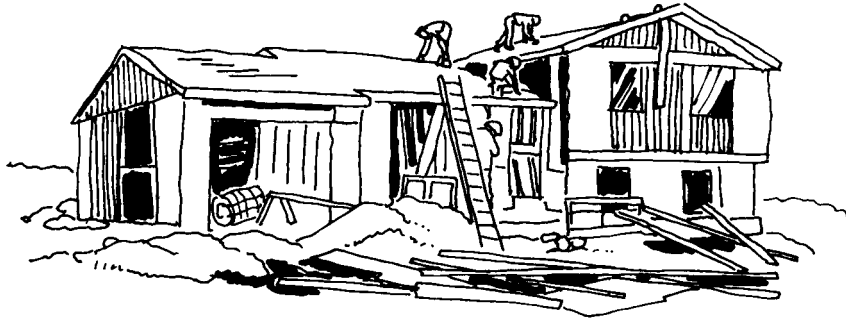
Write one paragraph on a topic of your choice. Use at least seven sentences and include simple, compound, complex, and compound-complex structures.

Revise below.

Paragraph

Revision

Sentence Errors



Three major errors in sentence construction create problems for student writers: sentence fragments, comma splices, and run-ons.

Sentence Fragments

Sentence fragments appear more often than any other sentence error: a dependent clause or a phrase is used as a sentence. Sometimes a writer may use a “justifiable fragment” in, for example, written dialogue or in an explanation, but more often, a fragment is simply an error.

Fragment

Examples: Because we laughed so hard.
 After we had seen the film.
 When we had planned our day.

It is a simple matter to correct a fragment. Often, it can be joined either to the preceding sentence or to the following one.

Because we laughed so hard, our sides ached.
The night crew left after we had seen the film.
When we had planned our day, we called our parents.

Comma Splices and Run-ons

The second and third errors are included in a general category: comma faults. These faults refer to the comma splice and the run-on.

The comma splice is caused by using a comma with independent clauses when a stronger mark of punctuation should be used.

Comma Splice

Examples: Justin served as construction chief for the highway crew, his brother served as the secretary-treasurer for the construction company.
Under the new rules, the student will design her own program, each program will then be approved by the Academic Dean.

To correct a comma splice, use a semicolon or divide the sentence into two separate sentences.

Corrected

Examples: Justin served as construction chief for the highway crew; his brother served as the secretary-treasurer for the construction company.
Under the new rules, the student will design her own program. Each program will then be approved by the Academic Dean.

A run-on refers to a sentence that has no punctuation between clauses where punctuation is required.

Run-on

Examples: Samantha and Roland joined the party at the end of the day but Lindley and Preston were with the sailing crew for twelve hours.
Lydia brought us the papers we needed for our work it took her five hours to drive down from Baltimore.

To correct a run-on, add a comma with a coordinating conjunction, or a semicolon or period to separate the two main clauses.

Corrected

Examples: Samantha and Roland joined the party at the end of the day, but Lindley and Preston were with the sailing crew for twelve hours.
Lydia brought us the papers we needed for our work; it took her five hours to drive down from Baltimore.

Incorrect punctuation with the conjunctive adverb (**CA**) can create a comma splice or a run-on.

Incorrect

Examples: Whatever plan of action you approve will be acceptable, however, our other friends will not be satisfied. (comma splice)
 Whatever plan of action you approve will be acceptable however, our other friends will not be satisfied. (run-on)

To correct either of these sentences, use a semicolon and a comma.

Corrected

Example: Whatever plan of action you approve will be acceptable; however, our other friends will not be satisfied.

The careful writer avoids these sentence errors.

Exercise 1

Sentence Errors

In the blanks provided, identify the sentence fragments (**SF**) and complete sentences (**CS**).

1. When they have arrived on the noon train for the Harvest Weekend. _____
2. They have always admired the people who can feel at home anywhere in the world. _____
3. Shrugging her shoulders and waving her hands in the air. _____
4. The lights across the bay looked like Christmas decorations out of season. _____
5. To ride a bicycle to work would not be easy on these hilly streets. _____
6. As we watched the impressive ceremony on the parade ground. _____
7. Before the soldiers had disappeared into the old buildings. _____
8. The tourists we have seen must have come from almost every country in the world. _____
9. Into the shops surged all the people from the bus. _____
10. Before the boat trip ended, we had changed our seating places four times. _____

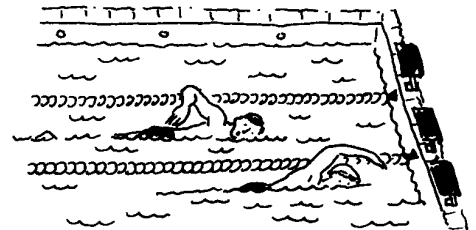
Take the sentence fragments from above and create complete sentences.

Exercise 2

Sentence Errors

In the blanks provided, identify the following units of words as sentence fragments (**SF**) or independent clauses (**IC**). (Do not think in terms of dialogue or justifiable fragments used in creative writing.)

1. while your parents are here _____
2. as long as they can stay with you _____
3. Jonathan brought his friends home _____
4. do you need anything _____
5. who is standing over there _____
6. he ate all the food in the basket _____
7. because it is cold outside _____
8. the boys were the best swimmers _____
9. although she had turned down the offer _____
10. you may have met him before _____
11. it may be too late now _____
12. when the sun was setting over the bay _____
13. Tom bought six boxes of popcorn _____
14. which may be satisfactory to all _____
15. Jane Austen, an author ahead of her time _____
16. before you catch your plane _____
17. some men are fanatics about golf _____
18. I wired Dad _____
19. the choir sang beautifully each time _____
20. after she signed the papers _____
21. they have eaten in that cafe before _____
22. since you have brought up the matter _____
23. Patricia and Wendy counted their money _____
24. for her reasons were good _____
25. we will buy that car next week _____

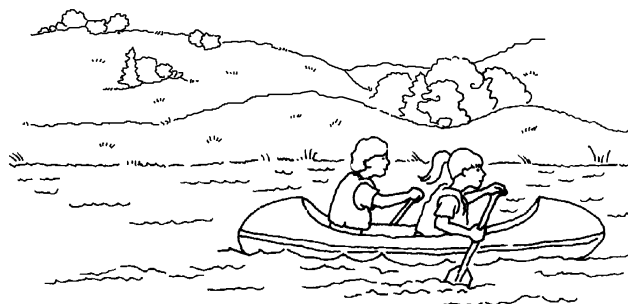


Exercise 3

Sentence Errors

Identify the sentence errors in the following sentences as sentence fragment (SF), run-on (RO), or comma splice (CS). Use the blanks provided.

1. They will come up the stairs we will take the inclined railway _____
2. Because we have already seen the Royale Square. _____
3. Those people were here yesterday I remember seeing them at the Changing of the Guard. _____
4. It may be quite cold, however, it is a welcome relief from the summer heat. _____
5. Since tomorrow is Friday. _____
6. The river excursion was an interesting trip to take but the boat trip up the Rhine offered much more to see. _____
7. We walked about two miles to the Art Museum, it was farther from the Citadel than we had thought it would be. _____
8. Moving and pushing through the crowd. _____
9. The sailboats flew before the strong wind today, it really seemed foolish to take the boats out at all. _____
10. Although it was quite warm in the sun. _____
11. Yes, we will discount the American money, moreover, we use the rate of 15 percent. _____
12. We have already ordered our lunches from the waitress over there by the door she is the one wearing the black ribbon in her hair. _____
13. Now that he has joined us here for the rest of the trip we can feel more relaxed about our schedule. _____
14. We have tried French, Iranian, and German cooking, tomorrow let us try some Italian food. _____
15. Rowing with all their might. _____
16. Now that we have finished our shopping let us pack our suitcases. _____

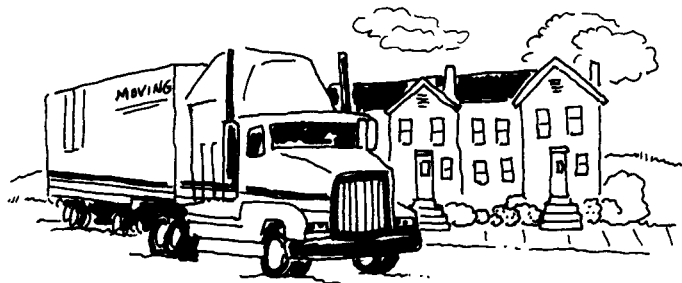


Exercise 4

Sentence Errors

Below are some examples in which two complete statements are joined together correctly or incorrectly. Some of these are run-on sentences (**RO**); some contain comma splices (**CS**); and some are correct (✓) as they stand. Identify each in the blanks provided.

1. My friend was a star on the varsity track team he could run fifty yards in five-and-a-half seconds flat. _____
2. Max thought he was an expert at everything, but his ego exceeded his abilities. _____
3. Lucille was a friend who was always on time she had been that way all her life. _____
4. My best friend is Kathleen we first met when we were in the second grade. _____
5. Janet tried unsuccessfully to find another apartment later that day all her belongings were transferred to our town house. _____
6. The uncle I want to tell you about lives with us, his name is Norman. _____
7. Jeff and I attended the same high school, and therefore I know him quite well. _____
8. In acting so selfishly, she hurts all the members of her family, she has alienated almost all her brothers and sisters. _____
9. Dr. Barr never raised his voice when he addressed us, but nevertheless every individual respected him. _____
10. Mother has assured Jonas, however, that the party will not be an inconvenience. _____
11. My cousin's exploits are well-known, therefore I will not have to say much about them. _____



Exercise 5

Sentence Errors

Revise each of the following if it is a fragment or a comma splice. Simply write (✓) in the blank after all sentences which are correctly written.

1. When the wind is howling around the house and snow is falling. _____

2. Alan Alda, who was the star of MASH, is Leonard's favorite actor. _____

3. Squirrels who knock down the bird feeder because they want sunflower seeds. _____

4. Since Silvia and Carlos have made that decision. _____

5. The elephants at the zoo are impressive animals to a small child, their performances draw huge crowds of children. _____

6. Brian found, much to his dismay, that the fenders on his new car had been dented. _____

7. Women exercise there. _____

8. If you had thought before you spoke. _____

Exercise 6

Sentence Errors

In the blanks provided, note the sentence errors: run-on (RO) or comma splice (CS).

1. Anthony will buy all the equipment for the trip, Rita will pack all of the food and the clothes. _____
2. When we go up north we usually take heavy sweaters with us. _____
3. As long as you have space in your suitcase why don't you include a lightweight jacket? _____
4. First we went to see all of the exhibits, however we discovered that half of them had been closed for the season. _____
5. We met Pablo when he had just returned from a long trip to Africa and we were so pleased to see him that we forgot we had left the motor running in the car. _____
6. Either the Dean will have to tell her about the terms of her contract or the Registrar may have to bring up the matter. _____
7. The suitcases have been packed for a week, now the trunks have been packed and shipped. _____
8. Somehow the problem did not seem like a major issue to us yet it had become a provocative factor in the plaintiff's case. _____
9. Mrs. Stevenson Brown is the name of Dawn's first teacher, she is the oldest person still teaching in the school district. _____
10. I think almost every child in our neighborhood has had Mrs. Brown, they love her, each and every one of them. _____
11. Ms. Wren is a recent graduate of the state university, her degree was awarded to her in June of this year. _____



Modifiers



Modifiers are words, phrases, or clauses that expand a sentence by giving additional information about other sentence elements. Modifiers describe, limit, and clarify. A basic principle to follow when using modifiers is *to keep them as close as possible to the word they modify*.

Dangling Modifiers

When modifiers, such as participles, gerunds, or infinitives, do not clearly relate to a specific word, they become dangling modifiers and create confusion in the sentence.

Dangling Participle

Example: While vacuuming, the bag broke and spilled dust all over the gold rug.
(Clarify that *a person* was vacuuming, not the bag.)

Corrected: While I was vacuuming, the bag broke and spilled dust all over the gold rug.

Dangling Participle

Example: Our semester went by quickly, studying, writing, and socializing.
(Clarify the point that “you” were the active ones, *not* the semester.)

Corrected: Our semester went by quickly, for we were busy studying, writing, and socializing.

Dangling Infinitive

Example: To have a coordinated wardrobe, careful shopping and planning are necessary.

(Clarify the point that *people* plan wardrobes.)

Corrected: To have a coordinated wardrobe, a person must plan and shop carefully.

Dangling Infinitive

Example: To become a good artist, study and hours of drawing and painting are essential.

(Clarify that *a person* becomes an artist.)

Corrected: To become a good artist, a person must study and spend many hours drawing and painting.

Dangling Gerund

Example: After scolding the child, her anger subsided.

(Clarify that *anger* did not scold the child.)

Corrected: After the mother had scolded the child, her anger subsided.

Dangling Gerund

Example: In throwing a baseball well, practice and skill are useful.

(Clarify that *a person* throws a baseball.)

Corrected: In throwing a baseball well, a person needs useful practice and skill.

Elliptical Modifiers

Some clauses are termed *elliptical* because a subject or predicate has been omitted. These constructions may be used if the subject corresponds with the independent clause, and the meaning is clear.

Subject Omitted

Example: While shooting ducks one fall, Bob's gun jammed and caused a serious accident.

(Clarify that the gun was not out shooting by itself.)

Corrected: While he was shooting ducks one fall, Bob's gun jammed and caused a serious accident.

(The elliptical clause now has a subject and a predicate, and the meaning is clear.)

Corrected: While shooting ducks one fall, Bob had trouble with his gun that jammed and caused a serious accident.
(The omitted subject and the subject of the independent clause now agree.)

Subject Omitted

Example: When only five, Brianna's mother enrolled at Barat College.
(Clarify that it was not the mother who was five.)

Corrected: When Brianna was only five, her mother enrolled at Barat College.
(The elliptical clause now has a subject and a predicate, and the meaning is clear.)

Corrected: When only five, Brianna accompanied her mother who enrolled at Barat College.
(The omitted subject and the subject of the independent clause now agree.)

Misplaced Modifiers

If modifying words, phrases, and clauses are not placed as close as possible to the words they describe, they become misplaced modifiers and create awkward or absurd constructions. The adverb *only* often creates problems of meaning in writing.

Incorrect

Example: Barrie eats corn only from her garden.
(She eats nothing else from the garden? Or, she does not eat corn from
any other garden?)

Corrected: Barrie eats corn from her garden only.
(She limits her eating of corn to the product of her own garden? If true, the sentence is correct.)

Other than *only*, the writer must be alert to the ambiguities created by the use of adverbs such as *nearly*, *frequently*, and so on. To avoid confusion, adverbs must be placed as close as possible to the word or words they modify.

Misplaced Modifying Phrases

Example: They threw the meat into the green can, spoiled and dangerous to eat.

Corrected: They threw the meat, spoiled and dangerous to eat, into the green can.

Corrected: Because the meat was spoiled and dangerous to eat, it was thrown into the green can.

Example: Those sets of books have been placed on the second and third shelves that are bound in leather.

Corrected: Those sets of books that are bound in leather have been placed on the second and third shelves.

Example: Mother fed the cat in the yard that was mewing piteously.

Corrected: Mother fed the cat that was mewing piteously in the yard.

Corrected: In the yard, Mother fed the cat that was mewing piteously.
(Note the two interpretations of the original sentence.)

Squinting Modifiers

Some misplaced modifiers seem to modify to the right or left of a word and are called “squinting” modifiers. Simply follow the rule for placing such words as close as possible to the word or words they modify.

Squinting Modifier

Example: Jason offered as soon as possible to return the Golden Fleece.
(Did he offer as soon as possible, or would he return the Golden Fleece as soon as possible?)

Corrected: As soon as possible, Jason offered to return the Golden Fleece.

Corrected: Jason offered to return the Golden Fleece as soon as possible.

Exercise 1

Modifiers

Correct the dangling modifiers in the following sentences.

1. Dangling from Jane's pearly-pink ears, Caroline could see the diamond earrings she coveted.

2. Traveling alone, Madrid presented several problems for a young stranger.

3. To bake a delicious cake, careful mixing of ingredients and the right oven temperature will be useful.

4. After visiting the doctor, Tory's arthritis felt much better.

5. The day passed quickly, hiking, swimming, and reading.

6. To run a good race, discipline and concentration are necessary.

7. Walking into the third gallery, the huge paintings seemed to leap at him.

8. Watching with fascination, Brubeck appeared to be even more than the accomplished musician I remembered.

Exercise 2

Modifiers

Correct the dangling modifiers in the following sentences.



1. While strolling down a dark street in Seville, a mugger struck Allie and took her handbag.

2. To walk a narrow bridge over a deep canyon, nerves of steel and the feet of a gazelle are required.

3. Hanging from the top of the mast, he saw the familiar red, white, and blue flag.

4. After eating his dinner, Nero, the dog, gobbled up the scraps.

5. When five years old, Stephanie's mother married a famous French actor.

6. Once threatened, Joy's mind clicked into action.

7. Brigitte watched the waitress fill the pitcher until full.

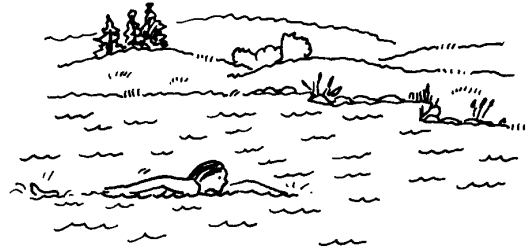
8. In arranging for a band, telephone calls can save time.

9. While dancing the polka, Fred's knees buckled.

Exercise 3

Modifiers

Rewrite the following sentences for clarity.



1. Smoking too many cigarettes frequently causes lung cancer.

2. Dr. Benens impounded the dog that had bitten him in the cage.

3. She only told her best friend about the elopement plans.

4. Michael nearly swam across the lake.

5. He just sees Rod at school.

6. They listened to the clock on the wall that was ticking.

7. The girls looked at the costumes through the binoculars that the dancers wore.

8. Mother picked up the baby from the crib that was crying.

9. The sound of the voice coming through the open door that was rough and gruff frightened Elaine.

10. The three soldiers promised to write us as they were moving out.

11. Catherine offered as soon as possible to shuck the sweet corn for us.

Exercise 4

Modifiers



Rewrite the following sentences.

1. We told Helen we would like to have her for dinner.

2. Leeana was stung by a bee playing in the backyard.

3. Dad only wants tea and toast for dinner.

4. Victor received a jacket on his birthday that was made of black leather.

5. We spotted fourteen deer at twilight driving through Pennsylvania.

6. Ernesto fried the fish we caught over an open fire.

7. The cat's fur on the porch that was silky and smooth was black and white.

8. Never give meat to a child that hasn't been cooked well.

9. They admired the flower baskets through the windows that hung on the maple trees.

10. Will you promise immediately to drive to the lake?

Exercise 5

Modifiers



Correct the following sentences.

1. Melanie cooed, "I only need you."

2. Riding on the crest of the waves, his surfboard went out of control and sailed off into the blue.

3. Cheryl bought one of the large dolls in a pink box that drinks from a baby bottle.

4. We saw the lost bicycle crossing the gorge.

5. Our evening ended quickly, dining, dancing, and visiting.

6. Standing at the crossroads, the sun seemed to get hotter and hotter.

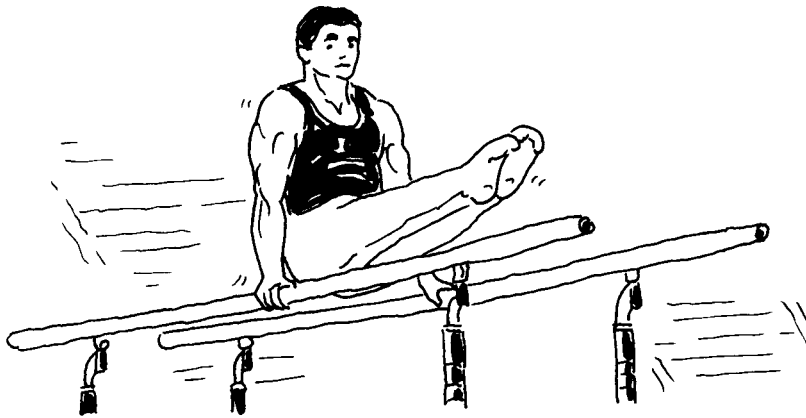
7. I felt a bite on my wrist from a mosquito that was already swollen and sore.

8. Nadia only took Algebra in college.

9. Slamming the door carelessly, several pictures seemed to fling themselves at my feet.

10. The parking attendant wanted as soon as possible to move our car.

Parallelism and Balance



Parallelism

Parallel structures are those words, phrases, clauses, and sentences that are equal grammatically.

Parallel Adjectives

Example: His attitude was friendly, cheerful, and gracious.

Parallel Phrases

Examples: Abraham Lincoln wrote that government should be “of the people, by the people, for the people.” (parallel prepositional phrases)

He wanted to play and to win. (parallel infinitives)

You must either stay or go.

(parallel connectors—correlative conjunctions)

Parallel Clauses

Example: Nathaniel was a man who was not only generous but a man who was also understanding.
 (Correlative conjunctions must be placed as close as possible to the words that are being compared.)
 John was enthralled by the symphonic music, but Joan was entranced by the symphony conductor.
 (Note the compound sentence—two independent clauses connected by the coordinating conjunction *but*.)

Parallel Sentences

Example: His dream for now was to complete his work for his degree.
 His dream for the future was to write a book about his work.

Parallel Structures

Example: To live only in the present is to limit one's dreams.
 To live only in the future is to limit one's reality.

Note how emphasis and clarity are achieved by using parallel structures and how repetition of certain words (e.g., prepositions, infinitives) reinforces the parallelism.

Balance

When sentences or paragraphs are written with similar structures (words, phrases, clauses, or sentences), the writing is said to be balanced. A balanced sentence often shows, for example, the comparison or contrast of ideas. Many writers use balance naturally for clarity of expression and organization of thought. Many other writers use balance deliberately for its special emphasis. Still other writers use balance deliberately as an integral element of their style.

Students will improve their writing by considering thoughtfully and using carefully the principles of parallelism and balance.

Unbalanced Sentence

Example: Swimming is easy; to dive well is difficult.
 Swimming is easy; diving is difficult.

Exercise 1

Parallelism and Balance

Rewrite the following sentences to correct unbalanced constructions.

1. Lynn was bright, optimistic, and had a generous quality.

2. Tania knew how to ski, to swim, and could golf.

3. To know him is loving him.

4. As a political crusader, Senator Blowing hoped to increase aid to worthy students and also develop new scholarships.

5. For Shane, great sailing weather requires a brisk breeze, a calm sea, and it needs sunshine.

6. To paint well, one needs training, experience, and you need talent.

7. Tyler wants to climb the Matterhorn; he hopes to swim in the Mediterranean; and then ride on the Rhine River.

8. For best results in dieting, one should not only eat less but exercise.

9. Chan will either eat meat or fish.

10. Come tomorrow; come soon; you can come today.

Exercise 2

Parallelism and Balance

Rewrite the following sentences to correct unbalanced constructions.

1. Their landlord hopes that they will be quiet, that they will not be destructive, and to pay the rent on time.

2. LaWanda will neither drink tea nor coffee.

3. Their horses are youthful, energetic, and are well trained.

4. To become a good cook requires one being careful with recipes.

5. She enjoyed seeing her friends, visiting the museums, and to shop in boutiques.

6. We want a candidate who is honest, who is reliable, and is a Democrat.

7. Reba's book on crime explores motivation, examines personalities, and is explanatory about preventive measures.

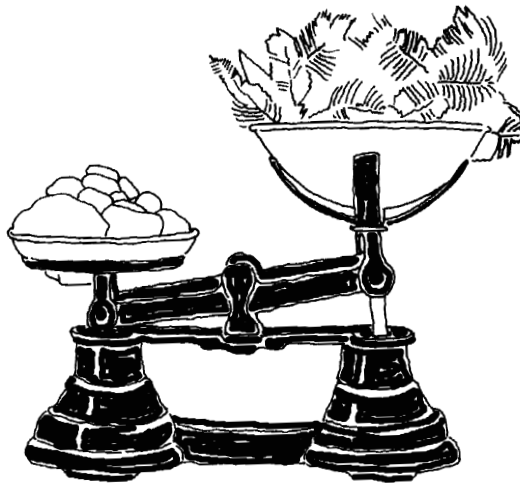
8. As an author, she looks at people, into causes, and wants reform.

9. We find her interesting as a writer, charming as a woman, and is fascinating as a conversationalist.



Verbs 4

Tense and Voice Shift



Attention to the techniques of parallelism disciplines the writer to eliminate careless shifts from one construction to a dissimilar one. Thus the writer avoids unbalanced sentences.

Unbalanced sentences also result from a writer's inconsistent use of verbal forms, particularly tense and voice. Do not shift from one tense to another unless the element of time requires it.

Incorrect

Example: When Adaline returned from college, she looks up her old friends.
(Past) (Present)

Corrected: When Adaline returned from college, she looked up her old friends.
(Past) (Present)

Incorrect

Example: The Dean has explained the new ruling, but the students have still
(Present Perfect)
been confused about its implications.
(Present Perfect)

Corrected: The Dean has explained the new ruling, but the students are still
(Present Perfect) (Present)
confused about its implications.

In creating sentences, the active voice should be used as often as possible. However, whether one is using the active or the passive voice, avoid shifting from one to the other within the same sentence. The shift causes awkwardness, both with the verb and with the subject, and hinders clear communication.

Awkward

Example: After Kamil planted the garden, a hoe was used to get rid of the weeds.
(Active) (Passive)

Corrected: After Kamil planted the garden, he used a hoe to get rid of the weeds.

Awkward

Example: Grandmother had prepared the casserole and the salad, and now
(Active)
 even the cake was baked.
(Passive)

Corrected: Grandmother had prepared the casserole and the salad, and now she had even baked the cake.

The careful writer will avoid careless or awkward shifts in tense and voice.

Exercise 1

Verbs 4—Tense and Voice Shift



Rewrite the following sentences to eliminate awkward shifts in tense or voice.

1. Although I answered the phone immediately, no one replies.

2. After the students had seated themselves, a syllabus was given to each person.

3. The child ran swiftly through the yard, but he was caught by his mother within a few minutes.

4. When he screamed at her, his mother scolds him.

5. Newspaper reports have outlined the new welfare plan, but the public has still been puzzled by many details.

6. That Jaguar has been following us, now it turns off at that exit.

7. We like classical music, but rock and roll has been enjoyed too.

8. After the new program had been aired on TV by NBC, we wrote a criticism of it.

Exercise 2

Verbs 4—Tense and Voice Shift

Rewrite the following sentences to eliminate awkward shifts in tense or voice.

1. Those people dislike war, and all forms of violence are considered unacceptable.

2. When we finished our papers, they were turned in to the professors.

3. Melody ran after him, but he leaves her standing on the corner alone.

4. Since Rowan could not finish his crab legs, a doggy bag was brought to him.

5. Our parents have outlined our vacation plans several times, but we children have still been asking questions.

6. The new law will decrease our taxes, and our income will be increased.

7. After they eat dinner, they left for the theater.

8. Her friend enjoys biographies, and racy fiction is also read by her.



Name _____

Grammar Post-Test

Nouns

Underline the nouns in the following sentences.

1. Harry worked last summer at the Botanic Garden.
2. With four other young men and women, he served as an intern.
3. His ideals have been reinforced by his experience.
4. In the future, he will work there again.

Verbs

Underline the main verbs.

1. Our friends have appropriated the tennis courts this morning.
2. Janine hopes to play a game today with Leslie.
3. The twins were defeated yesterday, but they coped well with their loss.
4. Janine's coach will work with the twins; she starts with their lessons tomorrow and hopes to improve their game.

Pronouns

Underline the pronouns.

1. Do you remember when Gwendolyn Brooks read her poetry in our class last spring?
2. She has written poetry that is enjoyed by adults and children.
3. We have asked Ms. Brooks, who is truly a fine poet, to return next semester.
4. Three classes have said they want to join us.

Adjectives

Underline all adjectives.

1. Important people will visit the new school tomorrow.
2. They will award special honors to three winners of the essay contest.
3. The winners have written personal accounts of heroes in their lives.

4. One thoughtful essay tells a story about a grandfather.
5. Yes, the award will be a blue ribbon.

Adverbs

Underline the adverbs.

1. Jason sat quietly while the plane climbed slowly into the sky.
2. The color of the sky seemed really too blue to be believed.
3. Soon it would be dark and time to eat; in fact, many of the passengers wanted to eat now.
4. The passengers felt almost starved before the flight attendants finally served the hot dinner.
5. Since their dinner was very good, everyone enjoyed it immensely.

Prepositions

Underline the prepositional phrases.

1. Maureen and Kelly went to the theater to see the new Disney movie.
2. They had heard so much about it on the news and had read articles in the newspapers.
3. At the mall, long lines of people stretched around the corner of the theater.
4. According to their custom, they seated themselves between four school friends.

Conjunctions

Underline all conjunctions.

1. Dad reminded Holly, "Either you help us get ready, or you will stay home with your aunt."
2. Both Sammy and Jenna became very busy carrying bags to the car.
3. Mother and Bobbie were still making sandwiches, but Albert was putting ice cubes in the freezer chest.
4. Since they were to leave by ten, Dad was nervous; consequently, he began to rush the family.
5. However, each one finished the assigned task, so they were ready at 9:59!

Interjections

Underline all interjections.

1. Please don't let the cat out!
2. You have not—wait a minute!—closed the door.
3. Did the cat scratch you? Ouch!
4. Here she comes! Let her back in.
5. No way! She is not a mean cat.

Transitive, Intransitive, and Linking Verbs

Identify the verbs as Transitive (TV), Intransitive (IV), and Linking (LV).

1. Please hand Kiko the script. _____
2. He is the lead actor in the school play. _____
3. During the performance, we will be watching carefully. _____
4. Miyoki will sing four of the new songs. _____
5. She is really very talented. _____
6. Their drama coach has performed in several plays on Broadway. _____
7. This play, *The Mikado*, will have a large audience. _____

Voice of the Verb

Identify passive (P) or active (A) voice.

1. Jay Bond ran the football for 45 yards last Saturday. _____
2. He was supported by the defensive tackles. _____
3. His touchdown won the game. _____
4. He could not have done it by himself. _____
5. The entire team, therefore, was praised by the coach. _____

Troublesome Verbs

Underline the correct form of the verb.

1. Four friends (laid, lay) on the beach for hours.
2. They (rose, raised) their umbrellas early.
3. The group watched the sun (sat, set) over the water.

4. They had even seen the sun (rise, raise).
5. Bonnie and Betty had (lay, lain) in the sun so long their tans were two shades darker.

Verbals: Gerunds, Participles, Infinitives

Underline any verbals and identify them as gerunds (G), participles (P), or infinitives (I).

1. Want to come to the mall with us? _____
2. We're going to be there all morning. _____
3. Choosing new clothes will be fun! _____
4. We can find some colored shirts that will be perfect for Dad. _____
5. Let's make a shopping list. _____

Phrases and Clauses

Identify whether these are phrases (P) or clauses (C).

1. around the town in a new car _____
2. inside the car were three boys _____
3. the car, an import from England, had a special motor _____
4. wearing cowboy hats on their long dark hair _____
5. roaring like a truck's diesel _____
6. their shouting in the quiet halls echoed loudly _____
7. singing at the tops of their voices and running fast _____
8. they had left the car on the parking lot _____
9. when they returned at the end of the day _____
10. scratched along the driver's side _____

Sentence Elements

Underline the subject with one line and the predicate with two lines.

1. Some films have been highly rated this spring.
2. In the forefront has been the blockbuster *Titanic*.
3. Sheila was fascinated with the one she saw last night.

Underline each direct object.

1. Could you hand me that book, please?
2. I need it for my next class.
3. We're studying history for seventh period.

Underline predicate nouns with one line and predicate adjectives with two lines.

1. Jeremy has been helpful to Ben, his roommate.
2. Ben is an extremely talented artist.
3. His work with watercolors became famous last April.

Underline indirect objects with one line and objective complements with two lines.

1. All the actors called her irresistible.
2. She has given us some tips for the stage.
3. We sent roses to her.

Kinds of Sentences

Identify the following sentences as simple (S), compound (C), complex (CX), or compound-complex (CC).

1. Bennett Moyer's dad has been a pilot for ten years; he flies for United. _____
2. When Bennett becomes 12, his father has promised him flying lessons. _____
3. To fly a plane must be exciting! _____
4. Mr. Moyer believes that Bennett can be a good pilot if he doesn't try to be a daredevil and if he listens carefully to his instructor. _____
5. Bennett went to the airport for his lessons, but he could not even climb into a plane to check the cockpit because no attendants were on the plane. _____

Sentence Errors

Identify sentence errors as sentence fragment (SF), run-on (RO), or comma splice (CS).

1. As a matter of fact, Susan. _____
2. Ramon rode the merry-go-round and Harry tried the airplanes. _____
3. Having counted the number of rides. _____

4. The carnival was fun, the children enjoyed it. _____

5. After you have eaten your dinner. _____

Modifiers

Rewrite the following sentences to eliminate misuse of modifiers.

1. Joshua went to the park with a smiling face.

2. When he was only six, his father had taken him there.

3. On their path, they saw a small deer made of small white pebbles.

4. Josh almost walked within two feet of the deer.

5. After eating their lunch, the deer quietly lay down under some bushes.

Balance

Rewrite the following sentences so they have balance.

1. Brigid's neighbor enjoys playing bridge, knitting scarves, and to talk on the telephone.

2. She has busy mornings every week and there are busy afternoons.

3. Her husband sometimes feels annoyed, cross, and distraction.

Shifts in Verbs: Tense

Correct any shifts in tense.

1. We entered the schoolroom, and we see an unusual sight.

2. A raccoon sits on one of the desks; we laughed to see him.

3. "How did he get in here?" We run out of the room right away to ask the teacher.

Shifts in Verbs: Voice

Correct any shifts of voice.

1. Jess lost his wallet at the mall, but it was returned to him.

2. Messages had been left in several places, but the finder had not seen them.

3. When the wallet was received, Jess found that all his money was still in it.

Answer Key

Grammar Pre-Test

Nouns

1. Clowns; children; adults
2. Performers; costumes
3. shoes; clowns
4. Faces
5. circus; fun

Verbs

1. camp
2. enjoy
3. likes; prefer
4. goes
5. works; owns
6. eat; exercise; read

Pronouns

1. We; our
2. you
3. Who; your
4. My; they
5. I; whom; me

Adjectives

1. close; large; frame
2. red; new
3. strong; wide
4. small
5. His; black

Adverbs

1. too; loudly; almost
2. not
3. quite; well

4. cheerfully; proudly
5. happily; carefully

Prepositions

1. of colorful beauty
2. in the soft dirt; under the new rosebushes
3. Beneath the trees; at the back
4. beside the peonies
5. from the top; of a pine tree
6. From near or far; during the day or evening

Conjunctions

1. but
2. and; since; but
3. Neither; nor
4. and; but
5. however
6. Although

Interjections

1. Yes!
2. He's fantastic!
3. you haven't heard!
4. Stop!
5. and make it soon!

Transitive, Intransitive, and Linking Verbs

1. TV
2. LV
3. IV
4. TV
5. TV
6. IV
7. LV

Voice of the Verb

1. A
2. P
3. A
4. A
5. P

Troublesome Verbs

1. raised
2. set
3. rise
4. laid
5. risen

Verbals

1. to pick: I
2. Picking: G
3. Reaching: P
4. Eating: G
5. crunching: P

Phrases and Clauses

1. C
2. P
3. P
4. C
5. P
6. P
7. C
8. P
9. C
10. P

Sentence Elements

1. farms; have
2. farmers; name
3. You; may name

Direct Object

1. cowboy film or film
2. brother
3. horses

Predicate Nouns and Adjectives

1. artist, p. noun
2. talented, p. adjective
3. portrait, p. noun

Indirect Objects; Objective Complements

1. us, IO
2. expert, OC
3. famous, OC

Kinds of Sentences

1. CX
2. S
3. C
4. CC
5. C

Sentence Errors

1. SF
2. CS
3. SF
4. CS
5. RO

Modifiers

1. For one to become *or* One must practice
2. man named M. J.
3. When Michael was five
4. ball that was made of brown leather
5. went in their red car

Balance

1. focus, and talent
2. ambitious, and hopeful
3. and then he wants to join . . .

Shifts in Verb Tense

1. saw
2. unpacked
3. happened

Shifts in Verb Voice

1. others had seen him too
2. Nobody had found a beaver . . .
or They had not found . . .
3. no one has explained . . .

Practice Exercises

Nouns

Ex. 1, p. 15

1. Josef; letter; congressman
2. postman; stamps
3. dinner; Lew
4. Shrimp; appetizers
5. family; mountain
6. Redwoods; trees
7. Ernesto; speller
8. children; party
9. Sean; Yvonne; weekend
10. kittens; basket
11. Mr. Henning; coach; school
12. Bacon; eggs
13. store; collection; tile
14. music; enchantment; evening
15. neighbors; St. Louis
16. office; staples; erasers; clips
17. spices; shelf
18. leaves; carpet
19. state; Texas
20. Loren; Luke; Europe; June

Ex. 2, p. 16

1. Men; women; club
2. Irene; junior; year
3. boy; field
4. dog; signals
5. course; action
6. colors
7. Football; sport
8. chair; corner
9. boy; break
10. show; tonight
11. Rory; dinner; Maurice; dishes
12. china; design; pattern

13. Aunt; Jean; goblets; pattern
14. Aunt; Nancy; plate; cup; saucer; salad; plate
15. Mother; platter; dish
16. newspaper; advertisements
17. storm; clouds
18. Hank; trip; weather
19. wind; window; house
20. Maura; thread; needle; thimble

Ex. 3, p. 17

1. radio; set; plastic; shelf
2. Lana; bride; month
3. daughter; cookies; kinds
4. Model; Airlines; hijacking
5. cat; name; Cutter; Cat
6. Miami; Florida; city; years
7. characters; play; clown; fool; tramp
8. wind; trees; leaves; shrubs
9. garden; variety; flowers; pansies; zinnias; snapdragons; marigolds; roses; asters
10. country; place; vacation
11. song; Perry; party; guests
12. car; train; people; Mother; Dad; platform
13. corner; Copenhagen; stand; pears; peaches; apples
14. son; college; Massachusetts
15. Twins; rarity; families; triplets
16. programs; shows; offerings
17. Money; root; evil
18. road; valley; invitation; area
19. courses; time; attitude
20. games; tennis; Wimbledon; yesterday

Ex. 4, p. 18

1. SN: boat
Other: repair
2. SN: Jon; Jacob
Other: twins
3. SN: teacher
Other: tests
4. SN: man
Other: match; strength; opponent
5. SN: Lisa

- Other: office
- 6. SN: John F. Kennedy
Other: work
- 7. SN: broom
Other: corner; closet
- 8. SN: Pat
Other: bedrooms
- 9. SN: Pam; Jan
Other: cookies
- 10. SN: manager
Other: refund
- 11. SN: New York City
Other: place
- 12. SN: choir
Other: Europe; June
- 13. SN: group
Other: concerts; countries
- 14. SN: Parents
Other: people
- 15. SN: Dogs; cats
Other: friends
- 16. SN: pets
Other: statement
- 17. SN: cat
Other: hours; goldfish
- 18. SN: wastebaskets
Other: back; room
- 19. SN: dots
Other: costume; combination
- 20. SN: tones
Other: carpet; serenity; room

Ex. 5, p. 19

- 1. Bruce Broderick Brooks
- 2. horses
- 3. children
- 4. uncle
- 5. man
- 6. Food
- 7. Meat; potatoes
- 8. Books
- 9. crafts
- 10. Congress

Ex. 6, p. 20

- 1. men; women
- 2. starlet
- 3. whistle

- 4. omelet
- 5. laws
- 6. Senators; representatives
- 7. change
- 8. judges
- 9. uncle
- 10. package
- 11. Squash; tomatoes; peppers
- 12. floodwaters
- 13. watchers
- 14. people
- 15. floods
- 16. government
- 17. men
- 18. Construction
- 19. possessions
- 20. cameras

Verbs 1

Ex. 1, p. 23

- 1. shine
- 2. roar
- 3. bloom
- 4. shot
- 5. cooked
- 6. enjoyed
- 7. was
- 8. Take
- 9. is
- 10. are
- 11. Count
- 12. has declared
- 13. Have seen
- 14. needs
- 15. swam
- 16. is
- 17. barks
- 18. will find
- 19. left
- 20. painted

Ex. 2, p. 24

- 1. glowed
- 2. were blooming
- 3. help
- 4. must meet
- 5. have eaten
- 6. should be dusted

- 7. laughed; cried
- 8. continued
- 9. capture
- 10. provide
- 11. are
- 12. become
- 13. will sing
- 14. seems
- 15. have become
- 16. Place; cover
- 17. produced
- 18. Have seen
- 19. were growing
- 20. was planted

Ex. 2A, p. 25

Answers will vary.

Ex. 3, p. 26

- 1. is cutting
- 2. planted
- 3. trimmed; edged
- 4. shouted
- 5. taunted; scolded
- 6. can; sing; dance; act
- 7. are
- 8. are
- 9. Read
- 10. Was
- 11. are coming
- 12. should be
- 13. have been waiting
- 14. do cost
- 15. will pay
- 16. tastes
- 17. should be
- 18. killed
- 19. caused
- 20. should plant

Ex. 3A, p. 27

Answers will vary.

Ex. 4, p. 28

- 1. have been speeding
- 2. hemmed; hawed
- 3. make; appeal
- 4. stole; won
- 5. consider
- 6. dictated

7. mended; dusted; swept; visited
8. is
9. Did find
10. make
11. became
12. seems
13. Could inventory
14. have written
15. will find
16. has refused
17. has planned
18. has been
19. rules
20. have underestimated

Nouns and Predicate Verbs

Ex. 1, p. 29

1. SN: Life; PV: has changed
2. SN: ranches; PV: are
3. SN: Children; PV: love
4. SN: Billy; PV: drank, nibbled
5. SN: man; PV: ate
6. SN: pirates; PV: lived
7. SN: nomads; PV: drank
8. SN: Liam, Rhonda; PV: danced, sang
9. SN: detectives; PV: watched
10. SN: woman; PV: drew
11. SN: Chester, Hester; PV: were
12. SN: label; PV: is
13. SN: robin; PV: was
14. SN: Judith; PV: lived
15. SN: bread; PV: tastes
16. SN: Keith, brother; PV: have plowed
17. SN: oranges; PV: make
18. SN: Sarah; PV: will cut
19. SN: Frenchman; PV: turned, walked
20. SN: students; PV: prepared

Ex. 2, p. 30

1. SN: breakfast; PV: tasted
2. SN: bacon, eggs; PV: please
3. SN: Betty, Jorge; PV: prepare
4. SN: Vishal; PV: likes
5. SN: cereal; PV: should be served
6. SN: Dad; PV: served
7. SN: daughter; PV: liked, detested
8. SN: tip; PV: can be seen
9. SN: kitten; PV: is
10. SN: Christopher Robin, Dusty; PV: are
11. SN: cats; PV: have been
12. SN: Misty; PV: does understand
13. SN: creature; PV: sees
14. SN: fur; PV: looks
15. SN: playfulness; PV: bothers
16. SN: Dusty; PV: chases, nips
17. SN: C. R.; PV: sits, stares
18. SN: friend; PV: laughs, laughs
19. SN: place; PV: is
20. SN: Delsy, Tom; PV: called, looked

Ex. 3, p. 31

1. SN: wedding; PV: was
2. SN: gown; PV: looked
3. SN: guests; PV: smiled, nodded
4. SN: bridesmaid; PV: wore, carried
5. SN: brother (Ken is appositive); PV: married, officiated
6. SN: daughter; PV: was, looked
7. SN: Robin; PV: lives, came
8. SN: Marlene, Lynne, Sandy; PV: were
9. SN: Faith; PV: was
10. SN: girls; PV: looked
11. SN: mother; PV: seemed, appeared
12. SN: Josie; PV: had chosen
13. SN: color; PV: went

14. SN: mother; PV: wore
15. SN: women; PV: had looked, shopped
16. SN: Ann; PV: has
17. SN: guests; PV: were wined, dined
18. SN: bride, groom; PV: visited, thanked
19. SN: Ann, Jim; PV: have rented, furnished
20. SN: Jim; PV: will start, work

Pronouns

Ex. 1, p. 36

1. he
2. You; us
3. them
4. We; them
5. few; us; his
6. that; you; my
7. Who; it
8. that; you; it; he; one; whom; my
9. I; myself; him
10. This; I
11. Whose
12. Everybody; it; someone; that
13. Who; our
14. She; those; we
15. He; himself; them; each; one; you
16. third; her; she
17. They; their; he; it; himself
18. Your
19. her; who
20. This; fourth; one; her

Ex. 2, p. 37

1. They, P
2. Each, I
3. fourth, O
4. Yourself, Rf
5. My, P-Poss
6. Who, P
7. that, D
8. Those, D
9. You, P
10. your, P-Poss

11. Whose, P-Poss
12. himself, Int; their, P-Poss
13. yours, P-Poss
14. Those, D
15. that, D
16. Six, C
17. Each, I
18. Some, I; others, I
19. Which, R
20. their, P-Poss

Ex. 3, p. 38

1. I
2. he
3. us
4. him
5. its
6. they
7. me
8. me
9. us
10. Who
11. whom
12. us
13. him
14. your
15. her, him
16. her
17. I
18. hers
19. himself
20. who

Adjectives

Ex. 1, p. 42

1. Blue; rare; red
2. pink; white
3. crusty; sweet; country
4. Seventeen; large; old; new
5. enticing; rich
6. Her; sweet; her; sunny
7. Huge; polar
8. cool; their; small
9. Most; salted; fresh; white
10. Her; long; auburn; lovely
11. Green; longer; scenic
12. That; orange; dusty; dirty
13. clean; good

14. Her; black; righteous
15. Small; of four; dirty; grimy

Ex. 2, p. 43

1. His; older; beautiful
2. fourth-grade; kind
3. Many; that; bumpy
4. which
5. Whose
6. whatever
7. European
8. dark-haired; famous
9. Those; new; freshman
10. Sergio's; younger; clever
11. That; brown; Jean's
12. That; difficult; first
13. Many; hungry; weary; good

Ex. 3, p. 44

1. gentle
2. smarter
3. lovelier
4. more handsome
5. heaviest
6. bitter
7. better
8. most articulate
9. sweet
10. rough
11. best
12. most
13. heavier
14. calm
15. smoother
16. emptier
17. tender
18. brighter
19. more exciting
20. helpful

Adverbs

Ex. 1, p. 47

1. quite
2. very; today
3. well; not
4. smoothly
5. really; well
6. swiftly

7. unusually; well
8. always
9. soon
10. too; fast
11. too
12. today
13. here; morning
14. happily
15. almost; immediately
16. carefully
17. softly; now
18. later
19. so; loudly; very
20. earlier; ever

Ex. 2, p. 48

1. truly
2. more; honestly
3. easily
4. clearly
5. really
6. quite
7. today
8. almost
9. swiftly
10. very
11. now
12. beautifully
13. quite; very
14. carefully
15. really; quite
16. completely
17. certainly
18. extremely
19. gracefully; well
20. awkwardly; not; quite

Ex. 3, p. 49

1. rapidly
2. fluently
3. earnestly
4. really
5. patiently
6. more competently
7. surely
8. successfully
9. delicately
10. competently
11. thoroughly

12. professionally
13. more thoroughly
14. amusingly
15. more steadily
16. well
17. satisfactorily
18. carefully
19. really
20. well

Prepositions

Ex. 1, p. 52

1. for sale; at this time
2. of the larger ones
3. Of all the houses; on this block
4. with the green trim; on the shutters
5. on the other hand; with the pool; in the backyard
6. among the houses; on the corner
7. in that house; for eight years
8. of time; on their yard
9. with bright blue and white canvas
10. Under the canvas; of red-wood
11. Around the edge; of the patio; of pink begonias and clay pots; with pink and white impatiens
12. At the back; of the yard; of zinnias . . . flowers
13. Behind the bushes; of tomatoes . . . squash
14. over the tomato plants
15. of bird nests
16. of twigs and strings
17. of them
18. with their neighbors
19. with the two big dogs; in . . . yard
20. For some time; in the garden
21. from their digging activities

Ex. 2, p. 53

1. of the group
2. with the . . . activities
3. into the money market
4. of saving; in the future
5. in red
6. Of all the students
7. In order; with the situation; with your advisor
8. in the selection; of courses
9. in the Psychology Department
10. Under the new law; in trouble
11. In all her life; of that caliber
12. on the right; of the double doors
13. in the afternoon; at breakfast; to her
14. in his manner; by the rudeness; of his speech
15. Within ten minutes
16. in their yards; from her birdlike perch
17. for lunch
18. in that department
19. of the report
20. of the matter; with the program

Ex. 3, p. 54

1. to Gray's Lake; for dinner
2. On the way; at their work; at play
3. at the playground; on the swings; in the sandbox; on the seesaw
4. In the west; down the sky; toward the horizon
5. with two rooms
6. of the restaurant; in a different decor; with bright colors
7. Beside our table; of brick
8. Within our room; of wood; of leather
9. in the room
10. of us; on the menu; for dinner
11. Between each course; around us

12. Under the soft lights
13. beneath her suit jacket
14. against her skin
15. Through the lace; of some . . . material
16. across the room; of pink
17. Under my plate; with points; of interest; in Illinois
18. of music; from some unknown source
19. until eight o'clock
20. At the end; of the evening; down Highway 45

Ex. 4, p. 55

1. in the library
2. in that area
3. to our house; on Saturday; for dinner
4. from an Italian recipe
5. on the menu
6. with the chicken
7. from friends; with her
8. Around noon; for lunch; in the shade; under the linden trees
9. through all those windows; on the west side
10. from the sun; for the plants; on the windowsill
11. Around the column; in the corner
12. under the stars; for many people
13. In St. Louis; to the Municipal Opera; of musical offerings
14. in Milwaukee; to one; of the large parks; of music
15. for science-fiction movies
16. on Saturday evening; in every respect
17. of such movies; to many people
18. in the brown suit
19. Under the circumstances; to you

Conjunctions

Ex. 1, p. 58

1. and
2. but
3. however; that; and
4. Since
5. Although; and; and; and
6. and
7. Neither; nor
8. because; and
9. Not only; but also
10. so
11. however; and
12. When; and
13. accordingly
14. If

Ex. 2, p. 59

1. and
2. however; before
3. When; moreover
4. Neither; nor
5. however; and
6. but
7. Not only; but also
8. and
9. both; and; when
10. however; and
11. Since; moreover
12. or
13. While; and
14. before

Ex. 3, p. 60

1. Whenever; and; nevertheless
2. Because
3. consequently; and; and
4. When; but
5. However; and
6. After; where; until
7. and
8. whether; or; yet
9. and; and
10. When; and
11. Because; and
12. When; where
13. and

Interjections

Ex. 1, p. 62

1. Watch it
2. Oh
3. Kali
4. Did you hear that
5. Good heavens
6. You had an accident
7. No
8. Well
9. Come here, Scott
10. Stop, thief; stop that man
11. Oh . . . is
12. drat
13. All . . . splendid
14. Yes
15. I can't believe it

Verbs 2

Ex. 1, p. 66

1. LV
2. TV
3. TV
4. LV
5. TV
6. TV
7. LV
1. IV
2. IV
3. TV
4. TV
5. TV
6. IV
7. IV
1. TV
2. IV
3. LV
4. TV
5. LV
6. TV
7. LV

Ex. 2, p. 67

1. TV
2. TV
3. IV
4. TV

5. TV
6. IV
7. TV
8. TV
9. TV
10. IV
11. TV
12. IV
13. IV
14. IV
15. TV
16. IV
17. IV
18. IV
19. IV
20. TV

Ex. 3, p. 68

1. LV
2. IV
3. LV
4. LV
5. TV
6. IV
7. LV
8. LV
9. TV
10. IV
11. LV
12. TV
13. LV
14. LV
15. LV
16. TV
17. TV
18. IV
19. LV
20. IV
21. TV
22. TV
23. TV
24. LV
25. TV

Ex. 4, p. 69

1. TV
2. IV
3. LV
4. IV
5. IV

6. TV
7. LV
8. TV
9. IV
10. TV
11. TV
12. LV
13. LV
14. TV
15. TV
16. LV
17. LV
18. LV
19. IV
20. TV

Verbs 3

Ex. 1, p. 72

1. A
2. A
3. P
4. A
5. P
6. A
7. P
8. A
9. A
10. P
11. A
12. P
13. A
14. A
15. A
16. P
17. A
18. P
19. A
20. A

Ex. 2, p. 73

1. P
2. A
3. P
4. A
5. A
6. P
7. A
8. A

9. P
10. A
11. A
12. A
13. P
14. A
15. P
16. A
17. P
18. A
19. P
20. P

Ex. 3, p. 74

1. Excitement is created by purple trains.
 2. Four purple trains were seen by us last week.
 3. Twelve young gazelles were carried by the four trains.
 4. A blue raincoat was worn by each gazelle.
 5. Lemon-yellow suits were covered by their blue raincoats.
 6. A dream has been described (by me), of course.
1. We saw the Parade of the States on TV last week.
 2. The Shriners planned the parade.
 3. The students created fascinating floats.
 4. Mayor Dogood gave a long speech.
 5. The band played several of Sousa's marches.

Ex. 4, p. 75

1. The new waitress served our breakfast with a flair.
2. My young cousin has washed Tori's car.
3. The bride cuts the wedding cake into small pieces.
4. Alex has painted the chair bright red.
5. Dad has rehung Mother's paintings.
6. Lee and Monika have prepared dinner.

7. Ashley cleaned her room.
8. Two college boys painted the garage.

Ex. 5, p. 76

1. A basket of delicious fruit for each cabin was provided by the cruise ship.
2. Michael Jordan is loved by many young people.
3. The wine to accompany our dinner was brought by the handsome waiter.
4. A report concerning the mayor's finances was published by the morning paper.
5. The state president was selected by our garden club to speak at the first meeting.
6. Her toddler is taken to the park every day by my friend.
7. The lullaby from *Hansel and Gretel* was sung last night by my favorite opera star.

Ex. 1, p. 80

1. lay
2. raise
3. sit
4. setting
5. raise
6. lying
7. lie
8. risen
9. laid
10. lay
11. raised
12. set
13. rise
14. laid
15. lay
16. risen
17. laid
18. set
19. set
20. rose

Ex. 2, p. 81

1. set
2. rise

3. lay
4. lay; raise; set
5. laid
6. raise
7. lie
8. set
9. have laid
10. lying
11. raise
12. set
13. lays
14. rose
15. set
16. sit
17. set
18. raise
19. lie
20. set

Verbals

Ex. 1, p. 84

1. Winning, G
2. to answer, I
3. Smiling, P
4. To win, I
5. laughing, P; crying, P
6. beaming, P
7. to eat, I
8. eating, G
9. to act, I
10. singing, G
11. Chugging, P; roaring, P
12. setting, P
13. to give, I
14. Swimming, G
15. Shaking, P
16. to dance, I
17. dancing, G
18. to bark, I
19. delighted, P
20. to please, I
21. talking, P
22. to annoy, I
23. chosen, P
24. irritated, P
25. annoyed, P

Ex. 2, p. 85

1. rising, P
2. To walk, I
3. strolling, P; to play, I
4. Singing, P; playing, P; pleasing, P
5. to go, I; drawn, P
6. gleaming, P; glittering, P
7. blazing, P
8. to eat, I; to get, I
9. screaming, G
10. dimpling, P; smiling, P; to paint, I
11. sailing, P
12. to eat, I
13. jogging, P
14. to stroll, I; to watch, I; talking, P; gesturing, P; laughing, P
15. parked, P
16. chosen, P; training, G
17. to do, I

Ex. 3, p. 86

1. Yawning, G;
2. Twisting, P; turning, P; milling, P
3. to achieve, I
4. to swing, I
5. knowing, G; to do, I
6. dancing, G; to learn, I
7. fussing, P; pouting, P; to walk, I
8. racing, G
9. singing, G
10. pleased, P; to forget, I
11. barking, P; to protect, I
12. freezing, P
13. Screaming, G; chilling, P
14. to build, I
15. exciting, P; to view, I
16. driving, G

Ex. 4, p. 87

1. To hike in the woods, I
2. whirring, P
3. to capture the geese . . . formation, I; to winter, I
4. satisfied, P; to believe, I
5. Taking pictures . . . birds, G; to be enjoyed, I

6. unposed, P
7. setting, P; to use . . . field, I; landing, P
8. watching . . . departures, G
9. to take . . . birds, I
10. To carry . . . intent, I; to create . . . pictures, I; tinted, P; dedicated, P
11. Finding a publisher, G; interesting . . . project, G; to do, I
12. to combine . . . friends, I; winged, P
13. Discouraged at first, P
14. elated, P
15. to begin . . . project, I; exciting, P

Ex. 5, p. 88

1. domesticated, P; to stalk . . . prey, I; to prowl . . . tabletop, I
2. Growling fiercely, P; living, P
3. Flying . . . landing, P; landing, G; clawed, P
4. smoked, P; to stand . . . hordes, I; oncoming, P
5. Stalking . . . house, P; to impress . . . alike, I
6. to exert . . . world, I; imposed, P
7. To do this, I; to get . . . liver, I
8. To tease . . . Robin, I; continuing, P
9. slinking . . . tummy, P; tinted, P; to catch . . . guard, I
10. closed, P; twitching, P; racing, P; to stare at him, I
11. Moving . . . day, P; startled, P
12. Poised . . . games, P; secluded, P; to have nothing, I; to do . . . cats, I

Phrases and Clauses

Ex. 1, p. 91

1. P

2. P
3. C
4. C
5. P
6. C
7. P
8. P
9. P
10. C
11. C
12. P
13. C
14. C
15. P
16. C
17. P
18. P
19. P
20. C
21. P
22. C
23. P
24. C
25. C

Ex. 2, p. 92

1. C
2. P
3. P
4. P
5. C
6. P
7. P
8. C
9. P
10. C
11. P
12. C
13. P
14. C
15. P
16. P

Ex. 3, p. 93

1. C
2. P
3. P
4. C
5. P

6. C
7. P
8. C
9. C
10. P
11. C
12. P
13. C
14. C
15. C
16. P
17. P
18. C
19. P
20. C

Ex. 4, p. 94

1. P
2. P
3. C
4. C
5. C
6. C
7. P
8. C
9. C
10. C
11. P
12. P
13. P
14. P
15. P
1. DC
2. IC
3. IC
4. DC
5. DC
6. IC
7. DC
8. DC
9. DC
10. IC

Ex. 5, p. 95

1. IC
you (understood); move
2. DC
you; met
3. IC
program; is

4. IC
you (understood); put
5. DC
you; have finished
6. DC
weather; is
7. IC
you (understood); give
8. DC
which; is
9. DC
cake; tastes
10. IC
you; can hear
11. DC
garden; is
12. DC
room; is
13. IC
ribbons; will look
14. DC
roast; is
15. IC
details; are
16. IC
you; did buy
17. DC
bill; has been sent
18. DC
we; finish
19. IC
Mother; plays
20. DC
figures; balance

Ex. 6, p. 96

1. DC
trial; produces
2. IC
you (understood); let call
3. IC
lions; are
4. DC
you; are
5. IC
singing; was
6. DC
song; ended
7. DC
statistics; are

8. IC
we; will call in (verbal idiom)
9. DC
bus; comes
10. IC
they; crushed
11. DC
time; is
12. DC
they; left
13. IC
everyone; has
14. DC
school; is out (verbal idiom)
15. DC
you; hear
16. DC
she; is
17. IC
journals; will be
18. IC
leader; slept
19. DC
partner; arrives
20. DC
pie; has

Ex. 7, p. 97

1. DC
he; heard
2. DC
which; brings
3. DC
clothes; are
4. IC
you (understood); iron
5. IC
she; likes
6. DC
you; have seen
7. DC
group; thinks
8. IC
you (understood); eat, drink, be
9. IC
films; entertain
10. DC
he; tells

Sentence Elements

Ex. 1 p. 101

1. her
2. them
3. Andrea
4. for me
5. to her
6. Charley
7. her
8. to Dad
9. to Aunt Fran
10. her
1. class president
2. happy
3. downstairs
4. impartial
5. treasurer
6. hopeless
7. limping
8. Troop Leader
9. cooperative
10. Dean of Students

Ex. 2 p. 102

1. S: sun; PV: rose
2. S: Steve; PV: could see; DO: parade
3. S: curtains; PV: fell apart
4. S: She; PV: wrapped; DO: sweater
5. S: teacher; PV: gave; IO: students; DO: examination
6. S: class; PV: elected; DO: Sandra; OC: president
7. S: Rachel; PV: will bake; DO: turkey; IO: for the buffet
8. S: They; PV: painted; DO: walls; OC: pink
9. S: Daniel; PV: wanted; DO: apartment
10. S: Cory; PV: gave; IO: Mother; DO: pork chop; S: she; PV: shopped
1. S: Lemonade; PV: was considered; PN: beverage
2. S: Lemons; PV: are; PN: fruit
3. S: quarters; PV: are; PA:

fresh, attractive

4. S: rooms; PV: have been painted
5. S: you (understood); PV: send; DO: box; IO: to this address
6. S: Walter; PV: has been elected; PN: senator
7. S: Albion, PV: gave, IO: employees, DO: bonus
8. S: Christopher, PV: is, PN: politician; S: I; PV: hear
9. S: friends, PV: thought, DO: seats, OC: excellent
10. S: you, PV: can, S: you, PV: will wash, DO: car

Ex. 3 p. 103

1. S: Gregory; PV: gave; IO: her; DO: necklace
2. S: I; PV: saw; DO: them; S: they; PV: were singing
3. S: you (understood); PV: Give; IO: her; DO: books
4. S: I; PV: think; S: she, PV: is; PA: pretty
5. S: Matt; PV: is; PN: man
6. S: She; PV: has; DO: manner
7. S: men; PV: want; DO: steak, salad; IO: for dinner
8. S: dress; PV: is; PA: peach
9. S: Len; PV: is; PN: president
10. S: Ann; PV: gave; IO: friend; DO: cup and saucer
11. S: essay; PV: is; PN: paper
12. S: We; PV: have met; DO: teacher
13. S: people; PV: are, PA: greedy
14. S: you; PV: Can give; IO: me; DO: details
15. S: Playing tennis; PV: is; PN: exercise
16. S: corn; PV: is; PA: ripe; S: tomatoes; PV: are; PA: red; S: onions; PV: are bursting out (verbal idiom)
17. S: people; PV: have made; DO: choice; S: Dale Brown, PV: is, PN: leader

18. S: you (understood), PV: Give, IO: waitress, DO: order
 19. S: nurse; PV: gave, IO: patient; DO: juice;
 20. S: She; PV: was; PA: efficient

Kinds of Sentences

Ex. 1 p. 107

1. S
2. S
3. S
4. C
5. S
6. S
7. C
8. S
9. C
10. C
1. CX
2. CX
3. C
4. C
5. C
6. C

Ex. 2 p. 108

1. C
2. CX
3. S
4. CX
5. C
6. CX
7. S
8. S
9. C
10. CX
11. C
12. CX
13. C
14. CX
15. C
16. S

Ex. 2A p. 109

Answers will vary.

Ex. 3 p. 110

1. S
2. CX
3. C
4. S
5. S
6. CC
7. CX
8. C
9. S
10. CX
11. CX
12. S
13. CX
14. S
15. CX
16. C
17. S
18. S

Ex. 3A p. 111

Answers will vary.

Ex. 4 p. 112

1. CX
2. CX
3. C
4. S
5. C
6. CX
7. CX
8. CC
9. CC
10. S
11. C
12. C
13. C
14. CC

Ex. 4A p. 113

Answers will vary.

Ex. 5 p. 114

1. CX
2. S
3. C
4. CX
5. S
6. CC
7. S

8. CC
9. CX
10. S
11. S
12. C
13. CC
14. CC
15. C

Ex. 6 p. 115

Answers will vary.

Sentence Errors

Ex. 1 p. 119

1. SF
2. CS
3. SF
4. CS
5. CS
6. SF
7. SF
8. CS
9. CS
10. CS

Ex. 2 p. 120

1. SF
2. SF
3. IC
4. IC
5. SF
6. IC
7. SF
8. IC
9. SF
10. IC
11. IC
12. SF
13. IC
14. SF
15. SF
16. SF
17. IC
18. IC
19. IC
20. SF
21. IC

22. SF
23. IC
24. SF
25. IC

Ex. 3 p. 121

1. RO
2. SF
3. RO
4. CS
5. SF
6. RO
7. CS
8. SF
9. CS
10. SF
11. CS
12. RO
13. RO
14. CS
15. SF
16. RO

Ex. 4 p. 122

1. RO
2. ✓
3. RO
4. RO
5. RO
6. CS
7. ✓
8. CS
9. ✓
10. ✓
11. CS/RO

Ex. 5 p. 123

1. SF (example: It can be disturbing . . .)
2. ✓
3. SF (. . . are annoying)
4. SF (, they are more relaxed than before.)
5. CS (child; their)
6. ✓
7. ✓
8. SF (, you would not regret your statement)

Ex. 6 p. 124

1. CS
2. RO
3. RO
4. CS/RO
5. RO
6. RO
7. CS
8. RO
9. CS
10. CS
11. CS

Modifiers

Ex. 1 p. 129

1. coveted dangling from . . .
2. For . . . alone
3. If you want to bake . . .
or useful if you want . . .
4. After he visited the doctor
5. We passed the day quickly
6. necessary to run a good race
7. As he walked into . . .
8. As I watched with fascination

Ex. 2 p. 130

1. While Allie was strolling
2. required to walk a . . .
3. flag hanging from . . .
4. After Jim ate his dinner, Nero
5. When Stephanie was five years old, her
6. Once Joy was threatened, her
7. the pitcher until it was full
8. If you're arranging . . .
9. While Fred was dancing the polka, his knees buckled.

Ex. 3 p. 131

1. Lung cancer is frequently caused by people smoking . . .
2. impounded in the cage
3. She told only
4. Michael swam nearly

5. just at school
6. to the clock that was ticking
7. costumes that the dancers wore
8. the baby that was crying
9. voice that was rough and gruff
10. As they were moving out, the
11. corn for us as soon as possible

Ex. 4 p. 132

1. to invite her for dinner
2. Playing in the back yard, Leeana . . .
3. Dad wants only tea . . .
4. jacket that was made . . .
5. Driving through PA, we . . .
6. Over an open fire, Ernesto
7. The cat on the porch had fur . . . and . . .
8. meat that hasn't been cooked . . .
9. Through the window, . . . ; baskets that hung on . . .
10. to the lake immediately

Ex. 5 p. 133

1. need only you
2. As he rode on the . . .
3. dolls that drink . . .
4. as we crossed the gorge
5. as we dined, danced, and visited
6. While we stood at the . . .
7. wrist that was already
8. took Algebra in college only
9. When I slammed . . .
10. move our car as soon as . . .

Parallelism and Balance

Ex. 1 p. 136

1. optimistic, and generous
2. to swim, and to golf
3. to love him
4. also to develop

5. sea, and sunshine
6. experience, and talent
7. and then he intends to ride
8. also exercise
9. eat either meat or fish
10. come soon; come today

Ex. 2 p. 137

1. that they will pay
2. drink neither tea nor
3. energetic, and well-trained
4. one to be careful
5. shopping in boutiques
6. who is a Democrat
7. explains preventive . . .
8. checks causes, and wants . . .
9. woman, and fascinating . . .

Verbs 4

Ex. 1 p. 140

1. no one replied
2. the teacher gave a syllabus . . .
3. but his mother caught him . . .
4. scolded
5. public is
6. is turning off
7. we have enjoyed rock . . .
8. After NBC had aired the new . . .

Ex. 2 p. 141

1. . . . and they consider all forms of violence unacceptable.
2. . . . we turned them in to the professors.
3. . . . but he left her standing on the corner alone.
4. . . . he asked for a doggy bag.
5. . . . but we children are still asking questions.
6. . . . and our income will increase.
7. After they ate dinner, . . .
8. . . . and she also reads racy fiction.

Grammar Post-Test

Nouns

1. Harry; summer; Botanic; Garden
2. men; women; intern
3. ideals; experience
4. future

Verbs

1. have appropriated
2. hopes
3. were defeated; coped
4. will work; starts; hopes

Pronouns

1. you; her; our
2. She; that
3. We; who
4. Three; they; us

Adjectives

1. Important; new
2. special; three; essay
3. personal; their
4. One; thoughtful
5. blue

Adverbs

1. quietly; slowly
2. really; too
3. Soon; now
4. almost; finally
5. very; immensely

Prepositions

1. to the theater
2. about it; on the news; in the newspapers
3. At the mall; of people; around the corner; of the theater
4. According to their custom; between four school friends

Conjunctions

1. Either; or
2. Both, and
3. and; but

4. Since; consequently
5. However; so

Interjections

1. Please . . . out
2. wait a minute
3. Ouch
4. Here she comes
5. No way

Transitive, Intransitive, and Linking Verbs

1. TV
2. LV
3. IV
4. TV
5. LV
6. IV
7. TV

Voice of the Verb

1. A
2. P
3. A
4. A
5. P

Troublesome Verbs

1. lay
2. raised
3. set
4. rise
5. lain

Verbals

1. to come: I
2. to be: I
3. choosing: G
4. colored: P
5. shopping: P

Phrases and Clauses

1. P
2. C
3. C
4. P
5. P
6. C
7. P
8. C

9. C

10. P

Sentence Elements

Subjects and Predicates

1. films, have been rated
2. blockbuster, has been
3. Sheila; was; she; saw

Direct Object

1. book
2. it
3. history

Predicate Nouns and Adjectives

1. helpful; PA
2. artist, PN
3. famous, PA

Indirect Objects; Objective Complements

1. irresistible, OC; her, IO
2. us, IO
3. to her, IO

Kinds of Sentences

1. C
2. CX
3. S
4. CX
5. CC

Sentence Errors

1. SF
2. RO
3. SF
4. CS
5. SF

Modifiers

1. Joshua with a smiling face
2. When Joshua was only six, . . .
3. On their path made of small white pebbles, they saw a small deer.
4. Josh walked almost within . . .
5. After the deer ate his lunch, he . . .

Balance

1. . . . and talking on the telephone.
2. She has busy mornings and afternoons every week.
3. . . . cross, and distracted.

Shifts in Verbs: Tense

1. saw
2. sat
3. ran

Shifts in Verbs: Voice

1. but a clerk (someone) returned it.
2. He had left messages . . .
3. When he received the wallet, . . .

Award of Recognition

Student's Name

is honored for successfully completing this study of grammar
and creating a foundation for clear, effective writing.

School Name

Instructor

Date

Principal's Signature

Instructor's Signature
