Lesson 1

Complete Subjects and Predicates

A sentence is a group of words that expresses a complete thought. Every complete sentence has two basic parts: a subject and a predicate.

The complete subject includes all the words that tell whom or what the sentence is about.

The rays of the sun give energy to the earth.

The complete predicate includes the verb and all the words that tell what the subject is or what the subject does.

Energy is needed for work.

Identifying Complete Subjects and Complete Predicates
Underline the complete subject once and the complete predicate twice.

Example: The energy in food makes our muscles work.

1. People of long ago used animals as a source of energy.
2. Strong animals plowed fields for farmers.
3. Coal, oil, and natural gas are called fossil fuels.
4. Fossil fuels come from the remains of prehistoric plants and animals.
5. The earth contains a limited supply of fossil fuels.
6. Modern humans use fossil fuels more than any other type of energy.
7. Energy from the sun is stored in oil, wood, and coal.
8. Waterfalls or rapids produce energy.
9. Many early cotton mills were built near waterfalls.
10. The energy of the water ran the machinery in the factory.
11. Inventors introduced the steam engine.
12. Hydroelectric plants now make use of water energy in rivers and waterfalls.
13. Many appliances need electrical energy to work.
14. Electricity is necessary for the modern way of life.
15. Wind energy turns windmills.
16. The energy of the wind also moves boats with sails.
17. Solar furnaces collect the sun's rays with mirrors.
18. Solar energy cells can heat a home even in winter.
19. The gasoline engine produces energy for our cars.
20. Nuclear power plants change nuclear energy into electrical energy.
21. All these kinds of energy are important to life on Earth.
Lesson 1

Complete Subjects and Predicates

A. Identifying Complete Subjects and Predicates

Draw a vertical line between the complete subject and the complete predicate in each of the following sentences.

**Example** Water power | is an important energy source.

1. Petroleum is the most widely used fossil fuel.
2. The production of electricity and steel requires a large amount of coal.
3. The cleanest fossil fuel is natural gas.
4. Natural gas heats many homes and factories.
5. Solar cells convert the light of the sun into energy.
6. A strong and steady wind is necessary for successful conversion of wind power into energy.
7. Tidal power produces a very small amount of energy.
8. The battery-like fuel cell makes electricity chemically.
9. Some cities get electricity by burning trash.
10. Scientists and engineers are developing better sources of energy for the future.

B. Using Complete Subjects and Predicates

On the line to the right of each item, write how each group of words could be used: **CS** for a complete subject or **CP** for a complete predicate. Then use each group of words in a complete sentence, adding a complete subject or complete predicate as needed.

**Example** bright sunlight **CS**

*Bright sunlight streamed through my window this morning.*

1. a strong wind

2. floated down the river

3. electric cars

4. wrote a report
Complete Subjects and Predicates

A. Revising by Adding Details
Add details to the subjects and predicates to make more interesting sentences.

1. Wind blows.

2. Machines work.

3. Electricity flows.

4. Windmills turn.

5. The sun shines.

6. Cars need.

B. Writing with Complete Subjects and Complete Predicates
Imagine that you have taken these notes for a report. As you review your notes, you will rewrite fragments as complete sentences. Write the following notes as sentences that have complete subjects and predicates. If you like, you may combine two or more fragments in a single sentence.

Simple Subjects

The simple subject is the main word or words in the complete subject. Words that describe the subject are not part of the simple subject. In the following sentences, the simple subjects are underlined.

**Athletes all over the world enjoy extreme sports.**

**Dr. Evans at the sports clinic treats many sports injuries.**

If a proper name is used as the subject, all parts of the name make up the simple subject.

Identifying Simple Subjects

Underline the simple subject in each sentence.

1. Extreme sports are a new kind of entertainment.
2. Participants in these sports sometimes ignore the danger.
3. The athletes enjoy the great challenge in each sport.
4. Great skill is needed for mountain biking.
5. The rider travels down a high hill or mountain on a narrow track.
6. A cross-country biker follows a rough course over a long distance.
7. The position of the rider's body is very important in mountain biking.
8. Only brave swimmers use surfboards in giant waves.
9. A new extreme sport is body surfing.
10. The body surfer rides the waves without a board.
11. Both arms of the body surfer must be extended in front.
12. The feet must be together.
13. Body surfers on a wave dive underwater as they get close to the beach.
14. Another popular ocean sport is body boarding.
15. Regular surfers stand on their surfboards.
16. Body boarders lie down on their stomachs.
17. Some athletes do spinners and El Rollo on their body boards.
18. Another extreme sport is skydiving.
19. Several sites on the Internet give information about extreme sports.
20. Sports equipment is also advertised.
Lesson 2

Simple Subjects

A. Identifying Simple Subjects
Underline the simple subject in each of the following sentences.

1. The sport of wakeboarding is becoming very popular.
2. The water-skier uses a large board instead of water skis.
3. A powerful boat pulls the wakeboarder across the water.
4. The wakeboarder makes the board do whole and half turns in the water or in the air.
5. Some people consider off-road in-line skating another extreme sport.
6. Great endurance is needed when skating on a beach or over rough ground.
7. Another new sport is snowboarding.
8. The rider of a snowboard stands sideways on the board.
9. An extreme snowboarder goes from the top of a mountain to the bottom using only the snowboard.
10. Falls are very common in this sport.

B. Writing Simple Subjects
Choose one of the following simple subjects to complete each sentence below.

athletes  Cavers  Parachutists  mountaineer
bikes  rafts  stunts  Snowboarders

1. A ________________ is a person who climbs the tallest mountains of the world.
2. ________________ explore deep underground caverns.
3. White-water ________________ must be made of tough material.
4. ________________ sometimes choose to jump off high mountains.
5. Mountain ________________ must be made strong for riding over rough roads.
6. ________________ use special bindings to keep their feet from slipping off the board.
7. Dangerous ________________ can cause serious injuries.
8. Well-trained ________________ must work out constantly to keep in shape.
Simple Subjects

A. Writing Simple Subjects in Sentences

Use each of these words as the simple subject in a sentence.

1. danger

2. climbers

3. athletes

4. reporters

5. safety

6. excitement

B. Revising

Read this paragraph carefully. In some sentences, the writer has left out some of the simple subjects. When you find a sentence without a simple subject, insert this proofreading symbol ← and write a simple subject in the space above it.

EXAMPLE: Extreme sports are not for everyone.

TV has made extreme sports very popular. Now you can watch athletes try seemingly impossible stunts. One new sport is called skysurfing. The wears a regular parachute. A specially designed board is strapped to the feet. The jumps out of the plane when it reaches the proper altitude. The is not open yet, so the skysurfer is freefalling through the air at 120 miles per hour. The is moved with the feet so the athlete can perform spins and flips. Finally the opens. The surfer floats safely to the ground.
Lesson 3

Simple Predicates, or Verbs

The simple predicate, or verb, is the main word or words in the complete predicate. In the following sentence, the simple predicate, or verb, is underlined.

Many unusual plants **grow** in the rain forest. (*grow in the rain forest* is the complete predicate)

The verb can be a single word as in the sentence above, or a verb phrase, as in the sentence below.

Exotic animals **can be found** there.

**Verbs** are words used to express actions, conditions, or states of being. **Linking verbs** tell what the subject is. **Action verbs** tell what the subject does, even when the action cannot be seen.

Identifying Simple Predicates, or Verbs

Underline the simple predicate, or verb, in each sentence.

1. Most of the rain forests grow near the equator.
2. The temperature in the rain forest remains hot all year long.
3. Rain falls nearly every day in some part of the forest.
4. Humid air makes the rain forest uncomfortable for most people.
5. More types of trees grow in the rain forest than anywhere else on earth.
7. The trees block the sunlight from the floor of the forest.
8. People walk through the forest with little trouble.
9. Some rain forests contain a jungle.
10. A jungle forms in certain sunny areas of the forest.
11. Dense plant growth makes travel through the jungle difficult.
12. Rain forests harbor about half of all the species of plants in the world.
13. Flowering plants bloom all year long.
15. Ferns and orchids are two kinds of air plants.
16. Other plants twine around the branches and trunks of trees.
17. Many different kinds of birds and reptiles live in the forest.
18. Colorful parrots eat fruits and nuts from the trees.
19. Monkeys swing from tree to tree.
20. Lizards and snakes slither among the branches.
Simple Predicates, or Verbs

A. Identifying Simple Predicates, or Verbs
Underline the simple predicate, or verb, in each of the following sentences.

1. The Amazon rain forest is the biggest in the world.
2. Other rain forests grow in Africa, Asia, and islands in the Pacific Ocean.
3. All rain forests stay green throughout the year.
4. Thundershowers soak the rain forest frequently.
5. The tops of the tallest trees form an upper canopy over the forest.
6. Slightly shorter trees make a lower canopy high above the forest floor.
7. Some animals live their entire lives between the upper and lower canopy.
8. They never descend to the ground.
9. Sloths feed on the abundant leaves in the canopy.
10. Anteaters and opossums hang by their tails from the tree branches.

B. Writing Simple Predicates, or Verbs
Choose one of the following simple predicates, or verbs, to complete each sentence below.

live roam fly build sip
hop study contain eat grow

1. Colorful toucans ________________________ from branch to branch in the rain forest.
2. Hummingbirds ________________________ nectar from the flowering trees.
3. Several kinds of frogs ________________________ from branch to branch.
4. Deer, hogs, and other animals ________________________ through the forest.
5. They ________________________ roots, seeds, leaves, and fruit.
6. Termites ________________________ huge colonies.
7. Different nuts and fruits ________________________ on the many trees.
8. Parts of some plants ________________________ special medicines.
9. Scientists ________________________ the many plants and animals in the rain forest.
10. A few native people ________________________ in small villages in the forest.
Lesson 3

Simple Predicates, or Verbs

A. Writing Simple Predicates, or Verbs, in Sentences

Use each of these words as the simple predicate, or verb, in a sentence.

1. spread

2. shelter

3. give

4. make

5. save

B. Revising

Read this paragraph carefully. In some sentences, the writer has left out the simple predicates, or verbs. When you find a sentence without a simple predicate, or verb, insert this proofreading symbol - and write a verb in the space above it.

Example: Rain forests serve as a precious natural resource.

Rain forests places of great natural beauty. They contain more species of plants and animals than any other forests in the world. Many plants rare and valuable. Some animals in one particular rain forest and nowhere else. In the past, few people lived in the forest. Most visitors just to study the plants and animals. Today, more people want the products of the forest. They valuable trees, such as mahogany and rosewood. They capture some of the rare animals and reptiles. Others claim the land itself. They the rain forest for their farms and ranches. Miners for valuable minerals. Many people fear for the unique plants and animals of the rain forest.
Lesson 4

Verb Phrases

The simple predicate, or verb, may consist of two or more words. These words are called the verb phrase. A verb phrase is made up of a main verb and one or more helping verbs.

A main verb can stand by itself as the simple predicate of a sentence.

The human brain directs our bodies.

MAIN VERB (ACTION)

Our brain is very important.

MAIN VERB (LINKING)

Helping verbs help the main verb express action or show time.

The brain could be called the body's control center. (could be is the helping verb; called is the main verb)

<table>
<thead>
<tr>
<th>Common Helping Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forms of be</td>
</tr>
<tr>
<td>Forms of do</td>
</tr>
<tr>
<td>Forms of have</td>
</tr>
<tr>
<td>Others</td>
</tr>
</tbody>
</table>

Identifying Verb Phrases

Underline the verb phrase in each sentence. Include main verbs and helping verbs.

1. The human brain is receiving messages all the time.
2. Some messages are telling the brain about conditions in the body.
3. Our senses will send messages about the world around us.
4. The brain can process the messages very quickly.
5. It can guide the body's reactions in an instant.
6. Our brain could be compared to a library, a storage area of information.
7. Even our thoughts and emotions are coming from the brain.
8. No other animals' brains have developed as highly as human brains.
9. I can do many activities impossible for other animals.
10. What other animal can write a song or a poem?
11. Do you know the three main parts of the brain?
12. The cerebrum has been studied by many scientists.
13. Damage to the cerebellum might cause a problem with balance.
14. Certain body functions are controlled by the brain stem.
15. Special x-ray machines may teach us more about the brain.
16. Some brain diseases have been discovered with these machines.
Lesson 4

Verb Phrases

A. Identifying Main Verbs and Helping Verbs
Underline the main verb once and the helping verb twice in each of the following sentences.

**EXAMPLE** Scientists are learning new information about the brain.

1. The human brain is studied by many kinds of scientists.
2. Some have been looking at the chemicals in the brain.
3. The wrong balance of chemicals could change our thoughts or actions.
4. Other scientists are learning about diseases of the brain.
5. They might study brain waves with special instruments.
6. Powerful machines can take detailed pictures of the brain.
7. Doctors may try new medicines for certain diseases.
8. Some researchers are studying processes of thought and memory.
9. Exactly how does the brain work?
10. We may know the answer to that question in the future.

B. Writing Verb Phrases
Add a helping verb to complete the verb phrase in each sentence below.

1. __________ you understand the thought patterns of animals?
2. Scientists __________ been doing studies on animal brains.
3. For a long time they __________ known that the brains of other animals are more simple than human ones.
4. They __________ know for sure that worms and insects have groups of nerve cells.
5. These animals __________ gather information from their senses.
6. They __________ react to things but cannot think.
7. The brains of sharks and other fish __________ remained rather simple over time.
8. These animals __________ listed far below squirrels in brain power.
9. The chimpanzee’s brain __________ be classified as most like the human brain.
10. No one __________ discovered an organ as complex as the human brain.
Lesson 4

Verb Phrases

A. Writing Sentences Using Verb Phrases

Make a verb phrase by adding a helping verb to each main verb below. Then write a sentence using the verb phrase. Underline the verb phrase.

**Example**

*The brain can collect information rapidly.*

1. think

2. feel

3. read

4. remember

5. react

6. sleep

B. Writing Using Verb Phrases

Use at least four of the following verb phrases in a story. Write the story on the lines below and underline the verb phrases that you have used. If you like, you can change the tense of the verbs in your paragraph.

*is thinking, should use, are working, will discover, could be compared, can take, have been made*
Compound Sentence Parts

A compound subject is made up of two or more subjects that share the same verb. The subjects are joined by a conjunction, or connecting word, such as and, or, or but.

Dogs and cats are the most common household pets.

A compound verb is made up of two or more verbs that share the same subject. The verbs are joined by a conjunction such as and, or, or but.

Unusual pets demand and receive more care.

Identifying Compound Sentence Parts

In each sentence, underline the words in the compound subject or the compound verb. Do not underline the conjunctions that join the words. On the line to the right, write CS for compound subject or CV for compound verb.

1. Canaries and parakeets are popular pets.  
2. Some canaries sing and chirp merrily all day long.  
3. Parakeets say and repeat words and sounds.  
4. Tropical fish and goldfish are also common pets.  
5. Fancy aquariums or plain glass bowls are in many homes.  
6. Lively fish dart and hide among the rocks and seaweed on the bottom of the tank.  
7. Hamsters or guinea pigs make good pets for people who live in a city.  
8. These animals mainly eat and play in small cages.  
9. Proper food and water are necessary for all pets.  
10. Many pets enjoy and appreciate special treats occasionally.  
11. In the country, some children raise and train different farm animals.  
12. Horses and goats may become their pets.  
13. Sometimes, rabbits or chickens are raised as pets.  
14. Any pet grows and thrives in a caring home.  
15. Neither wild animals nor exotic reptiles should be kept as pets.  
16. Some untamed animals chew or rip furniture.  
17. Others carry and spread unusual diseases among the family.  
18. Loyal pets and caring owners make the best combination of all.
Compound Sentence Parts

A. Identifying Subjects and Verbs
In the following sentences underline the subjects once and the verbs twice.

**Example:** My dog chases and returns a thrown stick.

1. Jamie washes and brushes his Irish setter often.
2. Jamie’s dog and his cat are good friends, most of the time.
3. The veterinarian checks and inoculates the pets as needed.
4. Jamie’s family buys and serves healthy foods to the pets.
5. The loyal setter loves and protects Jamie in return.
6. The cat and her kittens keep life busy and entertaining.

B. Using Compound Subjects and Compound Verbs
Combine the sentence pairs to form a new sentence with the sentence part in parentheses. Use the conjunction—*and, or, nor, or but*—that makes the most sense.

**Example:** The fish in my aquarium swim all day. They eat all day.

(compound verb)

The fish in my aquarium swim and eat all day.


(compound subject)

2. The hamster’s cage should be cleaned often. It should be scrubbed, as well.

(compound verb)

3. Sometimes my cat purrs when I come home. Other times when I come home, she meows.

(compound verb)


(compound subject)

5. Faithful dogs are good companions for many people. Faithful cats are good companions for many people, too.
Compound Sentence Parts

A. Sentence Combining with Compound Subjects and Compound Verbs

Write sentences using these compound subjects and compound verbs.

1. barks or growls

2. parakeets and canaries

3. feed and water

4. mice and gerbils

5. watch and protect

B. More Sentence Combining

Revise the following paragraph, using compound subjects and compound verbs to combine sentences with similar ideas. Write the new paragraph on the lines below. You may need to change some verbs to make the verbs agree with the compound subjects.

You can teach many animals to do tricks. Dogs will roll over for a treat. They will beg for one too. Cats can learn very simple tricks. Birds can learn very simple tricks as well. As a trainer, your job is simple but time-consuming. You show the pet what to do. You tell the pet what to do. You repeat the process many times. Your pet repeats the process over and over as well. When your pet does the trick correctly, praise your pet. Also reward the pet. Treats make good rewards for a job well done. Pets are a good reward, also. Remember that tricks can be difficult for your pet. Patience is needed to teach a pet good tricks. Hard work is needed to teach a pet, too.
Lesson 6 Kinds of Sentences

A declarative sentence expresses a statement. It ends with a period.

A successful inventor must use both knowledge and creativity.

An interrogative sentence asks a question. It ends with a question mark.

Who invented the telephone?

An imperative sentence tells or asks someone to do something. It usually ends with a period but may end with an exclamation point.

Name the inventor of the telephone. Answer the question and win $1,000!

An exclamationary sentence shows strong feeling. It always ends with an exclamation point.

I'm so glad someone invented the computer!

Identifying Kinds of Sentences

On the line, identify each sentence below by writing D for declarative, INT for interrogative, IMP for imperative, or E for exclamationary. Add the proper punctuation mark at the end of each sentence.

1. Alexander Graham Bell was an American inventor

2. Did you know he invented the telephone in 1876

3. What a useful invention that was

4. Try to name another American inventor

5. Have you ever heard of Garrett A. Morgan

6. He was the inventor of the traffic light

7. Imagine the traffic problems we'd have without it

8. Matthias Baldwin built a locomotive called Old Ironsides

9. Find out what else Baldwin invented

10. William Seward Burroughs developed the first recording adding machine

11. Do you enjoy photography

12. Be thankful that George Eastman invented the film for your camera

13. How easy it is to take pictures today

14. Think of an invention that could make life easier

15. Would you like to be an inventor someday

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Kinds of Sentences

Using Different Kinds of Sentences

Add the correct end punctuation to each of these sentences. Then rewrite the sentences according to the instructions in parentheses. You may have to add or delete words and change word order.

EXAMPLE Did Thomas Edison make the first light bulb?
(Change to a declarative sentence.)
Thomas Edison made the first light bulb.

1. How useful the invention of the light bulb was
(Change to a declarative sentence.)

2. Thomas Edison was born in 1847
(Change to an interrogative sentence.)

3. Will you tell me what Edison's first job was
(Change to an imperative sentence.)

4. Edison was a creative thinker
(Change to an exclamatory sentence.)

5. What a tremendous effect Edison's inventions have had on the world
(Change to a declarative sentence.)

6. Was Edison the inventor of the phonograph too
(Change to a declarative sentence.)

7. Edison's laboratory was in New Jersey
(Change to an interrogative sentence.)
Kinds of Sentences

A. Writing Different Kinds of Sentences
Suppose you could meet one of the great inventors, such as Thomas Edison. Write what you might say in that situation. Use at least one of each kind of sentence: declarative, interrogative, imperative, and exclamatory. Use correct punctuation at the end of each sentence.

B. Writing Different Kinds of Sentences in a Diary
Choose a character in a book you have read or a movie you have seen. Pretend to be that character, and write a diary entry for one day in that character's life. Use at least one of each kind of sentence: declarative, interrogative, imperative, and exclamatory. Use the correct punctuation at the end of each sentence.
Subjects in Unusual Order

In most questions, the subject comes after the verb or between parts of the verb phrase.

Are you healthy? (you is the subject; are is the verb)

Do you have agility? (you is the subject; Do have is the verb phrase)

The subject of a command, or imperative sentence, is usually you. Often, you doesn't appear in the sentence because it is implied, or understood.

Practice that maneuver.

verb (The implied subject is you.)

In an inverted sentence, the subject comes after the verb.

Up the mountain climbed the brave hiker.

verb subject

In some sentences beginning with the words here or there, the subject follows the verb. You find the subject by looking at the words that follow the verb.

Here is a steep cliff. There were many climbers on the mountain.

verb subject verb subject

Finding Subjects and Verbs in Unusual Positions

In the following sentences, underline the simple subject once and the verb or verb phrase twice. If the subject is understood, write You in parentheses on the line.

1. Do you know anything about mountain climbing?

2. There are people in love with the sport.

3. Are you one of them?

4. Has anyone tried that steep trail?

5. Here are some suggestions for safe climbing.

6. Hike with others, not alone.

7. Choose your path carefully.

8. There should be an emergency plan in case of danger.

9. Over the sharp rocks stumbled the weary climber.

10. Here comes a rockslide!

11. Around the mountain climbers howled the fierce snowstorm.

12. Are your hiking boots waterproof?
Subjects in Unusual Order

A. Writing Sentences
In the following sentences, underline the simple subject once and the verb twice. Then rewrite each sentence so that the subject comes before the verb.

**Example**
To the peak **struggled** the victorious **climber**.

*The victorious climber struggled to the peak*

1. There are mountains under water.

2. In the Black Hills are dome mountains.

3. Were some mountains volcanic?

4. Far above sea level rises the mighty Mt. Everest.

5. Did the Rockies form after the Appalachians?

B. Writing Sentences
Rewrite each sentence as an inverted or imperative sentence. You may choose to add *Here* or *There*. Then underline each subject once and each verb twice in your new sentence.

**Example**
The miners drilled into the mountain.

*Into the mountain drilled the miners*

1. The silver mine is down this shaft.

2. Nuggets of gold sparkled there in the mountain stream.

3. Coal carts rumbled through the mine entrance.

4. You must wear a hard hat in the mine.

5. Precious minerals are deep within some mountains.
Lesson 7

Subjects in Unusual Order

A. Revising Using Different Sentence Orders

The writer of this paragraph decided never to use the usual word order of subject before verb. In all of the paragraph's sentences, the subject is in an unusual place or is understood. Rewrite the paragraph. Use a variety of sentence orders to improve it.

There are many attractions in the mountains. Very exciting is rock hunting. Just on the surface are different kinds of rocks. Could some of them be fossils? In the mountains live many animals also. There are small mammals and birds to study. Occasionally are seen larger animals, such as deer or moose. In a photo album can be placed pictures of these creatures. Are mountain plants important, too? On mountain meadows thrive unusual wildflowers. Think of other ways you can enjoy the mountains.

B. Revising Using a Variety of Sentence Orders

The writer of this paragraph decided always to use the usual word order of subject before verb. Rewrite the paragraph, this time using many kinds of sentence orders. Write at least two sentences in which the subject comes before the verb. Write at least two sentences in a more unusual order, with the subject after the verb.

Mountains are named by how they are formed. Sometimes the earth's crust folds like a wave. A folded mountain is made in this way. Often, the crust breaks into huge pieces. A block mountain comes from these broken pieces. Sometimes the crust rises up, but it does not fold or crack. A dome mountain results from the bulging crust. Occasionally, lava and ash pour out of a crack in the earth. A volcanic mountain is formed in this way.
Complements: Subject Complements

A complement is a word or group of words that completes the meaning of the verb.

A subject complement is a word or group of words that follows a linking verb and renames or describes the subject. Common linking verbs include forms of be, such as am, is, are, was, were, being, and been; and verbs such as appear, feel, look, sound, smell, seem, and taste.

Both nouns and adjectives can serve as subject complements.

A predicate noun follows a linking verb and defines or renames the subject.

The dessert is chocolate cake. (The predicate noun does not include modifiers.)

A predicate adjective follows a linking verb and describes a quality of the subject.

The dessert tastes delicious after the meal. (The predicate adjective usually does not include prepositional phrases.)

Identifying Linking Verbs and Subject Complements

In the following sentences, underline the linking verbs once and the subject complements twice. On the line, write PA for predicate adjective or PN for predicate noun.

1. Food is a basic need.
2. The variety of foods seems incredible!
3. Rice is a main dish in Asia.
4. Fish is the "meat" of the Pacific Islands.
5. In Argentina, beef is quite common.
6. Of all prepared foods, pancakes may be the oldest.
7. Tortillas are corn "pancakes."
8. Tortillas with meat, cheese, and hot salsa taste spicy.
9. The Italian word for pie is pizza.
10. Pizza remains popular throughout the world.
11. Many fruits are favorite snacks.
12. Fruits, such as peaches and apples, taste sweet.
13. Dairy products are important in many cultures.
14. Milk is a source of calcium.
15. A good diet is important.
A. Identifying Types of Subject Complements

In each of the following sentences, underline the linking verb once and the subject complement twice. Then, in the blank, write PN if the subject complement is a predicate noun or PA if it is a predicate adjective.

**Example** The dessert is delicious. \( PA \)

1. My grandfather is a great baker.
2. His chocolate chip cookies are a real treat.
3. His brownies are famous in her neighborhood.
4. His specialty is homemade raisin bread.
5. That bread is incredibly tasty.
6. His blueberry muffins always look scrumptious!
7. His apple pies are masterpieces.
8. My grandfather's devil's food cake tastes heavenly!
9. His biscuits are amazingly light.
10. Unfortunately, many of his recipes remain secret.

B. Using Subject Complements

Complete each sentence below. First complete it with a predicate noun. Then complete it with a predicate adjective.

**Example** The meal was pepperoni pizza.
The meal was extremely spicy.

1. The cook is ________________________
   The cook is ________________________
2. The main course was ________________________
   The main course was ________________________
3. The table was ________________________
   The table was ________________________
4. The guests were ________________________
   The guests were ________________________
Complements: Subject Complements

A. Writing Subject Complements
Rewrite each of the numbered sentences in the passage below with a new subject complement. Underline your new subject complement. If it is a predicate noun, write PN in parentheses after the sentence. If it is a predicate adjective, write PA.

1. Trying new foods is an adventure. (2) My favorite food is Italian. (3) Mexican foods taste too spicy for me. (4) Frogs’ legs are an exotic food. (5) Such a dish would be interesting to eat. (6) A chef must be patient with his or her customers!

B. Writing with Subject Complements
Imagine that you are a food critic who reviews restaurant food in different places. Write six sentences about a restaurant you recently visited. Three of the sentences should have predicate adjectives. Three should have predicate nouns.
Lesson 9  
Complements: Objects of Verbs

Action verbs often need complements called direct objects and indirect objects to complete their meaning.

A direct object is a word or a group of words that names the receiver of the verb’s action. It answers the question what? or whom?

Gayle sent **seashells** from Florida. (What did Gayle send? Seashells)

An indirect object is a word or group of words that tells to what, or whom, or for whom an action is done. The indirect object usually comes between the verb and the direct object. Verbs that are often followed by an indirect object include ask, bring, give, hand, lend, make, offer, send, show, teach, tell, and write.

Gayle brought **Tina** seashells from Florida. (For whom did Gayle bring the seashells? Tina)

Recognizing Objects of Verbs

In each sentence, if the underlined word is a direct object, write **DO** on the line. If it is an indirect object, write **IO**.

**Example**  The diver found a **shipwreck**. **DO**

1. The U.S. basketball team won the gold **medal**.

2. The Maxwells offered **Cher** a glass of lemonade.

3. France sold **Louisiana** to the United States.

4. Please send **me** the latest issue of your magazine.

5. Our school sponsored a **carnival** last spring.

6. We hung a **wreath** on our door.

7. The principal awarded the **co-captains** the trophy.

8. Lydia gave **Michelle** some good advice.

9. Pat got a digital **watch** for his birthday.

10. Marta made us a Mexican **dinner**.

11. The messenger handed **Mr. Bronson** a sealed envelope.

12. I carefully answered every question on the test.

13. The opera fans gave the **singer** long-stemmed roses.

14. Amrita telephoned **Mia** last night.

15. Lauren mailed her **friends** postcards from Canada.
Complements: Objects of Verbs

A. Identifying Objects of Verbs
Identify the function of the boldfaced word in each sentence below. Write DO for direct object and IO for indirect object. If the word is not the direct object or the indirect object, write N.

1. A hurricane is a powerful, swirling storm.
2. Meteorologists watched a big storm carefully.
3. Newscasters gave their listeners warnings about the hurricane.
4. The hurricane struck land in the morning.
5. The hurricane winds swirled around the eye of the storm.
6. The hurricane caused huge waves.
7. The waves produced widespread floods.
8. The floodwaters destroyed many people’s property.
9. Television newscasts showed their audiences pictures of the storm.
10. Volunteers sent the hurricane victims emergency supplies.

B. Using Indirect Objects
Underline the direct object in each sentence below. Then rewrite each sentence, adding an indirect object. Use a different indirect object for every sentence.

1. The mayor gave a medal for bravery.

2. Adam cooked supper.

3. Amber bought a birthday gift.

4. The salesperson showed a new style of camera.

5. The juggler showed some tricks.
Complements: Objects of Verbs

A. Using Objects of Verbs
Choose one word from each list below to complete each sentence. Use each word only once. Each sentence should have both an indirect object and a direct object. If you wish, you can add words to make the sentences more interesting.

**Use as indirect object**
the cooks
the receiver
her sick grandmother
their guests
the winners
its customers
the candidate
the students

**Use as direct object**
their trophies
a question
their test papers
his beef stew recipe
a discount
cheese and crackers
a pass
a get-well card

1. The quarterback threw ____________________________
2. The reporter asked _____________________________
3. The gymnastics judge awarded _____________________
4. Mrs. Ryan handed _______________________________
5. The famous chef gave __________________________
6. The store offered ______________________________
7. Jean sent ______________________________________
8. The Reynolds served ____________________________

B. Writing Sentences with Objects of Verbs
Complete each sentence with a direct and an indirect object. Use a different direct and indirect object in every sentence.

**Example** The chef made her customers a lemon pie.

1. Our grandmother sent ____________________________
2. The gardener gave _______________________________
3. The delivery person brought _________________________
4. The basketball player handed _______________________
5. The judge told __________________________________
Lesson 10

Fragments and Run-Ons

- Sentence fragments and run-on sentences are writing errors that can make your writing difficult to understand.

A sentence fragment is part of a sentence that is written as if it were a complete sentence. A sentence fragment is missing a subject, a predicate, or both.

**Fragments**
- Colonists in Indian costume. (missing a predicate)
- Dumped chests of tea into Boston Harbor. (missing a subject)
- On December 16, 1773. (missing both)

**Revision**
- Colonists in Indian costume dumped chests of tea into Boston Harbor on December 16, 1773.

A run-on sentence is two or more sentences written as if they were a single sentence. When you combine two sentences with a conjunction, use a comma before the conjunction.

**Run-on**
- The British tried to make the colonists pay taxes they resisted.

**Revision**
- The British tried to make the colonists pay taxes, but they resisted.

Identifying Sentences, Sentence Fragments, and Run-Ons

On the short line at the right of each word group below, write CS, F, or RO to identify the word group as a complete sentence, a fragment, or a run-on sentence.

1. British soldiers marched toward Concord, Massachusetts.

2. They hoped to capture arms stored in Concord, Paul Revere and William Dawes raced to warn the colonists.

3. The Minutemen from nearby towns.


5. Clashes in Lexington and Concord started the American Revolution.

6. George Washington became the army’s commander-in-chief he took command on July 3, 1775.

7. Poorly trained and without uniforms.

8. The Declaration of Independence was adopted on July 4, 1776 it was written by Thomas Jefferson.


10. Hale was hanged by the British as a spy he became a hero to the Americans.

11. France joined the war as an ally of the Americans.

12. The British were defeated at the battle of Yorktown it meant the end of the war.
Fragments and Run-Ons

A. Identifying and Correcting Fragments and Run-Ons

On the line after each word group below, write CS, F, or RO to identify the word group as a complete sentence, a fragment, or a run-on sentence. Then rewrite each fragment or run-on as one or more correct sentences. Add sentence parts as needed.

1. Because of the bad weather.

2. The boys rode the roller coaster five times in a row.

3. The curtain opened the show began.

4. Explained the rules of the game.

5. This restaurant serves great pizza let’s eat here.

B. Correcting Fragments and Run-ons

Rewrite this paragraph, correcting each fragment and run-on. You may add words to any fragment to make it a sentence, or you may combine it with another sentence. To correct a run-on, you may either separate the sentences or join them correctly.

Patrick Henry failed as a storekeeper and a farmer he became a lawyer. He became famous. As an orator, Patrick Henry delivered a speech protesting the Stamp Tax it was one of his greatest speeches. During a speech in 1775, Henry pretended to stab himself with a letter opener he cried, "Give me liberty or give me death!" Henry became governor of Virginia. In 1776, He was re-elected governor four times.
Fragments and Run-Ons

A. Proofreading for Fragments and Run-Ons
Rewrite this paragraph, correcting each fragment and run-on. You may add words to any fragment to make it a sentence, or you may combine it with another sentence. To correct a run-on, you may either separate the sentences or join them correctly.

During the American Revolution, Great Britain had an army of well-trained soldiers. The British soldier had a hard life. He rarely had much food. His uniform was moldy. Was not practical. His hat did not offer much protection from the sun. His suits were heavy. And hot. On one summer march. Near New York City. Sixty-three soldiers collapsed from heatstroke.

B. Recognizing and Revising Fragments and Run-ons
Read these notes one student wrote to use in a report. First figure out what the writer was going to say, and then use the information to write a paragraph. Use complete sentences instead of fragments and run-on sentences. Add any words that you need to make the paragraph understandable.

Children around the world enjoy playing with dolls. Adults enjoy dolls too. Many grown-ups collect antique dolls. Others collect costume dolls. As a hobby. The first dolls for children were made in the 1700s. They looked and were dressed like adults. The first dolls that looked like babies. Appeared about 1850. Antique dolls are rare and expensive. Sell for thousands of dollars. Many museums huge doll collections.
Kinds of Nouns

A noun is a word that names a person, place, thing, or idea. Examples are leader, Virginia, colony, and exploration.

A common noun is a general name for a person, place, thing, or idea. A proper noun is the name of a particular person, place, thing, or idea. For example, settler is a common noun; John Alden is a proper noun. Only proper nouns need to be capitalized.

A concrete noun names a thing that can be seen, heard, smelled, tasted, or touched. An abstract noun names an idea, feeling, quality, or characteristic. Examples of concrete nouns are cabin and log; examples of abstract nouns are danger and bravery.

A collective noun is a word that names a group of people or things, such as crew.

A. Identifying Nouns

Underline all the nouns in the following sentences. Every sentence has more than one.

1. Ms. Enriquez believes wealth cannot bring happiness.
2. Baseball is sometimes called the game of summer.
3. The jury awarded money to the victims of the crime.
4. Does Tim live in a house or an apartment?
5. In the movie, a band of outlaws rustled the herd of cattle.

B. Identifying Proper and Common Nouns

Underline all the nouns in the following sentences. Write P above the proper nouns. Write C above the common nouns.

EXAMPLE The disappearance of settlers on Roanoke Island remains a mystery.

1. A group of explorers from Spain settled in St. Augustine, Florida.
2. Sir Francis Drake of England sailed around the world in a small ship called the Golden Hind.
3. Queen Isabella had high hopes for the success of Christopher Columbus.
4. The Aztecs, Incas, and Mayas lived within large empires.
5. One important accomplishment was the exploration of the Mississippi River.

C. Identifying Types of Nouns

Review the underlined nouns in the sentences in the above exercises. Find and list the nouns requested on the lines below.

1. Two collective nouns in Exercise A, sentence 5
2. Two common, concrete nouns in Exercise B, sentence 2
3. Two common, abstract nouns in Exercise B, sentence 3
Kinds of Nouns

A. Identifying Nouns
Underline all the nouns in each of the following sentences. On each line below, write one of the nouns that match the description in parentheses.

1. The colony at Plymouth faced many dangers during the first winter.
   (proper) ______________________ (common) ______________________

2. The story of Pocahontas and her brave act may not be entirely factual.
   (concrete) ____________________ (abstract) ____________________

3. The congregation of Puritans longed for religious freedom.
   (collective) __________________ (proper) ______________________

4. Some tribes shared common beliefs with the settlers.
   (collective) __________________ (abstract) ____________________

5. William Bradford worked with Massasoit to insure peace.
   (proper) ______________________ (abstract) ____________________

B. Using Nouns
Rewrite the following sentences, replacing each boldfaced common noun with a proper noun. Each new noun should reflect the same idea or subject as the boldfaced noun. You may need to change some words, such as a, an, and the.

EXAMPLE Did you see a boy in a red T-shirt skate down the street?
   Did you see a boy in a red T-shirt skate down Hill Street?

1. My friend is looking forward to seeing a film at the Garden Theater.

   ______________________

2. Our social studies teacher showed us maps of the country.

   ______________________

3. Kate took an express train to a large city.

   ______________________

4. That store is a good place to buy the newspaper.

   ______________________

5. A celebration of the holiday was held at Central Park.

   ______________________
Kinds of Nouns

A. Finding Nouns
Underline the noun or nouns described in parentheses after each sentence. Also, identify every proper noun by writing the capital letter over the first letter of the word.

1. The first settlement in America was not at Plymouth rock. (common)
2. A desire for wealth lured the first Spaniards to America. (abstract)
3. One band of adventurers founded the town of St. Augustine, Florida. (collective)
4. The union of the lands claimed by Spain and England came much later. (abstract)
5. Visitors to that town in Florida can see houses built in the old style. (concrete)
6. On a chilly day in December, a group of Pilgrims landed at Plymouth. (collective)
7. Their courage is admired by Americans even today. (abstract)
8. Do you know who taught the settlers how to plant corn? (concrete)
9. The Pilgrims hoped for friendship with the natives but were not always fair to them. (abstract)
10. Pocahontas was captured by the English and given a new name. (common)

B. Using Nouns
First write at least two nouns of each type identified. Then write a sentence using the nouns. Underline all the nouns in your sentence.

Example: common and abstract liberty, bravery
           Americans enjoy liberty because of the bravery of early colonists.
Singular and Plural Nouns

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

One **inventor** had an outlandish **suggestion**. (singular nouns)
Several **inventors** had outlandish **suggestions**. (plural nouns)

This chart shows the usual ways to form the plurals of nouns.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Rule</th>
<th>Sample Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>desk, chair</td>
<td>Add -s to most nouns.</td>
<td>desks, chairs</td>
</tr>
<tr>
<td>brush, box</td>
<td>Add -es to nouns ending in s, sh, ch, x, or z.</td>
<td>brushes, boxes</td>
</tr>
<tr>
<td>radio, stereo, echo, hero</td>
<td>Add -s to most nouns that end in o.</td>
<td>radios, stereos, echoes, heroes</td>
</tr>
<tr>
<td>hobby, fly</td>
<td>Change the y to an i and add -es to most nouns ending in y. If a vowel comes before the y, add -s.</td>
<td>hobbies, flies, monkeys, days</td>
</tr>
<tr>
<td>shelf, knife, roof, cuff</td>
<td>Change the f to a v and add -es to most nouns that end in for fe. Add -s to a few nouns that end in for fe.</td>
<td>shelves, knives, roofs, cuffs</td>
</tr>
<tr>
<td>sheep, tuna</td>
<td>Some nouns keep the same spelling.</td>
<td>sheep, tuna</td>
</tr>
<tr>
<td>woman, foot</td>
<td>The plural forms of some nouns are irregular.</td>
<td>women, feet</td>
</tr>
</tbody>
</table>

A. **Identifying Plural Forms of Nouns**
In each sentence, underline only the plural nouns.

1. Do you see the dark puffs of smoke coming from those chimneys?
2. Signs warn motorists of deer on the road.
3. Farmers had a good crop of cherries this year.
4. Small inns and farmhouses dotted the roads.
5. Miguel pointed out monuments honoring heroes of the war.

B. **Correcting Errors in Plural Nouns**
In each sentence, the boldfaced plural has been formed incorrectly. Write the correctly spelled plural on the line.

1. How beautiful to see the **leafs** changing colors!
2. We stopped at a picnic area to eat our **sandwichs**.
3. Mom cut up fresh **tomatos** from a farmer's fruit stand.
4. Some country bridges are only ten **foots** high.
5. Truck **driveres** could have problems on those bridges.
Singular and Plural Nouns

A. Identifying Plural Forms of Nouns
In each sentence, underline only the plural nouns.
1. Many sheep and horses grazed in the fields.
2. There were cows and calves near the fence.
3. We looked out the windows at the healthy crops.
4. Look at that flock of geese across the road!
5. Some farmers sell potatoes and other vegetables.
6. You don’t hear stereos and the sounds of beeping horns in the country.

B. Correcting Errors in Plural Nouns
In each sentence, find and underline the plural that has been formed incorrectly. Write the correctly spelled plural on the line.

1. We will have many storys to tell after our camping trips.
2. Several deers approached our campsites.
3. Do the buzzs of those bees frighten you?
4. Fred and Lisa took many photoes with their new cameras.
5. Dad was hoping to catch several bass and trouts for our suppers.
6. I hope our stereoes don’t frighten the animals.
7. Let’s keep our food items several foots above the ground.
8. Where are the three boxs of potato chips?
9. The berries on those bushes look good for eating.
10. Our motheres will be pleased if we bring back enough for some pies.

C. Using Plural Nouns
Form the plural of the given nouns. Then use all three plurals in a single sentence.

1. wife ______________ city ______________ potato ______________
2. boy ______________ sandwich ______________ loaf ______________
3. goose ______________ field ______________ grass ______________
Singular and Plural Nouns

A. Identifying Uses of Plural Nouns
In the following sentences, decide whether each noun is in the correct form, singular or plural. If the noun should be plural, has the plural been formed correctly? Rewrite every sentence with the correct noun forms.
1. The three fishermen caught at least eight tunas.

2. We tasted several dishes from countries around the world at the cookout.

3. Tanya changed the recipe by substituting tomatoes and bay leaves.

4. Fay and Ken used little knives to cut ten peaches.

B. Using Plural Nouns
Form the plural of the given nouns. Then use all three plurals in a single sentence.
1. man ___________ animal ___________ leash ___________

2. radio ___________ shelf ___________ hobby ___________

3. team ___________ box ___________ coach ___________

C. Using Nouns
Suppose that your class is making a time capsule for people to open in 50 years. What items would you like people in the future to see so they would have an idea of how you live your life today? Write a short paragraph describing what you would put in the box. Underline at least six plural nouns in your paragraph.
**Lesson 3**

**Possessive Nouns**

The **possessive form** of a noun shows ownership or relationship. For example, *wren's nest* (ownership); *Mom's friend* (relationship).

You may use possessive nouns in place of longer phrases.

Did you attend the concert of the **scout troop**?

Did you attend the **scout troop's** concert?

The following chart shows the usual ways to form possessive nouns.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Rule</th>
<th>Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular:</td>
<td>bird</td>
<td>Add an apostrophe and -s</td>
</tr>
<tr>
<td>Plural ending in -s:</td>
<td>eggs</td>
<td>Add an apostrophe</td>
</tr>
<tr>
<td>Plurals not ending in -s:</td>
<td>men</td>
<td>Add an apostrophe and -s</td>
</tr>
</tbody>
</table>

**A. Identifying Possessive Nouns**

Underline each possessive noun. On the blank, write **S** if that noun is singular or **P** if it is plural.

1. The children's chorus held a performance in the gymnasium.

2. Several classes' gym periods had to be canceled.

3. We listened to our music teacher's introduction.

4. James's mother offered to find volunteers to work the after-concert reception.

5. Two men's coats were misplaced at the reception.

6. One soloist's voice stood out above all the rest.

**B. Using Possessive Nouns**

Complete each sentence with the possessive form of the word shown in parentheses.

1. Two _________________ guitar strings broke during the rehearsal. (musicians)

2. I would like to learn to play several _________________ work. (pianists)

3. Everybody seems to enjoy _________________ music. (Mozart)

4. One _________________ voice was particularly beautiful. (soprano)

5. Several famous orchestra _________________ batons were on display. (leaders)

6. Reporters printed many _________________ reactions to the concert. (people)
Possessive Nouns

A. Identifying Possessive Nouns
Underline the possessive noun in each sentence. If a possessive has been formed incorrectly, write the correctly spelled word on the line. If a possessive has been spelled correctly, write C.

1. A clarinets' keys make it look complicated.

2. I bought a harmonica with last weekes' allowance.

3. Mom's opinion is that loud music will harm my hearing.

4. A musicians' day is filled with hours of practice.

5. Many songwriters' incomes come from royalties.

6. That songs' popularity has made it a holiday classic for decades.

7. I can't get that tunes' melody out of my mind.

8. Mr. Ross's nephew will play the song at the winter concert.

9. Peoples's opinions about music can vary.

10. Stores such as Sam's Music Mart carry many kinds of recordings for all tastes.

B. Using Possessive Nouns in Sentences
On the line to the right, rewrite the given phrase as a possessive noun. Then use the possessive in a sentence.

Example: the music of Johann Bach Johann Bach's music
My father likes Johann Bach's music.

1. music skills of my teacher

2. audience of the choral group

3. voices of some jazz singers

4. giggling of children
Possessive Nouns

A. Using Possessive Nouns in Sentences
Underline each phrase that can be rewritten using a possessive noun. Then rewrite the sentences using those possessive nouns.

1. The preference of my piano teacher is classical music.

2. The nickname of Louis Armstrong was “Satchmo.”

3. How did audiences respond to the songs of Satchmo?

4. The cheers of the audience tell you how well received his music was.

5. The voice of a soprano is higher than the voice of an alto.

6. The success of a musician does not happen overnight.

B. Using Possessive Nouns in Writing
You are the chairperson of a toy drive for needy children. Imagine that you have a committee of five students working with you. Tell how the toys will be collected and who will receive them. Underline at least five possessive nouns in your paragraph.

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
**Compound Nouns**

A **compound noun** is made up of two or more words used together as a single noun.

Compound nouns can be written in one of three ways:

- One single word: **windshield**
- Two or more separate words: **air bag**
- A hyphenated word: **two-seater**

The following chart shows the usual ways to form the plurals of compound nouns.

<table>
<thead>
<tr>
<th>One word</th>
<th>Singular</th>
<th>Rule</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>townhouse</td>
<td>Add -es to most words</td>
<td>townhouses</td>
<td></td>
</tr>
<tr>
<td>hairbrush</td>
<td>Add -es to words that end in ch, sh, s, x, or z</td>
<td>hairbrushes</td>
<td></td>
</tr>
<tr>
<td>traffic light</td>
<td>Make the main noun plural, mother-in-law</td>
<td>traffic lights mothers-in-law</td>
<td></td>
</tr>
<tr>
<td>mother-in-law</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**A. Identifying Compound Nouns**

Underline every compound noun in the following sentences.

1. Did you see the moving van parked in our neighbor's driveway?
2. The school board voted for safety belts on buses.
3. My sister-in-law recently bought a car so she could drive it to her new job at the department store.
4. You can catch the cable car at a stop on Market Street.
5. The steering wheel on that car is covered with cowhide.

**B. Using Plural Compound Nouns**

Underline the compound nouns that are spelled incorrectly. Rewrite the sentences, using the correct plural form of those nouns.

1. Two carwashes are located on Main Street.

2. Dad's brother-in-laws both have red sports cars.

3. Some mother-to-bes are interested in buying antique high chairs for their babies.

4. In our state, 16-years-old cannot drive alone.
A. Identifying Compound Nouns
Underline every singular compound noun once. Underline every plural compound noun twice.

1. The moonlight glistened off the lake.
2. Do your grandparents own a bed-and-breakfast?
3. The snowstorm left the travelers stranded with only farmhouses in sight.
4. They waited until after dinnertime to ask the homeowners if they could use their telephone.
5. The attendant at the gas station said he would send a towtruck.
6. The travelers slept in small bunkbeds at a motel until their car was repaired.
7. Days later, they were glad to see the skyline of their city and all the skyscrapers that meant home to them.

B. Using Compound Nouns
Write the plural forms for each set of compound words. Then use all three plural compounds in a single sentence.

1. airplane ____________________
   airport ____________________
   luggage cart ____________________

2. thunderstorm ____________________
   raincloud ____________________
   brother-in-law ____________________

3. president-elect ____________________
   swimsuit ____________________
   swimming pool ____________________
Compound Nouns

A. Using Compound Nouns
Rewrite the following sentences, replacing each boldfaced phrase with a compound noun. You will need to drop some words to be sure your new sentences sound right.

**Example**
Our neighbor owns a van used for moving.
Our neighbor owns a moving van.

1. Carl's brother-in-law has a **throat that is sore**.

2. Please pull down the **shade for a window** near the front door.

3. A **storm with thunder** is predicted for this afternoon.

4. Which **grounds to camp on** are your family's favorites?

5. Those **shelves for books** may not hold these heavy volumes.

6. The **park filled with amusements** has a new, faster roller coaster.

B. Using Compound Nouns in Writing
Write a news article reporting on a contest in which there was one winner and two runners-up. Describe the activities in the contest, where the contest took place, and the prizes that were awarded. Use at least five compound nouns in your article. Underline each compound noun that you use.
Lesson 5

Nouns as Subjects and Complements

In sentences, nouns have different jobs.

As the subject, a noun tells whom or what the sentence is about.

Marie reads the map on car trips. Vacations are fun for her family.

As the complement, a noun completes the meaning of the sentence. This chart shows how a noun may work as a predicate noun, a direct object, or an indirect object.

<table>
<thead>
<tr>
<th>Nouns as Complements</th>
<th>Predicate noun</th>
<th>renames or defines the subject after a linking verb</th>
<th>Mr. Morell is a pilot.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct object</td>
<td>names the receiver of the action of the action verb</td>
<td>Our family bought an atlas.</td>
<td></td>
</tr>
<tr>
<td>Indirect object</td>
<td>tells to whom or what or for whom or what an action is done</td>
<td>The airline sent the tourists their tickets.</td>
<td></td>
</tr>
</tbody>
</table>

Identifying Nouns Used as Subjects and Complements

In each sentence, identify the word in bold type. On the blank, write S for subject, PN for predicate noun, DO for direct object, and IO for indirect object.

1. Denmark is a country in northern Europe.
2. Our teacher visited Copenhagen on his vacation.
3. Mr. Swanson showed the class slides of his trip.
4. The Tivoli is a huge park with restaurants and entertainment.
5. The Swansons saw a statue of the Little Mermaid.
6. She was a character in a story by Hans Christian Andersen.
7. Alex checked out some travel books from the library.
8. Mr. Langley is the librarian in charge of research.
9. He gave Alex some valuable advice about travel.
10. Laura chose some videos about Norway.
11. Dad was a sailor over 20 years ago, stationed in Europe.
12. Norway was one country that he visited at that time.
13. The whole family is planning next summer's trip.
14. Frank sent his cousin in Norway a letter.
Nouns as Subjects and Complements

A. Identifying Nouns as Complements
Underline the subject of each sentence. Then identify the complement in bold type. Write PN for predicate noun, DO for direct object, or IO for indirect object.

1. The capital of France is Paris.  
2. The Wrights took an overseas flight that left Thursday evening.  
3. Ted gave Dad his carry-on while we waited for the luggage.  
4. A uniformed man was holding a sign with their name on it at the airport.  
5. Our tour guide for the week was Simone.  
6. The tourists loved the sight of the Eiffel Tower at night.  
7. The Louvre is a world-famous art museum.  
8. The guide gave members of the group their tickets for the boat ride.  
9. Mom sent our cousins postcards of the Mona Lisa.  
10. The Seine is a major river in France.

B. Using Nouns as Subjects and Complements
Complete each sentence with a noun. Then write S if the noun you have supplied is used as a subject; PN if it is used as a predicate noun; DO if it is used as a direct object; and IO if it is used as an indirect object.

EXAMPLE The library is located on the corner of Main and Elm. S

1. The principal gave ______________ a certificate for perfect attendance.  
2. The magician did a ______________ that amazed his audience.  
3. Basketball is a ______________ that requires endurance.  
4. After the rain, ______________ crawled out onto the sidewalk.  
5. The artist sold a ______________ of the house where she grew up.  
6. The bride threw her ______________ her bouquet.  
7. Sleeping Beauty is a very old ______________ from Europe.
Nouns as Subjects and Complements

A. Using Nouns as Subjects and Complements

Complete each sentence with a noun. Then write S if the noun you have supplied is used as a subject; write PN if it is used as a predicate noun; DO if it is used as a direct object; or IO if it is used as an indirect object.

Example: Mrs. Petros told Helen a good story about her trip. IO

1. The city of Athens is an exciting ____________ to visit.

2. It has many ancient ____________, such as the Acropolis.

3. Greece is a ____________ in eastern Europe, bordering the Mediterranean Sea.

4. One beautiful ____________ was built at the top of a hill overlooking the city.

5. People climb many ____________ to get to the top of the hill.

6. Some tourists take a ____________ from downtown Athens to the Parthenon.

7. Theodore sent ____________ a postcard from Rhodes, Greece.

8. Most ____________ love the warm weather in Greece.

B. Using Nouns as Complements in Writing

Write a letter to a pen pal who lives in another city or country. Invite that person to come for a visit to your hometown. Describe some sights you would like to show him or her. In your letter, include at least two predicate nouns, two nouns used as direct objects, and one noun used as an indirect object. Underline those nouns in your letter and label them by writing PN, DO, or IO above each one.
Nouns in Phrases

Nouns often appear in prepositional phrases and appositive phrases. These phrases add information to the sentence.

An object of a preposition is the noun or pronoun that follows the preposition.

Dina enjoys cooking food from other countries.

(The preposition is from; the object of the preposition is the noun countries; the prepositional phrase is from other countries.)

An appositive is a noun or pronoun that identifies or renames another noun or pronoun. An appositive phrase is made up of an appositive and its modifiers.

Biscotti, crisp cookies, are loved by children in Italy.

(The appositive is the noun cookies; the appositive phrase is crisp cookies.)

Appositive phrases that provide information that isn’t essential to the understanding of the preceding noun should be separated from the rest of the sentence by commas.

Jake tried borscht, a Russian beet soup, at the party.

Identifying Nouns Used as Objects of Prepositions and Appositives

Identify each boldfaced noun as an object of a preposition or an appositive. Write OP or APP on the line to the right.

1. We planned an international party in the neighborhood. OP

2. On Sunday every family brought a special dish to share. APP

3. Pita, thin bread, was stacked on a platter. APP

4. Pierre brought Brie, a French cheese. APP

5. Our Japanese neighbors served tempura on a large platter. APP

6. Chicken, beans, and cheese are good fillings for burritos. APP

7. As a topping we used salsa and sour cream. APP

8. Our Italian neighbors provided antipasto, delicious appetizers. APP

9. Tandoori, a special cooking method, is used in India. APP

10. Our friends from Greece brought lamb shish kebabs. APP

11. The meat and vegetables were cooked on metal skewers. APP

12. Kasha, a coarsely ground grain, looked like porridge. APP

13. Everybody enjoyed apple strudel, a German dessert. APP

14. We are already planning another international food festival for next summer. APP
Lesson 6

Nouns in Phrases

A. Identifying Nouns in Phrases
Each sentence below has either an appositive phrase or a prepositional phrase. Underline the phrase and circle its noun. On the line to the right, write OP if the underlined word is the object of a preposition or APP if it is the noun in an appositive phrase.

1. Curry, a deep yellow powder, is a popular Indian spice.

2. You can find curry in the spice section.

3. Pizza lovers have their choice of toppings.

4. Tortillas are often made from corn flour.

5. Quesadillas, cheese sandwiches, are Mexican specialties.

6. Appetizers are popular in every country.

7. Red, green, or yellow peppers can be filled with stuffing.

8. Baklava, a honey-soaked pastry, is a delicious dessert.

9. Making baklava takes a great deal of time.

10. Potiza, a Slovenian nutbread, is a delicious holiday treat.

B. Using Nouns in Phrases
Write sentences, using the prepositional phrases given in items 1, 2, and 3. Then use the phrases in items 4 and 5 as appositive phrases in original sentences.

1. around the rice

2. throughout dinner

3. between courses

4. a familiar ice cream flavor

5. a special dessert
Lesson 6

Nouns in Phrases

A. Using Nouns in Phrases
Write a sentence using each noun as the object of a preposition or as the noun in an appositive phrase. Follow the directions in parentheses.

1. breakfast (Use in a prepositional phrase.)

2. bread (Use in a prepositional phrase.)

3. dessert (Use in an appositive phrase.)

4. mixture (Use in an appositive phrase.)

5. spoon (Use in a prepositional phrase.)

B. Writing Nouns in Phrases
Write a paragraph explaining how to make an easy dish. It can be something as simple as a fried egg or a sandwich. If you like, you can invent a dish to make. Describe the utensils and ingredients you need to prepare the dish. Use at least two prepositional phrases and two appositive phrases in your paragraph. Underline those phrases and label them by writing PP or APP above them.
What Is a Pronoun?

A pronoun is a word that is used in place of a noun or another pronoun. The word that a personal pronoun refers to is called its antecedent.

Personal pronouns change their forms to reflect person, number, and case.

- **Person** Personal pronouns have different forms for first person, second person, and third person.

- **Number** Pronouns can be singular or plural.

- **Case** Personal pronouns change their forms depending on how they are used in a sentence. Each pronoun has three cases: subject, object, and possessive.

<table>
<thead>
<tr>
<th></th>
<th>Subject</th>
<th>Object</th>
<th>Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Person</td>
<td>I</td>
<td>me</td>
<td>my, mine</td>
</tr>
<tr>
<td>Second Person</td>
<td>you</td>
<td>you</td>
<td>your, yours</td>
</tr>
<tr>
<td>Third Person</td>
<td>he, she, it</td>
<td>him, her, it</td>
<td>his, her, hers, its</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Person</td>
<td>we</td>
<td>us</td>
<td>our, ours</td>
</tr>
<tr>
<td>Second Person</td>
<td>you</td>
<td>you</td>
<td>your, yours</td>
</tr>
<tr>
<td>Third Person</td>
<td>they</td>
<td>them</td>
<td>their, theirs</td>
</tr>
</tbody>
</table>

Finding Personal Pronouns

Underline each personal pronoun in the following sentences.

1. We enjoy many stories from Greek mythology.
2. You may have heard about Persephone and how the Greeks explained the changes of the seasons.
3. She was the beautiful daughter of Demeter, the goddess of agriculture.
4. One day as she was picking flowers in the meadow, the ground opened.
5. Hades, the god of the dead, kidnapped her.
6. He took her to the underworld to be queen of his kingdom.
7. "Where is my daughter?" cried Demeter.
8. She became angry with the gods for allowing her daughter to be kidnapped.
9. She refused to allow their crops to grow.
10. The gods begged Zeus to help them.
11. Zeus asked Hades to return Persephone to her mother.
12. "But I have eaten pomegranate seeds as a sign of my marriage to Hades," said Persephone.
13. They finally came to an agreement.
14. Persephone would spend part of the year with her mother; this time would be our spring, summer, and fall.
15. She would live in the underworld the rest of the time; this time would be our winter.
What Is a Pronoun?

A. Finding Personal Pronouns
Underline each personal pronoun in the following sentences.

1. Greek writers and artists often called on the Muses to help them in their work.
2. They were nine goddesses of the arts and sciences.
3. Their father was Zeus, the king of the gods.
4. A poet would call on Calliope, Erato, or Euterpe to help him or her compose the perfect poem.
5. Writers of tragedy or comedy invoked Melpomene or Thalia to aid them.
6. Singers and dancers directed their pleas to Polyhymnia and Terpsichore.
7. Clio was another goddess; she was the Muse of history.
8. Urania helped scientists because her specialty was astronomy.
9. The Muses had melodic voices and often used them to sing in a chorus.
10. They lived on Mount Olympus with their leader, Apollo.
11. He, like them, remained young and beautiful forever.
12. Our words music and museum are derived from the Greek word muse.

B. Using Personal Pronouns
Replace the underlined nouns in this paragraph with personal pronouns. Write the pronouns on the lines below.

Two brothers, Prometheus and Epimetheus, were members of a race of giant gods called Titans. The Titans assigned (1) Prometheus and Epimetheus the job of giving certain powers to the animals. Prometheus was angered when no gifts were left for people. (2) Prometheus stole fire from the gods and gave (3) fire to the poor people. Zeus punished Prometheus by chaining (4) Prometheus to a huge rock. Every day an eagle came and tore out (5) Prometheus' liver. At night (6) the liver would grow back.
What Is a Pronoun?

A. Using Personal Pronouns

Rewrite this paragraph, using personal pronouns to replace some of the nouns that have been used too often. Write your revised paragraph on the lines below.

Pan was the Greek god of pastures and woods. Pan protected sheep and shepherds. Pan's body was half-man and half-goat. Ancient Greeks believed that Pan lived in lonely places, such as caves or mountains. Ancient Greeks thought Pan had a wild nature. According to ancient Greeks, Pan could fill humans with sudden terror. Pan was famous for inventing the reed panpipe. Pan played beautiful music on the panpipe.

B. Using Personal Pronouns in a Familiar Story

In your own words, retell a familiar folktale, fable, or myth that you know well, and write your version on the lines below. Be sure to use a variety of personal pronouns.
Lesson 2

Subject Pronouns

A subject pronoun is used as the subject of a sentence or as a predicate pronoun after a linking verb.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
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<tbody>
<tr>
<td>I</td>
<td>we</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
</tbody>
</table>
| he, she, it | they |}

Subject Pronouns

Use the subject case of a pronoun when the pronoun is the subject of a sentence. Remember that a pronoun can be part of a compound subject.

Subject: Susan B. Anthony believed in equal rights. She worked with others for the right to vote. (She replaces Susan B. Anthony.)

Part of compound subject: Susan and they won this right.

Use the subject case for predicate pronouns. A predicate pronoun follows a linking verb and renames the subject. Remember that the most common linking verbs are forms of the verb be and include is, am, are, was, were, been, has been, have been, can be, will be, could be, and should be.

Predicate pronoun: A suffragist was she.

A. Identifying Subject Pronouns

Underline all the subject pronouns in the following sentences.

1. Have you ever heard of Susan B. Anthony?
2. A leader in the woman suffrage movement was she.
3. Suffrage is an unusual word, but it simply means the right to vote.
4. In colonial times landowners could vote, but they were usually adult men.
5. As a landowner, he could vote in every election, but a woman could not.
6. Many women suffragists declared, “We deserve the right to vote!”

B. Using Subject Pronouns

Underline the correct pronoun to complete each sentence.

1. When Susan B. Anthony met Elizabeth Cady Stanton, (them, they) decided to work together.
2. Both Stanton and (her, she) strongly believed in equal rights.
3. (Us, We) know the two women edited a book called History of Woman Suffrage.
4. Close friends were (they, them).
5. Susan B. Anthony voted in the 1872 election, but (she, her) was arrested.
6. Although the judge fined her $100, (him, he) took no further action against her.
7. You and (me, I) have probably seen a one-dollar coin in honor of Ms. Anthony.
Subject Pronouns

A. Using Subject Pronouns

In each sentence, underline the pronoun that completes each sentence correctly.

1. In the early 1800s some men and women called for equal voting rights, but (they, them) had little success at first.

2. When Lucretia Mott and Elizabeth Cady Stanton held a convention, (it, its) attracted public attention.

3. At the convention, Lucretia and (her, she) helped write a Declaration of Sentiments.

4. A suffrage organization was formed by Lucy Stone and her husband, Henry Blackwell; (they, them) wanted states to allow women to vote.

5. Later, Lucy and (him, he) joined with other suffrage groups.

6. (Us, We) might remember Susan B. Anthony's work in the temperance movement.

7. Once at a temperance meeting run by men, (she, her) was not allowed to speak:

8. (She, Her) continued to encourage other women in temperance groups to speak out on voting rights.

9. She and (them, they) made voting rights a goal of the temperance movement.

10. When Susan B. Anthony saw that some Western states began giving women the right to vote, (she, her) was encouraged.

11. An amendment to the Constitution was introduced in Congress, but (it, its) took 40 years to pass.

12. Now, you and (I, me) can read the 19th Amendment in the Constitution granting women the right to vote.

B. Choosing Subject Pronouns

Fill in the blanks in the following sentences with appropriate subject pronouns. Vary the pronouns you use, and do not use the pronoun you.

1. Pat and ________________ like to play math games.

2. Did Maurice or ________________ win the spelling contest?

3. A great dancer is ________________

4. As the sound got louder, ________________ hurt my ears.

5. ________________ did the warm-up exercises in a group.
Subject Pronouns

A. Proofreading
Proofread the following story to make sure that subject pronouns have been used in the right places. When you find a pronoun used incorrectly, cross it out. Then insert this proofreading symbol → and write the correct pronoun above it.

Susan B. Anthony was born in 1820 to a Quaker family in Massachusetts. She was taught by her parents to respect everyone. Both her and them believed that men and women should have equal rights. A man could vote and could own property. A woman could do neither. When Susan got older, her and other women became active in the suffrage movement. They marched and demonstrated for a woman's right to vote. Elizabeth Cady Stanton and her wrote about woman suffrage. Often them spoke out on women's equality with men. When a few states in the West began granting women the right to vote, Susan saw a glimmer of hope. Unfortunately, she died 14 years before the 19th Amendment, granting women equal voting rights with men, was ratified. Us as Americans honored Susan B. Anthony with a special coin.

B. Using Pronouns in Writing
Imagine that you are seeing people come into a school gym to vote. Think about all the kinds of people you might see there and write about them in a paragraph. Be sure to use subject pronouns correctly.
Object Pronouns

Object pronouns are personal pronouns used as direct objects, as indirect objects, or as the objects of prepositions.

**Object Pronouns**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>me</td>
<td>us</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>him, her, it</td>
<td>them</td>
</tr>
</tbody>
</table>

As a **direct object**, the pronoun receives the action of a verb and answers the question **whom** or **what**. As an **indirect object**, the pronoun tells to **whom** or **what** or for **whom** or **what** an action is performed. As an **object of a preposition**, the pronoun follows a preposition such as **to**, **from**, **for**, **against**, **by**, **between**, or **about**.

- **Direct object**: The workhouse chefs made soup, and Oliver Twist thanked **them**. (Whom did he thank? **them**)
- **Indirect object**: The server had the soup, and Oliver gave her his empty bowl. (To whom did he give his empty bowl? **her**)
- **Object of the preposition**: The chef didn’t give any more to **him**.

**A. Identifying Object Pronouns**

Underline all the object pronouns in the following sentences.

1. Oliver Twist, a character in Charles Dickens’s novel, didn’t have any parents; you could call him an orphan.
2. His workhouse, the place where he lived, treated him badly.
3. Because of the horrid conditions at the workhouse, he ran away from it.
4. He met a man named Fagin who promised him a place to live.
5. Fagin took care of other boys as well, but in return, he expected them to steal.
6. Oliver got caught stealing, but the end of the book will surprise you.

**B. Using Object Pronouns**

Underline the correct pronoun to complete each sentence.

1. David Copperfield’s mother dies, and she leaves (him, he) with a cruel stepfather.
2. The stepfather knows of a shabby workhouse and sends the boy to (them, it).
3. Later Mr. Micawber gives (he, him) a home, but Mr. Micawber is soon imprisoned for debt:
4. David has an aunt and eventually goes to live with (she, her).
5. If you look at the lives of Charles Dickens and the fictional David Copperfield, you will see the similarities between (them, him).
6. Dickens’s father’s imprisonment for debt forced (he, him) to labor in a workhouse.
Lesson 3

Object Pronouns

A. Using Object Pronouns
In each sentence, underline the pronoun that completes each sentence correctly.

1. Ebenezer Scrooge was a crabby old man who had one clerk working for (him, he).
2. Scrooge owned a money-changing house, and therefore many people owed (he, him) money.
3. No matter what the circumstances, Scrooge was never nice or generous to (them, it) about paying the money back.
4. One night the ghost of his dead partner comes to see (him, he).
5. Scrooge sees the ghost but doesn't want to believe (it, them).
6. His dead partner warns (him, he) that he has to change his ways.
7. The ghost of Christmas Past arrives, and Scrooge goes with (she, it) to his youth.
8. The ghost of Christmas Present shows (he, him) his less fortunate clerk's family.
9. Scrooge watches (him, them) celebrate Christmas, even though they are poor.
10. The ghost of Christmas Future presents (he, him) with the shadows of what may yet come.
11. When he wakes up, Scrooge goes to the clerk's family and brings presents and food to (her, them) because, as he says, "The spirits have changed (I, me)."
12. Every year people tell this story; it reminds (they, them) about their responsibility to help their neighbors.

B. Choosing Object Pronouns
Fill in the blanks in the following sentences with appropriate object pronouns. Vary the pronouns you use, and do not use the pronoun you.

1. That much exercise really tires ________________
2. Tell ________________ about your recent good fortune.
3. The tour guide showed ________________ around the White House.
4. My brother gave ________________ his binoculars.
5. We grilled hamburgers for ________________
6. Are you going with ________________ to the recycling center?
7. Remind ________________ that we are eating dinner early.
Object Pronouns

A. Proofreading
The following story contains several errors in the use of object pronouns. When you find a pronoun used incorrectly, cross it out. Then insert this proofreading symbol - and write the correct pronoun above it.

Charles Dickens wrote *Great Expectations*, the story of a poor boy named Pip. One day Miss Havisham, a strange, rich woman, calls he to her house. She takes care of a beautiful girl named Estella, and she wants Pip to play with she. He visits them throughout his childhood. However, they don't treat him very well. Surprisingly, when Pip becomes old enough, he inherits a great deal of money. Because Miss Havisham is the only rich person he knows, he assumes the money came from she. He becomes a proper gentleman in London, and the rest of the book shows he in his new lifestyle. Later, he learns that his money came from an escaped convict he helped when he was younger. Pip had helped the convict only because he had been afraid of he.

Read the classic story to find out what happens next.

B. Using Object Pronouns in Writing
Think about a character, real or fictional, whom you admire. How does that person show the qualities you admire most? Write a short description of a real or imaginary meeting with him or her. Use at least four object pronouns in your paragraph.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Possessive Pronouns are personal pronouns used to show ownership or relationship.

**Possessive Pronouns**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>my, mine</td>
<td>our, ours</td>
</tr>
<tr>
<td>your, yours</td>
<td>your, yours</td>
</tr>
<tr>
<td>her, hers, his, its</td>
<td>their, theirs</td>
</tr>
</tbody>
</table>

The possessive pronouns *my, your, her, his, our, and their* come before nouns. The possessive pronouns *mine, ours, yours, his, hers, and theirs* can stand alone in a sentence.

- My tennis serve is powerful but not very accurate.
- My teammate's legs are stiff and sore from running, but mine feel fine.

Some possessive pronouns sound like contractions (*its*/'s, *your*/you're, *their*/they're). Don't confuse these pairs. Remember that possessive pronouns never use an apostrophe. Contractions always use an apostrophe.

- Contraction: *You're* never going to hit his fastball.
- Possessive: *Your* fastball is hard to hit, but his is impossible.

**A. Identifying Possessive Pronouns**

Underline all the possessive pronouns in the following sentences.

1. The athletes at our school should be proud of their performances this year.
2. Her backstroke is improving, and she really excels in the butterfly.
3. They had to win this game so their team could go to the state championships.
4. Cross-country was our school's best athletic event.
5. When he hit the golf ball, he could see its flight was heading straight to the hole.
6. They had worked hard to earn the trophy, and now the glory was theirs.

**B. Using Possessive Pronouns**

Underline the correct pronoun to complete each sentence.

1. *(Their, they're)* dedication to the game could be seen in how well they played.
2. Even the judges were amazed at *(her, hers)* performance in the gymnastics competition.
3. Public speaking was not *(his, its)* best talent, but he did well on the debate team.
4. John's track meet last year was a disaster. *(Your, Yours)* turned out much better.
5. The basketball team had a tough year, but *(its, it's)* hopes are high for next year.
6. Those cheerleaders are gymnasts too. *(Your, You're)* cheerleaders could learn some routines from them.
7. When *(they're, their)* scores were posted, the athletes cheered.
Possessive Pronouns

A. Using Possessive Pronouns
In each sentence, underline the pronoun that completes each sentence correctly.
1. Someone should have tried to block (her, its) shot. It was the game winner!
2. Lewis found the chess meet to be tougher than (his, its) football game.
3. It was (my, mine) proudest moment when I won the diving competition.
4. (Your, You’re) football team should score a lot of points this year.
5. You can give up or try harder. It’s (you’re, your) choice.
6. The runners dropped the baton in the 800-meter relay. (It’s, Its) handle was too slippery.
7. When we fumbled on the five-yard line, we suddenly knew that victory was (their, theirs).
8. The news article said that it was (her, hers) determination that made Kelly into a world-class skier.
9. Has the principal seen the students’ petition? They want (they’re, their) school to have a speed skating team.
10. No one who watched Kevin play golf could believe (his, its) luck in sinking that 40-foot putt.
11. Paula had worked hard, and everyone expected (her, hers) project to win first prize at the science fair.

B. Choosing Possessive Pronouns
Fill in the blanks in the following sentences with appropriate possessive pronouns.
Vary the pronouns you use.
1. The theater gave free passes to _______________ staff.
2. _______________ idea for the experiment might work.
3. They are picking up _______________ uniforms now.
4. Have you made up _______________ mind about going?
5. Are these your gym shoes or _______________?
6. His voice carries farther than _______________.
7. After the game, the twins asked us over to _______________ house.
Lesson 4
Possessive Pronouns

A. Proofreading

Proofread the following story to make sure that possessive pronouns have been used in the right places. When you find a pronoun used incorrectly, cross it out. Then insert this proofreading symbol ← and write the correct pronoun above it.

This was probably the biggest weekend in they're school's history.

Jennifer knew it was the biggest weekend of her life. The baseball team was playing its semifinal games on Saturday. If they won, their players would go to the regional playoffs. "My brother's pitching, and your is catching," she said to her friend Aya on the phone. "I wish we could be there." Jennifer and Aya had their own competition to attend. They were both on the varsity track team, and its final meet of the season was also on Saturday. "I really hope we win," said Aya. "I know you'll do your best, and I'll do my." Another big event would happen on Sunday. "I can't believe your sister is performing in the national finals for piano," Jennifer remarked to Aya. "What a weekend!"

B. Using Possessive Pronouns in Writing

Write a letter to an athlete you admire. Tell him or her the reasons for your admiration by pointing out what you like best about how he or she plays or lives life. Use at least five possessive pronouns in your paragraph.

__________________________________________________________________
__________________________________________________________________
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60 Grammar, Usage, and Mechanics Book
Lesson 5

Reflexive and Intensive Pronouns

Pronouns that end in -self or -selves are either reflexive or intensive pronouns.

<table>
<thead>
<tr>
<th>Reflexive and Intensive Pronouns</th>
<th>Reflexive Pronoun</th>
<th>Intensive Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>myself</td>
<td>yourself</td>
<td>herself, himself, itself</td>
</tr>
<tr>
<td>ourselves</td>
<td>yourselves</td>
<td>themselves</td>
</tr>
</tbody>
</table>

A reflexive pronoun refers to the subject and directs the action of the verb back to the subject. Reflexive pronouns are necessary to the meaning of a sentence. Without them the sentence doesn't make sense.

Explorers cannot stop themselves from taking chances. (Themselves refers to explorers.)

An intensive pronoun emphasizes the noun or pronoun within the same sentence. Intensive pronouns are not necessary to the meaning of the sentence.

The queen herself asked Ponce de León to find the fountain of youth. (Herself refers to the queen.)

Remember that hisself and theirselves are not real words. Never use them. Use himself and themselves instead.

A. Identifying Reflexive and Intensive Pronouns

Underline all the reflexive and intensive pronouns in the following sentences.

1. Juan Ponce de León had heard tales of a fountain of youth and wanted to find it for himself.
2. The fountain of youth itself was said to be located on an island called Bimini in the Bahamas.
3. It is possible that the Native Americans themselves believed that the fountain of youth existed.
4. Supposedly, if you drank the fountain water, you would find yourself restored to youth.
5. Do you yourself believe that a fountain of youth exists somewhere?

B. Using Reflexive and Intensive Pronouns

Underline the correct pronoun to complete each sentence.

1. Although Ferdinand Magellan (him, himself) did not live to complete the journey, he led the first expedition to sail around the world.
2. Unbelievably, only 18 crewmen out of the 250 who began the difficult trip were able to bring (themselves, themselves) back home safely.
3. On an island in the Pacific, the crew found (themselves, them) in a bloody war.
4. In fact, Magellan (hisself, himself) was killed in a battle on the island.
5. Do you ever ask (you, yourself) whether you could have been an explorer?
Lesson 5

Reflexive and Intensive Pronouns

More Practice

A. Recognizing Reflexive and Intensive Pronouns

Underline the reflexive or intensive pronoun in each sentence. On the line, write R if the pronoun is reflexive and I if it is intensive.

1. Have you yourself ever traveled to Africa?

2. Mary Henrietta Kingsley made three journeys to West Africa all by herself, becoming the first European to visit some parts of Africa.

3. Many people considered it improper for a woman to travel alone, and Kingsley was forced to explain herself over and over again.

4. On a journey like this one, you can find yourself in many difficult situations.

5. Travelers themselves must think of ways to survive.

6. Africans themselves could not quite understand this outspoken young woman.

7. Kingsley put herself in danger again when she tended wounded soldiers during the Boer War.

8. There, this adventurer put aside her own dreams of travel and helped soldiers who could not help themselves.

B. Choosing Reflexive and Intensive Pronouns

Fill in the blanks in the following sentences with appropriate reflexive or intensive pronouns. On the line to the right, write R for reflexive or I for intensive.

1. The doctor ______________ came out to greet her patients.

2. Steve accompanies ______________ on the guitar.

3. Terry, repeat to ______________ those words of encouragement.

4. The movie ______________ was boring, but the cartoon was hilarious.

5. We churned butter ______________ when we lived on the farm.

6. Carol taught ______________ how to play the piano.
Lesson 5

Reflexive and Intensive Pronouns

A. Proofreading

Proofread the following story to make sure that reflexive and intensive pronouns have been used correctly. When you find a pronoun used incorrectly, cross it out. Then insert this proofreading symbol - and write the correct pronoun above it.

Have you ever heard of Marco Polo? He himself, along with his father and uncle, was one of the first Europeans to travel into China. His father and uncle were themselves great travelers. These two Venetian merchants had traveled from Italy all the way to China. They brought home fascinating stories about foreign customs and treasures. The next time they went, they brought young Marco with them. The Mongol ruler of China himself, Kublai Kahn, became their host. Marco spent 17 years traveling around China by himself. Later, Marco entertained the khan by telling stories about what he had seen and done. His travel accounts were recorded in a journal, although it is possible he didn't write it himself. Reading Marco Polo's journal themselves, Europeans got an exciting glimpse into a different world. Today, when we see the world becoming closer and more connected, we should remind us that at one time, few people traveled far from their homes.

B. Using Reflexive and Intensive Pronouns in Writing

Everyone has lost an important item at one time or another. Tell about a time when you or someone you know searched high and low for something lost. Use at least four reflexive or intensive pronouns in your story.
Interrogatives and Demonstratives

An **interrogative pronoun** is used to introduce a question. The interrogative pronouns are *who, whom, what, which,* and *whose.*

*Who* is always used as a subject or a predicate pronoun.

- **Subject:** *Who* has the suntan lotion?
- **Predicate pronoun:** The lifeguard is *who?*

*Whom* is always used as an object.

- **Direct object:** *Whom* did the lifeguard rescue?
- **Indirect object:** He gave *whom* a lecture about safety?
- **Object of preposition:** With *whom* will you walk on the beach?

Don’t confuse *whose* with *who’s.* *Who* is a contraction that means *who is.***

- **Who’s** the fastest swimmer?
- **Whose** are these sandals?

A **demonstrative pronoun** points out a person, place, thing, or idea. The demonstrative pronouns—*this, that, these,* and *those,*—are used alone in a sentence. Never use *here or there* with a demonstrative pronoun.

- **Singular:** *This* is our blanket. *That* is yours.
- **Plural:** *These* are your waterwings. *Those* are hers.

A. Using Interrogative Pronouns

Underline the pronoun that correctly completes each sentence.

1. *(Who, Whom)* will the choir director choose?
2. The winner was *(who, whom)*?
3. *(Who, Whom)* discovered the valuable Hope Diamond?
4. The mail carrier brought *(who, whom)* that big package?
5. For *(who, whom)* was the house built?
6. *(Who, Whom)* makes the best apple strudel?
7. *(Whose, Whom)* are these mittens?

B. Using Demonstrative Pronouns

Underline the correct pronoun to complete each sentence.

1. *(That, Those)* are the rules of the game.
2. *(This, These)* are the kinds of mistakes that I keep making.
3. *(This here, This)* is the second day in a row of record-breaking heat.
4. For all I know, *(that, that there)* might have been your last chance.
5. Give *(these, these here)* a try; I think you'll like them.
6. I can see the titles of these paintings, but I can't see the titles on *(those, those there).*
Lesson 6

Interrogatives and Demonstratives

A. Using Interrogative Pronouns
In each sentence, underline the pronoun that completes each sentence correctly.

1. The director chose (whom, who) for the role?
2. (Who, Whom) was the 16th president of the United States?
3. For (who, whom) was the message intended?
4. (Who's, Whose) are these notebooks?
5. (Who, Whom) wrote the play Driving Miss Daisy?
6. By (whom, who) was the mural painted?
7. (Who, Whom) supplied the refreshments for the dance?
8. (Who's, Whose) is this tape recorder?
9. Your favorite quarterback is (who, whom)?
10. (Who's, Whose) is the scarf on the top shelf?
11. (Who, Whom) are the people in the photograph?
12. For (who, whom) are we waiting?

B. Choosing Demonstrative Pronouns
Fill in the blanks in the following sentences with appropriate demonstrative pronouns.

1. _____________ was a very nice thing to do.
2. _____________ are the movies that always give me bad dreams.
3. _____________ are Julie's earrings here on the dresser.
4. Arrange _____________ in a vase, please.
5. _____________ is our school, across the field.
6. _____________ on the shelf are my sister's CDs.
7. _____________ is my homework assignment for tomorrow.
8. _____________ are the newest books from the library.
9. _____________ is my baseball card collection.
10. Mom told us to pick tomatoes, but _____________ aren't ripe yet.
11. May I see your sketches? _____________ are mine.
12. I want a comfortable chair, and _____________ seems perfect.
Lesson 6
Interrogatives and Demonstratives

A. Writing Sentences with Interrogative Pronouns
Write a question to go with each of these answers. Use the interrogative pronoun who, whom, or whose in each question.

Example
Answer: Who rang the bell?
Question: Nicole rang the bell.

1. Question: _________________________________________________________
   Answer: Our next-door neighbor is Mr. Kolar.

2. Question: _________________________________________________________
   Answer: The plants on the roof are his.

3. Question: _________________________________________________________
   Answer: Mr. O'Connor baked the cookies for his grandchildren.

4. Question: _________________________________________________________
   Answer: I will e-mail my friend Colin.

5. Question: _________________________________________________________
   Answer: Colin gave his e-mail address to me.

B. Using Pronouns in Writing
Imagine that you are a detective investigating the theft of an expensive pair of sneakers. Write five questions you would ask suspects and witnesses. Use one of the interrogative pronouns who, whom, or whose in each question.

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

4. ________________________________________________________________

5. ________________________________________________________________
Pronoun-Antecedent Agreement

Teaching

The antecedent is the noun or pronoun that a pronoun refers to or replaces. Pronouns must agree with their antecedents in number, person, and gender.

Number Use a singular pronoun to refer to a singular antecedent. Use a plural pronoun to refer to a plural antecedent.

Settlers moved to the American West and found that it was a huge and wild land. When the settlers got together, they told stories with huge and wild heroes.

Person The person (first person, second person, third person) of a pronoun must be the same as the person of the antecedent. Avoid switching from one person to another in the same sentence or paragraph.

First Person We read tall tales that are a part of our American heritage.
Second Person You can make up your own tall tale.
Third Person The students shared their stories.

Gender The gender of a pronoun must be the same as the gender of its antecedent. Personal pronouns have three gender forms: masculine (he, him, his), feminine (she, her, hers), and neuter (it, its). Don’t use only masculine or feminine pronouns when you mean to refer to both genders.

Marlene told her story to the class.
Haydon drew pictures to accompany his tall tale.
Each student had his or her favorite story.

Identifying Pronouns and Their Antecedents
In each sentence, underline the personal pronoun once and its antecedent twice.

1. Some tall tales are about real people, but the stories about them are exaggerated.
2. Other characters in tall tales are imaginary, but they are fascinating!
3. For example, steel-drivin’ man John Henry challenged a steam drill to a contest and beat it.
4. Johnny Appleseed planted apple seeds with the hope they would sprout, grow, and provide fruit for new settlers.
5. Everyone remembers Sweet Betsy from Pike and her travels across the wide prairie.
6. Davy Crockett bragged that he was half horse, half alligator.
7. Slaves, yearning for freedom, told stories of a time when they could fly.
8. The stories about Mike Fink tell of his life as King of the Keelboatmen, the men who worked on cargo boats on the Mississippi River.
9. Sally Ann Thunder Ann Whirlwind claimed she could defeat a grizzly bear and make a lesso out of six rattlesnakes.
10. And who could forget giant lumberjack Paul Bunyan and his companion, Babe the Blue Ox?
Pronoun-Antecedent Agreement

A. Identifying Pronouns and Their Antecedents
In each sentence, draw an arrow to connect each pronoun to its antecedent.

1. Stories about Pecos Bill claim that he was America's greatest cowboy.
2. Old coyotes can remember when Bill was little and lived with them.
4. Some people say that Bill once caught a cyclone and rode it around the country.
5. Bill finally married. His bride's name was Slue-Foot Sue.
6. When Bill met Sue, she was riding a catfish as big as a whale.
7. Stories say that Bill died laughing when he tried to answer a city slicker's foolish questions about cowpunching.

B. Making Pronouns and Antecedents Agree
Write a pronoun that correctly completes each sentence. Then underline the antecedent of the pronoun.

1. A spotted coat helps the leopard hide from ____________ prey.
2. Snow covered the ballpark earlier, but ____________ melted.
3. Ken came by and picked up ____________ baseball before supper.
4. Many artists build ____________ studios in old warehouses.
5. Greta could help if ____________ set the table for dinner.
6. Silicon is important because ____________ is used to make computer chips.
7. Jay opened the envelope, and ____________ found nothing in it.
8. The brothers wanted to buy a stereo, but it was too expensive for ____________
9. Manuel's friends love to ski; ____________ go skiing often.
10. Paul lent Sandi ____________, bicycle because hers was broken.
Lesson 7

Pronoun-Antecedent Agreement

A. Making Pronouns and Antecedents Agree in Writing

Read the following paragraph. Look especially for errors in agreement between pronouns and their antecedents. On the lines below, write the numbers of the sentences with agreement errors. Then write each of those sentences correctly.

(1) When loggers got together on winter evenings, they often talked about the biggest lumberjack of all, Paul Bunyan. (2) Shortly after Paul was born, it weighed 80 pounds. (3) It was so big, he knocked down a mile of trees just by rolling over in their sleep. (4) Her parents used a wagon pulled by a team of oxen as its baby carriage. (5) Years later, Paul rescued Babe, the Blue Ox, and they were never apart. (6) She worked cutting down trees, and Babe pulled it to the sawmill. (7) Paul hired many men to work with him. (8) The men liked working with Paul because he made sure she always had enough to eat. (9) Paul's cook made pancakes on a griddle so large that 50 men with bacon slabs tied to its feet skated around the griddle to grease him. (10) They were glad the cook made stacks of pancakes for them.

B. Writing with Pronouns

On the lines below, rewrite a familiar folktale or write an original tall tale. If you write a tall tale, use plenty of imagination and exaggeration. Be sure to include at least four personal pronouns with clear antecedents in your story.
Indefinite Pronoun Agreement

An indefinite pronoun does not refer to a specific person, place, thing, or idea. Indefinite pronouns often do not have antecedents.

Indefinite pronouns can be singular, plural, or either singular or plural.

**Indefinite Pronouns**

<table>
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<th>Singular</th>
<th>Plural</th>
<th>Singular or Plural</th>
</tr>
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<td>each</td>
<td>one</td>
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<td>either</td>
<td>somebody</td>
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<td></td>
<td>something</td>
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<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Use a singular personal pronoun to refer to a singular indefinite pronoun. Use his or her when the antecedent could be either masculine or feminine.

Everyone turned his or her eyes to Cape Canaveral for the liftoff.

Use a plural personal pronoun to refer to a plural indefinite pronoun.

Several of the witnesses covered their eyes in fear.

Some indefinite pronouns can be singular or plural. Often, the phrase that follows the indefinite pronoun tells you whether the indefinite pronoun is singular or plural.

All of the flight went according to its schedule. (singular)
All of the flights went according to their schedules. (plural)

**Using Indefinite Pronouns**

In each sentence, underline the correct pronoun choice.

1. All of the astronauts take (his or her, their) training seriously.
2. Each of the program instructors is expert in (his or her, their) specialty.
3. Everybody in the space program was chosen for (their, his or her) abilities.
4. Many are eager for (their, his or her) chance to prove they have the right stuff.
5. Each of the astronauts should know how to handle (his or her, their) ship in case of trouble.
6. Both of the first astronauts accepted (his, their) country's gratitude.
7. Neither of the astronauts was ashamed of this, (their, his) performance.
8. Someone waved (his or her, their) gloved hand to the crowd and then stepped aboard the space shuttle.
9. Some missions of the space program have had (its, their) share of tragedies.
10. Everyone alive during the explosion of the Challenger remembers how (he or she, they) heard the terrible news.
11. All of Christa MacAuliffe's students remember (his or her, their) teacher with gratitude and admiration.
Lesson 8

Indefinite Pronoun Agreement

A. Identifying Indefinite Pronouns

Underline the indefinite pronoun in each sentence. Then underline the correct pronoun in parentheses.

1. Many of Rembrandt's paintings have lost (its, their) original colors.
2. Each of the boys prepared (his, their) report independently.
3. All of the salespeople sold (his or her, their) goods at the convention.
4. Nobody expects to hear (his or her, their) name on the radio.
5. If anyone wants to be a doctor, tell (him or her, them) to volunteer for hospital work.
6. Neither of the cats had (its, their) nails clipped.
7. Everyone had a chance to state (his or her, their) opinions.
8. None of the medicine was labeled with (their, its) expiration date.
9. Anyone in the choir can bring (his or her, their) family to the concert.
10. Somebody has left (his or her, their) wallet on my desk.
11. Many of the rescue workers wore (his or her, their) own safety gear.
12. The skaters were choosy; several insisted on selecting the music for (his or her, their) programs.

B. Using Pronouns Correctly

In each sentence below, decide whether the pronouns agree with their antecedents. If the sentence is correct, write Correct on the line. If it contains a pronoun that does not agree with its antecedent, rewrite the sentence correctly on the line.

1. Everyone was glued to the television set after they heard the news.

2. Some of the networks changed its programming.

3. Everyone was shocked by what they had heard.

4. Most of the witnesses couldn't believe their eyes.

5. Nobody who saw the explosion could get it out of their mind.
Indefinite Pronoun Agreement

A. Proofreading for Indefinite Pronoun Agreement

Proofread the following paragraph. When you find pronoun-antecedent error, cross out the pronoun. Then insert this proofreading symbol << and write the correct pronoun or pronouns above it.

How would you like to be an astronaut? Everybody, even an astronaut in space, must take care of their body. Without healthy bodies, people can't function at peak level. To make sure the astronauts stay healthy, the space program has provided them with some basic necessities. None of the astronauts' food (some of which comes from a tube) tastes as good as their counterpart on Earth, but dietitians have made them nutritious and easy to eat. All of the astronauts need his or her sleep time. For that reason, each of the astronauts has their own sleeping couch. This couch is probably not too comfortable, and an astronaut has to strap himself or herself to it to keep from floating away. Could you stand these conditions for weeks? The sad truth is that even though almost everyone dreams about the adventure of space travel, they may not have the willpower to face its uncomfortable realities.

B. Using Indefinite Pronouns in Writing

Imagine that you are one of six astronauts aboard a space shuttle. Write a diary entry about part of a day in space. Tell what you did and what others in your group did and said. Use at least four indefinite pronouns. Be sure that any personal pronouns agree with their indefinite pronoun antecedents in number.
Lesson 9 Pronoun Problems

We and Us with Nouns
The pronouns we and us are often followed by a noun that identifies the pronoun (we workers, us workers).

Use we when the noun is a subject or a predicate noun. Use us when the noun is an object.

We workers were tired after the job. (We were tired.)
The supervisor gave us workers a break. (The supervisor gave us the break.)

Unclear Reference
Be sure that each personal pronoun refers clearly to only one person, place, or thing.

Confusing Laurie and Susan care about the environment. She has volunteered to clean up the park. (Who has volunteered?)
Clear Laurie and Susan care about the environment. Laurie has volunteered to clean up the park.

A. Choosing the Correct Pronoun
In each sentence, underline the correct pronoun form.
1. (We, Us) visitors paid five dollars to enter the old house.
2. The price increase is not popular with (we, us) comic book readers.
3. (We, Us) artists are showing our work at the school.
4. Mrs. Watson chose (we, us) eighth graders to be library aides.
5. If (we, us) quilters get together, we can make a beautiful quilt.
6. The city requires (we, us) dog owners to keep our dogs on leashes.
7. To (we, us) experienced climbers, this climb was quite easy.
8. (We, Us) marchers waved to the crowds on the sidewalk.

B. Avoiding Unclear Reference
In each set, circle the letter of the sentence that is stated more clearly.
1. a. Kim and Rita take long walks every day, but Kim walks farther than Rita.
   b. Kim and Rita take long walks every day, but she walks farther than she.
2. a. Lewis is bringing both running shoes and sandals. He says they look better, but they feel better.
   b. Lewis is bringing both running shoes and sandals. He says the sandals look better, but the running shoes feel better.
3. a. Joann and Georgia wear glasses. She is getting contact lenses.
   b. Joann and Georgia wear glasses. Georgia is getting contact lenses.
Pronoun Problems

A. Choosing the Correct Pronoun.
In each sentence, underline the correct pronoun form.

1. (Us, We) volunteers were happy to see the park looking good again.
2. Are (we, us) students invited to the concert?
3. Just as (we, us) campers got our tents up, it started to rain.
4. (We, Us) doctors are concerned about the possibility of infection.
5. The pool is open to (we, us) swimmers after 10 o’clock.
6. The driver announced each bus stop to (we, us) passengers.
7. Mom met (we, us) travelers at the airport gate.
8. The bill’s supporters are contacting (we, us) voters.
9. The most worried people in the world were (we, us) suspects.
10. (We, Us) learners all take in information in different ways.

B. Avoiding Unclear Reference
Rewrite each of these sentences to make them clear.

1. When Justin and Tony watch TV together, he refuses to share the remote.

2. Both Susan B. Anthony and Elisabeth Cady Stanton were active in the women's rights movement, but most people remember only her.

3. Miko and Anne are interested in travel. She and her family are going to Japan this summer.

4. The van and the truck reached the intersection at the same time, but it pulled away more quickly.

5. Carol and Tracy went to the restaurant, and she ordered a chef's salad.

6. Whenever Simon and Brad get into an argument, he always apologizes first.
Lesson 9  Pronoun Problems

A. Using Pronouns Correctly

Use each of the phrases printed below in an original sentence.

EXAMPLE: We bicyclists
We bicyclists signaled a left turn.

1. we gardeners

2. us guests

3. us customers

4. we boaters

B. Proofreading for Correct Pronoun Usage

The following paragraph is filled with unclear references. Rewrite the paragraph more clearly on the lines below.

Alfonso and Ed are doing a report on immigration into the United States during the early 20th century. In doing his research, he found some interesting information about Ellis Island. Many of them passed through the station on Ellis Island on their way into the United States. Then he found some photographs of Ellis Island and the immigrants who stopped there. Alfonso and Ed were both excited about the immigrant journals they found. He decided to work with him to make a slide show. He would read the words of the immigrants as the pictures were shown on the screen. Maybe he could find more photographs for the slide show. Both the boys set to work looking for more photos and more information about the immigrant experience.
Lesson 10

More Pronoun Problems

Using Pronouns in Compounds Use the subject pronouns I, she, he, we and they in a compound subject or with a predicate noun or pronoun. Use the object pronouns me, her, him, us, and them in a compound object.

- Compound subject: Marie and he performed experiments.
- Compound predicate pronoun: Amazing scientists were Pierre and she.
- Compound object: They awarded Marie and him the Nobel Prize.

Phrases That Interfere Sometimes words and phrases come between a subject and a pronoun that refers to it. Be sure the pronoun agrees with the subject.

- Marie Curie, unlike today's scientists, didn't understand the risk she was taking.
  (She refers to Marie Curie.)

A. Using Pronouns in Compounds

Underline the pronoun that completes each sentence correctly.

1. Marya Sklodowska was a brilliant science student in 1891 when she met Pierre Curie. Marya and (him, he) fell in love and were married in 1895.
2. Great researchers were Pierre and (she, her).
3. The search for radioactive elements fascinated Marya, now known as Marie, and (he, him).
4. Pierre and (her, she) knew that uranium gave off strange rays.
5. It seemed possible to Pierre and (her, she) that other elements could do the same.
6. After many experiments, Marie and (he, him) discovered a radioactive element they called radium.
7. Too bad they didn't know the harm it was causing Pierre and (she, her).
8. In 1903, Marie and (he, him) won the Nobel Prize in physics.
9. But radiation poisoning was already affecting Pierre and (her, she).

B. Dealing with Phrases That Interfere

Draw arrows from the boldfaced pronouns to the words they modify.

1. Pierre, who sometimes took radium from his pocket to show his friends, discovered that his health was failing.
2. The muscles all over his body were losing their tone.
3. His skin, which had touched radium for years, looked as if it had been burned.
4. Pierre, greatly weakened by the disease, lost his life when he stepped in front of an oncoming cist.
More Pronoun Problems

A. Using Pronouns in Compounds
Underline the pronoun that completes each sentence correctly.
1. Were you and (they, them) the winners?
2. The teacher called on Stan and (her, she).
3. Between you and (I, me), I didn't really understand that joke.
4. (He, Him) and I are working on a science project.
5. Lily and (I, me) drew the cartoons for the newspaper.
6. A taxi is taking (they, them) and us to the airport.
7. The Jaspers and (she, her) are good friends.
8. Rosita borrowed the CD from my brother and (me, I).
9. The best dancers were Mimi and (him, he).
10. Will you drive the Breezes and (we, us) to school?

B. Dealing with Phrases That Interfere
Decide if the pronouns in each sentence are used correctly. If the sentence has an error, rewrite the sentence on the line. If the sentence is written correctly, write Correct on the line.

1. The Curies, both great people of science, were ahead of its time.

2. Radium, with its radioactive rays, was more dangerous than the Curies thought they could be.

3. The shed they worked in was famous for its leaks and drafts.

4. Marie, unaware of the danger of radium, kept some of them by her bed so she could see by its constant light.

5. Marie, an excellent student in physics, earned their doctorate in 1903.
More Pronoun Problems

A. Proofreading
Proofread this paragraph. Look especially for errors in the use of pronouns. When you find an error, cross out the pronoun used incorrectly. Insert this symbol × and write the correct pronoun above it.

One of the most famous teams in the history of science was Marie and Pierre Curie. To he and she we owe much of our understanding of radioactivity. For that knowledge, they sacrificed their lives. Marie and him spent countless hours in a drafty shed doing experiments. They were looking for an element that would give off radioactive rays. To Pierre and her, the search was fascinating. Once Pierre and her found the element radium, Marie was able to write about her findings and earn her doctorate. However, radium took its toll on the health of Pierre and she. They did not know that this element was dangerous, so Marie and him handled it freely, without even using gloves. Pierre and she both eventually died of radiation poisoning.

B. Making Pronouns Agree with Their Antecedents
Below are the beginnings of several sentences. Each beginning contains the sentence's subject. For each sentence beginning, choose an ending from the list below. Write your ending on the line.

Example: Pierre enjoyed showing radium to his friends.

his chemicals, his friends
their prize, their work
her doctorate, its damage

1. The scientists, with great determination, continued _________________________.

2. Marie, unlike many other women during those years, wanted to earn _____________________.

3. Pierre, a teacher, didn’t have enough money to pay for _________________________.

4. The Curies, after years of work, were proud of _________________________________.

5. Radium, one of the most dangerous substances on Earth, finally did ___________________________ and killed Marie when she was 66 years old.
Lesson 1

What Is a Verb?

A verb is a word used to express an action, a condition, or a state of being. The two main kinds of verbs are action verbs and linking verbs. Both kinds can be appear with helping verbs.

An action verb tells what the subject does. The action may be physical or mental.

She rides motorcycles. (physical action) I prefer a bike. (mental action)

A linking verb links the subject of the sentence to a word in the predicate. The most common linking verbs are forms of the verb be, as in We are late.

<table>
<thead>
<tr>
<th>Linking Verbs</th>
<th>Sample Verbs</th>
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<tbody>
<tr>
<td>Forms of be</td>
<td>be, is, am, are, was, were, been, being</td>
</tr>
<tr>
<td>Verbs that express condition</td>
<td>look, smell, feel, sound, taste, grow, appear, become, seem</td>
</tr>
</tbody>
</table>

Some verbs may act either as action verbs or as linking verbs.

She smells the perfume. (action) It smells flowery. (linking)

Helping verbs help the main verb express action or show time. They are combined with the main verbs to form verb phrases.

He has planted the crops. (The helping verb is has. The main verb is planted.)

A few verbs can serve as either helping verbs or main verbs.

He has a tractor. (The main verb is has.)

<table>
<thead>
<tr>
<th>Common Helping Verbs</th>
<th>Forms of be: be, am, is, are, was, were, been, being</th>
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<tbody>
<tr>
<td>Forms of have: has, have, had</td>
<td>Others: could, should, would, may, might, must, can, shall, will</td>
</tr>
</tbody>
</table>

Identifying Verbs

Underline the verb or verb phrase in each sentence. On the line to the right, label the verb with A for action or L for linking.

1. The subway travels at fast speeds under the ground.  
   
2. During rush hour, the subway trains become quite crowded.  
   
3. The subway driver controls the trains.  
   
4. Some subways are over the ground.  
   
5. The trains stay on their train tracks at all times.  
   
6. Subways cause less air pollution than do automobiles.  
   
7. However, subways sound very loud to nearby onlookers.  
   
8. I ride the subway often.
What Is a Verb?

A. Identifying Verbs
Underline the verb or verb phrase in each sentence. On the line to the right, label the verb with A for action or L for linking.

1. Mail travels overseas on airplanes. ______
2. Mail also can go overseas by boats. ______
3. Boats are slower but less expensive. ______
4. Most people send their mail overseas by airplane. ______
5. Boats might take weeks for the trip across the ocean. ______
6. Boats were once the only form of transportation across the ocean. ______
7. The post office can use trucks, trains, and planes to move mail. ______
8. In the past, horses have carried mail across the country. ______

B. Identifying Helping Verbs and Main Verbs
In Exercise A, find four sentences that use helping verbs. In each box below, write those sentence numbers and the parts of each verb phrase in the correct columns.

<table>
<thead>
<tr>
<th>Helping Verb(s)</th>
<th>Main Verb</th>
<th>Helping Verb(s)</th>
<th>Main Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
</tbody>
</table>

C. Using Verbs
In each sentence, replace the underlined verb with a more specific verb.

1. A hovercraft stays above the water surface on a layer of blown air.

2. Jumbo jets move at speeds of 550 miles per hour.

3. Animals, such as horses and camels, get people and goods over the land.

4. Robert Fulton made the first efficient steamboat, the Clermont.
What Is a Verb?

A. Identifying and Replacing Verbs

In each sentence, underline the verb or verb phrase. If the verb is an action verb, rewrite the sentence with another action verb. If the original verb is a linking verb, simply write Linking.

1. The Alaskan pipeline transports over two million barrels of oil per day.

2. Automobiles are the most popular mode of transportation today.

3. Europeans use trains more often than Americans do.

4. The rotation of rotor blades moves a helicopter.

5. All passengers in cars should wear their seat belts.

6. A tow truck has moved the broken-down car.

B. Using Verbs

On each line, write an action verb that makes sense in the sentence and paragraph. Underline every linking verb.

My uncle travels across the country often. He __________ different modes of transportation. He __________ his car sometimes, but only in good weather. Also, he __________ cars when he doesn’t want to put too many miles on his own car. Often he __________ on airplanes for the longer journeys. However, for variety he __________ a ticket for the train. It’s a more entertaining way to travel than the plane. Next time, he says, he will __________, either by boat or by helicopter.
Action Verbs and Objects

Action verbs often require words that complete their meaning. These words are called complements. These complements are direct objects and indirect objects.

A direct object is a word or words that name the receiver of the action. It answers what or whom receives the action of the verb.

Larry tells stories. (What does Larry tell? stories)

An indirect object tells to what or whom or for what or whom an action is done. Verbs that take indirect objects include bring, give, make, send, show, teach, tell, and write.

Larry tells his friends stories. (To whom does Larry tell stories? his friends)

Remember that if the preposition appears before a word, that word is not an indirect object.

Transitive and Intransitive Verbs An action verb that has a direct object is called a transitive verb. An action verb that does not have a direct object is an intransitive verb.

Do not be confused when an intransitive verb is followed by an adverb. A direct object tells what or whom, while an adverb tells how, when, where, or to what extent.

Gina claps her hands. (What does Gina clap? hands Here claps is transitive.)
Colby claps loudly. (How does Colby clap? loudly Here claps is intransitive.)

Identifying Direct and Indirect Objects, and Transitive and Intransitive Verbs

In each sentence, underline the verb or verb phrase. Above each boldfaced word write DO, IO, or ADV for direct object, indirect object, or adverb. On the line to the right, write whether the verb is Transitive or Intransitive.

1. Each of us told the group a story.

2. Andrea narrated a tale of terror and bloodshed.

3. Everyone was listening very carefully.

4. Who wrote “The Pit and the Pendulum”?

5. Marcus gave us a lesson in pronunciation.

6. Joe read the class a poem.

7. Gordon was writing Katrina a long letter.

8. Anna spoke indistinctly.

9. Peter and Ali presented a little skit.

10. Peter played the part of a policeman.
Action Verbs and Objects

A. Identifying Direct and Indirect Objects, and Transitive and Intransitive Verbs
In each sentence, underline the verb or verb phrase. Above each boldfaced word write DO, IO, or ADV for direct object, indirect object, or adverb. On the line at the right, write whether the verb is Transitive or Intransitive.

1. Louise started that rumor.
2. She told several classmates a nasty story about her friends.
3. She was lying shamelessly.
4. Thomas repeated the tale.
5. He told his friends a slightly different version.
6. Friends of the victims reacted angrily.
7. They told the principal everything.
8. He has given Louise and Thomas detention for a week.
10. She speaks truthfully.

B. Completing Transitive Verbs by Adding Direct Objects
Add a direct object to each of these sentences.

1. Public service announcements give listeners ____________________________ about various topics.
2. During blizzards, radio stations report ________________________________.
3. They must verify their __________________________ before making their announcements.
5. Photographers shoot ______________________ of unusual occurrences.
7. Sometimes news bulletins interrupt ________________________________.
8. During tornado alerts, viewers get __________________________ from local TV and radio stations.
9. A few hours after voting booths close, TV stations tell us ____________________
10. Yesterday I watched _________________________ on the TV.
Action Verbs and Objects

A. Changing Intransitive Verbs to Transitive Verbs by Adding Direct Objects

The verb in each sentence below is an intransitive verb, without a direct object. Rewrite the sentence, using the same subject and verb but changing the rest of the sentence to make the verb transitive. Underline both the verb and the direct object that you add.

**Example** The clown juggled skillfully.

   The clown juggled six colored balls at one time.

1. Elena paints well.

2. Hans studied for an hour.

3. Olive practiced earlier today.

4. The boys will learn quickly.

5. The late-comers watched from the back of the auditorium.

B. Using Direct and Indirect Objects and Transitive and Intransitive Verbs

Write a paragraph about hearing or telling a made-up story or presenting a factual report about true events. In the paragraph, use at least four terms from each box. Use the verbs as either transitive or intransitive verbs. Use the nouns and pronouns as direct or indirect objects. Underline each verb you use as a transitive verb.

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Nouns and Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>told</td>
<td>story</td>
</tr>
<tr>
<td>reported</td>
<td>report</td>
</tr>
<tr>
<td>stated</td>
<td>photo</td>
</tr>
<tr>
<td>called</td>
<td>girl</td>
</tr>
<tr>
<td>spoke</td>
<td>facts</td>
</tr>
<tr>
<td>learned</td>
<td>event</td>
</tr>
<tr>
<td>showed</td>
<td>news</td>
</tr>
<tr>
<td>helped</td>
<td>boy</td>
</tr>
<tr>
<td>put</td>
<td>her</td>
</tr>
<tr>
<td>gave</td>
<td>him</td>
</tr>
<tr>
<td>taught</td>
<td>us</td>
</tr>
<tr>
<td>enjoyed</td>
<td>them</td>
</tr>
</tbody>
</table>
Lesson 3

Linking Verbs and Predicate Words

A linking verb connects the subject of a sentence to a word or words in the predicate. This word is called a subject complement. The subject complement identifies or describes the subject. Some common linking verbs are is, feel, seem, and look.

Costumes are clothing. (linking verb: are; subject complement: clothing)

Some costumes look fancy. (linking verb: look; subject complement: fancy)

There are two kinds of subject complements.

A predicate noun is a noun or pronoun that follows a linking verb and identifies, renames, or defines the subject.

Uniforms are my favorite costumes. (The predicate noun costumes identifies the subject, uniforms.)

A predicate adjective is an adjective that follows a linking verb and describes or modifies the subject.

That uniform looks really cool. (The predicate adjective cool describes the subject, uniform.)

Identifying Linking Verbs and Predicate Words

In each sentence, underline the subject once and the verb twice. Write the predicate word on the line to the right.

1. Flamenco is a traditional dance from southern Spain.
2. Brightly colored dresses are the costume of female flamenco dancers.
3. These beautiful dresses look frilly.
4. The skirts are ruffled.
5. Flowers are part of the women's costumes.
6. The dancers' jewelry looks colorful.
7. Their shoes sound noisy.
8. The men's bolero jackets seem short.
9. Do the jackets feel tight?
10. A key part of the costume is a black hat.
11. Flamenco dancers seem very energetic.
12. Are Spanish Gypsies the best flamenco dancers?
Lesson 3

Linking Verbs and Predicate Words

A. Identifying Linking Verbs and Predicate Words

In each sentence, underline the subject once and the verb twice. Write the predicate noun or predicate adjective on the line to the right.

1. A traditional Japanese garment is a kimono.

2. A kimono is a robe like a wraparound for the body.

3. Today, kimonos are clothing for special occasions only.

4. An obi is a sash around a kimono.

5. Zori are thong sandals.

6. Pink kimonos seem popular with young girls.

7. Black is the color of a formal kimono for married women.

8. The silk kimono with the floral design seems expensive.

9. This cotton kimono feels comfortable.

10. The wedding kimono with the crane design looks beautiful.

B. Using Predicate Words

Complete each sentence by writing a predicate complement in the blank. In the parentheses following the sentence, write PN if you added a predicate noun or PA if you added a predicate adjective.

1. The brown cowboy boots with the pointy toes look _____________.

2. My favorite shoes are my _____________.

3. For us, the favorite costume day is _____________.

4. At New Year's Eve, people are usually___________ about a new beginning.

5. The clothing of party-goers seems particularly ______________.

6. Their noise-makers sound especially ____________ at midnight.

7. The uniforms of sports teams are, in a sense, a ______________.

8. This bicycle helmet feels _____________.

9. Those flippers worn by scuba divers are ______________.

10. Snowshoes appear ______________, but they are effective.
Lesson 3

Linking Verbs and Predicate Words

A. Identifying Linking Verbs and Predicate Words

In each sentence, underline the subject once and the verb twice. Write the predicate word on the line to the right. After the predicate word, identify it by writing PN for predicate noun or PA for predicate adjective.

Example: Many knights of the king were soldiers in armor. soldiers, PN

1. For many centuries, the costume of a rich soldier was armor.

2. Mail armor is rings of iron in a linked pattern.


4. Plate armor from the 15th century is solid metal.

5. A gauntlet is plate armor for a knight's hand and wrist.

6. A suit of armor felt hot in the sun.

7. The fasteners for a knight's armor were leather straps.

8. Did walking knights sound creaky?

B. Using Linking Verbs and Predicate Words

Change the predicate word for each sentence in Exercise A. When possible, replace predicate nouns with predicate adjectives, and predicate adjectives with predicate nouns. Add other words in the predicate as needed.

Example: Many knights of the king were loyal followers. OR

Many knights of the king were courageous.

1. For many centuries, the costume of a rich soldier was ________________________

2. Mail armor is ________________________

3. Suits of armor appear ________________________

4. Plate armor from the 15th century is ________________________

5. A gauntlet is ________________________

6. A suit of armor felt ________________________

7. The fasteners for a knight's armor were ________________________

8. Did walking knights sound ________________________?
Lesson 4
Principal Parts of Verbs

Every verb has four basic forms called its principal parts: the present, the present participle, the past, and the past participle. With helping verbs, these four parts make all the tenses and forms of the verb.

- I enjoy Mozart's music. (Present)
- I am enjoying this performance. (Present participle)
- I enjoyed past concerts. (Past)
- I have enjoyed his works for years. (Past participle)

<table>
<thead>
<tr>
<th>The Four Principal Parts of a Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
</tr>
<tr>
<td>enjoy</td>
</tr>
<tr>
<td>listen</td>
</tr>
</tbody>
</table>

There are two kinds of verbs: regular and irregular.

A regular verb is a verb whose past and past participle are formed by adding -ed or -d to the present. The present participle is formed by adding -ing to the present. Spelling changes are needed in some words, for example, carry-carried.

<table>
<thead>
<tr>
<th>Regular Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
</tr>
<tr>
<td>enjoy</td>
</tr>
</tbody>
</table>

Irregular verbs are discussed in the next lesson.

Identifying Forms of Regular Verbs
Identify each underlined principal part of the verb. Write Pres., Pres. Part., Past, or Past Part. on the line to identify the present, present participle, past, or past participle form.

**Example:** The conductor has chosen the music for the concert. Past Part.

1. Wolfgang Amadeus Mozart composed more than 600 works.
2. The orchestra has performed dozens of them.
3. Tonight they are playing the Haffner Symphony.
4. They often present his piano sonatas.
5. His operas feature great characterizations.
6. Mozart died at age 35.
7. He was buried in a pauper's grave.
8. It is not known who commissioned Mozart's Requiem.
9. Some people have suggested that Mozart wrote it for himself.
10. The college choral group is presenting the Requiem at tonight's concert.
Lesson 4
Principal Parts of Verbs

A. Identifying Forms of Regular Verbs
Identify each underlined principal part of the verb. Write Pres., Pres. Part., Past, or Past Part. to identify the present, present participle, past, or past participle form.

1. Rita's forgetting the book **caused** a delay.

2. The sleepy baby **is making** a fuss over his missing blanket.

3. When **is the bus stopping** here?

4. We **are attempting** to work the problem now.

5. Who in this room **likes** radishes?

6. Martha **considered** her schedule before making plans.

7. Henry **played** his heart out, but his team lost anyway.

8. We **have wondered** about the ending of that story.

9. I **agree** to your compromise.

10. They **are forming** a new governing board now.

B. Writing the Correct Forms of Verbs
Decide which form of the verb given in parentheses is needed. Write the correct form on the line.

**Example**: Mozart had **compose** several sonatas by age 12. **composed**

1. Critics have **praise** Mozart for his taste and technique.

2. We particularly **respond** to his melodies.

3. Mozart was **compose** music when he was five.

4. He first **perform** in concert from about age seven.

5. I am **learn** to play a song from *The Marriage of Figaro* on the piano.

6. I have **like** that tune since the first time I heard it.

7. The first audiences **love** the comedy of *Figaro* as well as the music.

8. The local opera company is **present** the opera this weekend.

9. My cousin will be **play** the part of Cherubino.

10. Musicians ever since Mozart's time have **imitate** him.
Principal Parts of Verbs

B. Writing the Correct Forms of Verbs

Decide which form of the verb given in parentheses is needed. Write the correct form on the line. Then identify which form you have used. Write Pres., Pres. Part., Past, or Past Part. to identify the present, present participle, past, or past participle form.

**EXAMPLE** The traffic has (stop) at the light. stop\text{ed, Past Part}

1. The police are (question) the suspect.

2. The queen had (assign) the knights a difficult task.

3. We (paint) the house last summer.

4. The paint had (start) to peel.

5. All summer, the painters (work) on it.

6. Harriet was (clean) her room:

7. I (clean) the garage every week.

8. Mom (serve) tuna fish salad yesterday.

9. The team has (play), twice this year and has lost both times.

10. Who will be (face) us in the playoffs?

B. Supplying Verbs in the Correct Forms

Almost all the verbs other than helping verbs are missing from this paragraph. Choose the verb from the box that best completes each sentence. Be sure to use the correct verb form.

<table>
<thead>
<tr>
<th>play</th>
<th>include</th>
<th>tap</th>
</tr>
</thead>
<tbody>
<tr>
<td>die</td>
<td>compose</td>
<td>listen</td>
</tr>
<tr>
<td>travel</td>
<td>force</td>
<td>direct</td>
</tr>
</tbody>
</table>

Have you ever _____________ to A Little Night Music by Wolfgang Amadeus Mozart? It _____________ several lively melodies. The music is so cheerful that it _____________ you to hum or whistle along. If you can't carry a tune, you will be _____________ time to the music. The young man who _____________ the music was a musical prodigy. He _____________ violin and harpsichord almost as an infant, and was a composer by the age of five. As a child, he _____________ all over Europe with his father and sister, giving concerts. In his teens he was _____________ orchestras. Unfortunately, he _____________ young, at the age of 35.
Irregular Verbs

Irregular verbs are verbs whose past and past participle are not formed by adding –ed or –d to the present. The five sections of this chart show different patterns used to form the past and past participles of many irregular verbs.

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>The forms of the present, past, &amp; past participle are same</td>
<td>burst</td>
<td>burst</td>
<td>(have) burst</td>
</tr>
<tr>
<td>cost</td>
<td>cost</td>
<td>(have) cost</td>
<td></td>
</tr>
<tr>
<td>hurt</td>
<td>hurt</td>
<td>(have) hurt</td>
<td></td>
</tr>
<tr>
<td>let</td>
<td>let</td>
<td>(have) let</td>
<td></td>
</tr>
<tr>
<td>put</td>
<td>put</td>
<td>(have) put</td>
<td></td>
</tr>
<tr>
<td>set</td>
<td>set</td>
<td>(have) set</td>
<td></td>
</tr>
<tr>
<td>shut</td>
<td>shut</td>
<td>(have) shut</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 2</th>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>The forms of past &amp; past participle are same</td>
<td>bring</td>
<td>brought</td>
<td>(has) brought</td>
</tr>
<tr>
<td>catch</td>
<td>caught</td>
<td>(has) caught</td>
<td></td>
</tr>
<tr>
<td>get</td>
<td>got</td>
<td>(has) got</td>
<td></td>
</tr>
<tr>
<td>lead</td>
<td>led</td>
<td>(has) led</td>
<td></td>
</tr>
<tr>
<td>sit</td>
<td>sat</td>
<td>(has) sat</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 3</th>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>The past participle is formed by adding –n or –en to the past.</td>
<td>break</td>
<td>broke</td>
<td>(have) broken</td>
</tr>
<tr>
<td>choose</td>
<td>chose</td>
<td>(have) chosen</td>
<td></td>
</tr>
<tr>
<td>freeze</td>
<td>froze</td>
<td>(have) frozen</td>
<td></td>
</tr>
<tr>
<td>lay</td>
<td>layed</td>
<td>(have) lain</td>
<td></td>
</tr>
<tr>
<td>speak</td>
<td>spoke</td>
<td>(have) spoken</td>
<td></td>
</tr>
<tr>
<td>wear</td>
<td>worn</td>
<td>(have) worn</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 4</th>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>The past participle is formed from the present, often adding –n, –en, or –ne.</td>
<td>do</td>
<td>did</td>
<td>(have) done</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>(have) eaten</td>
<td></td>
</tr>
<tr>
<td>fall</td>
<td>fell</td>
<td>(have) fallen</td>
<td></td>
</tr>
<tr>
<td>five</td>
<td>gave</td>
<td>(have) given</td>
<td></td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td>(have) gone</td>
<td></td>
</tr>
<tr>
<td>know</td>
<td>knew</td>
<td>(have) known</td>
<td></td>
</tr>
<tr>
<td>run</td>
<td>ran</td>
<td>(have) run</td>
<td></td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
<td>(have) seen</td>
<td></td>
</tr>
<tr>
<td>take</td>
<td>took</td>
<td>(have) taken</td>
<td></td>
</tr>
<tr>
<td>throw</td>
<td>threw</td>
<td>(have) thrown</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 5</th>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>The last vowel changes from i in the present to e in the past, to u in the past participle.</td>
<td>begin</td>
<td>began</td>
<td>(have) begun</td>
</tr>
<tr>
<td>drink</td>
<td>drank</td>
<td>(have) drunk</td>
<td></td>
</tr>
<tr>
<td>ring</td>
<td>rang</td>
<td>(have) rung</td>
<td></td>
</tr>
<tr>
<td>sing</td>
<td>sang</td>
<td>(have) sang</td>
<td></td>
</tr>
<tr>
<td>sink</td>
<td>sunk</td>
<td>(have) sank</td>
<td></td>
</tr>
<tr>
<td>swim</td>
<td>swam</td>
<td>(have) swum</td>
<td></td>
</tr>
</tbody>
</table>

The different forms of the verb be do not follow any pattern.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>am, is, are.</td>
<td>was, were</td>
<td>(have) been</td>
</tr>
</tbody>
</table>

Using the Correct Forms of Irregular Verbs

Underline the correct verb form of the two in parentheses.

1. The judges have (chose, chosen) the finalists.
2. Our mayor has not (broke, broken) any promises.
3. Everyone (drank, drunk) milk with the sandwiches.
4. Soccer fans (began, begun) to fill the stands an hour before the game.
5. Have you (brung, brought) your application with you?
6. We (did, done) an experiment showing the effects of global warming.
7. Rabbits (ate, eaten) most of the lettuce in our garden.
8. I haven’t (gave, given) my poetry reading yet.
10. Very few people (knew, known) about the secret room.
11. Grapes have (grew, grown) in this valley for years.
12. The last of the marathon entrants has (run, ran) past the finish line.
Irregular Verbs

A. Using the Correct Forms of Irregular Verbs
Underline the correct verb form of the two in parentheses.
1. The barbershop quartet (sang, sung) in close harmony.
2. I (saw, seen) a hilarious sitcom on television last night.
3. My teacher must have (spoke, spoken) to the coach.
4. The soprano (took, taken) an extra breath for her high notes.
5. The seal (swam, swum) to the rocky island.
6. Two players were (threw, thrown) out of the game.
7. A burgler has (stole, stolen) the diamond jewelry.
8. Jane (wrote, written) several papers on the computer last week.
9. The milk must have (froze, frozen) on the porch.
10. A baby robin has (fell, fallen) out of the nest.
11. The principal (rang, rung) the fire alarm.
12. We have (shook, shaken) the tree to get some apples to fall.

B. Writing the Correct Forms of Verbs
Decide which form is needed: the present participle, the past, or the past participle of each verb given in parentheses. Write the correct form on the line.

EXAMPLE The squirrels have (steal) the birdfeed. stolen

1. Amiko (choose) her library books yesterday.

2. My favorite jeans have (begin) to wear out.

3. Someone (break) that valuable Chinese vase.

4. Why didn’t you (bring) your skateboard?

5. The cattle have (eat) the corn and oats.

6. Patty has (do) twice as much research as Ron.

7. No, I have never (drink) coconut milk.

8. Another spacecraft (go) into orbit around the moon.

9. My father has (give) me a new pair of skates.

10. My hair (grow) two inches during the vacation.
Lesson 5

Irregular Verbs

A. Writing the Correct Forms of Verbs

Decide which form of the verb given in parentheses is needed. Write the correct form on the line. Identify the form you used by writing Present, Past, or PP for past participle.

**Example** The horse (spring) into action at Roy’s call. sprang, Past

1. Currently, the police (know) of no motive for the crime.

2. Have you (speak) to anyone about your vacation plans?

3. Who (see) your solar calculator last?

4. The senior choir has (sing) a medley of show tunes.

5. Our lawn mower (run) out of gas before I finished the lawn.

6. Who could have (steal) such a heavy statue?

7. I have (write) several poems for the school newspaper.

8. The team (swim) warm-up laps before the meet.

9. Who has (take) the schedule off the bulletin board?

10. The skittish pony (throw) everyone who tries to ride it.

B. Proofreading for the Correct Forms of Verbs

Draw a line through each incorrect verb form in this paragraph. Draw this proofreading symbol \( \text{\_\_\_}\) next to the error and, in the spaces between lines of type, write the correct form of the verb.

**Example** In the past, Dad has \( \text{\_\_\_} \) ice fishing with my uncle.

\( \text{\textbf{gone}} \)  

Last weekend I went ice-fishing for the first time with my dad and nearly froze to death. I w\( \text{\textbf{ear}} \) ed two pairs of wool socks, but needed about four. For six hours, we s\( \text{\textbf{itted}} \) in this little hut and fished through a hole in the ice, but the fish weren't biting. After a while, I began to get hungry. When I told my dad, he opened a can of cold sardines, and we e\( \text{\textbf{at}} \) them with some stale crackers.
Lesson 6

Simple Tenses

A tense is a verb form that shows the time of an action or condition. Verbs have three simple tenses: the present, the past, and the future. The present tense shows an action or condition that occurs now. The past tense shows an action or condition that was completed in the past. The future tense shows an action or condition that will occur in the future.

Present
Rain aids plant growth. Rain is helpful.
Past
Rain aided plant growth. Rain was helpful.
Future
Rain will aid plant growth. Rain will be helpful.

The progressive form of a verb shows an action or condition that is in progress. The progressive forms of the three simple tenses are used to show that actions are, were, or will be in progress.

Present Progressive
Rain is aiding plant growth.
Past Progressive
Rain was aiding plant growth.
Future Progressive
Rain will be aiding plant growth.

The present tense is the present principal part of the verb. The past tense is the past principal part. To form the future tense, add will to the present principal part.

<table>
<thead>
<tr>
<th>Tense</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>I aid / you aid / he, she, it aids</td>
<td>we aid / you aid / they aid</td>
</tr>
<tr>
<td>Past</td>
<td>I aided / you aided / he, she, it aided</td>
<td>we aided / you aided / they aided</td>
</tr>
<tr>
<td>Future</td>
<td>I will aid / you will aid / he, she, it will aid</td>
<td>we will aid / you will aid / they will aid</td>
</tr>
</tbody>
</table>

Form the present, past, and future progressive by using the forms of the verb be with the present participle of the verb, as in I am talking, I was talking, and I will be talking.

Recognizing the Simple Tenses

Identify the tense of each underlined verb. On the line, label the tense:
Present, Past, Future, or Present P, Past P, or Future P. for present, past, or future progressive.

1. The sun is chasing the clouds away.
2. It rained yesterday.
3. It will be snowing before long.
4. Clouds were darkening the sky to the west.
5. The sun warms the earth.
6. The warm night air will dry the puddles.
7. The rain is spoiling our picnic plan.
9. Three months ago, snow was falling every day.
10. In the morning, I will be rising early for our hike.
**Simple Tenses**

**A. Recognizing the Simple Tenses**
Identify the tense of each underlined verb. On the line, label the tense: **Present, Past, Future, or Present P, Past P, or Future P** for present, past, or future progressive.

1. Are you **planning** a picnic?
2. We **will be organizing** a baseball game.
3. If it **rains**, we won't be able to play baseball.
4. It **rained** last year, and we played baseball anyway.
5. If it's windy, we **will be flying** kites.
6. Last year I **was paddling** a canoe when it started raining.
7. I **paddled** back to the boathouse in a hurry.
8. We **will barbecue** again, won't we?
9. I **was hoping** for a balloon-toss contest with water-filled balloons.
10. I **am looking** forward to the event already.

**B. Using the Simple Tenses**
In each item, provide the form of the verb requested in parentheses.

1. **(predict, present progressive)** The meteorologists ________________
   gradual cooling.
2. **(snow, future)** I'm sure it ________________ well before Christmas.
3. **(skate, future progressive)** We ________________ on the park lake
   before long.
4. **(sled, past)** Last year we ________________ in the park until the end of
   March.
5. **(skate, present)** Helen ________________ but prefers skiing.
6. **(play, past)** Ali ________________ hockey when she was younger.
7. **(play, past progressive)** She ________________ goalie when she got a
   broken arm.
8. **(wait, present progressive)** My dogs ________________ to go on a walk.
9. **(travel, future progressive)** Soon Eddie ________________ to Florida for a
   vacation.
10. **(enjoy, past progressive)** People there ________________ sunshine while
    we had snow storms.
Lesson 6

Simple Tenses

A. Correcting Simple Tenses of Verbs

Although the times referred to in this paragraph vary from past to future, all of its verbs are in the present tense. Rewrite the paragraph, correcting verb tenses as needed. Use progressive tenses if the action is, was, or will be in progress. Underline every verb.

Today the sun shines brightly. Until the end of the week we enjoy warm weather. This contrasts with the weather last year: Last year at this time snow covers the ground. Ice causes trouble for vehicles and pedestrians. Personally, I prefer the unseasonably warm weather. I hope that next year the warm temperatures return.

B. Using Verb Forms Correctly

For each verb on the list, write the form requested in parentheses. Then write a paragraph about a topic of your choice that uses at least four of the phrases. Make sure all verb forms are used correctly.

(find, present) I ________________ (measure, future) I ________________

(listen, past) I ________________ (compare, future progressive) I ________________

(watch, present progressive) I ________________ (observe, past progressive) I ________________
Perfect Tenses

The present perfect tense shows an action or condition that began in the past and continues into the present.

**Present Perfect**  Dan has called every day this week.

The past perfect tense shows an action or condition in the past that came before another action or condition in the past.

**Past Perfect**  Dan had called before Ellen arrived.

The future perfect tense shows an action or condition in the future that will occur before another action or condition in the future.

**Future Perfect**  Dan will have called before Ellen arrives.

To form the present perfect, past perfect, and future perfect tenses, add has, have, had, or will have to the past participle.

<table>
<thead>
<tr>
<th>Tense</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Perfect</td>
<td>I have called</td>
<td>we have called</td>
</tr>
<tr>
<td>has or have + past</td>
<td>you have called</td>
<td>you have called</td>
</tr>
<tr>
<td>past participle</td>
<td>he, she, it has called</td>
<td>they have called</td>
</tr>
<tr>
<td>Past Perfect</td>
<td>I had called</td>
<td>we had called</td>
</tr>
<tr>
<td>had + past participle</td>
<td>you had called</td>
<td>you had called</td>
</tr>
<tr>
<td></td>
<td>he, she, it had called</td>
<td>they had called</td>
</tr>
<tr>
<td>Future Perfect</td>
<td>I will have called</td>
<td>we will have called</td>
</tr>
<tr>
<td>will + have + past</td>
<td>you will have called</td>
<td>you will have called</td>
</tr>
<tr>
<td>participle</td>
<td>he, she, it will have called</td>
<td>they will have called</td>
</tr>
</tbody>
</table>

Recognizing the Perfect Tenses

Underline the verb in each sentence. On the blank, write the tense of the verb.

1. The film house has not developed the pictures yet.

2. Fred will have left before Erin's arrival.

3. Florence has been a very gracious hostess.

4. Andi had lost her transfer by the end of the bus ride.

5. By tonight, I will have finished my assignment.

6. Before the discovery of the buried chest, Joe had not believed in buried treasure.

7. We have worked over an hour on one math problem.

8. Until his college years, Carl had not decided on his career.

9. The snow plows had cleared our street before the really heavy snowstorm.

10. Have the Ortons found their dog yet?
Perfect Tenses

A. Recognizing the Perfect Tenses
Underline the verb in each sentence. On the blank, write the tense of the verb.

1. Olga had figured out the answer before her teacher's explanation.  
2. I have walked every day now for a month.  
3. Vickie had liked Nels until their argument.  
4. Alf will have jogged 70 miles by the end of next week.  
5. By lunch time, Rusty had started cooking dinner.  
6. Ira has practiced piano every day for a week.  
7. At this rate, we will not have finished the 30 chapters by June.  
8. Our HMO has added a number of new physicians to the staff.  
9. The ice on the lake will have melted long before the weekend.  
10. The window had cracked before the wind storm.

B. Forming the Perfect Tenses
Complete each sentence by writing the form of the verb indicated in parentheses.

1. (finish, past perfect) We ____________________ our game before the Meteors started theirs.
2. (graduate, future perfect) Margie ____________________ before the spring semester.
3. (vote, past perfect) Union members ____________________ before they saw the contract.
4. (exercise, present perfect) We ____________________ three times this week.
5. (talk, past perfect) The manager ____________________ to the pitcher twice by that time.
6. (clean, future perfect) I ____________________ the whole kitchen by the time Mom returns.
7. (offer, present perfect) Angelica frequently ____________________ to help.
8. (produce, future perfect) By the end of this writing course, you ____________________ a plot outline and at least four chapters of your novel.
9. (picked, past perfect) He ____________________ ten bushels before the truck showed up.
10. (search, present perfect) The rescuers ____________________ the area for hours.
**Perfect Tenses**

**A. Using Verb Tenses**

The following is a journal entry of a girl of the mid-1800s in a wagon train heading for California. Supply verbs to the narrative in the tenses indicated in parentheses. Use verbs from the list below.

- **be**, **expect**, **walk**, **insist**, **pack**, **lose**

  The first month on the trail (present perfect) _________________ challenging. Before we set out, I (past perfect) _________________ that I would ride the wagon, but instead I (present perfect) _________________ miles every day. Mother (present perfect) _________________ that I always wear a bonnet because of the sun. It's a good thing that we (past perfect) _________________ so many bonnets, because the wind keeps blowing them off my head and across the prairie! I think I (future perfect) _________________ all my bonnets before we arrive in California.

**B. Using Verb Tenses**

Choose a trip you have made or would like to make. Write sentences about the trip using the following verbs in the tenses indicated.

1. **see** (future) _________________

2. **pack** (present perfect) _________________

3. **hope** (past progressive) _________________

4. **visit** (future perfect) _________________

5. **be** (past perfect) _________________

6. **learn** (past progressive) _________________

7. **try** (future perfect) _________________
Using Verb Tenses

In writing and speaking, you use the tenses of verbs to indicate when events happen. Changing tenses indicates a change in time. If you do not need to indicate a change in time between two actions, keep the tenses of verbs the same.

**The Present Tenses** These tenses show events occurring in the present time:

<table>
<thead>
<tr>
<th>Tense</th>
<th>Description</th>
<th>Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>Action occurs in the present.</td>
<td>count, counts</td>
</tr>
<tr>
<td>Present perfect</td>
<td>Action began in past and continues in present.</td>
<td>has counted, have counted</td>
</tr>
<tr>
<td>Present progressive</td>
<td>Action is in progress now.</td>
<td>is counting, are counting</td>
</tr>
</tbody>
</table>

**The Past Tenses** These tenses show events occurring in a past time:

<table>
<thead>
<tr>
<th>Tense</th>
<th>Description</th>
<th>Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>Action began and ended in the past.</td>
<td>counted</td>
</tr>
<tr>
<td>Past perfect</td>
<td>Action began and ended before another event in the past.</td>
<td>had counted</td>
</tr>
<tr>
<td>Past progressive</td>
<td>Action in the past was ongoing.</td>
<td>was counting</td>
</tr>
</tbody>
</table>

**The Future Tenses** These tenses show events occurring in a future time:

<table>
<thead>
<tr>
<th>Tense</th>
<th>Description</th>
<th>Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future</td>
<td>Action will occur in the future.</td>
<td>will count</td>
</tr>
<tr>
<td>Future perfect</td>
<td>Action will occur in the future before another action in the future.</td>
<td>will have counted</td>
</tr>
<tr>
<td>Future progressive</td>
<td>Action in the future will be ongoing.</td>
<td>will be counting</td>
</tr>
</tbody>
</table>

Using Verb Tenses

Underline the verb form in parentheses that correctly completes each sentence.

1. In normal activities, we usually (use, had used) ten as our base for counting.
2. Last night, whoever (counted, will count) sheep did so on a base ten system.
3. Tomorrow, children (have used, will use) their fingers to find answers to math facts.
4. Long ago, our counting system (developed, develops) with the base of ten.
5. Obviously, using ten (came, will be coming) easily because of our ten fingers.
6. Some of the oldest writings still in existence (had shown, show) counting by ten.
7. Over 2,000 years ago, Romans (were using, will be using) ten-based numerals.
8. Since the founding of the country, the U.S. government (has produced, will produce) coins and bills based on a decimal system.
9. Yet a ten-based system is not the only one (have used, had used) today.
10. A clock (has counted, counts) to twelve and then starts over.
11. Before an hour passed, sixty minutes (had passed, are passing).
12. A week (consisted, consists) of seven days, not ten.
Lesson 8

Using Verb Tenses

A. Using Verb Tenses

Underline the verb form in parentheses that correctly completes each sentence.

1. For thousands of years, people (have recognized, are recognizing) the need for standard measurements.

2. What would happen if different construction crews at the same site (were using, will use) rulers of different lengths?

3. For many centuries, such problems (were occurring, are occurring) frequently.

4. Today, we (were avoiding, avoid) problems by using standardized measurements.

5. In the past, each carpenter (measured, measures) a foot according to his own foot.

6. Over time, each country (set, will be setting) standards of weights and measures.

7. At last, many scientists (will agree, agreed) on a common set of standards.

8. The metric system (had related, relates) measures of length, weight, heat, force, and other quantities.

9. By 1950, almost all countries (had adopted, are adopting) the metric system.

10. In the future, even the United States (has adopted, will adopt) the metric system.

B. Correcting Sentence Order

The sentences of this story are out of order. Read the story. Use the verb tenses and context to determine the correct order. Then rewrite the story in paragraph form below, with the sentences in correct order.

Before my parents took their first cruise, my family had traveled together.
All of us will see glaciers and the midnight sun.
Now they are planning a cruise for the whole family.
They really enjoyed the cruise.
This time they want to go to Alaska.
For example, we had traveled to the Grand Canyon.
Then my parents took a cruise to the Caribbean.
A. Correcting Verb Tenses

Each underlined verb is in an incorrect tense. Write a correct form of the verb on the line.

1. Next June, my parents have been married for fifteen years.

2. After the old tapestry had been cleaned, the museum staff hangs it carefully.

3. When the sun came out, the children's snowman will melt.

4. A penny had been worth one-tenth of a dime and one-hundredth of a dollar.

5. For this past week, the train will be arriving on time.

6. When we lost our electric power, we are watching my favorite sitcom.

7. Before Maizie won a race, she is competing in several races unsuccessfully.

8. Danita kept forgetting her lines while she is acting in the play.

9. I had checked the price of this coat in several stores before I am buying it.

10. While Dave mows the lawn, his sister washed the windows.

B. Correcting Sentence Order

Some of the verbs in this paragraph are in the wrong tense. Decide which verbs must be changed. Write the numbers of these sentences below. Then rewrite those sentences, correcting those verbs. Underline the verbs you have changed.

(1) For my grandparents' 50th wedding anniversary, my parents, aunts, and uncles bought them tickets for a cruise. (2) They said it was a small payback for all my grandparents are doing for them through the years. (3) And it's something they remember for the rest of their lives. (4) By the time my grandparents return, they will have been gone almost three weeks. (5) By then they will visit Barbados, St. Thomas, and other islands. (6) I hope they were enjoying the cruise now. (7) With luck, they have a great time.
Troublesome Verb Pairs

Do not confuse these pairs of verbs. Read how they differ, and study the chart.

**lie/lay** *Lie* means "to rest or recline." It does not take an object. Lay means "to put or place something." It does take an object.

**set/sit** Sit means "to be in a seat" or "to rest." It does not take an object. Set means "to put or place something." It does take an object.

**rise/raise** Rise means "to move upward" or "to get up." It does not take an object. Raise means "to lift (something) up." It usually takes an object.

**leave/let** Leave means "to depart" or "to allow something to remain where it is." Let means "to allow" or "permit." Both leave and let may take objects.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lie/Lay</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lie</td>
<td>lay</td>
<td>lain</td>
</tr>
<tr>
<td>lay</td>
<td>lay down for a nap</td>
<td>laid</td>
</tr>
<tr>
<td></td>
<td>He laid a book there</td>
<td></td>
</tr>
<tr>
<td><strong>Sit/Set</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sit</td>
<td>sat</td>
<td>sat</td>
</tr>
<tr>
<td>set</td>
<td>sat Jeff sat there before</td>
<td>sat Jeff has sat there often</td>
</tr>
<tr>
<td></td>
<td>Ann sat it last night</td>
<td></td>
</tr>
<tr>
<td><strong>Rise/Raise</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rise</td>
<td>rose</td>
<td>risen</td>
</tr>
<tr>
<td>raise</td>
<td>Fay raises the flag</td>
<td>Fay has raised it</td>
</tr>
<tr>
<td></td>
<td>We rise at 8 A.M</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fay has risen early</td>
</tr>
<tr>
<td><strong>Leave/Let</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>leave</td>
<td>left</td>
<td>left</td>
</tr>
<tr>
<td>let</td>
<td>Let me ride your bike</td>
<td>left</td>
</tr>
<tr>
<td></td>
<td>You left your dog here</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I let the dog come in</td>
<td>I have let the cat go out</td>
</tr>
<tr>
<td></td>
<td>Let</td>
<td></td>
</tr>
</tbody>
</table>

Using Troublesome Verbs Correctly

Underline the correct verb in parentheses.

1. That school (lets, leaves) both boys and girls try out for the baseball team.
2. Don’t (let, leave) your camera in a hot place for too long.
3. You had better (let, leave) the traffic clear before you try to cross this highway.
4. No one may (sit, set) in the bleachers during band practice.
5. We usually (sit, set) on the porch steps and talk about the news of the day.
6. The cat (lay, laid) in front of the fire all afternoon.
7. I think you have (laid, lain) in the sun too long.
8. I (rose, raised) at 5:00 this morning because I couldn’t sleep.
9. The ship’s owners hope to be able to (rise, raise) the sunken ship.
10. (Let, Leave) the lasagna bake in the oven for forty-five minutes.
11. To avoid accidents, (sit, set) that vase in the center of the table.
12. Who (lay, laid) this rake on the ground with its tines up?
Troublesome Verb Pairs

A. Using Troublesome Verbs Correctly
Underline the correct verb in parentheses.
1. Meg (sat, set) her science project on the teacher’s desk.
2. Someone (let, left) the car windows open.
3. The dog is (setting, sitting) under the tree enjoying the shade.
4. The patient must (lie, lay) perfectly still during the X-ray.
5. The family won’t (let, leave) the occasion pass without a celebration.
6. The divers had (raised, risen) to the surface.
7. The platypus at the zoo (lay, laid) an egg yesterday.
8. The curtain (rose, raised) on the last act of the class play.
9. We (let, left) our car at the airport when we flew to visit our grandparents.
10. Sam (set, sit) the mysterious brown package on the table.

B. Correcting Troublesome Verbs
Examine the boldfaced verb in each of the following sentences. If the verb is not correct, write the proper verb on the line. If the verb is correct, write Correct.

1. We laid our towels on the beach before running into the water.
2. Will the police leave us go through the barricade?
3. If you do not raise an objection, the motion may pass.
4. Help me lie these ceramic tiles in place.
5. Sometimes it’s hard for babies to set long enough to have their picture taken.
6. Tomorrow, I shall lay in the sun and relax.
7. The bread should raise if the yeast is good.
8. Set aside any doubts you may have.
9. Steve has left his car run out of gas.
10. The tools were lying in that metal box.
11. Did your sister sit the cover over the cake after she took some?
12. Larry fell asleep two minutes after he had laid down.
Troublesome Verb Pairs

A. Correcting Troublesome Verbs
Examine the boldfaced verb in each of the following sentences. If the verb is not correct, write the proper verb on the line. If the verb is correct, write Correct.

1. Throughout the game, we had to set in the bleachers.
2. Before the parade started, Rose and George rose the banner.
3. The guards waited for the shoplifter to leave the store.
4. Why don't you lay down until your headache goes away.
5. The newspaper set on the doorstep waiting to be picked up.
6. This new race car will leave the rest of them in the dust.
7. The firemen set the old house on fire as a training exercise for their new firefighters.
8. You'd better not leave your dog out of your sight.
9. John is working very hard to raise enough money to buy a new TV.
10. Thea lay out all the things to pack before putting them in the suitcase.

B. Using Troublesome Verbs Correctly
The following sentences contain five incorrectly used verbs. Rewrite the paragraph below, correcting all five errors.

Every year, right about this time, the same idea raises in my mind. The idea is that I'm working too hard. I sit here thinking that I need a vacation. Let the rest of the world raise at the crack of dawn. I need to lay in bed another hour or two or three. I need to just set and read all day. "Leave me alone," I want to tell the whole world. "Leave me rest."
What Is an Adjective?

An adjective is a word that modifies, or describes, a noun or a pronoun. Adjectives answer the questions what kind, which one, how many, or how much.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What kind?</td>
<td>steep trail, green meadow</td>
</tr>
<tr>
<td>Which one or ones?</td>
<td>first stream</td>
</tr>
<tr>
<td>How many or how much?</td>
<td>four hikers, much food</td>
</tr>
</tbody>
</table>

Articles

The most commonly used adjectives are the articles a, an and the. A and an are indefinite articles. They refer to someone or something in general. Use a before a word beginning with a consonant or a long "u" sound and an before a word beginning with a vowel.

We took a hike in the mountains. A uniformed ranger led us. It was an adventure!

The is the definite article. It points out a specific person, place, thing, or idea.

Do you have the map?

Proper Adjectives

Many adjectives are formed from common nouns, such as sandy from sand. Proper adjectives are formed from a proper noun. Proper adjectives are always capitalized.

<table>
<thead>
<tr>
<th>Proper Noun</th>
<th>Proper Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia</td>
<td>Asian</td>
</tr>
<tr>
<td>Mexico</td>
<td>Mexican</td>
</tr>
</tbody>
</table>

Identifying Adjectives

Underline all the adjectives in each sentence, including the articles.

1. A friend and I recently took a trip to the Swiss Alps.
2. We saw beautiful scenery and got great exercise.
3. We carried heavy backpacks with everything we needed.
4. Leigh brought a nylon tent, while I had the food.
5. We hiked several miles each day, usually to the farthest campsite we could reach.
6. We had a good time visiting the oldtime villages along the way.
7. Sometimes we hiked all day to reach the nearest village.
8. We had a wonderful trip with no bad accidents.
9. The biggest challenge we faced was a deep river that we couldn't cross.
10. Once, a case of bad map-reading made us walk five extra miles.
11. When we reached one village, we treated ourselves to a delicious meal.
12. For dessert, we ordered a rich chocolate torte.
13. We loved the peace of the ancient mountains.
14. We will remember the amazing hike for many years.
Lesson 1

What Is an Adjective?

A. Identifying Adjectives and the Words They Modify
Underline each adjective once and the word it modifies twice. Circle the proper
adjectives. Ignore the articles.
1. Two old prospectors and a weary mule trudged across the desert.
2. The loyal fans cheered the team in the final game.
3. The lunch consisted of homemade soup and English muffins.
4. The European guests told interesting stories of the trip.
5. Several silly clowns wore baggy pants.
6. Many American tourists visit sunny Mexican beaches.
7. Antique jewelry got top prices at the auction.
8. A few fine museums in major cities exhibit Greek statues.
9. Floral wallpaper was put up in the front hall.
10. The chef put Italian sausage into the hearty stew.

B. Writing Adjectives
Write an adjective to complete each sentence.

EXAMPLE: My class hiked up a small mountain before we graduated.

1. At the base there were two paths, and we took the ____________ one.
2. We wanted to take a ____________ path to the mountain top.
3. There were ____________ tree roots and loose rocks along the way.
4. It was pretty easy, though, until we reached a ____________ climb.
5. Some of my classmates started to wish we had taken an ____________ path instead.
6. We got to see some ____________ wildlife, such as squirrels, raccoons, and snakes.
7. At the top, we could probably see for at least ____________ miles.
8. The rest on the mountain top gave us a chance to have a ____________ lunch.
9. We noticed a ____________ raindrops and decided to start heading down.
10. Our ____________ foreign exchange student enjoyed spending time with us before she went back to her homeland.
Lesson 1

What Is an Adjective?

A. Writing Adjectives in Sentences

Use the word at the beginning of each item as an adjective in a sentence.

*EXAMPLE: Scary* The camp counselor told a scary story.

1. shiny
2. turquoise
3. rare
4. Asian
5. innocent
6. rainy
7. playful
8. easy
9. curious
10. Japanese

B. Writing a Paragraph Using Adjectives

Imagine that you are on an overnight hike in the mountains. How could you describe the scenery you see? What words could describe the people who have come with you on the hike? Write a short paragraph about an overnight hike. Use at least five adjectives in your description. Underline the adjectives in your paragraph.
Predicate Adjectives

A **predicate adjective** is an adjective that follows a linking verb and describes the verb's subject. The linking verb connects the predicate adjective with the subject.

The sinking of the *Titanic* **was** totally ***disastrous***. (The linking verbs is *was*). The predicate adjective is ***disastrous***.

Often, forms of **be** are linking verbs, as in the above example. However, predicate adjectives can also follow other linking verbs such as *taste, smell, feel, look, become, and seem*.

Such a catastrophe **seemed** completely ***impossible***. (The linking verbs is *seemed*). The predicate adjective is ***impossible***.

Identifying Predicate Adjectives

Underline the predicate adjective in each sentence. If the sentence has no predicate adjective, write **None** on the line to the right.

1. In 1912, of all the ships in the world, the *Titanic* **was** the largest.
2. Everyone thought it **was** unsinkable.
3. As the ship set out on its first voyage, the passengers felt **jubilant**.
4. However, the icebergs around the ship **looked** ominous.
5. As soon as the ship **hit** an iceberg, its **sinking** was inevitable.
6. The crew started loading women and children onto the **lifeboats**.
7. The number of lifeboats was **not** enough to carry all those aboard.
8. The passengers felt **terrified**.
9. The wireless radio operators kept sending distress signals.
10. Their efforts were **useless**.
11. The fate of the ship **became** obvious.
12. The **sinking** of the *Titanic* **was** rapid.
13. After the *Titanic* disaster, changes in the shipping industry were many.
14. Radio operations on ships must be **always** open.
15. The number of lifeboats must be adequate for passengers and crew.
16. Today, ship passengers can be **certain** of a safe voyage.
Predicate Adjectives

A. Identifying Predicate Adjectives and the Words They Modify
Underline the predicate adjective in each of the following sentences. Write the word it modifies on the line to the right.

1. The huge crowd appeared excited.
2. Our guests were weary after their long trip.
3. Frank looked ridiculous in his baggy costume.
4. The old gray mansion was famous for antique furniture.
5. These old stamps might be valuable in the future.
6. The floral wallpaper looks perfect in the hall.
7. That chair is amazingly heavy for its size.
8. In May, the lake is still too cold for swimming.
9. Doesn’t the kitten’s fur feel soft?
10. Something in the refrigerator smells rotten.

B. Writing Predicate Adjectives
Complete each sentence with a predicate adjective. Write the predicate adjective on the line.

1. The Titanic was ________________.
2. At the beginning of the voyage, the passengers felt ________________.
3. The iceberg must have been ________________.
4. The lifeboats were ________________.
5. The crew seemed ________________.
6. The water, dotted with icebergs, must have been ________________.
7. It was ________________ to watch the Titanic sink.
8. After the disaster, everyone felt ________________.
9. Ship captains probably became more ________________ about traveling near icebergs.
10. Now, ships are ________________ than ever before.
Predicate Adjectives

A. Writing Predicate Adjectives in Sentences
Use the word at the beginning of each item as a predicate adjective in a sentence.

**EXAMPLE** creative Artists are creative.

1. nervous ____________________________
2. proud _____________________________
3. young ______________________________
4. truthful ____________________________
5. joyful ______________________________
6. wise ________________________________
7. terrible ______________________________
8. full ________________________________
9. frightening __________________________
10. impossible __________________________

B. Writing a Paragraph Using Predicate Adjectives
A disaster such as the sinking of the Titanic brings out the best and the worst in people. Imagine that you are a survivor of the Titanic. Write a paragraph in which you recall how you felt on that night. Describe how the people around you acted and what happened to them and the ship. Use at least five predicate adjectives in your description. Use a verb other than a form of be in at least two of the sentences. Underline the predicate adjectives in your paragraph.
Other Words Used as Adjectives

Some nouns and pronouns can be used as adjectives. They can modify nouns to make their meanings more specific.

Pronouns as Adjectives

This, that, these, and those are demonstrative pronouns that can be used as adjectives. My, our, your, his, her, its, and their are possessive pronouns that can be used as adjectives. Indefinite pronouns such as all, each, both, few, many, most, and some can be used as adjectives.

Demonstrative pronoun  That city was destroyed by a volcano.
Possessive pronoun      People died in their homes.
Indefinite pronoun      Many people were buried in the ashes.

Nouns as Adjectives  Some nouns can be used as adjectives.

Noun  Pompeii lay beneath ash piles.

Identifying Nouns and Pronouns Used as Adjectives

Underline the nouns or pronouns that are used as adjectives in each sentence.

1. Pompeii was a thriving port town in ancient Italy.
2. Many wealthy Romans made their homes there.
3. On August 24, A.D. 79, the people of Pompeii started their morning routines.
4. That day would be different from all other days.
5. On that day, a volcano, Mount Vesuvius, erupted.
6. Lava streams poured out of this volcano.
7. Many people were buried in their homes.
8. Ash showers sprayed down on these unfortunate people.
9. The Pompeii disaster survived in legend, thanks to a writer named Pliny the Younger and his account of that day.
10. This man told in a letter how he led his mother to safety.
11. He wrote about his uncle who had died trying to save his friends.
12. That city was totally buried, and for many years no one could find its location.
13. In 1748, a peasant was digging in his vineyard and struck a stone wall.
14. Later, diggers uncovered more of the city of Pompeii, with its colorful wall paintings, artistic floor mosaics, and beautiful wine bottles.
15. Pompeii has become famous because its ruins are so well preserved.
Other Words Used as Adjectives

A. Identifying Adjectives and the Words They Modify
Underline the pronouns or nouns used as adjectives in the following sentences. Draw an arrow from the adjective to the word it modifies.

1. Check your facts in this history book.
2. My parents bought those plants for their rock garden.
3. Each student filled out these forms on the first school day.
4. These ice cream toppings are delicious.
5. Some band members are competing in the music contest.
6. I decided to stay home after reading that movie review.
7. We finished our hike under the hot, afternoon sun.
8. The desert tortoise makes its home in the American Southwest.
9. Both players received their trophies at the awards dinner.
10. Most days, we can see Greg wearing his favorite flannel shirt and old denim jeans.

B. Using Pronouns as Adjectives
Complete each sentence with a pronoun that is used as an adjective. Write the word on the line.

1. People in ancient Pompeii ran from ________________ houses when the volcano erupted.
2. _____________ people tried to escape.
3. _____________ day must have been terrifying.
4. _____________ people remembered the story of Pompeii, and many stories were written about the calamity.
5. Centuries later, a peasant discovered Pompeii and ________________ treasures.
6. _____________ person who sees Pompeii is impressed by how well preserved it is.
7. _____________ artistic and architectural treasures amaze everyone.
8. The ________________ artworks still visible on the walls are beautiful.
9. If you travel to Italy, you should include a trip to Pompeii in ________________ plans.
Other Words Used as Adjectives

A. Writing Adjectives in Sentences
Use the word at the beginning of each item as an adjective in a sentence.

**EXAMPLE:** tin The rain was loud on the tin roof of the shed.

1. my ____________________________
2. wood __________________________
3. movie __________________________
4. music __________________________
5. each ____________________________
6. some ____________________________
7. many ____________________________
8. your ____________________________
9. these ____________________________
10. television _______________________

B. Writing a Paragraph Using Pronouns and Nouns as Adjectives
Use five of the following nouns and pronouns as adjectives in a paragraph that describes a busy modern city. Write your paragraph on the lines below. Underline the words you use from the list.

- city
- office
- your
- every
- that
- street
- car
- their
- many
- those
What Is an Adverb?

An **adverb** is a word that modifies a verb, an adjective, or another adverb. Adverbs answer the questions *how*, *when*, *where*, or *to what extent*.

- **Modifying a verb**  
  Ernie *never* travels without an alarm clock.
- **Modifying an adjective**  
  He is *always* careful about his luggage.
- **Modifying an adverb**  
  He gets to the airport *very* early.

**Intensifiers** are adverbs that modify adjectives or other adverbs. They usually come directly before the word they modify. Intensifiers usually answer the question *To what extent?*

<table>
<thead>
<tr>
<th>Adverbs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How?</strong></td>
<td><em>immediately, correctly</em></td>
</tr>
<tr>
<td><strong>When?</strong></td>
<td><em>soon, later</em></td>
</tr>
<tr>
<td><strong>Where?</strong></td>
<td><em>away, around</em></td>
</tr>
<tr>
<td><strong>To what extent?</strong></td>
<td><em>completely, entirely</em></td>
</tr>
</tbody>
</table>

Many adverbs are formed by adding the suffix *-ly* to adjectives. Sometimes a base word's spelling changes when *-ly* is added.

- Adjective: rapid, gentle, heavy
- Adverb: rapidly, gently, heavily

**Identifying Adverbs**

Underline all the adverbs in each sentence. If there are no adverbs in a sentence, write **None** on the line to the right.

1. If I were very rich, I would travel to Paris.
2. My best friend nearly went to Spain, but, surprisingly, she is afraid of airplanes.
3. Older people frequently travel with tour groups.
4. My mother's job makes her travel too often.
5. The plane left early from Baltimore and landed in New York City.
6. I am rather tired because of the six-hour time change.
7. Because I am so tired, I suggest we stay close to our hotel.
8. I think we should remain indoors in a museum.
9. Some people go through museums slowly, reading every sign.
10. I usually go through museums rather quickly, looking at what is especially beautiful to me.
What Is an Adverb?

A. Identifying Adverbs and the Words They Modify
Underline the adverbs in the following sentences. Draw an arrow from each adverb to the word it modifies.

1. Cleo scampered playfully onto my lap.
2. We looked up at the meteor.
3. Kara skimmed the chapter quickly.
4. The doctor has just left his office.
5. We have never visited Salt Lake City.
6. Miko usually leaves her books on the shelf.
7. The movie was rather tedious.
8. The story ended very happily.
9. The teacher seemed unusually cheerful.
10. The summer rain fell extremely heavily.

B. Writing Adverbs
Complete each sentence with an adverb. Write the adverb on the line.

1. When you fly, it's best to arrive at the airport _____________.
2. When I saw the Eiffel Tower, I ____________ ran up to get in line.
3. We found it ____________ difficult to drive on the left side of the road in England.
4. Whenever I visit someplace new, I ____________ take lots of pictures.
5. Even though the plane tickets to China are expensive, I hope to go there ____________.
6. I know that I will be ____________ happy when I see the Grand Canyon.
7. In Hawaii, tourists often spend their time ____________ lying on the beach.
8. If I am not going too far, I ____________ walk, so I can see the sights.
9. In Los Angeles, my friend felt ____________ excited after he saw a movie star.
10. Be ____________ certain that you have a good map in a strange city.
What Is an Adverb?

A. Writing Adverbs in Sentences
Use the adverb at the beginning of each item in a sentence.

Example soon The mail carrier should be coming soon

1. surprisingly ____________________________
2. mournfully ____________________________
3. foolishly ____________________________
4. sometimes ____________________________
5. easily ____________________________
6. truly ____________________________
7. never ____________________________
8. upstairs ____________________________
9. nearly ____________________________
10. quietly ____________________________

B. Writing a Paragraph Using Adverbs
Choose four of the following adverbs to use in a story about a vacation to an exciting city anywhere in the world. Write the story on the lines below. Underline each of these adverbs and any other adverbs that you use in your story.

busily very desperately suddenly totally
quickly extremely nearly soon never
Making Comparisons

Adjectives and adverbs may be used to compare people or things. Special forms of these words are used to make comparisons.

Use the **comparative** form of an adjective or adverb when you compare a person or thing with one other person or thing. Use the **superlative** form of an adjective or adverb when you compare someone or something with more than one other person or thing.

**Comparative**  The sun is **closer** to Earth than any other star.
**Superlative**  The sun is the **closest** star to Earth.

For most **one-syllable** modifiers, add -er to form the comparative (young, younger) and -est to form the superlative (old, oldest).

You can also add -er and -est to some **two-syllable** adjectives. With others, and with two-syllable adverbs, use the words more and most (more careful, most calmly).

To form the comparative or superlative form of most modifiers with **three syllables**, use the words more and most (more dangerous, most dangerous; more clumsily, most clumsily).

Be sure to use only one sign of comparison at a time (harder, not more harder).

The comparative and superlative forms of some adjectives and adverbs are formed in irregular ways: good, better, best; bad, worse, worst; well, better, best; much, more, most; little, less, least.

### A. Identifying Comparative and Superlative Modifiers

On the line, label the boldfaced modifier C for comparative, or S for superlative.

1. Planets are the **largest** heavenly bodies that orbit the sun.

2. Asteroids, meteoroids, and comets are **smaller** than the planets.

3. With their improved telescopes, scientists can study the planets **more carefully** than ever before.

4. Mercury is the planet **nearest** to the sun.

5. Pluto is usually the planet **farthest** from the sun.

6. Venus takes **less** time to circle the sun than Uranus does.

7. The atmosphere of Venus is about 90 times **heavier** than Earth's.

8. Of all the planets, Saturn has the **most** satellites or moons.

9. Jupiter rotates **more quickly** than Mars.

10. Although several planets have rings, Saturn has the **most famous** ones.
Making Comparisons

A. Using Comparisons
Underline the correct form of comparison for each sentence.

1. Of all the objects in our solar system, the moon is (nearer, nearest) to Earth.
2. Because the moon is so close to Earth, it looks (bigger, biggest) than the sun to us.
3. Actually, the sun is 400 times (larger, largest) than the moon.
4. Eclipses of the moon were (more frightening, most frightening) to ancient people than they are to us.
5. Modern people understand astronomy (better, best) than the ancients did.
6. The (more important, most important) surface features of the moon are its craters.
7. Craters caused by meteorites are (smaller, smallest) than those formed by comets or asteroids.
8. Because the moon is so close to Earth, spacecraft can reach the moon (more easily, most easily) than they can reach any planet.
9. Probably the (more exciting, most exciting) event in 1969 was when American astronaut Neil Armstrong landed on the moon.

B. Using Modifiers in Comparisons
After each sentence, write either the comparative or the superlative form of the word in parentheses, depending on what the sentence calls for.

1. Smiling requires (few) muscles than frowning.
2. Is Detroit (far) from here than Traverse City is?
3. These photographs developed (good) than those.
4. The days seem (cold) now than last week.
5. In many cartoons, cats are birds’ (bad) enemies.
6. Was Merlin the (wise) of all wizards?
7. Mr. Burr works (hard) than any salesperson at Doe Tools.
8. Diana circles the bases (quickly) than any other player.
9. Our team practices (regularly) than any other team in the league.
10. The hurricane caused (little) damage than the weather forecasters had predicted.
Making Comparisons

A. Proofreading
Proofread the following paragraph. Look especially for comparison errors in adjectives and adverbs. If a sentence contains an error, rewrite it correctly on the line with the same number. If it is correct, write Correct on the line.

Meteorites are pieces of meteoroids that reach the earth. (1) The most heaviest meteorite found so far is in Namibia, Africa. (2) It weighs about 66 tons, which is most weighty than one discovered in Greenland by explorer Robert E. Peary. (3) Canada probably can claim the more enormous meteorite crater in the world. (4) At 400 miles across, the depression is wider by far than any other meteorite crater. (5) Canada has four other craters, each one biggest than Meteor Crater in Arizona. (6) When a huge meteorite crashed to Earth in Siberia many years ago, people nearly 500 miles away saw its light more brighter than the sun. (7) The worse damage it did was to destroy many forests and scorch an area 20 miles wide.

1. 
2. 
3. 
4. 
5. 
6. 
7. 

B. Using Comparisons in Writing
Picture a night of stargazing. Suppose you have decided to look for constellations, planets, or shooting stars, or you simply want to study the moon. Write a paragraph about your experiences, using the comparative or superlative forms of at least five of the adjectives and adverbs below. Underline the forms you use.

<table>
<thead>
<tr>
<th>eagerly</th>
<th>cold</th>
<th>carefully</th>
<th>good</th>
<th>black</th>
</tr>
</thead>
<tbody>
<tr>
<td>dark</td>
<td>warm</td>
<td>loudly</td>
<td>bad</td>
<td>well</td>
</tr>
<tr>
<td>brightly</td>
<td>cool</td>
<td>suddenly</td>
<td>mysterious</td>
<td>little</td>
</tr>
</tbody>
</table>

__
Adjective or Adverb?

Some pairs of adjectives and adverbs are often a source of confusion and mistakes.

**Good or Well**

*Good* is always an adjective; it modifies a noun or pronoun. *Well* is an adverb when it modifies a verb, adverb, or adjective and means "skillfully" or "thoroughly." *Well* is an adjective when it refers to your health.

- **Adjective** Today is a **good** day for a soccer game.
  - I hope the goalie feels **well** enough to play.
- **Adverb** Our team should play **well** today.

**Real or Really**

*Real* is always an adjective; it modifies a noun or pronoun. *Really* is always an adverb; it modifies a verb, adverb, or adjective.

- **Adjective** It was a **real** surprise that we won the last game.
- **Adverb** This is a **really** enthusiastic crowd, isn't it?

**Bad or Badly**

*Bad* is always an adjective; it modifies a noun or pronoun. *Badly* is always an adverb; it modifies a verb, adverb, or adjective.

- **Adjective** That was a **bad** call.
- **Adverb** He played **badly** last half.

**Using the Correct Adjective or Adverb**

Underline the correct modifier from those given in parentheses.

1. The sport that I (real, really) enjoy is soccer.
2. I am the goalie on the team, and I think I am a (good, well) one.
3. In fact, everyone on our team has been playing (good, well) this season.
4. We have a couple of forwards that can run (real, really) fast.
5. Our defensive players have (real, really) powerful kicks.
6. Overall, this season has been going (good, well) for us.
7. In the first game our sweeper took a (bad, badly) fall.
8. Luckily, he felt (good, well) enough to resume playing.
9. We have been playing so (good, well) that we may have a (real, really) chance to make it to the finals.
10. I have been practicing (real, really) hard.
11. I feel so (bad, badly) when I let in a goal.
12. We cannot afford to play (bad, badly) in any game.
13. Making it to the finals is a (real, really) challenge.
14. But, win or lose, this team always has a (good, well) time.
Adjective or Adverb?

A. Using the Correct Modifier
Underline the correct word in parentheses in each sentence. Label each word you choose as ADJ for adjective or ADV for adverb.

1. Stretch your muscles (good, well) before running.
2. The pizza with pineapple tastes (good, well).
3. Mark felt so (badly, bad) after gym class that he went to the nurse.
4. The truck driver drove (real, really) slowly so he could read the addresses.
5. If your handwriting is (bad, badly), why don’t you enter your paper into the computer?
6. The bird was perfectly (good, well) after its wing healed.
7. I was sorry to hear that the interview went (bad, badly) for you.
8. That soup smells really (well, good), doesn’t it?

B. Writing with Adjectives and Adverbs
Decide if adjectives and adverbs are used correctly in the following sentences. If you find an error, rewrite the sentence on the line. If the sentence is correct, write Correct on the line.

1. Yesterday, the field was real wet.

2. We did not play our game because there was a real chance of the players getting hurt bad if they slipped on the wet grass.

3. Today, the field has dried out real good, and we can play.

4. One of the other team’s forwards behaved bad and received a yellow card.

5. That player just made a really good corner kick.

6. Our goalie always feels badly when he misses a real easy shot.
Lesson 6

Adjective or Adverb?

A. Writing Sentences Using Adjectives and Adverbs Correctly
Write sentences using the adjectives and adverbs given.

1. good ________________

2. well (adverb) ________________

3. well (adjective) ________________

4. bad ________________

5. badly ________________

6. real ________________

7. really ________________

B. Using Adjectives and Adverbs Correctly
Read the conversation below. It contains several errors in the use of good, well, real, really, bad, and badly. Underline any errors you find. Then rewrite the conversation correctly on the lines below.

"The game today should be real good," said Alex. "I have never seen these two teams play bad."

"Both teams have some real strong players with some good skills," replied Katie. "The goalies play particularly good."

" Haven't you heard? Fernando was injured real bad in the last game. We are all hoping that he will be doing good soon. Everyone feels badly that he will miss today's game."

"That's really bad news. We'll just have to see if his team can play as good without him."
Avoiding Double Negatives

A negative is a word that implies that something does not exist or happen.

Common Negative Words

- barely
- never
- none
- nothing
- can't
- hardly
- no
- no one
- nowhere
- don't
- neither
- nobody
- not
- scarcely
- hasn't

If two negative words are used where only one is needed, the result is a double negative. Avoid double negatives in your speaking and writing.

- Nonstandard: Hardly no one believes me when I tell my story.
- Standard: No one believes me when I tell my story, or hardly anyone believes me when I tell my story.

A. Recognizing the Correct Use of Negatives

Circle the letter of the sentence from each pair that uses negatives correctly.

1. a. I wasn't looking for no trouble that night.
   b. I wasn't looking for any trouble that night.
2. a. I could hardly believe my eyes when I saw the spaceship.
   b. I couldn't hardly believe my eyes when I saw the spaceship.
3. a. I can't understand anything the aliens are saying.
   b. I can't understand nothing the aliens are saying.
4. a. Nobody never expects to be taken aboard an alien ship.
   b. Nobody ever expects to be taken aboard an alien ship.

B. Avoiding Double Negatives

Underline the word in parentheses that correctly completes each sentence.

1. I had never seen (no, any) aliens before that strange night.
2. At first, my friend and I didn't see (anything, nothing) unusual in the sky.
3. You wouldn't (ever, never) guess what happened around nine o'clock.
4. When a spaceship landed, I (could, couldn't) scarcely believe it myself.
5. I had never believed ( Anyone, no one) who said he or she saw an alien.
6. Yet, there it was, looking at me and making gestures that I couldn't ( ever, never) understand, as if it was trying to communicate.
7. I was confused, and my friend couldn't make out what the little creature was saying ( neither, either).
8. In scarcely ( no, any) time at all, the alien climbed back into its ship and disappeared.
9. I never told ( nobody, anybody) that I saw the alien that night.
10. I can see that you ( can, can't) hardly stop yourself from laughing, but I swear it's all true.
Lesson 7

Avoiding Double Negatives

A. Using the Correct Modifier

Underline the correct word in parentheses in each sentence.

1. I haven't heard of (none, any) of those songs you mentioned.
2. You (haven't, have) never been to a concert?
3. She can't go (anywhere, nowhere) without taking her cell phone.
4. The doctor (hasn't, has) scarcely even touched you with the needle.
5. Haven't you been to the new museum yet (neither, either)?
6. When I turned around I didn't see (no one, anyone) behind me.
7. People in some parts of the United States haven't (ever, never) seen snow.
8. He (could, couldn't) hardly see the performance from where he was sitting.
9. My brother can't drive (nowhere, anywhere) without getting himself lost.

B. Avoiding Double Negatives

Rewrite each sentence to avoid double negatives.

1. There wasn't no one else around when the spaceship landed.

2. I discovered that I understood the alien even though it wasn't making no sound.

3. I hadn't never seen a creature so strange before.

4. I don't think I can hardly describe the inside of the spaceship.

5. The glowing metal control panel wasn't like nothing I'd ever seen on Earth.
Avoiding Double Negatives

A. Avoiding Double Negatives
Choose one word from each pair of words to complete each sentence below. Be sure to avoid double negatives. Cross out each word pair after you have chosen your word.

- anything/ nothing
- any/ no
- anyone/ no one
- can/ can’t
- had/ hadn’t
- ever/ never

1. I was disappointed when I didn’t see ____________ about aliens on the TV news.

2. The police never had ____________ reports about unusual activity that night.

3. ____________ never been so scared as when I saw that alien.

4. I never told ____________ about my experience on the alien ship.

5. I can’t ____________ describe my surprise at being taken aboard.

6. ____________ scarcely picture sharing our planet with an alien life form.

B. Revising a Paragraph with Double Negatives
The following paragraph contains several double negatives. Read each sentence and decide if it has a double negative. If it does, rewrite it correctly on the corresponding line below. If it is correct, write Correct on the corresponding line.

(1) My sister hasn’t never missed an alien movie. (2) She loves anything alien, and you can’t scarcely see her bedroom wall because of all the alien-related posters. (3) However, she doesn’t like it when the aliens are portrayed unjustly as evil. (4) She would love to become a scientist and try to prove that people haven’t nothing to fear from aliens. (5) I don’t believe aliens want to take over our planet or destroy our kind neither. (6) In fact, no one can’t really prove anything about aliens at all yet. (7) My sister and I know that some people don’t believe in the existence of aliens. (8) Even so, we won’t let nobody stop us from enjoying stories about extraterrestrial life.

1.

2.

3.

4.

5.

6.

7.

8.