

Grammar: Unit 1--Choosing the Write/Right Word

its and it's

- *It's* is a contraction of "it is" or "it has." I like the dog. It's my favorite animal.
 - *Its* shows ownership. I like the dog; however, I do not like its owner.
1. (It's Its) so hot out here that my ice cream melts before I can eat it.
 2. The frozen drink sat forgotten on the table. (It's Its) sweating cup formed a ring on the polished wood.
 3. His mom is not happy since (it's its) been a week since Tommy has washed dishes or taken out the trash.
 4. (It's Its) obvious that Professor Grayson hates us.
 5. Her pen ran out of ink; (it's its) ball point dug into the paper but left no words.
 6. Bill gasped in disappointment at the house, for (it's its) floor undulated with warped wood.
 7. Francisco decided against a puppy as (it's its) fur would be a vacuuming nightmare.
 8. "(It's Its) all over," announced the lone race official as Veronica crossed the finish line.
 9. (It's Its) been a week since we've found paw prints on the hoods of our cars.
 10. Malinda spooned yogurt into her mouth, savoring (it's its) blueberry flavor.

to and too

- *To* is a preposition or an infinitive. I want to go to the store. ("to go" is an infinitive: to + verb; "to the store" is a preposition: to + noun/pronoun)
 - *Too* means "very" or "also." I am too tired to do any work. OR I want to go to the store, too.
1. Because Kyle had eaten a pizza for lunch, he was (to too) full at practice.
 2. The lazy baby sitter was (to too) involved in her afternoon soap operas to notice the two boys fighting.
 3. Driving over the speed limit was a reason that Officer Rodriguez decided (to too) stop Clarissa.
 4. At night, the hamsters made (to too) much noise running on their squeaky exercise wheel.
 5. The puppies pounced on Felix's tail, but the cat ignored them as he did not want (to too) play.
 6. Jake hoped Clarissa wasn't (to too) angry that he forgot their anniversary the day before.
 7. (To Too) her surprise, Suzi found the test was easier than she thought.
 8. Brittney's ponytails were (to too) distracting as Eric sat mesmerized watching them sway in the breeze.
 9. It's impossible (to too) think with all this noise.
 10. Because everyone else is going to the movies, Bob would like to go (to too).

their, there, and they're

- *Their* shows ownership. Their dog ran into my yard.
 - *There* shows a place. Their dog is there.
 - *They're* is a contraction of "they are." They're bringing their dog over there.
1. Because Tammy and Casey are always late, (their there they're) friends expect them to arrive 15 minutes late to everything.
 2. "Don't eat those cookies!" warned Mrs. Smith. "(Their There They're) for your dad."
 3. Mom was furious because (their there they're) were muddy paw prints on the new white sofa.
 4. The Mitchells cut (their there they're) grass early in the morning.
 5. Dusty and Chris came to the essay exam without (their there they're) dictionaries.
 6. My dogs bark at people, but (their there they're) not as dangerous as the two family cats.
 7. Despite complaints from his girlfriend, Frank wore his smelly sneakers because (their there they're) the most comfortable shoes he owns.
 8. Dallas and Kelly studied for their final exam; (their there they're) hoping for A's on the test.
 9. Are (their there they're) any more pizza rolls in the freezer?
 10. Paulette and Judi tried to eat hamburgers, but (their there they're) stomachs were queasy.

your and you're

- *Your* shows ownership. Your dog ran into my yard.
- *You're* is a contraction of "you are." You're bringing your dog to my house.

1. Which one is (your you're) brother?
2. (Your You're) the funniest person I've ever met!
3. I got home late last night and the first thing I heard was, "(Your You're) grounded!"
4. What is (your you're) name?
5. You can have all the cake you want; it's (your you're) party.
6. Call me when (your you're) home safely.
7. (Your You're) the tallest person in the room.
8. I love (your you're) long hair.
9. The race is over, and (your you're) the fastest.
10. (Your You're) parked in the wrong spot.

then and than

- *Then* shows time. I went to the store then.
- *Than* shows comparison. I am smarter than you.

1. Sam saw his first violin concert when he was 3 years old. Since (then than), he has been fascinated by stringed instruments.
2. Stephanie would rather eat 20 pieces of broccoli (then than) touch a single green bean.
3. Finish your homework; (then than), we can go for a bike ride.
4. "Fluffy, no!" Mrs. Hall scolded, scooping the cat up. "You know better (then than) to walk on the kitchen table."
5. For some people, staying away from chocolate is easier said (then than) done.
6. "Don't forget," Shawna called, "we're meeting at the museum at five o'clock. I'll see you (then than)!"
7. My little brother knows so much more about Star Wars (then than) I do.
8. If you eat all of the chocolate cake today, (then than) you do not have to eat any tomorrow and feel guilty all over again.
9. There is hunger, and (then than) there is the type of hunger that makes you eat a "Quadruple-Bypass" cheeseburger from the Heart Attack Grill.
10. Dan's socks were definitely smellier (then than) Jonah's after the boys returned from playing in the football game.

good and well

- *Good* is an adjective. Use it after a linking verb or before a noun. The good boy is here. OR The boy is good.
- *Well* is an adverb most of the time. Use it after an action verb. The good boy completed the assignment well. If it is going to be used as an adjective, it is used like "healthy." *The boy is well today.*

1. They danced (good well) at the party.
2. Why does a bagel with strawberry cream cheese taste so (good well)?
3. Brian and Joslyn always work (good well) together.
4. "No need to yell. I can hear you very (good well)," said Veronica's dad.
5. The cookies and cream ice-cream sandwiches looked (good well) to us.
6. Lindsay plans for the weekend seemed (good well) on paper.
7. Mrs. Shorter needed one more picture for the yearbook, and then it would look (good well).
8. The new sheets did not feel (good well), so I returned them.
9. The tomatoes will grow (good well) in the garden.
10. "I hope everything goes (good well) tomorrow," said Fran.

whose and who's

- *Whose* shows ownership. I wonder whose dog is over there.
 - *Who's* is a contraction of "who is." I wonder who's going with me.
1. Give that glass of water to Stephen, (whose who's) determined to finish the entire bowl of stew.
 2. Ralph, (whose who's) mouth burned after a spoonful of the hot stew, drank the glass of water.
 3. In the hallway paces Julio, (whose who's) hoping the teacher will give him an A on the test.
 4. The professor returned the failing exam to Lora, (whose who's) poor performance on the midterm confirmed her reputation as a slacker.
 5. Bryan stared at the cashier, (whose who's) long, painted fingernails curled like macaroni.
 6. We tried to concentrate on the lecture, but we couldn't help eavesdropping on Jerry, (whose who's) loud voice boomed in the hallway as he chatted on his cell phone.
 7. Ernie, (whose who's) ignoring Gloria's frequent telephone calls, hopes to see Jasmine's name and number pop up on his caller ID.
 8. Eddie cannot keep his mind off the beautiful redhead (whose who's) sitting beside him.
 9. Corey glanced at John, (whose who's) neat handwriting filled every available line in the exam book.
 10. Before you eat the leftovers, check with Katie, (whose who's) also looking for something to eat.

who and whom

- Use *who* when you can substitute *he*. I went to the store with Bob, who is my best friend. (He is my best friend.)
 - Use *whom* when you can substitute *him*. I went to the store with Bob, whom I like. (I like him.)
1. Diane insisted that her appointment be with Roberto, the only stylist (who whom) she would trust.
 2. To (who whom) has Michelle spilled the delicious gossip about Jude and Marie?
 3. Juan dreaded Coach Hayden, (who whom) was known as the most difficult coach at the school.
 4. Marina prayed that she would not have Dr. Carson, the one professor (who whom) no one can please.
 5. (Who Whom) ate the leftover casserole?
 6. Tom's mother is the woman (who whom) he admires the most.
 7. Joey was waiting for Professor Orson, the teacher (who whom) might ruin Joey's perfect 4.0 GPA.
 8. For (who whom) has Jennifer cooked the delicious Italian dinner?
 9. Mr. Martinez decided to fire Roseanne, the cashier (who whom) could never make correct change.
 10. (Who Whom) did you find to keep your noisy, smelly, annoying beagle while you are on vacation?

affect vs. effect

- *Affect* is a verb. The storm affected the crops.
 - *Effect* is a noun. The effects of the storm damaged the crops. (Hint: think of special effects)
1. The (affect effect) of the preacher's words on the young boy's life was astounding.
 2. Sheila was surprised that her book could (affect effect) people so profoundly.
 3. Meditation had an obvious (affect effect) on Mandy's general behavior.
 4. Patty realized her criticism had no (affect effect) on Roger's poor work.
 5. The coach's encouraging words before the big game had an (affect effect) on his players.
 6. Patty's harsh words didn't (affect effect) Roger as much as he had anticipated.
 7. The president couldn't make the (affects effects) of the new policy important.
 8. His old teacher's wise words had the most (affect effect) on Tom's career endeavors.
 9. Anna's photograph had a profound (affect effect) on John.
 10. Chris was curious how the crime rate (affected effected) hiring rates in his neighborhood.

Other ways to make your writing better

- 1. Do not use *very, pretty, really, etc.***
 - How large are you if you're "very large"? How mad are you if you're "pretty mad"? How smart are you if you're "really smart"? Use comparisons or better vocabulary words.
 - NOT – My very large dog jumped on my friend, breaking his arm.
 - USE – My dog, which is as large as a small compact car, jumped on my friend, breaking his arm.
 - NOT – I very much dislike my English teacher.
 - USE – I despise my English teacher.
- 2. Do not use *!* in formal writing.**
 - NOT – I like school!
 - USE – I like school.
- 3. Eliminate *I think, I believe, I feel, in my opinion, personally, etc.* from your writing. It's already your paper, so we don't need to know these things.**
 - NOT – I think that the school should provide steak for lunch.
 - USE – The school should provide steak for lunch.
- 4. Commas and periods ALWAYS go inside quotation marks.**

NOT – "I love tacos", Mr. Kent said. "I eat them all the time".

USE – "I love tacos," Mr. Kent said. "I eat them all the time."
- 5. Do not use contractions in formal writing.**
 - NOT – I could've completed the assignment.
 - USE – I could have completed the assignment.
- 6. Names of novels, plays and movies should be underlined when hand-written and italicized when typed.**
 - NOT – "To Kill a Mockingbird"
 - USE – *To Kill a Mockingbird* or To Kill a Mockingbird
- 7. *A lot* is always two words.**
 - One way to remember this is that you would not write *awholelot* as one word.
- 8. Use *because*, not *cause* or *cuz*.**
 - NOT – I like pizza cause it tastes good. OR I like pizza cuz it tastes good.
 - USE – I like pizza because it tastes good.
- 9. Do not use *of* when you mean *have*.**
 - NOT – I could of read that book.
 - USE – I could have read that book.
- 10. Do not use *wanna, gonna, or kinda*.**
 - NOT – I wanna run a marathon.
 - USE – I want to run a marathon.
- 11. Know when to use *who* or *that*.**
 - Use *who* after a person. I went to the store with Bob, who needed milk.
 - Use *that* after an object. I went to the store that is on Henry Street.
- 12. In time references, use *a.m.* and *p.m.***
 - NOT – I woke up at 7 AM. (AM and FM are found on a radio.)
 - USE – I woke up at 7 a.m. (a.m. and p.m. are found on a clock.)
- 13. Use *however* as a conjunctive adverb instead of *although*.**
 - NOT – I want to go to the store; although, I don't have any money.
 - USE – I want to go to the store; however, I don't have any money.
- 14. Do not use *over* when you mean *more than*.**
 - NOT – I have over 40 books.
 - USE – I have more than 40 books.

Choose the correct word(s) in the following paragraph.

It all began (more than/over) 39 years ago (when/where) I walked into room 9C, (when/where) my life was altered forever. Sitting at a desk near the door was the most beautiful girl (I'd/I had) ever seen. I knew I had (to/too) know her name, so I walked (towards/toward) her. She was reading a book I was familiar with, so I decided to sit in the chair next to her. We struck up a conversation about ("The Cat in the Hat"/*The Cat in the Hat*). Did I forget to mention that this was first grade (cause/cuz/because) I probably should have mentioned that. The conversation (wasn't/was not) much; (although/however), I do remember she was quite the fan of Dr. Seuss, (who/whom) she knew (a lot/alot) about. I should (of/have) just remained quiet (cause/cuz/because) I was nowhere as knowledgeable about him and his writings. I was (gonna/going to) leave, but she invited me to stay. We then talked for nearly 25 minutes until 8:35 (AM/a.m.). (That's/That is) when I made the best decision of my life. I was (gonna/going to) marry that girl. And now, 39 years later, (we're/we are) celebrating our 20th wedding anniversary. Everything has been (good/well) since then.

Grammar: Unit 2--Using Commas Effectively

Directions: In each of the exercises, either add comma(s) or put a C in front of the number if it is correct.

Series: To avoid confusion, use commas to separate words and word groups with a series of three or more.

Example: *My \$10 million estate is to be split among my husband, my daughter, and my son.*

1. The English teacher adjusted her glasses shuffled her notes and began her lecture.
2. She stepped around the grass across the sidewalk and onto the curb.
3. A glass of milk a cup of tea or a mug of coffee will be fine.
4. Planning the trip buying supplies and packing emergency items are all part of good camping preparation.
5. I'll have pickles ketchup mustard and onions on this hot dog.

Between Adjectives: Use a comma to separate two adjectives when the word *and* can be inserted between them or the two adjectives can be put in the reverse order.

Examples: *He is a strong, healthy man.* He is a strong and healthy man, or he is a healthy, strong man. BUT *We stayed at an expensive summer resort.* You would not say *expensive and summer resort*, so no comma. Nor would you say *We stayed at a summer expensive resort.*

1. We enjoyed the clean crisp smell of the mountain air.
2. Beth was a student whose intelligent conscientious mind earned her good grades.
3. Mr. Jones gave us a difficult final examination.
4. She ate the sweet juicy apple with a vengeance.
5. The awkward shy teenager felt nervous about his first date.

Direct Address: Use commas before, after or surrounding the name or title of a person directly addressed.

Examples: *Will you do that assignment for me, Aisha?* OR *Aisha, will you do that assignment for me?* OR *Will you, Aisha, do that assignment for me?*

1. Please let me know Steve when you plan to arrive.
2. You young man are in big trouble.
3. Jimmy will run in the race.
4. That's a handsome suit Mr. Cooper.
5. Loretta will you please go to the store for me?

Dates & City/State: Use a comma to separate the day of the month from the year and after the year.
Example: *Kathleen met her husband on December 5, 2003, in Mill Valley, California.*

Use a comma to separate the city from the state and after the state in a document.
Example: *I lived in San Francisco, California, for 20 years.*

1. The museum opened on October 29 1949 after a wonderful ceremony in Chicago Illinois.
2. We will go to Las Vegas on March 30 to watch the boxing match.
3. On Thursday June 8 2000 school will be out for the summer.
4. I will be traveling to Mexico City Mexico for spring break.
5. The team is traveling to Dallas Texas for a game on January 23 2014.

Interrupters: Use commas to set off expressions that interrupt sentence flow.
Example: *I am, as you have probably noticed, nervous about this.*

Use commas surrounding words such as *therefore* and *however* when they are used as interrupters.
Examples: *I would, therefore, like a response. BUT I want pizza; therefore, I will order one.*
I would be happy, however, to volunteer for the Red Cross. BUT I volunteered; however, I was busy.

1. Bees for example have four wings.
2. The reason is of course obvious.
3. You are I believe beginning to get this.
4. Some students on the other hand may be confused.
5. The married couple will meanwhile purchase a new home.

Direct Quotations: Use commas to introduce or interrupt direct quotations.

Examples: *He actually said, "I do not care."*
"Why," I asked, "do you always forget to do it?"

1. The young girl yelled "Why doesn't anyone want to go to the store with me?"
2. "Someone needs to get this figured out" the president said.
3. "When the other team shows up" the coached said "we will begin stretching."
4. Jason told his boss that he was going to take a two-week vacation.
5. Walking through the woods, the man said "This is the most wonderful place I have ever hiked."

PHRASES

A **phrase** is two or more related words (without a subject and a verb) that function as a single sentence part (either noun, adjective, or adverb). There are three kinds of phrases:

1. Prepositional – begins with a preposition and includes its object and any words modifying the object
 - a. *After the dance*, I walked home.
 - b. I walked home *after the dance*.
2. Appositive – a noun or noun phrase that renames a nearby noun
 - a. My mom, *the woman over there*, is deaf.
 - b. The owl, *a creature of the night*, is difficult to see.
3. Verbal
 - a. Participial – a verb form ending in -ed or -ing that is used as an adjective.
 - *Jumping around the room*, the little boy was energetic.
 - The little boy *jumping around the room* was energetic.
 - b. Gerund – a verb form ending in -ing that is used as a noun.
 - *Jumping around the room* was fun for the little boy.
 - The little boy liked *jumping around the room*.
 - c. Infinitive – a verb form that appears with “to” before the verb.
 - *To get my paycheck*, I had to fill out paperwork.
 - I had to fill out paperwork *to get my paycheck*.

NOTE: What is the difference between the preposition “to” and the infinitive “to”?

NOTE: What is the difference between a participial and a gerund?

Introductory Words & Phrases: Use a comma when beginning sentences with introductory words, such as *well, now, or yes*.

Examples: *Yes, I do need that report.*

Well, I never thought I'd live to see the day.

When starting a sentence with a phrase, use a comma after it. Conversely, do not use a comma when the sentence ends with a phrase.

Example: *To apply for this job, you must have previous experience.*

You must have previous experience to apply for this job.

1. After consulting her calendar Stephanie missed her date.
2. Harriet gave the book to Harry after school.
3. To earn an “A” in Ms. Long’s class one must work hard.
4. No I cannot buy you a new dress for the wedding.
5. As though nothing had happened she sat down comfortably.

Appositives: Use commas to set off appositives.

Example: *Bob, the teacher in room 420, is also the softball coach.*

1. Atticus Finch a famous trial lawyer will represent Tom Robinson.
2. Arnold Smith the mail carrier for our block always arrives on time.
3. John F. Kennedy the 35th president of the United States was popular.
4. That is Mr. Vanderstelt the former principal of Shores seated in the front row.
5. Louisa May Alcott the well-known author lived in Orchard House as a child.

CLAUSES

A **clause** (subordinate or dependent) is two or more related words that contain a verb and its subject, but do not express a complete thought. A clause functions as a single sentence part, either noun, adjective, or adverb. Clauses usually begin with an introductory word.

Check each of the following to determine if you have a clause

CLAUSE CHECKLIST = Subordinating conjunction (clause starter) + verb + subject + incomplete thought

- o Does it have a clause starter/subordinating conjunction?
- o Does it have a verb?
- o Does it have a subject?
- o By itself, is it an incomplete thought?

List of Subordinating Conjunctions/Clause Starters

after	before	till
although	even though	unless
as	if	until
as if	in order that	when
as long as	since	whenever
as soon as	so that	where
as though	than	wherever
because	though	while
that	what	who
		which

Non-Essential Clause & Phrases

If something or someone is sufficiently identified, the description following it is considered non-essential and should be surrounded by commas. Other examples include words like “such,” “including,” and “especially.”

Examples: *Freddy, who has a limp, was in an auto accident.* Freddy is named, so the description is not essential. *The boy who has a limp was in an auto accident.* We do not know which boy is being referred to without further description; therefore, no commas are used.

1. The student who writes the best paper will receive the best grade.
2. Mary realizing her bad situation tried to convince her boss to give her a raise.
3. Ellen Terry who wrote letters to George Bernard Shaw was a famous actress.
4. I wrote five types of papers including a letter, a personal narrative, and newspaper article.

Directions: Add or delete commas where necessary

1. When we go out to eat I like to eat deep-fried food.
2. Oliver is feeling better, although he is not fully recovered.
3. Because we wrapped presents during first hour we didn't do anything else.
4. Zoe will take whatever cookies are open because she is a cookie monster.
5. Before we get to know Courtney and Lauren we need to give them a chance to talk.
6. Since DQ has trouble seeing the board he must move to the front for the sake of his education.

SENTENCE CLASSIFICATIONS

- | | |
|---|-----------------|
| A. Simple – One complete thought | (1 sub/1 verb) |
| B. Compound – 2 complete sentences separated by ,FANBOYS or a (;) | (2 sub/2 verbs) |
| C. Complex – 1 complete sentence and one dependent clause | (2 sub/2 verbs) |
| D. Compound-Complex – 2 complete sentences separated by ,FANBOYS (or ;) AND 1 dependent clause | (3 sub/3 verbs) |

STEPS:

1. Circle ,FANBOYS or ; -- if you have these, it will be either B or D. Then decide if you have a clause starter in these sentences; if you do, it's D; if you don't, it's B.
2. The rest will be either A or C. If it is C, it will have a clause starter (underline these); if it does not have a clause starter, it is automatically A.
3. Put brackets around clauses and parenthesis around complete thoughts.

DIRECTIONS: Determine the sentence type for the sentences that follow. Use the steps to help you.

1. The holiday is right around the corner.
2. Since the holiday is right around the corner, I need to finish my shopping.
3. I need to finish my shopping because the holiday is right around the corner, and I have a few gifts left to buy.

4. I need to finish my shopping, but I don't know when I will have time.
5. I either need to finish my shopping or just be done.
6. I do not have much time to finish my shopping, but it will happen eventually.
7. I don't know where I will go to finish my shopping.
8. Because we have so much shopping to do, I sometimes stress out around this time.
9. I am excited about our upcoming vacation, yet I still have so much to do.
10. Students love holiday break, and they, most certainly, deserve it.

Grammar: Unit 3--Apostrophes

The following are the 5 most common rules governing the use of apostrophes.

1. Add an apostrophe and an "s" to singular nouns or pronouns that show possession. Ex. _____	the boy's idea someone else's house
2. Add an apostrophe to plural nouns that end in "s" to show possession. Ex. _____	the swimmers' strokes the girls' dresses
3. Add an apostrophe and "s" to plural nouns that do not end in "s" Ex. _____	the children's toys the people's hope
4. Do not add an apostrophe to show possession of personal pronouns. Ex. _____	your shovel its house
5. Use an apostrophe to show missing letter(s) in contractions. Ex. _____	can't, couldn't, don't, isn't, I'll, you'll, you're, '95 (instead of 1995)

Apostrophe Exercise: Add or delete apostrophes where needed. Write "C" next to any correct sentences.

1. This year the teams spirit is much better.
2. The regular passengers have formed a passengers union.

3. The ships doctor performed the operation at sea.
4. We will meet at my sister-in-laws house.
5. Danas and Pauls uniforms did not fit.
6. Don picked up someone elses books.
7. Tony and Marcys mom is a doctor.
8. Because of illness, I have missed three days work.
9. I dont enjoy running in the humidity.
10. James's tooth rotted out because he didnt brush properly.

Grammar: Unit 4--Parts of Speech

Parts of speech refer to the ways in which words are used in sentences. Words can be used in eight different ways; therefore, there are eight parts of speech: **noun, pronoun, verb, preposition, adjective, adverb, conjunction, and interjection.**

1. NOUN

A **noun** is a word or word group that names a person, place, thing, quality, idea, or action. Because nouns name so many different things, they are classified in several different ways:
Examples: Mark, beach, memory, flower, wisdom, patriotism, decision

2. PRONOUN

A **pronoun** is a word used in place of or for a noun.
Examples: I, me, you, he, she, they, them, myself, ourselves, themselves, that, who, whose, which, whom, this, these, those, anybody, some, none, both, all, everybody.

3. VERB

A **verb** is a word or word group that shows action or state of being, or that links the subject to something. The following are the primary categories of verbs.

Action Verbs: verbs that tell what action someone or something is performing.
 The batter **knocked** the dirt from his spikes.
 Maria **studied** the stars.

Linking Verbs: verbs that link the subject with a word that identifies or describes it. The following are always linking verbs: am, is, are, was, were, be, been, being, become, became, seems.

Sensory Linking Verbs: felt, looked, tastes, smells, appeared, sounds, grew.

NOTE: Sometimes the same verb can be used as both an action verb and a linking verb.

LINKING

Andrew **grew** strong that summer.

ACTION

Pat **grew** radishes in her garden.

Courtney **sounded** happy yesterday.

Caitlan **sounded** the alarm last night.

My grandmother always **looked** content. Mary and I **looked** at her wedding album.

Verb Phrases: The type of verb is determined by the last word in the verb phrase.

We **do enjoy** school dances.

They **have been** sick.

The fans **were watching** the game.

My son **might have been seen** earlier.

I **may leave** early tonight.

NOUNS, PRONOUNS, ADJECTIVES EXERCISES

EXERCISE ONE: Using the list below, identify the items in BOLD in the following sentences.

N = **noun**

Pro = **pronoun**

V = **verb**

- _____ 1. Today, Aunt Christie **rested** and relaxed in her yard.
- _____ 2. The neighbor's dog ran toward **us** when we got out of the car.
- _____ 3. Here are the pens and **pencils** from your desk.
- _____ 4. **Jolynn** bought me a new blanket for the beach.
- _____ 5. Jonas **seemed** nervous around animals.
- _____ 6. **Whoever** wants to ride first must get here early.
- _____ 7. Mother's boss appointed her his **deputy**.
- _____ 8. I think he **was being** a real jerk about it.
- _____ 9. **That** is the lady whose ironing is waiting on the table in the kitchen.
- _____ 10. Workmen painted the **den** a drab brown.

EXERCISE TWO: Circle the pronoun.

1. Terry bought a sweater that matched a pair of ski pants.
2. **The cat carried her kittens into the kitchen.**
3. In the tree where they play, Tommy and Sandy plan to build a fort.
4. **Today, two members of the swimming team broke their previous record.**

5. How are you, Jennifer?
6. Both of the cars belong to Jennifer.
7. Bill said, "Jack and I intend to stay up all night."
8. **A new girl in the class lent Vic her pass book.**
9. John heard himself described as a hero.
10. These are the books worth reading.

EXERCISE THREE: Underline the verb phrases twice in the following sentences; then, label AV for action verb and LV for linking verb.

1. With three more votes, Greg would have become president.
2. Could you ask Gloria to baby sit next week?
3. An hour's nap felt good after a long, hot day at work.
4. By midnight, I will have been studying for six hours.
5. Next Wednesday, school will not begin at the regular time.
6. After several hours of study, we grew weary.
7. What game will you play today?
8. A well-known artist will lecture us tomorrow.
9. Some buildings were opened for inspection.
10. He might have been walking toward school last night.

4. ADJECTIVE

An **adjective** is a word or word group that is used to describe a noun or a pronoun. Adjectives answer any of the following FOUR questions:

1. What kind? *red* house, *sick* child
2. Which one? *third* chance, *any* piece
3. How many? *six* flowers, *several* reasons
4. How much? *enough* space, *more* energy

Pronouns can act as adjectives.

Our dog was found last night.
 Would you prefer *this* book?
Whose necklace did you wear?
Some students have *both* tickets.

5. ADVERB

An **adverb** describes verbs, adjectives, or other adverbs. Adverbs answer any of the following questions:

1. Where? fell *below*, climbs *down*
2. When? arrived *today*, left *early*
3. In what manner or how? happily *ran*, danced *awkwardly*
4. To what extent? *partly* understands, *very* glad

The following is a list of words that are **always** adverbs:

always	far	here	how never	not	now	often
quite	rather	really	seldom somewhat	soon	then	there
too	very	when	where	why	*Most -ly words	

ADJECTIVE AND ADVERB EXERCISES

EXERCISE ONE: Circle the adjectives in the sentences, and draw arrows from the adjectives to the words they modify. (The number in parenthesis is the number of adjectives in the sentence.)

1. The new teacher was patient and helpful. (3)
2. One poor elephant was suffering from a bad toothache. (3)
3. The new atomic submarines are spacious and comfortable. (4)
4. A magnetic field surrounds the entire earth. (2)
5. The water in this lake tastes salty. (2)

EXERCISE TWO: Circle the adverbs and draw arrows from the adverbs to the words they modify. (The number in parenthesis is the number of adverbs in the sentence.)

1. Meteorologists can certainly predict the weather quite accurately. (3)
2. Harry walked in late yesterday. (3)
3. His unusually brilliant works were recently published. (2)
4. Steve plays the violin extremely well, but I am not very fond of the sound of violins. (4)
5. The unbearably high temperature caused him to walk very slowly. (3)

EXERCISE THREE: Circle the correct word in each sentence. Next, draw an arrow from the adjective or adverb you circled to the word it describes. (The first word is always the adjective; the second word is always the adverb.)

1. You can find the way (easy, easily) from here.
2. I spoke too (hasty, hastily).

3. The lawyer argued her case (convincing, convincingly).
4. The man seemed (unsteady, unsteadily) on his feet.
5. Larry looked very (happy, happily) in his new job.
6. Troy visits our house rather (frequent, frequently) in the summer.
7. Ms. Behler cooked the soup (special, specially) for him.
8. I've never seen anyone handle a baby so (careful, carefully).
9. The old man needed a shave (bad, badly).
10. It rained (steady, steadily) all day.

6. PREPOSITION

A **preposition** is a word that links the noun or pronoun that follows it with the rest of the sentence. The following is a list of the most common prepositions. **MEMORIZE THESE.**

COMMON PREPOSITIONS

about	before	despite	near	since
above	behind	down	of	through(out)
across	below	during	off	till
after	beneath	except	on	to
against	beside(s)	for	onto	toward
along	between	from	opposite	under(neath)
amid	beyond	in	out	until
among	but	inside	outside	up(on)
around	by	into	over	with
at	concerning	like	past	within (out)

Prepositions travel in phrases. Each prepositional phrase will begin with a preposition and end with a noun or pronoun, which is called the **object of the preposition (OP)**. A prepositional phrase is not a sentence. It requires the help of a noun and a verb in order to create a sentence. The prepositional phrase is created in the following way:

above the **tree** into the **house** inside the **garden** under the **bed** beyond
the **fence** between **you and me**

****There are **NO** subjects or verbs in a prepositional phrase.

EXERCISE ONE: Put parenthesis around all prepositional phrases.

1. Will we have trouble with grammar, which is the brainstorm of our English teachers? (2)
2. During the avalanche, the slumbering village vanished under the snow. (2)
3. There was a spontaneous burst of applause. (1)
4. The jewels had been hidden in a box of rubbish. (2)
5. For twenty years, the man in the iron mask captured everyone's imagination. (2)

7. CONJUNCTION

A **conjunction** is a word used to connect words or groups of words. There are four types of conjunctions (coordinating, correlative, subordinating and conjunctive adverbs).

COORDINATING CONJUNCTIONS – “FANBOYS”

for	and	nor	but	or	yet	so
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CORRELATIVE CONJUNCTIONS

both...and	neither...nor	whether...or
either...or	not only...but also	

Correlative conjunctions also connect similar words or word groups but always travel in pairs:

SUBORDINATING CONJUNCTIONS

after	before	till
although	even though	unless
as	if	until
as if	in order that	when
as long as	since	whenever
as soon as	so that	where
as though	than	wherever
because	though	while

Subordinating conjunctions connect two complete ideas by making one of the ideas dependent on the other (in other words, turning it into an adverb clause).

I go to the museum **whenever** I get a chance.

As soon as we turned our backs, the cat jumped up onto the table.

Although the chef bakes delicious bread, his cakes are failures.

Few people had signed up **because** the trip had been delayed.

NOTE: When an adverb clause comes at the beginning, it is followed by a COMMA.

Certain adverbs are used to join main clauses (sentences). When used this way, the adverbs are called **conjunctive adverbs**. These conjunctive adverbs are preceded by a semi-colon and followed by a comma. The most common are listed below:

CONJUNCTIVE ADVERBS—Cause & Effect

accordingly	consequently	however	therefore
also	furthermore	moreover	thus
besides	hence	nevertheless	still
then			

We must leave at once; **thus**, we won't be late for class.
 The players wear sunglasses; **therefore**, the sun won't blind them.
 I know he wasn't at home; **however**, he may have been in school.

NOTE: Remember these adverbs are only conjunctions when they connect two complete sentences.
 Try to arrive early; **however**, if you cannot, call me. (conjunction)

but

I don't think, **however**, that you will call me on time. (adverb)

8. INTERJECTION

An **interjection** is a word or word group that expresses feeling or emotion and has no function within the sentence. Because they are unrelated to any other part of the sentence, they are set off by commas or exclamation marks.

COMMON INTERJECTIONS

wow	oh	yeah	oops	darn
well	alas	golly	goodness	whew

Oh! I didn't know you were there. Oops, I guess I goofed again.

EXERCISE ONE: Circle the conjunctions in each sentence.

1. Either Elizabeth or Suzanne would make a good president.
2. Janet will never agree, but she may support your idea.
3. When the bus was late, Connor became impatient.
4. Many accidents happened at this corner; therefore, a stoplight is being installed.
5. The pilot of the plane waited until he received the signal.
6. You must either leave now or forget about going at all.
7. The runner was exhausted but happy.

8. Wherever the child went, she left cookie crumbs.
9. She was smart; moreover, she was the best looking girl in class.
10. Sandy ate not only her own dinner but also mine.