

## Sentence Fragments and Run-on Sentences A

**EXERCISE** Identify each of the following word groups by writing on the line provided *F* if the word group is a *sentence fragment*, *R* if it is a *run-on sentence*, or *S* if it is a *complete sentence*.

**Example**   F   1. Last Friday, after the final bell had rung.

- \_\_\_\_\_ 1. Finally finished the project we had been working on for months.
- \_\_\_\_\_ 2. Shouldn't Aunt Lucia have called the house by now?
- \_\_\_\_\_ 3. Whenever I see a full moon, my thoughts.
- \_\_\_\_\_ 4. The fog obscured the skyscrapers, a soft rain began to fall.
- \_\_\_\_\_ 5. Never had she seen so many chickens in one place!
- \_\_\_\_\_ 6. Exactly what he had wanted to happen.
- \_\_\_\_\_ 7. Quickly he ran to the fence, the horses had escaped during the night.
- \_\_\_\_\_ 8. In the middle of the night, as the howling increased, the children shivering in their beds.
- \_\_\_\_\_ 9. Do you want the fish, or would you rather have one of the pasta dishes?
- \_\_\_\_\_ 10. The telephone number to call in the event of an emergency.
- \_\_\_\_\_ 11. Holding the old book under a strong light, she could see some faint writing.
- \_\_\_\_\_ 12. Before we paint, we have a lot of preparation to do, we will have to remove all the books from the shelves.
- \_\_\_\_\_ 13. Don't forget to buy some dropcloths at the hardware store!
- \_\_\_\_\_ 14. All the dry ingredients, including flour, sugar, salt, baking powder, and baking soda.
- \_\_\_\_\_ 15. Let the bread dough rise for an hour, form it into loaves.
- \_\_\_\_\_ 16. Do you think you will enjoy either rock climbing or caving?
- \_\_\_\_\_ 17. Whether we will meet them at the theater or give them a ride in our car.
- \_\_\_\_\_ 18. When his mother returned from her errands, he borrowed the car.
- \_\_\_\_\_ 19. The accident, although frightening, was not bad, no one was hurt.
- \_\_\_\_\_ 20. We were too tired to eat much dinner, we went straight to sleep.

## Subject-Verb Agreement A

**EXERCISE A** In each of the following sentences, underline the verb in parentheses that agrees in number with its subject.

**Example 1.** Either Corinna or Michael (has, have) a slide projector.

1. One of these dogs (*is, are*) not very well trained.
2. Every hallway in our school (*look, looks*) different.
3. Neither Chris nor his brother Carl (*play, plays*) football.
4. Unfortunately, the bouquet of flowers (*have, has*) wilted already.
5. Although my brother and I (*are, is*) the same age, he is taller than I am.
6. (*Do, Does*) the lights in this room seem dim to you?
7. Our cats and our dog (*sleeps, sleep*) on the same blanket.
8. All of the colors in that painting (*appear, appears*) muted to me.
9. Everyone checked out a novel; none of the biographies (*were, was*) chosen.
10. (*Are, Is*) forty-two or forty-three the correct answer?

**EXERCISE B** In each of the following sentences, cross out any verb that does not agree with its subject and write the correct form of the verb above the incorrect form. If the sentence is correct, write C after it.

**Example 1.** Either a mouse or some moths <sup>have</sup>~~has~~ eaten a hole in my favorite jacket.

11. My brother, along with his friends Neil and Mick, play clarinet in the band.
12. Not a single one of the eggs in the carton were broken.
13. If the choir practice three more times this week, the concert will go smoothly.
14. Haven't Nathan or Christina turned in the paper yet?
15. The coaches for the team hasn't made a decision about the starting lineup.
16. Flour, along with a little yeast, olive oil, water, and salt, is the main ingredient in pizza dough.
17. Either ice-skating or sledding are fun on a cold winter's day.
18. In that classroom, neither the door nor the windows open easily.
19. A horse and wagon were the only mode of transportation at that time.
20. Either my grandmother or my mother's sisters cooks the holiday dinner.

## Subject-Verb Agreement B

**EXERCISE A** In each of the following sentences, decide whether the underlined verb agrees in number with its subject. If the verb form is incorrect, write the correct form above it. If the verb is correct, write C above it.

**Example 1.** Each of us <sup>has</sup> have brought lunch from home today.

1. The reflection of the moon on the waves is beautiful.
2. She occasionally eat chicken, but fish is her favorite choice.
3. Neither my science class nor my math class have difficult homework.
4. Has either of you boys written to your grandfather lately?
5. Both my brother and Frank, his best friend since the first grade, thinks that movie is great.
6. Does Al and his teammates expect to win the game tomorrow?
7. Justine, along with Katie and Rose, go to the same camp every summer.
8. Some pieces of the jigsaw puzzle was missing.
9. Randall and Maria, his sister, are certainly the fastest runners in the school.
10. In addition to a pencil, graph paper, and a ruler, what else are needed for this problem?

**EXERCISE B** In each of the following sentences, circle the subject of the underlined verb. Then, if the verb does not agree in number with its subject, write the correct form of the verb above the incorrect form. If the verb already agrees with its subject, write C above it.

**Example 1.** The teacher is concerned because no one in the class <sup>has</sup> have studied.

11. Do everyone in the class understand the material?
12. Several of the students have asked for additional help.
13. Either Oscar's father or one of his uncles have offered to drive us to the movies.
14. The band play when the team runs onto the field.
15. The most interesting exhibit in that museum are the rocks and minerals.
16. Sam agreed that the rocks and minerals was really fascinating.
17. Where will you go to school when your family move?
18. She won't be able to join us unless someone give her a ride.
19. I think you've made a mistake; fifty-seven cents is the wrong change.
20. He couldn't wear the suit because the pants was too short.

## Compound Sentences

**7b.** A *compound sentence* contains two or more independent clauses and no subordinate clauses.

The clauses of a compound sentence may be joined by

- a comma and a coordinating conjunction (*and, but, for, nor, or, so, or yet*)
- a semicolon
- a semicolon, a conjunctive adverb, and a comma

EXAMPLES <sup>S</sup> <sup>V</sup> **Luisa Ortega is in my English class,** <sup>S</sup> <sup>V</sup> **and we have become good friends this year.**

<sup>S</sup> <sup>V</sup> **Recently, the Ortegas invited me to a campground for the weekend;** <sup>S</sup> **I eagerly**  
<sup>V</sup> **accepted the invitation.**

<sup>S</sup> <sup>V</sup> **The family brought along a large tent;** <sup>S</sup> <sup>V</sup> **however, they did not use it for sleeping.**

**EXERCISE** Underline the independent clauses in each of the following sentences. Then, write *S* above each subject and *V* above each verb.

**Example 1.** <sup>S</sup> <sup>V</sup> The Ortegas put their sleeping bags out under the stars, <sup>S</sup> <sup>V</sup> but I preferred the tent.

1. I fear all kinds of wild creatures, but the family very kindly did not tease me about my apprehensions.
2. The family's black Labrador retriever evidently shared my fears, for he joined me in the tent.
3. In the middle of the night, I awoke to a strange sound; I immediately became frightened.
4. I was alone in the tent, for the dog had left.
5. Suddenly, the dog bounded into the tent, and within seconds the tent collapsed on top of us both!
6. The noise awoke the others, and I felt embarrassed!
7. Luisa crawled out of her sleeping bag, and together we pitched the tent again.
8. Then, Luisa returned to her sleeping bag, and I lay down on my cot in the tent.
9. Later that night, it rained, so the Ortegas ran to the tent.
10. I, along with the dog, remained dry; however, the Ortegas, in their scramble to the tent, were drenched!

## Complex Sentences

**7c.** A *complex sentence* contains one independent clause and at least one subordinate clause.

**EXAMPLE** Even though <sup>S V</sup> it was a gray, rainy day, <sup>S V</sup> Pilar looked forward to her walk in the park.

**INDEPENDENT CLAUSE** Pilar looked forward to her walk in the park

**SUBORDINATE CLAUSE** Even though it was a gray, rainy day

**EXERCISE** In each of the following sentences, draw one line under the independent clause and two lines under each subordinate clause. Then, write *S* above each subject and *V* above each verb.

**Example 1.** At the park, Pilar fed the ducks and swans, which quickly swam toward her.

- Pilar looked for tiny fish and snails where the pond was shallow.
- As she watched the fish and snails, she thought about a career in marine biology.
- Her career plans had been all that she could think about since the Science Club took a field trip to a well-known oceanographic center.
- Because the center was on a quiet shoreline, the scientists could study hundreds of forms of marine life.
- Some students who had gone to the center last year had snorkeled around the tide pools.
- Pilar became interested in Scripps Institution of Oceanography, which is a well-known oceanographic institute in San Diego, California.
- Because her school computer had Internet access, Pilar could learn more about Scripps and marine biology.
- First, she learned about research ships and their equipment when she looked at the Scripps Web site.
- After she read an interview with a marine biologist, Pilar felt confident that marine biology was the career for her.
- From the interview she learned that a marine biologist should have a good education, care about the environment, and enjoy travel.

## The Conjunction A

**3d.** A **conjunction** is a word used to join words or groups of words.

*Coordinating conjunctions*—*and, but, for, nor, or, so, and yet*—join words or groups of words that are used in the same way.

**EXAMPLE** Would you rather have shrimp **or** salmon for dinner?

*Correlative conjunctions* are pairs of conjunctions that join words or word groups that are used in the same way. The correlative conjunctions are *both . . . and, either . . . or, neither . . . nor, not only . . . but also,* and *whether . . . or.*

**EXAMPLE** **Both** Zina **and** Jada can play the mandolin.

**EXERCISE A** Underline the coordinating conjunction in each of the following sentences.

**Example 1.** The river flows through several states and empties into the Gulf of Mexico.

1. She didn't stay up too late, nor did she watch too much television.
2. The sun had risen, yet it was still too foggy to drive.
3. Arguments soon broke out, for the players had not agreed upon the rules beforehand.
4. The baby cried, so her mother comforted her.
5. Will you be taking the bus or riding your bike?
6. Terri picked the basketball, and Nikki picked the football.
7. I wanted to see the previews, but the movie had already started.
8. Rocco didn't think the joke was funny, yet he pretended to laugh.
9. He lifted the vase carefully, for he didn't want to break it.
10. Karin ordered a salad and a baked potato.

**EXERCISE B** For each of the following sentences, underline the correlative conjunctions.

**Example 1.** The child wanted neither food nor water.

11. They took vacations not only in July, but also in December.
12. She will neither take a cab nor ride the bus.
13. The team couldn't decide whether to practice more or take a break.
14. Both the team captain and the coach thought that the competition went well.
15. We will see either the new French film or the popular German film.

## The Conjunction B

**3d.** A **conjunction** is a word used to join words or groups of words.

*Coordinating conjunctions*—*and, but, for, nor, or, so, and yet*—join words or groups of words that are used in the same way.

**EXAMPLE** Birthdays **and** wedding anniversaries are among the events we celebrate.

*Correlative conjunctions* are pairs of conjunctions that join words or word groups that are used in the same way. The correlative conjunctions are *both . . . and, either . . . or, neither . . . nor, not only . . . but also, and whether . . . or*.

**EXAMPLE** Their family celebrates **not only** birthdays **but also** name days.

**EXERCISE A** Circle the coordinating conjunction in each of the following sentences. Then, underline the words or word groups that the conjunction joins.

**Example 1.** All around the world people hold parties, **and** they have festive celebrations.

- Many African American families celebrate Juneteenth and Kwanzaa.
- At an African coming-of-age party, there are music and dancing.
- At a Jewish bar mitzvah or bat mitzvah, there is prayer.
- At a Polish or Mexican wedding, the bride collects money during a special dance.
- For some, weddings are held in houses of worship, for they are religious ceremonies.
- Some wedding ceremonies are not religious, so they are held at home.
- Nearly all people welcome the new year, yet not everyone celebrates it on January 1.
- New Year's Day is the same date each year in Sweden, but it falls on different dates in Vietnam.
- The Chinese celebrate January 1 and their lunar new year.
- Name a holiday or festival that is important to your family.

**EXERCISE B** Circle the correlative conjunctions in each of the following sentences. Then, underline the words or word groups that the conjunctions join.

**Example 1.** Unique species of **both** plants **and** animals exist in rain forests.

- Not only parrots but also hornbills can be seen in some rain forests.
- Both eagles and monkeys live in rain forests, too.
- Either people take steps to save the rain forests now, or these habitats will be lost.
- The question is not whether the rich nations or the poor ones are at fault.
- Neither one group nor another is solely to blame for the destruction of the rain forests.

## Action Verbs

An *action verb* is a verb that expresses either physical or mental activity.

**EXAMPLES** Carlos  **painted**  this picture from a snapshot he  **had taken** . [physical activities]  
His friends  **think**  that he  **should consider**  a career in art. [mental activities]

**EXERCISE A** In each of the following sentences, underline the action verb.

**Example 1.** The tourists visited the large wildlife preserve.

1. Dmitri liked the cougar exhibit at the wildlife preserve.
2. A rescue team found two young cougars in the mountains.
3. The team treated the cougars for injuries.
4. They brought the young cougars to the wildlife preserve.
5. The wildlife preserve staff members raised the cougars to adulthood.
6. They named the cougars Wolfgang and Julianna.
7. Next year the wildlife preserve will provide mates for the brother and sister pair.
8. The cougars enjoy healthy lives with good care.
9. Dmitri took a few photographs of the magnificent cats.
10. Months later, Dmitri often remembered the cougar pair.

**EXERCISE B** On the line provided, write an appropriate action verb to complete each sentence.

**Example 1.** Kim \_\_\_\_\_ *mowed* \_\_\_\_\_ the lawn to earn her allowance.

11. Steve \_\_\_\_\_ the new song on the radio.
12. A runner from Nigeria \_\_\_\_\_ the marathon this weekend.
13. Neither of the boys \_\_\_\_\_ the answer to the question.
14. The secretary \_\_\_\_\_ a bag lunch to work.
15. Another meteor \_\_\_\_\_ across the sky.

## Linking Verbs

A *linking verb* connects the subject to a word or word group that identifies or describes the subject. The noun, pronoun, or adjective that is connected to the subject by a linking verb completes the meaning of the verb.

**EXAMPLES** Judy Blume **is** a writer. [Judy Blume = writer]

Her books **remain** popular among young readers. [popular books]

Some verbs may be used as linking verbs or as action verbs.

**LINKING** The room **smelled** smoky.

**ACTION** We **smelled** smoke in the room.

**EXERCISE A** In each of the following sentences, draw one line under the linking verb and two lines under the words that the verb connects.

**Example 1.** The pilot remained calm.

1. Beryl Markham was a famous pilot.
2. She stayed alert on many difficult and long flights.
3. Her accomplishments seem remarkable to many people.
4. Markham became the first woman to fly nonstop from England to America.
5. The task was difficult because of strong opposing winds.
6. A new club in 1929 was the Ninety-Nines.
7. Ninety-nine was the number of its original members.
8. Members were female pilots only.
9. The club remains active today.
10. Female pilots are more common now than many years ago.

**EXERCISE B** In each of the following sentences, identify the underlined verb by writing above it *LV* for *linking verb* or *AV* for *action verb*.

**Examples** 1. Mr. Singh <sup>AV</sup> looked in the cabinet for a serving dish.

2. The vegetable curry <sup>LV</sup> looked tasty.

11. Mr. Singh tasted the vegetable curry.
12. The stew tasted deliciously spicy.
13. Mr. Singh grew many of the vegetables in his backyard.
14. He grew fond of curry dishes when he lived in India.
15. Mr. Singh's recipe for vegetable curry remains his secret.

## Helping Verbs and Main Verbs

A *helping verb* helps the *main verb* express action or a state of being. Together, a main verb and at least one helping verb (also called an *auxiliary verb*) make up a *verb phrase*.

**EXAMPLES** I **have read** many of Ernesto Galarza's poems.

**Have you read** any of his poems?

**EXERCISE** In each of the following sentences, draw one line under the helping verb(s) and two lines under the main verb.

**Example 1.** Ernesto Galarza was born in Mexico.

1. When did the Galarza family move to Sacramento, California?
2. Other Mexican families had also immigrated to the United States.
3. Many of them had come to the United States for economic reasons.
4. In what year did Galarza publish his first book?
5. Many people have been enjoying his works for years.
6. Many are reading his works in the original Spanish.
7. Galarza has written about the struggles of farmworkers.
8. You have probably read some of his poetry.
9. Did you read the poetry in Spanish or in English?
10. You may like his poem about Mother Nature.
11. It is translated as "Copy from an Old Master."
12. Most young readers do enjoy his poem about the traffic light.
13. Will we be reading any of his poems in class this year?
14. Your teacher may recommend his book *Short Poems for Youngsters*.
15. This collection was published in 1971.
16. You will learn valuable lessons from these poems.
17. Galarza has been called the Father Goose of Mexican children.
18. Which poem should we read first?
19. Galarza's autobiographical work is titled *Barrio Boy*.
20. Does your literature book contain excerpts from *Barrio Boy*?

## Transitive and Intransitive Verbs

A *transitive verb* is a verb that expresses an action directed toward a person, place, thing, or idea. Words that receive the action of transitive verbs are called *objects*. An *intransitive verb* expresses action (or tells something about the subject) without the action passing to a receiver.

**TRANSITIVE** She **began** her speech. [The object of the transitive verb *began* is *speech*.]

**INTRANSITIVE** The train **arrived** on time.

A verb may be transitive in one sentence and intransitive in another.

**TRANSITIVE** Marcia **sings** two solos in the play. [The object is *solos*.]

**INTRANSITIVE** Marcia **sings** in the school's chorus. [no object]

**EXERCISE** In each of the following sentences, identify the underlined verb by writing above it *TR* for *transitive* or *IN* for *intransitive*. Then, for each transitive verb, circle its object.

**Example 1.** No one in the accident <sup>TR</sup> suffered any injuries.

1. My watch stopped at 8:22.
2. Marguerite called a meeting on Wednesday.
3. The trainer slowly walked toward the tiger.
4. The trainer slowly approached the tiger.
5. Bradley and Chloe successfully flew the box kite.
6. During winter break we traveled to Orlando, Florida.
7. By the time we arrived, the concert had already begun.
8. By the time we arrived, the band had already begun the concert.
9. After a few minutes, the teakettle whistled.
10. Yolanda whistled a tune from the early 1990s.
11. The family gave its fair share to the charity.
12. The family gave generously to the charity.
13. For a long while the tree did not grow.
14. Did Marvin grow a mustache?
15. Some of the guests left early.
16. Some of the guests left the party early.
17. The nation's economy has improved in recent years.
18. What has improved the nation's economy?
19. Franklin Roosevelt served as President of the United States for more than twelve years.
20. President Franklin Roosevelt served more terms than any other President.

## Classifying Sentences by Purpose B

- 1h.** A *declarative sentence* makes a statement and ends with a period.
- 1i.** An *imperative sentence* gives a command or makes a request.
- 1j.** An *interrogative sentence* asks a question and ends with a question mark.
- 1k.** An *exclamatory sentence* shows excitement or strong feeling and ends with an exclamation point.

**DECLARATIVE** One of my hobbies is stargazing.

**IMPERATIVE** Please look through this telescope.

**IMPERATIVE** Look now!

**INTERROGATIVE** Do all stars give off light?

**EXCLAMATORY** How magnificent the sky looks tonight!

**EXERCISE A** Classify each of the following sentences by purpose. On the line provided, write *DEC* for *declarative*, *IMP* for *imperative*, *INT* for *interrogative*, or *EXC* for *exclamatory*.

**Example** INT 1. Did you go to the concert?

- \_\_\_\_\_ 1. The orchestra played magnificent Argentine tango music.
- \_\_\_\_\_ 2. Did you hear the violin solos?
- \_\_\_\_\_ 3. What an amazing arrangement that was!
- \_\_\_\_\_ 4. Please find out who the composer is.
- \_\_\_\_\_ 5. The composer's name is Diego Sanchez.

**EXERCISE B** Classify each of the following sentences by purpose. On the line provided, write *DEC* for *declarative*, *IMP* for *imperative*, *INT* for *interrogative*, or *EXC* for *exclamatory*. Then, write an appropriate end mark at the end of each sentence.

**Example** EXC 1. What a lovely tune that was !

- \_\_\_\_\_ 6. Have you ever heard this type of music before
- \_\_\_\_\_ 7. The cello contributed to the haunting and beautiful melody
- \_\_\_\_\_ 8. Did you notice how the accordion blends perfectly with the violins
- \_\_\_\_\_ 9. The compositions are brilliantly designed to showcase each instrument
- \_\_\_\_\_ 10. What a talented composer we have discovered

## Adjectives and Articles

**2p.** An *adjective* is a word used to modify a noun or a pronoun.

An adjective modifies a word by telling *what kind, which one, how much, or how many*.

**EXAMPLES** Mr. Cruz collects **Egyptian** art. [What kind of art?]

Sara won **first** prize. [Which prize?]

Do you have **enough** money for the tickets? [How much money?]

Our computer club has **fifty-seven** members. [How many members?]

An adjective may come before or after the word it modifies.

**EXAMPLES** The **soccer** players, **confident** and **enthusiastic**, were **ready** to begin the game.

The most frequently used adjectives are the *articles* *a*, *an*, and *the*.

**EXERCISE A** In each sentence below, underline all of the adjectives, including the articles *a*, *an*, and *the*.

**Example 1.** Jenny Lind was a popular Swedish singer with a beautiful voice.

- Jenny Lind starred in several operas and gained great renown in European cities.
- At the absolute height of a brilliant career, she stopped performing in operas.
- In 1849, the talented diva gave up an operatic career and began planning a concert tour.
- From 1850 to 1851, Lind gave ninety-three concerts for the American public.
- This extraordinary performer delighted audiences for fifty-three years.

**EXERCISE B** In each of the following sentences, underline all the adjectives except the articles *a*, *an*, and *the*. Then, draw an arrow from each adjective to the word it modifies.

**Example 1.** President Thomas Jefferson gave two American explorers a difficult assignment.

- These bold explorers were Meriwether Lewis and William Clark.
- They were to explore the uncharted, western lands.
- The long and arduous expedition began in St. Louis, Missouri, in 1804.
- They made their winter camp in what is now North Dakota.
- During that winter a Shoshone woman, Sacagawea, joined the expedition.
- Her name translates into the English language as "Bird Woman."
- Sacagawea and her husband, a French-Canadian trader, accompanied the explorers through a large portion of the West.
- As an interpreter of native languages, Sacagawea was helpful to the expedition.
- The group, daring and resourceful, surmounted many obstacles.
- The two-year journey was successful.

## Proper Adjectives

Unlike a common adjective, a *proper adjective* is formed from a proper noun and begins with a capital letter.

**EXAMPLES** Does **every** play by William Shakespeare have **five** acts? [common adjectives]  
Does every **Shakespearean** play have five acts? [proper adjective]

**EXERCISE** In the following sentences, underline each proper adjective once and underline twice the word it modifies.

**Example 1.** Mark Twain is one of the most popular American authors.

1. I have a CD of the singer Frank Sinatra performing Cole Porter songs.
2. The French novelist Jules Verne predicted such inventions as the submarine and the television.
3. A Norwegian expedition reached the South Pole a month before a British expedition arrived.
4. Akira Kurosawa, the Japanese filmmaker, directed many entertaining films.
5. Today, the prime minister issued a statement about the Northern Ireland peace talks.
6. I really enjoy the Spanish dish paella; my sister prefers the North African dish couscous.
7. I enjoy Georgia peaches almost as much as I like Michigan cherries.
8. Giuseppe Verdi, the composer of *Rigoletto*, was one of the leading figures of Italian opera.
9. Did you know that Mordecai Richler, who is a novelist, is Canadian?
10. The most famous British rock-and-roll songwriters may be John Lennon and Paul McCartney.
11. Candy skulls are a tradition during the Mexican holiday called the Day of the Dead.
12. My father, who likes spicy food, enjoys eating Indian curry and Thai green curry.
13. Ms. Henderson prefers Chinese food over Vietnamese cuisine.
14. Grandmother Adams was born during the Roosevelt administration.
15. The Inca ruins at Machu Picchu are located high in the Peruvian Andes.
16. Cassie will study Italian architecture at the University of Washington next semester.
17. Nicola's favorite restaurant in New Orleans often has Cajun music.
18. Uncle Shawn is bringing his specialty, chicken Caesar salad, to the picnic.
19. Joel's mother told us that the college years pass by in a New York minute.
20. What is Reverend Bowman's opinion of this Biblical passage?

## Adverbs and the Words They Modify

**3b.** An **adverb** is a word that modifies a verb, an adjective, or another adverb.

An adverb tells *where, when, how, or to what extent (how much or how long)*.

**EXAMPLES** **Soon** many birds will be flying **south** for the winter. [The adverb *soon*, telling *when*, and the adverb *south*, telling *where*, modify the verb *will be flying*.]

Amelia appears **thoroughly** confident on the stage. [The adverb *thoroughly*, telling *to what extent*, modifies the adjective *confident*.]

Luis left the room **quite suddenly**. [The adverb *quite*, telling *to what extent*, modifies the adverb *suddenly*. *Suddenly*, telling *how*, modifies the verb *left*.]

**EXERCISE** Circle the adverbs in the following sentences. Then, draw an arrow from each adverb to the word it modifies.

**Example 1.** In the Arctic Circle, the cold winds can cut very quickly to the bone.

1. Only lichens and a few other hardy plants can actually grow in the Arctic Circle.
2. Lichens can be easily seen in a light dusting of snow.
3. Sometimes caribou feed on the lichens.
4. Would wolves be closely following the caribou?
5. Most people never experience the harsh environment of the tundra.
6. Is the blimp somewhat risky for passenger travel?
7. Thuan really liked the airships.
8. Airships are an extremely effective means of advertising.
9. They float magically among the clouds.
10. Current designs seem much safer than those of the past.
11. The submarine descended rather slowly.
12. No bird flies more swiftly than the peregrine falcon.
13. Janine's unusual invention works quite effectively.
14. For a beginner, Eugene plays chess extraordinarily well.
15. The team is playing much better.
16. The qualifying exam for a pilot's license is extremely difficult.
17. The song ended rather abruptly, I thought.
18. Turn left at the stop sign and proceed slowly.
19. If you come early to the concert, you can easily find a seat.
20. Amin took the news calmly.

## The Preposition

**3c.** A **preposition** is a word that shows the relationship of a noun or pronoun, called the **object of the preposition**, to another word.

A preposition that consists of more than one word is called a **compound preposition**.

**EXAMPLES** The leader **of** the scout troop led the scouts **out of** the woods. [*Troop* is the object of the preposition *of*, and *woods* is the object of the compound preposition *out of*.]

**EXERCISE A** Underline the prepositions in the following sentences.

**Example 1.** Before the hike, the scouts checked the supplies in their backpacks.

- The scout troop went on a hike.
- They climbed to the top of Mount Milligan.
- The climb up the mountain was long and difficult.
- They crossed over a stream and under fallen trees.
- During the hike a few scouts went off the trail.
- Boulders had fallen on the trail from a cliff.
- They went either around the fallen rocks or between them.
- There is a great deal of wildlife on the ground and under the brush.
- On account of snakes, hikers should stay on the trail at all times.
- The climb down the mountain took them in front of the lodge.

**EXERCISE B** Underline the compound preposition in each of the following sentences. Then, circle the object of the preposition.

**Example 1.** Lars and I decided to go to the library instead of the bookstore.

- We found the biographies next to the mysteries.
- The seasonal books were in front of them.
- According to Mr. Wu, some books were not seasonal.
- They were there because of a space problem.
- I borrowed the Sue Grafton mystery in spite of its torn cover.
- A bird book was the only book I liked aside from that.
- I did not check out the World Series history on account of Lars.
- Lars checked out that sports book along with a poetry collection.
- As of last Friday, I had read ten books this month alone.
- I read Richard Peck's latest novel in addition to Barbara Kingsolver's first book.

## Pronouns and Antecedents

**2h.** A **pronoun** is a word used in place of one or more nouns or pronouns.

The word that a pronoun stands for is called its *antecedent*.

**EXAMPLE** **Arlon** wanted snapshots, but **he** did not have **his** camera handy. [The pronouns *he* and *his* refer to the antecedent *Arlon*.]

Sometimes a pronoun's antecedent is not stated.

**EXAMPLE** The teacher asked **everyone** to bring in art supplies for the project. [The pronoun *everyone* has no stated antecedent.]

**EXERCISE** For each of the following sentences, identify each pronoun and its antecedent. Underline every pronoun once and its antecedent twice. Some of the pronouns do not have stated antecedents. If a pronoun has no stated antecedent, write *NSA* above the pronoun.

**Example 1.** Parker brought her tap shoes to the party, but she did not dance.

1. The gazelles came down to the stream, but they did not drink.
2. Dean and Jim decided to pool their resources and buy a video camera.
3. Debra set up an easel and a palette, and then she began to paint.
4. Don't play the piano; it needs tuning.
5. Are you going to the library?
6. After seeing three more movies, Paula decided that she liked that actor after all.
7. The crowd lifted their voices in song as the team took the field.
8. Somebody answer the phone, please.
9. Mariella posted a Stephen Crane poem on her Web site.
10. George told Mary that he would love to see the film.
11. On his trip to India, Steve Decker was attacked by a cow.
12. Sandrine signed her name inside the book's front cover.
13. No one knew who brought the banana bread to the potluck dinner.
14. Carla called out, "The red bass guitar is mine!"
15. The day Dave didn't use his sunblock, he got badly sunburned.
16. "See that painting on the far wall? Jane knows the woman who painted it."
17. As the cattle came through the gate, some headed for the barn, but most stayed in the yard.
18. If Randy wants the pen, why doesn't Brad buy it?
19. Steve invited us to his house to watch his favorite show on television.
20. I bought fresh flowers yesterday; aren't they beautiful?

## Pronoun-Antecedent Agreement A

**EXERCISE A** In each of the following sentences, circle the antecedent of the pronoun in parentheses. Then, underline the pronoun in parentheses that agrees with the antecedent.

**Example 1.** Every child should wear (*their, his or her*) hat outside today.

1. One of my brothers has forgotten (*their, his*) hat and gloves.
2. The questionnaire asked the public (*their, its*) opinions about the candidates.
3. My family is from Sioux Falls, South Dakota; can you find (*them, it*) on a map?
4. One of the birds had broken (*its, his*) wing.
5. If anyone is interested in chess, (*they, he or she*) is welcome to join our club.
6. Van, Matthew, and Erik woke up early on the morning of (*his, their*) big exam.
7. I've lost my sunglasses again; do you know where I left (*them, it*)?
8. He used blackstrap molasses because of (*its, their*) high vitamin content.
9. My sister is taking economics this semester because her degree program requires (*them, it*).
10. Someone on the girls' basketball team spilled spaghetti sauce on (*themselves, herself*).

**EXERCISE B** In each of the following sentences, cross out any pronoun that does not agree with its antecedent. Then, write the correct pronoun above it. If the sentence is correct, write C after it.

**Example 1.** I didn't take gymnastics because <sup>it</sup> ~~they~~ was offered at the same time as earth science was.

11. *Ad astra per aspera* is the motto of Kansas; it means "to the stars through hardships."
12. Many people are familiar with E. E. Cummings's poetry because of their unusual punctuation and capitalization.
13. Denise and Emil were not happy about his and her grades on the essay test.
14. His mother bought him some nice slacks, but he refused to wear it to the awards banquet.
15. The strength of the United States lies in their people.
16. Measure three tablespoons of milk and add them to the mixture.
17. Neither of the girls remembered to bring their notebook to class.
18. The islands that make up the state of Hawaii are well known for their natural beauty.
19. I didn't watch the news last night because I fell asleep before they came on.
20. Thomas and Clive, you should congratulate yourself for a job well done.

## Pronoun-Antecedent Agreement B

**EXERCISE** In each of the following sentences, circle the antecedent of the pronoun in parentheses. Then, underline the pronoun in parentheses that agrees with the antecedent.

**Example 1.** Until she studied (*them, it*), she thought she didn't like physics.

1. Each of the horses is stabled in (*their, its*) own stall.
2. Max, who wanted to go to the mountains, will not be able to borrow (*their, his*) father's car this weekend.
3. If your binoculars are more powerful than mine are, please let me use (*it, them*).
4. Everyone who plans to go to the concerts should bring five dollars for (*their, his or her*) ticket.
5. The team does warm-up exercises for fifteen minutes before each of (*its, their*) games.
6. I don't believe that either Simone or Mary colors (*their, her*) hair.
7. One of the paperback books is missing some of (*their, its*) pages.
8. The crowd showed (*their, its*) appreciation by cheering and clapping.
9. Ask Ana or Maria what (*her, their*) middle name is.
10. Both Ivan and Zeke agree (*his, their*) biology exam was harder than they thought it would be.
11. You can locate a country or a city in the atlas by looking in (*their, its*) index.
12. Neither Carlos nor Ulises likes to buy (*their, his*) lunch in the cafeteria.
13. The cat picked up (*its, his or her*) kittens, one by one, and carried them to the basket.
14. Anyone who is interested in photography should give Mr. Knight (*their, his or her*) name.
15. My mother and father went out to dinner on (*his and her, their*) anniversary.
16. Some of the apples are rotten, aren't (*it, they*)?
17. Everyone in this room needs to remind (*themselves, himself or herself*) about the need for silence during the test.
18. Do you know of anyone who lost (*their, his or her*) wallet on the bus?
19. Some of my friends like to do (*his or her, their*) science projects at the last minute, but I can't work that way.
20. Sometimes we work together on a problem in class, but this time each of us has to get the answer by (*ourselves, himself or herself*).

## The Interjection

**3e.** An *interjection* is a word used to express emotion.

An interjection has no grammatical relation to other words in the sentence. Usually an interjection is followed by an exclamation point. Sometimes an interjection is set off by a comma or commas.

**EXAMPLES** **Hey!** Did you see those deer?

**Well,** we played hard and did our best.

We could, **oh,** have a picnic.

**EXERCISE A** Underline the interjection in each of the following sentences.

**Example 1.** Wow! That movie was outstanding!

1. Ah, now I understand what to do.
2. Ouch! Another mosquito bit me.
3. Oh! What beautiful flowers those are!
4. Hey, we need to get ready, or we will be late.
5. Excellent! Let's go right away.
6. I like playing this computer game, but, gee, it is complicated.
7. Ugh! I should have caught that ball.
8. The team finally won a game. Hooray!
9. Well, Guido, what did you learn from the field trip to the aquarium?
10. What a spectacular fireworks display that was! Wow!

**EXERCISE B** In the blank provided in each of the following sentences, write an appropriate interjection and mark(s) of punctuation.

**Example 1.** Whew! I am tired.

11. \_\_\_\_\_ Let's go to the park.
12. \_\_\_\_\_ That is an excellent idea!
13. I should practice \_\_\_\_\_ for at least another hour.
14. \_\_\_\_\_ I forgot to return those library books.
15. What a cold day it is! \_\_\_\_\_

## All Marks of Punctuation Review

**EXERCISE** Revise the following letter, inserting necessary end marks, commas, semicolons, colons, apostrophes, hyphens, dashes, parentheses, and quotation marks. Underline any words that should be italicized.

**Example [1]** Raul's letter of application for the internship was mailed on Friday, April 12.

[1] 211 South Thirty fifth St

[2] Northumberland KS 52333

[3] April 11 2001

[4] Dr Wilma B Porter

Northumberland Public Library

[5] 557 North Main Ave

Northumberland, KS 52335

[6] Dear Dr Porter

[7] When I was at the library last week I saw a flyer advertising library internships for students

[8] The school librarian Mr Dan Simpson encouraged me to apply

[9] I have worked in our schools library for three years now since I began sixth grade [10] In our library I reshelve books straighten shelves and help students locate books [11] Mr Simpson says that I am a dependable responsible and good natured worker

[12] Of course I am also an avid reader some weeks I read as many as ten books and have had a library card for ten years [13] Some of my favorite books are the following The Adventures of Tom Sawyer and any other book by Mark Twain C S Lewiss Chronicles of Narnia especially The Magicians Nephew and anything by Isaac Asimov

[14] During the summer I can work four hours a day from 10 00 A.M. to 2 00 P.M. [15] Will those hours be enough for an internship [16] My house is only a ten minute walk from the library so I will always be on time

[17] I hope you will consider me for an internship I would really like to work at the library.

[18] My application is enclosed and my telephone number is 555-5301 if you need additional information [19] Thank you for your help

[20] Sincerely

*Raul Cantutt*

## Comparative and Superlative Forms A

**EXERCISE** In each of the following sentences, underline the correct form of the adjective or adverb in parentheses.

**Example 1.** Both of my sisters are (*tallest, taller*) than I am.

1. Did you do (*better, gooder*) on the test than you expected?
2. The children walked (*farther, farthest*) today than they ever have before.
3. This is some of the (*interestingest, most interesting*) music I've ever heard.
4. I know I will follow directions (*most carefully, more carefully*) the next time.
5. Is the backyard (*shadier, more shadier*) than the front yard?
6. Of all the essays, his was by far the (*more impressive, most impressive*).
7. He didn't look well yesterday, but I hope he's feeling (*weller, better*) today.
8. Which one of the seven designs did you like (*better, best*)?
9. Everyone was (*happier, more happier*) when spring arrived at last.
10. She dances (*more gracefully, gracefuller*) than most dancers her age.
11. Tuesday was the (*worse, worst*) day I've had in a long, long time.
12. The Caesar salad Rick's mom made was the (*more tasty, tastiest*) I've ever eaten.
13. Which of these two dresses looks (*gooder, better*) on me?
14. That theater has the (*less expensive, least expensive*) tickets in the whole city.
15. The students finished this set of problems (*more quickly, more quicker*) than they had finished the previous set.
16. Which one of your dogs—Minnie or Moe—is (*most obedient, more obedient*)?
17. The final problem on the test took (*much, more*) time than any of the others.
18. We go to the park (*more often, often*) than we used to.
19. You put (*little, less*) turkey on this sandwich than you put on the other one.
20. I enjoyed that movie (*more, most*) than the other one we saw.

## Double Comparison and Double Negatives

**EXERCISE A** In each of the following sentences, draw a line through any unnecessary words or parts of words to correct a double comparison or double negative.

**Example 1.** We couldn't barely see over the heads of the people in front of us.

1. Cole is much more taller than his brother.
2. He can't never make up his mind.
3. Ten kilometers is the most farthest I've run at one time.
4. Without a doubt, that was the worstest movie I've ever seen.
5. The construction noise was so loud that she couldn't hardly hear the radio.
6. No, thank you, I don't want no rice or potatoes with my meal.
7. We don't never have enough time to finish our work in class.
8. I hope I wake up more earlier tomorrow than I did today.
9. Of all the birds in my yard, the cardinal is my most favorite.
10. She didn't have no money to pay for her ticket.

**EXERCISE B** On the line provided, rewrite each of the following sentences to correct the double comparison or double negative.

**Example 1.** We can't paint no more murals until this wall dries. We can't paint any more murals until this wall dries.

11. If you keep eating apples, there won't be no more to take on the trip. \_\_\_\_\_
12. Any band will perform more better with a little practice. \_\_\_\_\_
13. New Hampshire is much more smaller than Alaska. \_\_\_\_\_
14. There wasn't hardly anybody at the bus stop this morning. \_\_\_\_\_
15. The new principals don't allow nobody without a pass in the hallway. \_\_\_\_\_

## Standard Usage A

**EXERCISE A** For each of the following sentences, determine whether the underlined word or word group is correct according to standard, formal English usage. If the word or word group is not standard, formal usage, write the correct usage above it. If the word or word group is correct, write C above it.

**Example 1.** I learned some important lessons when I <sup>broke</sup> busted my wrist.

1. One morning I noticed a kitten setting high in a tree.
2. I should of gone on about my business.
3. Instead, I acted like the situation required emergency action.
4. Since I ain't afraid of heights, I grabbed our ladder.
5. That there kitten was clearly frightened as I approached.
6. I decided to try and stand on the top step of the ladder.
7. Them warning labels are there for a purpose.
8. Do you know how it feels to lay injured on the ground?
9. The kitten managed to climb down very well by itself.
10. Don't climb a ladder without you have someone to hold it steady.

**EXERCISE B** On the lines provided, rewrite each of the following sentences, correcting any errors in standard, formal English usage.

**Example 1.** My mother she don't like dirty shoes in the house. My mother doesn't like dirty shoes in the house.

11. How come I had to wait a hour for you? \_\_\_\_\_  
\_\_\_\_\_
12. When he wasn't excepted into the summer program, he was sort of embarrassed. \_\_\_\_\_  
\_\_\_\_\_
13. The reason I don't have a jacket is because I looked all over the house, but it was nowheres. \_\_\_\_\_  
\_\_\_\_\_
14. The teacher who use to learn us math moved to Milwaukee. \_\_\_\_\_  
\_\_\_\_\_
15. They were suppose to read the book theirselves and than kind of tell how it effected them. \_\_\_\_\_  
\_\_\_\_\_

## Standard Usage B

**EXERCISE A** For each of the following sentences, determine whether the underlined word or word group is correct according to standard, formal English usage. If the word or word group is not standard usage, write the correct usage above it. If the word or word group is correct, write C above it.

**Example 1.** <sup>Doesn't</sup> Don't she know that the bell rings at 8:00 A.M.?

1. I have less pairs of shoes than my sister has.
2. They had a private discussion between the three of themselves.
3. You hadn't ought to of left the windows open last night.
4. Please bring these books when you go to the library this afternoon.
5. Unfortunately, it's closed on Monday afternoons.
6. These kind of sweater is too warm for our climate.
7. He was real excited about the research project.
8. My aunt Nelda feels bad today.
9. Everyone accept Jerome is coming on the field trip.
10. Their wasn't any spaghetti left by the time I ate lunch.

**EXERCISE B** On the lines provided, rewrite each of the following sentences, correcting any errors in standard, formal English usage.

**Example 1.** I all ready know who's shoes them are. I already know whose shoes those are.

11. He dances real good, don't he? \_\_\_\_\_  
\_\_\_\_\_
12. We should of been able to find some seats together somewheres in the theater. \_\_\_\_\_  
\_\_\_\_\_
13. The reason you can't scarcely see through the windshield is because its covered with mud.  
\_\_\_\_\_
14. This here book has less pages then the one your reading. \_\_\_\_\_  
\_\_\_\_\_
15. He told me that he learned hissself to ride a bike when he was five years old. \_\_\_\_\_  
\_\_\_\_\_