

HOLT McDOUGAL LITERATURE

Language Handbook

Additional Practice in Grammar,
Usage, and Mechanics

GRADE 9



HOLT McDOUGAL
a division of Houghton Mifflin Harcourt

Cover

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TO THE TEACHER

This booklet, *Language Handbook*, contains practice and reinforcement copying masters that cover the material presented in the Grammar Handbook section of the *Student Edition*. The worksheets reinforce the grammar, usage, and mechanics rules and instruction covered in the Grammar Handbook. Tests at the end of each section can be used either for assessment or as end-of-section reviews.

A separate **Answer Key** for the *Language Handbook* provides answers or suggested responses to all items in this booklet.

WORKSHEET 1

Identifying Nouns

EXERCISE A Underline all of the nouns in the following paragraph. If a noun appears more than once, underline it each time it appears.

EXAMPLE [1] Craters formed by meteorites have shallow floors and uplifted centers.

[1] Mercury is the planet nearest the sun. [2] Recently, data from spacecraft have shown astronomers that Mercury, like our Moon, is covered with craters. [3] The surface of Venus may also be cratered, but thick clouds of gas hide the landscape from telescopes. [4] Craters are formed when large meteorites, which are fragments of comets or asteroids, collide with a planet or a planet's satellite. [5] Some of the craters on the Moon are 320 miles wide.

EXERCISE B Underline all of the nouns in the following paragraphs. If a noun appears more than once, underline it each time it appears.

EXAMPLE [1] The islands of Hawaii consist of lava and ash built up from the floor of the ocean.

[1] The formation of a volcanic island is a remarkable process. [2] This process often occurs over millions of years. [3] Erupting volcanoes build mountains on the floor of the sea. [4] Each eruption adds more lava to the pile of volcanic rock until, after many years, the volcanic mountain comes within reach of the waves. [5] The submerged island sometimes becomes a coral reef. [6] Other islands rise high above the surface of the ocean, forming rugged mountains with ridges, canyons, and cliffs.

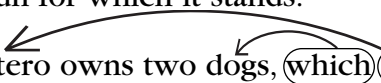
[7] Plants and animals come to the island, either blown in on the wind or washed in with the current. [8] Some forms of life travel to the new island on natural rafts of tree limbs and matted vegetation. [9] Other organisms are carried by the birds that come to the island from other lands. [10] On the Galápagos Islands some forms of life, such as tortoises and sunflowers, grow much larger than they do on the mainland.

WORKSHEET 2

Identifying and Using Pronouns

EXERCISE A Each of the following sentences contains two pronouns. Circle each pronoun, and draw an arrow to the noun for which it stands.

EXAMPLE 1. Mr. Platero owns two dogs, which he adopted from the animal shelter.



1. Roberto passed the ball to Elena, who caught it easily.
2. Otis called his sister, but she didn't answer.
3. When asked about the game, Mike said, "I didn't see it."
4. Since Gabriella found the money, the cash belongs to her unless it is claimed.
5. The children said they like the new bus driver who wears the blue hat.
6. Although Elliot studied French in school, he didn't feel comfortable speaking it.
7. Denise brought sandwiches with her on the hike and carried them in a knapsack.
8. "I," Jerry said, "surprised myself."
9. Because Sheila enjoyed musical comedies, she tried to see them as often as possible.
10. Keiko enjoyed volleyball so much she played it every day after school.

EXERCISE B In the following paragraph, fill in the blanks with pronouns that refer to the italicized nouns.

EXAMPLES Any *nurse* [1] who served in a Red Cross hospital during World War I risked [2] her life.

Edith Cavell was a British *nurse* [1] _____ served in Belgium during World War I. In 1907, *Dr. Antoine Depage* had asked Miss Cavell to come to Brussels. [2] _____ wanted [3] _____ *hospital* modernized according to the principles of Florence Nightingale. After the outbreak of the war in 1914, [4] _____ became a Red Cross hospital. The Germans marched into *Belgium*, although [5] _____ was a neutral country. The hospital was filled with many casualties of the war. Edith Cavell joined an underground *group* [6] _____ gave aid to Belgians of military age and to escaped Allied prisoners. The *Germans* discovered the group, and in 1915 [7] _____ arrested Edith Cavell and thirty-four other members. *Edith Cavell*, because of [8] _____ religious convictions, refused to lie, even in order to protect [9] _____. [10] _____ lost her life to a firing squad on October 12, 1915.

WORKSHEET 3

Identifying Adjectives

EXERCISE A Underline each adjective in the following paragraph. Do not include the articles *a*, *an*, and *the*.

EXAMPLE [1] Bonsai is the art of growing tiny trees.

[1] In Japan, some people grow miniature trees that have a famous history and an important place in horticultural art. [2] Through pruning and fertilization, the trees are trained to keep the shape and proportion of larger trees. [3] The trees often have small leaves and small fruit. [4] The trees have an old and wind-swept appearance, as though they had grown in the outdoors. [5] With bonsai, gardeners can create realistic landscapes in pots and carry scenes of mountain crags or vast plains into their homes.

EXERCISE B Underline each of the twenty-five adjectives in the following story, and draw an arrow from the adjective to the word or words it modifies. Treat hyphenated compound words like *spine-tingling* as one word. Do not include the articles *a*, *an*, and *the*.

EXAMPLE Scary stories can make the imagination run wild.

On hot summer nights, Julio and the other boys sleep out in the yard. They put up a tent in a dark corner, where the trees and bushes are thick. That way the boys can easily imagine they are in wild, uninhabited country.

One evening Mike suggested that they tell ghost stories or tales of bear hunts. After a particularly spine-tingling story, Mike couldn't sleep; he was too nervous.

About midnight he saw something move in the shadows. "Yeow!" he cried out. "There is a big bear! It is really huge!"

In the sudden confusion, the small tent collapsed on top of the boys; each one seemed eager to go in a different direction. Anxious parents ran out of the nearby house. They found a coal-black dog. Like a bear, this animal was very curious. It was sniffing at the tangle of arms, legs, and bodies under the tent.

WORKSHEET 4

Identifying and Using Verbs

EXERCISE A Underline each verb in the following paragraph. There are twenty-five of them, and all are action verbs. There may be several verbs in a sentence.

EXAMPLE [1] The art group carefully planned and built a small clubhouse.

[1] Mark, Louisa, and Djuana formed an art group. [2] Since they needed a clubhouse, they planned the construction of a small geodesic dome. [3] The group financed the structure through the sale of some of their work. [4] Louisa sold a portrait and an abstract painting. [5] Mark constructed a Tiffany-style lamp, and the Posnicks quickly bought it and placed it in their brownstone apartment across the street. [6] Djuana sketched several local scenes, carved the sketches into linoleum blocks, made greeting cards with the blocks, and sold the cards through a local novelty store. [7] The group carefully studied *The Whole Earth Catalog* for instructions. [8] Louisa, Mark, and Djuana decided on a 10 1/2- × 8-foot building. [9] Louisa, the math whiz, performed the necessary mathematical calculations. [10] Mark, an expert bargain finder, shopped for the materials. [11] With the group's earnings, he purchased wood struts, spoke hubs, and plastic covering. [12] The group asked Mark's parents for the use of part of their back yard. [13] They started the construction work on Monday. [14] Louisa cut the wood to the necessary dimensions. [15] Mark formed the cut wood into triangles, and Djuana fastened the triangles together in the shape of a dome. [16] They finished the skeletal structure on Friday. [17] On Saturday they attached the plastic covering. [18] That evening the group celebrated its success in the new clubhouse.

EXERCISE B The following items contain nouns modified by adjectives. Construct a sentence with each group of words by supplying verbs to link the nouns and adjectives, and write the new sentences on the lines provided. Use five different linking verbs.

EXAMPLE 1. the stormy weather The weather looks stormy.

1. the dull knife _____
2. the haunted house _____
3. the shy child _____
4. the calm lake _____
5. the bitter medicine _____

WORKSHEET 5

Using and Identifying Helping Verbs

EXERCISE A Complete the following sentences by writing suitable helping verbs on the lines provided. Then, circle the entire verb phrase.

EXAMPLE 1. —(Did)— the teacher (explain)?

1. _____ you ever seen a Kabuki play?
2. His car _____ going too fast for safety.
3. I _____ waiting for Helen.
4. _____ you met my mother?
5. It _____ be later than you think.
6. Edena _____ becoming an excellent soccer player.
7. If he _____ read better, he _____ learn more.
8. There _____ been serious consequences.
9. Mr. Prinz _____ not _____ persuaded to change.
10. _____ you read “For My People” by Margaret Walker?

EXERCISE B Each sentence in the following passage contains at least one verb phrase. For each verb phrase, underline the helping verb(s) once and the main verb twice.

EXAMPLE [1] How many elements does air contain?

[1] Since no one can see the air, some people in the past did not consider it real.
[2] The ancient Greek philosopher Anaximenes, however, did not agree with these people. [3] He believed that air must be one of the foundations of all matter.

[4] One evening Anaximenes was walking in the moonlight. [5] While looking up at the sky, he must have seen a rainbow made by the moon. [6] Unlike other Greeks, he did not believe that the rainbow was a goddess. [7] He was not surprised to see the rainbow because he believed that it was made by the effect of light on compressed air.

[8] Like Anaximenes, we must admit that the air does contain something real.
[9] Scientists have found nitrogen, oxygen, and other elements in the air. [10] We may discover new facts about air now that we are investigating other planets.

WORKSHEET 6

Identifying and Using Adverbs

EXERCISE A Circle the adverb in each item. Then, draw an arrow to the verb it modifies. On the line provided, state whether the adverb tells *how*, *when*, *where*, or *to what extent*.

EXAMPLE when 1. The big drawing always attracts a crowd at the county fair.

- _____ 1. For weeks merchants cheerfully gave numbered tickets with purchases.
- _____ 2. My cousin Lorraine and I finally collected forty tickets.
- _____ 3. "If we're lucky," I often told Lorraine, "we will win that camping equipment."
- _____ 4. Saturday came, and we eagerly waded through the crowd at the fair.
- _____ 5. The rules stated that the holders of winning tickets must be there.
- _____ 6. Promptly at midnight, they started the drawing.
- _____ 7. "The winner of the camping gear is 608-1313!" shouted the announcer. "Will the holder of number 608-1313 come here?"
- _____ 8. Lorraine's success completely surprised everybody.
- _____ 9. She walked to the platform slowly for her prize.
- _____ 10. She exclaimed, "This is the first prize I have ever won!"

EXERCISE B Modify each verb in the following paragraph by filling in each blank with an appropriate adverb. Choose varied, interesting adverbs.

EXAMPLE [1] Several of the drama students rehearsed together to prepare for the auditions.

Rena [1] _____ wanted to get a part in her school's production of *The Diary of Anne Frank*. She was [2] _____ nervous about auditioning, and she [3] _____ awaited the day for tryouts. To prepare herself, she [4] _____ scanned the play over the weekend. [5] _____ she went back and [6] _____ studied the role of Anne. [7] _____ she began to understand how it must have felt to live in hiding for so long. She wondered if she could [8] _____ portray the girl who had [9] _____ written the diary.

Continued 

Rena arrived in the auditorium [10] _____. [11] _____ she looked, she saw other students [12] _____ thumbing through scripts. She [13] _____ watched the first group of students read a scene. [14] _____ her turn came. She [15] _____ hoped that her understanding of the character would come through in her reading. As she began to read the part, she relaxed [16] _____. She [17] _____ enjoyed bringing the play to life.

After her turn, she [18] _____ returned to her seat. She sat [19] _____ waiting to hear the drama teacher's decision. She smiled [20] _____ when she heard the teacher say, "The role of Anne Frank—Rena Ross."

EXERCISE C On the lines provided, revise each of the following sentences by adding at least one appropriate adverb. Try not to use the adverbs *too*, *so*, and *very*.

EXAMPLE 1. Computer science degrees are popular because job opportunities in that field are good. *Computer science degrees are quite popular because job opportunities in that field are exceedingly good.*

1. First, Antonio took the screen door off its hinges; then, he removed the torn screen and replaced it with new material. _____

2. Kyle returned the reference book to Tonya, but she had planned her report without it. _____

3. The sun rose, hot and bright, but as the day progressed, dark clouds began to appear. _____

4. Ruth typed her research report on the computer, but she didn't remember to save the document. _____

5. When Yusef was picking out new glasses, he told the salesperson that he wanted wire frames. _____

WORKSHEET 7

Identifying Adverbs

EXERCISE A Each of the following sentences contains an adverb in italics. Draw an arrow from the adverb to the word it modifies. On the line provided, tell whether the modified word is a verb, an adjective, or an adverb.

EXAMPLES adjective 1. We saw a *very* uplifting movie.
verb 2. Luis *usually* plays right field.

- _____ 1. Ms. Katz plays tennis *well*.
- _____ 2. Henry Louis Gates, Jr., is an *exceptionally* talented writer.
- _____ 3. Melba *seldom* loses her head.
- _____ 4. Herbert seemed *unusually* happy.
- _____ 5. Should I slice the ancho chilies *now*?
- _____ 6. Tranh cried out, "Don't run *so* fast!"
- _____ 7. I *always* enjoy Gary Soto's poetry.
- _____ 8. A *rather* funny clown was juggling oranges.
- _____ 9. "I'm *too* drowsy for words," Annette yawned.
- _____ 10. Sue works *unusually* hard on Saturdays.
- _____ 11. Fran answered *somewhat* enthusiastically.
- _____ 12. Does hay *actually* cause hay fever?
- _____ 13. They play an *extremely* fast game.
- _____ 14. We will play a double-header *tomorrow*.
- _____ 15. At formal occasions, Jake speaks *properly*.
- _____ 16. The *dangerously* narrow bridge scared me.
- _____ 17. Can you *really* capture chiggers alive?
- _____ 18. The second speech was *less* interesting.
- _____ 19. He was *fully* aware of his plight.
- _____ 20. Florence *occasionally* eats sushi.

Continued ➞

EXERCISE B Underline each adverb in the following sentences. Then, circle the word or words the adverb modifies. On the line provided, write whether the adverb tells *how*, *when*, *where*, or *to what extent*.

EXAMPLE when 1. (Shall) we (leave) now?

- _____ 1. Akio arrived early.
- _____ 2. I can run faster than you.
- _____ 3. Lim Sing seems very sure of herself.
- _____ 4. Later I believed him.
- _____ 5. Our soccer team was too slow.
- _____ 6. Is he always early?
- _____ 7. Did you know that your new books are here?
- _____ 8. Did you work hard?
- _____ 9. Marina has been there.
- _____ 10. This math problem is especially hard.
- _____ 11. The boys work slowly.
- _____ 12. Well, what shall we do now?
- _____ 13. This Incan pottery was expertly made.
- _____ 14. She will never believe you.
- _____ 15. If you need any help, I will be there.
- _____ 16. Emilia danced gracefully.
- _____ 17. After saying goodbye to his mother, Joshua left yesterday for school.
- _____ 18. She learned to make tamales easily.
- _____ 19. Carla often goes to jazz concerts.
- _____ 20. The fandango dance troupe rehearsed diligently.
- _____ 21. The rain pounded heavily on the skylights and ran over the tops of the gutters.
- _____ 22. Merrilee had soon finished washing the windows, so she polished the mirrors.
- _____ 23. Will you please get the dog, which is digging in the back yard, and bring it here?
- _____ 24. Kirk next diced onions and green peppers and put them into the pot to simmer.
- _____ 25. The bowl and the beaters used for beating egg whites must be completely free of grease.

WORKSHEET 8

Identifying and Using Prepositions, Adverbs,
Conjunctions, and Interjections

EXERCISE A Each of the following sentences contains two prepositions. Draw a line under each preposition.

EXAMPLE 1. The books of poetry are on the top shelf.

1. Do your work in study hall or do it at home.
2. After the dance we went to Gerry's house.
3. Lorraine Hansberry's plays about racial and social issues were praised by critics.
4. Behind the fence I found my bicycle, with a flat tire.
5. Since September she has been the principal of our school.
6. As I walked from the building, I met the principal on the steps.
7. For social studies I read a book about Sacajawea.
8. Margaret lives in an apartment building on Sheridan Avenue.
9. Beyond the valley the mountains were black against the sky.
10. During vacation Derrick kept busy working around the house.

EXERCISE B On the line provided, classify the italicized word in each sentence as a preposition or as an adverb. Use the abbreviations *PREP* for preposition and *ADV* for adverb.

EXAMPLES PREP 1. Leroy jumped *across* the creek.

ADV 2. Can you make it *across*?

- _____ 1. Time passes *on* and waits for no one.
- _____ 2. Shawn put his trophy *on* the coffee table.
- _____ 3. "Have you seen Mr. Bluehouse *since*?" she asked.
- _____ 4. "I haven't seen him *since* the party," I replied.
- _____ 5. *Behind* me stood Coach Davis.
- _____ 6. There is a good restaurant *up* the road about three miles.
- _____ 7. Marshall went *back* for help.
- _____ 8. The rescue team quickly headed *under* the bridge.
- _____ 9. We were just sitting *down* when the phone rang.
- _____ 10. Please put the cat *out* before you go.

Continued ➞

EXERCISE C On the lines provided, write short sentences using the italicized words as directed.

EXAMPLE 1. *behind* as a preposition The bowls were behind the plates.

1. *up* as a preposition _____
2. *up* as an adverb _____
3. *down* as a preposition _____
4. *down* as an adverb _____
5. *over* as an adverb _____

EXERCISE D Underline the conjunction or conjunctions in each sentence.

EXAMPLES 1. I recognized you but not your brother.

2. Neither Sam nor Luisa has arrived yet.

1. Every day I have to feed both my dog and my cat.
2. The crowd roared when Antuan hit the home run.
3. Always try to do the job quietly and correctly.
4. The clown looked sad but made me laugh.
5. Let me know if you want to borrow that Rudolfo Anaya novel.
6. Since they gave me tickets, I plan to go.
7. I can ride my bicycle on the road or through the woods.
8. "Slow but sure" is my motto.
9. The defendant could either pay a fine or go to jail.
10. I enjoy the writings of both James Baldwin and Ralph Ellison.

EXERCISE E Underline the interjection in each sentence.

EXAMPLE 1. Oh, never mind.

1. Whew, I'm glad that test is over.
2. I wonder if this plate is hot—yikes!
3. I've seen that movie, oh, four or five times.
4. Look, I don't think I can make it to the party.
5. After reading *Romeo and Juliet*, Carla said, "Wow, what a great play!"

WORKSHEET 9

Reviewing the Parts of Speech

EXERCISE On the line provided, write the part of speech of each italicized word. In making your decision, ask yourself how the word functions in the sentence.

EXAMPLES verb 1. They often *study* math together.

noun 2. Ms. Shapiro has a large desk in her *study*.

- _____ 1. Kimiko took an express *train*.
_____ 2. A *train* whistle sounded in the distance.
_____ 3. I will *train* your dog.
_____ 4. *Cross* the street on a green light.
_____ 5. Turn right at the next *cross* street.
_____ 6. She was wearing a gold *cross*.
_____ 7. The boss will *fire* me.
_____ 8. The *fire* department is always ready.
_____ 9. We saw a large *fire* in the distance.
_____ 10. He has a bald *head*.
_____ 11. Who is the *head* usher?
_____ 12. Isabel will *head* the freshman class.
_____ 13. Botan can *field* a ball faster than any other player.
_____ 14. The new athletic *field* is ready for use.
_____ 15. A *field* mouse scampered by.
_____ 16. Everyone *left* the building in a hurry.
_____ 17. I sat on the *left* side of the room.
_____ 18. Turn *left* at the next corner.
_____ 19. Let's walk *around*.
_____ 20. Diego and Brian walked *around* the block.
_____ 21. What did she *say* to you?
_____ 22. *Say*, watch out for that tree.
_____ 23. We decided to go *inside* after we ate.
_____ 24. One of the Russian dolls was hidden *inside* the other.
_____ 25. *Hey*, where are you going?

15. *pepper* as a verb _____
16. *pepper* as a noun _____
17. *bicycle* as a noun _____
18. *bicycle* as an adjective _____
19. *mushroom* as a noun _____
20. *mushroom* as a verb _____

EXERCISE C Above each of the twenty-five words in italics in the following paragraph, write the part of speech of the word. Use the abbreviations *N* for noun, *PRON* for pronoun, *ADJ* for adjective, *V* for verb, *ADV* for adverb, *PREP* for preposition, and *CONJ* for conjunction. Study the way the word is used before making up your mind.

V
ADJ

EXAMPLES Atoms [1] *form* the building blocks of all the [2] *chemical* elements.

The destructive [1] *force* of the atom is familiar to all of us, but we know [2] *considerably* less about the atom's constructive uses. Materials [3] *like* sulfur, zinc, [4] *and* iodine can be made radioactive for scientific purposes. The atoms of such materials are said to be "tagged" with radioactivity. [5] *Their* movements can be [6] *easily* traced with a Geiger counter.

By injecting tagged iodine [7] *into* live organisms, [8] *American* physicians are able to learn much about the [9] *activity* of the thyroid gland. Biologists using [10] *tagged* atoms may at last discover how plants [11] *process* nitrogen. Surgeons equipped with a [12] *Geiger counter* can [13] *often* find the exact location of a brain tumor by tracing a dye mixed [14] *with* radioactive material. Doctors have learned to treat diseases like anemia [15] *or* cancer [16] *of* the thyroid with radioactive iron or iodine.

Industry, too, has found [17] *uses* for tagged atoms. [18] *They* help food companies preserve some foods from [19] *spoiling*. They [20] *can* also be a means of measuring the [21] *thickness* of metal and [22] *plastic*, and of testing the effect of motor oil on the [23] *durability* of car engines. [24] *Undoubtedly*, the uses for tagged atoms will continue to grow, making possible [25] *future* miracles of science.

WORKSHEET 1

Making Subject and Verb Agree

EXERCISE A On the line provided for each of the following subjects and verbs, write *S* if the verb is singular or *P* if the verb is plural.

EXAMPLES *S* 1. she falls

 P 2. they talk

_____ 1. Bill walks

_____ 2. he tries

_____ 3. I make

_____ 4. Jim wishes

_____ 5. she has

_____ 6. cats are

_____ 7. classes have

_____ 8. it was

_____ 9. stars shine

_____ 10. the dog lies

_____ 11. Sarah takes

_____ 12. we go

_____ 13. people give

_____ 14. you leave

_____ 15. Luis carries

_____ 16. birds fly

_____ 17. there it goes

_____ 18. teams lose

_____ 19. reporters ask

_____ 20. it exists

EXERCISE B Some of the subjects and verbs paired in the following items agree in number; some do not agree in number. If an item is incorrect, draw a line through the verb and write the correct form on the line provided. If an item is already correct, write *C*.

EXAMPLES *C* 1. Tyrone gives

 writes 2. woman ~~write~~

_____ 1. planes fly

_____ 2. pupils thinks

_____ 3. motor runs

_____ 4. cities is

_____ 5. child ask

_____ 6. player have

_____ 7. horse looks

_____ 8. tree grows

_____ 9. flowers are

_____ 10. dresses seems

_____ 11. houses has

_____ 12. man drink

_____ 13. mountains stands

_____ 14. guard waits

_____ 15. cats jump

_____ 16. dentist advise

_____ 17. people was

_____ 18. Liz give

_____ 19. desk sits

_____ 20. girls risk

WORKSHEET 2

Identifying and Correcting Agreement of Subject and Verb

EXERCISE A In each of the following sentences, circle the subject and then underline the verb form in parentheses that agrees with the subject.

EXAMPLE 1. One of the paper cups (was, *were*) leaking.

1. Cosmic rays in this room (*is*, *are*) striking us right now.
2. The cause of her troubles (*seem*, *seems*) apparent.
3. Each of you (*has*, *have*) heard this legend.
4. Neither of the girls (*own*, *owns*) a bicycle.
5. Everyone in my class (*knows*, *know*) that!
6. The fibers of the wood (*is*, *are*) then crushed.
7. Neither Kendra nor Susan (*plays*, *play*) the piano.
8. A few of your friends (*were*, *was*) here.
9. The length of these boats (*are*, *is*) twenty feet.
10. One of these notebooks (*belongs*, *belong*) to you.

EXERCISE B In the following sentences, draw a line through each verb that does not agree with its subject and write the correct verb form on the line provided. If a sentence is already correct, write *C*.

EXAMPLE is 1. Neither of the reports ~~are~~ clearly written.

- _____ 1. Several of the students has written reports on the Chinese poet Li Po.
- _____ 2. Some of Li Po's poems imitates the rhythms of folk songs.
- _____ 3. Some of the team members have played professionally.
- _____ 4. Not one of the bills were counterfeit.
- _____ 5. Both of the sentences say the same thing.
- _____ 6. A few of the band members was not in uniform.
- _____ 7. Neither of the rugs lie flat.
- _____ 8. Every one of these planes carries fifty passengers.
- _____ 9. Either the students or the teacher know the answer to that.
- _____ 10. All of the supplies in the boxes were bought at the supermarket.

WORKSHEET 3

Using Correct Agreement with Subject and Verb

EXERCISE A In the following sentences, draw a line through each verb that does not agree with its subject, and write the correct verb form on the line provided. If a sentence is already correct, write *C*.

EXAMPLE are 1. Ms. Ogata and her class ~~is~~ taking a field trip.

- _____ 1. Both the cha-cha and the rumba are Cuban dances.
- _____ 2. Either nachos or celery were served with the guacamole.
- _____ 3. Arturo or Beatrice always lead our class discussions.
- _____ 4. Either Nuna or Rosalinda are going to meet us.
- _____ 5. Have either Andrea or Edna spoken to you?
- _____ 6. The winner and new champion is Lynn Contrucci!
- _____ 7. Neither the players nor the coach were surprised by the win.
- _____ 8. Red beans and rice is a popular Saturday night meal.
- _____ 9. Pang and Jamyce probably has the directions.
- _____ 10. Either the director or the stagehands usually arrives first.

EXERCISE B In the following sentences, circle the subject and underline the verb form in parentheses that agrees with the subject. *Note:* Some subjects are compound.

EXAMPLE 1. (One) of the most popular literary forms (is, are) the mystery story.

1. The first mysteries in English (*was*, *were*) written by Wilkie Collins.
2. *The Moonstone*, the most successful of Collins's novels, (*was*, *were*) written in 1868.
3. Its characters and plot (*fascinates*, *fascinate*) readers.
4. Edgar Allan Poe, author of short stories, poems, and essays, (*is*, *are*) credited with developing the character of the modern detective.
5. The detective in the stories of Arthur Conan Doyle, Sherlock Holmes, (*solve*, *solves*) mysteries by using deduction.
6. Agatha Christie and Dorothy Sayers (*is*, *are*) two other popular mystery writers.
7. Either Hercule Poirot or Miss Marple (*sniffs*, *sniff*) out the clues in Christie's novels.
8. Neither suspense nor surprise (*is*, *are*) lacking in any of Christie's works.
9. Many of Walter Mosley's books (*features*, *feature*) private eye Easy Rawlins.
10. The title of each of Sue Grafton's novels, which feature the detective Kinsey Millhone, (*begin*, *begins*) with a letter of the alphabet.

WORKSHEET 4

Other Problems in Subject-Verb Agreement

EXERCISE Circle the subject in each of the following sentences. Then, underline the verb in parentheses that agrees with the subject.

EXAMPLE 1. The (news) of the president's illness (was, *were*) a shock to many people.

1. Fortunately, his injury (*doesn't*, *don't*) look too serious.
2. My birthday gift from Uncle Cesar (*was*, *were*) two books by Rudolfo Anaya.
3. About three quarters of the book (*focus*, *focuses*) on modern artists from Latin America.
4. *Harlem Shadows* (*is*, *are*) considered one of Claude McKay's most important works.
5. Sports (*was*, *were*) one of the topics of discussion at lunch yesterday.
6. The scissors (*is*, *are*) lying on the counter next to the sink.
7. "Strange Legacies" (*is*, *are*) a poem by Sterling A. Brown.
8. Two hours (*is*, *are*) enough time to spend on this math homework.
9. The swans floating on the sparkling lake (*turn*, *turns*) to look at me.
10. Doughnuts (*doesn't*, *don't*) make a very nutritious breakfast.
11. The most peaceful time of his life (*was*, *were*) his early childhood days.
12. Hot Springs, Arkansas, (*attracts*, *attract*) more than five million visitors every year.
13. Two thirds of the stolen bicycles (*has*, *have*) been recovered.
14. Richard (*doesn't*, *don't*) like to play tennis or racquetball.
15. Statistics (*seem*, *seems*) to be my sister's most challenging course this semester.
16. The gloves (*was*, *were*) a gift from my best friend, Maria.
17. Gloria (*doesn't*, *don't*) mind helping with the decorations for the dance.
18. The Saint Elias Mountains (*stand*, *stands*) along the southeastern border of Alaska.
19. The Knights of Pythias (*performs*, *perform*) charitable work such as supporting children's homes and summer camps.
20. Thirty dollars (*is*, *are*) a lot to pay just to see a basketball game.
21. Two of the magazines (*arrive*, *arrives*) worn and crumpled.
22. Measles (*causes*, *cause*) a pink rash all over the body.
23. *Rewards* (*is*, *are*) a colorful collage by Phoebe Beasley.
24. These balloons (*doesn't*, *don't*) have enough helium in them.
25. Those petunias (*is*, *are*) a colorful addition to the landscaping in front of the library.

WORKSHEET 5

Identifying Agreement with Collective Nouns and
with Subjects That Follow Verbs

EXERCISE A In each of the following sentences, underline the correct verb form or contraction in parentheses.

EXAMPLE 1. (Here's, *Here are*) the missing engine part.

1. (*Where's*, *Where are*) Sara and Julia?
2. Here (*is*, *are*) the girls.
3. There (*is*, *are*) numbers on all the parts to be cleaned.
4. (*Here's*, *Here are*) some more parts that must be numbered.
5. (*Where's*, *Where are*) that yellow chalk?
6. Where (*is*, *are*) the gasoline and clean rags?
7. (*There's*, *There are*) rags on that shelf.
8. Where (*is*, *are*) the bolt that fits here?
9. (*There's*, *There are*) no numbers on these cleaned parts!
10. (*Here's*, *Here are*) the reason.

EXERCISE B In each of the following sentences, underline the correct verb form in parentheses.

EXAMPLE 1. The International Club (*meet*, *meets*) once a month.

1. A squadron of navy planes (*fly*, *flies*) overhead.
2. Our herd of Ayrshire cattle (*is*, *are*) the largest in the state.
3. The class (*run*, *runs*) to their seats when the bell rings.
4. The flock of wild geese flying above us (*were*, *was*) a beautiful sight.
5. Behind closed doors the jury (*were*, *was*) deliberating.
6. The committee (*was*, *were*) encouraged by our consideration of its offer.
7. The faculty (*doesn't*, *don't*) agree with one another.
8. The audience (*have*, *has*) given two standing ovations for Sweet Honey in the Rock.
9. What (*has*, *have*) the team done to improve their skills this year?
10. A group of students (*discuss*, *discusses*) a story by Ron Arias.

WORKSHEET 6

Reviewing Agreement of Subject and Verb

EXERCISE A In each of the following sentences, circle the subject and underline the verb form in parentheses that agrees with the subject.

EXAMPLE 1. Both of those buildings (*was*, *were*) designed by I. M. Pei.

1. (*Where's*, *Where are*) the hammer or the ax?
2. Neither Kenneth nor Geraldine (*dance*, *dances*).
3. (*Has*, *Have*) anyone sampled moussaka and other Greek dishes?
4. This collection of poems (*look*, *looks*) interesting.
5. The crowd (*was*, *were*) angrily shouting at one another.
6. (*There's*, *There are*) only twelve students in the class.
7. Each of those jackets (*costs*, *cost*) too much.
8. Bread and butter (*is*, *are*) a fattening combination.
9. Both of the meals (*look*, *looks*) good.
10. The rash on her hands (*is*, *are*) probably poison ivy.
11. Kathy, along with her sister, (*has*, *have*) chicken pox.
12. (*Where's*, *Where are*) Malcolm or Maria?
13. Every one of the actors (*needs*, *need*) another rehearsal.
14. After their defeat the team (*was*, *were*) wearing gloomy expressions.
15. (*Is*, *Are*) Quentin or Bea going to type my paper?
16. A ring of towering mountain peaks (*enclose*, *encloses*) the valley.
17. Jack or Isaac (*wake*, *wakes*) up usually before anyone else.
18. Most of the exhibit (*features*, *feature*) works by Cuban sculptors such as Juan Jose Sicre.
19. (*Here's*, *Here are*) the bulbs for that light fixture.
20. Some of the poems in that collection (*is*, *are*) by Al Young.
21. The committee head, not the staff or the volunteers, (*is*, *are*) responsible.
22. Everything that you have given me to do (*has*, *have*) been completed.
23. (*Was*, *Were*) even a few of the poetry readings well done?
24. Either Armando or Brigit (*accompany*, *accompanies*) Paul on the piano.
25. Why (*don't*, *doesn't*) Janelle or Maria open the door to the cafeteria?

Continued ➞

EXERCISE B In the following sentences, draw a line through each verb that does not agree with its subject and write the correct verb form on the line provided. If a sentence is already correct, write *C*.

EXAMPLES C 1. Several Japanese silk weavings are hanging in the museum.

 wants 2. Neither Gary nor Hector ~~want~~ to leave yet.

- _____ 1. Two songs by Gloria Estefan is included on that CD.
- _____ 2. Does Al or Fern know why radium glows in the dark?
- _____ 3. The reporters on our newspaper belongs to the Newspaper Guild.
- _____ 4. There are both tin and steel in a tin can.
- _____ 5. My science class has been experimenting with dry ice.
- _____ 6. Each of them have seen a fly's eyes through a magnifying glass.
- _____ 7. Everyone in the class was to give a report.
- _____ 8. There's two sides to that question.
- _____ 9. Have either Teresa or Vera ever told you that story?
- _____ 10. Some of us has been studying electricity.
- _____ 11. Both of my sisters want to be dog trainers.
- _____ 12. Several of his friends enjoys reggae music.
- _____ 13. Where's those tickets to the Keb' Mo' concert?
- _____ 14. Some of my friends take gymnastics lessons.
- _____ 15. Does macaroni and cheese make a good supper?
- _____ 16. How was the main dish and dessert today?
- _____ 17. The cut of her clothes are always just right.
- _____ 18. Both Susan and Bernardo play a good game.
- _____ 19. All of the tea were cold already.
- _____ 20. Do either of them know the way home?
- _____ 21. The main attraction are outstanding television advertisements.
- _____ 22. Thirty dollars is entirely too much to pay for a dinner for two.
- _____ 23. The Philippines are located in the southwest Pacific Ocean.
- _____ 24. Is the scissors in the top kitchen drawer or out in the garage?
- _____ 25. The organization known as the Daughters of the American Revolution promote good citizenship.

WORKSHEET 7

Making Pronouns Agree with Their Antecedents

EXERCISE A In the following sentences, some of the pronouns and their antecedents are in italics. Draw a line through each italicized pronoun that does not agree with its antecedent, and write the correct pronoun above it. Not every sentence has an error.

EXAMPLE 1. One of the buildings lost ^{its}~~their~~ roof during the tornado.

1. If you see *either* of my sisters, ask *them* to call me.
2. *Anybody* in the first group may present *his or her* report now.
3. *Neither* of the boys has completed *their* paper on Cornel West.
4. *Everyone* wore *their* costume to the party.
5. Not *one* of the books was missing *their* cover.
6. *Each* of the dogs was looking for *its* trainer.
7. *Anyone* who thought that deserved what *they* got.
8. *Neither* of the girls would lend me *their* book.
9. *Everybody* should accept *their* responsibilities.
10. *Nobody* on the girls' softball team forgot *their* mitt.

EXERCISE B Fill in the blank in each of the following sentences with a pronoun or a pair of pronouns that agrees with its antecedent(s). Circle the antecedent(s).

EXAMPLES 1. (Everyone) brought *his or her* skates.

2. Only (one) of the girls brought her tennis racket.

1. Many of the parents voiced _____ opinions.
2. No one wanted _____ name mentioned in the paper.
3. Each student was given a locker for _____ equipment.
4. If everyone had _____ way, we'd never get anything done.
5. Both Mrs. Larson and Mr. Feldman took _____ classes on a trip.
6. Everybody said what _____ thought.
7. Neither Juan nor Steve wanted to have _____ picture taken.
8. Some of the group expressed _____ opinions quite frankly.
9. Both the carpenter and the welder finished _____ work yesterday.
10. A person should be careful in _____ usage of English.

WORKSHEET 8

Ensuring Pronoun-Antecedent Agreement

EXERCISE A On the line provided in each of the following sentences, write the pronoun or pronouns that agree with the antecedent.

EXAMPLE 1. Neither Shada nor Ellie has really perfected her backhand.

1. Either Don or Thomas will write _____ report on the origins of classical music.
2. Ramona and Angelo have finished _____ sketches and will begin painting tomorrow.
3. Kareem and Steven both want to do _____ how-to speeches on kite making.
4. Either Dinah or Terri left _____ keys lying on the bench.
5. The coach and the team captains picked up _____ clipboards and called the team together.
6. Daniel and his brother rode _____ bikes to the Earth Day celebration.
7. Either Philip or Ryan will display _____ sculptures at the local art gallery.
8. Has she or her sister memorized _____ part for the play?
9. Either Christina or Julia said that Dan Namingha is _____ favorite painter.
10. Mr. Stamos and Ms. Hirota are helping _____ students prepare for the science fair.

EXERCISE B On the line provided in each of the following sentences, write the pronoun or pronouns that agree with the antecedent.

EXAMPLE 1. The students who rode their bikes to the game arrived late.

1. Clayton is someone who sets _____ goals high and never backs away from a challenge.
2. The younger cat, which tends to devour _____ food too fast, has been put on a special feeding schedule.
3. Hattie McDaniel, who won an Oscar for _____ performance in *Gone with the Wind*, was the first African American to win an Academy Award.
4. Any student who comes up with _____ own original topic should get Mr. Chuen to approve it.
5. Elena, who wrote _____ history paper on Filipino immigration after World War II, could probably answer your question.

WORKSHEET 9 Test

EXERCISE A In each of the following sentences, circle the subject(s) and underline the verb form in parentheses that agrees with the subject(s).

EXAMPLE 1. (Does, Do) (anybody) know the seven wonders of the ancient world?

1. There (*is, are*) only one wonder that still stands.
2. Everyone in Egypt (*know, knows*) about the ancient pyramid of Khufu.
3. Either Earline or Helga (*say, says*) that four huge cathedrals could fit inside this pyramid.
4. How many of the wonders (*was, were*) destroyed by earthquakes?
5. One of the wonders (*was, were*) sold for scrap metal.
6. Jeremy and Angelo (*is, are*) building a model of the Hanging Gardens of Babylon.
7. A committee (*decide, decides*) on seven new wonders.
8. Anyone with a suggestion (*has, have*) the right to submit it.
9. Many tall buildings in this country (*is, are*) being considered.
10. There (*is, are*) many modern creations that would qualify.

EXERCISE B Circle the antecedent(s) in each sentence. Then, underline the correct pronoun in parentheses.

EXAMPLE 1. (Everyone) there offered (*his or her, their*) help.

1. Nan and Aretha bought (*her, their*) own tickets.
2. She or Sally will lend you (*her, their*) books.
3. One of the men forgot to bring (*his, their*) tools.
4. The captain of the women's basketball team brought (*her, their*) own coin to the coin toss.
5. Each new student has a guide assigned to (*him or her, them*).
6. Both of the girls had (*her, their*) notes handy.
7. Neither of the boys finished (*his, their*) job.
8. All citizens should accept (*his or her, their*) responsibilities.
9. Few boys on the cricket team did (*their, his*) best.
10. Anybody can learn to play mah-jongg if (*he or she, they*) will concentrate.

Continued ➡

EXERCISE C In the following sentences, draw a line through each incorrect verb or pronoun and write the correct form on the line provided. If a sentence is already correct, write *C*.

EXAMPLES C 1. Neither of the boys played his best game.

 his 2. One of the boys lost ~~their~~ money.

- _____ 1. A person is always pleased when others laugh at their jokes.
- _____ 2. Neither of the children know how to swim.
- _____ 3. Each of Lynn Whitfield's roles is demanding.
- _____ 4. Ask Lisa and Francesca for their opinions.
- _____ 5. Only a brave person would risk their life in such a heavy sea.
- _____ 6. The trial of the three suspects has been postponed.
- _____ 7. Neither John nor Bob had gotten their hair cut.
- _____ 8. I think nobody could do this job by themselves.
- _____ 9. Some of the motorists want a change in the driving laws.
- _____ 10. Here's some ballots that have not been counted.
- _____ 11. Bread and bagels was not on the same aisle of the grocery store.
- _____ 12. Each of her grandparents live alone.
- _____ 13. One of her daughters looks exactly like her.
- _____ 14. Both women, when challenged, showed their true character.
- _____ 15. Every one of the games were close.
- _____ 16. Anybody can build their own boat with this kit.
- _____ 17. Do either Carmen or Barika have a driver's license?
- _____ 18. The bottoms of these cans are made of steel.
- _____ 19. Tanya or Peg will bring her CD player.
- _____ 20. Will either of the nurses finish their rounds before midnight?
- _____ 21. Some who act in community theaters find his or her future career.
- _____ 22. Nothing that they say give me an idea of what to expect.
- _____ 23. The swarm of hungry locusts are devouring the wheat crop.
- _____ 24. Neither Trent nor Gayla plan to take a vacation at the shore.
- _____ 25. Did you know that three fourths of the food are gone?

Continued ➤

EXERCISE D Most of the following sentences contain errors in subject-verb or pronoun-antecedent agreement. Draw a line through each incorrect verb or pronoun, and write the correct form on the line provided. If a sentence is already correct, write *C*.

- EXAMPLES have 1. A few of my classmates ~~has~~ entered the short-story contest.
C 2. Manuel doesn't play football, but he watches it on TV.

- _____ 1. All of the band's equipment have been unloaded from the bus.
 _____ 2. Joseph and Emilio will both have his articles published in the *Hanover High School Star*.
 _____ 3. Each of the boys displayed their collage at the front of the classroom.
 _____ 4. Gymnastics are one of Teresa's favorite sports to watch during the Olympics.
 _____ 5. Here are several akari lamps designed by Isamu Noguchi.
 _____ 6. The chess club organize one tournament each spring and one in the fall.
 _____ 7. Anybody who completes their test early may spend the rest of the class time in independent reading.
 _____ 8. Two thirds of the students were in attendance for the awards ceremony.
 _____ 9. Neither Gerald nor Jonathan has read any of Pat Mora's poetry.
 _____ 10. Alex don't understand his sister's fascination with bees and other insects.
 _____ 11. Today in class either Lucy or Martha will present their oral report on Dr. Helen Rodriguez.
 _____ 12. "Those Winter Sundays" is the Robert Hayden poem I've chosen to analyze for my paper.
 _____ 13. Have a bouquet of white roses arrived for Mother?
 _____ 14. Everyone on the field hockey team practice hard every day.
 _____ 15. Both Jeffrey Chapman and Joanna Osburn Bigfeather have works on display at the museum's current art exhibit.
 _____ 16. Both of Taro's dogs has been put on the same special diet.
 _____ 17. Somebody from the girls' tennis team left their racket lying on the court.
 _____ 18. Yolanda and her brother finished his or her chores early so they could go to the concert.
 _____ 19. The main attraction of the Tournament of Roses Parade are the colorful floats.
 _____ 20. Thirteen dollars are how much I paid for this Kirsty MacColl CD.

WORKSHEET 1

Identifying the Principal Parts of Regular and Irregular Verbs

EXERCISE Fill in the blank in each of the following sentences with the correct past or past participle form of the verb given in *italics* before the sentence.

EXAMPLE *swim* 1. Felipe swam well in yesterday's meet.

- | | |
|----------------|---|
| <i>taste</i> | 1. We had never _____ such delicious tomatoes. |
| <i>suppose</i> | 2. We were _____ to read the next chapter. |
| <i>find</i> | 3. Alicia had finally _____ her pen. |
| <i>go</i> | 4. Has Gwen already _____ to the laboratory? |
| <i>ask</i> | 5. The dentist _____ me to return Monday. |
| <i>sit</i> | 6. Last night we _____ out on the patio. |
| <i>give</i> | 7. By noon Sean will have _____ away all of his extra stamps. |
| <i>lead</i> | 8. Benita _____ the children across the street. |
| <i>sing</i> | 9. She has _____ every song in the book. |
| <i>eat</i> | 10. Roger asked if I had _____ the last banana. |
| <i>begin</i> | 11. I had _____ to think you weren't here. |
| <i>give</i> | 12. Have they _____ anything to the rummage sale? |
| <i>shake</i> | 13. Reynard _____ the box of cereal. |
| <i>swim</i> | 14. Has anyone ever _____ across the lake? |
| <i>be</i> | 15. Aunt Ev and Uncle Leo have never _____ there. |
| <i>drink</i> | 16. Aunt Pearl _____ her water in great haste. |
| <i>bring</i> | 17. They had _____ him something to eat. |
| <i>do</i> | 18. Should Denise and I have _____ that job first? |
| <i>see</i> | 19. Yesterday, we _____ the most beautiful sunset! |
| <i>come</i> | 20. At last the lawyer _____ to the point. |
| <i>set</i> | 21. Before I could say anything, he had _____ the plate in front of me. |
| <i>steal</i> | 22. Jean Valjean's troubles with the law began when he _____ a loaf of bread. |
| <i>drive</i> | 23. We had _____ forty miles before we remembered to get gas. |
| <i>freeze</i> | 24. Sometimes the ice on the pond _____ as early as late October. |
| <i>tear</i> | 25. She _____ a page out of her notebook and handed it to me. |

WORKSHEET 2

Using Irregular Verbs

EXERCISE A Fill in the blank in each of the following sentences with the correct past or past participle form of the verb given in *italics* before the sentence.

EXAMPLE *keep* 1. The person who has kept our records is not yet here.

- | | |
|---------------|---|
| <i>ride</i> | 1. Had Han-Ling _____ a horse before? |
| <i>drive</i> | 2. "I have _____ that way before," said Melissa. |
| <i>throw</i> | 3. The pitcher had _____ a strike. |
| <i>steal</i> | 4. Had they _____ her briefcase? |
| <i>write</i> | 5. Before the typewriter was invented, books were _____ by hand. |
| <i>break</i> | 6. Was your watch _____ in the scuffle? |
| <i>fall</i> | 7. Suzie and Crystal _____ often when they were learning to skate. |
| <i>swim</i> | 8. I wish I'd _____ out to the raft after you had. |
| <i>find</i> | 9. We had _____ the leftovers. |
| <i>run</i> | 10. Stan had just _____ eighty yards for a touchdown. |
| <i>take</i> | 11. Althea Gibson must have _____ pride in her tennis skills. |
| <i>go</i> | 12. The clerk _____ to the back of the store. |
| <i>sit</i> | 13. Yesterday Bret _____ through two movies. |
| <i>ring</i> | 14. I didn't know the bell had _____. |
| <i>bring</i> | 15. Dad has never _____ his work home with him. |
| <i>sing</i> | 16. Silence reigned; not one note was _____. |
| <i>be</i> | 17. Helen had never _____ to Japan before. |
| <i>rise</i> | 18. Melodie _____ to the occasion and apologized. |
| <i>tear</i> | 19. Dale _____ up his poem and started over. |
| <i>speak</i> | 20. Miriam Colón _____ to an interviewer about the Puerto Rican Traveling Theatre before the program was televised. |
| <i>burst</i> | 21. The pipe had a crack in it before it _____. |
| <i>fly</i> | 22. Celia has _____ from Dallas to Miami often. |
| <i>forget</i> | 23. Do you think Roscoe has _____ about our meeting? |
| <i>hide</i> | 24. We have _____ Dad's birthday present in the attic. |
| <i>shrink</i> | 25. Sara's sweater _____ because she put it in a hot dryer. |

Continued 

EXERCISE B The following paragraphs contain twenty incorrect verbs. Draw a line through each incorrect verb, and write the correct verb form in the space above it. Not every sentence will have an error, but some sentences will have more than one.

EXAMPLE [1] I had watched a program about lizards, but I had never ^{seen} ~~saw~~ a Komodo dragon.

[1] Yesterday afternoon our English teacher told us about dragons in literature. [2] I was took aback when she said that dragons actually do exist today. [3] Before the bell rung, she give us our assignment. [4] By Friday we were to turn in compositions we had wrote about the Komodo dragon.

[5] I went to the library immediately after school and begun work on my report. [6] Komodo dragons have exist since prehistoric times. [7] No one knows how these creatures come to the Indonesian island of Komodo long ago. [8] Some scientists think the giant lizards might have swam to the island from Asia, island-hopping along the way. [9] The sight of Komodo dragons in the sea might have gave rise to legends about sea monsters.

[10] These creatures grow up to ten feet long and weigh up to three hundred pounds. [11] Animals unlucky enough to have ran into Komodo dragons have serve as food. [12] One hit with these creatures' massive tails has throwed many an animal several yards. [13] One bite from their powerful jaws has broke many a creature, including humans, in two. [14] Komodos are, however, their own worst enemies. [15] Hungry Komodos, hemmed in by civilization, have took to eating members of their own species. [16] After I had read several articles about these creatures, I was amazed at how much I had learn about them.

[17] That night after dinner, I begun to write my paper. [18] When I ask my brother to read the first page, he was surprise by how little he knew about these lizards. [19] My brother said my paper had bring out the most important facts about the dragons. [20] He had hear of the Komodo dragons, but he did not realize they could grow so large.

WORKSHEET 3

Using the Irregular Verbs *Lie* and *Lay*

EXERCISE A For each of the following sentences, underline the correct form of *lie* or *lay* in parentheses.

EXAMPLE 1. When we came in, we (*lay*, *laid*) our coats on a chair.

1. A heavy mist (*lay*, *laid*) over the valley most of the morning.
2. Before Mother went to work, she (*lay*, *laid*) my bus fare on the table.
3. The Puye Cliff Dwellings (*lie*, *lay*) west of Española, New Mexico.
4. You have (*lain*, *laid*) here on the couch long enough.
5. Someone had (*lain*, *laid*) the cushions on the floor.
6. The sansa, an instrument from Africa, is (*lying*, *laying*) on the display table.
7. His social studies assignment has (*lain*, *laid*) untouched for days.
8. Would the baby rather (*lie*, *lay*) on her back?
9. The old wheelbarrow is (*lying*, *laying*) behind the barn.
10. The movers (*lay*, *laid*) the new rug on the stairs and left for lunch.

EXERCISE B For each of the following sentences, underline the correct form of *lie* or *lay* in parentheses.

EXAMPLE 1. To prepare for the operation, the doctor (*lay*, *laid*) the bandages and tape out on the table.

1. I couldn't (*lie*, *lay*) down the biography of Harriet Tubman until I'd read the last page.
2. Has the dog been (*lying*, *laying*) in the mud all afternoon?
3. Ella (*lay*, *laid*) her books on the floor.
4. Your tostadas are still (*lying*, *laying*) on the kitchen counter.
5. They had (*lain*, *laid*) a board under each wheel.
6. The ambulance attendants (*lay*, *laid*) him gently on a stretcher.
7. Devon Harbor (*lies*, *lays*) three miles east of here.
8. Your pencil case is (*lying*, *laying*) over there, next to the newspaper.
9. I (*lay*, *laid*) under the car when I was fixing the brakes.
10. Kareem had (*lain*, *laid*) his books on my lunch bag.

Continued ➞

EXERCISE C Write the correct form of *lie* or *lay* in each blank in the following sentences.

EXAMPLES 1. I told my dog to lie down. He obeyed and
lay down near the stove. He has been lying
there for an hour.

1. The article on Federico Peña is _____ on my desk. I _____ it there after I finished reading it last night, and it has been _____ there ever since.
2. When I entered, I noticed the tackle box _____ on the floor. Olivia must have _____ the box there yesterday.
3. You will find those clothes _____ in the hamper, where I _____ them last week. They have _____ there for days.
4. A few moments ago I _____ the exhausted cat on the porch. She has been _____ very quietly. With your permission, I will _____ her in a corner of the warm kitchen.
5. I will _____ down on the sofa and read the magazine that is _____ on the table. After I have read it, I will _____ it down where I found it. The magazine will be _____ there when you are ready to read it.
6. Can't some of those books _____ on the shelves until you are ready for them? That way, they won't be _____ in your way.
7. As soon as we came in, we _____ our coats across the chair. By the time we left, the coats had _____ there for two hours.
8. The gardener had been _____ bricks for the new path. He had _____ the bricks in an unusual pattern.
9. In the next few weeks we should _____ out a plan for the vegetable garden that won't require _____ new walkways also.
10. The receptionist _____ the rolled-up posters to one side until she could _____ them out before arranging them on the wall.

WORKSHEET 4

Using the Irregular Verbs *Sit* and *Set* and *Rise* and *Raise*

EXERCISE A For each of the following sentences, underline the correct form of *sit* or *set* in parentheses.

- EXAMPLES 1. I was (*sitting*, *setting*) the flowers on the window ledge.
2. (*Sitting*, *Setting*) in the den, Mother called out that my tutor, Mrs. Martin, was here.

1. "Won't you (*sit*, *set*) here?" I said to Mrs. Martin.
2. She (*sat*, *set*) down and began talking about Newton's laws of motion.
3. "(*Sit*, *Set*) in this chair, Julian," she told me.
4. "Now (*sit*, *set*) that chair out of the way," she went on.
5. I (*sat*, *set*) down as instructed.
6. She showed me how to (*sit*, *set*) an object in motion by propulsion.
7. "As you (*sit*, *set*) here," she said, "lift both feet and kick them out quickly."
8. I did so, and the chair I was (*sitting*, *setting*) in moved backward.
9. (*Sit*, *Set*) the lamp next to the plant, please.
10. Why are you (*sitting*, *setting*) the napkins on top of the plates?
11. Was he (*sitting*, *setting*) by Ms. Agoyo?
12. I thought we had (*sat*, *set*) the box here.
13. Lloyd (*sat*, *set*) down to read "The Jacket," a short story by Gary Soto.
14. Aunt Beth has (*sat*, *set*) in that chair every afternoon this week.
15. I was (*sitting*, *setting*) perfectly still.
16. She asked the pupils to (*sit*, *set*) down their pencils.
17. While we waited for her, we (*sat*, *set*) near the window.
18. Who (*sat*, *set*) these moccasins here?
19. In traditional Japanese homes, people (*sit*, *set*) on cushions.
20. I was (*sitting*, *setting*) up late reading.
21. (*Sitting*, *Setting*) next to her, I enjoyed her conversation.
22. Her house (*sits*, *sets*) by the side of the road.
23. She always (*sits*, *sets*) her pocketbook on the table.
24. The audience (*sat*, *set*) quietly during Ella Fitzgerald's performance.
25. Did you notice where I (*sat*, *set*) my castanets?

Continued ➞

EXERCISE B For each of the following sentences, underline the correct form of *rise* or *raise* in parentheses.

EXAMPLES 1. The smoke is (rising, *raising*).

2. The workers will have to (*rise*, raise) the house six inches.

1. The curtain (*rises*, *raises*), and Celia Cruz takes the stage.
2. The movers (*rose*, *raised*) the piano with ropes and a pulley.
3. The river has been (*rising*, *raising*) all night.
4. The crowd had (*risen*, *raised*) their hero to their shoulders.
5. When the speaker sat down, Mr. Segal (*rose*, *raised*) to his feet.
6. She was (*rising*, *raising*) to answer as the bell rang.
7. The model plane (*rose*, *raised*) a short distance and then dropped.
8. The audience (*rose*, *raised*) when Maya Angelou approached the podium.
9. The company has (*risen*, *raised*) her salary.
10. She has (*risen*, *raised*) as high in her profession as a person can go.
11. Jerry wanted to look at the car's engine, so he (*rose*, *raised*) the hood.
12. If the water is (*raising*, *rising*) that quickly, will the dam hold?
13. The general (*rose*, *raised*) his hand to bid farewell to his troops.
14. The curtain should not (*rise*, *raise*) until everyone is in place!
15. Our latest project is (*raising*, *rising*) funds for the new animal shelter.
16. We put so much yeast in the bread dough that it has (*rose*, *risen*) too fast.
17. Did you notice that the moon (*rose*, *raised*) earlier each day this week?
18. Amanda had quickly (*rose*, *raised*) the flags to signal for help.
19. The guide said that the mist always (*raises*, *rises*) from the swamp.
20. Clouds (*rose*, *raised*) behind the rainbow, creating a beautiful scene.
21. Stanley finished (*rising*, *raising*) the clotheslines to the correct height.
22. How does water (*rise*, *raise*) in the locks of a canal?
23. Julie (*rose*, *raised*) before anyone else so she could go for a walk.
24. Won't your family be thrilled when you (*raise*, *rise*) to address Congress!
25. Slowly, the hot-air balloon (*rose*, *raised*) from its moorings.

WORKSHEET 5

Using the Right Tense

EXERCISE On the lines provided, rewrite each of the following sentences by changing the verb(s) to the tense indicated in parentheses.

EXAMPLE 1. Mr. Ignacio helped the Nature Club plan a bird-watching trip. (*present perfect*) Mr. Ignacio has helped the Nature Club plan a bird-watching trip.

1. Mrs. Wheeler has played tennis or golf every Saturday. (*present*) _____

2. The fans never lost faith in their team's ability to win the close game. (*past perfect*)

3. Chet worked on his biology project for several hours. (*present perfect progressive*)

4. I tried several varieties of *pho*, or Vietnamese noodle soup. (*present perfect*) _____

5. On their vacation, the Duncan family toured the historic buildings of Old San Juan. (*future progressive*) _____

6. By the end of the weekend, Tammy had finished preparing the soil for her flower garden. (*future perfect*) _____

7. Reginald gave a demonstration on how to use a potter's wheel. (*past progressive*)

8. My dog Herbie comes to me as soon as I call him. (*past*) _____

9. Amy played the clarinet solo in the band's final number. (*future*) _____

10. Uncle Brian lived in Taos, New Mexico, for eight years. (*present perfect*) _____

WORKSHEET 6

Correcting Needless Changes in Tense

EXERCISE In the following paragraph, the verb tenses are not consistent. Decide whether the paragraph should be in present or past tense. Then, on the lines provided, rewrite the paragraph, making sure to use consistent verb tense.

EXAMPLE [1] When Keith asked me to go along on his family's camping trip, I tell him to include me.

[1] When Keith asked me to go along on his family's camping trip,
I told him to include me.

[1] As soon as Mr. and Mrs. Jackson got home from work on Friday, we load the equipment and supplies into the camper. [2] We made it to Bear Creek Lake in just two hours. [3] Not long after we reach the campsite, a mass of gray clouds starts moving in from the west. [4] Mr. Jackson helped Keith and me with our tent, and then we all gather in the camper and eat salads and casseroles. [5] After dinner the fun really starts. [6] The storm hits right after Keith and I settled in the tent for the night. [7] The tent is set up properly and provides excellent protection from the downpour, but it was placed at the foot of a slight incline. [8] As the water washed down the hill, the floor of the tent begins to fill up with water. [9] Keith and I try to tough it out, but after an hour or so we drag our dripping selves to the camper and knocked on the door. [10] Mr. and Mrs. Jackson tried not to laugh as they pull out the extra bed for us.

[illegible]

WORKSHEET 7

Identifying and Using Active and Passive Voice

EXERCISE A Decide whether the verbs in the following sentences are in the active or the passive voice. On the line provided, write *AV* for active voice or *PV* for passive voice.

EXAMPLE PV

1. Lacquerware is made by coating an object—such as a wooden box, a plate, or a ceramic vase—with layers of varnish.

- _____ 1. Two sorts of varnish—lacquer and shellac—are used to make lacquer articles.
- _____ 2. Some varnishes create a clear finish, while others have color.
- _____ 3. Each coat of varnish is allowed to dry before another coat is added.
- _____ 4. The varnish forms a shiny, durable, waterproof surface.
- _____ 5. The surface can then be painted, carved, or decorated in some other way.
- _____ 6. The Japanese learned how to create lacquerware from the Chinese, whose lacquer objects date back as far as 300 B.C.
- _____ 7. Beginning in the early 1600s, China and Japan exported lacquerware items, such as chests, cups, and boxes, to Europe.
- _____ 8. European artists soon began to create lacquerware as well, using shellac rather than lacquer.
- _____ 9. Art lovers bought many pieces of European lacquerware in the 1700s.
- _____ 10. The finest examples of the art form, however, were still made in China and Japan.

EXERCISE B Each of the following sentences is written in the passive voice. If the use of the passive voice is appropriate, write *C* on the lines provided. If a sentence is weak or awkward and would be more effective in the active voice, rewrite the sentence by replacing the passive verb with its active form. This revision may involve changing the word order. *Note:* There are four sentences in which the use of the passive voice is acceptable.

EXAMPLES 1. The tea kettle was accidentally dropped by Gail. Gail
accidentally dropped the tea kettle.

2. Judge Herrera was appointed to the state supreme court in 1998. C

1. Seeing eye dogs are specially trained to assist visually impaired people. _____

Continued 

2. The lawn was mowed and trimmed by Tamisha. _____

3. Many of the tennis matches at this year's French Open were delayed due to rain.

4. The comic strip *Krazy Kat* was drawn by George Herriman from 1913 until 1944.

5. His brand new mountain bike was ridden by Stewart all afternoon. _____

6. Two red, juicy tomatoes and a ripe avocado were carefully selected by Mr. Acosta.

7. News of the interesting new discovery was released to the media early this morning.

8. Their own organic fertilizer, called compost, is made by many gardeners. _____

9. At the Heard Museum, some carved cedar sculptures by John Hoover were seen by my mother.

10. The mysterious package was left on her front doorstep in the middle of the night.

WORKSHEET 8 Test

EXERCISE A For each of the following sentences, underline the correct verb or verb form in parentheses.

EXAMPLE 1. In 1995 Mia Hamm (*leaded*, *led*) the U.S. women's soccer team to a 19-2-2 record.

1. The Wrights had (*rode*, *ridden*) in the plane twelve seconds.
2. Have you ever (*ate*, *eaten*) bird's-nest soup?
3. They have all (*went*, *gone*) to see the play *Fences*.
4. She often (*sat*, *set*) up all night working.
5. Had he (*wrote*, *written*) two symphonies by 1853?
6. The Oglala Sioux have (*keep*, *kept*) the sun dance as an important part of their culture.
7. We (*saw*, *seen*) many watermelon stands along the road.
8. The architect (*laid*, *lay*) her plans on the table.
9. Flo had (*laid*, *lain*) down to take a quick nap.
10. The fireworks (*began*, *begun*) shortly after dark.
11. I was (*laying*, *lying*) down when you phoned.
12. Please go into the living room and (*sit*, *set*) down.
13. Where have the boys (*went*, *gone*)?
14. She's (*rode*, *ridden*) her bike to school regularly.
15. The bell hasn't (*rang*, *rung*).
16. I just (*lay*, *laid*) a new floor in the kitchen.
17. By four o'clock the sun had (*risen*, *raised*).
18. When the rain started, we (*ran*, *run*) for cover.
19. Aretha Franklin first (*sung*, *sang*) in public at her father's church in Detroit.
20. All day the temperature (*rose*, *raised*) steadily.
21. What happens to the fish after the surface of a lake has (*froze*, *frozen*)?
22. Our science teacher was (*selected*, *select*) as the next principal of this school.
23. The hay has (*grew*, *grown*) especially tall this year.
24. Have you (*spoke*, *spoken*) to your cousin in Mexico lately?
25. Ricky said that he had (*finded*, *found*) a way for the class to meet its goal.

Continued ➞

EXERCISE B In the following sentences, draw a line through each incorrect verb form and write the correct form on the line provided. If a sentence is already correct, write *C*.

EXAMPLES shook 1. Our swarming defense ~~shaken~~ up the other team.

C 2. Len stole the ball and made a layup.

- _____ 1. Have you drank all the lemonade?
- _____ 2. The teacher give me a second chance to improve my score.
- _____ 3. Algebra class has not yet begun.
- _____ 4. Has Mrs. Katakura spoke to you about the tour of Aztec Ruins National Monument?
- _____ 5. Has Lori or Don ever threw curveballs?
- _____ 6. Oh no! My watch was laying on the diving board!
- _____ 7. Have you already eaten all of the tandoori chicken?
- _____ 8. Yesterday, Livvie swum across the lake in record time.
- _____ 9. You could have took the girls with you.
- _____ 10. In his later years, Louis Armstrong played the trumpet less and sung more.

EXERCISE C The following story contains needless changes in tense. Read through it, and decide whether it should be in present tense or past tense. Then, make the tense consistent by crossing out each incorrect verb and writing the correct form above it.

EXAMPLE [1] Tempers ^{flared} ~~flare~~ as the issue of sports facilities was discussed.

[1] The topic of athletic programs was brought up at the school meeting last Thursday.
[2] Neither side listens to the other side. [3] Both were sure the opposing side had a weak case and is merely acting out of ignorance.

[4] Friday, students at Longfellow High School talk about the meeting, and Sylvia Polombo proposes an idea for calming tempers. [5] Longfellow High School has tennis courts available but no swimming pool, and Pershing High School had a swimming pool but no tennis courts. [6] Sylvia suggests that the two schools combine their after-school gym programs so that both groups of students could have the benefit of both facilities.

Continued ➞

[7] The students adopt the proposal and presented it to the principal. [8] Mr. Byrd confers with the principal of Pershing High School. [9] At the next school meeting, he told those present about the students' idea. [10] Influenced by the spirit of cooperation shown by the students, the group settles down and worked out a peaceful solution to the sports issue.

EXERCISE D On the lines provided, rewrite each of the following sentences by changing the italicized verb or verbs to the tense indicated in parentheses.

EXAMPLE 1. Ginny *tried* to train the cat to use its scratching post.
(*present perfect*) Ginny has tried to train the cat to use its
scratching post.

1. Alicia *is reading* Nina Otero's short-story collection *Old Spain in Our Southwest*.
(*present perfect*) _____

2. The storm *damaged* many shops and restaurants in the downtown area. (*past perfect*)

3. The doctor *had completed* her rounds by noon. (*future perfect*) _____

4. Sarah *rehearsed* her part in the play all evening. (*present perfect progressive*) _____

5. Pang *cleaned* the rabbit's cage, and Cynthia *refilled* its water bottle and food dish.
(*past progressive*) _____

6. My uncle Len *painted* original designs on furniture and *sold* the pieces at craft fairs.
(*present*) _____

7. Megan *will make* bean and cheese burritos for the potluck luncheon. (*past*) _____

8. My friend Yukio *showed* me how to make sushi. (*present progressive*) _____

9. Mr. Payne *taught* both piano and guitar lessons for many years. (*present perfect*) _____

Continued 

10. Our class *will visit* the American Museum of Natural History in New York City. (*past*)

EXERCISE E Each of the following sentences is written in the passive voice. If the use of the passive voice is appropriate, write *C* on the lines provided. If a sentence is weak or awkward and would be more effective in the active voice, rewrite the sentence by replacing the passive verb with its active form. This revision may involve changing the word order.

Note: There are four sentences in which the use of the passive voice is acceptable.

EXAMPLES 1. The unsigned letter had been written in green crayon on pale yellow paper. C

2. Only two more Margaret Atwood novels are needed by me to make my collection complete. I need only two more Margaret Atwood novels to make my collection complete.

1. The new radiator was installed by Aunt Sharon in no time at all. _____

2. The votes were counted and the winners were announced. _____

3. Some of Morgan Freeman's movies have been seen by Peggy and Rhonda. _____

4. Now, the basic steps in custom framing will be demonstrated by Ms. Riley. _____

5. Shirley Chisholm was elected to the U.S. House of Representatives in 1968. _____

6. Finally, the stage was taken by Bonnie Raitt and her band. _____

7. The keys had been accidentally dropped into the trash can by Raymond. _____

8. Graham was rudely awakened by the sound of two cats fighting in the alley. _____

9. Victoria Falls is located in Southern Africa between Zambia and Zimbabwe. _____

10. At his bar mitzvah, parts of the Torah were read in Hebrew by Sidney. _____

WORKSHEET 1

Using the Nominative Case for Subjects and Predicate Nominatives

EXERCISE A For each of the following sentences, underline the correct pronoun or pair of pronouns in parentheses.

EXAMPLE 1. Mary and (he, *him*) often quarrel.

1. Jo and (*she*, *her*) save dimes and pennies.
2. (*We*, *Us*) girls caught a few dogfish.
3. The boys and (*we*, *us*) swam in the deep water.
4. Are (*her and me*, *she and I*) partners?
5. We and (*them*, *they*) met in the finals.
6. Karen and (*I*, *me*) had fruit for dessert.
7. Do you and (*her*, *she*) speak Spanish?
8. You and (*we*, *us*) will work together.
9. Have Arturo and (*them*, *they*) already gone?
10. Stan and (*him*, *he*) look like brothers.

EXERCISE B For each of the following sentences, underline the correct pronoun or pair of pronouns in parentheses.

EXAMPLE 1. The guests of honor are Ted and (*her*, *she*).

1. The first to learn t'ai chi were (*them*, *they*).
2. The most improved tennis player is (*her*, *she*), now that she has mastered the backhand.
3. In this dim light, I thought you were (*he*, *him*).
4. The new president of the company may be (*her*, *she*).
5. The person you saw could not have been (*I*, *me*).
6. The winner will be either Bill or (*him*, *he*).
7. What would you have done if you had been (*they*, *them*)?
8. My best friends are Langston and (*she*, *her*), because they share my interest in soccer.
9. The new pitcher will be either Tony or (*I*, *me*).
10. The ones cooking the gumbo were (*us*, *we*).

WORKSHEET 2

Using the Objective Case for Direct and Indirect Objects

EXERCISE A For each of the following sentences, underline the correct pronoun in parentheses.

EXAMPLE 1. Larry surprised Leroi and (me, I).

1. I will ask my mother and (*she*, *her*) if we can go to the movies.
2. You can believe Jiro and (I, *me*).
3. Did anyone tell Estrella and (*she*, *her*) that the time for the concert has changed?
4. I met Sue and (*he*, *him*) at the National Museum of African Art.
5. Will you take (*we*, *us*) to the Cinco de Mayo festival?
6. Do you remember Ella and (*they*, *them*)?
7. I was expecting Harold and (*she*, *her*) to be here by now.
8. You could help (*we*, *us*) tomorrow.
9. I recognized you and (*them*, *they*).
10. Did she mean Nan or (*me*, I)?

EXERCISE B In the following sentences, write an appropriate pronoun in each blank. Use a variety of pronouns, but don't use *you* or *it*.

EXAMPLE 1. Juanita's friends had given her the nickname Xena.

1. Mr. Cohen showed _____ some slides of Yoruban sculptures.
2. Uncle Ned bought Francis and _____ a subscription to *Sports Illustrated*.
3. Marion sent _____ a lovely picture frame as a graduation present.
4. I saw _____ and _____ at the Chinese New Year's Parade.
5. Will you lend _____ this CD?
6. Ms. Choy gave Fred and _____ a chance to solve the math problem.
7. The referee handed _____ the ball at the sideline.
8. Grandpa brought Yori and _____ souvenirs from Venezuela.
9. The architect showed the mayor and _____ the blueprints for the new courthouse.
10. Missy had asked _____ a question about proper rowing techniques.

WORKSHEET 3

Identifying and Using the Objective Case for
Objects of Prepositions

EXERCISE A For each of the following sentences, underline the correct pronoun in parentheses.

EXAMPLE 1. To Rafael and (*he*, *him*), Richard seems tall.

1. Bill sat behind Nadine and (*I*, *me*).
2. Will you go to the B. B. King concert with Dad and (*me*, *I*)?
3. The dog was held pretty tightly between Al and (*her*, *she*).
4. There were letters for Chen and (*he*, *him*).
5. No one except you and (*her*, *she*) saw the play.
6. I played against Alicia and (*they*, *them*).
7. The work falls to you and (*we*, *us*).
8. Who was talking to you and (*they*, *them*)?
9. Come with Gretchen and (*I*, *me*), and we'll show you how to get to the museum.
10. The story was about Maisie and (*she*, *her*).

EXERCISE B For each of the following sentences, choose the correct pronoun from the pair in parentheses and write it on the line provided.

EXAMPLE me 1. Between you and (*I*, *me*), we were a hit.

- _____ 1. The choice is up to Cara and (*she*, *her*).
- _____ 2. My sister borrowed a copy of the book from (*he*, *him*).
- _____ 3. Paul sent presents for Elizabeth and (*her*, *she*) to their old address.
- _____ 4. Would you like to enroll in the class with Nadia and (*me*, *I*)?
- _____ 5. Put the baby in the back seat, between you and (*they*, *them*).
- _____ 6. The invitation to the concert was for Luis and (*we*, *us*).
- _____ 7. Someone besides Miriam and (*them*, *they*) must have told me about the party.
- _____ 8. I sat across from Paulo and (*him*, *he*) on the train.
- _____ 9. Do you want me to give the parcel to you or (*she*, *her*)?
- _____ 10. If you can't come, tell Mr. Ozu instead of Ms. Baxter and (*us*, *we*).

WORKSHEET 4

Identifying and Using Correct Pronoun Forms

EXERCISE A Five uses of nominative and objective pronouns are listed below with their abbreviations. On the first line to the left of each of the following sentences, write the proper abbreviation to indicate how the italicized pronoun is used in the sentence. If the pronoun is incorrect, cross it out and write the correct form on the second line. If the pronoun is already correct, write *C* on the second line.

NOMINATIVE USES
SUBJ = subject of verb
PN = predicate nominative

OBJECTIVE USES
DO = direct object
IO = indirect object
OP = object of preposition

	<i>Use</i>	<i>Pronoun</i>	
EXAMPLES	<u>SUBJ</u>	<u>she</u>	1. Have you or her ever heard of Hob Creek?
	<u>OP</u>	<u>C</u>	2. Someone mentioned the creek to <i>us</i> girls.

<i>Use</i>	<i>Pronoun</i>	
_____	_____	1. It must have been <i>him</i> and Kane.
_____	_____	2. A few of <i>us</i> decided to fish there.
_____	_____	3. Francine and <i>me</i> could see the fish.
_____	_____	4. I quickly called Myra and <i>she</i> .
_____	_____	5. "You and <i>she</i> should drop your hooks here!" I yelled.
_____	_____	6. I and <i>them</i> saw two fish approach our hooks.
_____	_____	7. They really surprised Francine and <i>I</i> .
_____	_____	8. Instead of biting, they gave Myra and <i>we</i> a look.
_____	_____	9. To Francine and <i>I</i> they seemed to say, "Fooled you!"
_____	_____	10. Then they swished their tails and haughtily swam away from <i>us</i> .

EXERCISE B For each of the following sentences, underline the correct pronoun in parentheses.

EXAMPLE 1. Have you and (*them*, *they*) ever been to a Chinese New Year celebration?

- Did you hear Sally and (*I*, *me*)?
- We need you and (*her*, *she*) for our softball team.
- My two lab partners are Don and (*he*, *him*).
- Aunt Esther offered Ian and (*I*, *me*) some shrimp tempura.
- The test seemed hard to Lou and (*he*, *him*).

Continued ➞

6. What marks did you and (*her, she*) get in English?
7. Hand Ima or (*he, him*) the soy sauce.
8. Liz and (*she, her*) are going to take Spanish next year.
9. Larry and (*I, me*) would rather take Latin.
10. Every law affects you and (*I, me*).
11. The senator and (*him, he*) have arrived.
12. The camp bus left Mary and (*them, they*) behind.
13. This should be an easy course for you and (*she, her*).
14. Keiko sent (*him, he*) and (*me, I*) letters from Ontario.
15. Did you see Nancy and (*he, him*) at the karate meet?
16. At least, I thought it was (*they, them*).
17. Janet and (*her, she*) were repairing their bicycles.
18. You and (*I, me*) will play against Mom and (*she, her*).
19. The biggest Michelle Kwan fans are (*us, we*).
20. I'll call for you and (*they, them*).

EXERCISE C Write sentences in which you use the phrases below as indicated by the abbreviations in parentheses.

NOMINATIVE USES

SUBJ = subject of verb
PN = predicate nominative

OBJECTIVE USES

DO = direct object
IO = indirect object
OP = object of preposition

EXAMPLE 1. Carol and he (*PN*): That must be Carol and he now.

1. our parents and us (*DO*): _____
2. our parents and we (*PN*): _____
3. Sasha and they (*SUBJ*): _____
4. Sasha and they (*PN*): _____
5. you and I (*SUBJ*): _____
6. you and me (*IO*): _____
7. you and me (*OP*): _____
8. Kimi or she (*SUBJ*): _____
9. Willis or him (*DO*): _____
10. Willis or him (*OP*): _____

WORKSHEET 5

Special Pronoun Problems

EXERCISE A Underline the correct pronoun form in parentheses in each of the following sentences.

EXAMPLE 1. My sister, (*who, whom*) is a gifted artist, wants to study computer animation in college.

1. (*Whoever, Whomever*) wins faces the challenge of lowering this city's crime rate.
2. Tom Flores is a former player (*who, whom*) eventually coached the Seattle Seahawks.
3. Liang wondered (*who, whom*) he should invite to the Halloween party.
4. Alice has not yet found out (*who, whom*) her partner will be.
5. Dorothy is the one to (*who, whom*) I lent my copy of *Annie John*.
6. All the students (*who, whom*) my mom tutors seem to improve fairly quickly.
7. The artist (*who, whom*) she is talking about works mostly in acrylics.
8. I think I know (*who, whom*) the new volleyball champions will be.
9. Mrs. Wallace will help (*whoever, whomever*) wants to try the parallel bars.
10. Black Hawk, (*who, whom*) we are studying in history class, was a Sauk chief.

EXERCISE B Underline the correct pronoun in parentheses in each of the following sentences.

EXAMPLE 1. The two starting guards, Dwayne and (*he, him*), take turns playing point guard.

1. Mr. Tallchief handed the spelling bee winners, Aretha and (*he, him*), their trophies.
2. The team captains, Aleka and (*she, her*), met with the referees before the game began.
3. I found my favorite poets, W. B. Yeats, Maya Angelou, and (*he, him*), on the reading list.
4. The group leaders, Sabina and (*I, me*), assigned each member a specific responsibility.
5. Mr. Newcomb gave (*we, us*) committee members advice about the assembly.
6. My brother plans to go to the Midori concert with two friends—Anthony and (*she, her*).
7. (*We, Us*) wrestlers have an important match coming up next Tuesday.
8. Mrs. Hena asked two groups, (*they, them*) and (*we, us*), for updates on our progress.
9. The speakers at Joe's graduation ceremony were two community leaders—Elena Mercado and (*he, him*).
10. My father, a real estate agent, recently helped find homes for two families, the Morrisons and (*they, them*).

WORKSHEET 6

Using Pronouns with *Than* and *As*; Ensuring Clear Pronoun Reference

EXERCISE A On the lines provided, write the words you would use to complete the incomplete construction. Begin with *than* or *as*, and use the correct pronoun given in parentheses. Some items may have more than one correct answer.

EXAMPLES 1. Sarah likes her more than (*I, me*). than she likes me
or than I do

2. Is he as popular as (*she, her*)? as she is

1. I can't play the conga drums as well as (*she, her*). _____
2. Ms. Weldelkin said Carl did better than (*he, him*). _____
3. These pants fit you better than (*I, me*). _____
4. Mr. Clark praised us more than (*they, them*). _____
5. I can carve turkey better than (*she, her*). _____
6. You are not as forgetful as (*he, him*). _____
7. I expect more of Loretta than (*she, her*). _____
8. They play tennis better than (*we, us*). _____
9. I know you better than (*she, her*). _____
10. He paid Rammel more than (*I, me*). _____

EXERCISE B Each of the following items contains a pronoun reference that is ambiguous, general, weak, or indefinite. On the lines provided, rewrite each item, correcting the unclear reference.

EXAMPLE 1. Theo is an accomplished saxophone player, and he hopes to make it his career. Theo is an accomplished saxophone player, and he hopes to make playing the saxophone his career.

1. The sidewalk was icy in some places. That made our walk to the store very hazardous.

2. Mom asked Debbie to mop the kitchen floor when she got home. _____

Continued ➞

3. They have many Jacob Lawrence paintings in this museum. _____

4. Joan's archaeology class went to the Crow Canyon Archaeology Center in Colorado, which was very educational. _____

5. Rudy has been working extra hard on his conditioning. That is why Coach Martino is giving him more playing time. _____

6. I enjoy pottery, especially when I can give them to friends and family as gifts. _____

7. In this issue of the *Northwest High Gazette*, it has a feature article about the Student Volunteer Association. _____

8. The blizzard continued throughout the night, which made the search team's job even more difficult. _____

9. My mother told my sister she should swim more often because it is good exercise. _____

10. Steve is an excellent songwriter, and this one is my favorite. _____

WORKSHEET 7 Test

EXERCISE A In each of the following sentences, underline the correct pronoun in parentheses. On the line provided, tell how the pronoun is used in the sentence. Write *S* for subject, *PN* for predicate nominative, *DO* for direct object, *IO* for indirect object, or *OP* for object of a preposition.

EXAMPLE S 1. Sue and (*her*, *she*) built a trailer.

- _____ 1. (*They*, *Them*) and Max saw Chi Wan yesterday.
 _____ 2. It couldn't have been (*her*, *she*).
 _____ 3. Who was nominated by Leslie and (*him*, *he*)?
 _____ 4. We gave Julio and (*she*, *her*) a ride to Syracuse.
 _____ 5. They elected Peg and (*I*, *me*).
 _____ 6. Are Tama and (*he*, *him*) ready for their aikido class?
 _____ 7. Did Nina and (*she*, *her*) get home?
 _____ 8. Mother drove Esther and (*they*, *them*).
 _____ 9. Were you talking to Alex and (*we*, *us*)?
 _____ 10. Was that (*she*, *her*) at Leon's bar mitzvah?

EXERCISE B In each of the following sentences, draw a line through each incorrect pronoun and write the correct form on the line provided. If a sentence is already correct, write *C*.

EXAMPLES C 1. She and her sister volunteered.

I 2. Sarah can play tennis better than ~~me~~.

- _____ 1. Have you or he ever seen a flying saucer?
 _____ 2. Tell Richard and I what *reciprocal* means.
 _____ 3. Us boys were in the middle of the lake when the storm hit.
 _____ 4. Can you or they think of a better way to raise money?
 _____ 5. Miss Savalas called Rick and me to her office.
 _____ 6. Has she invited he and Laura?
 _____ 7. The girls have to ride with him and Mrs. Holmes.
 _____ 8. Who packed this lunch for her and Sarah?
 _____ 9. Are you sure it wasn't them and Thelma?
 _____ 10. No, her and Vic were at the movies.

Continued ➞

- _____ 11. That picture didn't appeal to Vera or me.
- _____ 12. Her and Carol will be at camp for two months.
- _____ 13. No, she and Bill went alone.
- _____ 14. She can skate faster than either you or he.
- _____ 15. Who's going sailing with Paula and I?
- _____ 16. He told Toni and I the whole story.
- _____ 17. No one spoke except him and Bob.
- _____ 18. It was the best movie that Yvonne or we had ever seen.
- _____ 19. It was them, all right.
- _____ 20. The play was written by Mr. Godwin and her.
- _____ 21. Mr. Edelman asked for Ned and I.
- _____ 22. My sister looks like my father and I.
- _____ 23. He and Mother went shopping.
- _____ 24. The teacher told Nancy and I about the term paper.
- _____ 25. Karen arrived later than him.

EXERCISE C Underline the correct pronoun in parentheses in each of the following sentences.

EXAMPLE 1. I made Dennis and (*she, her*) bookmarks by painting and then laminating strips of heavy paper.

1. Anyone (*who, whom*) gets a parent's or guardian's permission may go on the field trip.
2. Mr. Ross handed (*we, us*) band members copies of the spring practice schedule.
3. Give Margo or (*he, him*) that map of the Orlando area.
4. The committee granted Mr. Campos and (*they, them*) the funds for their neighborhood improvement project.
5. Mr. Wang, for (*who, whom*) my brother works, manages a men's clothing store in the mall.
6. I went to the Indian Art Expo with my cousins, Sonia and (*she, her*).
7. The high-scorers for the game were the two starting forwards, Karli and (*she, her*).
8. The writer (*who, whom*) Gena most admires is Maxine Hong Kingston.
9. Grandmother has sent my brother and (*I, me*) train tickets to go visit her in Denver.
10. (*Whoever, Whomever*) participates in the walkathon for muscular dystrophy will receive a free T-shirt.

Continued 

EXERCISE D Each of the following items contains an unclear pronoun reference. On the lines provided, rewrite each item, correcting the unclear reference.

EXAMPLE 1. Zack took the turn too fast on his in-line skates. This caused him to fall. Zack fell when he took the turn too fast on his in-line skates.

1. Yuki is an exceptionally talented sculptor. She has even sold a few of them. _____

2. The weather was mild, windy, and sunny. This helped make the kite show a success.

3. Mr. Crawford told Dave he had left his tea on the kitchen counter. _____

4. In the movie review it calls Danny Glover's performance "brilliant." _____

5. Our family has been recycling more since the sanitation workers started picking them up at the curb. _____

6. In this magazine they have an article about the Corn Dance Fiesta. _____

7. Kaloma had two poems published in the local literary magazine, which was a dream come true for her. _____

8. When the dog leapt for the stick, it landed in the water. _____

9. Aunt Gretchen sent Jan a letter while she was staying in North Carolina. _____

10. The mail-order company sent the wrong T-shirts. This caused a delay in getting the fund-raiser underway. _____

WORKSHEET 1

Using Comparative and Superlative Forms of Modifiers

EXERCISE A On the line provided, write the comparative and superlative forms of the modifier given.

EXAMPLES 1. *confidently* more confidently, most confidently, less confidently, least confidently

2. *fresh* fresher, freshest, less fresh, least fresh

1. *fast* _____

2. *comfortable* _____

3. *fairly* _____

4. *deep* _____

5. *careful* _____

EXERCISE B On the line provided in each of the following sentences, write the correct form of the modifier shown in italics.

EXAMPLE 1. *well* Josh can swim better now than he could last summer.

1. *good* Lisa is the _____ server on the volleyball team this year.

2. *bad* Mother's cold is _____ today than it was yesterday.

3. *simple* Of the four wallpaper designs, I prefer this one because it is the _____.

4. *delicious* These are the _____ enchiladas I have ever tasted.

5. *cold* This is the _____ winter we have had in many years.

6. *little* The marching band raised _____ money this year than it did last year.

7. *smooth* This table has a _____ surface than the one in the kitchen.

8. *many* Of all my astronomy books, this one has the _____ illustrations.

9. *well* Mom said that Kristi Yamaguchi skated _____ than the other skaters in the show.

10. *sincere* Both candidates gave impressive speeches, but Ms. Brooks's speech seemed _____.

Continued 

EXERCISE C Most of the following sentences contain errors in the use of comparative and superlative forms of modifiers. Draw a line through each incorrect modifier and write the correct form on the line provided. If a sentence is already correct, write *C*.

- EXAMPLES funniest 1. Patrick is probably the ~~funnier~~ of all my friends.
C 2. We'll need stronger winds than these to fly my
new stunt kite.

- _____ 1. Both of the dishes were spicy, but the stuffed chile peppers were spiciest.
_____ 2. All of the people on the bus sustained injuries in the crash, but Jerry's
were the worse.
_____ 3. Kyoko speaks Japanese better than her sister does.
_____ 4. Of all the floats in the parade, this one has more flowers.
_____ 5. Angel Falls, in eastern Venezuela, is the highest waterfall in the world.
_____ 6. Barika is the better free-throw shooter on the entire girls' basketball team.
_____ 7. Which is longest, the Niger River or the Congo River?
_____ 8. Of all the cities we visited in Italy, Florence was more interesting to me.
_____ 9. That movie was even worst than the one we saw last weekend.
_____ 10. Scott Joplin is considered to be the greater of all the ragtime composers.
_____ 11. We can thank the Germans for the wonderfulest potato salad.
_____ 12. In creeks near our house, water runs fastest after a thunderstorm than it
usually runs.
_____ 13. The daisies are the less fragile of all the flowers in the bouquet.
_____ 14. Among American writers, my father thinks Mark Twain is the better.
_____ 15. Many colors in fabrics can fade, but blue dyes seem to fade more quickly.
_____ 16. A sour lemon is the less favorite thing I would ever want to eat.
_____ 17. Of all the cities in Spain, which has the greater population?
_____ 18. Randall's team ran the mile relay slower than Barry's and Rick's teams.
_____ 19. The Great Dane is the larger of any dog I have ever seen.
_____ 20. Of all the countries with a space program, which country's astronauts
have logged more hours in space?

WORKSHEET 2

Problems with Using Modifiers

EXERCISE Most of the following sentences contain double comparisons, double negatives, or unclear comparisons. On the lines provided, rewrite each sentence to correct any errors it contains. If a sentence is already correct, write *C*. Some items may have more than one correct answer.

EXAMPLE 1. Leonard eats more faster than anyone I know. Leonard
eats faster than anyone else I know.

1. Those are the most loveliest tulips I have ever seen. _____

2. Arlene is a bigger fan of Mariah Carey than anyone in her class. _____

3. Marco misses Miami more than his sister. _____

4. William Gibson is better known than many playwrights. _____

5. Russell is more limber than anyone on his wrestling team. _____

6. Michael Chang is one of the most successfulest tennis players in the world. _____

7. Nina is more reliable than any member of her work group. _____

8. The jewelry inside the store is more expensive than the window. _____

Continued ➞

9. Anthony could hear the leaves rustling, but he couldn't see nothing. _____

10. The island of Honshu has a larger population than that of any other island in Japan. ____

11. The paint dried more faster than we thought it would. _____

12. I like the selection of herbs at Tom's Nursery better than Green Garden Square. _____

13. The closets in the new house are not hardly big enough. _____

14. The average temperatures in Portland, Oregon, are lower than those in Phoenix, Arizona. _____

15. Rhode Island is smaller in area than any state in the United States. _____

16. We could not scarcely contain our excitement when we heard the news. _____

17. Maggie writes me more often than Nori. _____

18. Nicholas is taller than anyone in his family. _____

19. Melinda is a more better friend to me than anyone. _____

20. I go swimming with Charles more often than Gordon. _____

WORKSHEET 3

Correcting Dangling Modifiers

EXERCISE Each of the following sentences contains a dangling modifier. On the lines provided, revise each sentence to eliminate the dangling modifier.

EXAMPLE 1. Even having studied diligently, the social studies test was difficult for me. Although I had studied diligently, the social studies test was difficult for me.

1. Having been lost in the woods for a couple of hours, the ranger's station was a welcome sight. _____

2. Exploring the fiction section of the city library, several detective novels by Chester Himes were found. _____

3. Before starting to fill the photo album, the photographs should first be arranged in chronological order. _____

4. Falling, the floor was hard when I hit it. _____

5. To preserve your Navajo wool blanket, it must be kept out of direct sunlight. _____

6. Confused by the new material on atoms, many questions were asked. _____

7. To earn money over the summer, my aunt suggested a job at her beauty salon. _____

8. Exhausted after traveling all day, finally walking in the door of our own home was a relief. _____

9. To teach a puppy basic obedience, some study in the use of praise and positive reinforcement is required. _____

10. Stumbling on a loose rock, my footing was lost. _____

WORKSHEET 4

Correcting Misplaced Modifiers

EXERCISE Each of the following sentences contains a misplaced modifier. On the lines provided, revise each sentence, placing the misplaced word, phrase, or clause near the word it modifies.

EXAMPLE 1. Jeremy saw hundreds of beautiful shells strolling along the beach. Strolling along the beach, Jeremy saw hundreds of beautiful shells.

1. The dog looked as if it needed medical attention that we found on the street. _____

2. The car was towed to the city impoundment lot, which had been parked too close to a fire hydrant. _____

3. Dozens of loud, active monkeys attracted a crowd of spectators inside a spacious cage. _____

4. The wildlife researcher explained how she tags and tracks wolves in biology class. _____

5. I think the man ordered the Thai coconut soup in the wool cap. _____

6. The girls viewed a Marisol sculpture touring the Museum of Modern Art. _____

7. Frightened, the store manager helped the little boy find his parents. _____

8. Sean could see an eagle soaring through the powerful binoculars. _____

9. We set the vase on the mantel that Angela had brought. _____

10. The firefighter rescued the boy from the burning building risking her life. _____

WORKSHEET 5 Test

EXERCISE A On the line provided in each of the following sentences, write the correct form of the modifier shown in *italics*.

EXAMPLE 1. *good* Lauren is a better golfer than she used to be.

1. *many* Who has _____ kimonos, Mother or Aunt Keiko?
2. *challenging* This is the _____ game our team has played all season.
3. *gracefully* Both ballerinas danced well, but Ms. Price seemed to move _____.
4. *much* Of the three teams in the scavenger hunt, their team covered the _____ ground.
5. *good* Katherine has a _____ backhand than I do.
6. *short* Of all the Bernice Zamora poems we have read, this one is the _____.
7. *bad* The forest fire was bad to begin with, but the rising winds made it even _____.
8. *small* Of those two puppies, the _____ one seems like the right dog for me.
9. *well* Mary Jo played _____ than her opponent and won the match.
10. *early* The bicycle parts that I ordered arrived even _____ than the company had promised.

EXERCISE B Each of the following sentences contains an error in the use of modifiers. Correct each sentence by crossing out any incorrect words and/or inserting any word or words that are necessary. Use a caret (^) to show where words will be inserted.

EXAMPLES 1. I ^{could}~~couldn't~~ hardly finish the math test before the bell rang.

2. Anna likes *Jane Eyre* better than any ^{other} book.

1. In my opinion, *The Woman Who Fell from the Sky* was the most entertaining of those two books.
2. Rafael practices harder than anyone in his band.
3. Is Arizona hotter than any state in the country?
4. Karla is the most fastest hurdler on the track team.

Continued ➞

5. Benjamin studies with Latoya more often than with anyone.
6. In my opinion, sunflowers are more prettier than marigolds.
7. Please don't take none of the painting supplies out of this room.
8. The Moo Shu duck that my dad makes is better than the Chinese restaurant downtown.
9. I visit Aunt Patricia more often than Aunt Luisa.
10. That bookstore doesn't have no magazines on architecture or landscape design.

EXERCISE C Most of the following sentences contain dangling or misplaced modifiers. On the lines provided, revise each sentence so that it makes sense. If a sentence is already correct, write *C*.

EXAMPLE 1. Browsing through the gift shop, many unique lamps were displayed. Browsing through the gift shop, we saw many
unique lamps on display.

1. We found a box of slides taken by my grandfather in the trunk under the stairs. _____

2. When she was in elementary school, my mother showed me some stories she had written. _____

3. Having neglected to drink enough water, dehydration set in during the tennis player's match. _____

4. The man put the baby into the crib that had fallen asleep. _____

5. Surrounded by adoring fans, autographs were signed for twenty minutes. _____

6. To prepare the terrarium, first a layer of small pebbles should be placed on the bottom for drainage. _____

Continued 

7. The woman will be giving a talk about Aztec mythology in the green suit. _____

8. To become a good photographer, both technical skill and an artistic sense are needed.

9. While living in Puerto Rico, Mr. Hoffman learned to speak Spanish well. _____

10. Diego rode over a rugged trail on his mountain bike that was two miles long. _____

11. Cracked and dusty from the drought, the farmer surveyed his soil. _____

12. While walking on the beach, the smell of the sea air was refreshing. _____

13. Staying in Memphis several days, the National Civil Rights Museum was visited. _____

14. Scurrying up a nearby tree, the squirrel escaped from the pursuing dog. _____

15. Juanita read about the building that had been demolished in the Sunday paper. _____

16. Dangling from a strand of web, Dana spotted a spider. _____

17. Thrilled by the tournament win, a special celebration was planned. _____

18. Gazing at the colorful, peaceful aquarium, Craig began to relax. _____

19. I found this book on the bottom shelf, which was written by Elie Wiesel. _____

20. While vacuuming the carpet, the cat ran to the bedroom and hid under the bed. _____

21. By walking slowly over the rocky terrain, fossils were easy to find. _____

22. Hungry, the sandwiches soon disappeared from the children's plates. _____

23. Losing their shingles in the strong wind, the hurricane lashed the beachfront cottages. _____

24. After successfully completing the secret experiment, the scientist gave the solution to his assistant for safekeeping. _____

25. Flying north in a V-formation, the farmer noticed a large flock of geese. _____

WORKSHEET 1

Identifying Phrases and Prepositional Phrases

EXERCISE A Identify which of the following word groups are phrases and which are not. On the line provided, write *PHR* if the word group is a phrase and *NP* if it is not a phrase.

EXAMPLE PHR 1. throughout the night

- | | |
|---------------------------|--------------------------------------|
| _____ 1. the fried rice | _____ 4. Sarah is pushing my bobsled |
| _____ 2. with a shovel | _____ 5. Nori and her |
| _____ 3. in front of them | |

EXERCISE B For each of the following items, complete the prepositional phrase by writing an appropriate object on the line provided.

EXAMPLE 1. before the concert

- | | |
|---------------------------|-------------------------|
| 1. beyond the _____ | 4. in addition to _____ |
| 2. except _____ and _____ | 5. to _____ and _____ |
| 3. during a _____ | |

EXERCISE C Draw a line under each prepositional phrase in the following paragraph. Then, circle the object of each preposition. There are twenty-five prepositional phrases.

EXAMPLE [1] In the early morning New Yorkers crowd the fish market.

[1] Along the wharves beside the East River in the shadow of the Brooklyn Bridge stands the Fulton Fish Market, perhaps the world's busiest market. [2] During the hours before dawn, the market springs into action as people unload their boats and lay their wares at the feet of the tall skyscrapers. [3] Buyers and sellers conduct their business in a rising crescendo of noise, which by early morning exceeds the noises coming from the heart of the city. [4] Inside, the market is jammed to the ceiling with crated fish from distant places, iced and ready to be distributed throughout the city. [5] The market is no place for the squeamish. [6] The smell is what you would expect; the sounds are deafening. [7] On the boats there are many "colorful characters," dressed for the weather, their faces made leathery by Atlantic winds. [8] Before noon the last fish has been sent on its way, and the last deck has been hosed down. [9] Fish for dinner, anyone?

WORKSHEET 2

Using and Identifying Adjective Phrases

EXERCISE A On the line provided, add an adjective phrase to each of the following nouns and pronouns. Do not use the same preposition twice.

EXAMPLE 1. a man on a horse

1. the highway _____
2. the one _____
3. a window _____
4. letters _____
5. a book _____
6. everyone _____
7. the girl _____
8. a necklace _____
9. a school _____
10. houses _____

EXERCISE B Replace each adjective phrase in the following sentences with a single adjective that has the same meaning as the phrase. Underline the adjective phrase. On the first line at the left, write the adjective that replaces the phrase. On the second line, write the noun the adjective modifies.

Adjective
Western

Word modified
tales

EXAMPLE 1. Tales about the West are popular.

- | | | |
|-------|-------|--|
| _____ | _____ | 1. I like stories with ghosts. |
| _____ | _____ | 2. Winds in March often disturb me. |
| _____ | _____ | 3. Finally, I bought a chest for tools. |
| _____ | _____ | 4. Fins on fish can injure anglers. |
| _____ | _____ | 5. He needed words of encouragement. |
| _____ | _____ | 6. The gentleman from France nodded. |
| _____ | _____ | 7. I used a hammer with a claw. |
| _____ | _____ | 8. A boat for racing had sunk. |
| _____ | _____ | 9. Basketball is a game of action. |
| _____ | _____ | 10. Storms during the spring are sudden. |

Continued ➞

EXERCISE C In the following paragraph, underline each adjective phrase. Then, draw an arrow to the word it modifies. There are twenty adjective phrases to identify.

- EXAMPLES [1] The students in Mrs. Liu's class pondered the container.
[2] The jar of water on the desk nearly spilled.

[1] Water normally takes the exact shape of its container. [2] When water reaches a level beyond a jar's capacity, the water at the top spills out. [3] This behavior of liquids is one of the principal reasons for clogged gas burners on kitchen stoves. [4] A trick from a newspaper column certainly baffled the students in my science class. [5] The water-filled glass on Mrs. Liu's desk contained a number of pennies. [6] The water above the rim was not spilling! [7] A classmate behind me exclaimed, "Wow! The water in that glass must be supernatural!" [8] Conversation between the teacher and me soon gave everyone the right key to the mystery concerning the water level. [9] The pennies in the glass had been immersed carefully, thus slowly raising the level of the water. [10] The surface tension of the water prevented its spilling.

EXERCISE D Write a sentence using each italicized adjective phrase below. Underline the word that the phrase modifies.

EXAMPLE 1. *at that store* The authors at that store were busily autographing their books.

1. *for the party* _____
2. *to the new park* _____
3. *of the latest survey* _____
4. *in that long line* _____
5. *of my friends* _____

WORKSHEET 3

Identifying Adverb Phrases and Adjective Phrases

EXERCISE A Each of the following sentences contains an adverb phrase. Underline each adverb phrase, and draw an arrow from the phrase to the word or words it modifies. On the line provided, write what the phrase tells: *how*, *when*, *where*, *why*, or *to what extent*.

EXAMPLE how 1. The truth about ancient civilizations often is
revealed through archaeological studies.

- _____ 1. For many years people have sought the lost continent Atlantis.
- _____ 2. Some people claim it was situated off the Spanish coast.
- _____ 3. Others believe that fabled Atlantis actually existed in the Aegean Sea.
- _____ 4. They argue with certainty that a Greek island named Thera was Atlantis.
- _____ 5. Between 1620 and 1500 B.C., Thera experienced a violent volcanic eruption.
- _____ 6. Because of this eruption, a city on the island was buried.
- _____ 7. Tidal waves and earthquakes occurred after the eruption.
- _____ 8. The island's flourishing civilization was lost in the disaster.
- _____ 9. Archaeologists who worked on Thera unearthed the buried city.
- _____ 10. Many scholars were excited because of this research.

EXERCISE B Underline each adverb phrase in the following sentences. Then, draw an arrow from the adverb phrase to the word or words it modifies.

EXAMPLE 1. Some *Star Trek* fans watch *Star Trek: Voyager* at every opportunity.

1. Luis and I have watched episodes of *Star Trek: Voyager* for several years.
2. We have viewed each show with avid interest.
3. I even know the dialogue for some of the shows by heart.
4. A devoted group of *Star Trek* fans has developed over the years.
5. One year they held a *Star Trek* convention in New York City.
6. Luis and I attended the convention out of curiosity.
7. A small replica of *Voyager* stood near the center of the room.
8. We were curious about the replica.
9. A miniature of Kathryn Janeway sat in the captain's chair.
10. Testing the circuitry, Harry Kim lay beneath the operations console.

Continued ➞

EXERCISE C Underline the prepositional phrase in each sentence, and draw an arrow from the phrase to the word it modifies. On the line provided, identify how the phrase is used. Write *ADJ* for adjective or *ADV* for adverb.

EXAMPLE ADV 1. The coach was pacing along the sideline.

- _____ 1. The tamales at this restaurant are delicious.
- _____ 2. Pam writes with her left hand.
- _____ 3. From the north came a driving snowstorm.
- _____ 4. The sculpture by Augusta Savage is inspiring.
- _____ 5. The book was based on an actual event.
- _____ 6. Teams from twenty schools entered the tournament.
- _____ 7. Buy your school supplies at Zing's.
- _____ 8. We won a vacation in Florida.
- _____ 9. Marie Curie's achievements in science were remarkable.
- _____ 10. Kristi Yamaguchi won a gold medal at the 1992 Olympics.

EXERCISE D Underline each prepositional phrase in the following paragraph. In the space above each prepositional phrase, tell what kind of phrase it is by writing *ADJ* for adjective phrase or *ADV* for adverb phrase. A sentence may have more than one prepositional phrase, or a sentence may have no prepositional phrases.

EXAMPLE [1] Millions ADJ of people in the deserts ADJ of Africa and Asia ADV depend on camels.

[1] Beyond a doubt, the camel is one of the strangest domesticated animals. [2] The camel does not always express affection for human beings. [3] A camel with a grievance will often spit at, bite, or kick its owner or anyone in its vicinity. [4] This has not created goodwill between humans and camels. [5] If people suddenly disappeared from the earth, the camel could survive on plants and grasses that most other animals would ignore. [6] It has never become dependent upon humans. [7] The average camel can carry almost four hundred pounds on its back without showing signs of tiring. [8] Each camel has its own limit. [9] If the owner goes beyond the limit by even a minute amount, the camel will suddenly collapse under the load from the strain and perhaps die. [10] This fact is the basis for the saying, "That was the straw that broke the camel's back."

WORKSHEET 4

Identifying Participles and Participial Phrases

EXERCISE A Underline the participles used as adjectives in each of the following sentences.

EXAMPLE 1. The laughing children climbed onto the merry-go-round.

1. Early in the morning, three chattering blue jays woke me up.
2. The Cinco de Mayo party on our block is always the best-attended event of the year.
3. The unclaimed luggage at the airport was taken to the security office.
4. Young turkeys are called poults, and grown turkeys are called hens or toms.
5. Ascending the rock face, my sister waved to us.
6. The shivering sheep huddled together out of the wind.
7. The Great Wall of China was begun in the third century B.C. as a protecting barrier.
8. Our family is going to an amusement park to ride its towering roller coasters.
9. The house next door is completely decorated with found objects.
10. When the attacking wasps swarmed around him, Jon stood still and was not stung.

EXERCISE B Underline each participial phrase in the following sentences.

EXAMPLE 1. The deer, swimming rapidly, reached the riverbank safely.

1. Sojourner Truth, determined to express her ideas, influenced many people in Akron in 1852.
2. Hoping to solve the puzzle, Michel researched several subjects.
3. Senator Juarez, campaigning for re-election, spoke downtown last week.
4. The saris, imported from India, are made of beautiful, colorful silk.
5. Sleeping on the desert floor, Jimmy woke to find a rattlesnake coiled on his chest.
6. The robin's nest, shaken by the strong wind, fell from the tree branch to the ground.
7. Laughing and shouting loudly, our soccer team, now district champions, left the field.
8. The snow falling through the light from the street lamp is beautiful to watch.
9. Riding one horse and leading three others, Martha returned to the ranch.
10. Ghana, situated on the Gulf of Guinea, is one of several countries in West Africa.

WORKSHEET 5

Identifying Gerunds and Gerund Phrases

EXERCISE Underline each gerund or gerund phrase in the following sentences. Then, above each underlined word or phrase, identify its use as *S* (subject), *PN* (predicate nominative), *DO* (direct object), or *OP* (object of a preposition).

S

EXAMPLE 1. Swimming is my favorite sport.

1. Camping was fun until the mosquitoes found us.
2. In addition to biking, Dave runs and lifts weights each day.
3. I wonder why the CD player stopped working.
4. For Black History Month, class assignments include studying Romare Bearden's paintings.
5. By adopting techniques of cubist painters, Bearden colorfully recorded scenes of African American life.
6. Bearden's skill at painting is evident in his silk-screen work *Jazz*.
7. Bearden showed great style and flair by using different media.
8. The cats outsmarted the dog by climbing the tree.
9. Writing is a pleasure for some people and a chore for others.
10. The Spanish Club enjoyed serving empanadas at the Multicultural Fair.
11. Watering the plants was the last thing we did before we left the house.
12. One of Tasha's talents is writing poetry.
13. The aviation historian enjoys discussing zeppelins.
14. Some really strange colors resulted from combining the paint pigments.
15. Linking two railroad cars together can be difficult.
16. On the swim team, Carlos's specialty is diving from the high board.
17. I wanted to write my own life stories after reading Sandra Cisneros's fiction.
18. Constructing the skyscraper took ten years.
19. The best part of the Buffalo River trip was white-water canoeing.
20. In-line skating is a popular sport.
21. Try whistling this.
22. Directing films is hard work, but often fun.
23. One of the jobs of a film director is giving instructions to the actors.
24. Jennifer broke our school record by running the mile faster than anyone else in our class.
25. Trying new foods broadened Jim's horizons.

WORKSHEET 6

Identifying Infinitives, Infinitive Phrases, and Infinitive Clauses

EXERCISE Underline the infinitives, infinitive phrases, and infinitive clauses in the following sentences. Then, identify each infinitive or infinitive phrase as *N* (noun), *ADJ* (adjective), or *ADV* (adverb), and each infinitive clause as *CL* (clause). A sentence may contain more than one infinitive, infinitive phrase, or infinitive clause.

ADJ

EXAMPLE 1. This is the route to take.

1. When did he learn to broad jump?
2. We joined our guide and asked him to identify the formations in the cave.
3. To err is human; to forgive is divine.
4. In Shakespeare's time, acting companies needed to have wealthy patrons.
5. The Keller family hired Anne Sullivan to teach their daughter Helen.
6. Harriet A. Jacobs, a runaway slave, struggled in dim light to read and to sew.
7. To give life to the common things of childhood is one aim of Gary Soto's writing.
8. Zitkala-Sa, a Yankton Sioux, went east to attend school.
9. Richard Wright wanted to escape from the poverty of his childhood.
10. My goal is to read Wright's *Black Boy*.
11. To learn is our main purpose at school.
12. If you are going to Albany, the bus to board is number twenty-seven.
13. For many people, a challenging mountain to climb is Denali.
14. Kim is always happy to help.
15. The ingredients you need to make the stir-fry are in the refrigerator.
16. To argue is her whole reason for talking.
17. To learn darkroom techniques is easy if you take photography classes.
18. Annie likes exploring and encourages me to follow her.
19. Diane's dog Doofus would go fetch anything.
20. This is the final quotation to identify.
21. To treat others fairly should be a goal for everyone.
22. Tamara decided to drive to Philadelphia rather than to fly.
23. Her brother Charlie was happy to have her visit him.
24. My mom asked me to pick her up at the train station.
25. Her plan to take the plane didn't fit her schedule.

WORKSHEET 7

Identifying and Using Appositives and Appositive Phrases

EXERCISE A Underline the appositive or appositive phrase in each of the following sentences. Underline twice the word or words that each appositive identifies or explains.

EXAMPLE 1. Bailey, my sister's cat, weighs twelve pounds.

1. Komodo dragons, giant flesh-eating monitor lizards, grow to be over eleven feet long.
2. These huge reptiles, the largest lizards in the world, live in some Southeast Asian jungles.
3. They are named after Komodo Island, a part of Indonesia.
4. Other monitor lizards, the perenty and the water monitor, live in tropical areas of Australia and Southeast Asia.
5. The unusual name *monitor* is applied to these lizards because people believe that they warn of the presence of crocodiles.
6. My sister Sarah wants to be a writer.
7. One of the most famous playwrights in history, William Shakespeare wrote tragedies, comedies, and romances.
8. In a film version of one Shakespeare play, Kenneth Branagh plays Hamlet, the prince of Denmark.
9. Branagh also directed the film *Henry V*.
10. In that film, he plays the title character, King Henry V of England.

EXERCISE B Create an original appositive or an appositive phrase to explain or identify at least one of the nouns or pronouns in each of the following sentences.

EXAMPLE 1. Scrambler just chewed up our garden hose. Scrambler, our pet Rottweiler, just chewed up our garden hose.

1. Gabriel Gomez has retired. _____

2. Forty-seven people have accepted the invitation to the Kwanzaa party. _____

3. Our speaker will be Lee Anna Wilkes. _____

4. Next year Hector Ortiz will run in the marathon. _____

5. Carla's favorite writer is Alice Walker. _____

WORKSHEET 8 Test

EXERCISE A On the line provided, for each of the following sentences, write a participle or participial phrase that completes the meaning of the sentence.

EXAMPLE 1. The setting sun turned the clouds purple.

1. The coach, _____ before the game, encouraged us to do our best.
2. The _____ children were eagerly hitting the piñata.
3. The bear, _____, peered at us through the fence.
4. _____, the horses came toward the barn.
5. The _____ fortress is visible for miles.
6. A _____, mountainous road leads to the castle.
7. _____, Igor shuffles to the door.
8. The door, _____, opens slowly.
9. _____ rain fell through the leaves of the trees.
10. _____, I enter the front hall.

EXERCISE B Underline each gerund or gerund phrase in each of the following sentences. On the line provided, identify the gerund or gerund phrase as *S* (subject), *PN* (predicate nominative), *DO* (direct object), or *OP* (object of a preposition).

EXAMPLE *S* 1. Traveling is my favorite summer pastime.

- _____ 1. Why do people enjoy flying?
- _____ 2. Getting to other countries is fast and easy by plane.
- _____ 3. By reading, you can learn about a place before you visit it.
- _____ 4. One way to travel is touring with a group.
- _____ 5. Visiting Rome appeals to some people interested in history.
- _____ 6. Many travelers enjoy climbing the numerous ancient steps in Rome.
- _____ 7. Throwing coins in the Trevi Fountain guarantees one's return to this thrilling city, or so the legend says.
- _____ 8. One of the great pleasures in Rome is partaking of the wonderful pastas, vegetables, and fruits.
- _____ 9. Going only a short distance from Rome lets you see the ruins of the city's ancient seaport, Ostia Antica.
- _____ 10. You will be amazed at structures capable of standing for centuries.

Continued 

EXERCISE C Underline the infinitives, infinitive phrases, and infinitive clauses in the following sentences. On the line provided, identify each infinitive or infinitive phrase as *N* (noun), *ADJ* (adjective), or *ADV* (adverb), and each infinitive clause as *CL* (clause).

EXAMPLE *N* 1. He hoped to go to college.

- _____ 1. Coach Chen agreed to lead the sports rally.
- _____ 2. The apples to sell are the ones in the baskets.
- _____ 3. To attend is not always enough.
- _____ 4. The dog pulled Jody by the arm and helped to free him from the wreck.
- _____ 5. Our trip to see my Apache grandmother in Arizona was fun.
- _____ 6. To replace the valves in a car engine takes more than a day.
- _____ 7. Are you going to Mexico to study Diego Rivera's art?
- _____ 8. To be called soluble, a substance must be one that can be dissolved in a liquid.
- _____ 9. Alicia's aunt speaks Greek, and Alicia wants her to teach us a few phrases.
- _____ 10. The volcanoes to avoid are the active ones.

EXERCISE D Underline the appositive(s) or appositive phrase(s) in each of the following sentences. Then, underline twice the word or words that each appositive identifies or explains.

EXAMPLE 1. Neon, an inert gas, is used in some lighted signs.

1. Actor and songwriter George M. Cohan wrote many songs that are still sung today.
2. *Trompe l'oeil*, "trick of the eye," is a fascinating type of art to examine.
3. The Spanish explorer Cabeza de Vaca was shipwrecked near present-day Galveston, Texas, in 1528.
4. Neptune, the Roman god of the sea, is identified with the Greek god Poseidon.
5. A dissident, someone in disagreement with official policy, may be jailed for speaking out in some countries.
6. My brother Mike is looking for a good book to read.
7. Many grazing animals in the Arctic eat reindeer moss, a gray lichen.
8. My niece Nicoletta enjoys reading.
9. Our dog Arf is a mongrel of unknown parentage.
10. Risotto, rice cooked with broth, is a popular food in Italy.

WORKSHEET 1

Identifying Independent and Subordinate Clauses

EXERCISE A In the following paragraphs, underline each independent clause once, and underline each subordinate clause twice.

EXAMPLE [1] One group created a multimedia presentation that described the ecology of a tropical rain forest.

[1] After our class had studied various ecological systems, Mrs. Roth suggested that we divide into groups and choose an interesting project. [2] The project that we chose was building a woodland terrarium. [3] After school was over, we went to a wooded park where we hunted for materials. [4] Leilani found several flowering plants such as wintergreen, whose flowers are white and bell-shaped, and pipsissewa, which has leaves that once were used for medicinal purposes. [5] She put the plants in cut-off milk containers whose bottoms were filled with soil. [6] While I was looking for a mossy rock, I found a salamander. [7] Although it was quite fast, I managed to get a good look at it.

[8] The next day, Mrs. Roth said that we could use the aquarium tank from the science closet. [9] First, we covered the base of the tank with gravel so that the soil would have adequate drainage, and then we added a layer of woodland soil. [10] After we planted small ferns and seedlings, we placed the terrarium in a cool spot.

EXERCISE B The subordinate clauses in the following sentences are italicized. Underline the subject of each subordinate clause once and the verb twice.

EXAMPLE 1. *As the curtain rose*, Clay, *who had the leading role*, was feeling nervous.

1. *If failures do not quit*, they may eventually succeed, *as U. S. Grant did*.
2. *When Janice was ill*, she read Katherine Mansfield's "Miss Brill," *which you had recommended*.
3. *After I had overcome my stage fright*, I remembered *what my next line was*!
4. Mr. Habeeb, *who is a superb teacher*, answers questions *that the class should have asked*.
5. *When class discussion ended*, Ms. Jones read "Ain't I a Woman?" *which is a speech by Sojourner Truth*.

WORKSHEET 2

Identifying and Using Adjective Clauses

EXERCISE A Underline each of the adjective clauses in the following sentences. Draw an arrow from the clause or clauses to the word or words it modifies.

EXAMPLE 1. The pony express, which was the first postal system in the West, carried mail from Missouri to California.

1. Do you know any people who have emigrated from the United States to Israel?
2. Ynes Mexia was an explorer whose main interest was botany.
3. Last summer Mona visited Spokane, which is her birthplace.
4. Satire, which is a kind of writing, makes fun of people or actions that are absurd.
5. Opossums that are cornered have a unique method of self-defense.
6. Toni Morrison wrote a book that won the Pulitzer Prize.
7. A person whom others call "lucky" is usually an intelligent hard worker who takes full advantage of opportunities.
8. The dog that was gnawing a large soup bone growled at me.
9. Ralph J. Bunche, who won the Nobel Peace Prize in 1950, was a U.S. diplomat.
10. Roberto Clemente was a leader on the Pittsburgh Pirates team that won the 1971 World Series.

EXERCISE B Combine each of the following pairs of sentences by changing one sentence into an adjective clause. Write your revisions on the lines provided.

EXAMPLE 1. John Martin speaks Spanish fluently. He lived in Mexico for two years. John Martin, who lived in Mexico for two years, speaks Spanish fluently.

1. My friend helped me with my serve. She is an excellent tennis player. _____

2. Jane Smiley will be at the bookstore. She will be autographing copies of her new book there. _____

3. The gold nugget was about the size of a pea. The nugget set off the California gold rush. _____

4. That organization works to protect whales. They are threatened with extinction. _____

5. Cassava is an important food in Africa. It is usually mashed into a gelatin called *fufu* to accompany stews and soups. _____

6. The firefighters will be honored by a parade. They rescued six children from a burning building. _____

7. Dogs and cats see only in black and white. They are colorblind. _____

8. Martina Arroyo sings opera around the world. She grew up in New York City. _____

9. N. Scott Momaday has written several novels. They draw upon his Kiowa and Cherokee heritage. _____

10. The journalist just received the Pulitzer Prize. I talked to that journalist. _____

WORKSHEET 3

Identifying Adverb Clauses and Adjective Clauses

EXERCISE A In each of the following sentences, underline the adverb clause and circle the subordinating conjunction. On the line provided, write the letter of the item that shows what the clause tells about the word it modifies.

a. how

c. where

e. to what extent

b. when

d. why

f. under what conditions

EXAMPLE b 1. When you are near a hot stove, notice the rising air.

- _____ 1. Hot air is much lighter than cold air is.
 _____ 2. When the warm air rises, the cool air rushes underneath.
 _____ 3. Because this movement occurs, sea breezes blow inland.
 _____ 4. Is there no wind unless the temperature of air varies?
 _____ 5. Before you answer, you must know about prevailing winds.
 _____ 6. Wherever the climate is hot, air rises rapidly.
 _____ 7. Air goes downward wherever the climate is cold.
 _____ 8. Tropical air travels toward the poles as the polar air moves toward the equator.
 _____ 9. We must not act as if this is the complete picture.
 _____ 10. As the earth rotates, the rotation affects wind direction.

EXERCISE B Underline the subordinate clause in each of the following sentences. Then, on the line provided, write *ADJ* if it is an adjective clause or *ADV* if it is an adverb clause.

EXAMPLE ADJ 1. There's a car that looks just like ours.

- _____ 1. *Dom Casmurro* is the novel that most critics regard as Joaquim Maria Machado de Assis's masterpiece.
 _____ 2. The calendar that we use today was introduced in 1582.
 _____ 3. It was Alec and Clara who put life into that party!
 _____ 4. I shall write when I receive your new address.
 _____ 5. If I hear any news, I will call you.
 _____ 6. Although taxes are unpopular, they are necessary.
 _____ 7. Take the road that follows the coast.
 _____ 8. Don't volunteer unless you want to work.
 _____ 9. I saved all the money you gave me.
 _____ 10. Gabriela Mistral wrote poetry while she worked as a teacher and principal.

WORKSHEET 4

Identifying Noun Clauses and Subordinate Clauses

EXERCISE A Underline the noun clause in each of the following sentences. On the line provided, tell how the clause is used. Use the abbreviation *S* for subject, *PN* for predicate nominative, *DO* for direct object, or *OP* for object of a preposition.

EXAMPLE DO 1. Do you know why a photographer uses a flash?

- _____ 1. I know that plantains are used in African cooking.
_____ 2. That he was safe on second seemed obvious to me.
_____ 3. Michelle Kwan must know how important good skates are.
_____ 4. I'll take whoever wants a ride.
_____ 5. This is what she gave me.
_____ 6. Whoever gets the job will have to work hard.
_____ 7. A new athletic field is what we need most.
_____ 8. I wrote about what I did last summer.
_____ 9. Where Marian went remained a secret.
_____ 10. We read that large sculptures often decorated ancient Aztec structures.

EXERCISE B Underline the subordinate clause in each of the following sentences. On the line provided, tell how the clause is used. Use the abbreviation *ADJ* for adjective clause, *ADV* for adverb clause, or *N* for noun clause.

EXAMPLES ADJ 1. Superstitions that people believe can be amazing.

N 2. Do you think that superstitions are true?

- _____ 1. If a mirror breaks, seven years of bad luck supposedly follow.
_____ 2. A mirror that is broken should be buried.
_____ 3. As some people think, spilled salt means bad luck.
_____ 4. Toss a pinch of salt over your left shoulder whenever you accidentally spill some.
_____ 5. That is what will protect you from bad luck.
_____ 6. If you walk under a ladder, make a wish!
_____ 7. Some people believe that thirteen is an unlucky number.
_____ 8. Friday the thirteenth is a day that they believe brings misfortune.
_____ 9. A horseshoe is what some people keep for good luck.
_____ 10. Don't hang it with its prongs down, however, because the luck will spill out!

WORKSHEET 5 Test

EXERCISE A In each of the following sentences, underline each subordinate clause and identify it on the line provided as *ADJ* (adjective), *ADV* (adverb), or *N* (noun).

EXAMPLE ADJ 1. There is the dog that is eating the cat's food.

- _____ 1. Davis is the clerk who gave us the 50 percent discount on the shirts.
- _____ 2. We can go wherever you want for dinner.
- _____ 3. That the Nez Perce lived in Washington is true.
- _____ 4. What Aaron did for his parents was wonderful!
- _____ 5. Where is the key that will unlock the cabinet?
- _____ 6. The committee gave whoever ran in the race a free T-shirt.
- _____ 7. Here are the Japanese gardens we heard about last spring.
- _____ 8. Whoever wins the contest will receive a substantial cash prize.
- _____ 9. The orange crop will be good this year unless there is a late freeze.
- _____ 10. The swimming instructor who taught me the backstroke is returning this year.
- _____ 11. When the whippoorwill starts singing, winter is over in our town.
- _____ 12. I acted as if I knew the ending of the movie.
- _____ 13. Sheri liked the dress that Alicia wore to the party.
- _____ 14. My boyfriend is the one who wrote that song.
- _____ 15. The referee announced who was penalized.
- _____ 16. The assignment is that we read another Paul Laurence Dunbar poem.
- _____ 17. The crowd applauded loudly for whoever played last.
- _____ 18. We stood while the rabbi read from the Torah.
- _____ 19. She is the debater whose arguments are most intelligent.
- _____ 20. Because the air conditioner is broken, we opened all the windows.
- _____ 21. The Romans believed that odd numbers were powerful.
- _____ 22. Because it is heavy, cold air hovers near the earth.
- _____ 23. The Druids believed that mistletoe is the antidote to all poisons.
- _____ 24. Although I have read about weather patterns, I want to know more.
- _____ 25. The brush that Will used for painting is soaking in a cleaning solution.

Continued ➞

EXERCISE B In each of the following sentences, underline the two subordinate clauses. In the space above each subordinate clause, identify the clause by writing *ADJ* for adjective clause, *ADV* for adverb clause, or *N* for noun clause.

ADV *ADJ*
EXAMPLE 1. If you see Nancy, ask her about the books that I gave her.

1. If you like magic realism, read something by Gabriel García Márquez, who often uses that technique.
2. Since we have no practice room, we have dropped varsity wrestling, which has always been a popular sport.
3. What I asked for was a book that had a poem by Mari Evans in it.
4. The losses that they suffered in the stock market were losses all brokers expect.
5. When he opened the mail, he found the letter that he had been looking for.
6. Wherever you go, you will find people who are interesting.
7. If you like to write, include a course in creative writing among those that you elect.
8. Don't repeat what she said, because she does not want to be quoted.
9. I was offered the job I wanted, and my parents, who have always been supportive of me, were thrilled.
10. Although Spencer plays lacrosse, he did not know that the game originated with the Indians of Canada.

EXERCISE C On the line provided, identify each of the following clauses as *I* for independent or *S* for subordinate.

EXAMPLE / 1. We watered the yard every week.

1. Where the barrio begins.
2. Cicadas flew into our faces.
3. What the coach said.
4. Which chewed up the telephone book.
5. Whose name is on the check.
6. That really is a funny story.
7. Since we enjoy science fiction movies.
8. Mr. Baxter hired me.
9. Whoever plays the mandolin.
10. Which student has the most points?

WORKSHEET 1

Identifying Sentences and Sentence Fragments

EXERCISE A Decide whether each of the following word groups is a sentence or a sentence fragment. *Remember:* A sentence contains a subject and a verb and expresses a complete thought. If the word group is a sentence, write *S* on the line provided. If it is a sentence fragment, write *F*.

EXAMPLES F 1. Because canoeing can be dangerous.

 S 2. A canoeist should learn proper technique and safety rules.

- _____ 1. Taking a canoe trip in Canada.
- _____ 2. Sufficient food for a week's journey.
- _____ 3. Others had camped there before us.
- _____ 4. Ashes indicated the place.
- _____ 5. Where their fire had been.
- _____ 6. How clearly was the trail marked?
- _____ 7. An Ojibwa village at the end of the trail.
- _____ 8. The group spent the morning together.
- _____ 9. Talking over plans for the afternoon.
- _____ 10. As we rounded a bend in the river.
- _____ 11. Could you hear the noise of the waterfall?
- _____ 12. Before you could see it.
- _____ 13. We could not paddle against the wind unless the guide helped us.
- _____ 14. The wind blowing spray over us.
- _____ 15. Drenched to the skin.
- _____ 16. The rapids in the river were occasional hazards.
- _____ 17. The excitement of shooting the rapids.
- _____ 18. We steered and balanced carefully.
- _____ 19. Around boulders in the stream.
- _____ 20. Deciding whether to go through the rapids or portage the canoe around them.
- _____ 21. On our knees in the canoe, we became painfully cramped.
- _____ 22. There was no chance, however, to stretch our legs.
- _____ 23. From the beginning of the rapids to the end.

Continued ➞

- _____ 24. Grazing the side of the canoe on rounded boulders.
- _____ 25. After we had taken a swim in the calm water beyond the rapids.

EXERCISE B Decide whether each of the following groups of words is a sentence or a sentence fragment. If the word group is a sentence, underline the subject once and the verb twice, and write *S* for sentence on the line provided. If the subject *you* is understood, write *you* in parentheses at the end of the item. If the word group is a sentence fragment, write *F* for fragment.

EXAMPLES *S* 1. The director is looking for talented, hard-working performers.

 F 2. Kneeling near the edge of the stage.

 S 3. Raise the curtain. (*you*)

- _____ 1. The audience moved by his dramatic performance.
- _____ 2. Mrs. Linares, the director of this classic tragedy.
- _____ 3. Near the end of the first act.
- _____ 4. Was playing the part of Lady Macbeth.
- _____ 5. Walking aimlessly about and rubbing her hands.
- _____ 6. At the final curtain came a loud burst of applause.
- _____ 7. The actors staying in character during five curtain calls.
- _____ 8. The most successful performance of the season.
- _____ 9. What is the director planning next?
- _____ 10. In the spring she will direct the well-known musical *West Side Story*.
- _____ 11. That story based on *Romeo and Juliet*?
- _____ 12. Are you interested in musicals?
- _____ 13. Hoping for the role of Bernardo?
- _____ 14. Practice the part now, and memorize the lines in time for the audition.
- _____ 15. Who will play Maria?
- _____ 16. A production of the play on public television.
- _____ 17. The necessity of a good cast.
- _____ 18. Although many of the songs from *West Side Story* have become famous.
- _____ 19. The performers must act, sing, and dance well.
- _____ 20. A very difficult and trying task for inexperienced actors.

WORKSHEET 2

Identifying and Using Subjects and Predicates

EXERCISE A For each of the following sentences, underline the complete subject once and the complete predicate twice.

EXAMPLE 1. Stanislaw Lem wrote the science fiction novel *Solaris*.

1. I frequently daydream about the future.
2. The achievements of scientists will change our lives.
3. Education will undoubtedly benefit from scientific progress.
4. Teaching machines may someday replace classroom lectures.
5. Software programs have already taught important facts to students.
6. Hypnotism could revolutionize teaching procedures.
7. Some other speculations are even more interesting.
8. Scientists may one day be able to freeze a person alive.
9. This person might be revived after decades of the deep-freeze treatment.
10. Today's science fiction often becomes tomorrow's reality.

EXERCISE B The following groups of words are not sentences. In some of them the subject is missing; in others, the predicate is missing. For each group of words, make up the missing part and write it on the lines provided.

EXAMPLE 1. Special events held in the classroom can be both fun and
educational.

1. _____
decided to have an international luncheon in honor of United Nations Day.
2. _____
decorated their classroom with flags from other countries.
3. Many friends and relatives _____

4. _____
brought some crisp banana chips.
5. Souvlaki and other foods from Greece _____

WORKSHEET 3

Identifying the Simple Subject and the Simple Predicate

EXERCISE A In each of the following sentences, circle the simple subject and underline the simple predicate, or verb.

EXAMPLE 1. A new bridge across the Chippewa River was built last summer.

1. The town's water pipe was in the way of the new bridge.
2. What solution did the town adopt?
3. There was space for a new pipe along the underside of the bridge.
4. Last night brought the coldest weather in ten years.
5. At three o'clock in the morning the town was awakened by the fire siren.
6. In the center of town a big house was blazing.
7. The fire hoses were useless.
8. The water had frozen in the exposed pipe under the bridge.
9. The house was owned by the construction engineer for the new bridge.
10. The poor man's mistake had come home to roost.

EXERCISE B In each of the following sentences, circle the simple subject and underline the simple predicate, or verb. If the subject is the understood *you*, write *you* in parentheses after the sentence. Include all parts of a verb phrase.

EXAMPLES 1. Each of the men will help.

2. Please sit down. (you)

1. Do you like humorous fiction?
2. Read James Thurber's stories.
3. His funny stories are full of peculiar people and animals.
4. One of Thurber's aunts is always throwing shoes during the night.
5. The cause of this action is her fear of imaginary burglars.
6. How does a cousin in this story act at night?
7. Every hour he wakes up breathless.
8. What are Thurber's dogs doing?
9. One of his dogs bites at the air near panic-stricken guests.
10. Other dogs are even stranger!

WORKSHEET 4

Identifying the Simple Subject and the Simple Predicate

EXERCISE A In each of the following sentences, circle the simple subject and underline the simple predicate, or verb. If the subject is the understood *you*, write *you* in parentheses after the sentence.

EXAMPLES 1. How can (humans) help to save endangered species?

2. Carry the chair into the other room. (you)

1. The Korean martial art of tae kwon do has become internationally popular.
2. Do earthquakes cause tidal waves?
3. Please help Pedro with those boxes.
4. How does a hibernating animal avoid starvation?
5. Mr. Talbot plays the sitar, an instrument from India.
6. Helena Rubinstein built a profitable cosmetics empire.
7. One spring there was a violent tornado in Illinois.
8. There are many differences between an alligator and a crocodile.
9. The telephone wires were severely damaged by the storm.
10. In Mrs. Kim's purse were some valuable papers.

EXERCISE B In each of the following sentences, circle the simple subject and underline the simple predicate, or verb. If the subject is the understood *you*, write *you* in parentheses after the sentence. Include all parts of a compound subject, a compound verb, or a verb phrase.

EXAMPLE 1. (Brett) and (Eartha) will probably win the election.

1. In Ms. Thomas's class, we are studying the works of Sandra Cisneros.
2. Do any animals thrive in Death Valley?
3. Parasol ants raise their own crop of mushrooms.
4. What does this signal mean to an airplane pilot?
5. Boys and girls busily washed the dishes and cleaned the house.
6. One of the modern poets is Gwendolyn Brooks.
7. Have the police been notified yet?
8. Did you or she write and send this note?
9. By how much did the committee underestimate our expenses?
10. Open the box and look inside.

WORKSHEET 5

Identifying the Simple Predicate

EXERCISE A Draw a line under the complete predicate and a circle around the simple predicate, or verb, in each of the following sentences. If the parts of a verb are separated, be sure to circle each part.

EXAMPLE 1. The moon (will) then (pass) between the earth and the sun.

1. Mexican mariachi bands usually include violins, guitars, and trumpets.
2. Your help has always been valuable to me.
3. Worst of all is the multiple-choice spelling test.
4. Sea urchins have many movable spines.
5. August Wilson's play *The Piano Lesson* is set in the 1930s.
6. Did the burglar have a key to the store?
7. The surgeon did not recommend an immediate operation.
8. Is the pilot light of the furnace still burning?
9. Have you ever heard of a Caesar salad?
10. A diet limited to proteins and fats would actually starve a rat to death.

EXERCISE B Underline the simple predicate, or verb, in each of the following sentences. Be sure to include all parts of a verb phrase.

EXAMPLE 1. I have always enjoyed reading mythical stories.

1. Folk tales and legends have filled the world with imaginary creatures.
2. Many of these creatures are composed of parts of various real animals.
3. The mythical mantichore had the face of a man, the body of a lion, and the tail of a scorpion.
4. This powerful beast could run very fast.
5. According to legend, the mantichore would devour a person with its three rows of teeth.
6. A glance at Medusa could also be a fatal occurrence.
7. Medusa, a creature with a woman's body and face, grew snakes from her head as hair.
8. One look at Medusa's face would turn unlucky viewers into stone.
9. The griffin was formed from the head and wings of an eagle and the body of a lion.
10. The Chimera is commonly pictured with the head of a lion, the body of a goat, and the tail of a serpent.

WORKSHEET 6

Identifying Compound Subjects and Compound Verbs

EXERCISE Each of the following sentences has a compound subject, a compound verb, or both a compound subject and a compound verb. Underline each compound subject once and each compound verb twice.

EXAMPLES 1. Punch and Judy are popular puppets.

2. People laugh and applaud during the puppet shows.

1. Toni Cade Bambara taught in colleges, wrote fiction, danced, and did social work.
2. The Sirens, Circe, and the goddess Calypso all tempted Odysseus and his men.
3. At the airport, my aunt and uncle checked their baggage and ran to their gate.
4. Jack London quit school at age fourteen but later attended a year of college at age twenty.
5. *Firefly* and *lightning bug* are two names for the same winged beetle.
6. Chief Joseph of the Nez Perce tried but failed to keep his people's homeland.
7. While Chief Joseph's troops fought the U.S. Army, the Nez Perce women and children were well protected.
8. Chief Joseph's ideas and eloquent speech are greatly admired now.
9. Travel and adventure filled Mark Twain's life as a steamboat pilot on the Mississippi River.
10. Pine, spruce, and fir are kinds of cone-bearing evergreen trees.
11. The teacher and his class looked through the textbook and decided to read the *Odyssey*.
12. Many people have climbed, written about, and photographed Mount Everest.
13. While at such high elevations, most people carry and use supplemental oxygen.
14. Some Sherpas and a few other climbers are able to reach the top of the mountain without using extra oxygen.
15. Climbers carefully prepare and practice before attempting to reach Mount Everest's 29,028-foot summit.
16. Other members of the Sports Club and I appreciate and enjoy books and films about Mount Everest.
17. However, neither I nor my friends plan to attempt the climb any time soon.
18. The dog next door barks, whines, and howls every night.
19. Maybe he needs company or is hungry.
20. Maybe he and his owner are bored with a quiet neighborhood.

WORKSHEET 7

Identifying Subject Complements and Direct Objects

EXERCISE A In each of the following sentences, underline the subject complement. Then, draw an arrow from the complement to the subject to which it refers. A sentence may have more than one subject complement. Some of the sentences do not have any subject complements.

EXAMPLE 1. The tombs of Egyptian pharaohs were great finds.


1. In ancient Egypt, a tomb was not just a place to bury a body.
2. For the Egyptians, death was a continuation of life.
3. The tombs of Egyptian royalty were often very grand and should have been sacred.
4. Some of the tomb's contents were food and equipment for the deceased to use in the afterlife.
5. The tombs were sealed off from intruders.
6. The treasures in the tombs were irresistible to thieves.
7. Plundering became a frequent occurrence.
8. To robbers, a new royal tomb seemed an invitation for theft.
9. Many of those fabulous treasures might be found in museums today.
10. Only a few of the tombs were left undisturbed.

EXERCISE B Underline the subject of each sentence once and the verb twice. Then, draw an arrow from the verb to the direct object. A sentence may have more than one direct object.

EXAMPLES 1. Louise misspelled ten words on the test.


2. Her failure she attributed to her lack of sleep.


1. Tyrone has already solved the first problem.
2. Last night's hail greatly damaged crops in this area.
3. The Pomo sometimes decorated their baskets with shells and feathers.
4. Four workers lifted the piano onto the stage.
5. The class elected two boys and two girls.
6. Lulu has trained her puppy to sit.
7. The huge crowd pushed Sean and me into the wrong bus.
8. Allen brought home a book about Leontyne Price.
9. The outfielder quickly threw the ball to home plate.
10. Heavy armor protects the armadillo.

WORKSHEET 8

Identifying Subject Complements, Direct Objects,
and Indirect Objects

EXERCISE A Underline each complement in the following sentences. Then, on the line provided, write *DO* if the complement is a direct object, *PN* if it is a predicate nominative, or *PA* if it is a predicate adjective.

- EXAMPLES PN 1. A craft fair is an excellent idea.
 DO 2. We could raise money at a craft fair.
 PA 3. The film was very exciting.

- _____ 1. The freshman class planned a craft fair.
 _____ 2. Some of their handcrafted objects were beautiful.
 _____ 3. The class would donate the proceeds to a local charity for the holiday season.
 _____ 4. Manuela asked several restaurant owners for empty bottles.
 _____ 5. Her collection was an interesting assortment of bottles in many shapes, sizes, and colors.
 _____ 6. Manuela carefully cut the top off each of the bottles.
 _____ 7. Then she sanded the rough edges.
 _____ 8. The old bottles became beautiful vases.
 _____ 9. One green bottle with a rounded bottom was especially attractive.
 _____ 10. This bottle became Manuela's best vase.

EXERCISE B In the following sentences, underline each direct object once and each indirect object twice. You will not find an indirect object in every sentence.

EXAMPLE 1. The event gave Roger an inspiration for a story.

1. He sold Alvin a red sweater.
 2. Bring me the book about Navajo blankets.
 3. I'll give the receipt for the money to Helen.
 4. The caller left you this message.
 5. I threw Carmen the ball.
 6. Has he read his students these stories?
 7. Someone must have criticized his methods.
 8. Dr. Mabie is leaving her college a valuable collection of old manuscripts.
 9. Should I give the baby a bagel?
 10. Shall I get the Wynton Marsalis CD for you?

WORKSHEET 9

Classifying Sentences by Purpose and Structure

EXERCISE A On the line provided, identify each of the following sentences as declarative (*DEC*), imperative (*IMP*), interrogative (*INT*), or exclamatory (*EXC*). Then, add the necessary punctuation.

EXAMPLE DEC 1. Physics is a fascinating science.

- _____ 1. I read the book *Surely You're Joking, Mr. Feynman!* last month
- _____ 2. It is filled with funny anecdotes about physicist Richard Feynman's life
- _____ 3. Feynman worked with Edward Teller and knew Albert Einstein
- _____ 4. The reader has to laugh at the jokes Feynman played on people
- _____ 5. What fun he had
- _____ 6. Two of the smallest independent countries in the world are within Italy
- _____ 7. Do you know what they are
- _____ 8. Look them up in an encyclopedia
- _____ 9. One is Vatican City, and it has its own postal service and stamps
- _____ 10. How beautiful the other country, San Marino, is

EXERCISE B On the line provided, classify each of the following sentences as *S* for simple, *CD* for compound, *CX* for complex, or *CD-CX* for compound-complex.

EXAMPLE S 1. Some animals can seem to disappear.

- _____ 1. Many animals change color with the seasons, but some have the ability to change color instantly.
- _____ 2. Chameleons are lizards that can change to the color of the surface where they rest, whether it is black, red, yellow, white, or orange.
- _____ 3. Snowshoe hares are brown in the summer and white in the winter.
- _____ 4. Polar bears don't change colors but are camouflaged by their white fur.
- _____ 5. Many insects look like the branches on which they live.
- _____ 6. Grasshoppers usually become the color of whatever they eat.
- _____ 7. The flower mantis looks like a flower to attract the insects on which it feeds.
- _____ 8. Walking sticks are insects that look like twigs, and their appearance protects them from being eaten by birds.
- _____ 9. Baby animals are usually protected by their coloring.
- _____ 10. Fawns, for example, are dappled like the forest floor when they are young and later become evenly brown, the color of tree trunks.

WORKSHEET 10 Test

EXERCISE A In each of the following sentences, circle the simple subject and underline the simple predicate, or verb. If the subject is the understood *you*, write *you* in parentheses after the sentence. Be sure to include all parts of a verb phrase and all parts of a compound subject or verb.

EXAMPLES 1. Are(all) of the boys working?

2. Please pick up the book and bring it here. (you)

3. (Darlene) and (Trent) are bringing the bread and the tomatoes to the potluck supper.

1. Pam and she made the egg rolls.
2. Did any of the cups break?
3. There is a beautiful kimono displayed in Mrs. Ozawa's house.
4. Do not tell me the answer yet.
5. Here is a copy of Denise Chávez's new play.
6. None of the food was edible.
7. What could he have been doing?
8. Under the bridge was quicksand.
9. Has either of you seen Elena?
10. I read Leslie Marmon Silko's story and then wrote my paper.
11. Both of the twins are talented.
12. You and she are the favorites.
13. Has the bell rung?
14. I mailed the letter on Monday and received a reply on Friday.
15. How did you like the play?
16. Beyond the lake are mountains.
17. I washed and dried the dishes.
18. Read the story "Independence" by Ruth Sasaki.
19. How beautiful the sunset is!
20. When will you visit the Museum of Indian Arts and Culture in New Mexico?

Continued ➞

EXERCISE B Each of the following sentences has either a compound subject or a compound verb. Underline each compound subject once and each compound verb twice.

EXAMPLES 1. Five baby rabbits romped and played in the yard.

2. Neither our dog nor our cat bothered them.

1. In Aristotle's theory, fire, air, water, and earth make up all matter.
2. Aristotle weighted and ranked the elements in that order, from lightest to heaviest.
3. To him, the properties and movements of objects were determined by these elements.
4. The spirit and humor of Harold Krents are evident in his writing.
5. His autobiography, *To Race the Wind*, relates his experiences and describes his blindness.
6. Despite his lack of vision, Krents ran, played, went to school, and became an attorney.
7. Krents's healthy outlook and sense of humor inspired playwright Leonard Gershe's book *Butterflies Are Free*.
8. Mandan, Dakota, Crow, and Osage are some of many Sioux languages.
9. In Mexico, Porfirio Díaz fought and served as general, statesman, and president.
10. Some cutting tools, phonograph needles, and abrasives come from diamonds.

EXERCISE C In the following sentences, underline each complement. Then, in the space above each underlined complement, write the abbreviation that correctly identifies the complement. Write *PN* for predicate nominative, *PA* for predicate adjective, *DO* for direct object, or *IO* for indirect object.

IO DO

EXAMPLE 1. Ants caused me trouble in my back yard.

1. They taught me the meaning of persistence.
2. I often watched the ants at work.
3. I watered the lawn every day after school.
4. This chore became interesting work for me.
5. I flooded a huge anthill with water.
6. I thus declared war on the colony of ants.
7. Perhaps ants are more intelligent than we think.
8. Their subsequent actions seemed sensible.
9. These ants were unusually crafty.
10. In fact, they appeared smarter than me.

Continued ➞

EXERCISE D The complements in the following sentences are in italics. In the space above each complement, identify the complement by writing *PN* for predicate nominative, *PA* for predicate adjective, *DO* for direct object, or *IO* for indirect object.

DO

EXAMPLE 1. Tales of Sasquatch, or Bigfoot, intrigued *me* throughout my childhood in the Pacific Northwest.

1. Several people traveled the mountain *trails* and brought *tales* back from their trips.
2. Some of these tales seemed *incredible*.
3. One camper told *me* a strange *story*.
4. While hiking in the backwoods, she saw large *footprints* ahead of her on the trail.
5. They appeared too *large* to belong to a human.
6. She made plaster *casts* of the footprints and gave an *anthropologist* the *casts*.
7. The unknown walker must have been a large *creature*.
8. Probably five hundred pounds was its *weight* and eight feet was its *height*.
9. It had a long, flat-footed *gait*.
10. Is the creature Bigfoot a *myth*, or is it a *reality*?

EXERCISE E For each item below, write an original sentence in the specified word order. Add modifiers when needed. Circle the required parts in your sentences.

EXAMPLE 1. Subject—verb—direct object

The waiter then served the soup.

1. Subject—verb—direct object _____

2. Subject—verb—indirect object—direct object _____

3. Verb—subject—predicate nominative _____

4. Subject—verb—indirect object—direct object _____

5. Subject—verb—predicate adjective _____

Continued ➞

EXERCISE F On the line provided, identify each of the following sentences as declarative (*DEC*), imperative (*IMP*), interrogative (*INT*), or exclamatory (*EXC*). Then, add the necessary punctuation.

EXAMPLE INT 1. Who is your hero or heroine?

- _____ 1. Don't forget to read Dr. Martin Luther King, Jr.'s, speeches
- _____ 2. Wow, he was a great man
- _____ 3. Have you heard recordings of any of his talks
- _____ 4. His voice was expressive and his language was eloquent
- _____ 5. Have you ever taken a photography class
- _____ 6. One wildlife photography class meets at the city park
- _____ 7. Do you think of the animals in the park as wildlife
- _____ 8. In Florida it's possible to photograph wildlife near any pond
- _____ 9. Don't step too close to the alligators
- _____ 10. Work quietly so that the birds do not fly away

EXERCISE G On the lines provided, classify the following sentences as *S* for simple, *CD* for compound, *CX* for complex, or *CD-CX* for compound-complex.

EXAMPLE S 1. We enjoy art class projects.

- _____ 1. The art club is sponsoring a multicultural festival that will be held in March.
- _____ 2. Our class is working with papier-mâché to make piñatas, and many students are creating wonderful figures.
- _____ 3. We bought candles, paper bags, and sand to use for lanterns, which will light the path to the gym where the festival will be held.
- _____ 4. John and Charley, who are brothers, are making drums that they will play.
- _____ 5. Tanya and Chloe are designing a mural depicting African heritage.
- _____ 6. When the design is finished, many of the students will help with the painting.
- _____ 7. Bright Chinese lanterns are being hung between banners made of silk.
- _____ 8. Colorful table runners that show family histories are being painted by students, and centerpieces are being made by the ceramics class.
- _____ 9. Families will bring different ethnic foods for the festival.
- _____ 10. The festival is popular, and we hope that this art class tradition continues.

WORKSHEET 1

Creating Sentences from Fragments

EXERCISE A On the lines provided, rewrite each fragment as a complete sentence.**EXAMPLE 1.** A display about fruit bats. We saw a display about fruit bats.

1. Cleared the path. _____
2. Lost the car keys again. _____
3. Ran ten miles before breakfast. _____
4. Bought and sold coffee cups. _____
5. When the canoe overturned. _____

6. The tepees of the Great Lakes region. _____

7. The shoppers under the awning. _____

8. Zithers, violins, harps, and other types of stringed instruments. _____

9. The new film about shipwrecks. _____

10. Only the experienced workers. _____

11. Traveled south, from the Canadian border. _____

12. According to ancient legend. _____

13. Frances and James, lost in the forest. _____

14. Watched our favorite movie with us. _____

15. Seen near the sequoia forest. _____

Continued 

16. You should have heard. _____

17. Staples, pens, tablets, or erasers. _____

18. Last night, most of the audience. _____

19. As soon as the wind has stopped blowing. _____

20. From Guanajuato, a state in central Mexico. _____

EXERCISE B The paragraph below contains ten sentence fragments. Join each fragment to a sentence by crossing out the unnecessary period and by crossing out the incorrect capital letter and replacing it with a lowercase letter.

EXAMPLE Clean-up Day has been an annual event at our school/^eEver
since it was introduced seven years ago.

At our school, everyone looks forward to Clean-up Day. Even though it means hard work for all of us. All ninth-grade classes are excused for the afternoon on Clean-up Day. Which is observed every spring. Members of the student council supervise the work. After they have met previously to decide the area for which each class will be responsible. Some students are equipped with rakes and spades. That are lent by trusting parents who are interested in the project. Trash baskets, wheelbarrows, bushel baskets, hedge clippers, and even lawn mowers are rushed into action. When the time for work arrives at the beginning of the sixth period. After Clean-up Day ninth-graders are naturally interested in keeping the grounds neat. Because they have worked hard to get them that way. Of course, they don't want to see them littered with paper. You don't dare throw a gum wrapper or a lunch bag anywhere but in the trash baskets. Unless you want to have trouble with ninth-graders. Almost everyone enjoys Clean-up Day. Probably because most of us like to get out of going to classes. There are always some loafers. Who are more interested in getting out of work than in helping. Even the loafers, however, get busy. When they see how seriously most of the students take the work.

WORKSHEET 2

Revising Run-on Sentences

EXERCISE A On the lines provided, revise the following run-on sentences to make them correct. Use the method given in parentheses after each sentence.

EXAMPLE 1. Dogs are barking they aren't ours. (*comma and coordinating conjunction*) Dogs are barking, but they aren't ours.

1. Leonard gave an impromptu speech it actually sounded prepared. (*subordinate clause*) _____

2. You can join us for supper you have to help with the dishes. (*semicolon and conjunctive adverb*) _____

3. The *I Ching* is an ancient Chinese book, a copy is in the library. (*two sentences*) _____

4. Francine is getting new glasses tomorrow her prescription is the same. (*semicolon and conjunctive adverb*) _____

5. The art club is going to the exhibit of African masks I want to go. (*comma and coordinating conjunction*) _____

6. The house has a mansard roof the place looks nice. (*semicolon*) _____

7. My little sister is memorizing the multiplication table, she is a good student. (*subordinate clause*) _____

8. Jake was removed from the hockey game he sat in the penalty box. (*two sentences*) _____

9. That kind of pen is extremely handy I don't have one. (*comma and coordinating conjunction*) _____

10. The election results have been counted the winner will be announced shortly. (*semicolon*) _____

Continued 

EXERCISE B On the lines provided, use a variety of methods to correct the run-on sentences in the following paragraph.

EXAMPLE [1] I like to eat at my friend Juan's house his mother is a great cook.

I like to eat at my friend Juan's house. His mother is a great cook.

[1] Her specialty is Mexican food that is my favorite. [2] No one makes guacamole the way she does she adds secret ingredients to the avocados. [3] I like her salsa her enchilada sauce is even better. [4] Both the salsa and sauce are spicy they aren't too hot to taste. [5] Juan's mother makes three kinds of enchiladas they are all good. [6] She'll serve your favorite kind you can sample all three. [7] I especially recommend the spinach enchiladas they are unusual. [8] I also enjoy her rice and beans, I always have large helpings. [9] The homemade tortillas are delicious I could eat them all day. [10] I always save room for flan for dessert it is the perfect way to end the meal.

NAME _____ CLASS _____ DATE _____

LANGUAGE HANDBOOK

9

WORKSHEET 3 (continued)

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WORKSHEET 1

Combining Sentences by Inserting Words and Phrases

EXERCISE A On the lines provided, combine each of the following sets of sentences by inserting a word or words from the second sentence into the first sentence. *Note:* There may be more than one way to combine each set. Add commas and change the forms of words where necessary.

EXAMPLES 1. The show's music has a loud beat. It is thumping. The
show's music has a loud, thumping beat.

2. We were glad that we had studied for the exam. It was
difficult. We were glad the we had studied for the
difficult exam.

1. The pictures showed the rocky landscape. The landscape is Martian. _____

2. An impala is a type of antelope. It is an African antelope. _____

3. The doctors assured Roxy that she would walk again. They had much optimism. _____

4. The apartment has high ceilings. The apartment is large. _____

5. My parents prefer the music of the 1970s. They are old-fashioned. _____

6. I want to study the culture of the Inuit. Their culture is fascinating. _____

7. Carl was born in Alamogordo. Alamogordo is in New Mexico. _____

8. Customers wanted more of the potato soup. The soup was peppery. _____

9. The seats on the ride spin around. They spin quickly. _____

10. The principal asks many questions. She likes to be helpful. _____

Continued ➞

EXERCISE B On the lines provided, combine each of the following pairs of sentences by taking a prepositional phrase from the second sentence and inserting it into the first. *Note:* There may be more than one correct way to combine each pair. You need to write only one revision.

EXAMPLE 1. Many Hopi live in Arizona.

They live on the Hopi reservation there. Many Hopi live on
the Hopi reservation in Arizona.

1. They live in villages.

The villages are on or near three high mesas. _____

2. Hopi people have lived in pueblos.

They have lived in them for more than eight hundred years. _____

3. The Hopi tend farms.

They tend farms in an extremely harsh climate. _____

4. The Hopi spin and weave cotton into beautiful cloth.

The cotton is from their farms. _____

5. An elderly woman rules a Hopi family.

She rules by tradition. _____

WORKSHEET 2

Combining Sentences by Inserting Phrases

EXERCISE A On the lines provided, combine each of the following pairs of sentences into one sentence. Take a phrase from one sentence, and insert it into the other sentence as an appositive phrase. Add commas if necessary. *Note:* There may be more than one correct way to combine each pair. You need to write only one revision.

EXAMPLE 1. Blues music is usually sad in tone.

The music is a popular art form. Blues music, a popular art form, is usually sad in tone.

1. W. C. Handy published “Memphis Blues” in 1913.

He was one of the first blues musicians. _____

2. Handy also wrote “St. Louis Blues.”

It is perhaps the most famous blues song. _____

3. Louis Armstrong was an innovative trumpeter.

He was a famous blues instrumentalist. _____

4. Bessie Smith’s blues compositions made her famous during the 1920s.

They were simple songs full of power and beauty. _____

5. B. B. King continues the blues tradition.

He is a contemporary singer and composer. _____

Continued 

EXERCISE B On the lines provided, combine each of the following pairs of sentences into one sentence. Take a phrase from the second sentence and insert it into the first sentence as a participial phrase. Add commas if necessary.

EXAMPLE 1. Many blues songs are popular.

Many blues songs describe disappointments in love. Many
blues songs describing disappointments in love are popular.

1. Blues music includes odd notes.

The notes are deliberately played out of tune. _____

2. Traditional blues lyrics consist of stanzas.

The stanzas contain three lines each. _____

3. “Memphis Blues” made blues music popular.

This song was written for a political campaign. _____

4. Blues music has strongly influenced many American composers.

These composers include George Gershwin. _____

5. Today there are many rock songs.

These songs reflect the influence of the blues. _____

WORKSHEET 3**Combining Sentences with Coordinating Conjunctions**

EXERCISE On the lines provided, combine each of the following pairs of sentences by using a coordinating conjunction to create a compound subject or a compound verb. Be sure that the subject and verb agree in number in the combined sentence. You may also need to change other words. *Note:* There may be more than one correct way to combine each pair. You need to write only one revision.

EXAMPLES 1. Jumping rope will raise your heart rate.

Running will raise your heart rate. Jumping rope or running
will raise your heart rate.

2. You should exercise every day.

You should eat right every day. You should exercise and
eat right every day.

1. Good diet is important for physical fitness.

Regular exercise is important for physical fitness. _____

2. You must exercise your muscles regularly.

You must stretch your muscles regularly. _____

3. Food is essential for your body.

Oxygen is essential for your body. _____

4. The heart helps distribute oxygen throughout the body.

The lungs help distribute oxygen throughout the body. _____

Continued 

5. Exercise makes the lungs more efficient.

It strengthens the heart. _____

6. Swimming is an excellent form of exercise.

Jogging is an excellent form of exercise. _____

7. Cycling every day conditions the body.

Walking every day conditions the body. _____

8. Moderate exercise does not cause fatigue.

Moderate exercise does not damage the heart. _____

9. Exercise helps you do more.

Exercise makes you feel less tired. _____

10. You should begin an exercise program slowly.

You should build up gradually. _____

WORKSHEET 4

Combining Sentences and Using Parallel Structure

EXERCISE A On the lines provided, use coordinating conjunctions, semicolons, and conjunctive adverbs to combine each of the following pairs of sentences and create a compound sentence.

EXAMPLE 1. The storm was ferocious. It was short. The storm was
ferocious; however, it was short.

1. The picture frame was too small. We trimmed the picture. _____

2. I want to visit Peru one day. You can travel with me! _____

3. The stained glass is dirty. It is still quite beautiful, however. _____

4. Dad needs lots of help this summer. You can work for him. _____

5. That song always makes me cry. I love to hear it. _____

6. At first, our team's bobsled led the race. We were truly excited. _____

7. Two valves were burned on the car. Repair work was necessary immediately. _____

8. Only ten people attended the concert. They were enthusiastic. _____

9. The jasmine plant is a member of the olive family. Its flowers are highly fragrant. _____

10. Yoga is an ancient Hindu discipline. Many people still practice it today. _____

Continued 

EXERCISE B On the lines provided, revise each of the following sentences by putting the ideas in parallel form.

EXAMPLE 1. Mickey enjoys hiking and to snorkel. Mickey enjoys hiking
and snorkeling.

1. Confucius was a Chinese philosopher, and he also taught. _____

2. Quickly, confidently, and with ease, the quarterback threw the ball. _____

3. The squirrels in the yard receive food from not only us but also from our neighbors. ____

4. Tomorrow I plan to weed the garden, to mow the yard, and some trimming. _____

5. The class favors holding a party and that school be dismissed early. _____

6. Sue and Tom hope to visit a mosque, and going to a synagogue is also something they want to do. _____

7. Always fair and because he has sympathy, Mr. Brown will be a good principal. _____

8. Going up the roller-coaster ramp wasn't too scary, but the trip down was frightening. _____

9. Gwen talked on the phone for two hours, and doing her homework took only twenty minutes. _____

10. The board voted to give Joanne a raise and increasing her hours. _____

WORKSHEET 5

Combining Sentences with Adjective Clauses

EXERCISE On the lines provided, combine each of the following pairs of sentences. Change one sentence into an adjective clause and insert it into the other sentence to create a complex sentence. *Note:* There may be more than one correct way to revise each pair. You need to write only one revision.

EXAMPLE 1. The sinking of the *Empress of Ireland* was a disaster.

This disaster caused the deaths of more than one thousand people. The sinking of the *Empress of Ireland* was a disaster that caused the deaths of more than one thousand people.

1. The ship was bound for London.

The ship set sail from Quebec on May 28, 1914. _____

2. The ship was traveling downstream.

The ship suddenly encountered a wispy fog near the mouth of the St. Lawrence River. _____

3. The captain of the *Empress* spotted the lights of another ship.

The ship was passing nearby. _____

4. The captain decided to change direction.

He had miscalculated the position of the other ship. _____

Continued ➞

5. Tragically, the other ship changed its direction also.

This ship was called the *Storstad*. _____

6. The freighter *Storstad* collided with the *Empress of Ireland*.

The *Storstad* could not decrease its momentum. _____

7. The collision almost split the *Empress*.

The ship sank within fifteen minutes. _____

8. On board the *Empress of Ireland* were many people.

They acted with great heroism. _____

9. A passenger rescued a young girl by carrying her on his back.

She could not swim. _____

10. One man had also survived the sinking of the ocean liner *Titanic*.

He was pulled from the water. _____

WORKSHEET 6

Combining Sentences with Adverb Clauses

EXERCISE On the lines provided, combine each of the following pairs of sentences. Change one sentence into an adverb clause, and insert it into the other sentence to create a complex sentence. Add commas if necessary. *Note:* There may be more than one correct way to revise each pair. You need to write only one revision.

EXAMPLE 1. The Kwanzaa holiday nears its end.

The community gathers for a feast called *karamu*. As the Kwanzaa holiday nears its end, the community gathers for a feast called *karamu*.

1. The comedian entertained the audience.

The stagehands changed the sets. _____

2. The assignment was difficult.

Jules was able to finish in time. _____

3. Rosa does well in her audition.

She may receive a part in the play. _____

4. The athletes began to practice the plays.

The coach assigned the various positions. _____

Continued 

5. Salvador learned his routine well.

He coached the other members of the team. _____

6. A hush fell upon the study hall.

The teacher walked into the room. _____

7. Carla's group will not play at the dance.

The student government votes money to pay them. _____

8. Lucy did her homework in the afternoon.

She wanted to go to the fair in the evening. _____

9. Francisco was the best artist.

We asked him to draw the mural. _____

10. Mr. Cohen sampled several different curries and chutneys.

He was traveling in India. _____

WORKSHEET 7

Combining Sentences with Noun Clauses

EXERCISE On the lines provided, combine each of the following pairs of sentences. Change one sentence into a noun clause, and insert it into the other sentence to create a complex sentence. *Note:* There may be more than one correct way to revise each pair. You need to write only one revision.

EXAMPLES 1. We now realize something about the Beatles.

The Beatles changed the course of popular music. We
now realize that the Beatles changed the course of
popular music.

2. Many teenagers prefer rock music to all other music.

This preference disturbs some adults. That many
teenagers prefer rock music to all other music disturbs
some adults.

1. The sushi chef told us something about the wasabi.

It is Japanese horseradish. _____

2. Someone will win the trophy.

He will have the best batting average in the league. _____

3. Why had the referee made that call?

The coach wanted to know. _____

4. We had put the car keys somewhere.

We could not remember. _____

Continued ➞

5. The golfer's ball had gone somewhere.

The golfer could not discover where. _____

6. The actor told us something.

It was something we wanted to hear. _____

7. A person will buy this car.

That person will have to fix it. _____

8. Give the record to someone.

You decide upon the person. _____

9. Solar cells work somehow.

How they work is baffling to me. _____

10. I explained to Lucas.

The Koshare Indian Museum is in Colorado. _____

WORKSHEET 8

Revising Stringy and Wordy Sentences

EXERCISE On the lines provided, revise the following stringy or wordy sentences to make them more concise.

EXAMPLE [1] The concert was fun, and it was enjoyable, and the tickets were affordable and at a good rate, too.

The concert was enjoyable. The tickets were affordable, too.

[1] The city's annual jazz concert, a yearly event, was held outdoors in the open air. [2] People came from everywhere for the concert, and they sat on blankets on the grass, and they brought their own refreshments and food and drinks. [3] The atmosphere and mood were festive and ebullient, and many bands entertained and singers joined them. [4] Throughout the concert there were various and diverse kinds of jazz played during the time. [5] The audience liked the music of Scott Joplin, and they appreciated John Coltrane's music, and Charlie Parker's music pleased them. [6] I myself think that I liked Joplin best. [7] A local singer from this area performed a tribute to Ella Fitzgerald, and Fitzgerald is widely admired, and it was great. [8] I've never heard jazz that was any better or that sounded superior. [9] I'm crazy about the saxophone, and several musicians played the sax, and I've studied it for years. [10] The concert was a huge success, and it made money and was a lucrative event, and I will return next year.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

WORKSHEET 10 Test

EXERCISE A On the lines provided, rewrite each of the following short paragraphs by combining choppy sentences into longer, smoother sentences. Use your judgment about which sentences to combine and how to combine them.

EXAMPLE 1. Stonehenge is in southern England. Stonehenge is the ruins of a monument. The monument is from the Neolithic period. People used this monument. They used it for performing religious rites. They used it for observing the stars. The monument contains a great circle of stone columns. The columns weigh more than 40 metric tons. The columns rise more than 7 meters above the ground.

Stonehenge, which is in southern England, is the ruins of a monument from the Neolithic period. People used this monument for performing religious rites and for observing the stars. The monument contains a great circle of stone columns. The columns weigh more than 40 metric tons and rise more than 7 meters above the ground.

1. Maxine Hong Kingston is an award-winning writer. She is the daughter of Chinese immigrants. She grew up in California. She was influenced by two cultures. The cultures were American and Chinese. Some of Kingston's stories feature Fa Mu Lan. Fa Mu Lan is a woman warrior. Her deeds depart from Chinese traditions.

2. Americans owe much to a Spanish governor of Louisiana. He was General Bernardo de Gálvez. He gave the Americans guns and supplies. He seized British warships. He did these things during the Revolutionary War. He tried to drive the British out of Louisiana. He finally took control of the entire area. This area was along the Gulf of Mexico. Americans were grateful. They named the city of Galveston in his honor.


Continued 

3. Nicholas Cugnot was a French artillery captain. He invented the automobile in 1770. It was the first successful automobile. The contraption was ugly. It had three wheels. The wheels were wooden. It resembled a large tricycle. A boiler produced steam. The boiler was coal-fired. The boiler was in front. The steam pushed two pistons. The pistons were on either side of the front wheel. The automobile moved at the speed of four kilometers per hour. This speed included time for stopping. The machine stopped every few hundred meters and regained steam pressure. The machine slipped on wet roads. The machine had steering problems. Cugnot's success inspired other daring inventors.
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

EXERCISE B On the lines provided, revise each of the following sentences by putting the ideas in parallel form. Words may have to be added or changed.

EXAMPLE 1. Nicola and Carlo want to go to an amusement park on their vacation, and visiting the beach is also something they hope to do. Nicola and Carlo want to go to an amusement park and visit the beach on their vacation.

1. Ann likes to read poetry, but watching videos is also something she enjoys. _____
- _____
2. Every weekend Mr. Liu sets aside some time to trim his rosebushes, watch a baseball game, and for reading to his grandson. _____
- _____
3. My mother likes writing a weekly column for the local newspaper, and she is also a member of the city council. _____
- _____
4. A fast runner and because she has a lot of energy, Robin should be a good addition to our soccer team. _____
- _____

Continued 

5. The drive to Seattle didn't take too long, but coming back took five days. _____

6. The doctor performed the emergency operation skillfully, quickly, and with confidence. _____

7. Tom bought his camping equipment from not only the local camping store but also from a mail-order company. _____

8. The chess club decided not only to have a tournament but opening it to anyone who was interested. _____

9. The voters in the last local election decided on lowering the sales tax and that the park by the river be cleaned up. _____

10. We decided both to watch a video and playing a board game. _____

EXERCISE C On the lines provided, revise the following stringy or wordy sentences.

EXAMPLE [1] We went to our favorite bookstore, the one we like the best, to hear our favorite author give a public reading for anyone who wanted to come.

We went to our favorite bookstore to hear our favorite author give a public reading.

[1] All his fans came to hear him read, and they stood in line to buy copies of his books, and some of them brought copies of his books from home that they had already bought someplace else. [2] The bookstore manager seemed very satisfied and happy that such a big crowd of the author's fans had turned out, and she made sure there were enough copies of his books on display because she didn't want to run out of books for people to buy. [3] When the author was ready to read, the manager announced him, and all the people who had come to see the author read crowded into the seats that the manager had set up ahead of time, and they all waited eagerly for the author to begin reading from his new book. [4] The author read from his new collection of stories, and he read from several of the stories, but not from all of them. [5] After the reading, when he was finished, the author answered questions from the audience that was listening to him, and the audience asked questions of the author about his life and his work. [6] Some of the author's fans, who enjoy reading his books, asked him where he gets his ideas, and he told them that he gets some of his ideas from stories that other people tell him, and he told them that other ideas come from things he reads in the newspaper or sees on the news on TV. [7] He also said that when he was in school, a teacher told him that he

Continued 

WORKSHEET 1

Capitalizing Words

EXERCISE A In the following letter, circle each lowercase letter that should be capitalized.

EXAMPLE [1] I asked mary, "would you give me some feedback about my theme paper?"

[1] dear mary,

[2] it was so nice to see you last weekend. [3] now I miss you again already, and, oh, how I wish you still lived in mayfield.

[4] thank you, o wise one, for your thoughtful comments about my paper on margaret walker's poem "lineage." [5] during my revisions, i've considered much of what you said. [6] for instance, I have placed more emphasis on the fact that walker repeats the line "my grandmothers were strong" three times.

[7] oh, by the way, I saw brian yesterday in my english class, and he said, "when is mary coming to visit again?" [8] we are all hoping the next visit will be soon.

[9] your friend,

[10] anna

EXERCISE B In the following letter, circle each lowercase letter that should be capitalized.

EXAMPLE [1] peter asked mason, "why can't I remember the name of that poem?"

[1] dear richard,

[2] do you think you could help me remember the title of a poem? [3] I've probably read the thing, oh, a dozen times, and yet I just can't think of the name of it. [4] I know you are familiar with this poem because it was in a book I borrowed from you once. [5] it begins, "in may, when sea winds pierced our solitudes." [6] another line I remember is "why thou wert there, o rival of the rose!" [7] if I'm not mistaken, it's by ralph waldo emerson. [8] your old friend is begging you, "please help!"

[9] sincere thanks,

[10] peter

Continued 

EXERCISE C In the following items, draw a slanting line through errors in capitalization and write the letter correctly in the space above the error. If an item is already correct, write *C* on the line provided.

EXAMPLE _____ 1. Kildare ^R/~~road~~

- _____ 1. the Ohio river
- _____ 2. a Chicago firm
- _____ 3. Mount Katahdin
- _____ 4. Mecosta county residents
- _____ 5. the Rocky Mountains
- _____ 6. the atlantic ocean
- _____ 7. Pigeon river state forest
- _____ 8. great salt lake
- _____ 9. an ocean beach
- _____ 10. the pacific northwest
- _____ 11. the south side of nineteenth street
- _____ 12. the capital of north carolina
- _____ 13. San Diego county
- _____ 14. a new england village
- _____ 15. a lake michigan resort
- _____ 16. long island, new york
- _____ 17. crater lake national park
- _____ 18. chemistry II
- _____ 19. a city in the midwest
- _____ 20. the continents of Europe and Asia
- _____ 21. two miles east
- _____ 22. Main street runs north and south.
- _____ 23. an african country
- _____ 24. the gobi desert
- _____ 25. nations of the far east

WORKSHEET 2

Using Capitals for Proper Nouns, Proper Adjectives,
and School Subjects

EXERCISE A Change each proper noun below to a corresponding common noun.
Change each common noun to a corresponding proper noun.

EXAMPLES 1. Future Scientists Club a club for future scientists

2. sometime next spring on Thursday, May 14

1. Parent-Teacher Association _____

2. a hospital in the city _____

3. the Civil War _____

4. algebra _____

5. a foreign language _____

EXERCISE B In the following paragraphs, draw a slanting line through each error in capitalization. Write your correction in the space above the error.

EXAMPLES [1] Last fall during ^T/~~thanksgiving~~, Kim and her family took a
^V/~~vacation~~ in ^F/~~florida~~. [2] They stayed at the King ^H/~~hotel~~ on
Jackson Street.

[1] miami is probably the best-known resort in Florida, a popular vacation spot in the south. [2] Located at Florida's southern tip, Miami beach is actually a narrow island in the atlantic Ocean. [3] It is separated from the rest of Miami by Biscayne bay. [4] When tourists tire of sunning, they can visit the historic cape Florida Lighthouse, which was built in 1825. [5] People interested in art might enjoy a visit to the Dade county Art Museum, which was once the home of james Deering. [6] For nature enthusiasts, the Everglades National park is so rich in wildlife that a visit there in the summer is like an open-air classroom for nature 101.

[7] Other parts of Florida have attractions of their own. [8] For example, the Chassahowitzka National wildlife Refuge is near Homosassa. [9] The name of Lake okeechobee, located on the north end of the Everglades, is taken from a seminole word that means "big water." [10] Central Florida is known for its beautiful lakes and, of course, for Walt disney World.

WORKSHEET 3

Using Capitals for Proper Nouns, Proper Adjectives, School Subjects, and Titles

EXERCISE A In the following paragraph, draw a slanting line through each error in capitalization and write the letter correctly in the space above the error.

EXAMPLE [1] Reading mythology helps my ^S~~S~~ister understand the origins
of some ^E~~E~~nglish words.

[1] As an assignment for latin class, we read the tale of Orpheus and Eurydice in Robert Graves's book *the Greek myths*. [2] I enjoyed the story of the musician from thrace who charmed Hades, the God of the underworld, with his music. [3] The god was persuaded to allow Orpheus's Wife, Eurydice, to return to life. [4] But hades set one condition. [5] If Orpheus looked back to see whether his Wife was behind him before they both reached the upper world, Eurydice would have to return to the land of the dead. [6] On the brink of the upper world, the Master Musician looked back, and Eurydice was lost to him forever.

[7] Our Teacher played parts of Gluck's opera *orpheus and eurydice*. [8] She arranged for us to obtain discount tickets to a film by the french director Jean Cocteau. [9] His film *orphée* was based on the ancient legend, which seems to have influenced many artists. [10] Last night, uncle Ernest showed me a print of the painting titled *Orpheus charming the beasts*, by a dutch artist.

EXERCISE B On the line provided, write a brief sentence using each of the following capitalized and uncapitalized words correctly. Do not *begin* your sentence with the word given.

EXAMPLES 1. *General*: The NATO commander was General Norstad.

2. *general*: Colin Powell is a general.

1. *President*: _____

2. *president*: _____

3. *Mother*: _____

4. *mother*: _____

5. *aunt*: _____

WORKSHEET 4

Practicing Capital Letters

EXERCISE A Correct the following sentences by drawing a slanting line through each error in capitalization and writing the letter correctly in the space above the error.

EXAMPLE 1. Eva used ^R/~~r~~omeo brand pasta and ^J/~~j~~uliet olives in the ^S/~~s~~alad
^F
 she made for the ~~f~~ourth of July picnic.

1. Members of the baptist Training Union went as a group to see *The King of kings*. The Manager of the palace theater had made special arrangements for presenting this Classic during the easter holidays.
2. Today monuments erected by Historical Societies mark the oregon trail, which began at independence, missouri, and crossed kansas, nebraska, wyoming, idaho, and oregon.
3. Russell banks's *cloudsplitter* gives a vivid account of the attack on Harpers Ferry.
4. In 1862, president Lincoln issued the emancipation proclamation, officially freeing all the slaves in the confederacy on january 1, 1863.
5. Clara Barton was the First President of the american Red Cross.
6. Toni Morrison, a Professor at Princeton university, won a nobel prize because of her contributions to Literature; she is recognized especially for her novel *Beloved*.
7. Mrs. Kittridge explained that films such as *chueless* and *Great expectations* were based on Novels by Jane austen and Charles dickens.
8. Laura Bohannan, an american anthropologist, is best known for her study of the tiv people in West Africa.
9. *The Starry Night*, a painting by Vincent van Gogh, hangs in the museum of modern art in New York city.
10. Martin Luther King, Jr., who believed in nonviolent protest, was head of the Southern Christian leadership conference.

EXERCISE B In the following paragraphs, circle each lowercase letter that should be capitalized.

EXAMPLE [1] After we had finished reading selections from *the divine comedy* in english class last wednesday, ms. portinari asked us to write a composition.

[1] She said that most religions, from christianity to buddhism, include some concept of an afterlife. [2] Our assignment was to compare dante's idea of an afterlife with one found in another religion or in mythology. [3] I did my spanish and history assignments quickly and then spent most of the evening working on this task for english. [4] It was the most thought-provoking assignment I had had since entering martin luther king high school.

[5] I decided to investigate some ideas found in buddhism. [6] My aunt, who teaches a course in philosophy and religion at the university of hawaii in honolulu, told me that although buddhism is largely an Eastern religion, its ideas and dogmas are quite familiar to people living in the Western world. [7] This religion is an outgrowth of hinduism. [8] siddhartha Gautama received enlightenment after meditating under a tree at a place called Buddh Gaya. [9] Followers of buddhism believe that people experience a series of reincarnations. [10] According to aunt Sylvia, buddhists feel that people control their destinies. [11] The good or evil they do in this life controls the type of life they will have in their next reincarnation. [12] Since buddhists consider life to be full of suffering, their ultimate goal is to end this series of reincarnations. [13] The final state of blessedness is called *nirvana*.

[14] Actually, the ideas of Dante and the ideas of buddhists are very far apart. [15] While the italian master presented a world in which good and evil were rewarded or punished after death, the buddhists present a world in which people are compensated for their actions in their next lives. [16] In Dante's christian philosophy, the good are rewarded with paradise. [17] For buddhists, the good are rewarded by ceasing to exist.

[18] Last night father brought home a copy of a book by an austrian writer, heinrich harrer. [19] His book, *seven years in Tibet*, is about his life among tibetan buddhists. [20] Both mother and father saw a movie version of *seven years in tibet* last year at the beckman theater.

WORKSHEET 5 **Test**

EXERCISE A For each of the following pairs of phrases, write the letter of the correctly capitalized phrase on the line provided.

EXAMPLE a 1. a. Seneca Lake b. Seneca lake

- | | |
|---|-----------------------------------|
| _____ 1. a. the Virgin Islands | b. the Virgin islands |
| _____ 2. a. a State Park | b. a state park |
| _____ 3. a. the aim of the South | b. the aim of the south |
| _____ 4. a. a mile North of here | b. a mile north of here |
| _____ 5. a. the Vietnam Veterans Memorial | b. the Vietnam veterans memorial |
| _____ 6. a. a City in Guatemala | b. a city in Guatemala |
| _____ 7. a. the planet Saturn | b. the planet saturn |
| _____ 8. a. next Sunday | b. next sunday |
| _____ 9. a. next Spring | b. next spring |
| _____ 10. a. the Great Wall of China | b. the great wall of China |
| _____ 11. a. our English teacher | b. our english teacher |
| _____ 12. a. courses in Mathematics | b. courses in mathematics |
| _____ 13. a. taking Geometry I | b. taking geometry I |
| _____ 14. a. a Polynesian dance | b. a Polynesian Dance |
| _____ 15. a. Redlands High School | b. Redlands high school |
| _____ 16. a. Cable News Network | b. Cable News network |
| _____ 17. a. for my Father | b. for my father |
| _____ 18. a. the Polynesian Gods | b. the Polynesian gods |
| _____ 19. a. faith in God | b. faith in god |
| _____ 20. a. <i>The Diary of Anne Frank</i> | b. <i>the Diary of Anne Frank</i> |
| _____ 21. a. Twenty-First Street | b. Twenty-first Street |
| _____ 22. a. Woof-Woof dog food | b. woof-woof dog food |
| _____ 23. a. the President of the club | b. the president of the club |
| _____ 24. a. the U.S. President | b. the U.S. president |
| _____ 25. a. several Buddhists | b. several buddhists |

EXERCISE B In each of the following sentences, draw a line through any incorrectly capitalized or lowercased words and write the word or words correctly on the line provided. If the sentence contains no errors in capitalization, write *C* on the line provided.

EXAMPLES physical sciences 1. I am learning a great deal about the ~~Physical Sciences~~.

Science 2. Mr. Kohler is my teacher for Earth ~~science~~ I.

- _____ 1. The title of Professor Katakura's speech was "the Importance of Erosion."
- _____ 2. He delivered it to new members of the Future Farmers of America.
- _____ 3. First, he showed us some pictures of the Grand Canyon.
- _____ 4. "The Colorado river has cut into these rocks," he said.
- _____ 5. He continued, "You High School students know this."
- _____ 6. then, he told us how water changes the land.
- _____ 7. The Mountains in New Hampshire show effects of erosion.
- _____ 8. Frozen water in the form of glaciers carved rounded passes called "notches" in the White mountains.
- _____ 9. Heavy Spring rains wash topsoil into rivers.
- _____ 10. Each week the Mississippi River carries millions of tons of land to the gulf of Mexico.
- _____ 11. That friday night my father and I went to the Tower Theater.
- _____ 12. On the screen, settlers were moving Westward.
- _____ 13. I was still thinking about the Professor's lecture.
- _____ 14. The story of early Western life did not interest me.
- _____ 15. I liked, however, scenes of the ocean and the rockies.
- _____ 16. "The Pacific ocean," I said, "is like an investor."
- _____ 17. later, my father asked me to explain my odd comparison.
- _____ 18. An investor puts money into a Company to make money.
- _____ 19. By evaporating, the ocean transfers water onto land.
- _____ 20. This water, or "principal," eventually returns to the Ocean and brings valuable minerals, or "interest."

WORKSHEET 1

Using End Marks

EXERCISE A Place the appropriate end mark in the appropriate place in each of the following sentences.

EXAMPLE 1. What did I say in my note to Celia?

1. I asked Celia what animal uses its nose for an arm
2. Celia's note to me had the correct answer and also said, "Try to stump me again"
3. Mr. Baker said, "Tell me why tears come to your eyes when you are peeling an onion"
4. After a moment, he asked, "What is the difference between an onion and an apple"
5. Stalling for time, Celia exclaimed, "An onion and an apple"

EXERCISE B Change each of the following sentences into the type of sentence indicated by the word in *italics*, write the new sentence on the line provided, and supply the appropriate end mark. Add or omit words when necessary.

EXAMPLES The game starts at two o'clock.

1. *Interrogative:* Does the game start at two o'clock?

2. *Imperative:* Start the game at two o'clock.

That fumble will cost us the game.

1. *Interrogative:* _____

2. *Exclamatory:* _____

Mario should leave at once.

3. *Interrogative:* _____

4. *Imperative:* _____

Was that road dangerous?

5. *Declarative:* _____

6. *Exclamatory:* _____

Cai told him what I said.

7. *Interrogative:* _____

8. *Exclamatory:* _____

The rug should be cleaned right away.

9. *Interrogative:* _____

10. *Imperative:* _____

WORKSHEET 2

Punctuating Abbreviations; Using Commas
in a Series

EXERCISE A Insert periods where they are needed in the following sentences. If a sentence does not require additional periods, write *C* on the line provided.

EXAMPLE _____ 1. My sister works at Mrs. Miller's dry cleaning shop every Saturday from 8:00 A.M. till 4:00 P.M.

- _____ 1. The John F Kennedy Library, in Boston, Mass, was designed by the famous architect I M Pei.
- _____ 2. Mr Benally's new address is 1860 Vine St, Augusta, GA 30903.
- _____ 3. The Nok civilization flourished in West Africa from about 500 B C to about A D 200.
- _____ 4. Ms Powell now lives at 210 Fir Ave, Rapid City, SD 57701.
- _____ 5. The meeting will begin at 11:00 A M sharp and should be over by 12:30 P M.
- _____ 6. Dr. Kohari prescribed antibiotics for Mother's sinus infection.
- _____ 7. Sheryl used some research by W E B DuBois in her history paper.
- _____ 8. My mother works for Harcourt General, Inc, at their office in Florida.
- _____ 9. The George C Marshall Space Flight Center, a NASA facility, is located in Huntsville, Ala, which is north of Birmingham.
- _____ 10. I have an appointment with Mr Howard Meyers, Jr, at 2:00 P M.

EXERCISE B Insert commas where they are needed in the following sentences. If a sentence does not require additional commas, write *C* on the line provided.

EXAMPLE _____ 1. Michi, Susan, and I use various remedies for insomnia.

- _____ 1. When she can't get to sleep, Michi takes a relaxing bath drinks warm milk or reads a telephone book.
- _____ 2. To fall asleep quickly, Susan requires three things: fresh air and soft music and complete darkness.
- _____ 3. I visualize something that is quiet pleasant and peaceful.
- _____ 4. I often imagine that I am an astronaut touring the vast universe an explorer all alone in the silence of a huge forest or a biologist quietly enjoying the beauty of nature.
- _____ 5. I grow weary my eyes close and I fall asleep, undisturbed by blaring television sets loud ambulance sirens or noisy traffic.

WORKSHEET 3

Using Commas

EXERCISE A Insert commas where they are needed in the following sentences. If a sentence is already correct, write *C* on the line provided.

- EXAMPLES _____ 1. The campers huddled around a bright, crackling fire.
 _____ *C* 2. Lucia likes fresh orange juice with her breakfast.

- _____ 1. Nishi groaned when she was jarred awake by the loud insistent sound of her alarm clock.
 _____ 2. The man wearing the red and white tie not the man in overalls is the owner of the bike shop.
 _____ 3. *Saifun* noodles are shiny thin transparent noodles often used in Chinese cooking.
 _____ 4. Brian is a warm honest person and I am glad to have him as a friend.
 _____ 5. Mike please pass me one of those delicious blueberry muffins.
 _____ 6. The trees on the Great Smoky Mountains help create a dense humid atmosphere which looks like a smoky mist.
 _____ 7. The Inland Sea is dotted by hundreds of hilly wooded islands.
 _____ 8. Jill brought chilled avocado soup a Caribbean dish to the International Club dinner.
 _____ 9. Yes a cold crisp salad with a sweet-and-sour dressing would taste good on a hot muggy day like this.
 _____ 10. At the Seattle Aquarium visitors can look through an underwater viewing dome to observe the marine life of Puget Sound.

EXERCISE B Insert commas where they are needed in the following sentences. Do not be misled by compound verbs. If a sentence does not require commas, write *C* on the line provided.

- EXAMPLE _____ 1. We will read several haiku in class, and then we will write some of our own.

- _____ 1. I had not heard of Pat Mora before but yesterday I read her poem "Legal Alien."
 _____ 2. Our small vessel weathered every storm and brought us safely into port.
 _____ 3. Most of us found the movie dull but Abby liked it.
 _____ 4. The crowd swarmed onto the field and carried off the goal posts.
 _____ 5. Many Cajun families live by fishing and trapping but others farm or run businesses.

WORKSHEET 4

Using Commas with Nonessential or Introductory Phrases and Clauses

EXERCISE A Insert commas where they are needed in the following sentences. If a sentence is already correct, write *C* on the line provided.

EXAMPLES _____ 1. Samantha, who has always loved dogs, hopes to become a groomer.

_____ *C* 2. The woman riding the white horse is Tina's aunt.

- _____ 1. The buildings that suffered the worst damage in the fire had to be torn down.
- _____ 2. Our YMCA facility which was built in the 1950s is undergoing remodeling and repairs.
- _____ 3. My brother attends Warm Springs Middle School which has an enrollment of 541.
- _____ 4. Congressman Sherman hoping for a compromise arranged a meeting with the president.
- _____ 5. Everyone who purchases at least two CDs will receive a free cap with the store's logo on it.
- _____ 6. Indonesian gamelan music is noted for orchestras consisting of drums, gongs, and xylophones.
- _____ 7. Gregor Mendel known for his experiments with garden peas formulated the basic laws of heredity.
- _____ 8. Some of the drama that was written during the reign of King Charles I is called "Caroline drama."
- _____ 9. The gold kitten which is very playful is the one I would like to adopt.
- _____ 10. The Prado which contains one of the world's finest art collections is the best-known museum in Spain.

EXERCISE B Proofread the following sentences for the correct use of commas. Insert commas where they are needed, and draw a delete mark (/) through unnecessary commas. If a sentence is correct, write *C* on the line provided.

EXAMPLES _____ 1. Students, / who write a third book report, / will receive extra credit points.

_____ 2. The children, excited about their field trip, could not seem to keep quiet.

_____ 1. Cricket is an English game that is played with bats and a ball.

Continued 

- _____ 2. All students, participating in the assembly, will be excused from class at 2:00 P. M.
- _____ 3. Mr. Wortham, trying not to chuckle, offered to help us clean up the mess.
- _____ 4. Romana Acosta Banuelos who was U.S. treasurer from 1971 to 1974 was the first Mexican American woman to hold such a high government post.
- _____ 5. Dorothy Crowfoot Hodgkin who won a 1964 Nobel Prize determined the molecular structure of vitamin B₁₂.
- _____ 6. Species of turtles, that live in regions with harsh winters, must hibernate.
- _____ 7. Ashley's family went to an exposition sponsored by the Zuni Cultural Arts Council.
- _____ 8. Speleologists are scientists, who study caves and the organisms that live in them.
- _____ 9. The puppy excited to see its owner wagged its tail vigorously.
- _____ 10. The word *volcano* comes from the word *Vulcan* which is the name of the ancient Roman god of fire.

EXERCISE C Insert commas where they are needed in the following sentences.

EXAMPLE 1. Because she practices diligently, Carlota is becoming a much better tennis player.

1. Since water is deeper than it looks good spear fishers aim below rather than at their apparent targets.
2. If a fish underwater sees you on a pier you probably look as though you are higher than you really are.
3. By explaining the refraction of light through water I can give sensible reasons for these strange appearances.
4. Ascending the tree one branch at a time Mrs. Weinberg eventually reached the stranded kitten.
5. While I was working at the gas station I learned a lot about cars.
6. In the Cheyenne myth of the world's beginnings the coot and the turtle help create the land.
7. Chasing a fly ball in center field Armand stepped in a hole and sprained his ankle.
8. Angered by her brother's remarks Jan stamped out of the room.
9. As captain of the women's basketball team Lynette Woodard won an Olympic gold medal in 1984.
10. If people object to my suggestion let them state their reasons.

WORKSHEET 5

Using Commas after Introductory Elements, and for Elements That Interrupt a Sentence

EXERCISE A Insert commas where they are needed in the following sentences. If a sentence does not require commas, write *C* on the line provided.

EXAMPLE _____ 1. Next, I would like to discuss the effects of air pressure changes.

- _____ 1. Yes air pressure can be tremendously important.
- _____ 2. Does a pressure cooker have a safety valve Clara?
- _____ 3. Changes in pressure can be quite dangerous.
- _____ 4. Oh then you know about the problems faced by divers.
- _____ 5. Yes flyers experience relatively slow changes in pressure compared to divers.
- _____ 6. One of the first places a diver feels pressure changes Teresa is the eardrum.
- _____ 7. I've heard Clara that divers hold their noses and blow when they start to feel pain in their ears.
- _____ 8. Yes swallowing also helps to equalize pressure.
- _____ 9. Why is it better for a diver to have perfect teeth than teeth with fillings Teresa?
- _____ 10. Air pressure exerts a different amount of force on the filling than on the tooth, and Clara under severe conditions it can cause a tooth to collapse.

EXERCISE B Insert commas where they are needed in the following sentences.

EXAMPLE 1. Yes, in late January a series of arctic blasts hit Europe and the United States and set new records for all-time low temperatures.

1. Oh I know the definition of *esprit de corps* a French phrase meaning "team spirit."
2. In your class Ms. Melton I have learned that an explanatory paragraph has more than one sentence, develops a central idea, and presents specific details.
3. On Saturday Angelo Santi our best trumpet player marched with the school band at the game in the afternoon and played in a dance orchestra at night.
4. No this machine a recent model does not use as much electricity, oil, and water as the older models.
5. School alterations a large item in the budget are necessary because of the inadequate cafeteria facilities and the undersized auditorium.

WORKSHEET 6

Setting Off Appositives with Commas

EXERCISE A Insert commas where they are needed in the following sentences.**EXAMPLE 1.** *The Birds*, one of Hitchcock's most famous films, was released in 1963.

1. When Alfred Hitchcock the well-known director died in 1980, people mourned the loss of this master of suspense.
2. In one movie *Strangers on a Train* an innocent man becomes involved in a bizarre murder plot.
3. The climax of this movie a scene at a carousel thrills audiences.
4. Two things clever plots and unusual camera angles always add surprises to any Hitchcock film.
5. Hitchcock frequently used two devices the chase and the case of mistaken identity to build suspense in his films.
6. He didn't always write his own stories but sometimes based his movies on books such as *Rebecca* the romantic suspense story by Daphne du Maurier.
7. Who can forget the scene in *Rebecca* in which Mrs. Danvers the sinister housekeeper stands in the bedroom, engulfed in flames?
8. Hitchcock's peers other members of the film community admired both his talent and his sense of humor.
9. A number of directors have used "the MacGuffin" his method of using seemingly unrelated plot elements to set a story in motion.
10. One Hitchcock movie *North by Northwest* remains a classic the norm against which many similar movies of suspense are measured.

EXERCISE B Combine each of the following pairs of sentences by taking a group of words from the second sentence and inserting it into the first sentence as an appositive phrase. Insert commas where they are needed.**EXAMPLE 1.** The entire truckload spilled onto the middle of Halleck Turnpike. The truckload consisted of four tons of gravel.The entire truckload, four tons of gravel, spilled onto the middle of Halleck Turnpike.

1. My brother is reading "Osebo's Drum." It is an African folk tale. _____

2. Ike blew the fuses again. He is one of our scientific geniuses. _____

3. Mrs. Nevins discovered the cause of the million-dollar blaze. She is the chief of the fire department. _____

4. I am working on Unit Five. The title of the unit is "The Westward Movement." _____

5. I saw Judy on the train. Judy is my cousin. _____

6. The class read *The Frontiers of Love*. It is a collection of poems by Diana Chang. _____

7. The house was built in 1860. It is an ornate mansion. _____

8. Mr. Ahmed asked us to ride in the plane. It was a tiny Piper Cub. _____

9. Do you remember Sue? She is the girl I told you about. _____

10. Aunt Alma arrived on Friday and asked Mom to accept a job in Portland. It was the day after Thanksgiving. _____

WORKSHEET 7

Using Commas for Parenthetical Expressions and for Dates and Addresses

EXERCISE A Insert commas where they are needed in the following sentences.

EXAMPLE 1. A person's attitude toward snakes, it seems, is largely determined by the person's culture.

1. Most people in the Western world in my opinion have an intrinsic dislike of snakes.
2. Westerners in fact use the expression "a snake in the grass" to describe a treacherous person.
3. However in many Eastern cultures the snake is revered.
4. Hindus for example have deep respect for the snake.
5. Generally speaking they see snakes as protecting rather than harming humans.

EXERCISE B Insert commas where they are needed in the following sentences.

EXAMPLE 1. On January 5, 1998, Aunt Sabrina became director of human resources at a large company in Atlanta, Georgia.

1. On August 30 1997, you may have seen the New York Liberty play the Houston Comets in the first WNBA championship game.
2. Jan wrote to the General Electric Company Schenectady New York to obtain information about fluorescent light bulbs.
3. Mr. Van Dunk may be reached at 1120 Four Brooks Road Stamford Connecticut 06903, or at 420 Main Street White Plains New York 10601.
4. The letter addressed to 1425 Ocean Drive Long Beach, was forwarded to Tucson Arizona after a delay of several days.
5. The letter from Springfield Illinois was dated December 1 1998.
6. On August 28 1963, Dr. Martin Luther King Jr. spoke before a crowd of a quarter of a million people in Washington D.C.
7. Dear Al
Just a note to say we look forward to seeing you in August.
Yours truly
John
8. After June 16 2000, mail your book to Cactus Literary Services in Austin Texas.
9. When did New York New York begin construction of the base of the Statue of Liberty?
10. I wrote to my favorite author in care of his publisher, Dalkey Archive Press Illinois State University Normal IL 61790-4241.

WORKSHEET 8

Using Semicolons and Colons

EXERCISE A Insert semicolons where they are needed in the following sentences.

EXAMPLE 1. Amber, Lahela, and Trisha will ride with us; Patrick and Stephanie will meet us at the theater.

1. My mom is reading *Shadow and Act* it is a collection of essays by Ralph Ellison.
2. Chemical changes occur constantly in nature for instance, lightning causes a chemical change in the air.
3. There are about fifty-five species of side-necked turtles they live in Africa, Australia, and South America.
4. The largest urban areas in Southeast Asia are centered around the cities of Manila, Philippines Jakarta, Indonesia and Bangkok, Thailand.
5. Ships on the Caribbean Sea might carry sugar from the West Indies coffee from Colombia, Costa Rica, or Guatemala or bananas from Panama.
6. The art of Africa has influenced art in other parts of the world for example, traditional African sculpture influenced the Spanish artist Pablo Picasso.
7. The Abeita family has three dogs, a cat, and a parrot and Jaime, Miguel, and Julia have been asking for a horse.
8. The boxer is a medium-sized, stocky, muscular dog it was named for its playful habit of striking out with its front legs.
9. The reviewer praised the special effects however, she criticized the screenplay.
10. The Navajo make up the second-largest group of American Indians in the United States only the Cherokee have more members.

EXERCISE B Insert colons and semicolons where they are needed in the following sentences.

EXAMPLE 1. Jim was supposed to meet me at 7:00; however, he did not show up until 7:15.

1. The letter began, "Dear Dr. Garcia Thank you for considering my application for kennel attendant at your clinic."
2. Katrina wrote her book report on *The Golden Gate A Novel in Verse* by Vikram Seth.
3. The play doesn't start until 8 00 P.M. however, we should plan to arrive early.
4. The lecture begins at 2 00 Dr. Durand will be discussing the literary elements of Psalm 104 1-50.
5. Mrs. Hershey has visited several cities in Canada Toronto, Ontario Edmonton, Alberta and Halifax, Nova Scotia.

WORKSHEET 9 Test

EXERCISE A Insert end marks and commas where they are needed in the following sentences.

EXAMPLE 1. Bonsai, the art of growing miniature trees, originated in China and Japan as early as the eleventh century A.D.

1. Marie Dorion an American Indian of the Iowa people was the only woman on the Astor Overland Expedition of 1811-1812
2. Oh what an exciting time we had on our white-water rafting trip
3. Always wear a helmet when you ride your bike and do not ride on busy streets
4. What is the elevation of Santa Fe New Mexico
5. Has Mr Kenneth C Hilbert who agreed to speak at the assembly arrived yet
6. Robin has moved to 1116 Mockingbird Blvd Savannah GA 31401
7. Lionel turn that radio down right now
8. The meeting of the Crestview Neighborhood Assoc begins at 11:00 A M and the topic will be crime prevention
9. Following the recipe carefully Theo made empanadas to serve at the party
10. Will you be able to meet me outside the library at 4:00 P M

EXERCISE B Insert commas where they are needed in the following paragraphs.

EXAMPLE [1] In the first half of the 1980s, Western wear, the traditional clothes of the cowhand, became high fashion.

[1] Yes boots dungarees and hats appeared on city streets as well as on the Texas plains. [2] Outfitted from head to toe city slickers it seemed had taken to wearing clothes from the American West. [3] Some bought the clothes brand-new “weathered” them until they looked appropriately worn and then treated them with care! [4] Others searched through used clothing stores garage sales and catalogs for “gently worn” items that more accurately reflected the fabrics buttons and trims of the real West; in fact from the moment they bought these clothes people treated their authentic Western wear with respect.

[5] Offered in a wide range of styles Western boots became very popular; many people had their boots custom made and some pairs definitely reflected individual tastes.

Continued ➞

[6] Toes could be rounded squared or needle sharp; heels too came in a variety of styles.

[7] Although dungarees were originally designed for cowhands miners and farmers the pants serve a more fashionable purpose today. [8] In nearly every town in the country people from all walks of life now wear these comfortable durable pants.

[9] Do you ever wonder about the widespread interest in the style shape and color of cowboy hats? [10] While the hat was originally intended to keep sun rain sleet and snow off the cowboy's head the cowboy also used the hat to fan campfires to move the cows along or to hold a drink of cool water.

EXERCISE C Insert semicolons, colons, and commas where they are needed in the following sentences.

EXAMPLE 1. Harris was distracted by all the noises outside: barking dogs, screaming children, and roaring car engines.

1. At about 10 45 the minister ended the Sunday school lesson with a reading of Proverbs 3 13.
2. Blaming severe snowstorms in Chicago for the delay the agent announced that the 6 30 flight would be two hours late.
3. In the basket were several different kinds of fruit bananas apples oranges and pears.
4. Aunt Linda Uncle Mike and Marcia arrived right on time but their luggage had been lost.
5. Trenell wanted to learn more about the Harlem Renaissance therefore he chose to write his biographical report on James Weldon Johnson.
6. We prepared for the camping trip by gathering several items cooking equipment sleeping bags hiking boots and other gear.
7. The Epsteins have moved many times they have lived in Dallas Texas San Francisco California and Billings Montana.
8. Beginning class promptly at 9 40 Ms. Lopez asked us to turn in our homework after she stacked our papers on her desk she began the class discussion.
9. Mother quoted Ruth 1 16 it is one of her favorite Bible verses.
10. I spent the afternoon at Bianca's house and she introduced me to the music of Bob Marley who was an important reggae artist.

WORKSHEET 1

Italics and Quotation Marks

EXERCISE A In the following sentences, underline each word or group of words that should be in italics.

EXAMPLE 1. The chorus will sing several songs from the Broadway musical Ain't Misbehavin'.

1. If I had to describe my cat in one word, that word would be independent.
2. I tried a Cuban dish that, in Spanish, is known as plátanos verdes.
3. The Japanese American newspaper Rafu Shimpo was founded in 1903.
4. The art professor was discussing I and the Village, a painting by Marc Chagall.
5. Natalie Merchant's CD Tigerlily, released in 1995, achieved platinum status.
6. My friend Annette is a big fan of the TV series The X-Files.
7. The s on that plaque is so ornate that it almost looks like an 8.
8. Jordan left out the second e when he spelled temperament.
9. The Phoenix was the first steamboat to make an ocean voyage.
10. In November 1982, the space shuttle Columbia made the first commercial satellite launch.

EXERCISE B In each of the following sentences, underline the words that should be in italics, and insert quotation marks where needed.

EXAMPLE 1. Eugenia Collier's short story "Marigolds" was first published in Negro Digest in 1969.

1. I was moved by Gary's expressive reading of Nani, a poem by Alberto Ríos.
2. The French word fleur-de-lis is sometimes used to refer to the iris.
3. The characters in James Baldwin's short story The Rockpile also appear in his novel Go Tell It on the Mountain.
4. Baby Blues was the title of last night's episode of the show.
5. Sakima was very proud of his essay, The Human-Animal Bond.
6. The CD Firecracker contains two of Jen's favorite Lisa Loeb songs, I Do and Truthfully.
7. Some concepts in the chapter Atoms and Molecules are difficult to understand.
8. Is the column For the Record a regular feature in the Sunday paper?
9. Isn't the song Evergreen from the motion picture A Star Is Born?
10. Jason found the fascinating article Brothers in Arms in a 1998 issue of American Legacy magazine.

WORKSHEET 2

Punctuating Quotations; Using Quotation Marks to Enclose Titles

EXERCISE A Insert quotation marks, single quotation marks, and other marks of punctuation as needed in the following sentences. If a sentence is already correct, write *C* on the line provided.

- EXAMPLES _____ 1. “Are you going to audition for a part in the play?” asked Julio.
- _____ *C* 2. Dad told me I could watch TV if I finished the laundry first.
- _____ 1. Did Ms. Uno really say Class, we will have the test on Friday asked Kim.
- _____ 2. Miles Davis Chet announced is Aunt Marlene’s favorite jazz artist of all time.
- _____ 3. These tomatoes look ripe Waneta said Let’s use them in the salad.
- _____ 4. Howard said We’re going to the movies. Do you want to go along
- _____ 5. I just finished reading *House Made of Dawn* Michelle announced What a wonderful book!
- _____ 6. Kara said that she did lots of hiking while on vacation in Colorado.
- _____ 7. Discuss the following elements of the short story Conquistador: foreshadowing, flashback, and suspense.
- _____ 8. The instructor reminded the boaters that life jackets must be worn at all times.
- _____ 9. I think Dionne said We’ll meet you at the soccer field a half hour before practice, Jiro said.
- _____ 10. Have you seen any films by Satyajit Ray Elaine asked.

EXERCISE B On the lines provided, rewrite each of the following sentences, correcting all errors in punctuation and capitalization.

EXAMPLE 1. “Is it true Lena asked That bullfrogs are protected by law in some states”

“Is it true,” Lena asked, “that bullfrogs are protected by law in some states?”

1. “In the southern Andes” the narrator continued. “Glaciers have cut deep valleys into the rocky coastline. _____
- _____
2. “Heather’s favorite poem is The Girl Who Loved the Sky; she has most of it memorized.” _____
- _____

Continued 

3. Then the director commanded everyone take your places! Jean said. _____

4. Cliff Palace has many underground rooms called kivas the tour guide explained, the Pueblo people held their religious ceremonies in these rooms. _____

5. Our band is going to play “La Bamba” in the talent show! exclaimed Shannon. _____

6. “Wildflower gardens Mr. Brooks said can be inexpensive and easy to grow”. _____

7. “Would you like to go to the Lakers game with me, Tonya asked, I have an extra ticket. _____

8. In her essay Marta focused on these aspects of the story Independence: theme, character, and tone. _____

9. Randy said “The National Aquarium in Baltimore is so cool!” “Have you been there” _____

10. “Then Shane sighed and said “I think we missed the bus.” Todd said. _____

EXERCISE C Change each indirect quotation below to a direct quotation, and punctuate the new sentence correctly.

EXAMPLE 1. I asked Tom to paint the trellis.
“Tom, will you paint the trellis?” I asked.

1. Gabriella announced that she knew that Billy would apologize. _____

2. Dad wondered where we were going and when we would return. _____

3. I asked him if he would like to try using chopsticks. _____

4. Jani shouted that she did not want to watch television. _____

5. Shina asked me why I had not kept my promise to her. _____

EXERCISE B Insert quotation marks and other marks of punctuation where they are needed in the following paragraphs.

EXAMPLE [1] “After reading this brochure,” Ken said, “I’m interested in seeing these exhibits at the Houston Museum of Natural Science.”

[1] The John P. McGovern Hall of the Americas opened in June of 1998 reads the brochure. [2] These exhibits focus on ancient civilizations in the Americas. [3] Visitors may follow the cultural story of the Western Hemisphere either chronologically or geographically.

[4] Examine the social, ritual, and spiritual activities of early North and South American cultures by studying the vast displays of photos, maps, toys, tools, and sculptures, encourages the brochure. [5] See re-creations of tepees, kivas, and other structures. [6] Learn about the survival methods of the Inuits, the Plains Indians, and the Hopis.

[7] In the Maya section, view astonishing masks and examples of recently deciphered writing, the brochure continues. [8] In the Aztec Gallery, enjoy the display of beautiful jars, cups, and pots, adorned with jaguars and feathered serpents.

[9] The Hall of the Americas is an exciting and educational experience for children and adults alike concludes the brochure. [10] You’ll want to add it to your list of attractions to visit in Houston.

WORKSHEET 4 Test

EXERCISE A Insert quotation marks, single quotation marks, and other marks of punctuation as needed in the following sentences. Underline any word or group of words that should be in italics. Circle each lowercase letter that should be capitalized.

EXAMPLE 1. Mr. Nasumo asked, “who can describe the process of photosynthesis?”

1. I think said Jeremy that chorizo is the word for this spicy Spanish sausage.
2. Mr. Suarez said to me I will always have fond memories of the time I spent at the ranch, said Brandon.
3. Teresa tried to reassure me and said this too shall pass; but her words were of little comfort.
4. Are you familiar with the song Forever Your Girl, by Paula Abdul Kenesha asked.
5. Everyone appearing in Scene 2, Ms. Conlan said, please take the stage.
6. Mr. Feldman said look for the following elements as you read the poem American Hero: repetition, rhythm, and onomatopoeia.
7. This book Mrs. Mitchell said has a print of Three Flags, a painting by Jasper Johns.
8. This little girl may have a neck injury Jason warned don't move her until the medics have examined her.
9. For my birthday Rachel said my grandmother gave me the book Warrior Artists. It's about historic Cheyenne and Kiowa art.
10. As I placed the last brick in the wall, Fortunato cried for the love of God, Montresor

EXERCISE B Rewrite the following dialogue, using quotation marks, other marks of punctuation, and capitalization correctly. Remember to start a new paragraph each time the speaker changes.

EXAMPLE [1] “Are you still working on that song” Jamie asked. [2] Well answered Gwen I want it to be just right.

“Are you still working on that song?” Jamie asked.

“Well,” answered Gwen, “I want it to be just right.”

[1] So, what's the name of this new song of yours, anyway,” asked Jamie. [2] I'm not sure Gwen answered, “right now I'm calling it “Snows of Minnesota,” but that might not stick. [3] Jamie asked, is it really about snow. [4] The song actually is more about a state of

Continued ➞

LANGUAGE HANDBOOK **13** **WORKSHEET 4** *(continued)*

mind,” Gwen replied, snow is just one of the prominent images in the chorus. [5] If I can polish the lyrics just a little bit more, our band might be able to perform it in the fall talent show at school.

[6] That would be exciting said Jamie, what other songs are you going to play?
[7] We’re thinking about using Nat’s song Pathways, and also another one of mine, called Daisy’s Better Days. [8] I remember that one” Jamie said, “you played it at the party. [9] Well, I’ll leave now so you can get back to work. [10] Okay, see you later said Gwen.

WORKSHEET 1

Forming Possessives with Apostrophes

EXERCISE On the line provided, rewrite each of the following groups of words, inserting an apostrophe at the correct place to show possession.

EXAMPLES Bill's friends 1. Bills friends
the dogs' tails 2. the dogs tails

1. a friends family
2. several friends families
3. all the girls locker room
4. Thomass hat
5. two boys helmets
6. the babys playpen
7. Margaret Walkers poems
8. the presidents speech
9. both cars front bumpers
10. one cars front bumper
11. an employees welfare
12. all employees welfare
13. many trees branches
14. a trees branches
15. an officers uniform
16. some officers uniforms
17. Melissas brother
18. Willies sister
19. several voters opinions
20. Mexicos history
21. one fishs scales
22. several fishs scales
23. Frances countryside
24. Charless book
25. Mount Rainiers snow

WORKSHEET 2**Using Apostrophes with Possessive Forms**

EXERCISE A Most of the following sentences contain incorrect possessive forms. Draw a line through each error, and write the correct form on the line provided. If a sentence is already correct, write *C*.

EXAMPLES Theirs 1. ~~Their's~~ is the best barbecue in Kansas City.
C 2. Josie found someone's softball mitt lying on the grass.

- _____ 1. This hat is too small for me; it's your's if you want it.
 _____ 2. Early in the season, we thought our team could win the championship.
 _____ 3. This dog should have it's teeth brushed every day.
 _____ 4. Both of the sculptures were appealing, but her's won the award.
 _____ 5. Someones castanets were found lying on the stage.
 _____ 6. "Do I have everyone's attention?" asked Mr. Sullivan.
 _____ 7. Both groups gave interesting demonstrations, but our's was more thorough than theirs.
 _____ 8. Willingness to listen to anothers ideas is a sign of maturity.
 _____ 9. We have finished our model already, and Shelly and Aaron will complete their's in time for the expo.
 _____ 10. Will anyone's presentation be on Mayan architecture?

EXERCISE B On the lines provided, revise each of the following items by using the possessive case.

EXAMPLE 1. the guitar owned by Melissa and the one owned by Mark
Melissa's and Mark's guitars

1. one car belonging to Mom and Dad _____

 2. the team of Daphne and Jalene _____

 3. the house of her sister-in-law _____

 4. the mission of the Humane Society _____

Continued 

5. the umbrella owned by Danielle and the umbrella owned by Cody _____

6. the daily specials of the Shoreline Cafe _____

7. the books belonging to Phoebe and the books belonging to Todd _____

8. the statement given by the attorney general _____

9. the performance of the Ballet Folklorico _____

10. the name tag of Rafael and the name tag of Robert _____

EXERCISE C

Insert apostrophes where they are needed in the following paragraph.

EXAMPLE [1] Jared's brother is fascinated by the escape artist Harry Houdini.

[1] Houdini's career had its beginning in the circus, where a few weeks work as an acrobat paid him only thirty-five cents per week. [2] Following his brother Theos departure from their act, Houdini launched the career that made him famous. [3] He always credited his joints ability to be dislocated and his diligent practice of the stunts and tricks as the keys to his success. [4] He was so adept at making objects disappear that his many critics closest inspections could not unmask his secrets. [5] Once he had learned how to make a 10,000-pound elephant disappear, he needed only several handlers aid and his own crews assistance to get the elephant on stage to begin the stunt.

WORKSHEET 3

Using Apostrophes, Hyphens, Dashes, and Parentheses

EXERCISE A Each of the following sentences contains at least one error in the use of apostrophes or hyphens. Draw a line through each word that has an error, and write the word correctly on the line provided.

EXAMPLE 1. Mr. Sakata is always willing to listen to ~~anyones~~ opinion.

anyone's

1. Although many nonChinese call the official language of China Mandarin, the Chinese prefer the term *putonghua*.

2. "Is this their lab equipment or our's?" asked Geraldo.

3. I chose foil backed wrapping paper for my origami figure, but Carol used a thin Japanese paper called *washi* for her's.

4. During her illness, Rebecca appreciated everybodys kind wishes and festively-wrapped gifts.

5. Risotto, a rice dish with vegetables, is a popular first course dish in Italy.

6. Andy's and Holly's wedding ceremony was the most beautiful one I'd ever attended.

7. Some peoples handwritten *As* are so sloppy they look like *Hs*.

8. Was Mrs. Shapiro complimentary of her new daughter's-in-laws first formal dinner?

9. After adding one half cup of milk, stir the mixture until it is smooth.

10. Both Chim and Leo's paintings make good use of color, but Chim's painting appeals to me more.

EXERCISE B Add hyphens, dashes, and parentheses where they are needed in the following sentences. (Do not add commas or colons.)

EXAMPLE 1. Sharks are meat-eating fish (the most feared by humans) that live in oceans throughout the world.

1. The largest kind of shark the whale shark may grow up to 40 feet 12 meters long.
2. Whale sharks may weigh over 14 metric tons about the weight of three pickup trucks.
3. The smallest sharks are about 6 inches 16 centimeters long and weigh about 1 ounce 28 grams.
4. The fastest swimming sharks have a crescent shaped tail that is a powerful swimming aid.
5. A shark's teeth a shark has several rows of them are replaced often as older teeth fall out and new ones grow in.
6. Some people think that sharks must turn over on their backs in order to bite I know it's a myth.
7. Sharks hear very well only low pitched tones and listen for their prey.
8. Hammerhead sharks a group that includes a number of similar species are rather strange looking creatures.
9. Nurse sharks eat bottom dwelling fish as well as shellfish and sea urchins.
10. White sharks among the most dangerous sharks prey on large animals such as sea lions and tuna.

EXERCISE C On the line provided, write the contracted form of each of the following items, using apostrophes to show where letters have been omitted.

EXAMPLE there's 1. there is

- | | |
|-------------------|---------------------|
| _____ 1. we have | _____ 11. has not |
| _____ 2. is not | _____ 12. I will |
| _____ 3. you are | _____ 13. they are |
| _____ 4. does not | _____ 14. there is |
| _____ 5. she will | _____ 15. they will |
| _____ 6. were not | _____ 16. are not |
| _____ 7. cannot | _____ 17. who is |
| _____ 8. he is | _____ 18. you will |
| _____ 9. do not | _____ 19. it is |
| _____ 10. let us | _____ 20. will not |

WORKSHEET 4**Hyphens, Dashes, and Parentheses**

EXERCISE A On the lines provided, write each of the following words, adding hyphens to show where the word should be divided at the end of a line. Use a dictionary to check your work. If a word should not be divided, write *no hyphen*.

EXAMPLES 1. preservation pres-er-va-tion
2. aloof no hyphen

- | | | | |
|------------------|-------|--------------|-------|
| 1. tweezers | _____ | 6. studious | _____ |
| 2. historic | _____ | 7. buccaneer | _____ |
| 3. through | _____ | 8. domestic | _____ |
| 4. chilling | _____ | 9. longitude | _____ |
| 5. determination | _____ | 10. monarchy | _____ |

EXERCISE B Each of the following sentences contains at least one word, pair of words, or prefix and a word that should be hyphenated. On the line provided, write each item that needs a hyphen, inserting the hyphen at the correct place.

EXAMPLE Twenty-four, week-long 1. Twenty four of the software packages, about one third of the store's stock, remained after the week long sale.

- | | |
|-------|---|
| _____ | 1. This is a well made basket, but it does have one barely noticeable flaw. |
| _____ | 2. The governor elect's speech was well received by most of the audience. |
| _____ | 3. After scoring twenty one points in one game, Vanessa's confidence improved. |
| _____ | 4. Marcia was pleased with her test scores, which ranked in the ninety second percentile. |
| _____ | 5. The treasurer elect does not officially take office until mid March. |
| _____ | 6. That museum has an extremely diverse collection of pre Columbian art. |
| _____ | 7. A hush fell over the audience as the world famous soprano took the stage. |
| _____ | 8. Ms. Ramirez, the president of the Environmental Council, is a well respected community leader. |
| _____ | 9. The highly controversial bill passed by a two thirds majority. |
| _____ | 10. After the first string quarterback was injured, the reserve quarterback saved the day. |

Continued ➤

EXERCISE C Insert dashes or parentheses where they are needed in each of the following sentences.

EXAMPLES 1. Mr. Boylan my father, that is will be reading to us today.

2. Samuel Clemens (Mark Twain) wrote *The Adventures of Huckleberry Finn*.

1. “Mmm, I can’t wait to taste that jambalaya as well as” Chad was saying just as the waiter approached our table.
2. Juan Sedillo 1902–1982 earned a Bronze Star Medal and five battle stars during World War II.
3. The Andes Mountains stretch along South America’s west coast for a distance of 4,500 miles 7,200 kilometers.
4. The problem it’s one that many athletes face is staying in top condition while not overtraining.
5. Wilma Rudolph did you know she had scarlet fever as a child? overcame many disadvantages to become an Olympic athlete.
6. Will Mrs. Wauneka I mean Dr. Wauneka be attending the conference next week?
7. Hokkaido see map on page 413 is the northernmost of Japan’s four main islands.
8. My report the one for science class is on the formation of volcanoes.
9. Ms. Perkins visited four different states Nevada, Utah, Colorado, and Wyoming.
10. Mrs. Ebihari was a circuit court judge for sixteen years 1981–1997.
11. Do you think this monsoon season it seems to have arrived early will help the crops?
12. Our city’s population it is growing is about 500,000.
13. Would you look at the new record set by our team in the mile I mean the meter relay!
14. The filament that fine piece of metal has burned in half in this light bulb.
15. Harriet exclaimed, “I don’t know if I ” and then fell silent.
16. Officer Tomkins has returned our tickets we lost them last night to Saturday’s concert.
17. That wonderful old buckboard see its shiny, red wheels is leading the parade again this year.
18. Although Alfred attended college for four years 1993–1997, he has not yet graduated.
19. Columns plain steel, I believe will be added to the front of our school building.
20. Should we add Brussels sprouts to the shopping list it is getting pretty long?

WORKSHEET 5 Test**EXERCISE A** Insert apostrophes where they are needed in the following sentences.**EXAMPLE 1.** In my mother's office, some of the books are hers and some of them are my father's.

1. "Theres one in every class," said Mr. Papas as Nick came in late without his notebook, textbook, or pencil.
2. Arnold Freiberg, the gray teams captain, tells me that hes confident of victory in tonights meet.
3. "No, Im afraid youre wrong about Dan," I said. "Its hard to get people to believe that he is nobodys fool."
4. In the Garcias back yard, the deers food is out in plain sight.
5. "If you read carefully," said Mrs. Chambers, "youll see that Whitmans and Frosts poetry have something in common."
6. At yesterdays track meet in Bloomfield, our opponents excelled in almost every event, but the final victory was ours.
7. After the coach diagrammed the play, his chalkboard was covered with xs and os.
8. At Alans party we had Mrs. Kings potato salad, Mr. Bauers vegetable sticks, and Nancys fruit punch.
9. Dont try to touch Marcia and Rickys cat; its not fond of strangers.
10. The president-elects dog was featured on ABCs newscast last night.

EXERCISE B On the lines provided, write each of the following words, adding hyphens to show where the word should be divided at the end of a line. Use a dictionary to check your work. If a word should not be divided, write *no hyphen*.

EXAMPLES 1. anticipation an-tici-pa-tion
 2. enough no hyphen

- | | | | |
|------------------|-------|---------------|-------|
| 1. thrilling | _____ | 6. involved | _____ |
| 2. mother-in-law | _____ | 7. vigorous | _____ |
| 3. photograph | _____ | 8. Olympic | _____ |
| 4. trust | _____ | 9. heartiness | _____ |
| 5. chatter | _____ | 10. amazed | _____ |

EXERCISE C Insert hyphens, dashes, and parentheses where they are needed in the following passage. Do not use commas or colons.

EXAMPLE 1. Our teacher Ms. Wong, I mean passed out twenty five copies of *The Red Badge of Courage*, by Stephen Crane (1871-1900).

1. Jonathan Crane Stephen's father was a Methodist minister; his mother was a strong minded advocate of moral behavior.
2. The main character of *The Red Badge of Courage* a young soldier named Henry Fleming survives a series of bone chilling events typical of combat.
3. Even though he wrote about the American Civil War 1861-1865, Crane was not born until 1871.
4. *The Red Badge of Courage* is his best known work; it and several of his short stories have been adapted to other media films, screenplays, and dramatizations.
5. Two of his stories "The Bride Comes to Yellow Sky" and "The Blue Hotel" were inspired by his trip to the American Southwest.
6. Crane lived for a while in Britain during the late Victorian era, and some of the best writers of the time H.G. Wells, Joseph Conrad, and Henry James became close friends of the twenty eight year old American.
7. While Crane was trying to cover a rebellion in Cuba Crane was also a journalist his ship sank, and Crane made it to shore in a small boat with three other men.
8. This near disaster was the basis of his greatest short story "The Open Boat."
9. Crane's early death he was only twenty eight when he died was the result of tuberculosis.
10. Stephen Crane was many different types of writer novelist, short-story writer, war correspondent, poet all rolled into one.

EXERCISE D In the following paragraphs, underline each word that should have an apostrophe and write the word correctly in the space above.

People's

EXAMPLE [1] Peoples dogs can be a constant source of entertainment.

[1] In one of Thomas Mertons stories, a visitor who likes dogs asks the owner what his dogs name is. [2] The owner, whos fond of playing practical jokes, promptly replies, "His names Rex." [3] Ive forgotten the dogs real name, but its certainly not Rex. [4] The visitors confusion grows when he cant get the dog to respond to any command. [5] Naturally, no self-respecting dogs going to do anything unless someone calls it by its own name!

WORKSHEET 1

Using Word Parts

EXERCISE On the line provided, divide each of the following words into parts (prefixes, roots, and suffixes), and write a definition based on the meanings of the parts. Check your definition in a dictionary.

EXAMPLE 1. psychic psych|ic *having to do with the mind*

1. microcopy _____
2. vision _____
3. overbuild _____
4. deportable _____
5. childish _____
6. rudely _____
7. politeness _____
8. chronic _____
9. hemisphere _____
10. biographer _____
11. interconnect _____
12. benediction _____
13. revert _____
14. actor _____
15. morphology _____
16. cyclist _____
17. phonic _____
18. tasteful _____
19. postgraduate _____
20. misjudge _____
21. untrue _____
22. multitude _____
23. discontinue _____
24. television _____
25. photograph _____

WORKSHEET 2

Using Spelling Rules

EXERCISE A Fill in the blanks with the correct letters: *ie, ei, cede, ceed, or sede*.EXAMPLE 1. w e i rd

- | | | | |
|---------------|---------------|-----------------|----------------|
| 1. fr_____ght | 6. inter_____ | 11. fr_____ndly | 16. super_____ |
| 2. suc_____ | 7. n_____gh | 12. re_____ | 17. dec_____ve |
| 3. for_____gn | 8. pro_____ | 13. bel_____ve | 18. con_____ |
| 4. se_____ | 9. th_____f | 14. _____ther | 19. p_____ce |
| 5. rel_____ve | 10. unv_____l | 15. r_____gn | 20. h_____ght |

EXERCISE B Some of the following sentences contain spelling errors involving the use of *ie, ei, cede, ceed, and sede*. For each sentence, underline the misspelled word and write it correctly on the line provided. If a sentence is already correct, write *C*.EXAMPLE ancient 1. The anceint Mound Builders lived in the Midwest and South.

- _____ 1. What a great feeling to excede my own expectations for the pole vault and the mile relay!
- _____ 2. You will receive extra points if you can list ten countries in Africa and can spell their names correctly.
- _____ 3. Martha doesn't want to forfeit her place in line.
- _____ 4. The Surpreme Court's latest vote superceeds last year's ruling on this issue by our state's court.
- _____ 5. The cat's wieght goes up in the winter, when she stays inside more and gets less exercise.
- _____ 6. My twin brother preceeded me in birth by just one minute, but he tells everyone he's my older brother.
- _____ 7. Is it your beleif that term limits for officeholders are unconstitutional?
- _____ 8. Janet's history report will be on Geronimo, the Apache cheif.
- _____ 9. The government is willing to accede to the demands of its citizens if those demands are reasonable.
- _____ 10. The veiws from Delphi was one of the many highlights of our two-week trip to Greece.

WORKSHEET 3

Adding Prefixes and Suffixes

EXERCISE A On the line provided, spell each of the following words with the given prefix or suffix.

EXAMPLE 1. dry + ly = dryly

- | | |
|--------------------------|---------------------------|
| 1. pure + ly = _____ | 11. im + material = _____ |
| 2. engage + ment = _____ | 12. huge + est = _____ |
| 3. drip + ing = _____ | 13. travel + ed = _____ |
| 4. re + enter = _____ | 14. brown + ness = _____ |
| 5. day + ly = _____ | 15. cheery + est = _____ |
| 6. breezy + er = _____ | 16. hum + ed = _____ |
| 7. recur + ence = _____ | 17. over + rule = _____ |
| 8. cry + ing = _____ | 18. rope + ing = _____ |
| 9. select + tion = _____ | 19. happy + ness = _____ |
| 10. joy + ous = _____ | 20. seventy + eth = _____ |

EXERCISE B Some of the following sentences contain spelling errors involving the use of prefixes or suffixes. For each sentence, underline the misspelled word and write it correctly on the line provided. If a sentence is already correct, write C.

EXAMPLE trashiness 1. The yard's trashyness became impossible to tolerate any longer.

- | | |
|-------|---|
| _____ | 1. Josh layed the magazines on the table and hurriedly left the room. |
| _____ | 2. Will the car get better milage when the carburetor is cleaned? |
| _____ | 3. "Too many oranges in this bag are overripe!" complained Harold. |
| _____ | 4. The merrymment went on all evening during Cinco de Mayo. |
| _____ | 5. "The gently slopeing hills are perfect for beginning skiers," the instructor said. |
| _____ | 6. The audience wondered which of the two finalists would mispell a word first. |
| _____ | 7. The courageous man did not want any thanks or special attention. |
| _____ | 8. Rozanne went shopping for a sari, a garment worn by many women in southern Asia. |
| _____ | 9. Paul's gentlness is appreciated by everyone who knows him. |
| _____ | 10. My mother always says that one arguement usually leads to another. |

WORKSHEET 4

Forming Plurals of Nouns

EXERCISE A On the line provided, spell the plural form of each of the following nouns.

EXAMPLE halves 1. half

- | | |
|---------------------|--------------------------|
| _____ 1. ratio | _____ 11. roof |
| _____ 2. sunburst | _____ 12. <i>r</i> |
| _____ 3. dummy | _____ 13. Irish potato |
| _____ 4. mouse | _____ 14. child |
| _____ 5. cuff link | _____ 15. calendar |
| _____ 6. ax | _____ 16. <i>9</i> |
| _____ 7. phenomenon | _____ 17. Murphy |
| _____ 8. piano | _____ 18. grass |
| _____ 9. Kono | _____ 19. Japanese |
| _____ 10. holiday | _____ 20. brother-in-law |

EXERCISE B Some of the following sentences contain spelling errors involving the plurals of nouns. For each sentence, underline the misspelled word and write it correctly on the line provided. If a sentence is already correct, write *C*.

EXAMPLE crises 1. I admire people who remain calm in crisis.

- _____ 1. The lemurs from Madagascar seem to enjoy their new outdoor living area.
- _____ 2. The Rushs moved to Denver from El Paso about ten months ago.
- _____ 3. All the passerbys marveled at the work of the sidewalk artists.
- _____ 4. "Our taxes are actually lower now than they were two years ago," Mr. Carmichael said.
- _____ 5. The rainbow trout were beautiful in the clear spring water.
- _____ 6. The queen's lady-in-waitings numbered twenty-nine.
- _____ 7. Many people forget to dot their *i*'s when they write hurriedly.
- _____ 8. Several of the songes on the tapes were written by Scott Joplin, the famous ragtime composer.
- _____ 9. Do you still like to read the adventures of comic book superheros?
- _____ 10. Matt took care of the ponys on the ranch last summer.

WORKSHEET 5

Forming Plurals of Nouns

EXERCISE A On the lines provided, spell the plural form of each of the following nouns and symbols.

EXAMPLE 1. women woman

- | | |
|----------------------|----------------------|
| _____ 1. son-in-law | _____ 11. cable |
| _____ 2. Arapaho | _____ 12. Sandy |
| _____ 3. appendix | _____ 13. Vietnamese |
| _____ 4. key | _____ 14. echo |
| _____ 5. life | _____ 15. shelf |
| _____ 6. toll bridge | _____ 16. stepmother |
| _____ 7. rodeo | _____ 17. class |
| _____ 8. <i>to</i> | _____ 18. # |
| _____ 9. brush | _____ 19. alto |
| _____ 10. university | _____ 20. goose |

EXERCISE B Some of the following sentences contain spelling errors involving the plurals of nouns. For each sentence, underline the misspelled word and write it correctly on the line provided. If a sentence is already correct, write *C*.

EXAMPLE toys 1. Adele's toys are scattered all over the room.

- | |
|---|
| _____ 1. The lightning flashes were rather startling. |
| _____ 2. The actions of the heroes will be noted by historians. |
| _____ 3. Chinese lanterns were hung from the trees for the party. |
| _____ 4. My uncles love to read mysterys. |
| _____ 5. New malady's sometimes baffle doctors. |
| _____ 6. Michael's tooth's don't ache after his visits to the dentist. |
| _____ 7. The Holidays recently returned from their own holiday in Trinidad. |
| _____ 8. Supreme Court Justice Thurgood Marshall was one of her heros. |
| _____ 9. For this test, count the number of <i>fs</i> in the sentence. |
| _____ 10. The school newspaper has never had two editor in chiefs before. |

WORKSHEET 6 Test

EXERCISE A Some of the following sentences contain errors in spelling. For each sentence, underline the misspelled word and write it correctly on the line provided. If a sentence is already correct, write *C*.

EXAMPLE slopped 1. Joey sloped his soup out of the bowl.

- _____ 1. One feature of the couch I like is the interchangable cushions.
 _____ 2. Mr. Tims gave us two formulas to solve the problem.
 _____ 3. Would you intersede with the counselors on Mark's behalf?
 _____ 4. The cieling of the old Spanish mission was newly painted.
 _____ 5. The stereoes are on sale, but they're still too expensive.
 _____ 6. Two of our state's representatives intend to run for relection, and they probably will win.
 _____ 7. "I'm absolutely sure I can get all As on my report card," Eric said.
 _____ 8. Debbie has the most intricate dreadlocks in the whole school.
 _____ 9. Yogurt with bluesberries is my favorite afternoon snack.
 _____ 10. "You probably need to water the hollys more often," said Lisa.

EXERCISE B The following paragraph contains ten spelling errors. Underline the misspelled words, and write each correctly on the lines provided.

EXAMPLE [1] There's no arguement; cats are the most amazing pets.

1. argument

[1] My three adventurous cats constantly astonish me and my new nieghbors in Little Italy. [2] The Siamese is one of the most capeable hunter's I've ever seen! [3] Of course, he has quick reflexs and sharp tooths. [4] All three cats apparently procede on the assumption that they are imortal. [5] They must have more than nine lifes because they surly go through that many daily.

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

Continued ➞

EXERCISE C Some of the following sentences contain errors in spelling. For each sentence, underline the misspelled word and write it correctly on the line provided. If a sentence is already correct, write *C*.

EXAMPLE truly 1. I truely enjoy watching basketball games.

- _____ 1. The choir joyfully entertained the bedridden children.
 _____ 2. My niece and two son-in-laws were born on August 15.
 _____ 3. "Okay, I conceed that I don't want to pick blackberries," Marta said.
 _____ 4. The ambassador was stuned by news of the invading armies.
 _____ 5. The Johnsons have superceded the McCoys on the guest list.

EXERCISE D The following paragraphs contain ten spelling errors. Underline the misspelled word or words, and write the word or words correctly on the line provided. Not all sentences contain a spelling error.

EXAMPLE [1] Many citys celebrate Black History Month in February.

1. cities

[1] The month is a special time to honor African American acheivements. [2] It also includes the birthdays of literary noteables Frederick Douglass and Langston Hughes. [3] Those knowledgable about the observance tell me it began in 1976. [4] They say that the month-long observance was preceeded by a week-long celebration. [5] Negro History Week, begun in 1926, actualy led to Black History Month. [6] Credit is payed to Dr. Carter Godwin Woodson for starting Black History Month.

[7] Today, many communities receive As for their observances of Black History Month. [8] During this month, Kansas City, Missouri, celebrates its black heros. [9] The city boasts museum's honoring black pioneers and baseball players. [10] The music of legendary jazzmans Charlie Parker and Count Basie sets the city's tempo.

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

6. _____
 7. _____
 8. _____
 9. _____
 10. _____

WORKSHEET 1

Common Usage Problems

EXERCISE A Underline the word or expression in parentheses that is correct according to standard usage.

EXAMPLE 1. (*Who's*, *Whose*) socks were left in the middle of the floor this morning?

1. After a short nap in the afternoon, Mom feels (*good*, *well*) and works until midnight.
2. The (*advice*, *advise*) from the captain was unexpected but most appreciated.
3. What is the (*morale*, *moral*) of this Alice Walker short story?
4. The new mower runs more quietly and cuts better (*than*, *then*) the old one.
5. If I had known you were coming, I (*would of*, *would have*) baked an apple pie.
6. "You were (*all together*, *altogether*) right about those boys!" Sue Lynn exclaimed.
7. The lowriders are (*kind of*, *rather*) impressive to see parading down the streets.
8. (*Fewer*, *Less*) entries in the contest were received this year.
9. (*Between*, *Among*) you and me, I think Patrick's idea is terrific.
10. I'm surprised that no one (*beside*, *besides*) Jason wants to learn how to sky-dive.

EXERCISE B Some of the following sentences contain errors in standard English usage. For each sentence, underline the error and then write the correct usage on the line provided. If a sentence is already correct, write *C*.

EXAMPLE There 1. Their is a good chance of snow tomorrow.

- _____ 1. People should think more about the principals by which they live.
- _____ 2. The cellar was used to store food, tools, jars, and etc.
- _____ 3. Chief Joseph gave his people and government officials wise council.
- _____ 4. Sitting on the back row, we couldn't hardly hear the speaker.
- _____ 5. What early people do you think discovered the wheelbarrow?
- _____ 6. The incense doesn't smell bad to me, but it does to some others.
- _____ 7. Like I said, igloos are most often dome-shaped.
- _____ 8. Carl and Frieda said they will try to find a way to get to the party.
- _____ 9. "Sit those packages down and give me a hug!" Aunt Irene said.
- _____ 10. Martha couldn't find the right brand of spaghetti anywheres.

WORKSHEET 2

Common Usage Problems

EXERCISE A Underline the word or expression in parentheses that is correct according to standard usage.

EXAMPLE 1. (Let, Leave) us think about the right thing to do.

1. From her remarks during the talk, I (*implied*, *inferred*) that the speaker greatly admires Dr. Martin Luther King, Jr.
2. Our house is a long (*way*, *ways*) from here, on the far side of town.
3. The dog looks happy (*laying*, *lying*) on its side in the sun.
4. "The PBS show (*what*, *that*) I like best is coming on next," Earl said.
5. Julie did (*good*, *well*) on her speech about the history of potatoes.
6. My grandmother (*scarcely never*, *rarely*) makes her own tamales as she used to do.
7. It looks (*like*, *as if*) the debate team will go to the regional tournament for the first time in ten years.
8. We want to attend the concert in support of (*peace*, *piece*) in Northern Ireland.
9. Linda's hurtful words (*affected*, *effected*) my ability to concentrate.
10. The cat will surely find (*it's*, *its*) way home by tonight.

EXERCISE B Most of the following sentences contain errors in usage. Underline the error, and then write the correct word on the line provided. If a sentence is already correct, write C.

EXAMPLE kinds 1. Those kind of caps are warm and comfortable.

- _____ 1. Them persimmons are best eaten when they are completely ripe.
- _____ 2. People often startle theirselves when they discover their own hidden talents.
- _____ 3. Dr. Landers is the physician which helped my mother last year.
- _____ 4. Being as you've been to Guadalajara, tell us about the freeways in the interior of Mexico.
- _____ 5. The glass bowl busted when it fell from my hands and hit the floor.
- _____ 6. I gladly accept your invitation to the game.
- _____ 7. "I'll meet you outside of the auditorium at 7:00 P.M.," Adrian said.
- _____ 8. Spirituals they originated among African Americans in the 1700s.
- _____ 9. Jeff and I rose the banner above the doorway.
- _____ 10. Learn me to count to one hundred in Russian, please.

WORKSHEET 3 Test

EXERCISE A Underline the word or expression in parentheses that is correct according to standard usage.

EXAMPLE 1. Did you remember to bring (your, *you're*) money?

1. "Please (*try to*, *try and*) see the situation from my point of view," Jerry said.
2. I admire Della Reese (*being as*, *because*) she is such an accomplished singer.
3. Rozanne (*implied*, *inferred*) that she will ask Mr. Vance about the problem.
4. The (*moral*, *morale*) of the story is to treat other people as you want to be treated.
5. Would you (*council*, *counsel*) me regarding my options for summer employment?
6. Chief (*Powhatan be*, *Powhatan*) was the father of Pocahontas.
7. Jane was tired and didn't feel (*good*, *well*), so she visited the doctor.
8. If Ned takes my (*advice*, *advise*), he will think seriously about his future.
9. The (*principal*, *principle*) sets the tone for the whole school, don't you think?
10. "When was the wheel (*invented*, *discovered*)?" remains an intriguing question.

EXERCISE B Most of the following sentences contain errors in usage. For each sentence, underline the error and then correct the error on the line provided. If a sentence is already correct, write *C*.

EXAMPLE might have 1. You might of told me first about your plans to move.

- _____ 1. Jean's French has improved some, but not enough for him to carry on a conversation.
- _____ 2. I read in this brochure where artist Romare Bearden grew up in Harlem.
- _____ 3. In my opinion, its a good article about the African American artist.
- _____ 4. The vacation pictures aren't very clear, but they're all we have.
- _____ 5. What kind of a soup do you intend to make for the potluck?
- _____ 6. Your old dress shoes are actually shinier then your new ones!
- _____ 7. Leave me tell you that a positive attitude is healthy for you.
- _____ 8. A siesta is simply when a person naps.
- _____ 9. We had only ten years of experience in sales among the five of us.
- _____ 10. "It's okay to lie the packages on the table for now," Mother said.

Continued 

EXERCISE C Underline the word or expression in parentheses that is correct according to standard usage.

EXAMPLE 1. Isn't the library only a short (*ways*, *way*) down the road from your house?

1. (*Theirs*, *There's*) only one vegetarian entree on the menu.
2. Maybe she'll make it (*inside*, *inside of*) the building before the rain starts.
3. "That Buddhist shrine is (*all together*, *altogether*) lovely," Carla said.
4. We've seen (*fewer*, *less*) monarch butterflies pass through this year.
5. "(*Those*, *This*) kinds of games are childish and boring," said the boy.
6. (*Which*, *Who*) is the most stubborn person in our family?
7. The cat (*sat*, *set*) near the fireplace.
8. The actors didn't want to play the scene (*as*, *like*) the director had coached them.
9. They had not seen (*none*, *any*) of Steven Spielberg's movies.
10. Lorna gave Irene a large (*piece*, *peace*) of fabric for the community quilt.

EXERCISE D Most of the following sentences contain errors in usage. For each sentence, underline the error and then correct the error on the line provided. If a sentence is correct, write *C*.

EXAMPLE accept 1. Dad doesn't have to except the promotion, but he probably will.

- _____ 1. Reggae music always has an affect on me.
- _____ 2. When the ferret escaped from the house, where was Jonathan at?
- _____ 3. Many blows were necessary before the piñata busted open.
- _____ 4. Ms. Calaway will teach us to develop pictures tomorrow.
- _____ 5. Small food sculptures were made out of mushrooms, squash, celery, potatoes, and etc.
- _____ 6. For someone with little training, Jackie certainly works good in the office.
- _____ 7. Who besides Francois is eager to start the debate tournament?
- _____ 8. My singing may sound badly, but at least it is enthusiastic!
- _____ 9. All the students accept Matthew and Sheila wanted to postpone the test.
- _____ 10. "There is nowheres I'd like to work more than here," Angela said.

