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# Grammar Warm-Ups

— Quarters 1,2, and 3 —

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# G 3.01 - Less vs. Fewer

“Fewer” emphasizes number and is used to describe things that can be counted

*I have fewer assignments missing than anyone in my class.*

“Less” focuses on matters of degree, most often in an abstract whole.

*I had less homework missing than anyone in my class.*

Once you understand the definitions, you’ll waste *less* time and have *fewer* problems. Copy the sentences and fill in the blanks:

1. He had \_\_\_\_\_ respect for their mother.
2. Maya had \_\_\_\_\_ cookies than Daniel.
3. I know \_\_\_\_\_ people than you.
4. I gave you \_\_\_\_\_ money.
5. I gave you \_\_\_\_\_ dollars.

## G 3.02 - Subject and Predicate

**SUBJECT:** What/who performs the action or what/who the sentence is about.

**PREDICATE:** includes the verb and any other information about the subject.

*Copy the following sentences. CIRCLE each subject. UNDERLINE each predicate. Write VERB above each verb.*

1. The dog and the cat like to eat chicken.
2. Chocolate is Suzie's favorite food.
3. No matter what, Fatima will always do the dishes.
4. Sometimes the goldfish just floats in the water.

## G 3.04 - Compound Sentences (HW 3.1 ON DESK)

**Compound Sentence:** a sentence with two or more independent clauses (simple sentences) joined by conjunctions and commas. If there is only one subject in the sentence, it is not a compound sentence and does not need a comma before the conjunction.

*Copy the following sentences. Label each as compound or simple and add a comma before the conjunction if needed.*

1. Jeremy loves to go swimming and running in the woods.
2. The goldfish died a horrible death yet Pricilla was not sad.
3. His mother loved him very much but still beat him.
4. Some people pick their noses and he judges them for that.

## G 3.05-Dependent/Independent

**Independent Clause:** a group of words that can stand alone as a sentence. It has both a subject and a verb and forms a complete thought

**Dependent Clause:** has a subject and a verb, but usually begins with a subordinator (If, When) so it is not a complete thought. It can't stand alone.

*Copy the following sentences. Label each clause as dependent or independent:*

1. When he kills Jeremy.
2. I hate cleaning up blood.
3. If you don't get down here right now.
4. Since you killed him, you have to clean up the blood.
5. Although I don't remember his name.
6. As we were going down the road with the knife.

## G 3.06- Subordinators / Subordinate Clause

**Dependent Clause:** Also called a “SUBORDINATE CLAUSE” because it contains subordinators. (Subordinate: lower in rank, answers to authority)

*Copy the following subordinators:*

after, although, as, as if, as long as, as soon as, as though, because, even if, even though, if, in case, since, so that, that, though, till, until, unless, whatever, when, whenever, where, wherever, whether, which, while, who/whom, whoever/whomever, why

Choose 1 subordinator and use it to begin a subordinate clause joined with an independent clause. Make it interesting.

# G 3.07- Sentence Types

**Simple Sentence:** one independent clause.

**Compound Sentence:** two or more INDEPENDENT clauses + conjunctions.

**Complex Sentence:** INDEPENDENT and DEPENDENT clause

**Compound Complex Sentence:** two or more INDEPENDENT clauses and a DEPENDENT clause.

*Copy each sentence and identify it as Simple, Compound, Complex, or CC.*

1. Making jewelry can be hard, but I like doing it.
2. Often time is not on your side.
3. Fate opened a window for me, but I did not climb through, even though I should have.
4. Since you wanted an ice lolly, I had to punch you.
5. I should go to the funeral, and they want me to be there, but sometimes it is best to stay home.

## G 3.08- Periodic Sentence

A **periodic sentence** has been deliberately structured to place part or all of the main clause at the very end. This is used for emphasis, to create suspense, or build interest.

*Copy these two examples and then write your own.*

1. With a blood-curdling scream and claws outstretched in the azure sky longing for bloody flesh, the eagle went after the rabbit.
2. The winner of the best prank, involving oranges, mustard, balloons, and knives, and the recipient of the golden pineapple, is Michael!
3. WRITE YOUR OWN PERIODIC SENTENCE



## G 3.09- Loose and Periodic Sentences

A **loose sentence** is the opposite of a periodic sentence. It begins with a main independent clause (subject and predicate) that is followed by phrases and/or clauses that modify it or add information to it.

*These are long, so **DO NOT COPY**. Identify each as periodic or loose.*

1. Because of the annoying ringing alarm, the knowledge that I'll have to unearth myself from my covers, and the realization that I have to go to school again, I find waking up to be very difficult.
2. The Internet provides an endless source of entertainment, because of the variety of websites, fun games, entertaining videos, and Wikipedia.
3. Although I sincerely regret having to tell you this and really hope that you will understand, I'm afraid to inform you that I killed your pet chicken.
4. I've inferred that my brother likes adventuresome activities, based upon his ventures into skydiving, a plunging descent off a bridge as he bungee jumped.

# G 3.10- Gerunds and Participles

Copy the following information:

A **gerund** is a noun made from a verb by adding "-ing." (bake = baking, run = running, quit = quitting)

Gerund Examples:

Frans loves swimming during the summer. (swimming is a NOUN)

Reading is a great hobby to have. (reading is a NOUN)

A **participle** is an adjective made from a verb. (burned toast, running man)

Present Participle:

Frans' swimming coach is quite rude. (swimming is an adjective/participle)

Betty sits in her favorite reading chair. (reading is an adjective/participle)

# G 3.10- Gerunds and Participles

Copy each sentence and identify each underlined word as a gerund, participle, or verb.

1. Singing to himself is his greatest pleasure.
2. She loves watching TV.
3. While sitting on the porch, he drank his tea.
4. He was fighting for his life.
5. She always ate cooked hamburgers.
6. Sometimes the teaching assistant eats cookies.
7. The speeding car was caught by the police.
8. Wanting a cookie gets her through her workout.

# G 3.11 - Further vs. Farther

“Farther” refers to PHYSICAL distances you can measure.

Joey ran FARTHER than Ryan yesterday; therefore, he survived the Zombie attack.

“Further” refers to metaphorical or figurative distances (you cannot measure them with a ruler).

Gaven wants to FURTHER his education by going to space camp.

**Copy the examples and fill in FURTHER or FARTHER where appropriate:**

1. My mom said we would discuss it \_\_\_\_\_ at home.
2. He would not go one step \_\_\_\_\_ into the lava.
3. Calvin had no \_\_\_\_\_ ideas on how to kill the dog.
4. They went \_\_\_\_\_ into the creepy alley.
5. The store is closed due to lava until \_\_\_\_\_ notice.

# G 3.12 - Lay vs. Lie (HW 3.7 ON DESK)

“Lay” is something done to an object, similar to “set”

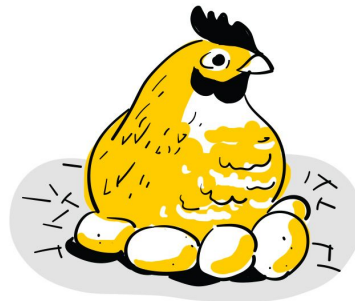
I don't like to lay my purses on the floor.

“Lie” is to recline, as in to “lie” down.

He always lies down for a while after school.

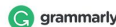
Copy the chart:

Verb Tense	Lie	Lay
Present	lie, lying	lay, laying
Past	lay	laid
Past Participle <i>(with forms of have)</i>	has/have/had lain	has/have/had laid



LAY

(SOMETHING)



LIE

(DOWN)

## G 3.12 - Lay vs. Lie

Write 4 sentences total:

1. Use present tense of LIE or LYING
2. Use past tense of LIE (LAY)
3. Use present tense of LAY or LAYING
4. Use past tense of LAY (LAID)

Verb Tense	Lie	Lay
Present	lie, lying	lay, laying
Past	lay	laid

## G 3.13 - Lay vs. Lie

**COPY**

**LIE or LYING:** to say something that is not true. Past tense: **LIED**

*Copy the sentences and fill in the correct word  
(LIE, LYING, LAY, LAYING, LAID, or LIED)*

1. He is \_\_\_\_\_ down on the couch.
2. She is always \_\_\_\_\_ her head down during class.
3. Sometimes it is okay to \_\_\_\_\_ if it doesn't hurt anyone.
4. Yesterday she \_\_\_\_\_ her book down on the bed.
5. Yesterday she \_\_\_\_\_ in bed all day.
6. She is \_\_\_\_\_ on the bed.
7. He is \_\_\_\_\_ the dog in its bed.
8. He \_\_\_\_\_ to his mother yesterday.

## G 3.14 - Corrections- FIND 11 MISTAKES

Copy the following paragraph and make any necessary corrections (punctuation, spelling, capitalization, word usage, etc.)

*Laying on the cold hard ground, she reaches for her pills. She has less of them then yesterday; revealing the severity of her pain. The farther she goes in life, the more she relies on these pills. She lies her pill bottle on the ground and closes her eyes. Its hard for her to accept the truth she will not make it to another sunrise. She thought back to the time she had a home. She used to lie her head on an actual pillow each night and think how lucky she was and no one ever scared her in the middle of the night with a knife to her throat.*



## G 3.15 - Further, Farther, Less, Fewer, Lie/Lay forms

*Copy the sentences and fill in the correct word*

1. I never ran \_\_\_\_\_ than Harry.
2. He has \_\_\_\_\_ diseases than medieval French people.
3. She \_\_\_\_\_ in bed last night.
4. He \_\_\_\_\_ the knife on the table yesterday.
5. I have \_\_\_\_\_ time to cover up the murder than I thought.
6. He is \_\_\_\_\_ on the window seat.

# The British Isles



# G 1.01 - Nouns (complete on page 2 of composition book)

*Copy the following terms and complete the exercise:*

**Noun- a person, place, thing, or idea**

**Compound Noun- noun formed by two or more words**

1. Closed- firefly, softball, redhead
2. Hyphenated- daughter-in-law, six-year-old
3. Open- post office, middle class, real estate

*Copy the following and circle all of the nouns and compound nouns:*

There once was a four-year-old who was all alone in the world. She searched day and night for others, but found no one. She grew sad and lonely. She sat on a rock as tears streamed down her face.

# G 1.01 ANSWERS

*Copy the following terms and complete the exercise:*

**Noun- a person, place, thing, or idea**

**Compound Noun- noun formed by two or more words**

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*Copy the following and circle all of the nouns and compound nouns:*

There once was a four-year-old who was all alone in the world. She searched day and night for others, but found no one. She grew sad and lonely. She sat on a rock as tears streamed down her face.

*Underlined words = pronouns (definite, indefinite, possessive, interrogative)*

# G 1.02 - Nouns

*Copy the following terms and complete the exercise:*

**Common Noun**- a generic singular or plural noun that is only capitalized if it is at the beginning of a sentence.

**Proper Noun**- a specific noun such as a brand, month, individual person, specific place, etc. that is always capitalized.

*Write down the following words. Label them “common” (C) or “proper” (P) and capitalize them if need be.*

teachers      dinner      earth      india      olympics

fountain pen      red sox      starbucks      san antonio

# G 1.02 ANSWERS

**Common Noun**- a generic singular or plural noun that is only capitalized if it is at the beginning of a sentence.

**Proper Noun**- a specific noun such as a brand, month, individual person, specific place, etc. that is always capitalized.

teachers C

dinner C

earth C or P depending

India P

Olympics P

fountain pen C

Red Sox P

Starbucks P

San Antonio P

# G 1.03 - Nouns

*Copy the terms:*

**Singular Possessive Noun**- show ownership with most singular nouns by adding –'s (duck's)

**Plural Possessive Noun**- for plural nouns ending in -s add an apostrophe after: -s' (ducks') Irregular plural nouns are different.

*Copy and add apostrophes in the correct places on the possessive nouns:*

The baby squirrels mother ran out into the street. They watched in horror as her bodys final movement ceased under the cars wheel. The babies shock was overwhelming.

# G 1.03 ANSWERS

*Copy the following terms and complete the exercise:*

**Singular Possessive Noun**- show ownership with most singular nouns by adding –'s (duck's)

**Plural Possessive Noun**- for plural nouns ending in -s add an apostrophe after: -s' (ducks') Irregular plural nouns are different.

The baby squirrels' mother ran out into the street. They watched in horror as her body's final movement ceased under the car's wheel. The babies' shock was overwhelming.



# G 1.04 - Pronouns

*Copy the term and the chart:*

**Pronoun**- a word that “points” to a noun or another pronoun called the **antecedent**.

	Nominative	Objective	Possessive
	<b><u>SINGULAR</u></b>		
First person	I	Me	My, mine
Second person	You	You	Your, yours
Third person	He, she, it	Him, her, it	His, her, hers, its
	<b><u>PLURAL</u></b>		
First person	We	Us	Our, ours
Second person	You	You	Your, yours
Third person	they	them	Their, theirs

# G 1.04 - Pronouns

## NUMBER YOUR PAGE 1-9

Write down each pronoun and its antecedent. Also, label it as nominative, objective, or possessive. (EX 1.He: the man, nominative)

The clown ripped (1)his knife from (2)her side and wiped the blood off of (3)it. (4)He then smiled a creepy smile as (5)his eyes scanned the victim. (6)We were afraid to go into the alley in case (7)he stabbed (8)us as well. So, Jack and (9)I ran away.

# G 1.04 - Pronouns- ANSWERS

The clown ripped (1)his knife from (2)her side and wiped the blood off of (3)it. (4)He then smiled a creepy smile as (4)his eyes scanned the victim. (5)We were afraid to go into the alley in case (6)he stabbed (7)us as well. So, Jack and (8)I ran away.

1. **His: the clown, possessive**
2. **Her: the victim, possessive**
3. **It: the knife, objective**
4. **He: the clown, nominative**
5. **We: Jack and narrator, nominative**
6. **He: the clown, nominative**
7. **Us: Jack and narrator, objective**
8. **I: narrator, nominative**

# G 1.05 - Pronouns

*Copy the terms:*

**Reflexive Pronoun**-a pronoun referring to the subject of the sentence, clause, or verbal phrase in which it stands

**Intensive Pronoun**- a pronoun that places emphasis on its antecedent. An intensive pronoun isn't essential to the meaning of the sentence.

Personal Pronouns used as reflexive and intensive pronouns:

*myself, yourself, yourselves, himself, herself, itself, ourselves, and themselves.*

## G 1.05 - Pronouns

*Copy the following sentences and identify them as reflexive or intensive:*

She did the dishes herself.

We hurt ourselves on the hot stove.

You can't behave yourselves.

He himself had to pick up all the dirty laundry.

I gave myself a pat on the back.

# G 1.06 - Pronouns

*Copy the list of Indefinite Pronouns and the definition:*

**Indefinite Pronoun**- a pronoun that does not refer to any person, amount, or thing in particular

## Singular Indefinite Pronouns

anybody	either	neither	one
anyone	everybody	nobody	somebody
anything	everyone	no one	someone
each	everything	nothing	something

# G 1.06 - Pronouns

Even though indefinite pronouns can refer to many things, they are always paired with singular verbs:

**Example: Everyone IS going to the party. (indefinite pronoun)**

**They ARE going to the party. (pronoun)**

*Copy the following sentences using the correct verb forms:*

1. Each of us (is, are) going out for ice cream.
2. We (likes, like) ice cream.
3. Something (seems, seem) wrong with the ice cream.
4. Nobody (is, are) going to survive.
5. They all (dies, die).
6. Everybody (dies, die).

# G 1.07 - Relative Pronouns

*Copy the definitions:*

**Relative Pronoun: a pronoun that joins an independent clause with a dependent clause (one depends on the other for meaning). Relative pronouns include: *who*, *whose*, *whom*, *which*, *that***

Who- Subject of sentence (doing something) “he” “they”

Whom- object of sentence (having something done to it) “him” “them”



# G 1.07 - Relative Pronouns

Who- Subject of sentence (doing something) “he” “they”

Whom- object of sentence (having something done to it) “him” “them”

1. (who, whom) did you kill? (think: you killed \_\_\_\_\_)
2. (who, whom) do you love?
3. I love someone (who, whom) I killed.
4. (who, whom) killed someone they love?
5. (who, whom) has bleach?

# G 1.08 - Relative Pronouns

**Relative Pronoun: a pronoun that joins an independent clause with a dependent clause (one depends on the other for meaning). Relative pronouns include: *who*, *whose*, *whom*, *which*, *that***

*Copy the definitions (you already have the above definition copied):*

Who- used to refer to people (or living animate objects in some cases)

That - used to refer to non-people

# G 1.08 - Relative Pronouns

Who- used in clauses to refer to people (The guy WHO sold me my car)

That - used in clauses to refer to non-animate things (The chair THAT has blue legs)

Write out the sentences using the correct relative pronoun:

1. The people (WHO, THAT) like ramen noodles are strange.
2. Sometimes pans (WHO, THAT) are too hot burn my hands.
3. Sandra, (WHO, THAT) likes beans, farts a lot.
4. Trees (WHO, THAT) have colorful leaves are pretty.
5. My dog, (WHO, THAT) loves peanut butter, is a cuddler.

# G 1.09 - Adjectives

*Copy the following term and complete the exercise:*

**Adjective**- a word that describes, identifies, or further defines a noun or a pronoun.

Write down the adjective(s) used in each sentence (1-2 each):

1. There is a wide pool of blood covered in some flakes of skin.
2. I drink English tea every morning. (*one is a Proper Adjective*)
3. It's a lovely day outside today.
4. I stabbed a metal axe through my dining table.
5. Viking training is difficult. (*noun as adjective*)

# G 1.10 - Adjectives

*Copy the following terms and complete the exercise:*

**Nouns as Adjectives: Sometimes a noun is used as an adjective. If it is used enough, sometimes a compound noun is formed (fire fly=firefly).**

**Write each sentence and underline the nouns acting as adjectives.**

**CIRCLE any other adjectives.**

1. Please ask the hot dog guy for more yellow mustard.
2. My race horse died, so I can't win any horse races.
3. That bicycle shop is expensive.
4. I hate love stories that are romantic.
5. That shoe shop smells weird.

# G 1.11 - Adjectives

*Copy the following terms and complete the exercise:*

**Comparative:** Compares 2 items using “more” or the suffix “-er”

(better, taller, more wonderful)

**Superlative:** Compares 3+ items using “most” or the suffix “-est”

(best, tallest, most wonderful)

*RULE: One-syllable adjectives use “-er” or “-est” on the end. Adjectives with 3+ syllables use “more” or “most” in front.*

1. He was the (most, more) attractive of the two vampires.
2. She was the (most, more) prepared out of the whole coven.
3. He robbed the (larger, largest) blood bank. (there are several)
4. Between the two, Beverly’s fangs were (sharper, sharpest).
5. Put your (best, better) foot forward.

## Dialogue Correction

She said Don't do it. Please. I don't want to die!  
Loki stared at her as he licked his vampire lips.  
You'll never escape me he answered. No  
matter how hard you try. A scream leaked out  
from behind her lips and her legs gave out.  
Before hitting the ground she whispered I'm  
sorry Mom. Loki leaned over her and said I am  
going to enjoy this.

# G 1.12 - Adjectives

Copy the following terms and complete the exercise:

**Proper Adjective: an adjective that is derived from a proper noun that is always capitalized.**

Copy the sentences and use the capitalization editing mark under the first letter of each proper adjective that should be capitalized.

*Example: shakespearean plays are my favorite.*



1. The story was intriguing and kafkaesque.
2. I love to eat german and chinese food.
3. The alaskan salmon is better fresh.
4. Steampunk is victorian style mixed with technology.
5. In science class we are studying darwinian theory.



# G 1.13 - Adjectives

*Copy the following terms and complete the exercise:*

**A versus AN: “A” is used before words that begin with a consonant sound and “AN” is used before words that begin with a vowel sound.**

*Copy the sentences and choose the correct form of adjective:*

1. I have (a, an) orange to eat under (a, an) tree.
2. When (a, an) girl fights (a, an) dragon, it's scary.
3. (A, an) uprising may start in (a, an) moment.
4. (A, an) bloodbath could be (a, an) tragedy.
5. (A, an) one-legged man fought (a, an) unicorn in (a, an) U.S. state. *(makes the “y” or “w” sound)*

## G 1.14 - Corrections

*Copy the following paragraph and make any necessary corrections.*

Balloons drifted off into the wind. The Balloon's colors let her know that he no longer loved her. She wiped a tear from her left eyes' lashes and cried into her hands. Whom would ever love her? She was a lovely, kind, british girl with so much to offer. She wasn't more pretty than anyone else, but between her and her best friend, she is kindest. Doesnt kindness count for anything?

## G 1.16 - Figurative Language

Write a short story using each of the following figurative devices:

1. Alliteration
2. Simile
3. Metaphor
4. Imagery
5. Rhetorical Question
6. Personification/Anthropomorphism
7. Foreshadowing

# Anaphora

Repetition of a word, phrase, or clause **at the beginning** of two or more phrases in a row. This is a deliberate form of repetition and helps to make the writer's point clearer.

# Epistrophe

Repetition of a word, phrase, or clause **at the end** of two or more phrases in a row. (Opposite of anaphora)

# Connotation

An idea or feeling that a word invokes that is usually different from its literal or primary meaning.

# Denotation

The literal or primary meaning of a word according to the dictionary.

# Assonance

The repetition of the sound of a vowel near enough to each other for the echo to be noticed. (A, E, I, O, U,)

# Consonance

The repetition of the sound of a consonant near enough to each other for the echo to be noticed. (All other sounds)

# Asyndeton

The removal of the usual conjunctions to separate words in a series. (and, or, but, so, yet, etc ... )

“Reduce, Reuse, Recycle” “I came, I sought, I conquered”

# Polysyndeton

The adding of additional conjunctions to separate words in a series.

“We ate peas and fish and cornbread and potatoes.”

## G 2.01 - Verbs

*Copy the following terms and complete the exercise:*

**Verb**: a *verb* describes an action or occurrence or indicates a state of being.

Copy the following and circle all of the verbs:

I wanted ice cream, but at the same time I didn't want ice cream. It was a hard decision. My mind and heart were at war. My heart called for it, screamed for it like it was a siren at sea. My mind, on the other hand, yelled a resounding, "No!" Which one did I listen to?



## G 2.02 - Verbs

*Copy the following terms and complete the exercise:*

**Passive Voice versus Active Voice:** In **active voice**, the subject of sentence performs the action. In **passive voice** the subject receives the action.

Examples:

**Passive:** The brakes were slammed by her foot.

**Active:** She slammed the brakes with her foot.

## G 2.02 - Verbs

**Passive:** The brakes were slammed by her foot.

**Active:** She slammed the brakes with her foot.

Copy each sentence and write Active or Passive next to it.

1. **I broke your bicycle.**
2. **Your bicycle was broken.**
3. **He remixed that song.**
4. **That song was remixed.**

Write your own: Write 1 sentence in active voice and one in passive voice.  
Identify each one as active or passive.

## G 2.03 - Verbs

*Copy the following definition:*

**Linking Verb: (“Be” Verbs)** a **verb** that connects a subject with a noun or adjective They do not show action, but rather a state of being.

*Copy the linking verbs:*

**Be, am, is, are, was, were, been, being**

*Task:*

**Write a 5-6 sentence short story WITHOUT using any linking verbs (be verbs).**

# G 2.04 - Verbs

*Copy the following definition and examples:*

**Transitive Verb:** is an **action verb**, expressing a doable activity like *kick, want, paint, write, eat, clean*, etc. Second, it must have a **direct object**, something or someone who receives the action of the verb.

Transitive: She cleans the dirty dishes. He kicked John in the face. She painted the canvas with acrylic paint.

**Intransitive Verb:** Unlike a **transitive verb**, it will **not** have a **direct object** receiving the action.

Intransitive: She sneezed violently. She sat on the front porch. He died a horrible death.

## G 2.04 - Verbs

*Copy and Identify each sentence as Transitive or Intransitive. Underline the direct object for each transitive verb.*

1. Antonio **eats** dead bugs drenched in brown gravy.
2. Grandma **loads** the body into the van.
3. James **went** to the vampire cafe for a pint of blood.
4. Alicia **wrote** a love poem for her zombie lover.
5. The cats **lie** on top of dead bodies until they grow cold.

# G 2.05 - Verbs

## Verb Tenses:

*Copy these examples:*

**Simple Present:** They walk

**Present Perfect:** They have walked

(expresses a past event that has **present** consequences)

**Simple Past:** They walked

**Past Perfect:** They had walked

(completed prior to some past point of time )

**Future:** They will walk

**Future Perfect:** They will have walked

(expresses expected completion in the future)

## G 2.05 - Verbs

**Copy and identify each sentence by its verb tense:**

1. He will have gone to the store.
2. She loves ice cream.
3. Harry will do his homework.
4. Pat had done his homework, but forgot it.
5. He killed her.
6. She has gone to the gym.

## G 2.06 - Verbs

### Verb Tenses:

*Copy and correct the verb tenses in this paragraph so they are consistent:*

Wondering what would happen to her sister, she pulled at her hair with her hands. She knows her sister is probably safe, but what if she isn't. She loved her more than anything, even if she just now realizes that. Family is like that sometimes; you hate them until they are gone. She lies on her bed and cried tears of agony. Why I am just sitting here? she thought. I need to do something! With that, she gets out of bed and laced up her sneakers to go help.



## G 2.06 - Verbs

### Verb Tenses:

*Copy and correct the verb tenses in this paragraph so they are consistent:*

Wondering what would happen to her sister, she **pulled** at her hair with her hands. She **knows** her sister **is** probably safe, but what if she **isn't**. She **had loved** her more than anything, even if she just now **realizes** that. Family is like that sometimes; you hate them until they are gone. She **lies** on her bed and **cried** tears of agony. Why I am just sitting here? she thought. I need to do something! With that, she **gets** out of bed and **laced** up her sneakers to go help.

## G 2.06 - Verbs

### Verb Tenses:

*Copy and correct the verb tenses in this paragraph so they are consistent:*

Wondering what would happen to her sister, she **pulled** at her hair with her hands. She **knew** her sister **was** probably safe, but what if she **wasn't**? She **loved** her more than anything, even if she just now **realized** that. Family is like that sometimes; you hate them until they are gone. She **lied** on her bed and **cried** tears of agony. Why I am just sitting here? she thought. I need to do something! With that, she **got** out of bed and **laced** up her sneakers to go help.

# G 2.07 - Verbs- HW ON DESK

## Active/Passive Voice:

*Copy the paragraph and change every passive voice sentence into active voice.*

Last summer our house was set on fire by me. The job took about two weeks to plan. First, the exterior was covered with flammable clear liquid. Then all the matches were collected in secret. After everyone went to bed that night, the plan could be executed. A burglar mask was used to hide my identity. A whole night was needed to watch the house crumble to dust.

## G 2.08 - Semicolon

**Semicolon:** (;) To join two independent clauses (complete sentences) without coordinating conjunctions (and, or, but, nor, for, so, yet) or commas. Words like "however," "moreover," "thus," and "therefore," are often used as connectors after the semicolon.

**Example:** All the children behaved very well; therefore, they will all get a treat.

*Copy the following sentences and write yes or no next to them to say whether or not the semicolon is used correctly.*

1. There are two choices; run away or fight.
2. She has much ninja training; she often defeats her enemies.
3. I have to do my chores; my mother insists.
4. I love the color blue; purple not so much.

## G 2.09 - Colon

**Colon:** (:) Used to introduce a list, description, or definition.

*Example: Squiggly missed all of his friends: Bob, Cactus, and Flom.*

Copy the following sentences and write yes or no next to them to say whether or not the colon or semicolon is used correctly.

1. He wanted to see three cities in Italy: Rome, Florence and Venice.
2. We had too many fumbles: we lost the game.
3. Remember what I told you: two can play at that game, and don't eat yellow snow.
4. There is only one word to describe her bedroom: a garbage pit.
5. Cats are amazing: Siamese cats are best.

## G 2.10 - Colon and Semicolon Practice

*Copy the following paragraph and fill in the blanks with a colon, semicolon, or comma. Look at your definitions for colon and semicolon to help.*

I want to eat the entire pie \_\_\_ and that is totally possible. I will also eat \_\_\_ potatoes, cranberry sauce, and green beans. I hope my stomach does not burst \_\_\_ I doubt that is possible, but I'm not certain. If it does, I will certainly die \_\_\_ and then my family will cry. On my tombstone it will say the following \_\_\_ "Death by pie." That is not a bad way to go \_\_\_ I can think of worse ways to perish. Death \_\_\_ something we all must face.

## G 2.11 - Appositives

*Copy the following definition:*

Appositive: An **appositive** is a noun or noun **phrase** that renames another noun right beside it. The **appositive** can be a short or long combination of words.

*Write down every appositive you can find in this paragraph:*

The local florist and his wife had a sense of humor when naming their children, three daughters and a son. Their eldest daughter, Lilly, didn't mind being named after a flower. Sylvia, her best friend, agreed that Lilly was a normal girl's name. By the time their second daughter was born, the florist and his wife, a creative couple, used an unusual name. They named her after the Chrysanthemum, the florist's favorite flower.

# G 2.11 - Appositives SONNET ON DESK

*Copy the following definition:*

**Appositive:** An **appositive** is a noun or noun **phrase** that renames another noun right beside it. The **appositive** can be a short or long combination of words.

**Example:** My dad, Michael, runs 100-mile races. (does not use WHO, WHICH)

*Copy and circle every appositive you can find.*

The local florist and his wife had a sense of humor when naming their children, three daughters and a son. Their eldest daughter, Lilly, didn't mind being named after a flower. Sylvia, her best friend, agreed that Lilly was a normal girl's name. By the time their second daughter was born, the florist and his wife, a creative couple, used an unusual name. They named her after the Chrysanthemum, the florist's favorite flower.



# G 2.12 - Comma Rules

*Do the following:*

Write **1** sentence using **2** appositives.

*Example: My dad, Michael, runs 100-mile races. (does not use WHO, WHICH)*

*Copy the following rule. Then, copy and correct the 3 sentences.:*

Commas always separate the name of the person being addressed from the rest of the sentence. *Example: Karen, get down here! Mom, leave me alone!*

1. I want you to know Mom that I killed Joey with a butter knife.
2. Stacie you are the worst human being I've ever met.
3. Sometimes I want to tear your eyes out Jeremy.

## G 2.13 - Oxford Comma

The Oxford Comma: comes before the AND in a list of items and helps to clarify what is being listed.

Example with Oxford Comma:

I bought apples, oranges, bananas, and a pet goldfish.

Without Oxford Comma:

I bought apples, oranges, bananas and a pet goldfish.

*(Both ways, with and without the Oxford Comma, are correct as long as you are consistent in your writing)*

Write 2 sentences that use the Oxford Comma

With the Oxford comma:  
we invited the strippers, jfk, and stalin.



Without the Oxford comma:  
we invited the strippers, jfk and stalin.



# G 2.14 - Em Dash- GRAMMAR HW ON DESK

Depending on the context, the em dash can take the place of commas, parentheses, or colons. Do not mistake the em dash (—) for the narrower en dash used between numbers (–) or the even narrower hyphen (-) used to join words together.

COPY THE EXAMPLES:

**in place of commas (appositive)**

When the car—a snazzy Mazda 6—was delivered, she no longer wanted it.

**in place of parentheses**

Discovering the errors—all 124 of them—the publisher recalled the books.

**in place of a colon and comma**

After deliberation, the jurors reached a verdict—guilty.

She bought so much stuff— 19 apples, 56 bananas, and a chain saw.

**The em dash to show someone being cut off in dialogue.**

“Karen, why don’t you ever do anything—”

“Don’t you dare say ‘nice’!” she interrupted.

## G 2.15 - Dialogue

Write out the following dialogue with proper punctuation and formatting. (remember to start a new line and indent every time a new character speaks)

She said Don't do it. Please. I don't want to die! Loki stared at her as he licked his vampire lips. You'll never escape me he answered. No matter how hard you try. A scream leaked out from behind her lips and her legs gave out. Before hitting the ground she whispered I'm sorry Mom. Loki leaned over her and said I am going to enjoy this.

## G 2.16 -Corrections (SATIRE RD ON DESK)

**Write out the following paragraph and make the 10 necessary corrections:**

My mother Karen loves to eat cheesecake. She loved it so much that she wants to marry it, I don't think that is a good idea. The ceremony would be awkward.

"Karen do you take cheesecake to be your love" the priest would say. "I do" Karen would answer.

"Cheesecake do you take Karen to be your love?"

Nothing but awkward silence would follow and my mother would be sad.

## G 2.12 - Oxford Comma

*Do the following:*

Write **1** sentence using **2** appositives.

*Example: My dad, Michael, runs 100-mile races. (does not use WHO, WHICH)*

*Copy the following rule. Then, copy and correct the 3 sentences:.*

Commas always separate the name of the person being addressed from the rest of the sentence. *Example: Karen, get down here! Mom, leave me alone!*

1. I want you to know Mom that I killed Joey with a butter knife.
2. Stacie you are the worst human being I've ever met.
3. Sometimes I want to tear your eyes out Jeremy.

# Persuasion Introduction

## Warm-Up (Write on paper if you do not have a new journal for this semester)

Write down the definitions to each of the following terms in your own words. If you do not know the term, leave it blank and fill it in when we go over them.

**RHETORIC:** The art of persuasive speaking or writing using persuasive techniques

**LOGOS:** appealing to logic or reason (Greek: "Logic")

**ETHOS:** appealing to the character or credibility of the author (Greek: "character")

**PATHOS:** appealing to emotion (Greek: "suffering")