



Good GRAMMAR



FOR REFERENCE PURPOSES ONLY

GOOD GRAMMAR

BY
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ANSWER KEY

1 GOOD GRAMMAR GLOSSARY 1

- A. 1. contraction 2. noun 3. pronoun
4. plural 5. singular 6. verb
7. homonym 8. possessive
- B. ACROSS: 3. possessive 6. contraction
7. plural 8. noun
DOWN: 1. homonyms 2. verb
4. singular 5. pronoun

2 HOMONYM HEADACHES: *there, they're, and their*

- A. 1. They're 2. their 3. they're, their
4. they're, their 5. there, their
6. there, their
- B. ~~They're~~ There go the hot shots into the forest! "Hot shots" are special teams of highly trained firefighters. ~~Their~~ They're called *hot shots* because ~~they're~~ their job is to attack the hottest parts of forest fires. ~~There~~ Their shovels, axes, and chainsaws are designed to clear the area of fuel. Hot shots create a "fire line" by scraping the ground to bare soil. ~~There~~ Their plan often includes setting new fires to remove fuel. In hard-to-reach areas, ~~they're~~ their greatest help may come from the air. Sometimes "smoke jumpers" parachute from planes to get ~~their~~ there. Pilots drop ~~there~~ their loads of chemicals to smother the flames.

3 HOMONYM HEADACHES: *who's/whose, it's/its, you're/your*

- A. Ralph and Luis always argue about who's better at everything. They talk about whose car is the fastest and who's the best baseball player.
- They work at a construction site where it's their job to clean up. When it's very hot outside, you might hear Luis say, "I love the heat. It's never too hot for me! But you, Ralph, you're a wimp!"
- "Look who's talking," Ralph will respond. "Half of your day is spent on rest breaks!"
- But everyone knows who's Ralph's best friend. It's Luis! At day's end, Luis is the one who's there to help Ralph finish a job. And Ralph's the guy whose friendship Luis can always trust!

- B. Answers will vary. Make sure student uses one of the homonyms specified—and uses it correctly.

4 THE PROOFREADER: Commonly Confused Homonyms

MERMAIDS

It's a popular belief that creatures called *mermaids* live beneath the sea. They're said to be lovely women whose bodies are half-human and half-fish. Legends tell of mermaids whose beauty attracts mortal men. The mermaids place a special cap on the men they capture. Its magical power allows the men to live the rest of their lives underwater.

If you think you're seeing a mermaid in the ocean, your eyes may be tricking you! Some say that seals, with their bright eyes and round heads, look a bit like humans. It's likely that you have spied a seal that's swimming far from shore.

THE MINOTAUR

This mythical beast has its origins in Greek mythology. The Minotaur, like the mermaid, is pictured as half-human. It has a man's body, but there's a bull's head on top. This beast belonged to evil King Minos, whose home was Crete. The Minotaur lived there in a maze. King Minos would trap young men and women in the maze. They could not find their way among its twisting passages!

There was one young warrior, however, whose fate was different. You're probably wondering how Theseus found his way out! The king's daughter loved Theseus. She gave him a magic thread. Its powers led him out of the maze.

5 EXCEPTIONAL ENGLISH: Unusual Plurals 1

- A. 1. boxes 5. men 9. children
2. feet 6. pans 10. bonuses
3. boots 7. cans 11. wolves
4. roots 8. booths 12. roofs
- B. Answers will vary. Make sure students use the correct plural forms in their sentences, as follows:
1. knives 3. gentlemen
2. bacteria 4. lives

ON YOUR OWN: Make sure students have correctly circled irregular plurals in the articles they select.

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6 EXCEPTIONAL ENGLISH: Unusual Plurals 2

- A.** CIRCLE: swine, moose, sheep, deer, news, headquarters
- B.** 1. moose 3. fish 5. Japanese
2. jeans 4. sheep, swine
- C.** Sentences will vary. Make sure students use the correct plural forms in their sentences, as follows:
1. Chinese 4. Swedes
2. Canadians 5. New Yorkers
3. Englishmen

7 KEEPING UP WITH THE JONESES: Plural Names

- A.** 1. *Simpsons* 5. Higginsons
2. Springfields 6. Henrys
3. Ricardos 7. Bushes
4. Mertzes 8. Georges
- B.** 2. Fredericks 4. Alexes 6. Riches
3. Tuesdays 5. Alonzos

ON YOUR OWN: Sentences will vary.
Possible answers:

1. There were two Adamses.
2. There were two Johnsons.
3. There were four Jameses.
(Some may say five, counting Jimmy Carter as a James.)
4. There were four Johns.

8 TRICKY PLURALS

- A.** 1. t's 2. 100's 3. l's 4. "well's" 5. 1930's
- B.** 1. first-graders 3. sisters-in-law
2. teacups 4. cupfuls
- C.** Sentences will vary. Make sure students use the correct plural forms in their sentences, as follows:
- grandfathers, grandmothers, great-uncles, great-grandfathers, great-grandmothers, mothers-in-law, half-brothers, half-sisters, teenagers, stepmothers, stepfathers, newborns

9 EXCEPTIONAL ENGLISH: Are Group Nouns Singular or Plural?

- A.** 1. crew enter 6. committee are
2. herd is 7. team is
3. herd are 8. crowd is
4. band is 9. Is choir
5. committee is 10. staff is
- B.** Sentences will vary. Make sure the group noun and verb agree in number.
- C.** Answers will vary. Make sure copied sentence does include a group noun and that the group noun has been underlined and the verb circled.

10 THE PROOFREADER: Plural Nouns

THE SKI LESSON

I live in "ski country." Nearly all the men, women, and children I know hit the slopes each winter. Not the Millers. Somehow, our family had never become skiers. In high school, I wanted to be one of the crowd. I signed up to take ski lessons for six Saturdays.

I arrived at the mountain via bus. Wearing borrowed ski pants (too tight!) and an old parka (too big!), I went to the equipment rental booths.

"I need boots," I told the fellow at the booth.

"Whoa! Those are some big feet!" he said, pinching my toe.

I set out wearing too-small boots and carrying rented skis and poles. Each painful step crunched on the snow. Some gentlemen and their wives pointed to the easy slope. I looked back at the white roofs of the lodge and restaurant. I wanted to be inside where it was warm. I wanted to remove those boots!

At the top of a small hill, my feet seemed to have grown roots. Knives of fear pierced my heart. If I fell, I could knock my teeth out!

"Come on, Joe," the instructor shouted. The children in the class cheered me on. (Did I mention I was ten years older than any of the other "snow bunnies"?)

"Are we Millers mice or men?" I asked myself. "We're men!" I shouted as I slid forward. A herd of oxen would have been more graceful! Quite a sight I was, plowing down that hill.

Near day's end, I returned to the lodge. After the icy mountains, I was warm at last! I checked my watch. There was time for one more run! Suddenly I realized I'd become hooked on the torture and joy of being on skis.

11 GOOD GRAMMAR WHEN "IF-ING" AND "WISHING"

- A.** 1. had 2. wouldn't have, had
3. hadn't, wouldn't have 4. hadn't
- B.** Check mark (✓) by 1, 3, 4, and 6
- C.** Corrected sentences:
1. I wish I had been home when Lauren called.
3. Don't you wish you had seen last night's ball game?
4. The Tigers would have won if the last shot had gone through the hoop.
6. If only I hadn't fallen asleep in the sun!

12 PARALLEL STRUCTURE 1: Matching Sentence Parts

A. 1. b 2. a 3. b 4. a 5. b 6. b 7. a

B. Sentences will vary. Probable answers:

1. *The Young, the Bold, and the Daring* is Carla's favorite daytime TV show.
2. When introducing yourself, tell your name, your age, and your occupation.
3. In the hot weather the babies cried, the children whined, and the adults argued.
4. Look for the puppy in the basement, under the deck, and at the neighbor's house.
5. On Saturdays I enjoy sleeping late, eating a big breakfast, and going for a long walk.

13 PARALLEL STRUCTURE 2: Making Comparisons Match

A. 1. a 2. a 3. b 4. a 5. b

B. 1. C 2. ✓ 3. ✓ 4. ✓
5. C 6. ✓ 7. C 8. ✓

C. Sentences will vary. Probable answers:

2. Riding my bike to the mall is faster than walking.
3. Seeing the film was not as exciting as reading the book.
4. Crossing 52nd Street is more dangerous than crossing Lincoln Avenue.
6. Health means more to me than wealth.
8. Calm discussions are better than angry arguments.

14 THE PROOFREADER: Parallel Sentence Parts

SNORKELING

Last summer, Marta took a journey into a new world. She went snorkeling in a cove on the California coast. At first Marta was hesitant, nervous, and felt scared. Her friend Jen, who'd snorkeled many times, tried to calm her.

"Can you hold your breath, float, and are you able to swim?" she asked. "If so, you can snorkel. First we'll rent gear," Jen explained. "It's cheaper to rent equipment than buying it."

Marta strapped on a face mask, snapped in a snorkel, and was pulling on swim fins. Walking in the fins was as hard as to dance a ballet in combat boots! Once in the water, Marta kicked, splashed, and was gliding gracefully.

Through her mask, Marta saw a

world that was beautiful, ever-changing, and fascinated her. She saw one fish that was round, yellow, and didn't act afraid. A big eel was ugly but a shy creature.

By day's end, Marta had a new favorite sport. "Snorkeling is more fun than to water-ski!" she exclaimed.

Probable sentence rewrites:

1. At first Marta was hesitant, nervous, and scared.
2. "Can you hold your breath, float, and swim?" she asked.
3. "It's cheaper to rent equipment than to buy it."
4. Marta strapped on a face mask, snapped in a snorkel, and pulled on swim fins.
5. Walking in the fins was as hard as ballet dancing in combat boots!
6. Once in the water, Marta kicked, splashed, and glided gracefully.
7. Through her mask, Marta saw a world that was beautiful, ever-changing, and fascinating.
8. She saw one fish that was round, yellow, and unafraid.
9. A big eel was ugly but shy.
10. "Snorkeling is more fun than water-skiing!" she exclaimed.

15 UNNECESSARY PRONOUNS

A. A check mark (✓) and words crossed out as follows:

1. ✓-Amie ~~she~~
2. ✓-Barney ~~he~~
4. ✓-teacher ~~she~~
5. ✓-Barney ~~he~~
7. ✓-kids ~~they~~
9. ✓-incident on the ice ~~it~~
10. ✓-Barney, Amie, and I ~~we~~

B. Fellow citizens of Middletown, I am Meg Miner, and I'm asking for your vote. Our city it is in trouble. The street sweepers they are on strike. The schools they are short of funds. As your new mayor, I will make things right. Mayor Rigler he has ignored problems. If elected again, he will let those problems grow. I will end the labor strike. I will encourage schools to use money wisely. When I am elected, Middletown it will be strong again. Families they will have confidence in their schools. Citizens they will have clean streets. Middletown will have the future it deserves. I say, "Make Meg Miner your mayor and make Middletown mighty!"

Probable sentence rewrites:

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1. Our city is in trouble.
2. The street sweepers are on strike.
3. The schools are short of funds.
4. Mayor Rigler has ignored problems.
5. When I am elected, Middletown will be strong again.
6. Families will have confidence in their schools.
7. Citizens will have clean streets.

16 MAKING NOUNS AND PRONOUNS MATCH

A. 1. they 2. he 3. he 4. she 5. she 6. he

B. Probable answers:

1. In my state, a new driver can apply for his or her license at age 16.

—or—

In my state, drivers can apply for their license at age 16.

2. When a driver is 15, he or she can drive with an adult in the car.

—or—

When drivers are 15, they can drive with an adult in the car.

3. A cadet must go through tough training before he or she becomes a police officer.

—or—

Cadets must go through tough training before they become police officers.

4. Doctors spend many years in school before they get an M.D. degree.

—or—

A doctor spends many years in school before he or she gets an M.D. degree.

5. Many times, a student will get a loan to help pay his or her college tuition.

—or—

Many times, students will get a loan to help pay their college tuition.

17 PRONOUN PROBLEMS

A. 1. us 2. we 3. us 4. us 5. We 6. We 7. us 8. us

B. When rewriting the sentences, students should replace the word “them” with:

1. Those 2. They 3. those 4. those
5. Those 6. those 7. they

18 POSSESSIVE PRONOUNS

A. 1. yours, mine 2. your, yours (or his/hers) 3. his 4. their 5. your, My 6. Hers 7. your, ours

B. Sentences will vary. Possible answers:

1. Mine is . . . —or— My favorite . . .
2. Their names are . . .
3. Mine is . . . —or— My school is . . .
4. His (or her) hair is . . .
5. It scratches.

ON YOUR OWN: Sentences will vary.

Make sure sentence includes a possessive pronoun circled by the student.

19 IS IT ME? IT IS I!

A. 1. I 2. me 3. me 4. I 5. me 6. I 7. I

B. 1. me 2. I 3. me 4. I 5. me 6. I

C. Sentences will vary. Make sure student has written three sentences and that each sentence contains the pronoun *I* or *me*.

20 MISPLACED PRONOUNS

A. Check mark (✓) by 1 and 4.

- B. 1. (a name) and me 2. (a name) and I 3. (a name) and me 4. (a name) and I 5. (a name) and I 6. (a name) and me 7. (a name) nor I 8. (a name) and me 9. (a name) or I 10. (a name) and I

ON YOUR OWN: Sentences will vary.

Make sure sentence includes a noun and the pronoun *I* or *me* underlined by the student.

21 PRONOUN PROBLEMS: *Who* or *Whom*?

To Whom It May Concern:

I am writing about an incident with a park ranger who works at Cedar Hills Park. On August 4, I was walking my leashed dog. The ranger, who said his name was Randy Johnson, told us to leave the park.

I later called the Parks Department to complain. The woman to whom I spoke said the parks permitted leashed dogs. She promised to explain this to the ranger, who was new at his job. When I returned to the park, I met the ranger with whom I'd had problems. Ranger Randy apologized. He said the people for whom he works had explained the rules.

This letter is for the Parks Department and Ranger Randy, to whom I say, “Thanks for the apology!” I’m glad the city listens to citizens who support the parks with their taxes. I’m also glad they welcome pets that need exercise.

ON YOUR OWN: Sentences will vary. Review

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student's answers to check that *who* or *whom* are used properly. Also make sure student has provided an article that contains the words *who* and *whom*.

22 THE PROOFREADER: Pronoun Problems

LOST

I'll never forget the time that ~~me and Marna~~ Marna and I got lost. ~~Us~~ We drama students were on a tour of City Theater. Our teacher had told students ~~he~~ they should stay together. Even so, Marna and ~~me~~ I decided to explore. Soon ~~her and me~~ she and I were alone in the dark basement. Marna ~~she~~ started to panic.

"Don't worry!" I said. "The teacher ~~he~~ won't leave without us!"

Marna and I ~~we~~ hunted for an exit. Neither ~~her nor me~~ she nor I could find a way out.

Marna yelled for help. At first the only voice I heard was ~~her's~~ hers.

"~~Whom~~ Who will find us?" I asked.

Actually, Marna's hollering saved ~~we~~ us two. Some theater stagehands ~~they~~ came to our rescue. ~~He~~ They led the way out. If it hadn't been for them ~~fellows~~, we might still be in that basement.

23 MAKING COMPARISONS

- A. 2. sweeter, crunchier 7. tallest
3. smarter 8. largest
4. smartest 9. shorter
5. most hideous 10. thinner
6. fastest

- B. Sentences will vary. There should be three paragraphs of three sentences each. The first sentence should be a statement and the following two sentences should be comparisons. Following is a sample answer:

My miniature dachshund is very small.

It is smaller than its littermates.

It may be the smallest miniature dachshund ever born!

ON YOUR OWN: Make sure that each student's "comparison collage" has been properly captioned (i.e., proper use of comparative vs. superlative form).

24 EXCEPTIONAL ENGLISH: Irregular Comparisons

- A. 1. best 5. most 9. farther, worse
2. farther 6. better 10. worst
3. less 7. more 11. better
4. farthest 8. better 12. most

- B. Answers will vary but should be written in the form of a comparison.

25 DOUBLE COMPARISONS

- A. 1. Phil's new sports car is ~~more~~ sleeker than his old one.
2. It's the ~~most~~ fanciest car he has ever owned.
3. It's also his most expensivest car.
4. The car is ~~more~~ noisier than the law allows.
5. If Phil drives any ~~more~~ faster, he'll get a ticket.
- B. Check mark (✓) by 1, 3, and 4.
Probable rewrites:
1. Clay, who doesn't like novels, exclaimed, "TV is ~~more~~ better than books!"
 3. I've spent some of my ~~most~~ best times curled up with a book.
 4. The new fall TV shows are ~~more~~ worse than the summer reruns!

26 THE PROOFREADER: Making Correct Comparisons

HUMMINGBIRDS

Hummingbirds are one of the world's most unuasalest birds. They are thought to be the smaller bird in the world. Some are tiniest than bumblebees. The larger of all hummingbirds is the Giant Hummer. It lives in the highest mountains of South America.

South America is probably more far than you want to go. Closer to home, a flower garden is the goodest place to spot hummingbirds. The birds' long, slender bills are more better than short beaks. They can easily suck nectar from flowers.

Hummingbirds have some of the remarkablest abilities of any bird. Like a helicopter, they can fly straight up. They can dart into a flower quickest than you can blink! Even more fastest than they fly in, they can fly out backwards! The hummingbird is the only bird that can fly backwards.

Probable sentence rewrites:

1. Hummingbirds are one of the world's most unusual birds.
2. They are thought to be the smallest birds in the world.
3. Some are tinier than bumblebees.
4. The largest of all hummingbirds is the Giant Hummer.
5. South America is probably farther than you want to go.
6. Closer to home, a flower garden is the best place to spot hummingbirds.

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- The birds' long, slender bills are better than short beaks.
- Hummingbirds have some of the most remarkable abilities of any bird.
- They can dart into a flower quicker than you can blink!
- Even faster than they fly in, they can fly out backwards!

27 A PESKY PAIR: *Among* and *Between*

A. THE TREASURE HUNT

Sabrena and Ryan were on a backyard treasure hunt. They'd found a map between two pages of an old book. It showed that something was buried between the elm tree and the holly hedge.

"I think the treasure might be here among all these weeds," Ryan said. He bent over and began to dig between his legs like a dog. Sabrena found a shovel among the garden tools. She joined the dig.

Clink! Sabrena's shovel became wedged between a rock and a metal box.

"We'll keep the secret of this treasure between you and me!" Sabrena whispered.

Ryan wedged his pocketknife between the box and its rusty lock. When the lid sprang open, Ryan and Sabrena moaned in disappointment. The box was full of dirt! Then, among the dirt clods, an object caught Ryan's eye. He brushed the dirt off of a leather pouch. It was filled with unusual old coins.

"There are sure to be some valuable ones among all these coins!" Sabrena said. "We'll sell them at a coin shop and split the profits between us!"

"I'm going to divide my share among my five family members," Ryan said. "After all, the backyard belongs to all of us!"

- B.** Answers will vary. Make sure student paragraphs include proper use of the words *between* and *among*.

28 GOOD GRAMMAR GLOSSARY 2

- A.** 1. modifiers 4. articles
2. adjective 5. preposition
3. adverb 6. phrase

- B. ACROSS:** 1. phrase 2. adverb 3. modifiers
4. articles 5. adjective
DOWN: 1. preposition

29 ADJECTIVE OR ADVERB?

- A.** 1. easily 4. miserably
2. quickly 5. carelessly
3. terrible 6. clearly, incorrect

- B.** Sentences will vary. Possible answers:

- a. Larry dances awkwardly.
b. Larry is an awkward dancer.
- a. The rain fell steadily during the picnic.
b. A steady rain fell during the picnic.
- a. The climber cautiously scaled the mountain.
b. The cautious climber scaled the mountain.
- a. Ben's voice boomed loudly over the microphone.
b. Ben's loud voice boomed over the microphone.

ON YOUR OWN: Make sure student has written three descriptive sentences correctly using a variety of adjectives and adverbs, and that adjectives have been underlined and adverbs have been circled.

30 A PESKY PAIR: *Good* and *Well*

- A.** 1. good 5. well, good
2. well 6. well
3. well 7. good, well
4. well 8. good, well
- B.** 1. good 4. good
2. well 5. well
3. well 6. good

ON YOUR OWN: Make sure newspaper ad includes the words *good* and *well* used correctly.

31 MISPLACED MODIFIERS

- A.** Checkmark (✓) by 1, 4, and 5.

- B.** Answers will vary. Possible answers:

- The swimmer wearing swim fins approached the diving board.
- King Arthur saw a sword stuck firmly in a solid rock.
- In a closet upstairs, I found a candlestick made by an ancient craftsman.
- While doing my homework, I like to listen to soothing music.
- I watched as my balloon broke with a loud pop.
- The dog with the spiked collar was chasing the boy.

32 DANGLING MODIFIERS

- A.** Checkmark (✓) by 2, 4, and 5.

- B.** Answers will vary. Possible answers:

- Sitting on the roof, I could clearly see the city lights.
- After pushing button number 15, I felt the elevator begin to rise.

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4. Hoping for a better life, the pioneers moved westward in their covered wagons.
 5. Having cooked all day, the family ate dinner in just twenty minutes.
- C.** Student drawing should illustrate a silly mental image from one of the checked sentences in Part A. Possible examples:
2. the moon looking through a telescope
 4. a soccer ball shouting “I win!” as it flies into a goal net
 5. a party featuring tuxedos and long gowns talking and dancing, with no people inside them

33 USING ARTICLES: *A, An, and The*

- | | | |
|-----------------|--------------|-------------|
| A. 1. An | 5. an | 9. An, a, a |
| 2. an | 6. a | 10. an, a |
| 3. a | 7. a | |
| 4. an | 8. an, a, an | |
- B.** 1. an 3. a 5. a
2. the 4. the 6. the

34 THE PROOFREADER: Modifier Mistakes

The early Olympic Games took place in Greece. Hopefully athletes arrived from far and wide. They competed proud in the famously games. Every four years the Olympics brought a time of peace to Greece. Even during wars, battles were halted for the games. A soldier often became a athletic competitor.

The games began almost 3,000 years ago. Held in late summer, the weather was hot and dry. A parade always started the five busy days of events. Wearing purple robes, the parade was led by judges. Next came athletes, marching noble before the crowds. They solemn swore to obey the rules.

On the fifth and finally day, the athletes stood before an statue of a god. Those who did good won awards. Crowned with olive leaves, the Olympic Games honored its winners.

The Greeks held the Olympics for 1,200 years. Long after, in 1896, the modern Olympic Games began. Today’s games have new events. Winners are now awarded brightly medals. With friendship in their hearts, the games still carry a spirit of peaceful competition and goodwill.

Probable sentence rewrites:

2. They competed proudly in the famous games.
 3. A soldier often became an athletic competitor.
 4. The weather was hot and dry during the games, which were held in late summer.
5. The parade was led by judges wearing purple robes.
 6. Next came athletes, marching nobly before the crowds.
 7. They solemnly swore to obey the rules.
 8. On the fifth and final day, the athletes stood before a statue of a god.
 9. Those who did well won awards.
 10. The winners were honored with crowns of olive leaves.
 11. Now winners are awarded bright medals.
 12. With friendship in their hearts, athletes compete in a spirit of peaceful competition and goodwill.

35 AVOIDING DOUBLE NEGATIVES

- A.** 1. ✓—shouldn’t never
2. ✓—Don’t never
3. ✓—didn’t say nothing
6. ✓—No one will never
7. ✓—wasn’t not
9. ✓—wouldn’t go nowhere
11. ✓—wasn’t not
- B.** Answers will vary. Probable answers:
1. The bank teller knew she should never argue with a robber!
—or—
The bank teller knew she shouldn’t argue with a robber!
 2. “Don’t ever put yourself in danger!” the bank manager had told her.
—or—
“Never put yourself in danger!” the bank manager had told her.
 3. She said nothing and calmly handed over the money.
—or—
She didn’t say anything and calmly handed over the money.
 6. “No one will ever catch me!” he thought as he dashed into the street.
—or—
“They will never catch me!” he thought as he dashed into the street.
 7. He hadn’t gotten far before he stopped and returned to the bank.
 9. He would go nowhere but to jail!
—or—
He wouldn’t go anywhere but jail!
 11. No, Lefty wasn’t left-handed.
—or—
No, Lefty was not left-handed.

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36 GOOD GRAMMAR GLOSSARY 3

- A. 1. subject 2. predicate
3. direct object 4. conjunction
5. clause 6. compound sentence
- B. ACROSS: 2. clause 4. subject 5. object
DOWN: 1. predicate 2. compound
3. conjunction

37 EXCEPTIONAL ENGLISH: Irregular Verbs 1

- A. 1. came 5. thought
2. saw 6. climbed
3. sank 7. boiled
4. hid 8. sworn
- B. 1. rang 5. flew
2. sung 6. threw
3. broke 7. worn
4. spoken 8. thought

ON YOUR OWN: Check articles to make sure each student has circled all irregular verbs.

38 EXCEPTIONAL ENGLISH: Irregular Verbs 2

- A. 2. came 6. gone
3. done 7. known
4. got 8. take
5. gave
- B. 1. came 6. known
2. done 7. did
3. come 8. knew
4. took 9. gone
5. knew 10. become

C. Sentences will vary. Check to make sure student has used a *past tense* or a *past participle* verb in each of his or her five sentences.

39 IT'S A MATCH: Subject-Verb Agreement

- A. 1. stuffs 6. rattle
2. eats 7. has
3. dislike 8. has
4. brings 9. wish
5. flicker, steams
- B. Check mark (✓) by 1, 3, 5, 7, 8, and 10.
Probable rewrites:
- The telephone pole blocks the view.
 - The jewels are kept in a safe.
 - Mr. Lee shakes hands with new clients.
 - Before the election the candidates debate the issues.
 - The dead trees have been cut down.
 - At 1:00 A.M. the mouse ran down the clock.
- C. Sentences will vary. Make sure student sentences have subject-verb agreement.

40 SUBJECT-VERB AGREEMENT: Tricky Situations 1

| <u>SUBJECT</u> | <u>CORRECT VERB FORM</u> |
|----------------|--------------------------|
| 2. pages | have |
| 3. employee | is |
| 4. pets | make |
| 5. people | are |
| 6. One | goes |
| 7. students | plan |
| 8. Kathy | wants |
| 9. branches | break |
| 10. flowers | need |

ON YOUR OWN: Sentences will vary. Make sure there are words between the subject and the verb and that the student has correctly circled the subject and underlined the verb in each of the three sentences.

41 SUBJECT-VERB AGREEMENT: Tricky Situations 2

- A. 1. calls 6. has
2. remembers 7. understands
3. wants 8. says
4. has 9. needs
5. reports 10. Was
- B. Sentences will vary. Make sure students have used a singular verb with each “tricky” sentence subject.

ON YOUR OWN: Sentences will vary. Make sure the sentence the student has copied uses one of the “tricky” words as a subject, and that the student has underlined the subject and circled the *singular* verb.

42 SUBJECT-VERB AGREEMENT: Tricky Situations 3

- A. 1. is 6. There's
2. Here's 7. There are
3. Here are 8. Here's
4. There are 9. There are
5. go 10. come
- B. 1. is 5. Are
2. are 6. Has
3. does 7. Is
4. Have 8. does
- C. Sentences will vary. Make sure each student has written three questions in which the verb *comes before* the subject.

43 VERB AGREEMENT WITH A COMPOUND SUBJECT 1

- A.** 1. make me laugh
2. makes me laugh
3. creates a problem
4. create a problem
5. look good
6. looks good
7. look good
8. create a problem
9. look good
10. creates a problem
11. look good
12. make me laugh
- B.** Sentences will vary. Make sure each student has written five sentences with compound subjects and correct verb agreement.

44 VERB AGREEMENT WITH A COMPOUND SUBJECT 2

- | | |
|-------------|-----------|
| 1. prevents | 8. appear |
| 2. were | 9. are |
| 3. enjoy | 10. is |
| 4. are | 11. is |
| 5. is | 12. are |
| 6. makes | 13. were |
| 7. think | 14. were |

45 THE PROOFREADER: Choosing Matching Verbs

- Q:** Where ~~does~~ **do** graduation caps get the nickname “mortarboards”?
- A:** The flat, cloth-covered squares ~~is~~ **are** called *mortarboards* because of their shape. They ~~looks~~ **look** like the board a brick mason ~~use~~ **uses**. On these boards, the mason ~~mix~~ **mixes** the mortar that cements the bricks together.
- Q:** Why ~~do~~ **does** an ostrich bury its head in the sand?
- A:** The notion that ostriches bury their heads in the sand ~~are~~ **is** a myth. No one ~~know~~ **knows** exactly where that idea got started. This bird of Africa and western Asia ~~are~~ **is**, however, very cautious and wary. It is also known for having little sense. While the ostrich ~~don't~~ **doesn't** stick its head in the sand, it may do silly things when frightened. Ostriches can't fly but ~~is~~ **are** very speedy birds. Rather than running away from enemies, however, the silly ostrich often ~~run~~ **runs** in circles until it's caught.

Q: What's are “harvest moons”?

A: The full moon that shines nearest the beginning of autumn ~~are~~ **is** called the “harvest moon.” (Autumn, or fall, usually ~~begin~~ **begins** around September 23.) The harvest moon is extremely bright, so a farmer with crops to harvest ~~are~~ **is** able to work late. The moon's brilliant glow ~~light~~ **lights** the fields. The beauty of harvest moons ~~have~~ **has** been written about in poems and popular songs.

Here's ~~are~~ **are** two other nicknames for special moons. The first full moon after the harvest moon is called the “hunter's moon.” A second full moon within any one month ~~are~~ **is** called a “blue moon.”

46 A PESKY PAIR: *Bring and Take*

- A.** “Take this note home to your father,” my science teacher said. “Then bring it back to me with his reply,” she continued.

I was afraid to take the note home. Would the teacher's message bring me trouble? So I didn't take the note to my dad right away. Instead, I took it to my room and hid it.

A few deep breaths and a little time brought me courage. I took the note downstairs and gave it to my dad. The words he read brought a smile to his face. The note asked if our family could take the classroom lizard home for the summer.

- B.** 1. brought 3. bring 5. brought
2. Take 4. took
- C.** Sentences will vary. Check that student has written four sentences and has properly used the words *bring, brought, take, and took*.

47 MORE PESKY VERB PAIRS: *Lie or Lay, Sit or Set*

- A.** 1. lie 5. lay
2. Lay 6. lay
3. lie 7. lie
4. lay 8. lay
- B.** 1. sit 4. sit
2. sit 5. set
3. sit 6. sit, set

ON YOUR OWN: Drawings will vary. Make sure drawings and captions properly illustrate the meaning of “sit” and “set.”

48 SENTENCE SENSE: Is It a Sentence?

- A. 1. a 2. b 3. a 4. b
 B. Check (✓) 1, 3, 4, 5, and 6.
 C. Answers will vary. Make sure student has rewritten the incomplete sentences checked in Part B as complete sentences.

49 SENTENCE SENSE: Fragments in Writing and Speech

- A. Answers will vary. Possible answers:
 2. Please bring paper plates and cold drinks.
 3. Kickoff is sometime around four o'clock.
 4. How much do you want for it?
 5. The Incas lived in ancient Peru.
 6. It must be your imagination!
 7. What a team they are!
- B. Answers will vary. Sample answers:
 1. CONVERSATIONAL FRAGMENT: The Roaring 20's.
 COMPLETE SENTENCE: I'd visit the Roaring 20's.
 2. CONVERSATIONAL FRAGMENT: A dolphin.
 COMPLETE SENTENCE: I'd like to be a dolphin.

50 RUNNING WILD: Run-on Sentences

- A. Answers will vary. Probable answers:
 2. Brace yourself! We are about to crash!
 3. Fill the cup at the water cooler. Cold water tastes better.
 4. Five pizzas won't be enough. You'd better buy six.
 5. Gracie stood in line for six hours. She was determined to get tickets.
- B. Answers will vary. Probable answers:
 2. Ellis took the quick route, and Clay went the long way.
 3. The cookie holds a paper fortune, but I don't believe it will come true.
 4. A camper was careless, so many acres of forestland burned.
 5. The snow is falling heavily now, so get out that shovel!

51 SENTENCE SENSE: Building a Sentence

- A. and B. Sentences will vary. Check to make sure student sentences have a subject and verb and display good grammar. Use the sample sentences on the page as a guideline.

52 THE PROOFREADER: Sentence Sense

THE PYTHON

"Step right up, ladies and gentlemen! See the monster snake. This giant python can squeeze the life out of you!"

Snakes called *pythons* or *constrictors* are huge reptiles. They were once commonly displayed in circuses and carnivals. While pythons do squeeze their prey to death, their usual victims are small mammals, not human beings.

The anaconda, one type of python, is the largest of all snakes. It lives in southeastern Asia, where it grows to be more than 30 feet long. The python spends most of its time in trees. There it suns itself and waits for its food. When an unlucky mammal happens along, the python strikes. Its prey usually weighs between 15 and 30 pounds. The python coils around the animal, stopping its breathing.

Pythons are primitive snakes. They are closely related to lizards. They have plump, muscular bodies, and they are very strong. Usually found near water, they hide in foliage or hang from tree branches. The royal python that lives in equatorial Africa can curl into a ball and be rolled on the ground.

The name "python" comes from a Greek myth. It was the name of a serpent that lived in dark flood waters. It attacked people and animals. The Greek god Apollo killed Python with his arrows.

ON YOUR OWN: Paragraphs will vary.

Review paragraphs for proper sentence construction.

53 VERBS: Active or Passive?

- A. 1. P 2. A 3. A 4. P

B. Probable answers:

2. Vicki sent invitations to everyone in our class.
 3. William is sure to fail his driving test.
 4. Icy streets slowed traffic to a crawl.

C. Answers will vary. Probable rewrites:

2. California farmers grow many different kinds of vegetables.
 3. Researchers discover miraculous new drugs every year.

54 PREPOSITIONS AND THEIR PLACE 1

A. Sentences will vary. Probable rewrites:

2. We waited two hours for Mike, the repairman.

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3. The story is about the Alaskan Gold Rush.
4. With what chemical should I fill the test tube?

B. Sentences will vary. Probable rewrites:

2. Where should I put my coat?
3. Why did you do that?

C. **P** OR **A** UNDERLINED OBJECT OR VERB

1. P park
2. A walks
3. P street
4. A sit

55 PREPOSITIONS AND THEIR PLACE 2

- A.**
- | | |
|-----------|-------------|
| 1. puppy | 5. decided |
| 2. read | 6. wished |
| 3. donuts | 7. hear |
| 4. actors | 8. criminal |

B. Sentences will vary. Probable rewrites:

2. In the doctor's waiting room
I read a magazine about
skateboarding.
3. At the bakery Gabby always
chooses donuts with chocolate
frosting.
4. The actors in heavy makeup
came onstage.
5. On Saturday Sonia decided to
lose a good deal of weight.
6. I wished on a shooting star for a
wonderful new house.
7. With his hearing aid Great-Grandpa
could hear the children playing.
8. The police officer didn't recognize the
criminal in his clever disguise.

ON YOUR OWN: Selections will vary.
Check that students have correctly
underlined prepositional phrases
and circled the word each phrase
modifies.

56 PREPOSITIONS AND THEIR PLACE 3

- A.**
2. ✓ The ships [at the dock] ~~is~~ are ready
for cargo.
 3. ✓ One [of the ships] ~~are~~ is headed for
Japan.
 4. Cargo containers [on each incoming
ship] are inspected.
 5. ✓ A bowl [of apples] ~~make~~ makes a
tasty autumn treat.
 6. A long list [of activities] is posted
every morning.

- B.**
1. To a losing team, team . . .
 2. To Michael, Scott . . .
 3. On that diet, food . . .
 4. No comma needed.
 5. In the chess club, club . . .
 6. No comma needed.

C. Sentences will vary. Check to make sure
students have written three sentences,
each beginning with a prepositional phrase
followed by a comma *only* if needed for
clarity.

57 THE PROOFREADER: Prepositional Phrases

1. b 2. b 3. b 4. a 5. b

58 GOOD GRAMMAR GLOSSARY 4: Punctuation Marks

- A.**
1. period
 2. question mark
 3. exclamation point
 4. comma
 5. colon
 6. Quotation marks
 7. semicolon

B. ACROSS: 4. semicolon 5. comma 7. period
DOWN: 1. exclamation point 2. question
mark 3. quotation marks 6. colon

59 END MARKS

1. ! 2. ? 3. . 4. ? 5. . 6. ? 7. . 8. ? 9. !
10. ! 11. ? 12. ! 13. ? 14. ? 15. ?

ON YOUR OWN: Sentences will vary. Make
sure that first sentence is appropriate as a
statement, and that second sentence is
appropriate as a question by the following
clarifying sentence.

60 COMMAS: In Compound Sentences

- A.** 1. b 2. b 3. b 4. a 5. b

- B.**
1. I love hamburgers, . . .
 2. No comma needed.
 3. Nutrition is important to me, . . .
 4. No comma needed.
 5. No comma needed.

C. Sentences will vary. Probable answers:

1. Mat dug the holes, and Zack planted the
tulip bulbs.
2. You can use a glossy paint, or you can
use one with less sheen.
3. Stan is a great party guest, for he's a
jolly fellow.
4. Candee phoned Jen, and Jen phoned
Julia.

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61 COMMAS: Between Items in a Series

- A. 1. Colleen checks her e-mail first thing in the morning, right after lunch, and just before she goes to bed.
2. Correct as is.
3. Pajamas, a toothbrush, and a sleeping bag . . .
4. Victoria's purse contained a fork, a screwdriver, a Ping-Pong ball, and a doorknob.
5. This house needs a good cleaning, a few repairs, and some major redecorating.
6. Correct as is.
7. Correct as is.
8. The grocery list is either lying on the kitchen counter, tucked under the telephone, or tacked up on the bulletin board.

B. Answers will vary. Make sure student answers contain a properly punctuated series of three or more items.

ON YOUR OWN: Sentences will vary. Make sure each of the three sentences contains a properly punctuated series of items.

62 COMMAS: After Introductory Clauses

- A. 1. Whenever it rains, giant . . .
2. No comma needed.
3. As soon as you're ready, we'll . . .
4. No comma needed.
5. Before people enter Terry's house, they . . .
6. Whatever you do, don't . . .
7. No comma needed.
8. When Deborah broke her arm, the . . .
9. No comma needed.
10. When leaves fell and the days grew short, Dino . . .

B. Answers will vary. Sample answers:

1. When I get up in the morning, I brush my teeth.
2. Whenever it's very hot outside, I turn on some fans.
3. If I had one wish, I'd wish for peace on Earth.
4. As the clock ticked off the minutes, the basketball player took a last shot.
5. While the teacher gave a lecture, I took notes.

ON YOUR OWN: Sentences will vary. Make sure sentence includes a properly punctuated introductory clause.

63 COMMAS: With Appositives and Nouns of Address

- A. 1. Verona, a city in Italy, is . . .
2. No commas needed.
3. Meddling parents, the Montagues and Capulets, refused . . .
4. The marriage, a union between two feuding families, ended . . .
5. In Shakespeare's day, the late 1500s, women . . .
6. No commas needed.
7. Townspeople flocked to plays at The Globe, a . . .
8. Wealthier play-goers sat in galleries while groundlings, the poorer spectators, stood below.

- B. 1. Rachael, is . . .
2. No comma needed.
3. Are you going to invite my sister, Jacob?
4. I come before you, ladies and gentlemen of the jury, to . . .
5. No commas needed.
6. Dr. Durban, please . . .
7. You thief, we know . . .
8. No commas needed.

C. Sentences will vary. Make sure one sentence contains an appositive and one a noun of address, and that both are properly punctuated.

64 COMMAS: With Parenthetical Words

- A. 1. The truth is, I didn't . . .
2. Licorice is a strong flavor, isn't it?
3. The flavoring is made, in fact, from . . .
4. Licorice flavor is used, for example, in . . .
5. Of course, not . . .
6. Most people, it seems, enjoy . . .
7. Believe it or not, historians . . .
8. No, we . . .
9. There is not, I'm afraid, enough . . .
10. Meanwhile, untangle . . .

B. Computers, I think, have made our world a better place. We can, for example, find information without going to the library. We can do banking online and use e-mail to contact friends. We can entertain ourselves with computer games. Why, we hardly ever have to leave home!

On the other hand, it's great to get out in the world. A friendly conversation with the bank teller can, I've noticed, improve

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my day. Nothing replaces visiting a friend in person, does it? Hey, what about actually playing a sport? Let's not, for heaven's sake, forget exercise! Yes, fresh air really does a body good!

- C. Sentences will vary. Check that all five sentences contain properly punctuated parenthetical words.

65 COMMAS: With Dates and Addresses

- A. 2. The Declaration of Independence was adopted in Philadelphia, Pennsylvania, on July 4, 1776.
3. The Sears Tower at 233 S. Wacker Drive, Chicago, Illinois, is . . .
4. President John Kennedy was born May 29, 1917, and died November 22, 1963.
5. That horrible storm occurred on September 21, 1938, in Long Island, New York.
- B. Answers will vary. Make sure student responses include properly punctuated addresses and dates.

ON YOUR OWN: Answers will vary. Make sure student paragraphs on a historical event include properly punctuated addresses and dates.

66 COMMAS: For Clarity

- A. 1. Ever since, the . . .
2. For people who volunteer more, life . . .
3. According to George, Washington . . .
4. For those anxious to eat, dinner . . .
5. While Adam's father was in the garage sawing, his . . .
6. No comma needed.
7. No comma needed.
8. No comma needed.
9. Rather than Hector, Carlos . . .
10. Mary stood up, and . . .
- B. A check mark (✓) by 2, 5, 6, and 9. Probable rewrites:
2. Racers often get very sore and tired.
5. Only girls will be invited to the party.
6. Any boy who crashes the party will be asked to leave.
9. Ben Franklin was an American patriot.
- C. What is, is. What is not, is not. Is that not it? It is!

67 COMMAS: With Descriptive Clauses

- A. Add commas to set off the descriptive clauses in 1, 3, 4, 8, 10, and 11.

- B. Sentences will vary. Check that student has set off the descriptive clause only if it is *not* necessary to sentence meaning.

68 THE PROOFREADER: Comma Usage

AUTUMN SOUNDS

by Mike Mendoza

Michael, would you come rake the leaves? Michael, please clean the gutters! Have you done your homework, Michael? Don't forget, school is now in session.

AUTUMN SIGHTS

by Audrey Talbot

Brisk breezes kick up leaves, and geese fly across the sky. Green landscapes change to yellow, red, and orange. Neighborhood porches reflect the season. Out of twenty, nine have pumpkins! It will soon be Halloween!

AUTUMN SMELLS

by Lian Lu

Wood smoke curls out of chimneys and tickles my nose. Leaves give off a dry, dusty, woody scent. Yummy, I smell apple pie cooking! It is, I do believe, autumn again.

AUTUMN ON CAMPUS

by Morgan Frasier

In September 2004 I visited Eugene, Oregon. I toured the college campus, a place that shimmered with fall colors. I must say, the campus looked like a picture out of a travel magazine!

THE DEPRESSED DOG

by Ryan Riley

My dog Bruno, who loves fair weather, won't go out in autumn rains. He sighs and licks fallen leaves off his coat. If summer is over, he might as well nap. Curl up by the fireplace, Bruno, and dream of warm summer sun.

AUTUMN ACCIDENT

by Ken Nakamoto

What was done, was done! I couldn't undo my mistake, even if I tried. While I was raking autumn leaves, I'd scooped up my sister's doll. It went into the bag, out with the trash, and off to the dump! Little sister, forgive me!

ON YOUR OWN: Short passages about the autumn season will vary. Check for proper comma usage.

69 PUNCTUATING DIRECT QUOTATIONS 1

- A. Answers will vary. Probable answers:
2. Willard had always dreamed of driving around with the top down.

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3. The sales rep pointed to a sports car and suggested they take it for a test drive.
4. Willard's father asked if he could drive the blue sedan instead.
5. Willard pleaded with his dad to try the sports car.
6. Out on the road his dad decided that this was the car for him.

B. 1. a 2. b 3. b 4. b 5. a

70 PUNCTUATING DIRECT QUOTATIONS 2

1. correct
2. "Every choice is like a fork in the road," Mother said.
3. "The direction you choose," she continued, "can change your whole life!"
4. correct
5. Her face flushed as she said, "That was the very day I met your father!"
6. "A handsome young fellow rang up my groceries," she explained.
7. correct
8. "No," she'd said at first. "I don't even know who you are."
9. correct
10. "Your father just kept asking," my mother said. "That's how he got me to marry him."

ON YOUR OWN: Direct quotations copied will vary. Check for proper punctuation.

71 WRITTEN CONVERSATION

Rita suggested, "Let's have a contest. We'll see who can tell the dumbest jokes!"

"That's a great idea," said her friend Conrad. "It should be good for a laugh. You go first, Rita."

Rita smiled and said, "How can you tell if an elephant has been in your freezer?"

"How?" Conrad asked.

"Check to see if there are footprints in the ice cream!" Rita exclaimed.

"I give up," Conrad said, shaking his head and groaning. "I could never come up with a joke that is dumber than that!"

"Oh, yeah," Rita said, "then why are you laughing?"

ON YOUR OWN: Conversations will vary.

Check that proper punctuation is used in the dialogue and that there's a new paragraph whenever the speaker changes.

72 THE PROOFREADER: A Conversation

Rip Van Winkle woke beneath a tree on a green hill. "I must have fallen asleep," he

said groggily. "Oh, my wife is going to be very angry with me." He stood up on stiff legs and hobbled to his village.

"Who's that?" a villager whispered as Rip walked by. "Look at that long, long beard!"

Another villager asked, "Wherever did that old stranger come from?"

"What's this?" Rip exclaimed, touching his chin. "My beard is a foot long!"

"Who are you, stranger?" one man asked as curious villagers gathered round.

"Why, I'm Rip Van Winkle, a native of this village."

"Ha, ha!" a little boy laughed. He pointed at Rip's raggedy beard.

"Hush, Rip!" the mother told her child.

"Who are you, good lady?" Rip asked the woman. "What was your father's name?"

The woman sadly replied, "Ah, my dear father. His name was Rip Van Winkle.

It's been twenty years since he left home.

No one has seen or heard from him since!"

73 ONLY WITH FRIENDS: Casual Language

A. Answers will vary. Sample answer:

Hello, Ms. Solomon. I'd like to talk with you about my midterm grade. I realized it was an important test, so I studied very hard. I really felt I was prepared.

I'm not sure what went wrong. I *was* very nervous. But I feel that if I had another chance, I could really improve my score. Is there any way I could take the test over, or perhaps do some extra-credit work to improve my grade? I'd appreciate the second chance.

B. Answers will vary. Sample answers:

- job interviews
- discussions with teachers or employers
- conversations with adults
- consumer complaint situations
- oral presentations to groups

74 INFORMAL LANGUAGE: Idioms 1

A. Answers will vary. Possible answers:

1. With three tardies I'm likely to *be in trouble* in geometry class.
2. Hello, sir. Could you *give a small donation* to the Children's Fund?
3. I know I made a mistake on the bill, but please *let me make up for it*.
4. This job just *doesn't suit my personality*, so please accept my resignation.
5. Principal Diaz, we students think the new dress code is *unrealistic*.

FOR REFERENCE PURPOSES ONLY

B. Responses will vary. Make sure students have used each idiom in a sentence and then rewritten that sentence in more formal language. Sample response:

1. Sylvia didn't like me even though I *bent over backwards* to be friendly.
Sylvia didn't like me even though I *made an effort* to be friendly.

ON YOUR OWN: List of idioms will vary. Check to make sure all items listed are idioms.

75 INFORMAL LANGUAGE: Idioms 2

A. 1. a 2. b 3. b 4. b 5. c 6. a
7. b 8. c 9. a 10. c 11. b 12. a

B. Answers will vary. Make sure students have written sentences properly using five idioms from the lesson and then rewritten each sentence using formal language.

76 SIMPLY INCORRECT 1

A. 1. b 2. a 3. b 4. b

B. Answers will vary. Probable answers:

1. I don't usually buy these kinds of books for pleasure reading.
2. Have you seen the shoes that Josie bought at the mall?
3. This ad says that those shoes will be on sale this weekend.
4. I've been thinking about getting some new shoes.
5. I can hardly walk in my shoes because they give me blisters.
6. I could have bought some shoes last month, but I was low on funds.

77 SIMPLY INCORRECT 2

A. 1. those 5. themselves
2. everywhere 6. for
3. from 7. have
4. to 8. anyway

- B.** 1. That ~~there~~ bus is always late.
2. Where do you think you're going ~~to~~?
3. This ~~here~~ plain yogurt needs some fruit topping.
4. Where did Millie get that great-looking hat ~~at~~?
5. The train usually gets to the station ~~at~~ about noon.

C. You've probably guessed that there is ~~a lot~~ a lot of ice in Iceland. ~~Well, ice~~ Ice ~~ain't~~ isn't all that you'll find there. There is also ~~a lot~~ plenty of fire. Iceland has actually been called the land of fire and ice. Steam rises from

~~a lot of~~ numerous boiling wells of underground water. It ~~ain't~~ isn't unusual to find a volcano beside a glacier or snow field.

78 GET TO THE POINT!

A. Answers will vary. Possible answers:

1. I'm afraid I don't understand math.
2. My house has new weather-resistant windows.
3. We prepared for a round-table discussion.
4. The gardener trimmed the hedge in the shape of a triangle.

B. 1. b 2. d 3. e 4. c 5. a

79 THE PROOFREADER: Simply Incorrect

Answers will vary. Sample rewrite:

CALL THE YARD GROOMS!

Do you need help cleaning and grooming your yard?

The Yard Grooms are ready to go to work! We'll rake, sweep, weed, trim, and then haul it all away.

One of your neighbors commented, "The Yard Grooms are the best gardeners we've ever employed!"

Call today for quick, efficient, and courteous service.

Keona and Yuma
The Yard Grooms
555-1234

80 THE COLON: Common Uses

- A.** 1. Janelle wrote out the following weekday schedule: breakfast at 7:15 A.M., study group at 8:00, school from 8:45 A.M. to 3:00 P.M., and swim practice at 3:45 P.M.
2. No additional punctuation needed.
 3. No additional punctuation needed.
 4. The team roster listed these freshman swimmers: Lian Kim, Emily . . .
 5. Stanley's Super Saver Market closes on these four holidays: Thanksgiving . . .
 6. Stanley's store is usually open until 9:00 P.M.
 7. No additional punctuation needed.
 8. Dear Mr. Stanley:

I am a long-time . . . shopping hours. Would it be possible to keep the market open until 10:00 a few nights a week?

- B.** Answers will vary. Make sure student has written three sentences and has used the colon after the greeting in a business letter, between the hour and minutes when the time is expressed in numerals, and as an introduction to a list of items.

81 THE SEMICOLON: Why and When?

- A.** 1. I was scared to get into the car;
Zelda . . .
2. Isaac pitches a mean fast-ball;
however, it . . .
3. I meant it as a joke; Donna . . .
4. Not every powerful leader is tall; in . . .
5. Please invite Sheila; otherwise . . .
6. Sheila is a lot of fun; besides . . .
7. Reserve a room now; otherwise . . .
8. Some would say bulldogs are ugly;
I . . .
- B.** Answers will vary. Probable answers:
2. I know I should save my money;
nevertheless, I'm going to buy
that sweater.
3. You shouldn't be late; in fact, you
should be early.
4. Study for the driver's license test;
otherwise, you could be riding your
bike to work.
5. The test seemed easy to me;
however, I know five people
who failed it.
6. The test is hard; in fact, I know five
people who failed it.

82 THE DASH AND THE HYPHEN

- A.** 1. The Olympic skater proudly
wore her badge of victory—the
gold medal.
2. Medals went to skaters from three
countries—Japan, . . .
3. The scary creature—a snake from
the science lab—was slithering . . .
4. The team counted on Tina Jones—
a player with height, speed, and
skill—to take . . .
- B.** 2. one-half
3. seventy-six
4. twenty-five
- C.** 2. double date, double-header,
ballpark
3. earmuffs, earache
4. flare-up, chickenpox

83 THE PUNCTUATION PROOFREADER

Dear Sir or Madam:

I am writing on behalf of twenty-seven French students at Junipero Serra High School. We would like to thank you for inviting us to your one-of-a-kind French bakery. One-half of our field trip was spent touring your kitchens. The other half was spent enjoying your pastries—those most delicious treats! The three students who did hands-on baking—Kyoko Hanami, Esteban Blanco, and Robin Cartier—offer their special thanks.

We all enjoyed the gift basket that contained the following items: chocolate tarts, cream-filled eclairs, raisin buns, and French bread. Hurray for your great food; cheers to your friendly atmosphere! You've earned some regular customers! We'd like to enjoy your sweets every single day; however, our waistlines probably won't allow it!

Sincerely yours,
Alex Villeré
French Club President

84 PESKY PAIRS: Affect/Effect, Advise/Advice, Accept/Except

- A.** 1. affected 3. effect
2. affect 4. effects
- B.** 1. advice 3. advised
2. advice 4. advice
- C.** 1. except 3. accept
2. accept 4. except

85 PESKY PAIRS: Angry at/Angry with, Agree with/Agree to, Prefer to/Prefer over

- A.** 1. angry with 3. angry at
2. angry at 4. angry with
- B.** 1. agreed to 3. agree with
2. agree with 4. agree with
- C.** Answers will vary. Check that student has used "prefer to" in each answer.

86 GOOD GRAMMAR GLOSSARY 5: Capitalization

- A.** 1. common noun
2. proper noun
3. capitalize
4. title
5. proper adjective
- B. ACROSS:** 1. proper adjective 3. capitalize
DOWN: 1. proper noun 2. title
3. common noun

FOR REFERENCE PURPOSES ONLY

87 TO CAPITALIZE OR NOT TO CAPITALIZE?

- A. 2. Academy's, school's
3. street, Street
4. City, city
- B. 2. cousin, mother
3. Uncle, great-grandfather
4. mom, dad, Great-Grandfather
- C. Answers will vary. Make sure students have written sentences using each word as a common noun and then as a proper noun.

88 CAPITALIZATION: Avoiding Confusion

- A. 1. math, Tuesday 5. *Math Made Easy*
2. east 6. Spanish
3. Algebra 2, year 7. north
4. autumn, June
- B. 1. poem, language arts
2. "Of Sand and Seaflowery"
3. summer, West Beach State Park
4. day, Labor Day, east
5. Tuesday, winter

89 THE PROOFREADER: Capitalization Challenge Beyond the reef Reef

by ~~doctor~~ Doctor Maria Rios
A ~~Winter~~ winter vacation in ~~hawaii~~ Hawaii turns into a hunt for sunken treasure. In ~~december~~ December two teenagers, Carlos and Gina, travel to the tropical ~~Paradise~~ paradise with their mom, dad, and ~~aunt~~ Aunt Teresa. Carlos and Gina learn to snorkel. When they venture ~~South~~ south beyond ~~palila~~ Palila ~~reef~~ Reef, they encounter high adventure.

Carlos and ~~gina~~ Gina make friends with ~~lani~~ Lani, the ~~Great-great-granddaughter~~ great-great-granddaughter of an ancient ~~Chief~~ chief. She leads them on a treasure hunt. It is a search begun by ~~chief~~ Chief Kuwaha more than 100 ~~Years~~ years before.

The ~~Author~~ author builds suspense that will leave readers spellbound. The exotic setting she creates will charm them. Gold coins sparkle beneath the ~~pacific-ocean~~ Pacific Ocean and poisonous ~~Eels~~ eels threaten danger. Each ~~saturday~~ Saturday at ~~Midnight~~ midnight, the ghostly pirate ~~sakiyama~~ Sakiyama paddles his canoe into a shadowy ~~Cove~~ cove.

Beyond ~~The the reef Reef~~ is a good read that also teaches something about island culture. Because ~~dr.rios~~ Dr. Rios is also a ~~Biology Professor~~ biology professor, her story includes facts about ~~Marine~~ marine life. Dr. ~~rios's~~ Rios's novel is on reading lists in many ~~english~~ English, ~~Social~~ social studies, and science classes.

90 CAPITALIZATION: Proper Adjectives

- A. Following words should be underlined in the sentence and rewritten capitalized:
- Catholic, Jewish
 - Canadian
 - Hawaiian
 - Italian
 - Ajax
 - Memorial Day, American
 - Plymouth
 - Russian
 - Spanish
- B. Answers will vary. Check to make sure student answers are *proper adjectives*.

91 ABBREVIATIONS

- A. 2. The gas ~~co.~~ company put new lines in the ~~st.~~ street.
3. Lt. Walker of the fire ~~dept.~~ department says that the ~~apt. bldg.~~ apartment building holds only 100 tenants.
4. Harold Miller, Sr. agreed to chaperone the ~~sr.~~ senior prom.
5. Many immigrants entered the ~~U.S.~~ United States through Ellis Island in ~~N.Y.~~ New York Harbor.
- B. 1. From 8:00 ~~AM~~ A.M. until 2:00 ~~PM~~ P.M., students at Elm ~~HS~~ High School can buy bus tickets for 85 ~~cts-ca~~ cents each.
2. ~~Dr~~ Dr. Ross said, "Ladies and ~~gent~~ gentlemen, I proudly introduce our guest, Tala ~~L~~ L. Yahto, ~~MD~~ M.D.
3. Historians think human beings first used the wheel in 3000 ~~BE~~ B.C.

92 COMPUTER GRAMMAR: The Spell Checker

- The actress ~~word~~ wore an ~~angle~~ angel costume complete with halo and harp.
- After the fire, ~~sum~~ some items were left in the ~~ruble~~ rubble.
- A ~~tinny~~ tiny mouse scampered ~~threw~~ through the room as ~~wec~~ we ~~eight~~ ate ~~diner~~ dinner.
- The spell checker doesn't ~~no~~ know if words make ~~cents~~ sense.

ON YOUR OWN 1: Errors crossed out and followed by the corrected word typed should have been caught by spell checker and corrected before the student printed out the paragraph. Errors that are crossed out and followed by the correct word in script would not have been caught by spell checker and should be hand corrected by the student.

THE FLYING FOX

It's not an airborne fox. It's not the name of a World War I ~~fighter~~ fighter plane. What is it? It's a ~~large~~ large bat found in tropical regions. The creature gets its name from the fact that its face and snout look like a fox's. Its head and body ~~our~~ are about a foot long. Its wings may span up ~~too to fore~~ four feet. ~~Flying~~ Flying foxes spend ~~their~~ their days hanging upside down from trees. Clustered together in ~~groupes~~ groups, they are ~~often~~ often ~~misstaken~~ mistaken for hanging clumps of fruit.

ON YOUR OWN 2: Original paragraphs will vary. Make sure student has hand corrected any errors not caught by spell checker.

93 E-MAILS: Grammar Counts!

A. Answers will vary. Sample answers:

1. Subject: Bob's party
Hi, Pal,
What's up with Bob's party this Saturday night? If you're going, maybe we can ride together. Call or e-mail me.
2. Subject: Job Interview Appointment
Dear Mr. Chou,
My name is Bob Jones. I'd like to set up an appointment for a job interview next week. I'm available on Monday, Tuesday, or Thursday. Please call me at 244-1039. Thank you for your consideration.
Bob Jones
3. Subject: Notes for Study Session
Hi,
Can you bring the notes you took in class? I'm sure they'll help our studies.
Thanks,
Annie

B. 1. b 2. b 3. a 4. a

C. Student replies will vary.

Sample reply:
Subject: My Order #77725
Dear Mr. Scott,
Thank you for letting me know the boots I ordered are on backorder. I still want the boots and am willing to wait until late February for them. But do please let me know if there is another delay.

D. Student rewrites will vary. Sample e-mail:

Subject: Cannot Work Today
Dear Mr. _____:
I'm afraid I am sick and will not be able to come in today. I wanted to let you know immediately so you can call in a replacement. I will call later in the day to let you know if I will be in tomorrow.
Kevin Jones

94 POLITICALLY CORRECT: Avoiding Gender Bias

A. Items 3, 8, and 14 should be marked "PC." All other items should have check marks.

B. Rewrites will vary. Probable rewrites:

2. As a first order of business, the committee must elect a ~~chairman~~ chairperson.
4. A ~~fireman~~ firefighter must be devoted to helping others.
5. ~~Every firefighter learns~~ Firefighters learn to quickly put on ~~his~~ their uniforms.
6. On Secretary's Day ~~a boss~~ bosses should give ~~his~~ their secretaries a thank-you gift.
7. ~~A secretary~~ Secretaries like to know ~~she~~ ~~is~~ they are appreciated.
9. During the strike, the factory was short on ~~manpower~~ workers.
10. A ~~mailman~~ letter carrier delivers letters through rain, sleet, or snow!
11. In order to feel proud of ~~himself~~ oneself, a person must be kind to others.
12. Volunteering helps make ~~a person~~ people feel good about ~~himself~~ themselves.
13. The writing teacher suggested subjects, but ~~each student~~ students chose ~~his~~ their own final topics.
15. Will ~~mankind~~ humankind ever be at peace?

95 RECOGNIZING GOOD GRAMMAR: Review 1

- | | | |
|----------|-----------|-----------|
| | 6. a. FG | 11. a. GG |
| | b. GG | b. FG |
| 2. a. FG | 7. a. GG | 12. a. FG |
| b. GG | b. FG | b. GG |
| 3. a. FG | 8. a. GG | 13. a. FG |
| b. GG | b. FG | b. GG |
| 4. a. GG | 9. a. GG | 14. a. FG |
| b. FG | b. FG | b. GG |
| 5. a. FG | 10. a. FG | 15. a. FG |
| b. GG | b. GG | b. GG |

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96 RECOGNIZING GOOD GRAMMAR: Review 2

- | | | |
|----------|-----------|-----------|
| | 6. a. GG | 11. a. GG |
| | b. FG | b. FG |
| 2. a. FG | 7. a. GG | 12. a. FG |
| b. GG | b. FG | b. GG |
| 3. a. GG | 8. a. FG | 13. a. GG |
| b. FG | b. GG | b. FG |
| 4. a. FG | 9. a. FG | 14. a. GG |
| b. GG | b. GG | b. FG |
| 5. a. GG | 10. a. FG | 15. a. GG |
| b. FG | b. GG | b. FG |

97 PROOFREADING CHALLENGE 1

1. a 2. c 3. b 4. c 5. c 6. b

98 PROOFREADING CHALLENGE 2

1. b 2. b 3. c 4. b 5. a 6. c

99 PROOFREADING CHALLENGE 3

1. b 2. c 3. c 4. c 5. a 6. b

100 PROOFREADING CHALLENGE 4

1. c 2. c 3. a 4. c 5. a 6. b 7. c 8. b



GOOD GRAMMAR GLOSSARY 1

A. Complete the sentences. Fill in each blank with the correct term from the box.

verb homonym contraction possessive noun singular pronoun plural

1. Instead of saying, "I will," we often say, "I'll." Two words join to create a _____.
2. *Fred, Florida, farm,* and *faith* are "naming" words. A word that names a person, place, or thing is a _____.
3. After Frieda ate fifteen figs, *she* fell ill. The word *she* replaces the noun *Frieda*. A word that substitutes for a noun is a _____.
4. A _____ word refers to more than one. If you have two *bosses*, you have more than one *boss*.
5. A _____ word refers to just one. "I see an *ant* on the table!"
6. *Run, jump, hit,* or *sing*—each word expresses an action. Words like *is* or *was* express what is or seems to be. Each *italicized* word is a _____.
7. *Your* and *you're* sound the same but are different words. The word *your* is a _____ of *you're*.
8. Is it *my* book or *Bill's*? It might be *Marci's* book! Each of the words in *italics* is _____. They all show ownership.

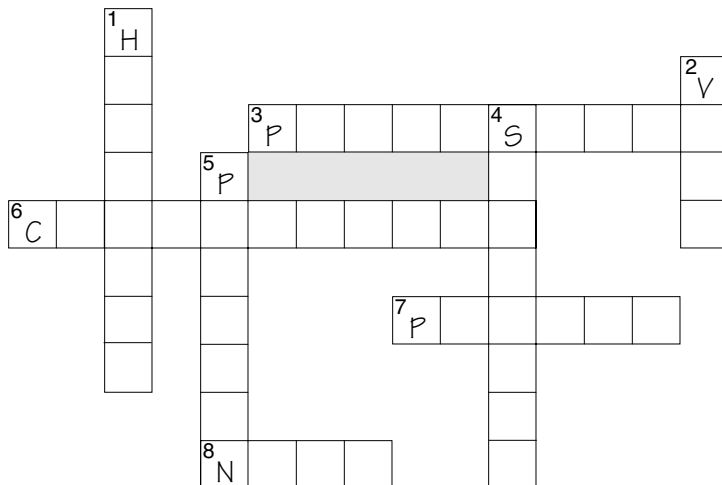
B. To complete the puzzle, match each **boldface** clue word with a word from the box.

ACROSS

3. the **baby's** booties
6. **it's, isn't,** or **I'm**
7. many **apples** or **cats**
8. **pizza, yo-yo, Denver,** or **government**

DOWN

1. **their, they're,** and **there**
2. **waddle, whisper, was,** or **wiggle**
4. one **apple** or **cat**
5. John loves **his** dog.





HOMONYM HEADACHES: *there*, *they're*, and *their*

When you're speaking, *there*, *they're*, and *their* sound the same. When you're writing, you must use the correct spelling to convey the different meanings.

there = at or in that place, *they're* = contraction for *they are*
to or toward, right now *their* = plural possessive

FAULTY GRAMMAR: Fire crews stand *there* ground in the forest. No camping is allowed *their*.

GOOD GRAMMAR: Fire crews stand *their* ground in the forest. No camping is allowed *there*.

A. Does good grammar call for *there*, *they're*, or *there*? Circle the correct word.

1. Campers aren't reading the posted signs. (There / They're / Their) ignoring warnings of fire danger.
2. Sparks from (there / they're / their) campfires have started a blaze.
3. Firefighters fear (there / they're / their) losing (there / they're / their) battle.
4. With no roads, (there / they're / their) having trouble carrying (there / they're / their) equipment.
5. Weather forecasters say (there / they're / their) is no rain in (there / they're / their) forecast.
6. The governor declared (there / they're / their) is an emergency, and she asked for all nearby states to offer (there / they're / their) help.

B. Cross out faulty forms of *there*, *they're*, or *their*. Write the correct word above the error.



They're go the hot shots into the forest! "Hot shots" are special teams of highly trained firefighters. Their called *hot shots* because they're job is to attack the hottest parts of forest fires. There shovels, axes, and chainsaws are designed to clear the area of fuel. Hot shots create a "fire line" by scraping the ground to bare soil. There plan often includes setting new fires to remove fuel. In hard-to-reach areas, they're greatest help may come from the air. Sometimes "smoke jumpers" parachute from planes to get their. Pilots drop there loads of chemicals to smother the flames.

NAME: _____

DATE: _____



HOMONYM HEADACHES: *who's/whose, it's/its, you're/your*

Writers often confuse *homonyms*—different words that sound the same. Good grammar means choosing the correct homonym!

---CONTRACTION---

who's (who is)

it's (it is)

you're (you are)

---POSSESSIVE PRONOUN---

whose (*whose* jacket?)

its (*its* headlights)

your (*your* assignment)

FAULTY HOMONYM CHOICE

Dear Terri,

Sorry to hear *your* sick! Hope
your better soon and *you're*
headache disappears.

You're pal,

Josie

GOOD GRAMMAR

Dear Terri,

Sorry to hear *you're* sick!
Hope *you're* better soon and
your headache disappears.

Your pal,

Josie

- A.** Circle the homonym that correctly completes each sentence in the paragraphs below.

Ralph and Luis always argue about
(*whose* / *who's*) better at everything. They talk
about (*whose* / *who's*) car is the fastest and
(*whose* / *who's*) the best baseball player.

They work at a construction site where
(*its* / *it's*) their job to clean up. When (*its* / *it's*)
very hot outside, you might hear Luis say, "I love the heat.

(*Its* / *It's*) never too hot for me! But you, Ralph, (*your* / *you're*) a wimp!"

"Look (*whose* / *who's*) talking," Ralph will respond. "Half of (*your* / *you're*)
day is spent on rest breaks!"

But everyone knows (*whose* / *who's*) Ralph's best friend. (*Its* / *It's*) Luis!
At day's end, Luis is the one (*whose* / *who's*) there to help Ralph finish a job.
And Ralph's the guy (*whose* / *who's*) friendship Luis can always trust!

- B.** On the back of this sheet, answer the following questions in complete sentences.
In each answer, use one of the homonyms in parentheses.

1. What time is it?
(*it's* or *its*)

2. What color is a
polar bear's fur?
(*it's* or *its*)

3. Which candidate
will you vote for?
(*who's* or *whose*)

4. When should you
take an umbrella?
(*it's* or *its*)

5. Where should I
put my backpack?
(*you're* or *your*)

6. What qualities do you
look for in a friend?
(*who's* or *whose*)



THE PROOFREADER: Commonly Confused Homonyms

Become a grammar proofreader! Look for homonym errors as you read these paragraphs about mythical creatures. But first, review what you've learned about the commonly confused homonyms listed below.

---CONTRACTION---

who's (who is)

it's (it is)

you're (you are)

---POSSESSIVE PRONOUN---

whose (*whose* car?)

its (*its* headlights)

your (*your* license)

-----THERE, THEY'RE, OR THEIR-----

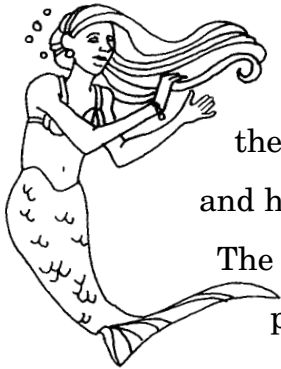
there (at or in that place, to or toward, right now)

they're (contraction for *they are*)

their (plural possessive)

Cross out the homonym errors in the paragraphs below. Write the correct word above each error.

MERMAIDS



It's a popular belief that creatures called *mermaids* live beneath the sea. They're said to be lovely women who's bodies are half-human and half-fish. Legends tell of mermaids whose beauty attracts mortal men.

The mermaids place a special cap on the men they capture. It's magical power allows the men to live the rest of their lives underwater.

If you think you're seeing a mermaid in the ocean, your eyes may be tricking you! Some say that seals, with their bright eyes and round heads, look a bit like humans. It's likely that you have spied a seal that's swimming far from shore.

THE MINOTAUR

This mythical beast has its origins in Greek mythology. The Minotaur, like the mermaid, is pictured as half-human. It has a man's body, but theirs a bull's head on top. This beast belonged to evil King Minos, whose home was Crete. The Minotaur lived there in a maze. King Minos would trap young men and women in the maze. They could not find their way among its twisting passages!

There was one young warrior, however, whose fate was different. You're probably wondering how Theseus found his way out! The king's daughter loved Theseus. She gave him a magic thread. Its powers led him out of the maze.



NAME: _____

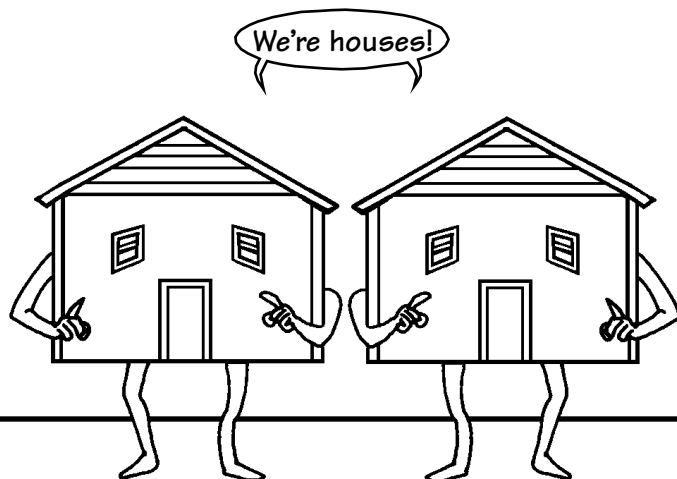
DATE: _____



EXCEPTIONAL ENGLISH: Unusual Plurals 1

Good grammar sometimes means breaking the usual rules of English. Some nouns, for example, have *very* unusual plural forms.

Ox becomes *oxen*,
and *mouse* becomes *mice*;
But *fox* doesn't become *foxen*,
and *house* doesn't become *hice*!



A. Circle the correct plural form of each **boldface** noun.

1. **box**

boxes

boxen

box's

4. **root**

roots

rootes

reet

7. **can**

cen

cans

canes

10. **bonus**

bonuses

boni

bonuss

2. **foot**

foots

footes

feet

5. **man**

men

mans

manes

8. **booth**

booths

boothes

beeth

11. **wolf**

wolfs

wolves

wolf's

3. **boot**

boots

boot's

beet

6. **pan**

pen

panes

panes

9. **child**

childs

children

childes

12. **roof**

roofs

rooves

reef



B. Write sentences using the plural form of each noun below. Do your work on the back of this sheet.

1. knife 2. bacterium 3. gentleman 4. life

ON YOUR OWN!

Look for irregular plural nouns in magazine or newspaper articles. Circle all the irregular plurals you find.



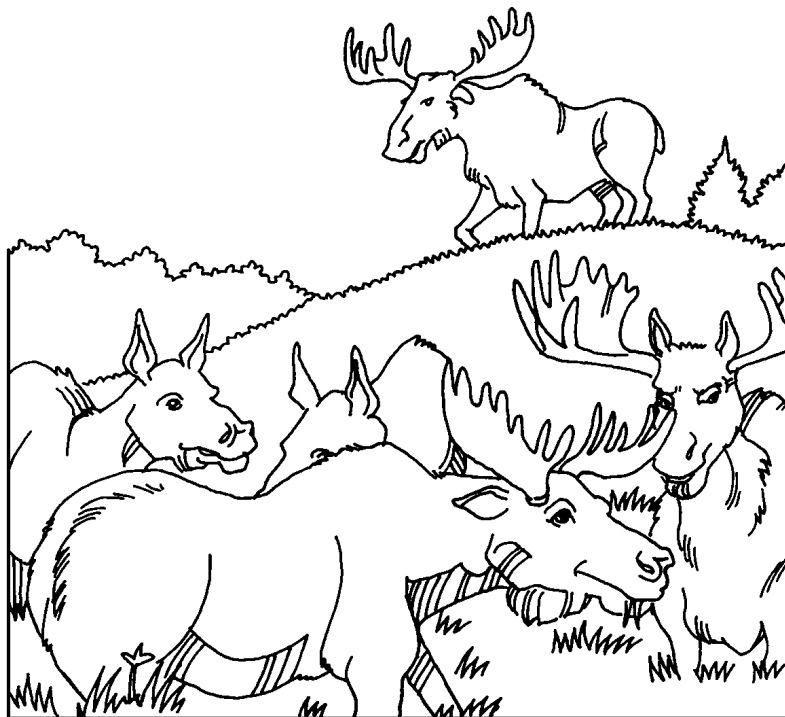


EXCEPTIONAL ENGLISH: Unusual Plurals 2

The singular and plural forms of a few nouns are exactly alike.

A. Circle nouns that stay the same in both the singular and plural forms.

- | | |
|--------|--------------|
| kiss | deer |
| swine | news |
| moose | hospitals |
| sheep | sandwich |
| sleeve | headquarters |



B. Read the following sentences. Cross out the incorrect plural nouns. Write the correct plural noun on the blank line.

- A herd of meese grazed in the meadow. _____
- Please don't wear your torn blue jean to the job interview. _____
- Fry the five freshly caught fishes in a pan of sizzling butter. _____
- Sixteen sheeps and seven swines slept in Suzie Swanson's stable. _____, _____
- At the conference table sat four Frenchmen, two Americans, and three Japaneses. _____

C. On the back of this sheet, write sentences using the plural form of each word below. Hint: For some words, the plural will be different from the singular. For others, it will be the same.

1. Chinese 2. Canadian 3. Englishman 4. Swede 5. New Yorker

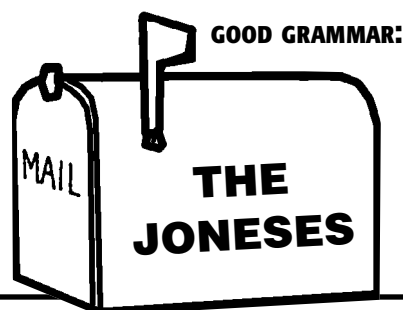
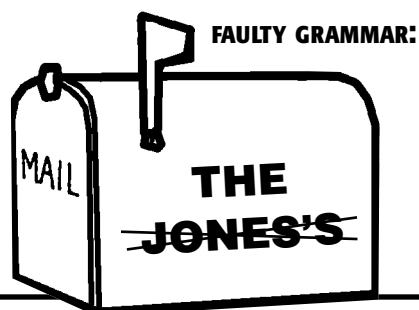
NAME: _____

DATE: _____



KEEPING UP WITH THE JONESES: Plural Names

Stick to the rules! Use *s* to form the plural of most proper nouns. But if a proper noun ends in *s*, *x*, *z*, *ch*, or *sh*, add *es* to form the plural.



A. Circle the correctly formed plural noun.

1. An animated TV show called *The* (*Simpsones* / *Simpsons*) takes place in the town of Springfield.
2. There are several (*Springfields* / *Springfield's*) in the United States.
3. *I Love Lucy* was an early TV show about a family called the (*Ricardos* / *Ricardoes*).
4. Ricky and Lucy Ricardo had friends named the (*Mertz*s / *Mertz*es).
5. There are twenty-seven (*Higgins* / *Higginses*) listed in our phone book.
6. Seven (*Henries* / *Henrys*) have the last name of Higgins.
7. Two of our presidents have been (*Bushs* / *Bushes*).
8. Both of those have been (*Georges* / *George's*).

B. Write the plural of each name. Use the first one as an example.

1. Billy _____ *Billys* _____

4. Alex _____

2. Frederick _____

5. Alonzo _____

3. Tuesday _____

6. Rich _____

ON YOUR OWN!

Do some research about U.S. presidents! On the back of this sheet, write sentences telling how many had the following names. Use a plural name in each sentence.

1. Adams (last name) 2. Johnson (last name) 3. James (first name) 4. John (first name)

NAME: _____

DATE: _____



TRICKY PLURALS

How do we write the plurals of *letters*, *numbers*, and *signs*? How do we make plurals of words that are thought of as things? These plurals are usually formed by adding 's.

GOOD GRAMMAR:

Penny had too many *and*'s and *um*'s in her speech.
 Krissy always tops her *i*'s with a heart-shaped dot.
 Flappers danced their way through the Roaring 20's.
 The ✓'s mean the answers are wrong.



A. Write the plural of each item in parentheses to complete the sentences.

1. If you want to have good handwriting, be sure to cross all your (t) _____.
2. People who live into their (100) _____ are called *centenarians*.
3. The (!) _____ at the end of the sentences show emphasis.
4. Brooke begins all her sentences with ("well") _____.
5. Our country's Great Depression occurred in the (1930) _____.

Compound words, such as *grandfather*, are made up of two or more other words. How are compounds made plural? If the compound is one solid word (baseball), add an *s* (baseballs). If the compound word has a *hyphen* (brother-in-law, great-aunt), add the *s* to the main word (brothers-in-law, great-aunts). When in doubt, check a dictionary.

GOOD GRAMMAR: grandfathers, mothers-in-law, three-year-olds

B. Circle the correct plural form of each **boldface** word. Use a dictionary as needed.

- | | | | |
|------------------------|------------------|-------------------------|------------------|
| 1. first-grader | 2. teacup | 3. sister-in-law | 4. cupful |
| firsts-grader | teascup | sister-in-laws | cupsful |
| first-graders | teacups | sisters-in-law | cupfuls |

C. On the back of this sheet, write four sentences about family members. In each sentence, use the plural form of one of these compounds:

| | | | |
|-------------|-------------------|--------------|------------|
| grandfather | great-grandfather | half-brother | stepmother |
| grandmother | great-grandmother | half-sister | stepfather |
| great-uncle | mother-in-law | teenager | newborn |

NAME: _____

DATE: _____



EXCEPTIONAL ENGLISH: Are Group Nouns Singular or Plural?

Certain words name a group of things. *Jury*, *team*, *herd*, and *band* are some examples. Group nouns are exceptional. Depending on how they're used, they can be either singular or plural.

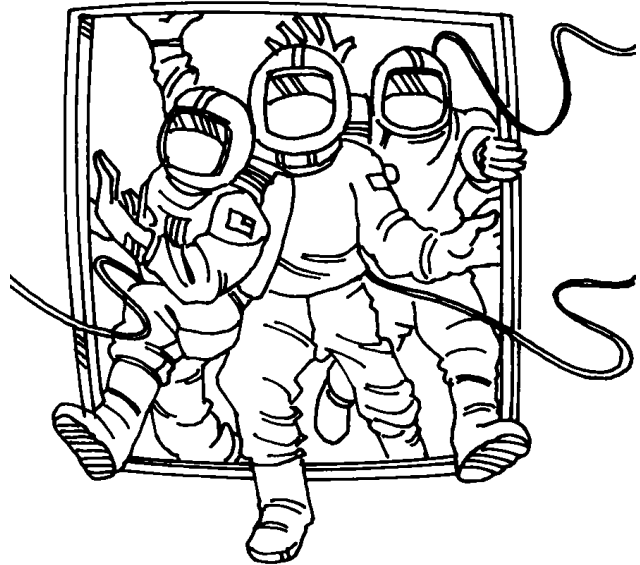
GOOD GRAMMAR:

The **jury** *is* meeting in the jury room. (singular—the jury as a single unit)

The **jury** *are* still debating their final verdict. (plural—the separate members of the jury)

A. Underline the group noun in each sentence. Then circle the correct verb form.

1. The crew normally (enters / enter)
the space capsule individually.
2. This wild buffalo herd (is / are)
the last one in the country.
3. Sadly, the herd (is / are) dying
a few each month.
4. I'm glad the band (is / are)
playing lots of "golden oldies."
5. The committee of five (is / are)
in charge of the lunch menus.
6. The committee (is / are)
squabbling among themselves.
7. The team (is / are) on the court, and the game is about to begin.
8. The big crowd in the stadium (is / are) louder than usual.
9. (Is / Are) the choir going to be singing at tonight's concert?
10. The staff at most hotels (is / are) anxious to make all guests feel at home.



B. Choose five of the following group nouns. On the back of this sheet, write a sentence using each noun you chose. Decide whether you are referring to a single unit or to separate group members. Make sure the noun and verb agree in number.

GROUP NOUNS: orchestra, audience, family, squad, club, flock, army, class

C. Scan a magazine, newspaper, letter, advertisement, or pamphlet. Find a sentence that contains a group noun. Copy the sentence on the back of this sheet. Underline the group noun and circle the verb.

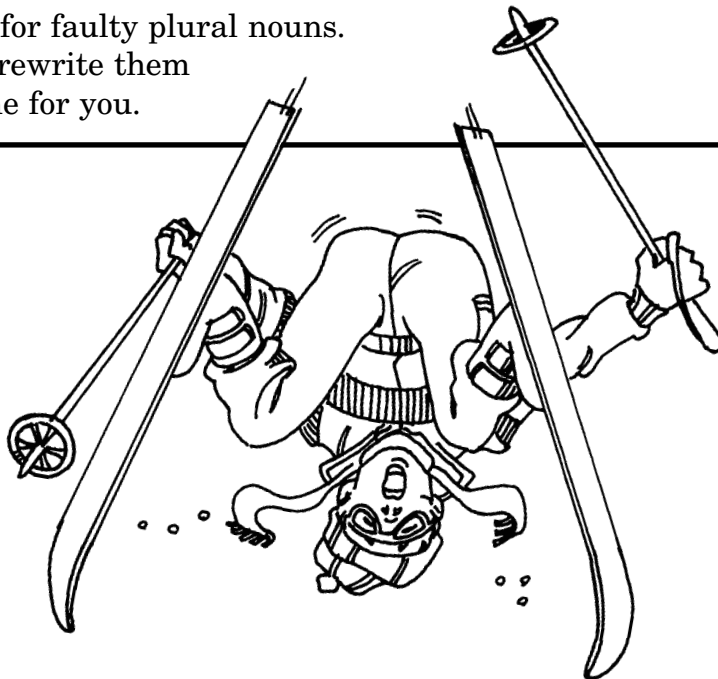


THE PROOFREADER: Plural Nouns

As you proofread this passage, look for faulty plural nouns. Cross out the incorrect plurals and rewrite them correctly. The first one has been done for you.

THE SKI LESSON

I live in "ski country." Nearly all the ~~mans~~^{men}, womans, and childs I know hit the slopes each winter. Not the Miller's. Somehow, our family had never become skiers. In high school, I wanted to be one of the crowd. I signed up to take ski lessons for six Saturday's.



I arrived at the mountain via bus. Wearing borrowed ski pants (too tight!) and an old parka (too big!), I went to the equipment rental boothes.

"I need bootes," I told the fellow at the booth.

"Whoa! Those are some big foots!" he said, pinching my toe.

I set out wearing too-small bootes and carrying rented skies and poles. Each painful step crunched on the snow. Some gentlemen and their wives pointed to the easy slope. I looked back at the white rooves of the lodge and restaurant. I wanted to be inside where it was warm. I wanted to remove those bootes!

At the top of a small hill, my foots seemed to have grown rootes. Knifes of fear pierced my heart. If I fell, I could knock my tooths out!

"Come on, Joe," the instructor shouted. The childs in the class cheered me on. (Did I mention I was ten years older than any of the other "snow bunnys"?)

"Are we Milleres mouses or mans?" I asked myself. "We're mans!" I shouted as I slid forward. A herd of oxes would have been more graceful! Quite a sight I was, plowing down that hill.

Near day's end, I returned to the lodge. After the icy mountains, I was warm at last! I checked my watch. There was time for one more run! Suddenly I realized I'd become hooked on the torture and joy of being on skies.

NAME: _____

DATE: _____


GOOD GRAMMAR WHEN "IF-ING" AND "WISHING"

When a sentence refers to past time, the word *had* is used after *if*. Also use the verb *had* in *wishes* that refer to past time. **AVOID** saying *would have* or *would of*!

FAULTY GRAMMAR: I wish you *would have* let me repair the sink, so we would have saved some money.

If I *would have* let you fix the sink, we would have been swimming in our kitchen!

GOOD GRAMMAR: I wish you *had* let me repair the sink, so we would have saved some money.

If I *had* let you fix the sink, we would have been swimming in our kitchen!

A. Circle the correct verb form. Reading sentences aloud will help you recognize good grammar.

1. I wish the morning (would have / had) gone differently.
2. I (wouldn't have / hadn't) been late for school if my alarm clock (would of / had) rung.
3. If I (wouldn't of / hadn't) been in such a hurry, I (wouldn't have / hadn't) broken my bike lock.
4. If wish I (wouldn't of / hadn't) missed class!



B. Put a check mark (✓) by sentences with faulty verb forms.
Hint: Read each sentence aloud.

1. _____ I wish I would have been home when Lauren called.
2. _____ If I had, I'll bet she would have invited me to her party.
3. _____ Don't you wish you would have seen last night's ball game?
4. _____ The Tigers would have won if the last shot would of gone through the hoop.
5. _____ I wish I hadn't gotten sunburned at the beach.
6. _____ If only I wouldn't have fallen asleep in the sun!

C. On the back of this sheet, rewrite each checked sentence. Correct the grammar by changing the verb form. You should write four sentences. Read your sentences aloud for a good grammar check.



PARALLEL STRUCTURE 1: Matching Sentence Parts

Many sentences present two or more similar ideas. When you're writing or speaking, make sure that sentence parts match.

FAULTY GRAMMAR: The umpire was *wise* and *a fair person*.

GOOD GRAMMAR: The umpire was *wise* and *fair*.



- A.** Read each sentence pair. Look for good grammar. Circle the letter of the sentence that has matching parts.

- | | |
|--|--|
| <p>1. a. The elevator was slow and made loud noises.</p> <p>b. The elevator was slow and loud.</p> | <p>5. a. Jeff is outgoing, but Matt is quiet when he's around other people.</p> <p>b. Jeff is outgoing, but Matt is shy.</p> |
| <p>2. a. The actor was handsome, muscular, and funny.</p> <p>b. The actor was handsome, had big muscles, and made me laugh.</p> | <p>6. a. Biking, skateboarding, and to water-ski are my favorite summer sports.</p> <p>b. Biking, skateboarding, and water-skiing are my favorite summer sports.</p> |
| <p>3. a. Scott wants a car with air conditioning, an automatic transmission, and the paint job should be good.</p> <p>b. Scott wants a car with air conditioning, an automatic transmission, and a good paint job.</p> | <p>7. a. He arrived at the emergency room with a broken rib, a sprained ankle, and a black eye.</p> <p>b. He arrived at the emergency room with a broken rib, his ankle was sprained, and a black eye.</p> |
| <p>4. a. The thrill ride made the children laugh, scream, and beg for more!</p> <p>b. The thrill ride made the children laugh, scream, and they wanted more!</p> | |

- B.** Rewrite each sentence, making the structure parallel. Write your corrected sentences on the back of this sheet.

1. *The Young, the Bold, and Those Who Dare* is Carla's favorite daytime TV show.
2. When introducing yourself, tell your name, how old you are, and your occupation.
3. In the hot weather the babies cried, the children whined, and the people who were older argued.
4. Look for the puppy in the basement, under the deck, and he might be at the neighbor's house.
5. On Saturdays I enjoy sleeping late, to eat a big breakfast, and going for a long walk.

NAME: _____

DATE: _____



PARALLEL STRUCTURE 2: Making Comparisons Match

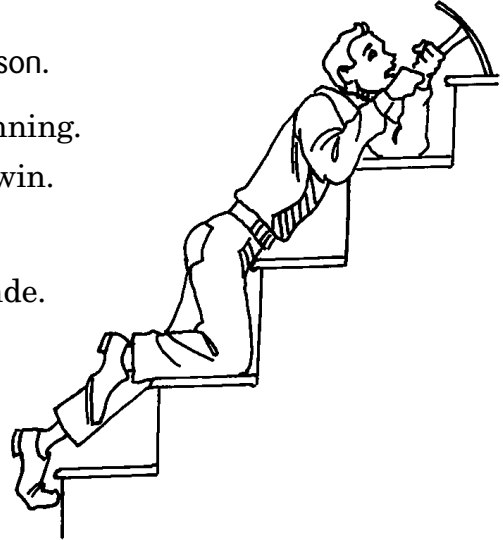
When comparing two or more similar ideas, make sure sentence parts match!

FAULTY GRAMMAR: A homemade cake is often better than to buy one.

GOOD GRAMMAR: A homemade cake is often better than a bakery one.

- A.** Read each pair of sentences. Look for good grammar.
Circle the letter of the sentence that is a matching comparison.

1. a. In sports, having fun is as important as winning.
b. In sports, having fun is as important as to win.
2. a. Red hair is more unusual than blonde hair.
b. Red hair is more unusual than being a blonde.
3. a. I'm so tired that climbing the stairs is like I climbed a mountain.
b. I'm so tired that climbing the stairs is like climbing a mountain.
4. a. Personality is as important as beauty.
b. Personality is as important as looking beautiful.
5. a. A night of sleep on my new mattress is like resting on a cloud.
b. Sleeping on my new mattress is like resting on a cloud.



- B.** Write a **C** for *correct* in the blanks before comparisons that are parallel.
Put a check mark (✓) by those that are not.

1. ____ Waiting for a sale may be wiser than buying shoes at full price.
2. ____ Riding my bike to the mall is faster than to walk.
3. ____ To see the film was not as exciting as reading the book.
4. ____ To cross 52nd Street is more dangerous than crossing Lincoln Avenue.
5. ____ Chewing this steak is like gnawing a rubber tire.
6. ____ Health means more to me than being rich.
7. ____ It's better to use cold to stop swelling than to use heat.
8. ____ Calm discussions are better than arguing angrily.

- C.** On the back of this sheet, rewrite the checked sentences in Part B. Make the comparisons parallel. You should write five sentences.

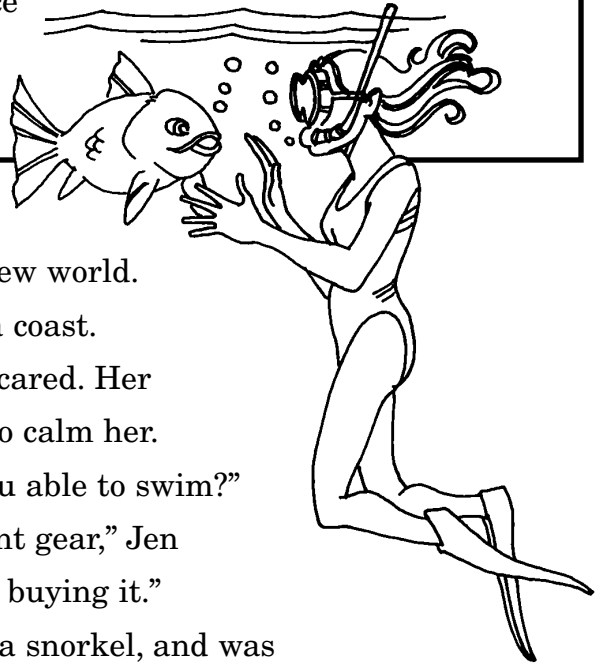
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DATE: _____



THE PROOFREADER: Parallel Sentence Parts

As you proofread this passage, look for sentence parts that don't match. Find and underline ten non-parallel sentences. Write corrected sentences on the lines below the passage.



SNORKELING

Last summer, Marta took a journey into a new world. She went snorkeling in a cove on the California coast. At first Marta was hesitant, nervous, and felt scared. Her friend Jen, who'd snorkeled many times, tried to calm her.

“Can you hold your breath, float, and are you able to swim?” she asked. “If so, you can snorkel. First we'll rent gear,” Jen explained. “It's cheaper to rent equipment than buying it.”

Marta strapped on a face mask, snapped in a snorkel, and was pulling on swim fins. Walking in the fins was as hard as to dance a ballet in combat boots! Once in the water, Marta kicked, splashed, and was gliding gracefully.

Through her mask, Marta saw a world that was beautiful, ever-changing, and fascinated her. She saw one fish that was round, yellow, and didn't act afraid. A big eel was ugly but a shy creature.

By day's end, Marta had a new favorite sport. “Snorkeling is more fun than to water-ski!” she exclaimed.

CORRECTED SENTENCES:

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

NAME: _____

DATE: _____



UNNECESSARY PRONOUNS

Speakers sometimes mistakenly add unneeded pronouns. Keep your “ears open” for this error.

FAULTY GRAMMAR:

My uncle *he* is a shortstop for the Tigers.

GOOD GRAMMAR:

My uncle is a shortstop for the Tigers.

A. Put a check mark (✓) by sentences with an unnecessary pronoun. Then cross out the unnecessary pronoun. Reading the sentences aloud will help you catch the errors.

1. ____ First my friend Amie she slipped on the icy sidewalk.
2. ____ Then this big guy Barney he started laughing.
3. ____ The P.E. teacher saw what happened, and she came over to us.
4. ____ The teacher she told Barney he had a lot to learn about being a friend.
5. ____ You could see that Barney he felt ashamed.
6. ____ Surprisingly, he apologized to Amie.
7. ____ By that time, some other kids they had gathered around.
8. ____ Everyone heard Barney the Bully apologize to Amie.
9. ____ I think the incident on the ice it taught Barney a lesson.
10. ____ Now Barney, Amie, and I we have become good friends.

B. Faulty grammar won't win this candidate any votes! Underline sentences that have unnecessary pronouns. Write corrected versions of the sentences on the back of this sheet.

Fellow citizens of Middletown, I am Meg Miner, and I'm asking for your vote. Our city it is in trouble. The street sweepers they are on strike. The schools they are short of funds. As your new mayor, I will make things right. Mayor Rigler he has ignored problems. If elected again, he will let those problems grow. I will end the labor strike. I will encourage schools to use money wisely. When I am elected, Middletown it will be strong again. Families they will have confidence in their schools. Citizens they will have clean streets. Middletown will have the future it deserves. I say, "Make Meg Miner your mayor and make Middletown mighty!"





MAKING NOUNS AND PRONOUNS MATCH

A singular pronoun must be used to substitute for a singular noun.
Likewise, a plural pronoun must be used in place of a plural noun.

FAULTY GRAMMAR: If a *kid* eats too much junk food, *they* might gain weight.

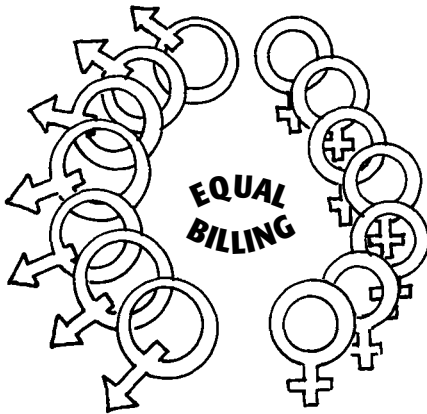
GOOD GRAMMAR: If a *kid* eats too much junk food, *he or she* might gain weight.

—or—

If *people* eat too much junk food, *they* might gain weight.

A. Circle the pronoun that agrees with the noun it replaces.

1. If men live in glass houses, (he / they) shouldn't throw stones.
2. A sunburn makes a guy look like (he / they) might be blushing.
3. If a fellow has the nerve to sing in public, (he / they) should get applause.
4. When one of the cows is lowing, (she / they) probably should be milked.
5. Once a dancer quits the girls' drill team, (she / they) cannot return.
6. Each *Mr. Universe* contestant smiled brightly as (he / they) walked onstage.



BEING POLITICALLY CORRECT!

It was once acceptable to use the pronoun *he* to refer to singular nouns such as “person” or “student.” This is no longer true. Good grammar now requires that both genders get equal billing.

POLITICALLY INCORRECT:

If a *voter* arrives after the polls close, *he* cannot vote.

POLITICALLY CORRECT:

If a *voter* arrives after the polls close, *he or she* cannot vote.

—or—

If *voters* arrive after the polls close, *they* cannot vote.

B. Rewrite each sentence on the back of this sheet. Be sure your new sentences are grammatically *and* politically correct. Remember that the nouns and pronouns must both be singular *or* plural.

1. In my state, a new driver can apply for their license at age 16.
2. When a driver is 15, he can drive with an adult in the car.
3. A cadet must go through tough training before they become police officers.
4. Future doctors spend many years in school before he gets an M.D. degree.
5. Many times, a student will get a loan to help pay their college tuition.

NAME: _____

DATE: _____


PRONOUN PROBLEMS

Us or We? Speakers and writers sometimes misuse the pronouns “we” and “us.”

FAULTY GRAMMAR: Us musicians formed a jazz trio.

GOOD GRAMMAR: We musicians formed a jazz trio.

GOOD GRAMMAR HINT: Say the sentence *without* the noun.

Us formed a jazz trio. / *We* formed a jazz trio.

Your ear will tell you whether “we” or “us” is correct.



A. Complete each sentence by writing the pronoun *we* or *us* in the blank. Read the sentence aloud to check your work.

1. Not one of _____ girls noticed that it had started to rain.
2. Why are _____ boys getting blamed for all the noise?
3. The store had a special sale for _____ regular customers.
4. The comedian had _____ kids rolling in the aisles.
5. _____ teenagers are smarter than many people think.
6. _____ students love field trips to interesting places.
7. If it hadn't been for _____ volunteers, the job would never have been done.
8. Morris shared his secret only with _____ two.

Them, Those, or They? The pronoun *them* is **never** the subject of a sentence.

FAULTY GRAMMAR: Are *them* the new students? Are *them* their schoolbooks?

GOOD GRAMMAR: Are *they* the new students? Are *those* their schoolbooks?

B. Read each sentence aloud. Listen for faulty grammar. On the back of this sheet, correct the grammar as you rewrite each sentence.

1. Them aren't the shoes I ordered!
2. Them are too big for me.
3. Oh, were them your cupcakes I just ate?
4. "I believe," Grandpa said, "them were the good old days!"
5. Them at the bottom of the apple barrel are rotten.
6. The red socks are mine, and them are yours.
7. Are them our new neighbors?



POSSESSIVE PRONOUNS

To make most nouns possessive, use an apostrophe (') and an s. (*Ed's car*)
 Pronouns, however, have special possessive forms. No apostrophe is needed! (*his car*)

FAULTY GRAMMAR:

Is that ten-dollar bill *your's*?

GOOD GRAMMAR:

Is that ten-dollar bill *yours*?

A. Read each question. Complete the answers with a possessive pronoun from the box.

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

1. Is the note on the board _____? Yes, it is _____.
2. Do you want to bring _____ own lunch? No, I'd rather share _____.
3. Was the skier hurt in the fall? Yes, he broke _____ arm.
4. Where should I put the fish? Put them in _____ aquarium.
5. What does _____ dog look like? _____ pooch has brown spots.
6. Where is Lucille's flute? _____ is in the music room.
7. Do those hats belong to you and _____ pals? No, they're not _____.

B. Write a one-sentence answer to each question. Use a possessive pronoun in each answer.

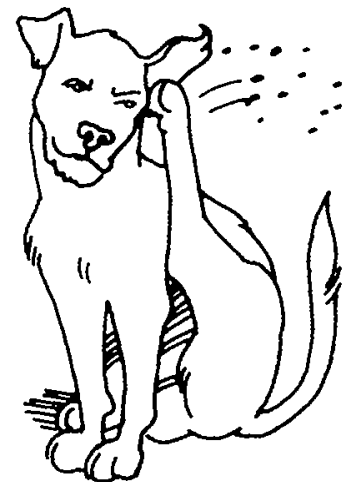
1. What is your favorite season?

2. What are your best friends' names?

3. Which school is yours?

4. What is your teacher's hair color?

5. How can you tell if a dog has fleas?



ON YOUR OWN!

Look in a magazine or newspaper article for a sentence with a possessive pronoun.
 Copy the sentence and circle the possessive pronoun.

NAME: _____

DATE: _____

**IS IT ME? IT IS I!**

Certain pronouns are meant to be **subjects** in sentences. *I* is a **subject** pronoun.

FAULTY GRAMMAR:

Bernie and *me* are bicycling to the coast.

GOOD GRAMMAR:

Bernie and *I* are bicycling to the coast.

(*Bernie* and *I* = subject of sentence)

GOOD GRAMMAR HINT: People rarely confuse *I* and *me* when they use only pronouns. Few would say, "*Me* is bicycling to the coast." To check your grammar, drop the noun and say the sentence aloud. Your ear will tell you that *I*, not *me*, should be bicycling to the coast with Bernie.

Other pronouns are meant to be **objects** in a sentence. *Me* is an **object** pronoun.

FAULTY GRAMMAR:

The bike store gave T-shirts to Bernie and *I*.

GOOD GRAMMAR:

The bike store gave T-shirts to Bernie and *me*.

(*Bernie* and *me* = object of sentence)

GOOD GRAMMAR HINT: Again, try dropping the noun "*Bernie*." Your ear should tell you that it's wrong to say, "The bike store gave T-shirts to *I*."

A. Circle the correct pronoun. If you're unsure of your answer, remember the hint given above: Say the sentence aloud *without* the noun.

1. Evelyn and (*I* / *me*) took a great vacation last summer.
2. Now everyone is envious of Evelyn and (*I* / *me*).
3. The supermarket manager offered Dennis and (*I* / *me*) a job.
4. He knows that Dennis and (*I* / *me*) are hard workers.
5. Mr. Carl, the math teacher, recommended Dennis and (*I* / *me*).
6. Neither Dennis nor (*I* / *me*) plan to accept the job offer.
7. Both Dennis and (*I* / *me*) already have jobs at the summer camp.

B. Correctly complete each sentence. Write *I* or *me* in the blank.

- | | |
|---|--|
| 1. The party is for Boris and ____. | 5. The tennis match was between ____ and Ryan. |
| 2. Boris and ____ danced until dawn. | |
| 3. No one is in the house but you and ____. | 6. At the end of the match, Ryan and ____ were tired. |
| 4. Yes, you and ____ are home alone! | |

C. On the back of this sheet, write three sentences about yourself and somebody else. In each sentence, use either the pronoun *I* or the pronoun *me*.



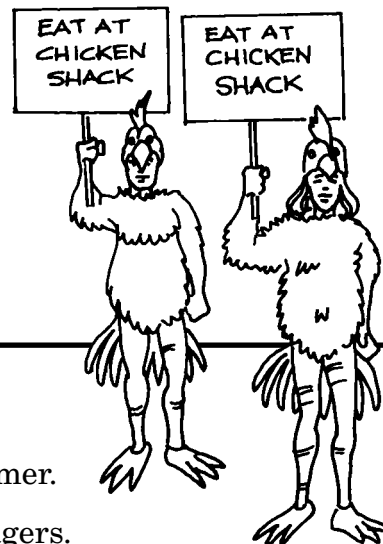
MISPLACED PRONOUNS

“After you,” you might say to a friend. After all, allowing another person to go first is a matter of courtesy. Remembering this can help you use good grammar.

GOOD GRAMMAR HINT: When writing or speaking, put yourself *after* pronouns or nouns that refer to others.

FAULTY GRAMMAR: *I* and *Dave* looked silly in our chicken costumes.

GOOD GRAMMAR: *Dave* and *I* looked silly in our chicken costumes.



A. Put a check mark (✓) by the correct sentences.

1. _____ You and I march to the beat of a different drummer.
2. _____ Some say that I and you are very unusual teenagers.
3. _____ Most people choose chocolate over vanilla, but not me and you!
4. _____ Without Big Ernie and me, the team couldn't win.

B. Complete each sentence. Use a person's name in one of the blanks. Use *I* or *me* in the other.

1. No one has more fun together than _____ and _____.
2. _____ and _____ are very much alike.
3. I treasure the autographed picture of _____ and _____.
4. _____ and _____ are classmates.
5. Two heads are better than one, so _____ and _____ studied together.
6. The bus roared past the stop, leaving _____ and _____ behind.
7. Neither _____ nor _____ like to do pushups.
8. The dark, creaking house made both _____ and _____ very nervous.
9. Either _____ or _____ put the garbage out each evening.
10. _____ and _____ were born in the same month.

ON YOUR OWN!

Scan a newspaper, magazine, or book. Look for a sentence that combines a noun and the pronoun *I* or *me*. Copy the sentence on the back of this sheet. Underline the noun and the pronoun.

NAME: _____

DATE: _____



PRONOUN PROBLEMS: *Who* or *Whom*?

Certain pronouns are meant to be **subjects** in sentences. *Who* is a **subject** pronoun.

FAULTY GRAMMAR: *Whom* owns that flashy red sports car?

GOOD GRAMMAR: *Who* owns that flashy red sports car? (*Who* = subject of sentence)

Other pronouns are meant to be **objects** in a sentence. *Whom* is an **object** pronoun.

FAULTY GRAMMAR: Here is the person to *who* you should speak.

GOOD GRAMMAR: Here is the person to *whom* you should speak. (*Whom* = object of sentence)

GOOD GRAMMAR HINT: The question of *who* or *whom* is most important in formal, written English. In informal conversation, speakers often use *who*, even if the pronoun is an object.

Read the following business letter. Fill in each blank with *who* or *whom*.

1040 W. Water Ave.
Littleton, MA 01460

To _____ It May Concern:

I am writing about an incident with a park ranger _____ works at Cedar Hills Park. On August 4, I was walking my leashed dog. The ranger, _____ said his name was Randy Johnson, told us to leave the park.

I later called the Parks Department to complain. The woman to _____ I spoke said the parks permitted leashed dogs. She promised to explain this to the ranger, _____ was new at his job. When I returned to the park, I met the ranger with _____ I'd had problems. Ranger Randy apologized. He said the people for _____ he works had explained the rules.

This letter is for the Parks Department and Ranger Randy, to _____ I say, "Thanks for the apology!" I'm glad the city listens to citizens _____ support the parks with their taxes. I'm also glad they welcome pets that need exercise.

Sincerely,
Roxanne Kerr
Roxanne Kerr

ON YOUR OWN!

Be an alert listener. Listen for the words *who* and *whom* in casual conversations. Then answer these questions: Did you hear anyone use the pronoun *whom*? If so, did they use it correctly or incorrectly? Did you ever use the word *whom*? If so, what did you say? Write your answers on the back of this sheet.

Be an observant reader. Look for the words *who* and *whom* in a news article. Cut out the article and circle the words *who* or *whom* where you find them.



MAKING COMPARISONS

FAULTY GRAMMAR:

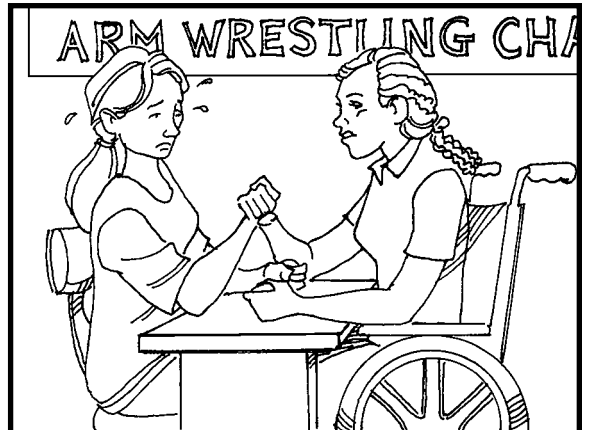
Of the two arm wrestlers, Maya is the strongest.

GOOD GRAMMAR HINT: When comparing two things, use the comparative form. Generally, this will be a word ending in *-er* (such as *stronger*) or a word preceded by *more* (such as *more generous*).

When comparing more than two things, use the superlative form. Usually, this will be a word ending in *-est* (such as *strongest*) or a word preceded by *most* (such as *most gracious*).

GOOD GRAMMAR:

Of the two arm wrestlers, Maya is the stronger.



A. Complete each comparison. Write the correct form of the word in parentheses. The first one has been done for you.

1. The (unusual) most unusual treat I've ever eaten is chocolate-covered ants.
2. Ants are (sweet) _____ and (crunchy) _____ than beetles.
3. Some people say that pigs are (smart) _____ than dogs.
4. My friend's potbellied pig is the (smart) _____ animal I've ever seen.
5. The pig makes, however, the (hideous) _____ grunts and snorts!
6. Winkler Company employees are the city's (fast) _____ window washers.
7. They wash the windows of the (tall) _____ buildings in town.
8. Jupiter is the (large) _____ of the planets.
9. A day on Jupiter is much (short) _____ than a day on Earth.
10. The air on the mountain peak is (thin) _____ than at its base.

B. Choose three of the word groups listed below. On the back of this sheet, write a paragraph for each group. In each paragraph, write one sentence for each word. Your first sentence should be a statement. Your second and third sentences should be comparisons.

| | | | | | |
|----------|--------------|---------|---------|----------------|------------------|
| small | stylish | ugly | soft | delicious | frightening |
| smaller | more stylish | uglier | softer | more delicious | more frightening |
| smallest | most stylish | ugliest | softest | most delicious | most frightening |

ON YOUR OWN!

Make a "comparison collage." Cut pictures from magazines and use them as the basis of comparisons. For example, you might choose pictures of different cars and write captions such as: "The Spitfire is sportier than the Nomad." or "The Spitfire is the sportiest of these three cars."

NAME: _____

DATE: _____

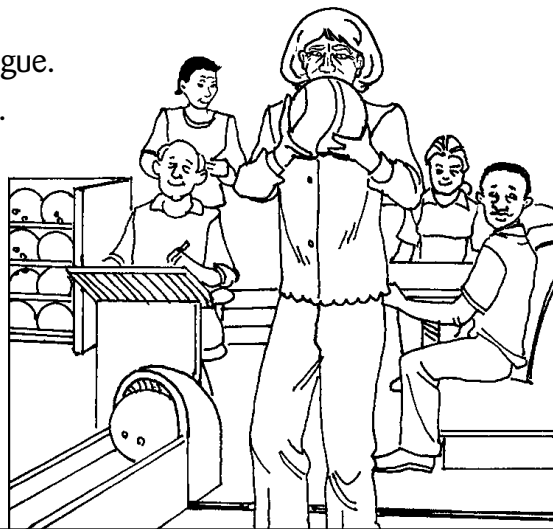
EXCEPTIONAL ENGLISH: Irregular Comparisons

FAULTY GRAMMAR: Maria is the *goodest* bowler in the league.

GOOD GRAMMAR: Maria is the *best* bowler in the league.

When making comparisons, watch out for these exceptional words:

| | COMPARATIVE FORM | SUPERLATIVE FORM |
|-------------|------------------|------------------|
| good (well) | better | best |
| bad (badly) | worse | worst |
| many (much) | more | most |
| little | less | least |
| far | farther | farthest |



A. Complete each sentence with the correct form of the word in parentheses. The chart above will help you make your choice. To double-check your answer, read the completed sentence aloud.

- This year, English is my (good) _____ subject in school.
- New York is (far) _____ from Texas than it is from Georgia.
- When a drought hits, there is (little) _____ rainfall than usual.
- Which city in your state is the (far) _____ south?
- In 1998 Mount Baker got the (more) _____ snow in recorded history.
- Lulu took driving lessons so she could become a (good) _____ driver.
- She took nine (many) _____ lessons than her friend Sam took.
- If Lulu is a (good) _____ driver than Sam, she should take the wheel.
- The (far) _____ Lucas got from home, the (bad) _____ he felt.
- It was the (bad) _____ night of Lucas's life!
- Lucas felt much (good) _____ when he saw a light in the distance.
- Thirty is the (many) _____ passengers this bus will hold.

B. On the back of this sheet, use a form of the word in *italics* to answer each question. Write your answer in the form of a comparison. See the first answer for an example.

- What sport do you play *well*?
I play tennis better than I play golf.

Tennis is my best sport.
- What sport do you play *badly*?
- What building is *far* from your home?
- How *many* people fit into your family car?
- How *little* sleep can you get and still be cheerful?



DOUBLE COMPARISONS

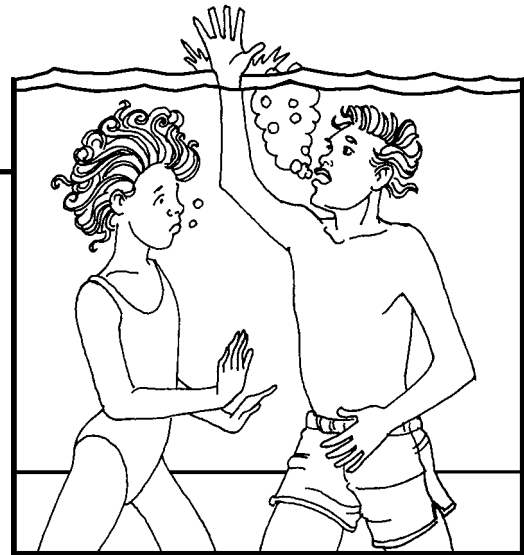
FAULTY GRAMMAR:

Nina could hold her breath more longer than Bob.

GOOD GRAMMAR:

Nina could hold her breath longer than Bob.

GOOD GRAMMAR HINT: Avoid double comparisons! If you use the *-er* ending, don't double the comparison by adding *more*. If you use the *-est* ending, don't double up by also using *most*.



A. Correct these faulty comparisons as you rewrite the sentences on the lines.

1. Phil's new sports car is more sleeker than his old one.

2. It's the most fanciest car he has ever owned.

3. It's also his most expensivest car.

4. The car is more noisier than the law allows.

5. If Phil drives any more faster, he'll get a ticket.

FAULTY GRAMMAR:

After the accident, I felt *worser* than anyone.

GOOD GRAMMAR:

After the accident, I felt *worse* than anyone.

GOOD GRAMMAR HINT: Watch out when using the irregular words *good* and *bad*. Take extra care to avoid double comparisons!

B. Put a check mark (✓) by each faulty comparison. On the back of this sheet, rewrite the checked sentences correctly.

1. _____ Clay, who doesn't like novels, exclaimed, "TV is more better than books!"

2. _____ I think reading is the best way to spend my free time.

3. _____ I've spent some of my most best times curled up with a book.

4. _____ The new fall TV shows are more worse than the summer reruns!

5. _____ The worst show of the season is *Squeaky, the Talking Shoe*.



THE PROOFREADER: Making Correct Comparisons

Carefully proofread this passage. Find and underline ten sentences with faulty comparisons. Write corrected sentences on the lines below the passage.



HUMMINGBIRDS

Hummingbirds are one of the world's most unusualest birds. They are thought to be the smaller bird in the world. Some are tiniest than bumblebees. The larger of all hummingbirds is the Giant Hummer.

It lives in the highest mountains of South America.

South America is probably more far than you want to go. Closer to home, a flower garden is the goodest place to spot hummingbirds. The birds' long, slender bills are more better than short beaks. They can easily suck nectar from flowers.

Hummingbirds have some of the remarkablest abilities of any bird. Like a helicopter, they can fly straight up. They can dart into a flower quickest than you can blink! Even more fastest than they fly in, they can fly out backwards! The hummingbird is the only bird that can fly backwards.

CORRECTED SENTENCES:

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

NAME: _____

DATE: _____



A PESKY PAIR: *Among* and *Between*

FAULTY GRAMMAR: Can you divide one strawberry soda *between* seven starving students?

GOOD GRAMMAR: Can you divide one strawberry soda *among* seven starving students?

GOOD GRAMMAR HINT: *Between* usually refers to **two** persons, things, or groups. *Among* usually refers to **more than two**.



A. Write *among* or *between* in each blank.

THE TREASURE HUNT

Sabrena and Ryan were on a backyard treasure hunt. They'd found a map _____ two pages of an old book. It showed that something was buried _____ the elm tree and the holly hedge.

"I think the treasure might be here _____ all these weeds," Ryan said. He bent over and began to dig _____ his legs like a dog. Sabrena found a shovel _____ the garden tools. She joined the dig.

Clink! Sabrena's shovel became wedged _____ a rock and a metal box.

"We'll keep the secret of this treasure _____ you and me!" Sabrena whispered.

Ryan wedged his pocketknife _____ the box and its rusty lock. When the lid sprang open, Ryan and Sabrena moaned in disappointment. The box was full of dirt! Then, _____ the dirt clods, an object caught Ryan's eye. He brushed the dirt off of a leather pouch. It was filled with unusual old coins.

"There are sure to be some valuable ones _____ all these coins!" Sabrena said. "We'll sell them at a coin shop and split the profits _____ us!"

"I'm going to divide my share _____ my five family members," Ryan said. "After all, the backyard belongs to all of us!"

B. On the back of this sheet, write a paragraph describing a sports event. Use the words *between* and *among* in some of the sentences.



GOOD GRAMMAR GLOSSARY 2

A. Complete the sentences. Fill in each blank with the correct term from the box.

| | | | | | |
|-----------|--------|----------|-----------|-------------|--------|
| adjective | adverb | articles | modifiers | preposition | phrase |
|-----------|--------|----------|-----------|-------------|--------|

- I saw a *big, orange* insect and a *small, spotted* bug *slowly* crawling up the wall. The words in *italics* are describing words. We call these kinds of words _____.
- The words *big* and *orange* describe the noun *insect*. A word that describes a noun or pronoun is called an _____.
- The word *slowly* describes the verb *crawling*. A word that describes a verb is called an _____. These words usually end in *-ly*.
- The, a, and an* are commonly used words that often come before a noun. We call these words _____.
- A snake slithered in *among* the insects. The word *among* shows how the noun *snake* relates to the noun *insects*. A _____ is a word that relates a noun or a pronoun to another part of a sentence.
- A _____ is a group of words that makes sense but does not make a complete sentence. An example of this type of word group is *among the insects*.

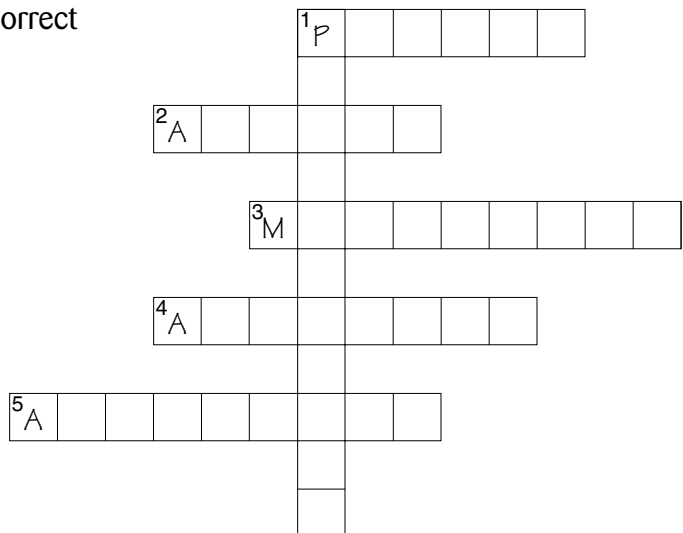
B. To complete the puzzle, match each **boldface** clue word with a word from the box. The correct terms are the puzzle answers.

ACROSS

- the sound **of the whistle**
- He **quickly** scored.
- The **skillful** skater **quickly** scored the **second** goal.
- a** timeout; **the** referee
- the **final** score

DOWN

- the player **in** the penalty box



NAME: _____

DATE: _____

**ADJECTIVE OR ADVERB?**

FAULTY GRAMMAR: Mr. Quinn drives so *crazy* that no one will ride with him.

GOOD GRAMMAR: Mr. Quinn drives so *crazily* that no one will ride with him.

—or—

Mr. Quinn is such a *crazy* driver that no one will ride with him.

GOOD GRAMMAR HINT: Use an *adverb* when a modifier describes a *verb* and tells “how.” Adverbs usually end in *-ly*. Use an *adjective* when a modifier describes a *noun* and tells “what kind.”

A. Decide which modifier should be used in each sentence. Circle the adjective or adverb.

1. Raymond thought, “I can pass this test (easy / easily)!”
2. He answered the questions very (quick / quickly).
3. But poor Raymond received a (terrible / terribly) grade!
4. “How could I have done so (miserable / miserably)?” he asked the teacher.
5. “I’m afraid you worked (careless / carelessly),” the teacher said.
6. “You didn’t write (clear / clearly) and had many (incorrect / incorrectly) answers.”

B. Read each faulty sentence. Rewrite it correctly two different ways. Use the first one as an example.

1. Teresa speaks Spanish fluent.
 - a. Teresa speaks fluent Spanish.
 - b. Teresa speaks Spanish fluently.
2. Larry dances awkward.
 - a. _____
 - b. _____
3. The rain fell steady during the picnic.
 - a. _____
 - b. _____
4. The climber cautious scaled the mountain.
 - a. _____
 - b. _____
5. Ben’s voice boomed loud over the microphone.
 - a. _____
 - b. _____

ON YOUR OWN!

In the lunchroom, carefully observe someone sitting nearby. Write three sentences describing how and what the person is eating. Use a variety of adjectives and adverbs. Underline the adjectives and circle the adverbs in your sentences.

NAME: _____

DATE: _____


A PESKY PAIR: *Good* and *Well*

FAULTY GRAMMAR: The boss said, "Thanks for a job done *good*!"

GOOD GRAMMAR: The boss said, "Thanks for a job done *well*!"

—or—

The boss said, "Thanks for a *good* job!"

GOOD GRAMMAR HINT: *Good* is an **adjective**. Use the word *good* to describe a noun. *Well* is an **adverb**. Use the word *well* to tell how an action is done.



A. Write the correct modifier, *good* or *well*, in each blank.

- "This soup is not _____," Harold whispered to Gerald.
- "Aunt Beth doesn't cook very _____," Gerald replied.
- The new TV doesn't work as _____ as the old one.
- In cold weather my old car doesn't run very _____.
- Lola doesn't sing _____, but she's a _____ dancer.
- After three days of training, Gracie did _____ in her new job.
- To get a _____ color, you must mix the paints _____.
- The mystery story was _____, and it ended _____.

EXCEPTIONAL ENGLISH: Sometimes it's okay to use the noun *good* after the verb *feel*. It depends on what you mean.

Say, "I feel *good*," if you mean that you're happy or in good spirits.

Say, "I feel *well*," if you mean that you're in good health or not sick.

B. Write the correct modifier, *good* or *well*, in each blank.

- I feel _____ about my recent test grade.
- Now that your fever is gone, do you feel _____?
- The note said, "Please excuse Sharon from school yesterday as she didn't feel _____."
- When I hear a marching band, it makes me feel _____.
- On Tuesday, Ruben felt _____ enough to go home from the hospital.
- "It feels _____ to be home!" he exclaimed.

ON YOUR OWN!

Imagine you want to hire someone to walk your dog, mow your lawn, or tutor you in a school subject. Write an ad you might place in a newspaper. Use the word *good* and the word *well* at least once in your ad.

NAME: _____

DATE: _____



MISPLACED MODIFIERS

FAULTY GRAMMAR:

The tourists photographed bears *with digital cameras*.

GOOD GRAMMAR:

The tourists *with digital cameras* photographed bears.

GOOD GRAMMAR HINT: Make sure your descriptive phrases are near the words they modify. A misplaced modifier can create a confusing or silly mental image.



A. Put a check mark (✓) next to each sentence with a misplaced modifier.

1. _____ Smothered with cheese and tomato sauce, I greedily gobbled the pizza.
2. _____ I greedily gobbled the pizza smothered with cheese and tomato sauce.
3. _____ Swimming underwater, the divers saw buried treasure.
4. _____ The divers saw buried treasure swimming underwater.
5. _____ I usually travel on a plane with a good book.
6. _____ On a plane, I usually travel with a good book.

B. Rewrite each sentence to make it more sensible. Place each misplaced modifier closer to the word it describes.

1. The swimmer approached the diving board wearing swim fins.

2. Stuck firmly in a solid rock, King Arthur saw a sword.

3. I found a candlestick made by an ancient craftsman in an upstairs closet.

4. I like to listen to soothing music doing my homework.

5. With a loud pop I watched my balloon break.

6. The dog was chasing the boy with the spiked collar.

DANGLING MODIFIERS

FAULTY GRAMMAR:

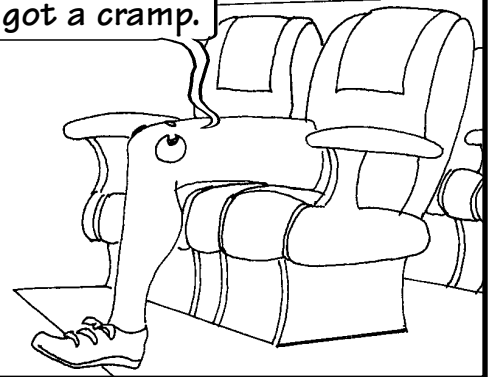
Riding on the bus all day, my leg got a cramp.

GOOD GRAMMAR:

Riding on the bus all day, I got a cramp in my leg.

GOOD GRAMMAR HINT: Take care when you start a sentence with a descriptive phrase! You must immediately tell your reader who or what the phrase describes.

OUCH! I've got a cramp.



A. Put a check mark (✓) next to the sentences with a dangling modifier.

1. _____ Watching the Super Bowl, I ate a whole bag of chips and a carton of dip.
2. _____ Looking through a telescope, the moon clearly was not made of cheese!
3. _____ Grasping the paw firmly, the veterinarian cut the dog's toenails.
4. _____ With a victory shout, the soccer ball went into the goal.
5. _____ Wearing tuxedos and long gowns, the party was an elegant affair.

B. Rewrite each sentence so that it makes better sense. Ask yourself what word the “-ing” phrase describes. As an example, the first one has been done for you.

1. Hoping to mow the grass quickly, a power mower was used.

Hoping to mow the grass quickly. I used a power mower.

2. Sitting on the roof, the city lights were in clear view.

3. After pushing button number 15, the elevator began to rise.

4. Hoping for a better life, the covered wagons moved westward.

5. Having cooked all day, the dinner took just twenty minutes to eat.

C. Choose one of the sentences you checked in Part A. On the back of this sheet, illustrate the sentence. Your drawing should show the silly mental image a dangling modifier can create.

Hint: Don't worry about your artistic ability. Stick figures are just fine.



NAME: _____

DATE: _____


USING ARTICLES: *A, An, and The*

The words, *a*, *an*, and *the* often come before a noun. These words are called *articles*.

FAULTY GRAMMAR:

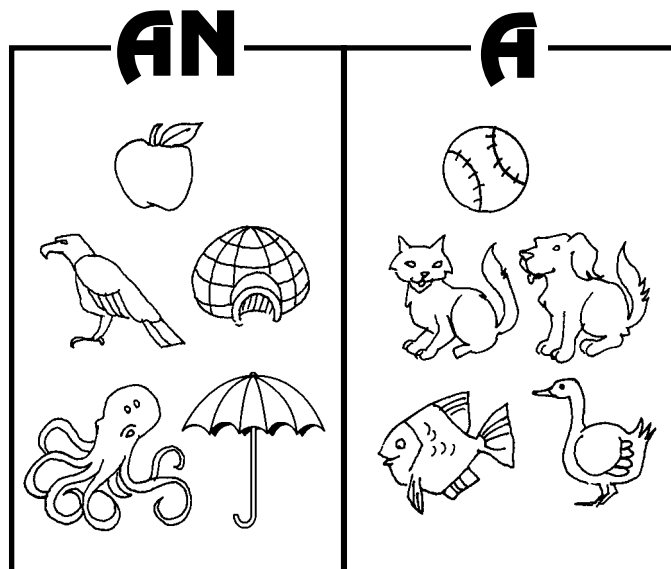
It is *a* honor to speak to this group!

GOOD GRAMMAR:

It is *an* honor to speak to this group!

GOOD GRAMMAR HINT: How do you decide whether to use *a* or *an* before a noun? Say the word. Check its beginning sound.

- Use *an* if the noun begins with a vowel **sound** (*ape*, *icicle*, or *hour*). Notice that while the first letter of *hour* is a consonant, the **sound** is that of a vowel.
- Use *a* if the noun begins with a consonant **sound** (*door*, *bathtub*, *phone*, or *uniform*). *Uniform* begins with a vowel letter, but it begins with a consonant sound.



A. Complete each sentence by writing *a* or *an* in the blank. For help, read the sentences aloud.

- ___ eagle swooped swiftly down on the mouse.
- “I have ___ idea!” Isabella exclaimed to her friend.
- A pirate is often pictured as ___ one-eyed fellow with a hook for a hand.
- After ___ hour of vigorous exercise, Sabrina was exhausted.
- My grandmother says that ___ apple a day keeps the doctor away.
- That new supermarket offers ___ one-stop shopping experience.
- Jack bought ___ hen that laid golden eggs.
- Marvin got ___ *F* on his first quiz, ___ *B* on the second, and ___ *A* on the third.
- ___ owl often gives ___ hoot before it sets out on ___ hunt.
- In rainy climates ___ umbrella is ___ useful item to own.

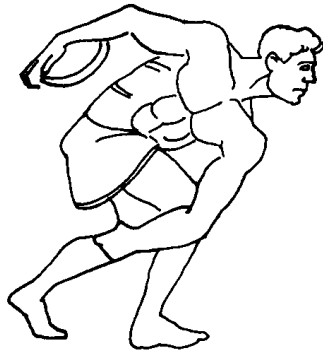
B. Circle the correct article in each phrase.

- (a / an) exciting race
- (an / the) local YMCA
- (a / an) private lake
- (the / an) next award
- (a / an) heavy box
- (an / the) correct answer



THE PROOFREADER: Modifier Mistakes

The student who wrote this passage needs your help! As you proofread the following paragraphs, look for modifier problems. Underline faulty descriptive words or phrases. Then rewrite the problem sentences correctly. (You should find twelve faulty sentences.) The first faulty sentence has been corrected for you.



THE EARLY OLYMPICS

The early Olympic Games took place in Greece. Hopefully athletes arrived from far and wide. They competed proud in the famously games. Every four years the Olympics brought a time of peace to Greece. Even during wars, battles were halted for the games. A soldier often became a athletic competitor.

The games began almost 3,000 years ago. Held in late summer, the weather was hot and dry. A parade always started the five busy days of events. Wearing purple robes, the parade was led by judges. Next came athletes, marching noble before the crowds. They solemn swore to obey the rules.

On the fifth and finally day, the athletes stood before an statue of a god. Those who did good won awards. Crowned with olive leaves, the Olympic Games honored its winners.

The Greeks held the Olympics for 1,200 years. Long after, in 1896, the modern Olympic Games began. Today's games have new events. Winners are now awarded brightly medals. With friendship in their hearts, the games still carry a spirit of peaceful competition and goodwill.

1. Hopefully athletes arrived from far and wide.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

NAME: _____

DATE: _____



AVOIDING DOUBLE NEGATIVES

Use only one negative word to express a negative meaning.

FAULTY GRAMMAR: I *don't* know *nothing* about the robbery!

GOOD GRAMMAR: I *don't* know *anything* about the robbery!
I know *nothing* about the robbery!

OOPS!

- A.** Put a check mark (✓) beside each sentence that contains a double negative. Then underline both negative words in the sentence. The first one has been done for you.

1. ✓ The bank teller knew she shouldn't never argue with a robber!
2. _____ "Don't never put yourself in danger!" the bank manager had told her.
3. _____ She didn't say nothing and calmly handed over the money.
4. _____ Nobody tried to stop the robber as he headed for the door.
5. _____ He put down the money bag, pulled open the door, and didn't look back.
6. _____ "No one will never catch me!" he thought as he dashed into the street.
7. _____ He wasn't not far before he stopped and returned to the bank.
8. _____ The bank guard would not let the thief get away a second time!
9. _____ He wouldn't go nowhere but jail!
10. _____ After that day, that thief was called "Lefty"—a nickname he didn't like at all!
11. _____ No, Lefty wasn't not left-handed.
12. _____ He was the thief who'd *left* his money bag behind!



- B.** On the back of this sheet, rewrite each checked sentence. (You should write seven sentences.) Correct the grammar by eliminating the double negative. (Most double negatives can be corrected in two ways; choose either one.)

NAME: _____

DATE: _____



GOOD GRAMMAR GLOSSARY 3

A. Complete the sentences with the correct terms from the box.

clause conjunction compound sentence subject predicate direct object

1. **Four campers** set up the tent. The **boldface** words tell what the sentence is about. They make up the _____ of the sentence. Every sentence has one, usually in the first part of the sentence.
2. **Four campers set up their tent.** The **boldface** words tell what the subject does. They make up the _____ of the sentence. Every sentence has one, usually in the second part of the sentence.
3. *Larry carried a **canteen**.* A noun or pronoun that receives a verb's action is called a _____. It always comes after the main verb of the sentence.
4. A word that joins other words, groups of words, or sentences is called a _____. Examples include **and, but, or, nor, for, so,** and **yet**.
5. A _____ is a word group that has a subject and a predicate and forms part of a sentence. The following sentence has two of these word groups—one in **boldface** and the other underlined: **After the guide pointed the way, we started down the trail.**
6. When a conjunction joins two clauses, the result is a _____. Here is an example:

Eldon likes pizza, but Sara prefers salad.

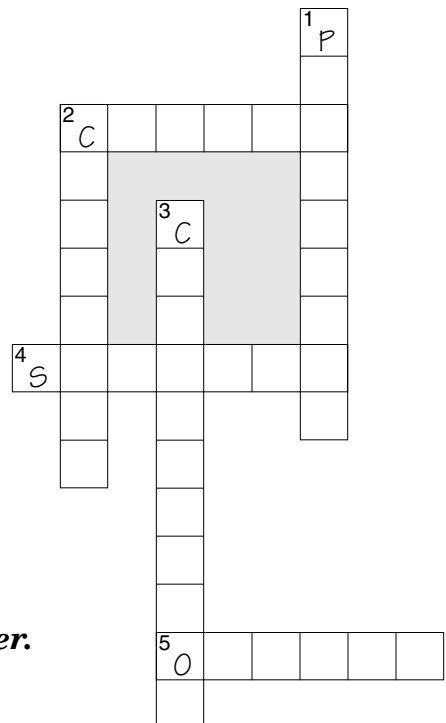
B. Which word from the glossary describes the **boldface** words in each sentence? Use these glossary words to complete the puzzle.

ACROSS

2. **After she gave her speech,** Myra passed out campaign buttons.
4. **The class president** has many duties.
5. The candidates painted **signs**.

DOWN

1. Myra **ran for class president**.
2. **Myra ran for president, and Saul ran for treasurer.**
3. Myra ran for president, **and** Saul ran for treasurer.



NAME: _____

DATE: _____



EXCEPTIONAL ENGLISH: Irregular Verbs 1

The form of a verb tells us when an action takes place. The letters *-ed* at the end of most verbs indicate that the action took place in the *past*.

look = present *looked* = past *has (had) looked* = past participle

Regular verbs follow the same pattern as *look/looked/looked*.

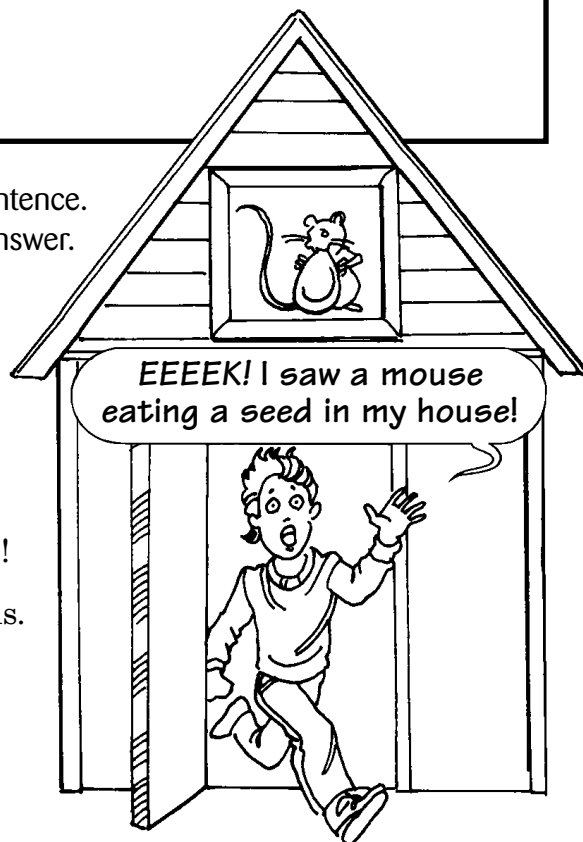
Irregular verbs follow different patterns.

FAULTY GRAMMAR: Christina *buyed* a brown suede vest.

GOOD GRAMMAR: Christina *bought* a brown suede vest.

- A.** Circle the irregular verb that correctly completes each sentence.
Hint: Read each sentence aloud before you choose the answer.

1. The rain (comed / came) down in buckets.
2. Jason (seed / saw) a mouse in his house.
3. The torpedo (sinked / sank) the battleship.
4. The robber (hided / hid) in the shadows.
5. You (thought / thought) up some great ideas!
6. Delores has (climbed / clumb) five mountains.
7. The pot has (boiled / boilt) over!
8. She has (sworeed / sworn) to tell the truth.



- B.** Fill in each blank with a form of the verb in parentheses.
The form you choose should rhyme with the **boldface** word.

1. First the boys' choir **sang**, and then the steeple bells (ring) _____.
2. Once the last bells had **rung**, a farewell song was (sing) _____.
3. When Ann **spoke** of leaving, Dan's poor heart (break) _____.
4. Seeing that his heart was **broken**, she was sorry she had (speak) _____.
5. When the autumn winds **blew**, the long-necked geese (fly) _____.
6. No one **knew** who (throw) _____ the ball that broke the window.
7. If she'd known the jacket was **torn**, she wouldn't have (wear) _____ it.
8. Lilly didn't give much (think) _____ to the groceries she **bought**.

ON YOUR OWN!

Cut out a newspaper article. Circle any irregular verbs you find in it.



EXCEPTIONAL ENGLISH: Irregular Verbs 2

FAULTY GRAMMAR:

Delila *comed* to every science club meeting.

GOOD GRAMMAR:

Delila *came* to every science club meeting.

GOOD GRAMMAR HINT: It's smart to become familiar with commonly used irregular verbs. You're likely to say and write them often!

- A.** Complete the chart with the missing verb forms. If necessary, check a dictionary. As an example, the first one has been done for you.

| | PAST TENSE | PAST PARTICIPLE |
|----|----------------------|--------------------|
| 1. | become <u>became</u> | (have) become |
| 2. | come _____ | (have) come |
| 3. | do did | (have) _____ |
| 4. | get _____ | (have) got, gotten |
| 5. | give _____ | (have) given |
| 6. | go went | (have) _____ |
| 7. | know knew | (have) _____ |
| 8. | _____ took | (have) taken |

I know the answer!



I knew the answer yesterday.

I have always known the answer.



- B.** Complete each sentence with the correct form of the verb in parentheses.

1. My friend Jacob (come) _____ to the science club meeting last night.
2. He said he had (do) _____ a groundbreaking experiment.
3. He had (come) _____ up with a way to make himself invisible!
4. Then he (take) _____ a shimmering gold scarf from his pocket.
5. We all (know) _____ he was about to do something amazing.
6. "I have always (know) _____ this was possible!" Jacob said.
7. Then he (do) _____ something we couldn't believe.
8. Before we (know) _____ it, he waved the golden scarf over his head.
9. Suddenly, Jacob was (go) _____ from sight!
10. We wondered what had (become) _____ of our friend.

- C.** On the back of this sheet, write five original sentences. In each sentence, use a past tense or a past participle verb from the chart in Part A.

NAME: _____

DATE: _____



IT'S A MATCH: Subject-Verb Agreement

A verb must agree with the subject in number. Always match a **singular subject** (such as *market*) with a **singular verb** (such as *stays*).

FAULTY GRAMMAR:

The *market stay* open all night.

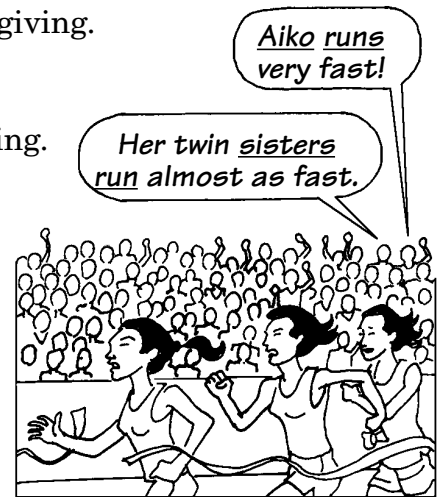
GOOD GRAMMAR:

The *market stays* open all night.

GOOD GRAMMAR HINT: The singular form of most regular verbs ends in *-s*.

A. Circle the verb form that agrees with the subject. For help, read the sentences aloud.

1. Every Thanksgiving, my dad (stuff / stuffs) the turkey.
2. The Jones family always (eat / eats) fish on Thanksgiving.
3. The Joneses (dislike / dislikes) turkey.
4. The first freeze (bring / brings) thoughts of ice skating.
5. Soon flames (flicker / flickers) in the fireplace, and cocoa (steam / steams) on the stove.
6. Tire chains (rattle / rattles) on the pavement.
7. The time (has / have) come to tune up the furnace.
8. Skaters are glad that winter (has / have) arrived.
9. Many other folks (wish / wishes) for sunshine.



B. Put a check mark (✓) by sentences that have mismatched subjects and verbs. Then, on the back of this sheet, rewrite the faulty sentences correctly.

- | | |
|--|---|
| 1. _____ The telephone pole block the view. | 6. _____ They are usually impressed by his friendliness. |
| 2. _____ The ending surprises most readers. | 7. _____ Before the election the candidates debates the issues. |
| 3. _____ The jewels is kept in a safe. | 8. _____ The dead trees has been cut down. |
| 4. _____ The best athlete wins the gold metal. | 9. _____ Since the robbery, museum guests have worn badges. |
| 5. _____ Mr. Lee shake hands with new clients. | 10. _____ At 1:00 A.M. the mouse run down the clock. |

C. Pick a subject from List A. Match it with a verb from List B. On the back of this sheet, write a sentence using the words you've chosen.

LIST A: clerk, supermarkets, customers, bag, aisles

LIST B: breaks, sells, buy, hold, wraps



SUBJECT-VERB AGREEMENT: Tricky Situations 1

Words come between the subject and verb in some sentences. In this case, double-check subject-verb agreement.

FAULTY GRAMMAR:

The *box* of cookies *weigh* fourteen ounces.

GOOD GRAMMAR:

The *box* of cookies *weighs* fourteen ounces.

GOOD GRAMMAR HINT: Remember that the verb must match the subject of the sentence—not the nearest noun. To double-check subject-verb agreement, try reading the sentence aloud. Leave out the phrase that follows the subject.

The ~~box of cookies~~ *weighs* fourteen ounces.

To complete the chart on the right, write the subject of each sentence in the first column. Then select the correct verb from the words in parentheses and write it in the second column. The first one has been done for you as a sample.

1. This book of humorous poems (make / makes) a good gift.
2. The pages of the old book (has / have) yellowed with age.
3. Any employee without gloves (is / are) sent home.
4. Those pets of mine (make / makes) too much noise.
5. The people in my neighborhood (is / are) complaining.
6. One of every four Hoover High students (go / goes) on to college.
7. All the students except Margo (plan / plans) to attend the college fair.
8. Kathy, along with two friends, (want / wants) to travel to Europe.
9. A few branches on the elm tree (break / breaks) during every storm.
10. The flowers in the pots on the terrace (need / needs) to be watered.

| | SUBJECT | CORRECT VERB FORM |
|-----|-------------|-------------------|
| 1. | <i>book</i> | <i>makes</i> |
| 2. | _____ | _____ |
| 3. | _____ | _____ |
| 4. | _____ | _____ |
| 5. | _____ | _____ |
| 6. | _____ | _____ |
| 7. | _____ | _____ |
| 8. | _____ | _____ |
| 9. | _____ | _____ |
| 10. | _____ | _____ |

ON YOUR OWN!

Look in a book or magazine for three sentences with words between the subject and the verb. Then, on the back of this sheet, copy each sentence, circle the subject, and underline the verb. Double-check to see if the subject and verb agree.

NAME: _____

DATE: _____



SUBJECT-VERB AGREEMENT: Tricky Situations 2

Certain subjects seem to create agreement problems. Watch out for these words: *one, each, every, neither, either, everyone, nobody, none, everybody, and somebody*. No matter what words follow, these subjects take singular verb forms!

FAULTY GRAMMAR:

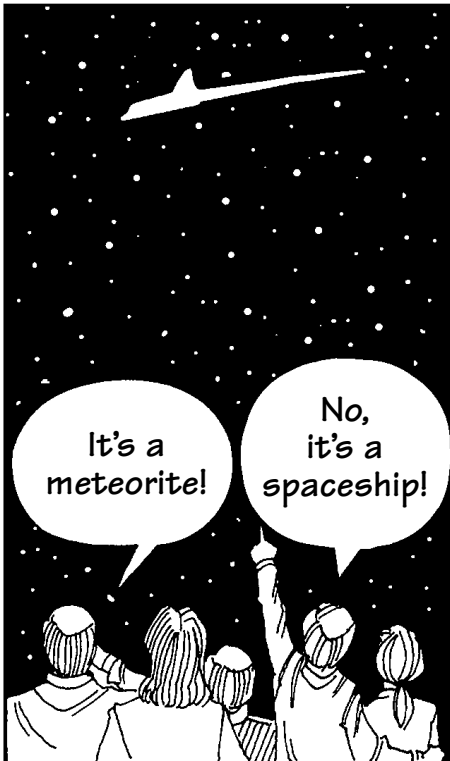
Neither of my dogs come when called.

GOOD GRAMMAR:

Neither of my dogs comes when called.

A. Circle the correct verb form in each sentence.

1. Everybody in Arthur's classes (call / calls) him "Brainiac."
2. No one in school (remembers / remember) Arthur getting a grade lower than A.
3. Everyone who gets lower grades (want / wants) Arthur's help.



4. Either a spaceship or a meteorite (has / have) fallen to Earth.
5. One of the weather stations (reports / report) seeing a flash.
6. Every city and town for miles around (has / have) sent news teams to the area.
7. Neither the government nor the scientists (understand / understands) the burned spot.
8. One of the residents (says / say) he saw an alien being in the area.
9. Before panic breaks out, somebody (need / needs) to come up with an answer.
10. (Were / Was) one of the McDonald boys playing with fireworks?

B. On the back of this sheet, write five original sentences. For each sentence subject, use *one, each, every, neither, either, everyone, nobody, none, everybody, or somebody*. Be sure to choose a singular verb to match your subject.

ON YOUR OWN!

In your reading, find a sentence that uses *one, each, every, neither, either, everyone, nobody, none, everybody, or somebody* as its subject. Copy the sentence. Underline the subject. Circle the verb. Check to see that they agree.

NAME: _____

DATE: _____

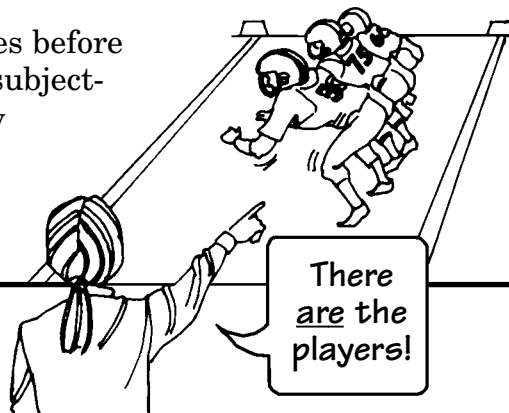


SUBJECT-VERB AGREEMENT: Tricky Situations 3

GOOD GRAMMAR HINT: In most sentences, the subject comes before the verb. When the verb comes before the subject, subject-verb agreement can get tricky. Watch out especially for sentences that begin with *There* or *Here*.

FAULTY GRAMMAR: *There's* the players warming up!

GOOD GRAMMAR: *There are* the players warming up!



- A.** Circle the words that correctly complete each sentence. (Ask yourself: Is the subject of the sentence singular or plural? Make sure the verb matches.)

- | | |
|---|---|
| 1. There (is / are) a book of instructions with the computer. | 6. (There's / There are) the cat with nine lives! |
| 2. (Here's / Here are) the cell phone you've been looking for! | 7. (There's / There are) ten extra ounces in the super-sized box of cereal. |
| 3. (Here's / Here are) some new batteries for your cell phone. | 8. (Here's / Here are) the truth as I see it. |
| 4. (There's / There are) only a few grains of truth in her story. | 9. (There's / There are) already ten points on the scoreboard. |
| 5. There (go / goes) the last few parade floats. | 10. Here (come / comes) the police officers. |

GOOD GRAMMAR HINT: In questions, the verb—or part of it—often comes *before* the subject. Make the subject and verb agree.

FAULTY GRAMMAR: *Has* your friends and classmates *seen* that new hairdo?

GOOD GRAMMAR: *Have* your friends and classmates *seen* that new hairdo?

- B.** Complete each sentence with one of the following words: *has, have, do, does, is, are*.

- | | |
|---|---|
| 1. Where _____ my jacket? | 5. _____ there any good reasons why you won't help? |
| 2. Where _____ those roaming puppies? | 6. _____ Meg or Dino offered to help? |
| 3. How _____ the magician do that trick? | 7. _____ there a shower or a tub in the hotel room? |
| 4. _____ any students volunteered to clean up the schoolyard? | 8. Where _____ Yuko get those crazy ideas? |

- C.** On the back of this sheet, write three questions in which the verb *comes before* the subject. Make sure your subject and verb agree.

NAME: _____

DATE: _____



VERB AGREEMENT WITH A COMPOUND SUBJECT 1

A *compound subject* is made up of two or more nouns or noun substitutes.

- Suppose the subject parts are joined by *and*. If the compound subject is thought of as a single unit (*bacon and eggs*), use a singular verb. If the subject parts are separate (*Brandon and Joe*), use a plural verb.

FAULTY GRAMMAR:

Macaroni and cheese *are* delicious.
Macaroni and chili *is* on the menu.

GOOD GRAMMAR:

Macaroni and cheese *is* delicious.
Macaroni and chili *are* on the menu.

- Suppose the subject parts are joined by *or*. If both subject parts are singular (*coffee or tea*), use a singular verb. If both subject parts are plural (*freshmen or sophomores*), use a plural verb.

FAULTY GRAMMAR:

Cake or pie *are* served after the play.
Will the adults or children *wins* the game?

GOOD GRAMMAR:

Cake or pie *is* served after the play.
Will the adults or children *win* the game?

- A.** Write a phrase from the box on the line to correctly complete each sentence.

| | | |
|------------|----------------|-------------------|
| looks good | makes me laugh | creates a problem |
| look good | make me laugh | create a problem |



- Clowns and dogs that do tricks _____.
- A good joke or a silly song _____.
- A heavy rain or snow _____
for motorists.
- For pilots, fog and ice _____ on takeoffs and landings.
- Black pants and a colorful sweater _____ on most women.
- A long gown or a short, sparkly dress _____ at a fancy party.
- The crisp apple and the juicy peach _____ enough to eat!
- Tardy employees and broken equipment _____ at work.
- Your new beard and mustache _____ on you!
- An untidy beard or mustache often _____ at a job interview.
- The remodeled kitchen and freshly painted bathroom _____.
- My sister's giggles and funny faces always _____.

- B.** On the back of this sheet, write five original sentences that have a compound subject. Use either *and* or *or* to connect the words in your subject.



VERB AGREEMENT WITH A COMPOUND SUBJECT 2

Choosing the correct verb form to use with some compound subjects can be quite confusing.

- Sentences with the “*not only . . . but also*” construction require a plural verb.

FAULTY GRAMMAR:

Not only math but also science
is required.

GOOD GRAMMAR:

Not only math but also science
are required.

- What if the parts of a compound subject are joined by *either . . . or*, or *neither . . . nor*? In this case, the verb must agree with the subject nearer to it.

FAULTY GRAMMAR:

Either the coach or the players
chooses the captain.

GOOD GRAMMAR:

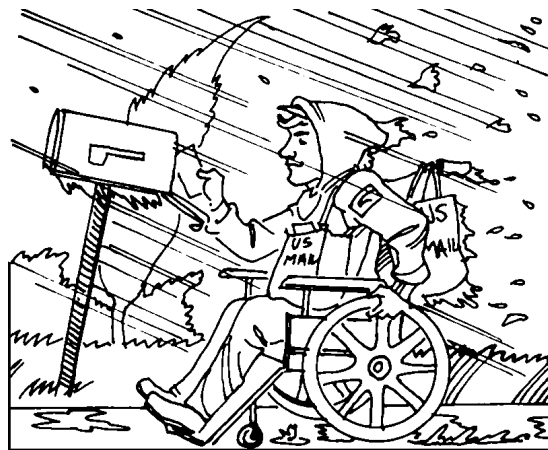
Either the coach or the players
choose the captain.

Neither the newspaper nor the
books *was* helpful.

Neither the newspaper nor the
books *were* helpful.

Circle the correct verb form in each sentence.

1. Neither wind nor rain (prevent / prevents) daily mail delivery.
2. Not only Robert but also Gus (was / were) called in to the principal’s office.
3. Not only elephants but also hippos (enjoys / enjoy) plenty of room to roam.
4. Either the Eagles or the Patriots (is / are) sure to play in the Super Bowl.
5. Neither chocolate nor vanilla (is / are) his favorite flavor.
6. Either strawberries or cake (make / makes) a fine dessert.
7. Neither the boss nor the workers (thinks / think) relocating is a good idea.
8. Neither soup nor nuts (appear / appears) on tonight’s menu.
9. Either the tide or the high winds (is / are) responsible for the damage.
10. Either the high winds or the tide (is / are) responsible for the damage.
11. Neither the painters nor the carpenter (is / are) available on that date.
12. Neither the carpenter nor the painters (is / are) available on that date.
13. Not only the players but also the coach (was / were) overconfident.
14. Not only the coach but also the players (was / were) overconfident.



NAME: _____

DATE: _____



THE PROOFREADER: Choosing Matching Verbs

Vincent's column in the school newspaper is called ASK THE KNOW-IT-ALL. Today, he would like you to proofread his column for him.

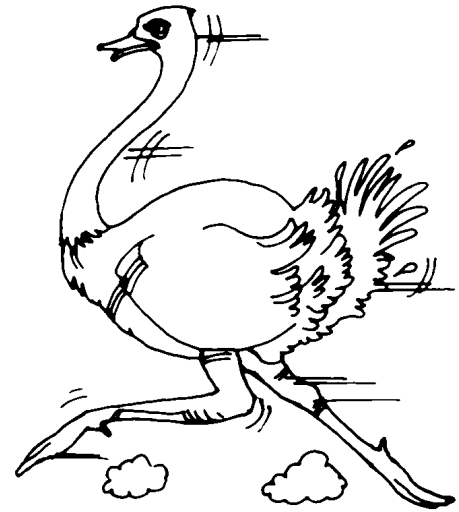
Make sure every singular subject has a singular verb. Make sure every plural subject has a plural verb. When you find verbs that don't agree with the subject, cross them out. Write the correct verb above the error.

Q: Where does graduation caps get the nickname “mortarboards”?

A: The flat, cloth-covered squares is called *mortarboards* because of their shape. They looks like the board a brick mason use. On these boards, the mason mix the mortar that cements the bricks together.

Q: Why do an ostrich bury its head in the sand?

A: The notion that ostriches bury their heads in the sand are a myth. No one know exactly where that idea got started. This bird of Africa and western Asia are, however, very cautious and wary. It is also known for having little sense. While the ostrich don't stick its head in the sand, it may do silly things when frightened.



Ostriches can't fly but is very speedy birds. Rather than running away from enemies, however, the silly ostrich often run in circles until it's caught.

Q: What's “harvest moons”?

A: The full moon that shines nearest the beginning of autumn are called the “harvest moon.” (Autumn, or fall, usually begin around September 23.) The harvest moon is extremely bright, so a farmer with crops to harvest are able to work late. The moon's brilliant glow light the fields. The beauty of harvest moons have been written about in poems and popular songs.

Here's two other nicknames for special moons. The first full moon after the harvest moon is called the “hunter's moon.” A second full moon within any one month are called a “blue moon.”

NAME: _____

DATE: _____


A PESKY PAIR: *Bring and Take*

The verbs *bring* and *take* are often confused. Correct usage depends on the **direction** of the action. Use *take* when the direction is away from the speaker. Use *bring* when the action is toward the speaker.



- A.** Circle the verb that correctly completes each sentence in the paragraph below. Hint: Saying the sentences aloud can help you recognize good grammar.

“(Bring / Take) this note home to your father,” my science teacher said. “Then (bring / take) it back to me with his reply,” she continued.

I was afraid to (bring / take) the note home. Would the teacher’s message (bring / take) me trouble? So I didn’t (bring / take) the note to my dad right away. Instead, I (brought / took) it to my room and hid it.

A few deep breaths and a little time (brought / took) me courage. I (brought / took) the note downstairs and gave it to my dad. The words he read (brought / took) a smile to his face. The note asked if our family could (bring / take) the classroom lizard home for the summer!

- B.** Read each sentence aloud. Fill in the blank with a form of *bring* or *take*.

1. “You should have _____ your wet gym clothes home!” Tiko’s mother exclaimed.
2. “_____ this plastic bag to school tomorrow,” she said.
3. “Put the dirty clothes in it and _____ it to me!”
4. The next day Tiko _____ the clothes out of his locker.
5. The smell of the damp clothes _____ tears to his eyes.

- C.** On the back of this sheet, write four sentences using *bring*, *brought*, *take*, and *took*. Read each sentence aloud to check your grammar.

NAME: _____

DATE: _____


MORE PESKY VERB PAIRS: Lie or Lay, Sit or Set

FAULTY GRAMMAR: Before you *lay* down, please *lie* out tomorrow's clothes.

GOOD GRAMMAR: Before you *lie* down, please *lay* out tomorrow's clothes.

GOOD GRAMMAR HINT: *Lay* means "to place or put something somewhere."
Lie means "to recline."

A. Complete each sentence with *lie* or *lay*.

1. "If you feel dizzy, _____ down with your head flat," suggested the nurse.
2. "_____ the baby in her crib while we make dinner," my sister said.
3. "Relax," the dentist said, "and _____ back in the chair."
4. "When you finish your test," said the teacher, "_____ your paper on my desk."
5. "Don't _____ your sunglasses on the floor!" her mother scolded.
6. The clerk said, "Just _____ your money on the counter."
7. "Don't just _____ there! Get up and help me."
8. "Don't _____ that there! Put it back where it belongs."



FAULTY GRAMMAR: If you *set* at the wood table, don't *sit* a wet glass on it.

GOOD GRAMMAR: If you *sit* at the wood table, don't *set* a wet glass on it.

GOOD GRAMMAR HINT: The verbs *sit* and *set* are similar to *lie* and *lay*. Use *set* when the sentence tells about "placing something on some surface." Use *sit* to talk about "a person taking a seat."

B. To complete each sentence, circle the correct verb.

1. "Where should I (sit / set)?"
Gabe asked the teacher.
2. "If you (sit / set) in the front
row, you can see the board,"
the teacher answered.
3. Gabe started to (sit / set)
down at a desk.
4. "No, no! Don't (sit / set) there!" Wendy
exclaimed, jumping to her feet.
5. "That's where I always (sit / set) my
backpack," she went on.
6. The teacher exclaimed, "Wendy, (sit / set)
down and (sit / set) your backpack
somewhere else!"

ON YOUR OWN!

On the back of this sheet, draw a picture to show the meaning of *sit*. Write a caption explaining the picture. Then draw a picture that illustrates the meaning of *set* and write a caption. (Don't worry about your drawing skills. Even stick figures can get the point across.)

NAME: _____

DATE: _____



SENTENCE SENSE: Is It a Sentence?

It looks like a sentence. It sounds like a sentence. But is it really a sentence?
The answer is, "Not always!"

FAULTY GRAMMAR: Because the car was left in a no-parking zone.

GOOD GRAMMAR: I got a ticket for leaving the car in a no-parking zone.

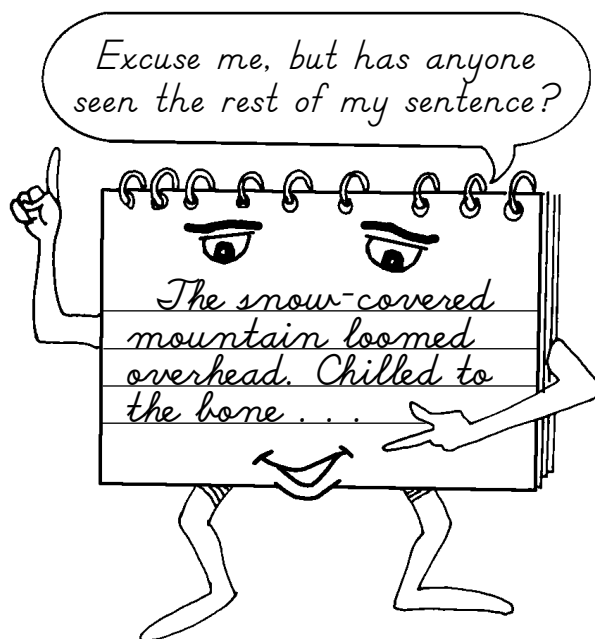
GOOD GRAMMAR HINT: Before you treat a group of words as a sentence, make sure you can answer "yes" to each of these questions:

- Does this group of words have a subject and verb?
- Does it begin with a capital letter and end with an end mark?
- Can this group of words stand alone, expressing a complete thought?

A. Which is a complete sentence?

Circle the letter of your choice.

1. a. Le Shawn thought he could get rich by wishing on a falling star.
b. By wishing on a falling star.
2. a. Sputtering and coughing like an old man, rolled to a stop at the red light.
b. The sputtering, coughing pickup truck rolled to a stop at the red light.
3. a. His one last try at getting the ball over the net failed.
b. With all his might, gave one last try at getting the ball over the net.
4. a. So far down in the polls that he has little hope of winning the election.
b. My candidate is so far down in the polls that he has little hope of winning.



B. Put a check mark (✓) by word groups that are *not* sentences. You should check five items.

- | | |
|---|--|
| 1. _____ Wearing torn jeans and an old sweatshirt. | 5. _____ Without a doubt, the kindest woman I know! |
| 2. _____ A basket of apples fell from the shelf. | 6. _____ Poorly constructed but looks pretty good. |
| 3. _____ At the end of a long, hot day. | 7. _____ This was the chance of a lifetime! |
| 4. _____ Helpfully showing the new employees their tasks. | 8. _____ Performing in public is no problem for Jenny. |

C. Correct the items you checked in Part B. On the back of this sheet, rewrite the items, adding words to make complete sentences.



SENTENCE SENSE: Fragments in Writing and Speech

A *sentence fragment* is a group of words that is not a complete sentence but is punctuated as one. In writing, a sentence fragment is an error. In casual conversation, a fragment may be acceptable.

GOOD GRAMMAR

IN CONVERSATION:

“Which car gets the best gas mileage?”
“The black sedan.”

IN WRITING:

Which car gets the best gas mileage?
The black sedan does.

A. The underlined word groups can stand alone in conversation. When written, they are sentence fragments. Rewrite each fragment as a complete sentence. The first one has been done for you.

1. “Why are you running?” “Because I’m late.”

“I’m running because I’m late.”

2. “What should I bring to the picnic?” “Paper plates and cold drinks.”

3. “What time is the kickoff?” “Sometime around four o’clock.”

4. “Do you want to buy my old bike?” “How much money?”

5. “What people lived in ancient Peru?” “The Incas.”

6. “Could that be a monster under the bed?” “Must be your imagination.”

7. “How about those Tigers?” “What a team!”

B. On the back of this sheet, write *two* answers to *each* of the questions below. One answer should be a fragment you’d use in conversation. The other should be a complete sentence.

1. If you could be a time traveler, what period in history would you visit?

2. If you could live underwater, what sea creature would you like to be?



NAME: _____

DATE: _____



RUNNING WILD: Run-on Sentences

It's always important to separate sentences correctly.

FAULTY GRAMMAR: The band rehearses during the week, it performs on weekends.

GOOD GRAMMAR: The band rehearses during the week. It performs on weekends.

—or—

The band rehearses during the week, and it performs on weekends.

GOOD GRAMMAR HINT: A comma alone does *not* separate sentences correctly.

A. Correct the run-on sentences by writing two complete sentences.

The first one has been done for you.

1. The spaceship landed an oddly shaped alien stepped out.

The spaceship landed. An oddly shaped alien stepped out.

2. Brace yourself we are about to crash!

3. Fill the cup at the water cooler cold water tastes better.

4. Five pizzas won't be enough, you'd better buy six.

5. Gracie stood in line for six hours, she was determined to get tickets.

B. Correct the run-on sentences. Use the conjunctions *or*, *and*, *so*, or *but* to connect the two sentences. (Note: Put a comma *before* the conjunction that joins two sentences.)

The first one has been done for you.

1. You could sleep late, you could rise early.

You could sleep late, or you could rise early.

2. Ellis took the quick route, Clay went the long way.

3. The cookie holds a paper fortune, I don't believe it will come true.

4. A camper was careless, many acres of forestland burned.

5. The snow is falling heavily now, get out that shovel!

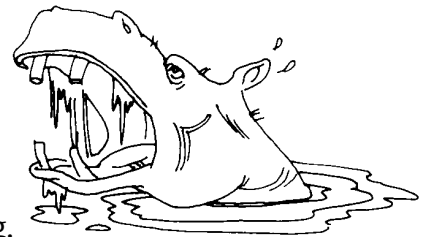


SENTENCE SENSE: Building a Sentence

A. Use each group of words in parentheses to write a complete sentence. Add more words to make your sentence interesting and unique. Make sure you use good grammar in your sentences.

1. (Tyronne / buys / presents) *Tyronne buys generous presents for all his nieces and nephews.*
2. (Bonnie / Mary Ann / laughed) _____
3. (Cyril / shovel / dug) _____
4. (flames / burned / trees) _____
5. (landed / jet / pilot) _____
6. (monster / Tammy / screamed) _____
7. (shark / ocean / swam) _____
8. (typed / computer / Sylvia) _____

B. Select word groups from each column to create five complete sentences. You can add your own words, change word order, or revise some word groups. Just make sure to include a subject and a verb! Write your sentences on the back of this sheet.



EXAMPLE: A hippo in the zoo growled loudly and hungrily all night long.

| COLUMN 1 | COLUMN 2 | COLUMN 3 | COLUMN 4 | COLUMN 5 |
|---------------------|-------------------|-------------------|----------------|------------------|
| <i>Who?</i> | <i>What?</i> | <i>Why?</i> | <i>When?</i> | <i>Where?</i> |
| The alligator | growled loudly | to get attention | at midnight | in Ireland |
| Four figure skaters | slithered | in anger | one winter | at the park |
| The teacher | rang | because of hunger | in 2050 | on the train |
| Ms. McGee | danced gracefully | to celebrate | on a birthday | in the kitchen |
| A hippo | slept | from exhaustion | all night long | in the cafeteria |
| The telephone | spoke | due to a mistake | at dawn | in the zoo |
| The film | ended | from fright | in the middle | in the bedroom |


THE PROOFREADER: Sentence Sense

Karla wrote the following report for science class. She included valuable information, but she made sentence errors. On the back of this sheet, rewrite Karla's report. Correct all fragments and run-together sentences.

THE PYTHON

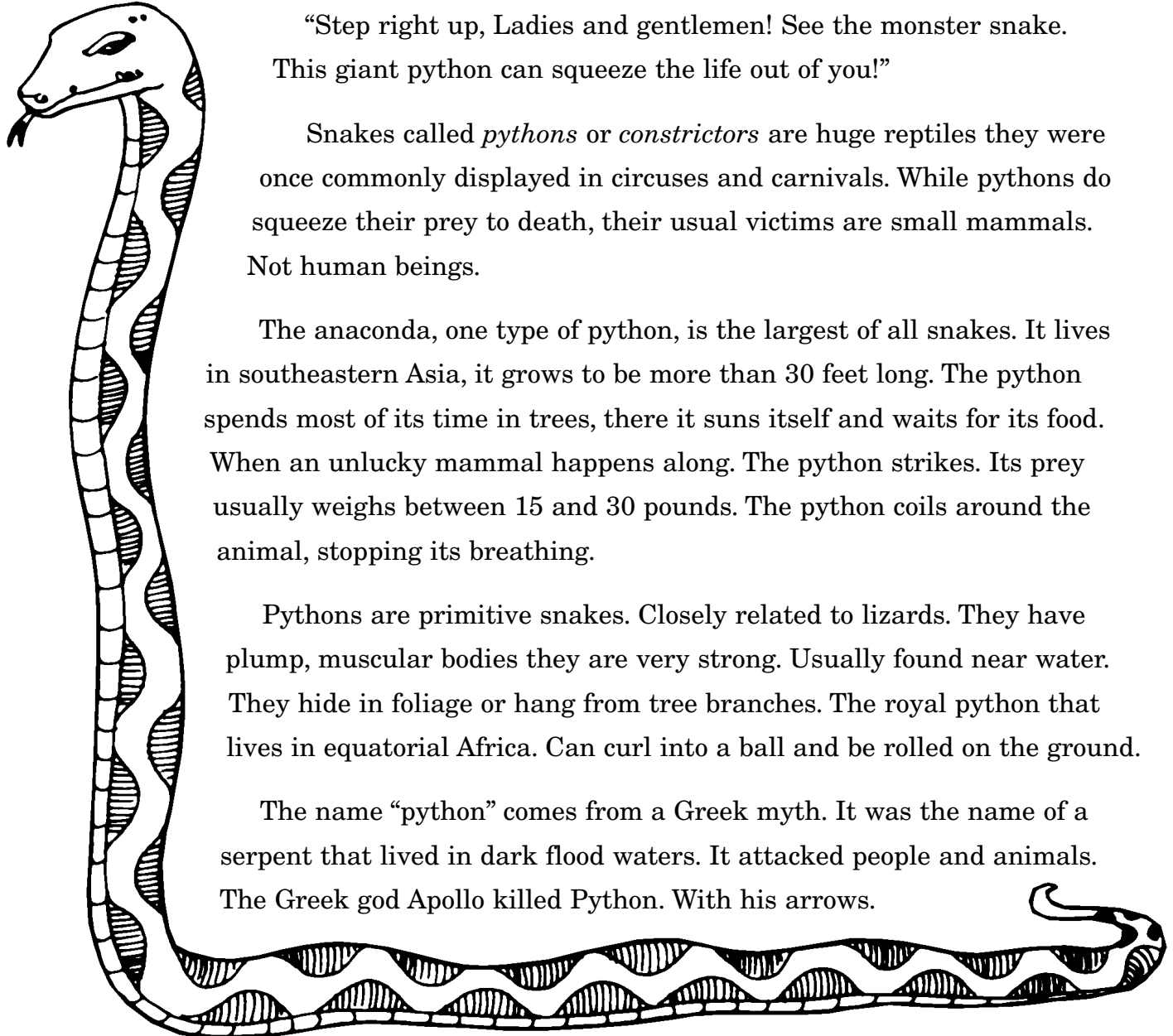
"Step right up, Ladies and gentlemen! See the monster snake. This giant python can squeeze the life out of you!"

Snakes called *pythons* or *constrictors* are huge reptiles they were once commonly displayed in circuses and carnivals. While pythons do squeeze their prey to death, their usual victims are small mammals. Not human beings.

The anaconda, one type of python, is the largest of all snakes. It lives in southeastern Asia, it grows to be more than 30 feet long. The python spends most of its time in trees, there it suns itself and waits for its food. When an unlucky mammal happens along. The python strikes. Its prey usually weighs between 15 and 30 pounds. The python coils around the animal, stopping its breathing.

Pythons are primitive snakes. Closely related to lizards. They have plump, muscular bodies they are very strong. Usually found near water. They hide in foliage or hang from tree branches. The royal python that lives in equatorial Africa. Can curl into a ball and be rolled on the ground.

The name "python" comes from a Greek myth. It was the name of a serpent that lived in dark flood waters. It attacked people and animals. The Greek god Apollo killed Python. With his arrows.



ON YOUR OWN!

On the back of this sheet, write one or two paragraphs about another type of reptile. Use an encyclopedia, science book, or the World Wide Web for information. Proofread your work carefully. Make sure you've written complete sentences.

NAME: _____

DATE: _____

**VERBS: Active or Passive?**

In most cases, the main verb in a sentence is an **active verb**. It tells *what the subject did*. Sometimes, however, the main verb is a **passive verb**. It tells *what happened to the subject*. When you're writing, remember that active verbs usually create much clearer sentences.

PASSIVE VERB (awkward sentence): Save-a-Lot Supermarket is shopped at by my family.

ACTIVE VERB (stronger sentence): My family shops at Save-a-Lot Supermarket.

A. Decide whether the verb in each sentence is active or passive. Write **A** for *active* or **P** for *passive*.

1. _____ The rude saleswoman was fired by the manager.
2. _____ Unhappy customers had written letters of complaint.
3. _____ One customer refused to return to the store.
4. _____ The raft was taken through the rapids by a skillful guide.

B. Rewrite each sentence below, replacing the passive verb with an active verb. The first one has been done for you as an example.

1. My wisdom teeth were pulled by Dr. Denner, an oral surgeon.

Dr. Denner, an oral surgeon, pulled my wisdom teeth.

2. Invitations were sent by Vicki to everyone in our class.

3. The driving test is sure to be failed by William.

4. Traffic was slowed to a crawl by icy streets.

GOOD GRAMMAR HINT: Sometimes the “doer” of the action is unknown, obvious, or unimportant. In this case, the passive voice may be the best choice.

GOOD GRAMMAR: The answers are printed in the back of the book.

C. On the back of this sheet, rewrite these sentences using active verbs. Remember that you'll need to add a “doer” of the action. The first one has been done for you as an example.

1. New phone books are delivered every November.

I deliver new phone books every November.

2. Many different kinds of vegetables are grown on farms.

3. New miracle drugs are discovered every year.

NAME: _____

DATE: _____



PREPOSITIONS AND THEIR PLACE 1

Usually, a preposition is placed *before* its object in a prepositional phrase. It can be awkward to end a sentence with a preposition.

FAULTY GRAMMAR:

New York is where he came *from*.

GOOD GRAMMAR:

He came *from* New York.

A. Write an improved sentence on each line. Include a prepositional phrase that places the preposition before its object. Circle the prepositional phrase. See number 1 as an example.

1. Here's a bowl to put the salad in. Put the salad in this bowl.
2. Mike is the repairman
we waited two hours for. _____
3. The Alaskan Gold Rush is
what the story is about. _____
4. What chemical should
I fill the test tube with? _____

GOOD GRAMMAR HINT: Sometimes that final preposition is completely unnecessary!

B. Improve each sentence by eliminating the final preposition. Change the wording as needed.

1. Who was the new library designed by? Who designed the new library?
2. Where should I put my coat at? _____
3. What did you do that for? _____

GRAMMAR WARNING! Some words may be used either as prepositions or as adverbs. If the word has an object, it's a preposition. If the word modifies the verb, it is an adverb and can correctly end a sentence.

GOOD GRAMMAR: I've called him many times *before*. (*before* = adverb modifying the verb "called")

C. Decide whether the **boldface** word is a preposition or an adverb. Write **P** for *preposition* or **A** for *adverb*. Then underline the object of the preposition or the verb that is modified by the adverb. Hint: If the word has an object, it's a preposition.

1. _____ Belinda walks **past** the park every day.
2. _____ She is tempted to linger as she walks **past**.
3. _____ Instead, Belinda hurries **down** the street.
4. _____ Our hostess kindly said, "Please sit **down**!"



PREPOSITIONS AND THEIR PLACE 2

Keep prepositional phrases close to the words they modify. If they're misplaced, the reader may be confused!

FAULTY GRAMMAR: *We watched a film about geese flying south in science class.*

GOOD GRAMMAR: *In science class we watched a film about geese flying south.*

A. Which word does the **boldface** phrase modify?
Circle the noun or verb.

1. We took the puppy to the trainer **with the behavior problem.**
2. I read a magazine about skateboarding **in the doctor's waiting room.**
3. Gabby always chooses donuts at the bakery **with chocolate frosting.**
4. The actors came on the stage **in heavy makeup.**
5. Sonia decided to lose a good deal of weight **on Saturday.**
6. I wished for a wonderful new house **on a shooting star.**
7. Great-Grandpa could hear the children playing **with his hearing aid.**
8. **In his clever disguise** the police officer didn't recognize the criminal.



B. Improve each sentence in Part A. Rewrite it, moving the misplaced prepositional phrase closer to the word it modifies. Use number 1 as an example.

1. *We took the puppy with the behavior problem to the trainer.* _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

ON YOUR OWN!

Underline some prepositional phrases in a newspaper. Circle the word that each phrase modifies.

NAME: _____

DATE: _____


PREPOSITIONS AND THEIR PLACE 3

Prepositional phrases can be tricky when they're placed in certain parts of a sentence.

FAULTY GRAMMAR: The **money** *in our wallets* **are** enough to pay the bill.

GOOD GRAMMAR: The **money** *in our wallets* **is** enough to pay the bill.

GOOD GRAMMAR HINT: Be careful when prepositional phrases come between the subject and the verb. The verb must agree with the subject, not with the object of the preposition!



- A.** Put brackets around each prepositional phrase that comes between the subject and verb. Then check subject-verb agreement. If the subject and verb do not agree, put a check mark (✓) beside the sentence. Write the correct verb form above the error. See number 1 as an example.

1. ____ The colors [of the rainbow] ^{are} ~~is~~ beautiful.
2. ____ The ships at the dock is ready for cargo.
3. ____ One of the ships are headed for Japan.
4. ____ Cargo containers on each incoming ship are inspected.
5. ____ A bowl of apples make a tasty autumn treat.
6. ____ A long list of activities is posted every morning.



GOOD GRAMMAR HINT: A prepositional phrase that begins a sentence is *not* usually followed by a comma. Sometimes, however, a writer may add a comma for clarity.

GOOD GRAMMAR: For a dog nothing beats a day in the park! (*No comma needed.*)

GOOD GRAMMAR: For a dog, a dog house makes a perfect home. (*Comma adds clarity.*)

- B.** Each of the following sentences begins with a prepositional phrase. As you read each sentence, decide whether or not a comma is needed for clarity. Add necessary commas.

- | | |
|--|--|
| 1. To a losing team team spirit is important. | 4. On most diets you have to cut your portion sizes. |
| 2. To Michael Scott is the perfect tennis partner. | 5. In the chess club club members compete weekly. |
| 3. On that diet food should not be full of fats. | 6. At club meetings all the members sing a special song. |

- C.** On the back of this sheet, write three original sentences that begin with a prepositional phrase. Set the phrase off with a comma *only* if it is needed for clarity.

NAME: _____

DATE: _____



THE PROOFREADER: Prepositional Phrases

Watch for preposition problems as you proofread the following article. When you finish reading, complete the multiple-choice activity following the article.



PICASSO'S TRUNK

Perhaps you've heard of chimpanzees that can draw pictures. Here's the story of an elephant that can paint. You might ask, "What would an elephant want to paint for?" In one zoo zoo employees worried that their elephants seemed bored. A zookeeper with lots of ideas were clever. He chose an intelligent elephant by the name of Bubba. He injected nontoxic paint into Bubba's trunk. Then he taught the elephant to aim at a canvas and blow. The results were amazing! The elephant created abstract paintings with giant sneezes.

Bubba was soon nicknamed after the famous artist, Picasso. Before long, Picasso the elephant could grip a brush with his trunk. For his art Picasso was rewarded with fruits and yams.

Circle the letter of the sentence in each pair that displays good grammar. Choice *a* will be a sentence from "Picasso's Trunk."

1. a. You might ask, "What would an elephant want to paint for?"
b. You might ask, "Why would an elephant want to paint?"
2. a. In one zoo zoo employees worried that their elephants seemed bored.
b. In one zoo, zoo employees worried that their elephants seemed bored.
3. a. A zookeeper with lots of ideas were clever.
b. A zookeeper with lots of ideas was clever.
4. a. He chose an intelligent elephant by the name of Bubba.
b. By the name of Bubba he chose an intelligent elephant.
5. a. The elephant created abstract paintings with giant sneezes.
b. With giant sneezes the elephant created abstract paintings.



GOOD GRAMMAR GLOSSARY 4: Punctuation Marks

- A.** Complete each sentence with the name of a punctuation mark from the box.
 Note: Each sentence in brackets shows a **boldface** example of the punctuation mark.

period exclamation point question mark colon comma quotation marks semicolon

1. Are you making a statement, giving a command, or making a request? If so, end your sentence with a _____. [**The door is open.**]
2. When you ask a question, end your sentence with a _____. [**Why is the door open?**]
3. Emphasize strong feeling by ending a sentence with an _____. [**It's freezing in here!**]
4. A _____ indicates a short pause between words or word groups. Among its many purposes, this punctuation mark sets off or separates items, improves sentence clarity, and joins sentences. [**Harold, it's cold! Please close the door, turn up the heat, and bring me a sweater.**]
5. The main job of a _____ is to introduce a series of items. [**The following toys were on sale: Wordy Birdy, Walkie Doggie, and Myrtle Turtle.**]
6. _____ are used to show the beginning and end of someone's exact words. [**"Don't put bubble gum down the drain," the plumber warned.**]
7. A _____ is a less frequently used mark that can join very closely related sentences or sentence parts. [**A German shepherd might scare burglars away; a toy poodle never would.**]

- B.** To complete the puzzle, identify the **boldface** punctuation marks in each clue.

ACROSS

4. A tennis player wants lots of points; a golfer wants few.
5. Anders Ericsson comes from Stockholm, Sweden.
7. Autumn began on Sept. 23.

DOWN

1. Call 9-1-1! (two words)
2. Who goes there? (two words)
3. "Dawning" is a poem by Lola LaRose. (two words)
6. At 12:00 the crew eats lunch.

NAME: _____

DATE: _____

**END MARKS**

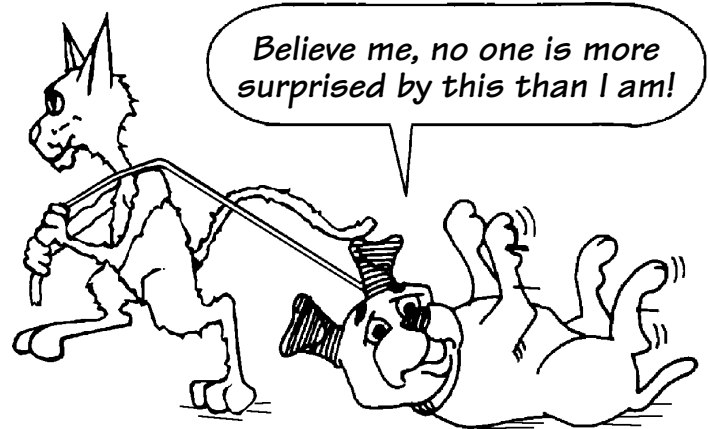
Words such as *what, who, why, where, how, and when* don't always indicate a question. Ask yourself whether the sentence is a question or a statement. A statement ends with a period. A question ends with a question mark.

FAULTY GRAMMAR: Tell me what you did with my jacket?

GOOD GRAMMAR: Tell me what you did with my jacket. –or– What did you do with my jacket?

Add the end punctuation for each sentence. Use a period (.), a question mark (?), or an exclamation point (!) for emphasis.

1. How strange this seems
2. How strange do you think this is
3. I wonder why it's so foggy
4. You know how to ski, don't you
5. He asked her how to do the math problem
6. Teacher, how do you do this math problem
7. Remember where you parked the car
8. Do you remember where you parked the car
9. What a day



10. Look what the cat dragged in
11. What does that cat have in its mouth
12. Why, it's snowing
13. Why is it snowing
14. Can they tell the cause of the fire
15. How can they tell the cause of the fire

GOOD GRAMMAR HINT: Sometimes the end mark itself shows whether a sentence is a statement or a question. Check out the following examples:

Bill paid for the meal.

It was you who called me last night.

Bill paid for the meal?
That's something new!

It was you who called me last night?
I'm sorry I missed your call.

ON YOUR OWN!

On the back of this sheet, write two sentences that contain the same words. Write the first sentence as a statement and the second as a question. Use the examples above as models.

NAME: _____

DATE: _____



COMMAS: In Compound Sentences

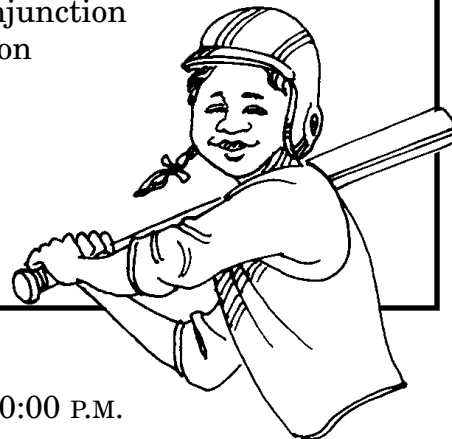
You can create a *compound sentence* by linking two sentences with a *comma* and a *conjunction*. Some common conjunctions are *and*, *but*, *or*, *for*, *so*, and *yet*.

GOOD GRAMMAR HINT: You don't need a comma before every conjunction in a compound sentence! Check for a complete sentence on both sides of the conjunction before using that comma.

FAULTY GRAMMAR: Grace got a hit, and rounded the bases.

GOOD GRAMMAR: Grace got a hit, and she rounded the bases.

-or-
Grace got a hit and rounded the bases.



A. Circle the letter of the correct sentence in each pair.

1. a. Our wakeup call is at dawn and lights-out is at 10:00 P.M.
b. Our wakeup call is at dawn, and lights-out is at 10:00 P.M.
2. a. I hoped for the starring role
but it went to my friend Charlene.
b. I hoped for the starring role,
but it went to my friend Charlene.
3. a. The drama coach chose Charlene
for she was the best actress.
b. The drama coach chose Charlene,
for she was the best actress.
4. a. The tomato is not a vegetable
but a fruit.
b. The tomato is not a vegetable,
but a fruit.
5. a. The alarm rang at six but
I got up a half-hour later.
b. The alarm rang at six, but
I got up a half-hour later.

B. Add commas to the compound sentences below. Hint: Some of the items need no added punctuation. Why? Because they're not compound sentences.

1. I love hamburgers and garden burgers aren't bad!
2. In the cafeteria I usually order a hamburger or a garden burger.
3. Nutrition is important to me but taste matters too.
4. Abner Doubleday made up the rules of baseball and laid out the first playing field.
5. Doubleday was not only the "father" of baseball but was also a general in the Union Army.

C. On the back of this sheet, rewrite each of the following sentence pairs as one compound sentence. Be sure to add a conjunction and a comma to each sentence.

1. Matt dug the holes.
+ Zack planted the tulip bulbs.
2. You can use a glossy paint.
+ You can use one with less sheen.
3. Stan is a great party guest.
+ He's a jolly fellow.
4. Candee phoned Jen.
+ Jen phoned Julia.

NAME: _____

DATE: _____



COMMAS: Between Items in a Series

For clarity, use commas to separate three or more items in a series.

FAULTY GRAMMAR: The alien from Jupiter had three eyes six ears and two long noses.

GOOD GRAMMAR: The alien from Jupiter had three eyes, six ears, and two long noses.

GOOD GRAMMAR HINT: When there are three items in the series, you will use two commas. The correct number of commas is one less than the number of items in the series. When *all* the items in the series are joined by the conjunction *and* or *or*, commas aren't necessary.

**HAVE YOU SEEN
THIS ALIEN?**



A. Add commas where needed in the sentences.

Hint: *Three* of the sentences are correct as they are.

1. Colleen checks her e-mail first thing in the morning right after lunch and just before she goes to bed.
2. Today's weather forecast calls for morning fog and cooler temperatures.
3. Pajamas a toothbrush and a sleeping bag are all you'll need for the sleepover.
4. Victoria's purse contained a fork a screwdriver a Ping-Pong ball and a doorknob.
5. This house needs a good cleaning a few repairs and some major redecorating.
6. The best time to plant small trees is in the spring or in the fall.
7. I refuse to eat cabbage or beets or Brussels sprouts!
8. The grocery list is either lying on the kitchen counter tucked under the telephone or tacked up on the bulletin board.

B. Answer any five of these questions with a sentence containing a series of three or more items.

Write your sentences on the back of this sheet.

- | | |
|--|--|
| 1. What things do you keep in your top bureau drawer? | 6. What places would you like to visit? |
| 2. What do you like to do on weekends? | 7. What foods do you dislike? |
| 3. What landmarks do you see on the way to school or work? | 8. What would you find in a toolbox? |
| 4. Who are your best friends? | 9. What would you find in your refrigerator? |
| 5. What things do you consider disgusting? | 10. What are the largest cities in your state? |

ON YOUR OWN!

In your reading, find three sentences that contain items in a series. Copy the sentences, making sure to include proper punctuation.

NAME: _____

DATE: _____



COMMAS: After Introductory Clauses

A sentence may begin with a clause that cannot stand alone. The clause needs the rest of the sentence to make sense. When you use such a clause at the beginning of a sentence, follow it with a comma. When you use such a clause at the end of the sentence, do *not* use a comma.

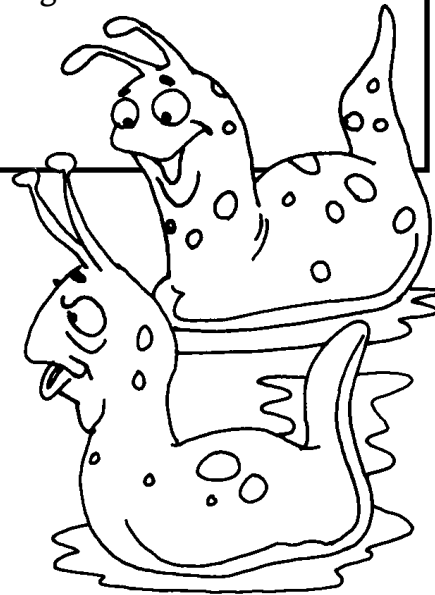
FAULTY GRAMMAR: If you put in a larger light bulb the room will be brighter.

GOOD GRAMMAR: If you put in a larger light bulb, the room will be brighter.

GOOD GRAMMAR HINT: To spot introductory clauses, look for sentences that begin with words such as *when, if, after, before, as, while, whenever, whatever, or because.*

A. Read the following sentences. Add commas as needed after introductory clauses. Hint: *Four* of the sentences need no comma.

1. Whenever it rains giant slugs invade my garden.
2. I don't put out slug bait because my dog might eat it.
3. As soon as you're ready we'll leave.
4. We'll leave as soon as you're ready.
5. Before people enter Terry's house they must take off their shoes.
6. Whatever you do don't track in mud!
7. There will be a note on the door if the class is canceled.
8. When Deborah broke her arm the soccer team was in trouble.
9. The players knew they couldn't win unless they found another good goalie.
10. When leaves fell and the days grew short Dino put away the outdoor furniture.



B. Complete the following sentences. Add commas as necessary.

1. When I get up in the morning _____.
2. Whenever it's very hot outside _____.
3. If I had one wish _____.
4. As the clock ticked off the minutes _____.
5. While the teacher gave a lecture _____.

ON YOUR OWN!

In your reading find a sentence that begins with an introductory clause. Copy the sentence on the back of this sheet. Be sure you include the correct punctuation.

NAME: _____

DATE: _____



COMMAS: With Appositives and Nouns of Address

An *appositive* is a group of words that adds information about a person or thing—but it is *not* necessary to meaning. When we speak we set off an appositive with pauses. When we write we set off appositives with commas.

FAULTY GRAMMAR:

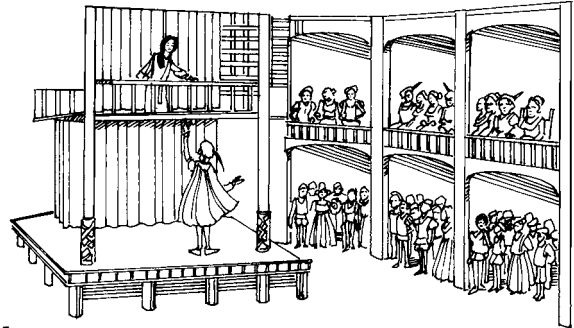
Beethoven a famous composer kept writing music after he went deaf.

GOOD GRAMMAR:

Beethoven, a famous composer, kept writing music after he went deaf.

A. Read the following sentences. Set off any appositives with commas. Some sentences do *not* have appositives and therefore need no added commas.

1. Verona a city in Italy is the setting of Shakespeare's *Romeo and Juliet*.
2. Romeo and Juliet are described as star-crossed teenagers.
3. Meddling parents the Montagues and Capulets refused to accept their marriage.
4. The marriage a union between two feuding families ended in tragedy.
5. In Shakespeare's day the late 1500s women could not appear onstage.
6. Boys in women's clothing played all the female roles.
7. Townspeople flocked to plays at The Globe a London theater.
8. Wealthier play-goers sat in galleries while groundlings the poorer spectators stood below.



A *noun of address* is a name or expression that indicates to whom you're talking. In speech, pauses set off nouns of address. In writing, commas indicate these pauses.

FAULTY GRAMMAR:

Now you rascal apologize for that trick!

GOOD GRAMMAR:

Now, you rascal, apologize for that trick!

B. Set off nouns of address with commas. Some sentences below have no nouns of address, so they need no added commas.

1. Rachael is your costume ready for Jacob's party?
2. Ken is going to be dressed as a robot.
3. Are you going to invite my sister Jacob?
4. I come before you ladies and gentlemen of the jury to plead my case.
5. I hope Dr. Durban can help me get rid of this headache.
6. Dr. Durban please help me get rid of this headache.
7. You thief we know you stole the money!
8. Stop that thief before he gets away!

C. On the back of this sheet, write one sentence containing an appositive and another one containing a noun of address.

NAME: _____

DATE: _____



COMMAS: With Parenthetical Words

Parenthetical words are remarks made “on the side” to add emphasis, interest, or explanation. If you remove the parenthetical words, the sentence is still complete.

FAULTY GRAMMAR:

Our team mascot I'm afraid has been stolen.

GOOD GRAMMAR:

Our team mascot, I'm afraid, has been stolen.

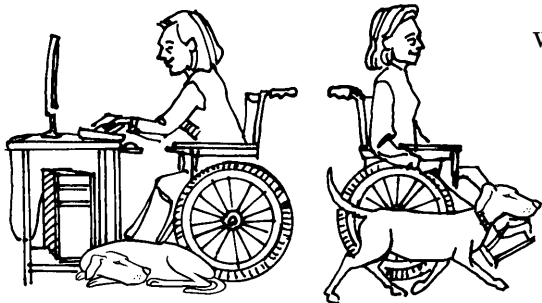
GOOD GRAMMAR HINT: When you speak, you set off parenthetical words with pauses. When you write, set them off with commas.

A. Underline the parenthetical words in each sentence. Add commas to set them off.

1. The truth is I didn't study for the history exam.
2. Licorice is a strong flavor isn't it?
3. The flavoring is made in fact from the sweet roots of the licorice plant.
4. Licorice flavor is used for example in chewing gum and candy.
5. Of course not everyone likes licorice.
6. Most people it seems enjoy flying kites.
7. Believe it or not historians think kites were invented nearly 3,000 years ago!
8. No we can't fly a kite today.
9. There is not I'm afraid enough wind right now.
10. Meanwhile untangle your kite string and check for cracks in the frame.

B. Read the following passage. Look for parenthetical words and add commas to set them off.

Computers I think have made our world a better place. We can for example find information without going to the library. We can do banking online and use e-mail to contact friends. We can entertain ourselves with computer games. Why we hardly ever have to leave home!



On the other hand it's great to get out in the world. A friendly conversation with the bank teller can I've noticed improve my day. Nothing replaces visiting a friend in person does it? Hey what about actually playing a sport? Let's not for heaven's sake forget exercise! Yes fresh air really does a body good!

C. On the back of this sheet, write five sentences containing parenthetical words or phrases set off with commas. Here are some parenthetical words or phrases you might use:

on the other hand by the way after all didn't it in fact yes
for example at any rate however I think oh no

NAME: _____

DATE: _____



COMMAS: With Dates and Addresses

Say your street address aloud. Notice the pauses you made to separate the different parts. In writing, commas provide pauses that make addresses easier to understand. Commas make dates clearer, too. When you write an address or date with two or more parts, put a comma after each part.

GOOD GRAMMAR: Send your payment to Sleep-Well Motel, 522 Elm Street, Minden, Nevada 89401, by June 3, 2005, to confirm your reservation.

GOOD GRAMMAR HINTS: Note that the month and day in a date are considered one part. Likewise, in an address, the state and zip code are considered one part. Unless an address or date comes at the end of a sentence, it should be followed with a comma.

A. Read the sentences. Add commas to make dates and addresses clearer. The first one has been done as an example.

- | | |
|---|---|
| 1. Leadville, Colorado, claims to be the highest city in the United States. | 4. President John Kennedy was born May 29 1917 and died November 22 1963. |
| 2. The Declaration of Independence was adopted in Philadelphia Pennsylvania on July 4 1776. | 5. That horrible storm occurred on September 21 1938 in Long Island New York. |
| 3. The Sears Tower at 233 S. Wacker Drive Chicago Illinois is 110 stories tall. | |

B. Answer the following questions in complete sentences. Make sure to use commas appropriately.

- What is the address of your school or place of work? _____

- When is your best friend's birthday? _____

- Where were you born? _____

- What is the capital of your state? _____

- At what time and place did an exciting event in your life occur? _____

ON YOUR OWN!

Do some research on a historical event you consider important. Then, on the back of this sheet, write a paragraph about the event. Include information about dates and places. Make sure you use commas correctly.

NAME: _____

DATE: _____

**COMMAS: For Clarity**

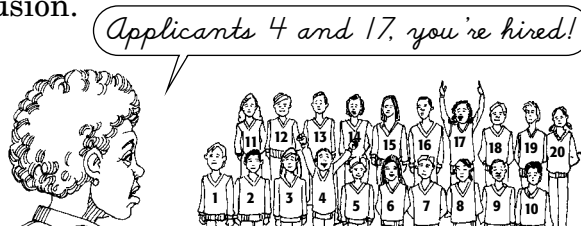
Writers do not use commas randomly. They use them for specific reasons. One of those reasons is often to prevent confusion.

FAULTY GRAMMAR:

Out of those twenty two applicants will get jobs.

GOOD GRAMMAR:

Out of those twenty, two applicants will get jobs.

**A.** Add commas to make the meaning of the following sentences clearer.

Three of the sentences need no comma because they are clear as they are.

- | | |
|---|--|
| 1. Ever since the prince and the princess have lived happily. | 6. Adam knew he was about to begin an afternoon of very hard work. |
| 2. For people who volunteer more life can be richer. | 7. At that moment Adam wished he'd stayed at school. |
| 3. According to George Washington state is an interesting place to visit. | 8. With tears in his eyes the soldier told his family goodbye. |
| 4. For those anxious to eat dinner will be served in ten minutes. | 9. Rather than Hector Carlos chose Vincent for his team. |
| 5. While Adam's father was in the garage sawing his mother was cleaning the basement. | 10. Mary stood up and down the stairs she marched. |

B. Are all the commas in the following sentences really needed? Put a check mark (✓) by the three sentences with unnecessary commas. Then, on the back of this sheet, correctly rewrite the sentences you checked.

- | | |
|--|---|
| 1. _____ At the beginning of a run, races can seem like a lot of fun. | 6. _____ Any boy who crashes the party, will be asked to leave. |
| 2. _____ Racers, often get very sore, and tired. | 7. _____ If you ask the boys, boys make a party more fun! |
| 3. _____ Next Monday, <i>Monday Night Football</i> will be canceled on TV. | 8. _____ The songs she sings, she sings with style! |
| 4. _____ According to the girls, girls only will be invited to the party. | 9. _____ Ben Franklin, was an American patriot. |
| 5. _____ Only girls, will be invited to the party. | 10. _____ Ben, Franklin will help you study for the math test. |

C. PUNCTUATION CHALLENGE: GOOD GRAMMAR FOR CLARITY

On the back of this sheet, rewrite the italicized words below. Capitalize letters and add commas and end marks to make three separate sentences. Believe it or not, it will make some sense!

What is is what is not is not is that not it it is



COMMAS: With Descriptive Clauses

Descriptive clauses may or may not be set off with commas. Do they add information that isn't necessary to the meaning of the sentence? Set them off with commas. If they are necessary to sentence meaning, do *not* set them off with commas.

COMMAS NEEDED: The shoes, *which only come in size ten*, have four-inch heels.

NO COMMAS NEEDED: With my little feet I can't buy the shoes *that only come in size ten*.

GOOD GRAMMAR HINT: How can you tell if a descriptive clause is necessary to sentence meaning? Try reading the sentence without the clause!

- A.** If the clause in *italics* is necessary to sentence meaning, do *not* add commas. If the sentence makes sense without the clause, *do* add commas to set it off.

1. The library *which was built in 1982* has won prizes for fine architecture.
2. Drivers *who have three speeding tickets* will lose their driver's licenses.
3. My cousin Ruthie *who has two speeding tickets* just bought a new sports car.
4. My cousin *who comes from Detroit* pitches in the major leagues.
5. The runner *who crosses the finish line first* wins a medal.
6. We can't have a dog *that doesn't come when it's called!*
7. A jar *that is tightly capped* may be very hard to open.
8. The school offers Japanese lessons *which sound pretty hard to me*.
9. I prefer a car *that is reliable* over one that looks good.
10. Carefully read the test directions *which are printed at the bottom of the page*.
11. The nylon jacket *which comes in sizes six through fourteen* is waterproof.
12. I don't like dining with people *who talk on cell phones while they're eating*.

Is that clause necessary to the meaning of your sentence?

No, it's just extra information.

Then you need to set the clause off with commas.



- B.** On the back of this sheet, use each descriptive clause in a sentence. Decide whether the clause is necessary or unnecessary to sentence meaning. If it's unnecessary to meaning, set it off with commas.

- | | |
|-------------------------------------|-------------------------------|
| 1. who plays on the basketball team | 3. which was yellow and green |
| 2. that makes loud noises | 4. which was very long |

NAME: _____

DATE: _____



THE PROOFREADER: Comma Usage

On the first day of school Ms. Richie gave her English class an assignment. She asked students to write short passages about autumn. Today it is your job to proofread the students' work. Correct faulty grammar by adding commas where needed.

AUTUMN SOUNDS

by Mike Mendoza

Michael would you come rake the leaves?
Michael please clean the gutters! Have you
done your homework Michael? Don't forget
school is now in session.

AUTUMN SIGHTS

by Audrey Talbot

Brisk breezes kick up leaves and geese fly
across the sky. Green landscapes change to
yellow red and orange. Neighborhood porches
reflect the season. Out of twenty nine have
pumpkins! It will soon be Halloween!

AUTUMN SMELLS

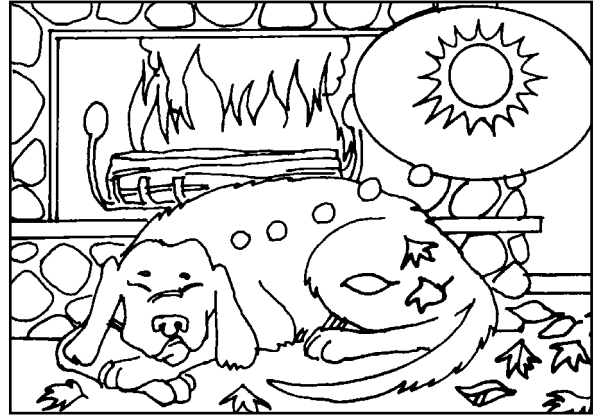
by Lian Lu

Wood smoke curls out of chimneys and
tickles my nose. Leaves give off a dry dusty
woody scent. Yummy I smell apple pie
cooking! It is I do believe autumn again.

AUTUMN ON CAMPUS

by Morgan Frasier

In September 2004 I visited Eugene
Oregon. I toured the college campus a place
that shimmered with fall colors. I must say
the campus looked like a picture out of a
travel magazine!



THE DEPRESSED DOG

by Ryan Riley

My dog Bruno who loves fair
weather won't go out in autumn
rains. He sighs and licks fallen
leaves off his coat. If summer is
over he might as well nap. Curl up
by the fireplace Bruno and dream
of warm summer sun.

AUTUMN ACCIDENT

by Ken Nakamoto

What was done was done! I
couldn't undo my mistake even if I
tried. While I was raking autumn
leaves I'd scooped up my sister's
doll. It went into the bag out with
the trash and off to the dump!
Little sister forgive me!

ON YOUR OWN!

On the back of this sheet, write your own short passage about autumn. Be sure to double-check your use of commas!

NAME: _____

DATE: _____



PUNCTUATING DIRECT QUOTATIONS 1

A *direct quotation* consists of the words a speaker actually uses. Use quotation marks around a direct quote. An *indirect quotation* reports what a person said. Do *not* use quotation marks around an indirect quote.

DIRECT: “This model is the top of the line,” the sale rep explained.

INDIRECT: The sales rep explained that the model was the top of the line.

A. Rewrite each direct quotation as an indirect quotation. The first one has been done as an example.

1. Willard said, “I hope my parents buy a convertible.”

Willard said that he hoped his parents would buy a convertible.

2. “I’ve always dreamed,” Willard explained, “of driving around with the top down.”

3. The sales rep pointed to a sports car and said, “Take it for a test drive!”

4. “Could I drive the blue sedan instead?” Willard’s father asked.

5. “Come on, Dad,” Willard pleaded. “Try the sports car.”

6. Out on the road Dad exclaimed, “This is the car for me!”

B. Circle a letter to correctly complete each sentence. Need help? Review the sentences in Part A.

(See all sentences in Part A.)

1. When you punctuate a direct quote, put quotation marks
- at the beginning and end of the quote.
 - only at the beginning of the quote.

(See sentences 2 and 5 in Part A.)

2. Commas after direct quotes are placed
- outside the quotation marks.
 - inside the quotation marks.

(See all sentences in Part A.)

3. The end mark that belongs to the quotation is placed
- outside the quotation marks.
 - inside the quotation marks.

(See sentences 1 and 3 in Part A.)

4. When a quoted sentence begins after “_____ said,” it should start with a
- lowercase letter.
 - capital letter.

(See sentence 2 in Part A.)

5. Sometimes a quoted sentence is interrupted by “_____ said.” When the sentence continues after the interruption, it should begin with a
- lowercase letter.
 - capital letter.

NAME: _____

DATE: _____



PUNCTUATING DIRECT QUOTATIONS 2

Remember that *direct quotations* need special punctuation.

FAULTY GRAMMAR: Sit commanded the trainer, and the pup promptly sat.

GOOD GRAMMAR: "Sit," commanded the trainer, and the pup promptly sat.

Indirect quotations need no quotation marks.

FAULTY GRAMMAR: The trainer commanded the pup to, "sit."

GOOD GRAMMAR: The trainer commanded the pup to sit.



Six of the following sentences contain direct quotations. They need quotation marks, commas, and, in some cases, capital letters. Rewrite the six sentences, making needed changes. If a sentence is correct as shown, write *correct* on the line.

1. My mother told me that life is a series of choices.

2. Every choice is like a fork in the road Mother said.

3. The direction you choose she continued can change your whole life!

4. She mentioned the long-ago day she walked into a new supermarket.

5. Her face flushed as she said that was the very day I met your father!

6. A handsome young fellow rang up my groceries she explained.

7. She recalled being stunned when he asked her for a date.

8. No she'd said at first. I don't even know who you are.

9. Introducing himself, the handsome young fellow didn't give up.

10. Your father just kept asking my mother said that's how he got me to marry him.

ON YOUR OWN!

Find a newspaper article that contains one or more direct quotations. Copy the sentences with direct quotations. Be sure to copy all punctuation correctly.

NAME: _____

DATE: _____



WRITTEN CONVERSATION

Read the following conversation carefully. Watch for two Good Grammar hints and a Good Grammar example.

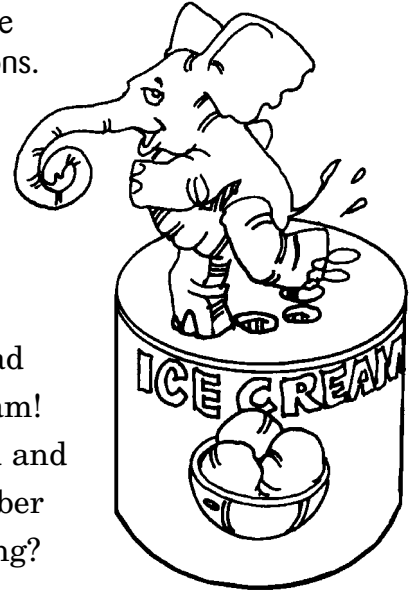
“Are you writing a conversation?” our teacher asked. “Be sure to begin a new paragraph every time the speaker changes.”

The teacher’s aide added, “Sometimes a speaker says several sentences in a row. In that case, you’ll use only one set of quotation marks to set off the whole speech.”

Rewrite the following conversation. Start a new paragraph every time the speaker changes. Put quotation marks around all direct quotations.

THE JOKE-A-THON

Rita suggested, Let’s have a contest. We’ll see who can tell the dumbest jokes! That’s a great idea, said her friend Conrad. It should be good for a laugh. You go first, Rita. Rita smiled and said, How can you tell if an elephant has been in your freezer? How? Conrad asked. Check to see if there are footprints in the ice cream! Rita exclaimed. I give up, Conrad said, shaking his head and groaning. I could never come up with a joke that is dumber than that! Oh, yeah, Rita said, then why are you laughing?



ON YOUR OWN!

Listen closely the next time you’re with friends. Later, write down a part of the conversation. Punctuate carefully. Be sure to start a new paragraph whenever the speaker changes.

NAME: _____

DATE: _____



ONLY WITH FRIENDS: Casual Language

Most people relax when they have casual conversations with friends. No one cares if you use slang or a few unnecessary words. But on some occasions your spoken language must be clear, to the point, and grammatically correct.

FAULTY GRAMMAR: Hey, Mr. Conkin, I'd really, really like to land this job! I have, like, ya know, plenty of experience with little kids, and, well, I like, baby-sit every weekend.

GOOD GRAMMAR: Mr. Conklin, I want to apply for this job! I have experience working with children. For example, I baby-sit every weekend.

- A.** Alan meets with his teacher to talk about a bad grade he got. Rewrite his speech, improving the grammar. Omit unnecessary words and slang expressions. Help Alan impress his teacher by making his point clearly.



Hey there, Ms. Solomon. I'm like kind of bummed out about my midterm grade. Ya know, I studied darn hard the night before the quiz. My friends, they were like, "Dude, what's the big deal? Come hang with us!"

I was like, "No way! I've got this, like, super-sized test to study for."

Anyways, Ms. S., I read the whole chapter and even took notes. Know what I'm saying? I studied my head off! But then, man, my dog got sick and I was, like, so stressed! I must of, like, zoned out when I took that quiz. I'm, um, wondering if I could, like, um, take it over again. Ya know, just between me and you, I know I could ace it!

- B.** You'll have many conversations that call for clear, correct grammar. On the back of this sheet, list some situations in which good oral grammar would be very important.



INFORMAL LANGUAGE: Idioms 1

All languages have their own *idioms*. These are colorful expressions that aren't meant to be taken literally. Idioms are commonly used in conversation and informal writing. In most cases, idioms are avoided in formal writing.

FAULTY FORMAL WRITING: Dear Ms. West: I see that you've overcharged me on my recent purchase. *I'm here to give you an earful.*

GOOD FORMAL WRITING: Dear Ms. West: I see that you've overcharged me on my recent purchase. *I'm here to lodge a complaint.*

A. Rewrite each sentence below. Replace the *italicized* idiom with formal language.

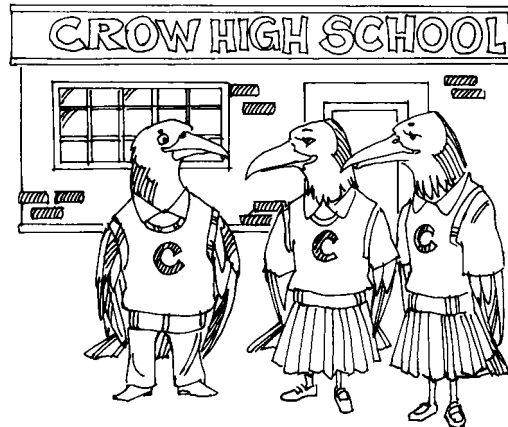
1. With three tardies I'm *skating on thin ice* in geometry class.

2. Hello, sir. Could you *cough up a few bucks* for the Children's Fund?

3. I know I made a mistake on the bill, but don't *jump down my throat!*

4. This job just *isn't my cup of tea*, so please accept my resignation.

5. Principal Diaz, we students think the new dress code is *for the birds!*



B. On the back of this sheet, use each idiom in an informal sentence. Then rewrite each sentence using more formal language.

1. bent over backwards

3. down in the dumps

2. felt like a million dollars

4. as plain as the nose on your face

ON YOUR OWN!

"Perk up your ears!" For the next few days, listen carefully to casual conversations. Check with a few friends and family members. Make a list of some common idioms.

NAME: _____

DATE: _____



INFORMAL LANGUAGE: Idioms 2

Remember, *idioms* are colorful expressions that aren't meant to be taken literally. They're usually okay for use in conversation and informal writing. But it's best to avoid their use in formal writing.

A. Read each *italicized* idiom. Then circle a letter to show its meaning.

1. *still wet behind the ears*

- a. inexperienced
- b. messy
- c. lazy

2. *stick one's neck out*

- a. work hard
- b. take a risk
- c. offer money

3. *a piece of cake*

- a. difficult
- b. easy
- c. delicious



4. *make ends meet*

- a. solve the problem
- b. balance the budget
- c. finish the race

7. *as the crow flies*

- a. southward
- b. in a straight line
- c. quickly

10. *go out on a limb*

- a. climb a tree
- b. avoid danger
- c. take a risk

5. *in your face*

- a. unconcerned
- b. meek and mild
- c. bold and aggressive

8. *nose out of joint*

- a. sick
- b. happy
- c. upset

11. *hit the hay*

- a. feed the cows
- b. go to bed
- c. study late

6. *run of the mill*

- a. ordinary
- b. unusual
- c. poor quality

9. *sitting on the fence*

- a. is undecided
- b. is uncomfortable
- c. is impatient

12. *keep your chin up*

- a. stay positive
- b. block a punch
- c. exercise

B. Choose five of the idioms from Part A. Use them in original sentences on the back of this sheet. Then rewrite each sentence in formal language.

NAME: _____

DATE: _____



SIMPLY INCORRECT 1

“Informal” is one thing, but “wrong” is another. Even in casual conversation some commonly used words and phrases are incorrect. Here are just a few samples.

FAULTY GRAMMAR: these kind that there could of can't hardly them boys anywheres
GOOD GRAMMAR: these kinds the could have can hardly those boys anywhere

- A.** Read each pair of sentences aloud. Listen for faulty grammar. Circle a letter to identify the sentence that displays good grammar.

1. a. I couldn't find my binoculars anywheres.
b. I looked for them everywhere.
2. a. If you go to the concert, take your own snack.
b. Them kind of candies cost too much at the theater.
3. a. Jess wanted one of them new cell phones.
b. With those phones, you can send and receive photos.
4. a. I'd like to buy me a real nice horse.
b. If I save money each week, I can get one in a year.

*Have you seen my binoculars?
I've looked everywhere!*



- B.** Notice the *italicized* words. You may hear them often—but that doesn't make them good grammar! Rewrite each sentence using formal language.

1. I don't usually buy *these kind* of books for pleasure reading.

2. Have you seen *them shoes* that Josie bought at *that there* mall?

3. *This here* ad says that *them shoes* will be on sale this weekend.

4. I've been *kind of* thinking about *getting me* some new shoes.

5. I *can't hardly* walk in my shoes because they *sort of* give me blisters.

6. I *could of* bought some shoes last month, but I was *broke*.

NAME: _____

DATE: _____

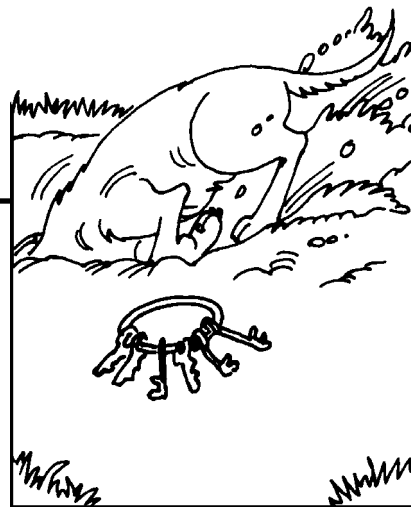


SIMPLY INCORRECT 2

Good grammar is important, even in casual conversation.

FAULTY GRAMMAR: I was getting nowheres fast!

GOOD GRAMMAR: I was getting nowhere fast!



A. Circle the word that makes each sentence grammatically correct.

1. Now where did I put (those / them) car keys?
2. I've looked (everywhere / everywhere) for them!
3. Madison got the history notes (from / off) Dave.
4. Austin's haircut is similar (to / with) mine.
5. Children should make some decisions for (themselves / theirselves).
6. I missed the first act because I was waiting (on / for) my ride to the theater.
7. You couldn't (of / have) picked a better vacation spot!
8. Jared wasn't invited to the party, but he went (anyway / anyways).

B. Extra words make for bad grammar! First read each sentence aloud. Then cross out the unnecessary words.

- | | |
|---|---|
| 1. That there bus is always late. | 4. Where did Millie get that great-looking hat at? |
| 2. Where do you think you're going to? | 5. The train usually gets to the station at about noon. |
| 3. This here plain yogurt needs some fruit topping. | |

GOOD GRAMMAR HINT: Some words you're likely to hear are simply incorrect!

alot: You won't find it in the dictionary because it's not a word!

You can say, "He has *a lot* of energy!" Better yet, say, "He has *plenty* of energy!"

ain't: It's not in the dictionary; it's not a word! Say *isn't* or *aren't* but never *ain't*!

Well,: You can get water from a *well*. You can feel *well*. But that "Well" you hear at the beginning of sentences has no meaning at all!

C. Rewrite the paragraph correctly on the back of this sheet.

You've probably guessed that there is alot of ice in Iceland. Well, ice ain't all that you'll find there. There is also alot of fire. Iceland has actually been called the land of fire and ice. Steam rises from alot of boiling wells of underground water. It ain't unusual to find a volcano beside a glacier or snow field.

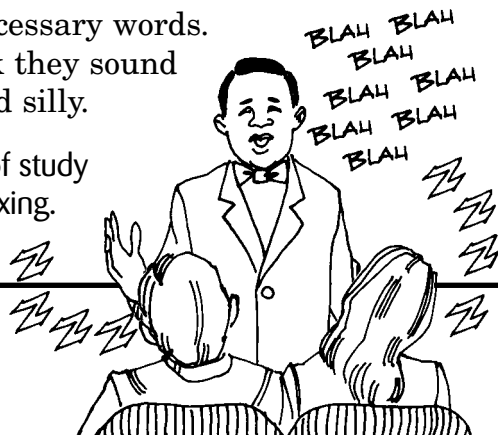


GET TO THE POINT!

Some speakers and writers think long sentences make them seem smart. But lengthy sentences are often littered with unnecessary words. Never choose words and phrases because you think they sound important. Such language can sound overblown and silly.

FAULTY GRAMMAR: The daily assigned tasks for this course of study tend to be extremely troublesome and taxing.

GOOD GRAMMAR: The homework for this class is hard.



A. Rewrite each sentence, making it clear and to-the-point.

Hint: Get rid of unnecessary words.

1. Math is a subject which, to my great dismay, I have a great deal of difficulty understanding and comprehending.

2. My place of residence has brand new windows which have been engineered to guard and protect against adverse climatic conditions.

3. In preparing to hold a discussion, my friends and companions seated themselves side by side in the shape of a round circle.

4. The landscaping engineer trimmed the dense shrub hedge into a triangular form more pleasing to the eye.

B. Write a letter to match each overblown, wordy sentence with the common saying that sums it up.

1. _____ Please return with me to the drafting table on which we can redesign our inspirations.

a. Seeing is believing.

2. _____ At all times, maintain two digits in a constantly overlapping pose.

b. Go back to the drawing board.

3. _____ The theatrical performance needs, in any case, to proceed as previously programmed.

c. Beggars can't be choosers.

4. _____ Those who beseech and implore others in order to satisfy their essential needs cannot be particular about their wants or desires.

d. Keep your fingers crossed.

5. _____ To behold a circumstance with one's own eye is to recognize the reality of the situation.

e. The show must go on.

NAME: _____

DATE: _____



THE COLON: Common Uses

- Use a colon after the greeting in a business letter.

*Dear Sir or Madam: Gentlemen:
Dear Ms. Darnelli:*

- Use a colon between the hour and minutes when the time is expressed in numerals.

7:45 A.M. 5:30 P.M.

- Use a colon to introduce a list of items.

The silver box contained the following souvenirs: a dried rose, a concert ticket, a lock of hair, and a love letter.

GOOD GRAMMAR HINT: A colon is used *only* when a series of items is presented as a list.

FAULTY GRAMMAR: My favorite dishes are: grilled chicken, pizza, and fried rice.

GOOD GRAMMAR: My favorite dishes include these foods: grilled chicken, pizza, and fried rice.

- A.** Add a colon as needed in the sentences below. Hint: Three sentences need no added punctuation.

1. Janelle wrote out the following weekday schedule breakfast at 715 A.M., study group at 800, school from 845 A.M. to 300 P.M., and swim practice at 345 P.M.
2. By five o'clock Janelle was tired and hungry.
3. Janelle, Tina, Margaret, and Mai are the school's fastest swimmers.
4. The team roster listed these freshman swimmers Lian Kim, Emily Evans, Miki Endo, and Carrie Quinn.
5. Stanley's Super Saver Market closes on these four holidays Thanksgiving, Christmas, New Year's Day, and the Fourth of July.
6. Stanley's store is usually open until 900 P.M.
7. On Mr. Stanley's birthday, August 30, the market closes at five.
8. Dear Mr. Stanley

I am a long-time customer of your market. Because I work late, your market is often closed by the time I get there. I'm sure there are others like me who need extended shopping hours. Would it be possible to keep the market open until 1000 a few nights a week?

Sincerely,

Owen Patterson

Owen Patterson

- B.** On the back of this sheet, write three sentences. Use the colon in three different situations.

ON YOUR OWN!

In your reading, find a colon used as punctuation. Copy the complete sentence including all punctuation.

STANLEY'S SUPER SAVER MARKET

Everything you need for every occasion:
meat, poultry, vegetables, fruits,
dairy, sundries, and more!

STORE HOURS:

Monday–Friday: 6:00 A.M. to 9:00 P.M.
Saturday–Sunday: 9:00 A.M. to 6:00 P.M.



THE SEMICOLON: Why and When?

- A comma and a conjunction are usually used to form a compound sentence.

The girls plan to drive to the coast, but they'll only go if the weather is fair.

- You can also form a compound by linking sentences with a *semicolon* (;).

Do this only when two ideas are closely related.

The girls planned to drive to the coast; hard rains stopped them.

- Certain words signal close relationships between ideas. You're likely to find semicolons in sentences containing words such as *nevertheless, otherwise, therefore, then, however, besides, or in fact*.

The girls planned to drive to the coast; however, a rain storm stopped them.

- A.** Add a semicolon as needed to the following sentences. Hint: Two sentences need no added punctuation.

1. I was scared to get into the car Zelda was driving.
2. Isaac pitches a mean fast-ball however, it seldom gets over the plate.
3. I meant it as a joke Donna took it as an insult.
4. Not every powerful leader is tall in fact, Napoleon was very short.
5. Please invite Sheila otherwise, she'll be heartbroken.
6. Sheila is a lot of fun besides, she's my close friend.
7. Reserve a room now otherwise, the hotel might fill up.
8. Some would say bulldogs are ugly I think they're beautiful.



- B.** On the back of this sheet, rewrite each sentence pair as one compound sentence. Use a semicolon and one of the following words: *however, nevertheless, in fact, therefore, otherwise*. See the first item as an example.

1. You can lead a horse to water. You can't make it drink.

You can lead a horse to water; however, you can't make it drink.

2. I know I should save my money. I'm going to buy that sweater.
3. You shouldn't be late. You should be early.
4. Study for the driver's license test. You could be riding your bike to work.
5. The test seemed easy to me. I know five people who failed it.
6. The test is hard. I know five people who failed it.



THE DASH AND THE HYPHEN

Both the *dash* and the *hyphen* are horizontal lines. A dash (–) is longer than a hyphen (-). The dash can set off appositives—words that add information about a noun or pronoun. Dashes call attention to appositives that add important information. Writers also use dashes if there are commas within the appositive.

FAULTY GRAMMAR:

Wrestlers from three schools, Marshall, Hilltop, and Jackson, competed in the tournament.

GOOD GRAMMAR:

Wrestlers from three schools–Marshall, Hilltop, and Jackson–competed in the tournament.

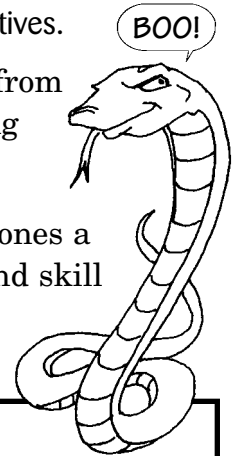
A. On the back of this sheet, rewrite these sentences, adding dashes to set off appositives.

1. The Olympic skater proudly wore her badge of victory the gold medal.

2. Medals went to skaters from three countries Japan, Norway, and the United States.

3. The scary creature a snake from the science lab was slithering somewhere in the school.

4. The team counted on Tina Jones a player with height, speed, and skill to take the ball to the hoop.



• Use a hyphen between parts of compound numbers and fractions.

eighty-three two-thirds

• Some compound words contain hyphens. Others do not.

over-the-counter bull's-eye notebook

B. At least one word in each sentence needs a hyphen. Rewrite these words correctly. Use the first one as a sample.

1. Vince ran out of gas thirtytwo miles from home. thirty-two

2. The gas gauge indicated that the tank was onehalf full. _____

3. Seventysix trombones led the big parade. _____

4. The sale slashed twentyfive percent off the regular price. _____

C. Check a dictionary to find out if the **boldface** compound words need a hyphen. Respell the words correctly. See the first item as an example.

1. The boy used **fingerpaint** to make a **fingerprint**. *finger-paint fingerprint*

2. Two couples went on a **doubledate** to the **doubleheader** at the **ballpark**.

3. Ben wore **earmuffs** so he wouldn't get an **earache**. _____

4. Ruben suffered a **flareup** of the **chickenpox**. _____

NAME: _____

DATE: _____

**PESKY PAIRS: Affect/Effect, Advise/Advice, Accept/Except****Affect or Effect?**

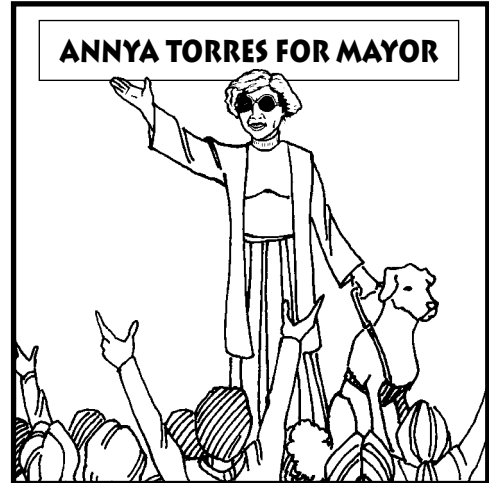
GOOD GRAMMAR: “Will these pills *affect* me in any negative way?” I asked.

The doctor replied, “This medication has very few side *effects*.”

GOOD GRAMMAR HINT: Use *affect* when the **verb** means “to influence” or “to change.”
Use *effect* when the **noun** means “a result” or “a consequence.”

A. Circle the word that correctly completes each sentence.

1. The gift of a seeing-eye dog greatly (affected / effected) Annya’s life.
2. The outcome of this election will (affect / effect) the future of our city.
3. I believe Annya Torres would have a very positive (affect / effect) as mayor.
4. On Monday, Lilia felt the (affects / effects) of staying up late on Sunday night.

**Advise or Advice?**

GOOD GRAMMAR: Our attorney offered sound *advice*. She *advised* us to report the accident.

GOOD GRAMMAR HINT: *Advice* is a **noun** that means “an opinion.” *Advise* is a **verb** meaning “to give counsel.”

B. Circle the word that correctly completes each sentence.

1. A career counselor may be your best resource for (advice / advise).
2. Whether or not you like the rabbi’s (advice / advise), you know he’s a wise man.
3. My math teacher (advised / adviced) me to pay attention in class.
4. It was some of the best (advice / advise) I’ve ever gotten!

Accept or Except?

GOOD GRAMMAR: Lu could *accept* a package delivery any time *except* during the lunch hour.

GOOD GRAMMAR HINT: *Accept* is a **verb** meaning “to take or receive.” *Except* is either a **verb** or a **preposition**. It means to “exclude” or “rule out.”

C. Circle the word that correctly completes each sentence.

1. With his sore finger, Van could do most things (accept / except) write or type.
2. His English teacher agreed to (accept / except) Van’s reports recorded on tape.
3. Amani would not (accept / except) a reward for finding Mrs. Benally’s dog.
4. Tomas loves to do all types of dancing (accept / except) the polka.

NAME: _____

DATE: _____


PESKY PAIRS: Angry at/Angry with, Agree with/Agree to, Prefer to/Prefer over
Angry at or Angry with?

GOOD GRAMMAR: Sudi was *angry with* Ken for teasing the new boy. He was *angry at* Ken's cruelty.

GOOD GRAMMAR HINT: Sometimes *anger* is directed at **a person**. That's when you should say "angry with." But when *anger* is directed at **a thing**, use "angry at."

A. Circle the words that correctly complete each sentence.

1. The rancher was (angry with / angry at) his neighbors for knocking down fences.
2. He was (angry with / angry at) the carelessness that allowed his cattle to escape.
3. Tanisha was (angry with / angry at) her gymnastic coach's sarcastic remarks.
4. She was (angry with / angry at) her coach for making her feel embarrassed.

Agree with or Agree to?

GOOD GRAMMAR: Joy thought girls should play football, and Benji *agreed with* her.
(MEANING: concur, have the same opinion)

School officials *agreed to* let Joy try out for team kicker.
(MEANING: consent to the plan, make a bargain)

The spicy Pad Thai noodles *did not agree with* me!
(MEANING: did not have a good effect)



B. Circle the words that correctly complete the sentences.

1. Beth (agreed with / agreed to) a family trip down South.
2. The hot, humid weather in New Orleans did not (agree with / agree to) her.
3. That candidate will (agree with / agree to) anyone in order to win a vote!
4. The idea of a wishy-washy candidate does not (agree with / agree to) me!

Prefer to or Prefer over?

GOOD GRAMMAR: Jay *prefers* pineapple pizza *to* pepperoni pizza.

GOOD GRAMMAR HINT: You may hear some people say, "I *prefer* one thing *over* another," but this usage is incorrect. Always use the preposition "to" with the verb *prefer*.

C. On the back of this sheet, write a complete sentence to answer each question. Use the words "prefer to" in each answer. The first item has been done as an example.

1. Would you rather watch a movie or read a book?

Rather than watching a movie, I prefer to read a book.

2. Given the choice, would you go to the beach or to the mountains?
3. Would you rather own a cat or a dog?
4. What is your preferred way of traveling to work or school?

NAME: _____

DATE: _____



TO CAPITALIZE OR NOT TO CAPITALIZE?

Certain types of nouns sometimes cause capitalization confusion.

Proper Noun or Common Noun?

GOOD GRAMMAR: The ambulance sped to *Smith Memorial Hospital*.

GOOD GRAMMAR HINT: Always capitalize common nouns that are part of a particular name (*Baker School, Golden Gate Park*). Otherwise, do not capitalize common nouns used in a general way (*in the street, went to school*).

A. Rewrite all the *italicized* nouns. Capitalize them only if necessary. See the first item as an example.

1. The Pacific Coast *highway* is among the most scenic *roads* in the world.

Highway roads

3. During the holiday season, no *street* sparkles like *Main street*!

2. The Skyline *academy's* soccer team beats every other *school's* squad.

4. Carson *city* is the capital *city* of Nevada.

Family Ties

GOOD GRAMMAR: I asked *Mother* to invite *Uncle Bill* and my *cousin* to the party.

GOOD GRAMMAR HINT: When the family relationship is **part of a name**, capitalize it. When the family relationship **replaces a name**, capitalize it. But when words like *my, your, his, a, an, or the* come before a noun showing family relationship, do not capitalize it.

B. Rewrite all the *italicized* nouns. Capitalize them only if necessary. See the first item as an example.

1. It was nice of *mother* to give *cousin Latoya* a ride to her grandmother's house.

Mother Cousin grandmother's

2. My *cousin* politely thanked my *mother* for the ride.

3. Our *uncle Manuel* looks just like pictures of our *great-grandfather*.

4. My *mom* and *dad* say that I look like *great-grandfather*, too.

Nouns of Rank or Work

GOOD GRAMMAR: Will *Principal McGraff* meet with the other school *principals*?

GOOD GRAMMAR HINT: Words like *principal, general, governor, mayor, or doctor* are like other nouns showing family relationship. Capitalize nouns of rank or work only when they replace a person's name or are part of a name.

C. On the back of this sheet, write two sentences for each noun listed below. First, use the word as a common noun. Then use the word as a capitalized proper noun. Use number 1 as an example.

1. mayor 2. doctor 3. chief 4. sergeant 5. professor

1. (a) *Gisela Pedrosa is an excellent mayor.*

(b) *Thanks to Mayor Pedrosa, our city streets are safer.*



CAPITALIZATION: Avoiding Confusion

GOOD GRAMMAR CAPITALIZATION GUIDE

- ▶ **School subjects:** •Do *not* capitalize any school subjects except languages.
 •Do capitalize specific course titles, such as World History 101.

GOOD GRAMMAR: Gracie's favorite subjects are *Spanish, biology, and math*.

- ▶ **Times:** •Do capitalize days of the week, names of months, and holidays.
 •Do *not* capitalize seasons.

GOOD GRAMMAR: The calendar shows that this *fall Thanksgiving* is on *Thursday, November 24*.

- ▶ **Directions:** •Do capitalize *North, South, East, and West* when they name a place or region or are part of a name.
 •Do *not* capitalize these words when they point direction.

GOOD GRAMMAR: The *Pacific Northwest* is often wet, but if you go *east*, you'll reach desert.

- ▶ **Titles:** •Do capitalize:
 –the *first* and *last* word in a title. •Do *not* capitalize:
 –the words *a, an, and, or the*.
 –all other *main* words in a title. –short prepositions such as *of, to, and in*.

GOOD GRAMMAR: Jack London wrote *The Call of the Wild*, a great novel.
 He also wrote the short story, "*To Build a Fire*."

A. Circle the word that correctly completes each sentence.

- Mrs. Lee tutors (Math / math) students after school every (Tuesday / tuesday).
- Fortunately, she lives just two blocks (East / east) of school.
- Many students in (Algebra 2 / algebra 2) need a tutor at the beginning of the (Year / year).
- When school starts in (Autumn / autumn), many students can't recall what they knew in (June / june).
- Mrs. Arroyo once wrote a book called (*Math made Easy* / *Math Made Easy*).
- Students in a college (Spanish / spanish) class translated the book.
- This version helped people who'd recently moved (North / north) from Mexico.

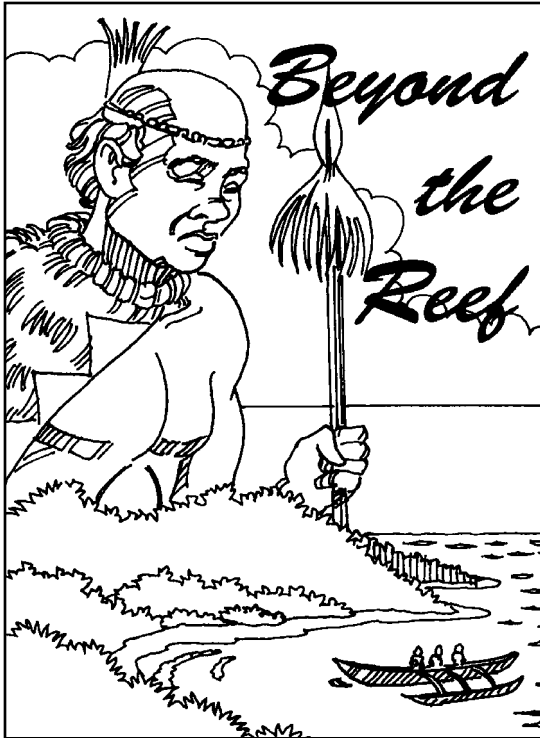
B. Rewrite all the *italicized* words. Capitalize words as needed.

- Danielle wrote a *poem* in *language arts* class. _____
- It was called "*of sand and seaflowers*." _____
- The poem is about a morning in late *summer* when Danielle visited *west beach state park*. _____
- It was the *day* after *labor day*, and most tourists had already headed *east* toward home. _____
- Danielle spent a quiet *tuesday* gathering seaweed and thinking about the *winter* ahead. _____



THE PROOFREADER: Capitalization Challenge

Look for capitalization errors as you edit the following book review. Rewrite the word above the error, capitalizing it correctly. Notice that the first error is in the title. It has been corrected as an example.



Reef Beyond the reef

by doctor Maria Rios

A Winter vacation in hawaii turns into a hunt for sunken treasure. In december two teenagers, Carlos and Gina, travel to the tropical Paradise with their mom, dad, and aunt Teresa. Carlos and Gina learn to snorkel. When they venture South beyond palila reef, they encounter high adventure.

Carlos and gina make friends with lani, the Great-great-granddaughter of an ancient Chief. She leads them on a treasure hunt. It is a search begun by chief Kuwaha more than 100 Years before.

The Author builds suspense that will leave readers spellbound. The exotic setting she creates will charm them. Gold coins sparkle beneath the pacific ocean and poisonous Eels threaten danger. Each saturday at Midnight, the ghostly pirate sakiyama paddles his canoe into a shadowy Cove.

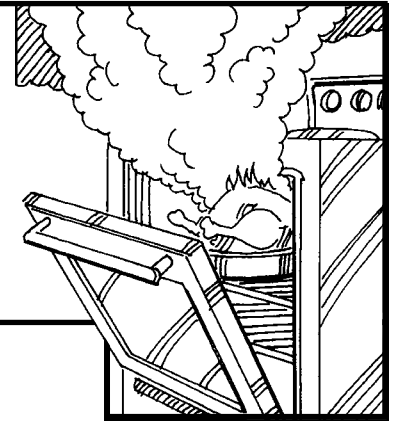
Beyond The reef is a good read that also teaches something about island culture. Because dr. rios is also a Biology Professor, her story includes facts about Marine life. Dr. rios's novel is on reading lists in many english, Social studies, and science classes.



CAPITALIZATION: Proper Adjectives

GOOD GRAMMAR: *Pandora* is a nosy character from a *Greek* myth.

GOOD GRAMMAR HINT: Like a proper noun, a *proper adjective* refers to a particular person, place, thing, or idea. Like a proper noun, a proper adjective is capitalized. The noun that follows a proper adjective is likely to be a common noun. If so, the word is *not* capitalized.



A. Underline the proper adjectives in the sentences below. Then rewrite each proper adjective, capitalizing the word. See the first item as an example.

1. Do I smell the thanksgiving turkey burning in the oven? Thanksgiving
2. The discussion was led by both a catholic priest and a jewish rabbi. _____
3. Once we returned home, few merchants would accept our canadian coins. _____
4. Jack's hawaiian shirt looked out of place at the winter carnival. _____
5. The new italian restaurant offers many choices besides pasta. _____
6. Don't use ajax toothpaste; it turned my teeth blue. _____
7. In the memorial day parade Kimi carried the school flag, and Emilio carried the american flag. _____
8. Since Detroit no longer makes plymouth automobiles, my dad's old low-mileage sedan has become valuable. _____

GOOD GRAMMAR HINT: Be careful on these next two sentences! Notice that a proper adjective may *not* come right before the noun it describes.

9. The author of *Crime and Punishment* is russian. _____
10. Explorer Hernando Cortez was spanish. _____

B. Complete each sentence by adding a proper adjective. See the first item as an example.

1. Tara dreamed of taking a European vacation.
2. I would like to visit a (an) _____ city.
3. My family uses _____ bath soap.
4. I would love to someday own a (an) _____ car.
5. I think _____ shoes are a good choice for athletes.

NAME: _____

DATE: _____



ABBREVIATIONS

In formal writing, writers usually avoid using abbreviations. In general, only very common abbreviations are considered acceptable.

Appropriate abbreviations in all kinds of writing:

- **Titles and initials as parts of names** (*Unless title is part of name, do not abbreviate.*):

Mr. Robert Bonner Dr. Jennifer C. Santos Zacharias Pappas, Jr. St. Francis

- **Degrees:** *Sarah Uno, M.D.* (Doctor of Medicine) *Vincente Davila, M.A.* (Master of Arts)

- **Expressions of time:** *6:00 A.M. 4:30 P.M. 2000 B.C. 957 A.D.*

FAULTY GRAMMAR: When his cough worsened, Jules called the *dr.*

GOOD GRAMMAR: When his cough worsened, Jules called the *doctor.*

-or-
When his cough worsened, Jules called *Dr. Kang.*

GOOD GRAMMAR HINT: A period follows most abbreviations. When an abbreviation comes at the end of a sentence, use only one period. When another punctuation mark follows an abbreviation, place that mark *after* the abbreviation's period.

- A.** Read the sentences. Decide which abbreviations are appropriate and which are not. Then rewrite each sentence, spelling out the full form of unacceptable abbreviations. Use number 1 as an example.

1. Bella moved to L.A., CA, in Feb. of 1995.

Bella moved to Los Angeles, California, in February of 1995.

2. The gas co. put new lines in the st.

3. Lt. Walker of the fire dept. says that the apt. bldg. holds only 100 tenants.

4. Harold Miller, Sr. agreed to chaperone the sr. prom.

5. Many immigrants entered the U.S. through Ellis Island in N.Y. Harbor.

- B.** Continue rewriting sentences correctly, but also add periods as needed.

1. From 8:00 AM until 2:00 PM, students at Elm HS can buy bus tickets for 85 cts ea

2. Dr Ross said, "Ladies and gent, I proudly introduce our guest, Tala L Yahto, MD

3. Historians think human beings first used the wheel in 3000 BC

NAME: _____

DATE: _____



COMPUTER GRAMMAR: The Spell Checker

Three cheers for the spell checker! It does more than find misspellings. It also catches typing errors and alerts you to any words you mistakenly typed twice.

GOOD GRAMMAR HINT: Your spell checker can't *think*, of course. If a misspelling creates a real word, the spell checker okays it. The sentence doesn't have to make sense!

FAULTY SPELLING: The veterinarian recommended a dog *kernel*.
(although spell checker would say okay)

CORRECT SPELLING: The veterinarian recommended a dog *kennel*.

(The typist hit an *r* instead of an *n*. Since *kernel* is a real word, the spell checker missed the error.)

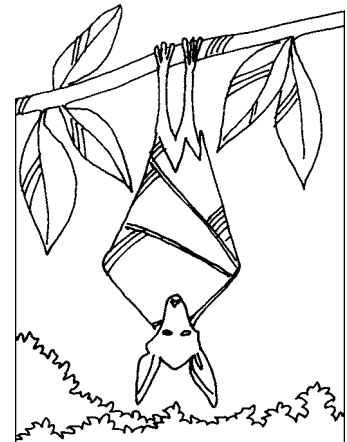
Misspellings in the following sentences created real words. A spell checker won't catch these mistakes. Cross out each faulty word. Spell it correctly above the misspelling. See the first item as an example. (The number of errors in each sentence is noted in parentheses.)

1. The bride and groom will approach the ^{altar} ~~alter~~ and ^{kneel} ~~keet~~. (2)
2. The actress wore an angle costume complete with halo and harp. (2)
3. After the fire, sum items were left in the ruble. (2)
4. A tinny mouse scampered threw the room as wee eight diner. (5)
5. The spell checker doesn't no if words make cents. (2)

ON YOUR OWN 1: Use a computer word-processing program to type the following paragraph. Use the spell checker to identify and repair errors. Then reread the paragraph yourself. Circle any errors the spell checker missed. Write the correct spelling above the error.

THE FLYING FOX

It's not an airborne fox. It's not the name of a World War I fighter plane. What is it? It's a large bat found in tropical regions. The creature gets its name from the fact that its face and snout look like a fox's. Its head and body are about a foot long. Its wings may span up to four feet. Flying foxes spend their days hanging upside down from trees. Clustered together in groups, they are often mistaken for hanging clumps of fruit.



ON YOUR OWN 2: Type an original paragraph on a computer. Describe a product, restaurant, book, or movie you'd recommend to friends. Run the spell checker to catch and repair any spelling errors. Make sure you replace an error with the word choice that fits the meaning of your sentence. Then proofread the paragraph yourself. Circle any errors the checker missed and write the correct words above the errors.

NAME: _____

DATE: _____



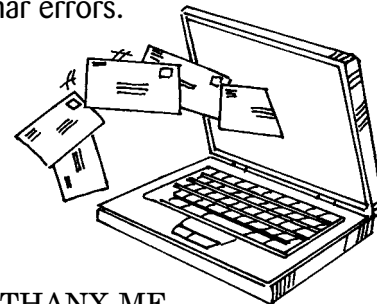
E-MAILS: Grammar Counts!

Writing online can be a quick way to communicate. But *quick* should not equal *careless*! Whether you're speaking, writing a "snail mail," or e-mailing, your communications should be thoughtful and error-free.

E-MAIL HINTS: Use slang, jargon, and abbreviations cautiously. **Always consider your audience!** Proofread your message before you hit SEND.

- A.** The following sentences appeared in hastily written e-mails. On the back of this sheet, rewrite each sentence, making the message clear. Correct spelling and grammar errors. Keep the tone casual *only* if appropriate. If not, make it more formal.

- Hi pal whats up Sat. nite Bobs party?
- Mr. Chou Id like a job interview next week ok?
FYI I'm free Mo Tues or Thurs call Bob 244-1039.
- NEED HELP! DONT FORGET NOTES WE GOTTA STUDY THANX ME.



E-MAIL HINT: Subject lines are important! A clear subject line encourages a reader to open a message.

- B.** Read the subject lines. Which one more clearly suggests message content? Which subject line encourages a reader to open the message? Circle the letter of the best choice.

- | | |
|-----------------------------------|----------------------------------|
| 1. a. Hi! | 3. a. Party RSVP |
| b. A catch-up note from Jeanne S. | b. o.k. |
| 2. a. Come on over! | 4. a. In response to your job ad |
| b. Party invitation from Sam | b. I'll take it! |

E-MAIL HINT: A person may send and receive many e-mails each day. Your replies should include a brief reminder of the original message. Either briefly sum up the original e-mail, cut-and-paste a part of the original message, or summarize it in the subject line.

- C.** On the back of this sheet, reply to the following message. Remind the reader of the original message.

Subject: Your Order #77725

The boots you requested are unavailable until Feb. 24. Would you like to order another product or cancel your request? I regret the inconvenience.

Dick Scott
Owner, Scott's Sporting Goods

- D.** Kevin accidentally sent an e-mail intended for his friend to his boss at the hardware store. On the back of this sheet, rewrite the e-mail with a clear subject line. Use a tone that would be appropriate for his boss.

Subject: Can't make it!

FEELING SICK. Got to cancel today. Sorry! Hope it doesn't mess you up.

Kev

NAME: _____

DATE: _____



POLITICALLY CORRECT: Avoiding Gender Bias

Both writing and speech should be free of bias. Avoid language that excludes or would be hurtful to a certain group.

BIASED LANGUAGE: *Man* looks to outer space and wonders what is there.

UNBIASED LANGUAGE: *People* look to outer space and wonder what is there.

BIASED LANGUAGE: A *student* can choose *his* elective class from a long list.

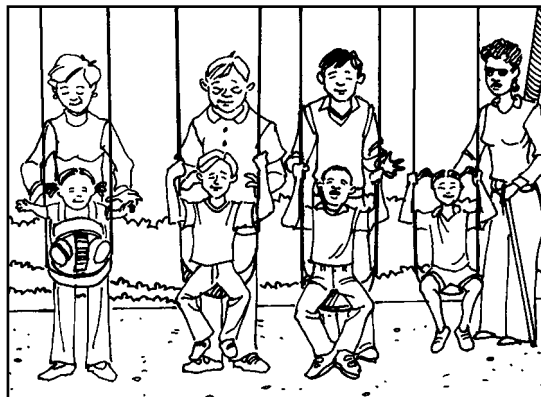
UNBIASED LANGUAGE: *Students* can choose *their* elective classes from a long list.

-or-
A *student* can choose *his or her* elective class from a long list.

GOOD GRAMMAR HINT: Avoid gender-specific pronouns such as *his* or *her*. Use language that includes both genders.

A. Decide whether or not each sentence contains biased language. Write **PC** for *politically correct* if the language is unbiased. Put a check mark (✓) by sentences that suggest gender bias.

1. _____ Every child needs love and mothering.
2. _____ As a first order of business, the committee must elect a chairman.
3. _____ The police officer arrived at the scene of the crime.
4. _____ A fireman must be devoted to helping others.
5. _____ Every firefighter learns to quickly put on his uniform and gear.
6. _____ On Secretary's Day a boss should give his secretary a thank-you gift.
7. _____ A secretary likes to know she is appreciated.
8. _____ Hospital nurses deserve praise for their long hours and hard work.
9. _____ During the strike, the factory was short on manpower.
10. _____ A mailman delivers letters through rain, sleet, or snow!
11. _____ In order to feel proud of himself, a person must be kind to others.
12. _____ Volunteering helps make a person feel good about himself.
13. _____ The writing teacher suggested subjects, but each student chose his own final topic.
14. _____ Dear Sir or Madam:
15. _____ Will mankind ever be at peace?



B. On the back of this sheet, rewrite sentences you checked in Part A. Make them politically correct and unbiased. They should not be gender-specific. The first one has been done as an example.

1. Every child needs love and nurturing.

NAME: _____

DATE: _____



RECOGNIZING GOOD GRAMMAR: Review 1

This activity reviews the following important grammar concepts:

| | | | |
|---|--------------------------|-------------------------|-----------------|
| homonym usage | irregular plurals | pronoun choices | |
| pesky pairs: bring/take, good/well | comparisons | double negatives | articles |

One sentence in each pair contains *faulty grammar*. The other sentence displays *good grammar*. Write **FG** by the incorrect sentence and **GG** by the correct one. Use the first item as an example.

1. a. **GG** Two heads are better than one.
b. **FG** Too heads are better than one.
2. a. ____ The best-laid plans of mouses and mans often go awry.
b. ____ The best-laid plans of mice and men often go awry.
3. a. ____ Birds of a feather they flock together.
b. ____ Birds of a feather flock together.
4. a. ____ They shouldn't put all their eggs in one basket!
b. ____ They shouldn't put all there eggs in one basket!
5. a. ____ Don't count your chickens before it hatches.
b. ____ Don't count your chickens before they hatch.
6. a. ____ It is fifty miles as the crow flys.
b. ____ It is fifty miles as the crow flies.
7. a. ____ You can take a horse to a waterhole, but you can't make it drink.
b. ____ You can bring a horse to a waterhole, but you can't make it drink.
8. a. ____ Felix and I are having trouble making ends meet.
b. ____ Me and Felix are having trouble making ends meet.
9. a. ____ If Evelyn had been there, she would have helped break the ice.
b. ____ If Evelyn would have been there, she would have helped break the ice.
10. a. ____ A diplomat is a man whom remembers a woman's birthday but not her age.
b. ____ A diplomat is a man who remembers a woman's birthday but not her age.
11. a. ____ There never was a good war or a bad peace.
b. ____ There never was no good war or no bad peace.
12. a. ____ Some say that Maybelle isn't the sharper tack in the box!
b. ____ Some say that Maybelle isn't the sharpest tack in the box!
13. a. ____ The ballot is strongest than the bullet.
b. ____ The ballot is stronger than the bullet.
14. a. ____ A ounce of prevention is worth a pound of cure!
b. ____ An ounce of prevention is worth a pound of cure!
15. a. ____ All's good that ends good.
b. ____ All's well that ends well.

NAME: _____

DATE: _____



RECOGNIZING GOOD GRAMMAR: Review 2

This activity reviews the following important grammar concepts:

misplaced and dangling modifiers **irregular verbs** **subject-verb agreement**
pesky verb pair: lie/lay **complete sentences** **active and passive verbs** **end marks** **comma usage**

One sentence in each pair contains *faulty grammar*. The other sentence displays *good grammar*. Write **FG** by the incorrect sentence and **GG** by the correct one. Use the first item as an example.

1. a. FG The wrangler caught the calf using a lasso.
b. GG Using a lasso, the wrangler caught the calf.
2. a. ____ Distracted by the flashing sign, my car crashed through the fence.
b. ____ Distracted by the flashing sign, I crashed my car through the fence.
3. a. ____ When Paco saw the mountain of paperwork, his heart sank.
b. ____ When Paco saw the mountain of paperwork, his heart sinked.
4. a. ____ A busload of children arrive at the school each morning.
b. ____ A busload of children arrives at the school each morning.
5. a. ____ A teacher or parent volunteer helps the children off the bus.
b. ____ A teacher or parent volunteer help the children off the bus.
6. a. ____ Let sleeping dogs lie.
b. ____ Let sleeping dogs lay.
7. a. ____ Finally, the clues in the case made sense.
b. ____ Finally making sense of the clues in the case.
8. a. ____ Detective Lu was led to the thief by the set of fingerprints.
b. ____ The set of fingerprints led Detective Lu to the thief.
9. a. ____ What a day for a picnic?
b. ____ What a day for a picnic!
10. a. ____ Old King Cole was a merry old soul and a merry old soul was he!
b. ____ Old King Cole was a merry old soul, and a merry old soul was he!
11. a. ____ No one can be perfectly free until all are free.
b. ____ No one can be perfectly free, until all are free.
12. a. ____ Birds twittered dogs howled and cats yowled as the solar eclipse began.
b. ____ Birds twittered, dogs howled, and cats yowled as the solar eclipse began.
13. a. ____ When the moon blacked out the sun, all fell silent.
b. ____ When the moon blacked out the sun all fell silent.
14. a. ____ Happy are they who live and let live.
b. ____ Happy are they, who live and let live.
15. a. ____ George, Washington is a beautiful state to visit.
b. ____ George Washington is a beautiful state to visit.



PROOFREADING CHALLENGE 1

Proofread this beginning of a student essay. As you read, look for faulty grammar that needs repairing. When you finish reading this section of the essay, answer the multiple-choice questions.

—PART 1—

Jim Abbott Meets the Challenge

I respect people who face a challenge and overcome it. That's why I admire Jim Abbott. Jim Abbott he not only faced his physical disability but became a great athlete.

Jim was born without a right hand. As he grew up, other childrens teased him. Jim ignored they're taunts. He got in shape, quarterbacked a football team, and was playing baseball. It soon became clear that Jim Abbott pitched really good!

Each item presents a sentence from the essay above. If you think the sentence is correct as written, circle choice *a*. If you think choice *a* is faulty, circle *b* or *c* to show the correct choice.

1. a. I respect people who face a challenge and overcome it.
b. I respect people, who face a challenge, and overcome it.
c. I respect people who faced a challenge and overcome it.
2. a. Jim Abbott he not only faced his disability but became a great athlete.
b. Jim Abbott, he faced his disability and became a great athlete.
c. Jim Abbott not only faced his disability but became a great athlete.
3. a. As he grew up, other childrens teased him.
b. As he grew up, other children teased him.
c. As he grew up other childrens teased him.
4. a. Jim ignored they're taunts.
b. Jim ignored there taunts.
c. Jim ignored their taunts.
5. a. He got in shape, quarterbacked a football team, and was playing baseball.
b. He got in shape quarterbacked a football team and was playing baseball.
c. He got in shape, quarterbacked a football team, and played baseball.
6. a. It soon became clear that Jim Abbott pitched really good!
b. It soon became clear that Jim Abbott pitched really well!
c. It soon became clear that Jim Abbott pitched good?





PROOFREADING CHALLENGE 2

Proofread Part 2 of this student essay. Continue looking for faulty grammar that needs repairing. When you finish the passage, answer the multiple-choice questions.

—PART 2—

Jim Abbott Meets the Challenge

One-handed Jim Abbott was best than most two-handed pitchers! He attended college on a baseball scholarship and was pitching in the 1988 Olympics. Yes Jim Abbott became a gold medalist!

There is very few players who skip minor-league play. Jim, however, went straight to the majors. He pitched for the California Angels and the New York Yankees. Jim pitched with his left hand and balanced his glove on his right arm. Once the pitch flew, he'd flip the glove onto his hand.

Abbott did not see his disability as a barrier to success. He saw it as a challenge to be met. "The only thing that could stop me Jim said was myself."

Each item presents a sentence from the essay above. If you think the sentence is correct as written, circle choice *a*. If you think choice *a* is faulty, circle *b* or *c* to show the correct choice.

1. a. One-handed Jim Abbott was best than most two-handed pitchers!
b. One-handed Jim Abbott was better than most two-handed pitchers!
c. One-handed Jim Abbott was more better than most two-handed pitchers!
2. a. He attended college on a baseball scholarship and was pitching in the 1988 Olympics.
b. He attended college on a baseball scholarship and pitched in the 1988 Olympics.
c. He attended college on a baseball scholarship, and was pitching in the 1988 Olympics.
3. a. Yes Jim Abbott became a gold medalist!
b. Yes Jim Abbott, became a gold medalist!
c. Yes, Jim Abbott became a gold medalist!
4. a. There is very few players who skip minor-league play.
b. There are very few players who skip minor-league play.
c. Their are very few players who skip minor-league play.
5. a. Jim, however, went straight to the majors.
b. Jim however, went straight to the majors.
c. Jim; however, went straight to the majors.
6. a. "The only thing that could stop me Jim said was myself."
b. "The only thing that could stop me, Jim said, was myself."
c. "The only thing that could stop me," Jim said, "was myself."



PROOFREADING CHALLENGE 3

Proofread the following student essay. Look for faulty grammar that needs repairing. When you finish reading the essay, answer the multiple-choice questions.

Call the BBB

Have you ever felt cheated after paying for a product or a service? What can you do when a business won't stand behind its work. You can call the Better Business Bureau (BBB)! The BBB helps a consumer get the value they deserve.

Suppose you pay a cycle shop to tune your bike. A week later your on the road. Your wheel falls off. Your seat is loose, your handlebars squeak. You return to the shop and ask for repairs or a refund.

"Sorry!" they say. "We can't help you."

That's when you contact the Better Business Bureau and lodge a complaint.

Next time you need service, call the BBB first! You can listen to a businesss' complaint background. You'll get help choosing a company with a good record.

The BBB also helps business owners. Their BBB membership lets consumers know that they value good service and a good reputation.



Each item presents a sentence from the essay above. If you think the sentence is correct as written, circle choice *a*. If you think choice *a* is faulty, circle *b* or *c* to show the correct choice.

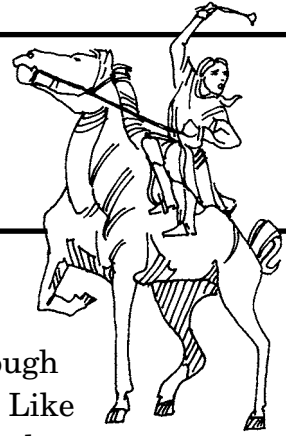
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|--|--|
| 1. a. What can you do when a business won't stand behind its work. | 4. a. Your seat is loose, your handlebars squeak. |
| b. What can you do when a business won't stand behind its work? | b. You're seat is loose, you're handlebars squeak. |
| c. What can you do when a business won't stand behind it's work? | c. Your seat is loose. Your handlebars squeak. |
| 2. a. The BBB helps a consumer get the value they deserve. | 5. a. "Sorry!" they say. "We can't help you." |
| b. The BBB helps a consumer get the value they deserves. | b. "Sorry, they say, we can't help you." |
| c. The BBB helps consumers get the value they deserve. | c. Sorry they say. We can't help you." |
| 3. a. A week later your on the road. | 6. a. You can listen to a businesss' complaint background. |
| b. A week later, your on the road. | b. You can listen to a business's complaint background. |
| c. A week later you're on the road. | c. You can listen to a business'es complaint background. |

NAME: _____

DATE: _____

**PROOFREADING CHALLENGE 4**

Proofread the following paragraph. Look for faulty grammar that needs repairing. When you finish reading the paragraph, answer the multiple-choice questions.

**A Call to Arms**

Most history students they learn about Paul Revere. They know about his midnight ride. They recognize his warning, "The british are coming!" A lesser-known patriot made a similar ride. Sybil Ludington was the sixteen-year-old daughter of colonel Henry Ludington. On the night of April 26, 1777, Sybil gathered her courage and mounted her horse. She rode 40 mi. through the N.Y. countryside. Like Revere Ludington woke the militia. Her father's soldiers were called by her to battle. Thanks to Ludington, the revolutionaries won a clash with the British at Ridgefield, Connecticut.

Each item presents a sentence from the essay above. If you think the sentence is correct as written, circle choice *a*. If you think choice *a* is faulty, circle *b* or *c* to show the correct choice.

1. a. Most history students they learn about Paul Revere.
b. Most history students, he or she learns about Paul Revere.
c. Most history students learn about Paul Revere.
2. a. They recognize his warning, "The british are coming!"
b. They recognize his warning the British are coming!
c. They recognize his warning, "The British are coming!"
3. a. A lesser-known patriot made a similar ride.
b. A least-known patriot made a similar ride.
c. A lesser-known Patriot made a similar ride.
4. a. Sybil Ludington was the sixteen-year-old daughter of colonel Henry Ludington.
b. Sybil Ludington was the sixteen-year-old daughter of colonel, Henry Ludington.
c. Sybil Ludington was the sixteen-year-old daughter of Colonel Henry Ludington.
5. a. On the night of April 26, 1777, Sybil gathered her courage and mounted her horse.
b. On the night of April 26, 1777 Sybil gathered her courage and mounted her horse.
c. On the night of April 26, 1777, Sybil gathered her courage, and mounted her horse.
6. a. She rode 40 mi. through the N.Y. countryside.
b. She rode 40 miles through the New York countryside.
c. She rode 40 mi.—through the N.Y countryside.
7. a. Like Revere Ludington woke the militia.
b. Like Revere Ludington, woke the militia.
c. Like Revere, Ludington woke the militia.
8. a. Her father's soldiers were called by her to battle.
b. She called her father's soldiers to battle.
c. Her fathers. soldiers were called by her to battle.