



Daily GRAMMAR

LESSONS

Lesson 31:

Adjective

A part of speech that modifies or describes nouns and pronouns and tells us which, whose, what, and how many about the nouns or pronouns that they generally describe. Adjectives are words that tell us more about the nouns or pronouns that they modify.

by Bill Johanson

Daily Grammar Lessons Workbook

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Section 1: Parts of Speech

Chapter 1: Verbs

Verbs show action or state of being.

Lesson 1

Verbs are the most important words in a sentence. Verbs are the first of the eight parts of speech that we will be studying. Most verbs are action words, but a few verbs indicate state of being or existence. The first lessons will be about verbs, and how they are recognized and used.

Instructions: Find the action verbs in the following sentences.

1. The wolf ran across the sand.
2. Sit down.
3. The dog barked at the man.

Answers:

1. ran
2. sit
3. barked

All three verbs are action verbs since they show action. Action verbs are the most common verbs.

Lesson 2

Instructions: Find the state of being verbs in these sentences.

1. My uncle is a pilot.
2. The pie looks good.
3. You seem upset.

Answers:

1. is
2. looks
3. seem

These verbs are state of being or linking verbs. Some common linking verbs include: *is, am, are, was, were, be, being, been, seem, look, feel, and become*. They do not show action; they just show that something exists.

Lesson 3

Instructions: Pick out the verbs in these sentences and tell whether they are action verbs or linking verbs.

1. Suddenly someone sneezed loudly.
2. There are holes in my shirt.
3. He appears happy.
4. The image appeared in the mirror.

Answers:

1. sneezed
2. are
3. appears
4. appeared

Sneezed and *appeared* are action verbs. *Are* and *appears* are linking, or state of being verbs. Some verbs, like *appear*, can be either action or linking verbs (this depends on whether the verb shows action or not). In the sentence above, *appears* is like saying *seems*, which shows no action. However, *appeared* shows the action of the *image*.

Lesson 4

Sometimes a verb can be more than one word. When a verb is more than one word, it is called a verb phrase. Verb phrases can be two, three, or four words. Using auxiliary or helping verbs makes verb phrases. There are twenty-three (23) helping verbs that should be memorized since they are used so often. If you memorize them, it will make knowing and understanding verbs much easier. They are usually grouped in the following five groups:

Group 1: is, am, are, was, were, be, being, been

Group 2: has, have, had

Group 3: do, does, did

Group 4: shall, will, should, would

Group 5: may, might, must, can, could

Instructions: Pick out the verb phrases in these sentences.

1. You are going to Seattle.
2. You have been resting too much.
3. We must be early.
4. I will be finished shortly.

Answers:

1. are going
2. have been resting
3. must be
4. will be finished

These sentences all have what are called auxiliary or helping verbs. I will refer to them as helping verbs.

Lesson 5

Some of the helping verbs can be used alone as the main verb. *Is, am, are, was, and were* can be used alone as linking or state of being verbs. *Has, have, had, do, does, and did* always show action when used alone. *Be, being, and been* can be used with other verbs either to show action, or state of being. The other helping verbs cannot be used alone, but only as helping verbs.

Instructions: Find the verb or verb phrases in these sentences.

1. She has too many friends.
2. You do beautiful work.
3. I was in Canada last week.
4. You are being very stubborn.

Answers:

1. has
2. do
3. was
4. are being

Has and *do* are action verbs, *was* and *are being* are state of being verbs.

Quiz for Lessons 1 - 5

Instructions: List the verbs or verb phrases in the sentences, and tell whether they are action verbs or state of being verbs. For extra credit, find the helping verbs.

1. Jim plays basketball.
2. They will return on the airplane.
3. Badger is a funny dog.
4. I have been here a long time.
5. I should have been playing the drum.
6. Go home.

Answers for Quiz (Lessons 1-5):

1. plays - action
2. will return - action
3. is - linking or state of being
4. have been - state of being
5. should have been playing - action
6. go - action

The helping verbs are: *will, have, should, have, and been*. The *been* in sentence four is not a helping verb because it is the main verb. The last verb in a verb phrase is always the main verb.

Lesson 6

Instructions: Pick out the verb phrases in the following sentences (remember to watch for the helping verbs).

1. I can understand his concern.
2. She must have told you ten times.
3. We shall go tomorrow.
4. The wind was howling all night.

Answers:

1. can understand
2. must have told
3. shall go
4. was howling

Can understand, must have told, shall go, and was howling are the verb phrases.

Lesson 7

The use of helping verbs causes certain changes in verb phrases that we need to be able to recognize. One change is the use of contractions (contractions are two or more words combined together with an apostrophe).

As mentioned before, it's a good idea to memorize the helping verbs. If you haven't memorized them, take a few minutes to learn them.

Group 1: is, am, are, was, were, be, being, been

Group 2: has, have, had

Group 3: do, does, did

Group 4: shall, will, should, would

Group 5: may, might, must, can, could

Instructions: List the contractions in the following sentences.

1. I've done it again.
2. You aren't going with us.
3. She's staying to tend the kids.

Answers:

1. I've
2. aren't
3. she's

Lesson 8

A helping verb may be connected with another word in a contracted form. The following sentences have verb phrases using contractions.

Instructions: Find the verb phrases in each sentence. Determine if the verb phrases are action verbs or state of being verbs.

1. I've done it again.
2. You aren't going with us.
3. She's staying to tend the kids.

Answers:

1. 've (have) done - Have is in contracted form.
 2. are going - Are is connected to the contracted form of not.
 3. 's (is) staying - Is is in contracted form.
- All three verb phrases are action verbs.

Lesson 9

In sentences that are questions, the verb phrase is often separated by another word.

Instructions: Find the verb phrases in these sentences. Be sure to watch for another word separating the helping verb from the main verb.

1. Have you been driving long?
2. Where was the car parked?
3. Can I be of assistance?

Answers:

1. have been driving
2. was parked
3. can be

The words separating the verb phrases are nouns and pronouns. This is very common in sentences that are questions. The first two verbs are action verbs, and the last verb is a state of being verb.

Lesson 10

Sometimes verb phrases are separated by words called adverbs (we will learn more about adverbs in later lessons). Adverbs are often used with verbs; however, they are not considered part of the verb phrase.

Instructions: Find the verb phrases in the following sentences. Are the verbs action verbs or state of being verbs?

1. You have not helped your father today.
2. I will soon be home.
3. The child had suddenly choked on the food.

Answers:

1. *have helped* - action verbs
2. *will be* - state of being verbs
3. *had choked* - action verbs

Quiz for Lessons 6 - 10

Instructions: List the verb phrases in the following sentences.

1. My wife is reading in the hammock under the tree.
2. The message can't be altered.
3. Somewhere a party is being planned.
4. Shouldn't I be a clown for Halloween?
5. I've run out of time.
6. Write down as many of the twenty-three helping verbs as you can.

Answers for Quiz (Lessons 6-10):

1. is reading
2. can be altered
3. is being planned
4. should be
5. 've (have) run
6. The twenty-three helping verbs are: *is, am, are, was, were, be, being, been, have, has, had, do, does, did, shall, will, should, would, may, might, must, can, and could.*

Lesson 11

Not and its contracted form, *n't*, are never part of the verb.

Instructions: Pick out the verb phrases in these sentences.

1. The game will not be finished for another hour.
2. The horse shouldn't have been worked so much.
3. Wouldn't you give me another chance?

Answers:

1. will be finished
2. should have been worked
3. would give

Not and *n't* are not part of the verb phrase. Verb phrases can have one, two, or three helping verbs in them.

Lesson 12

Verb phrases with two or more helping verbs always keep a definite order. Most helping verbs can combine with other helping verbs but will not combine with all of them. The examples below show good combinations.

is being said, has been said, will be said, could have been said, may have said, had been said

Instructions: Arrange the following helping verbs with the word in parentheses into a verb phrase. One of the helping verbs will not combine and must be left out.

Example: was, have, may (gone) = may have gone - was will not combine in this group.

1. am, will, being (fired)
2. been, could, does, have (learning)
3. might, do, have, been (sleeping)
4. must, were, be (discovered)
5. be, has, should (sold)

Answers:

1. am being fired
2. could have been learning
3. might have been sleeping
4. must be discovered
5. should be sold

Lesson 13

We can change the form of a verb (these changes in form are used in conjugations. Conjugations will be addressed in later lessons). For example, a verb can have an *s* added to it as in *eat, eats* or *run, runs*. Other changes could be *eating, ate*, or *eaten* for the verb *eat*. *Run* could be changed to *running*, or *ran*. Irregular verbs, which we will cover later, have several confusing changes.

Instructions: Find the verb or verb phrases in these sentences. Take note of the different verb forms for come and sent.

1. I am coming in the morning.
2. I came as soon as possible.
3. She comes by every day.
4. Send me the package in the mail.
5. The new part was sent to me.
6. I am sending Jeff with the neighbors.

Answers:

1. am coming
2. came
3. comes
4. send
5. was sent
6. am sending

Lesson 14

Instructions: Pick out only the helping verbs used in the verb phrases.

1. He should have tried again.
2. The dog had suddenly come into the yard.
3. Has anyone taken out the trash?
4. Could they have been pointing at our car?
5. She's hoping for a call from her sister.

Answers:

1. should have
2. had
3. has
4. could have been
5. 's (is)

Lesson 15

It's time for a review! Remember that verbs either show action or state of being. Using helping verbs makes verb phrases. Verb phrases may be separated by other words. Verb phrases follow a definite order and change form.

Instructions: Find the verb phrases and tell what kind of verbs they are.

1. I can understand your concern.
2. Is Mrs. Johanson going with you?
3. The rooms cannot be held any longer.
4. I haven't seen him for an hour.

Answers:

1. can understand - action
2. is going - action
3. can be held - action
4. have seen – action

Quiz for Lessons 1 - 15

Instructions: Answer each question true or false.

1. Verbs never change form.
2. A verb is never just one word.
3. Verb phrases keep a definite order.
4. There are twenty-three helping verbs.
5. Helping verbs cannot be the main verb.
6. Helping verbs can be action verbs.
7. Verb phrases can have three helping verbs.
8. Verbs can be in contracted form.
9. State of being verbs show action.
10. Verbs are the most important words in a sentence.

Answers for Quiz (Lessons 1-15):

1. false (Lesson 13)
2. false (Lesson 4)
3. true (Lesson 12)
4. true (Lesson 4)
5. false (Lesson 5)
6. true (Lesson 5)
7. true (Lesson 4)
8. true (Lesson 8)
9. false (Lesson 1)
10. true (Lesson 1)

Chapter 2: Nouns

The name of a person, place, or thing.

Lesson 16

A noun is a word that names a person, place, or thing. Examples of nouns include: *man*, *city*, *book*, and *courage*. Nouns often follow words like *a*, *an*, and *the*.

Instructions: Pick out all the nouns in these sentences.

1. The teacher told the student that a person should always be loyal.
2. People with perseverance will be successful in life.
3. I bought a new pen at the drugstore across the street.
4. The man said to the policeman that he had not seen the accident.

Answers:

1. teacher, student, person
2. people, perseverance, life
3. pen, drugstore, street
4. man, policeman, accident

Lesson 17

Nouns can be singular (as in Lesson 16) or plural in form. Plural means two or more. Plurals are formed by adding *s*, *es*, changing *y* to *i* and adding *es*, and with changes in spelling, as in *man* becoming *men*. Examples include: *car*, *cars*; *fox*, *foxes*; *baby*, *babies*; *man*, *men*.

Instructions: Find the nouns in the following sentences. Some are plurals and some are not.

1. Computers are making work easier for secretaries.
2. Children always require great energies from parents.
3. Labors on farms take great effort by workers.
4. Alaina doesn't like puzzles or mathematics.

Answers:

1. Computers, work, secretaries
2. Children, energies, parents
3. Labors, farms, effort, workers
4. Alaina, puzzles, mathematics

Lesson 18

Nouns are grouped into two general classifications: proper and common. Proper nouns name a special person, place, or thing and begin with capital letters. All other nouns begin with small letters and are considered common.

Examples of common nouns include: *city, man, boat, and radio*. These could be changed into proper noun forms by naming specifics: *Chicago, Mr. Jones, Santa Maria, and Motorola*.

Instructions: Pick out the nouns in these sentences and tell if they are common or proper.

1. Becky went with her sisters to Disneyland on Friday.
2. My youngest son is in Brazil until September.
3. Mr. Smith works with his wife in Los Angeles.
4. Love could bring marriage to Mark and Terri.

Answers:

1. Becky, Disneyland, Friday - proper nouns; sisters - common noun
2. Brazil and September - proper nouns; son - common noun
3. Mr. Smith and Los Angeles - proper nouns; wife - common noun
4. Mark and Terri - proper nouns; love and marriage - common nouns (love is capitalized because it begins the sentence)

Lesson 19

Nouns can be classified in specific ways. Concrete nouns, abstract nouns, and compound nouns are three such ways. Concrete nouns name things that exist physically as *sidewalk, bird, toy, hair, and rain*. Abstract nouns name ideas, characteristics, or qualities as *courage, pride, goodness, and success*. Compound nouns are made up of more than one word as *dining room, Bill of Rights, Jeff Hansen, and homerun*.

Instructions: Find the nouns and classify them as concrete, abstract, or compound.

1. People like to see a homerun hit over the wall.
2. My daughter works for the post office in Salt Lake City.
3. Rhode Island is a success, although smaller than Texas.
4. Respect must be earned, but honesty should always be our policy.

Answers:

1. *People* and *wall* are concrete nouns. *Homerun* is a compound noun.
2. *Daughter* is a concrete noun, while *post office* and *Salt Lake City* are compound nouns.
3. *Rhode Island* is compound; *success* is abstract; *Texas* is concrete.
4. *Respect, honesty, and policy* are abstract nouns. Compound nouns can also be concrete or abstract.

Lesson 20

Three other specific classifications for nouns are collective nouns, count nouns, and mass nouns. Collective nouns name groups, such as *team*, *class*, and *choir*. Count nouns can be counted. You can use *a*, *an*, *many*, or a number before count nouns. Examples include: *one boy*, *six sheep*, and *many days*. Mass nouns are not countable and include words like *gasoline*, *water*, and *dirt*.

Instructions: Find the nouns in these sentences and classify them as collective nouns, count nouns, or mass nouns.

1. Get some gasoline, or the class will be late arriving.
2. The alien group should come by bus soon.
3. The orchestra will be playing in the arena in the evening.
4. The water at the beach was covered with oil.

Answers:

1. gasoline - mass; class - collective
2. group - collective; bus - count
3. orchestra - collective; arena and evening - count
4. water and oil - mass; beach - count

Quiz for Lessons 16 - 20

Instructions: Pick out the nouns in the following sentences and tell whether they are common or proper.

1. Mrs. Mills told the officer at the post office to weigh the package.
2. The principal at the school held Eric after the bell.
3. Sheep and horses eat grass shorter than cattle.
4. The Declaration of Independence and the Constitution are important to Americans.
5. War is a terrible thing that all nations should work to stop.

Answers for Quiz (Lessons 16-20):

1. Mrs. Mills - proper; officer, post office, package - common
2. Eric - proper; principal, school, bell - common
3. Sheep, horses, grass, cattle - common
4. Declaration of Independence, Constitution, Americans - proper
5. War, thing, nations - common

Chapter 3: Pronouns

Pronouns are a word that replaces a noun, or a group of words used as nouns.

Lesson 21

A *pronoun* is a word that replaces a noun, or a group of words used as nouns. Pronouns are classified in five (5) different categories: *personal pronouns, relative pronouns, demonstrative pronouns, indefinite pronouns, and interrogative pronouns*. Some pronouns can appear in more than one classification. The way in which a pronoun is classified depends on how it is used in a sentence.

Personal pronouns refer to three types of people: *the speaker or speakers, those spoken to, and those spoken about*. When a pronoun refers to the speaker or speakers, this is called *first person*. First person pronouns include: *I, my, mine, me, myself, we, our, ours, us, ourselves*. When the pronoun refers to people who are spoken to, this is called *second person*. Second person pronouns include: *you, your, yours, yourself, yourselves*.

When the pronoun refers to those spoken about, this is called *third person*. Third person pronouns include: *he, his, him, himself, she, her, hers, herself, it, its, itself, they, their, theirs, them, themselves*. Personal pronouns can be singular (one) or plural (two or more), just as verbs and nouns.

Instructions: Find the personal pronouns in these sentences.

1. She hit him on his head.
2. I saw you at your store.
3. He, himself, will be our new friend.
4. It will be hard for me to see you.
5. They always get angry with her and me.

Answers:

1. She, him, his
2. I, you, your
3. He, himself, our
4. It, me, you
5. They, her, me

Lesson 22

The word for which the pronoun stands is called its *antecedent*. It may be in the same sentence, in a previous sentence, or not given at all. An example would be: *The boy threw the football. He threw it over the fence.* Boy is the antecedent for *he*, and *football* is the antecedent for *it*. A pronoun can also be an antecedent for another pronoun. For example: *He likes his new car. He* is the antecedent for *his*. The antecedent always comes before the pronoun for which it is the antecedent.

Instructions: Pick out the pronouns and their antecedents in these sentences.

1. He ran after his dad.
2. Jennie wanted her doll for bedtime.
3. The rabbit hopped into its hole.
4. They will help you with your work themselves.
5. The teacher gave us homework every day, and she made our lives miserable.

Answers:

1. He is the antecedent for his.
2. Jennie is the antecedent for her.
3. Rabbit is the antecedent for its.
4. They is the antecedent for themselves, and you is the antecedent for your.
5. Teacher is the antecedent for she, and us is the antecedent for our.

Lesson 23

Some personal pronouns are called possessives because they show **whose** something is. Possessive pronouns include: *my, mine, your, yours, his, her, hers, its, our, ours, their, and theirs*. An example would be: *The money is **mine**.* **Mine** tells whose money it is.

Instructions: Find the possessive pronouns in the following sentences.

1. The new car is his.
2. Yours will be here tomorrow.
3. I like theirs best.
4. Should we go for a ride in his or hers?

Answers:

1. his
2. yours
3. theirs
4. his, hers

Lesson 24

The personal pronouns *myself*, *yourself*, *yourselves*, *himself*, *herself*, *itself*, *ourselves*, and *themselves* are compound personal pronouns, combining the personal pronoun with self or selves. These are known as reflexive pronouns. For example: *Carl hurt **himself***.

Instructions: Find the reflexive pronouns in these sentences.

1. I should understand myself better.
2. Ann bought herself two new hamsters.
3. They can't help themselves.
4. The boy cut himself on the broken glass.

Answers:

1. myself
2. herself
3. themselves
4. himself

Lesson 25

The personal pronouns *myself*, *yourself*, *yourselves*, *himself*, *herself*, *itself*, *ourselves*, and *themselves* can also be used as intensive pronouns. An example would be: *Carl, **himself**, won the race*.

Instructions: Find the intensive pronouns in these sentences.

1. We, ourselves, went to the movie.
2. The man, himself, wrestled the alligator.
3. Jeanne, herself, gave us the gift.
4. They, themselves, had played until dark.

Answers:

1. ourselves
2. himself
3. herself
4. themselves

Quiz for Lessons 21 - 25

Instructions: Find the personal pronouns. Tell if they are intensive, reflexive, or possessive; if they have an antecedent, name it.

1. I want you, yourself, to come tomorrow.
2. The decision, itself, is yours to make.
3. She gave herself up to the police.
4. My brother gave me his pet snake.
5. You can tie your shoe by yourself.

Answers for Quiz (Lessons 21-25):

1. I, you, and yourself are pronouns. Yourself is intensive and you is its antecedent.
2. Itself and yours are pronouns. Itself is intensive, and yours is possessive. Decision is the antecedent for itself.
3. She and herself are pronouns. Herself is reflexive and has she as the antecedent.
4. My, me, and his are pronouns. My and his are possessives, and brother is the antecedent of his.
5. You, your, and yourself are pronouns. Yourself is a reflexive pronoun, and you is the antecedent for your and yourself. Your is possessive.

Lesson 26

Relative pronouns join dependent clauses to independent clauses. Relative pronouns include: *who*, *whose*, *whom*, *which*, and *that*. For example, *He found his money **that** he had lost.* *That* joins the two clauses together into one sentence (clauses will be taught in detail later).

Instructions: Find the relative pronouns in the sentences, and see how many other pronouns you can find as a bonus.

1. I want the house, which is brick.
2. Jack ordered the meal that we picked up.
3. Freddie is the girl who won the contest.
4. Jon is a man on whom I can rely.
5. The student whose answer was wrong turned bright red.

Answers:

1. Which is the relative pronoun, and I is also a pronoun.
2. That is the relative pronoun, and we is also a pronoun.
3. Who is the relative pronoun.
4. Whom is the relative pronoun, and I is also a pronoun.
5. Whose is the relative pronoun.

Lesson 27

Demonstrative pronouns are pronouns that point out. They include: *this, that, these, and those*. For example: *That* is my hat. I like *these* not *those*.

Instructions: Find the demonstrative pronouns in these sentences.

1. That is a great idea.
2. I will take those.
3. How much money do you want for this?
4. These are the shoes I want.

Answers:

1. that
2. those
3. this
4. these

Lesson 28

Instead of pointing out specifically, *Indefinite pronouns* point out generally. Indefinite pronouns include such words as *another, any, anybody, anyone, anything, both, each, either, everybody, everyone, everything, many, neither, nobody, none, no one, one, other, others, some, somebody, and someone*.

Instructions: Find the indefinite pronouns in the following sentences.

1. Everybody loves someone sometime.
2. Both of the students should hand in everything they have completed.
3. I didn't see anyone I knew.
4. If no one helps others, nothing gets done.
5. Somebody said that one should touch neither of them.

Answers:

1. everybody, someone
2. both, everything
3. anyone
4. no one, others
5. somebody, one, neither

Lesson 29

Interrogative pronouns ask questions. *Who, whom, whose, which,* and *what* are interrogative pronouns.

Instructions: Find the interrogative pronouns in these sentences.

1. What is that?
2. Who is going with me?
3. Which is the right answer?
4. Whose was right?
5. To whom did you want to speak?

Answers:

1. what
2. who
3. which
4. whose
5. whom

Lesson 30

This lesson is a review of the five kinds of pronouns.

Instructions: Find each pronoun and tell what kind it is. Remember, pronouns are *personal, relative, demonstrative, indefinite,* or *interrogative.*

1. From whom did you get that?
2. Neither of my brothers would read me the story.
3. You need someone who will be kind to others.
4. What does this have to do with me?
5. I liked the play that you hated.

Answers:

1. whom - interrogative, you - personal, that - demonstrative
2. neither - indefinite, my - personal, me - personal
3. you - personal, someone - indefinite, who - relative, others - indefinite
4. what - interrogative, this - demonstrative, me - personal
5. I - personal, that - relative, you - personal

Quiz for Lessons 21 - 30

Instructions: Find each pronoun. Tell if it is personal, relative, demonstrative, indefinite, or interrogative. List the antecedent if there is one. For each personal pronoun, tell if it is possessive, intensive, or reflexive.

1. He himself had helped my mother do something.
2. Which is the right room for this?
3. These are mine. Whose are these?
4. This is the book that I would recommend to you.
5. Everyone has talents. Some have many. No one has none.
6. He found himself lost in his dream.
7. I myself heard him blame himself in front of everybody.
8. Neither of them has anyone who will help us.
9. Who would have guessed that that was wrong?

Answers for Quiz (Lessons 21-30):

1. he - personal, himself - personal, intensive, my - personal, possessive. He is the antecedent for himself. (something is a noun)
2. Which - interrogative, this - demonstrative
3. These - demonstrative, mine - personal, possessive, Whose - interrogative, these - demonstrative
4. this - demonstrative, that - relative, I - personal, you - personal
5. everyone, some, many, no one, none - all are indefinite
6. he - personal, himself - personal, reflexive, his - personal. He is the antecedent for himself and his.
7. I - personal, myself - personal, intensive, him - personal, himself - personal, reflexive, everybody - indefinite. I is the antecedent for myself, and him is the antecedent for himself.
8. neither - indefinite, them - personal, anyone - indefinite, who - relative, us - personal
9. who - interrogative, that - relative, that – demonstrative

Chapter 4: Adjectives

Adjectives modify or affect the meaning of nouns and pronouns and tell us which, whose, what kind, and how many about the nouns or pronouns they modify.

Lesson 31

Adjectives, another part of speech, give us a great deal of terminology. Adjectives modify or affect the meaning of nouns and pronouns and tell us *which, whose, what kind*, and *how many* about the nouns or pronouns they modify. They generally come before the noun or pronoun they modify, but there are exceptions to that rule.

There are seven (7) words in the English language that are always adjectives. They are the articles *a, an*, and *the* and the possessives *my, our, your*, and *their* (the possessives are from the possessive pronoun list, but are always used with nouns as adjectives). Being only seven in number, one should memorize these words so they are immediately recognized as adjectives.

Examples: *The neighbor* girl likes *chocolate* ice cream. The man is *tall, dark* and *handsome*.

Some authorities like to distinguish between what they call *true adjectives* and *determiners*, but both still tell *which, whose, what kind*, and *how many*. Those words are the key to adjectives and should be memorized to make adjectives easy.

Instructions: Pick out the adjectives in the following sentences.

1. The heavy, red dress of Queen Elizabeth weighed over fifty pounds.
2. My sister chose two shirts for my graduation present.
3. That small, Mexican restaurant in the next block serves fresh meals.

4. The little black dog barked at the well-dressed stranger.
5. An old wood fence had caught several discarded candy wrappers.

Answers:

1. The, heavy, red, fifty
2. My, two, my, graduation
3. That, small, Mexican, the, next, fresh
4. The, little, black, the, well-dressed
5. An, old, wood, several, discarded, candy

Lesson 32

Other pronouns can also be used as adjectives, but they are not always adjectives as the seven mentioned in Lesson 31.

Demonstrative pronouns, *this, that, these, those*; interrogative pronouns, *whose, which, what*; and indefinite pronouns, *another, any, both, each, either, many, neither, one, other, some*; when used with a noun, become adjectives. *Cardinal* and *ordinal numbers* can be adjectives. Examples: ten students (cardinal), the tenth student (ordinal). Pronouns used as adjectives are called *pronominal adjectives*.

Instructions: List the adjectives in these sentences.

1. Whose car is that red one in the driveway?
2. Those drapes go well with this brown carpet.
3. The two men were wondering what signal had brought many people to their rescue.
4. The third person entering the city park won another prize.
5. That tie is a good one for this suit.

Answers:

1. Whose, that, red, the
2. Those, this, brown
3. The, two, what, many, their
4. The, third, the, city, another
5. That, a, good, this

Lesson 33

Proper nouns, possessives (and modifiers made from them), and common nouns can be adjectives. Examples: July storms, winter weather, Jim's boat, boy's bed.

Some authorities call nouns used to describe another noun, *noun adjuncts*. They tell us *whose* or *what kind*.

Instructions: Find the adjectives in these sentences..

1. Dan's new hat blew down the man's stairway.
2. Stormy spring weather can cause many flash floods.
3. Pam's new suitcase was ready for the Canadian trip.
4. December winds can make a dangerous Christmas trip.
5. The student's hope was the teacher's happiness.

Answers:

1. Dan's, new, the, man's
2. Stormy, spring, many, flash
3. Pam's, new, the, Canadian
4. December, a, dangerous, Christmas
5. The, student's, the, teacher's

Lesson 34

Verb forms can also be used as adjectives. They are called *participial adjectives*.

Examples: the *lost* mine, the *howling* wolf.

Instructions: Pick out the adjectives in these sentences.

1. The soaking rain caused much damage.
2. The broken dish cut the crying girl.
3. A great work was done by the person with a giving spirit.
4. The laughing hyena was sleeping in its cage.
5. The eager student found the torn book.

Answers:

1. The, soaking, much
2. The, broken, the, crying
3. A, great, the, a, giving
4. The, laughing, its
5. The, eager, the, torn

Lesson 35

Adjectives are not limited in how many can be used with a noun to modify it: *the big black frightening curly* bear. These adjectives follow an order pattern when two or more are used together.

Examples: *the second three days, both his friends*. You would not say *three second the days* or *his both friends*.

Instructions: Because many words can be both pronouns and adjectives, depending on how they are used in a sentence, decide if the italicized words are pronouns or adjectives in the following sentences. Remember that pronouns stand alone, but adjectives are used to modify nouns.

1. Do *either* of you have *any* of *this* material. *Any* amount would help.
2. *Each* girl did her chores, and *their* mother gave *each* a hug.
3. *This* is our answer, and *no one* disagrees.
4. *Both* have *many* chances to play, but *neither one* is better.
5. *What* is *your* name because *neither* of us knows it?

Answers:

1. *Either* and the first *any* are pronouns, *this* and the second *any* are adjectives.
2. The first *each* and *their* are adjectives, and the second *each* is a pronoun.
3. *This* and *no one* are pronouns.
4. *Both* and *one* are pronouns, and *many* and *neither* are adjectives.
5. *What* and *neither* are pronouns, and *your* is an adjective.

Quiz for Lessons 31 - 35

Instructions: Find all the adjectives in these sentences.

1. Our first idea met with many strong complaints.
2. The happy shout from the three frolicking children greeted their dad on his return.
3. Star Wars is an exciting movie for most people.
4. The flooded basement caused terrible damage.
5. The Johanson family just returned from a hot, exhausting trip to Arizona.

Answers for Quiz (Lessons 31-35):

1. Our, first, many, strong
2. The, happy, the, three, frolicking, their, his
3. an, exciting, most
4. The, flooded, terrible
5. The, Johanson, a, hot, exhausting

Lesson 36

Adjectives can be used in comparisons, which means we change the form of the adjective when speaking of one, two, or more than two. They change by adding either *er* or *est* to the adjective, or by using the words *more* or *most* before the adjective. Some are irregular in their form and must be memorized or looked up in the dictionary (the dictionary gives the forms for most words using *er* or *est* to form comparisons). The three degrees of comparison are called (1) *positive*, which states a quality of one thing or person, (2) *comparative*, which compares two things or persons, and (3) *superlative*, which compares more than two things or persons. Examples: *positive* - new, careless, good; *comparative* - newer, more careless, better; *superlative* - newest, most careless, best.

Instructions: Write the comparative and superlative forms of the following adjectives.

1. jolly
2. honest
3. dim
4. friendly
5. little

Answers:

1. jolly, jollier, jolliest
2. honest, more honest, most honest
3. dim, dimmer, dimmest
4. friendly, friendlier, friendliest
5. little, less or lesser or littler, least or littlest (Little when referring to amount uses *less*, *lesser* and *least*; when referring to size uses *littler* and *littlest*.)

Lesson 37

In comparison of adjectives, one-syllable adjectives and some two-syllable adjectives (especially those ending in *y* or *le*) form the comparative with *er* and the superlative with *est*. Examples: new, newer, newest; jolly, jollier, jolliest.

Instructions: Write the correct comparative and superlative forms for the following adjectives.

1. glad
2. prompt
3. small
4. noble
5. funny

Answers:

1. glad, gladder, gladdest
2. prompt, prompter, promptest
3. small, smaller, smallest
4. noble, nobler, noblest
5. funny, funnier, funniest

Lesson 38

Many two-syllable adjectives, and almost all adjectives with three or more syllables, use *more* or *most* to form the comparative and superlative forms. Examples: honest, more honest, most honest; careful, more careful, most careful.

Instructions: Write the comparative and superlative forms for these words.

1. interesting
2. critical
3. splendid
4. delicious
5. outstanding

Answers:

1. interesting, more interesting, most interesting
2. critical, more critical, most critical
3. splendid, more splendid, most splendid
4. delicious, more delicious, most delicious
5. outstanding, more outstanding, most outstanding

Lesson 39

There are a few adjectives that are irregular in their comparisons.
Examples: good, better, best.

Instructions: Give the comparative and superlative forms of the following words.

1. many
2. ill
3. much
4. perfect
5. bad

Answers:

1. many, more, most
2. ill, worse, worst
3. much, more, most
4. perfect - cannot be compared since there is no more perfect or most perfect.
5. bad, worse, worst

Lesson 40

Never use double comparisons. If you use *er* or *est*, then don't use *more* or *most*.

Correct: He is busier than I. Incorrect: He is more busier than I.

Instructions: Chose the correct form in the following sentences.

1. Yesterday we played our (worse, worst) concert.
2. I am (more hungrier, hungrier) now.
3. Who is the (shorter, more shorter, most short, shortest) of the four sisters?
4. Is this the (best, better, more better, most best) value that you have?
5. John is the (most happiest, happiest) kid I know.

Answers:

1. worst
2. hungrier
3. shortest
4. best
5. happiest

Quiz for Lessons 36 - 40

Instructions: Give the comparative and superlative forms for these adjectives.

1. fair
2. tender
3. difficult
4. earnest
5. responsible
6. easy
7. many
8. straight
9. muddy
10. cheerful

Answers for Quiz (Lessons 36-40):

1. fair, fairer, fairest
2. tender, tenderer, tenderest
3. difficult, more difficult, most difficult
4. earnest, more earnest, most earnest
5. responsible, more responsible, most responsible
6. easy, easier, easiest
7. many, more, most
8. straight, straighter, straightest
9. muddy, muddier, muddiest
10. cheerful, more cheerful, most cheerful

Lesson 41

Use the article *an* before a word beginning with a *vowel* (a,e,i,o,u) or a *vowel sound* (words beginning with a silent *h* as in *heir*, and *hour*). Words that start with *eu* or *u* that are pronounced with a long *u*, or pronounced like "you," use the article *a* before them. Examples: an egg, an hour, an orange, an idea, a house, a mouse, a river, a boy, a ukulele, a eucalyptus tree.

Instructions: Use the correct article before the following words.

1. girl
2. man
3. horse
4. apple
5. honor
6. restaurant
7. industry
8. eye
9. car
10. flower

Lesson 41 Answers:

1. a girl
2. a man
3. a horse
4. an apple
5. an honor
6. a restaurant
7. an industry
8. an eye
9. a car
10. a flower

Lesson 42

When you are using separate nouns, be sure to use the articles (*a*, *an*, or *the*) before each noun. If only one thing or person is meant, do not repeat the article.

Examples: I need a secretary and a bookkeeper. (two persons)

I need a secretary and bookkeeper. (one person)

She lost the black and white kitten. (one kitten)

She lost the black and the white kitten. (two kittens)

Instructions: Choose the correct form in these sentences.

1. Mrs. Jones is (a wife and a doctor, a wife and doctor).
2. Jane wanted (a girl and a boy, a girl and boy) for the committee.
3. Jack was wearing (a green and red, a green and a red) shirt.
4. Joan wants to be (a rock star or a lawyer, a rock star or lawyer).
5. Jim brought (a bat and ball, a bat and a ball).

Answers:

1. a wife and doctor
2. a girl and a boy
3. a green and red
4. a rock star or a lawyer
5. a bat and a ball

Lesson 43

Use *this* or *that* with *kind* or *sort* because both are singular; use *these* or *those* with *kinds* or *sorts* because both are plural. Examples: *this* or *that* **kind** of stocks, *these* or *those* **kinds** of stocks, *this* or *that* **sort** of people, *these* or *those* **sorts** of people.

Instructions: Choose the correct word (this, that, these, those) for each of the blanks in these sentences.

1. _____ sort of computer is much better.
2. Paul bought _____ kind of car.
3. I like _____ sorts of cars better.
4. _____ kinds of problems are hard.
5. What did _____ sorts of shoes cost?

Answers:

1. this or that
2. this or that
3. these or those
4. these or those
5. these or those

Lesson 44

Do not use the pronoun *them* for the adjectives *these* or *those*.

Correct: Give me those papers.

Correct: Give me them.

Incorrect: Give me them papers.

Instructions: Choose the correct word (these, those, them) for the blanks in the following sentences.

1. _____ questions are good ones.
2. I will show _____ the answers.
3. Are _____ clothes on sale?
4. _____ actors and singers at Old Tucson were good.
5. We enjoyed _____ very much.

Answers:

1. these or those
2. them
3. these or those
4. these or those
5. them

Lesson 45

It's time to review Lessons 41 to 44! See how you do and then go back and review areas that cause you trouble.

Instructions: Choose the correct adjectives in these sentences.

1. (Them, Those) skate boards are in the wrong place.
2. (This, These) kind of job is hard work.
3. You need (a pen and a calculator, a pen and calculator).
4. Our society needs (these, that) kinds of rules.
5. The zoo has (a, an) elephant that is huge.

Answers:

1. Those
2. This
3. a pen and a calculator
4. these
5. an

Quiz for Lessons 41 - 45

Instructions: Choose the correct answer in these sentences.

1. Mr. Smith is (a husband and father, a husband and a father).
2. (An, A) orange is sweeter than (an, a) pear.
3. May I go to the movie with (them, those) boys?
4. I would avoid (this, these) kinds of back operations.
5. (That, those) sorts of plants are poisonous.
6. May I go help (those, these, them)?
7. James wants (a watch and a camera, a watch and camera).
8. (A, An) answer is what I need now.

Answers for Quiz (Lessons 41-45):

1. a husband and father
2. an and a
3. those
4. these
5. those
6. them
7. a watch and a camera
8. an

Chapter 5: Adverbs

Adverbs modify verbs, adjectives, and other adverbs.

Lesson 46

Adverbs modify verbs, adjectives, and other adverbs. They tell *how* (manner), *when* (time), *where* (place), *how much* (degree), and *why* (cause). *Why* is a common one-word adverb that tells why. Adverbs that tell us *how*, *when*, *where*, and *why* always modify the verb. Adverbs that tell us *how much* modify adjectives or other adverbs. These adverbs are also called *qualifiers* because they strengthen or weaken the words they modify.

Examples: He kicked the ball solidly. (how); He kicked the ball immediately. (when); He kicked the ball forward. (where); He kicked the ball *too* hard. (how much).

Instructions: Find the adverbs in the following sentences and what they tell us.

1. Paul answered the question quickly.
2. The answer was given too softly.
3. I soon understood what he said yesterday.
4. Becky and Pam wanted to know then and there.
5. Why do we misunderstand others so often?

Answers:

1. quickly (how)
2. too (how much), softly (how)
3. soon (when), yesterday (when)
4. then (when), there (where)
5. why (why), so (how much), often (when)

Lesson 47

Many adverbs end with *ly*, which is a good clue to adverb recognition. Not all words that end in *ly* are adverbs, however. Some words such as *daily*, *yearly*, and *hourly* can be either adverbs or adjectives.

Instructions: Pick out the adverbs in these sentences.

1. Daily we did our very hard lessons.
2. The yearly crop was totally ruined by the weather.
3. Hourly we listened to the rapidly falling rain.
4. The friendly person suddenly ran up to me.
5. The unusually large dog jumped outside and licked my face.

Answers:

1. Daily, very
2. totally
3. hourly, rapidly
4. suddenly, up
5. unusually, outside

Lesson 48

Not and its contraction, *n't*, are adverbs. They really modify the entire sentence, but we will have them modify the verb, as it is the most important word in the sentence. This is a common practice in grammar books. Remember that adverbs tell us *how*, *when*, *where*, *why*, and *how much* and modify *verbs*, *adjectives*, and *other adverbs*.

Instructions: Find the adverbs in these sentences and tell which word they modify.

1. Terri did not do the work correctly.
2. Mom was never so deeply pleased with the kids.
3. Badger actually likes almost every cat he sees.
4. I recently found that you wouldn't help.
5. You will not go tomorrow to that very scary movie.

Answers:

1. not, correctly (both words modify the verb *did do*)
2. never, so, deeply (never and deeply modify the verb was pleased; so modifies deeply telling how much)
3. actually, almost (actually modifies the verb likes; almost modifies every telling how much)
4. recently, n't (recently modifies the verb found; n't modifies the verb would help)
5. not, tomorrow, very (not and tomorrow modify the verb will go; very modifies scary telling how much)

Note: Adverbs that modify verbs always modify the whole verb phrase when it is made up of more than one word.

Lesson 49

Adverbs may be compound. Example: He speaks *rapidly* and *well*.

Instructions: Find the adverbs in these sentences.

1. We shouldn't decide this very important decision quickly or foolishly.
2. Suddenly and quietly the boys slipped from the room.
3. The girls did the dishes laughingly and happily together.
4. Marilyn types rapidly and accurately.
5. Either today or tomorrow we will go to the zoo.

Answers:

1. n't, very, quickly, foolishly
2. suddenly, quietly
3. laughingly, happily, together
4. rapidly, accurately
5. today, tomorrow

Lesson 50

Adverbs that tell us *how*, *when*, and *where* can shift position in the sentence.

Example: I am *often* out of town. *Often* I am out of town. I am out of town *often*.

Instructions: List the adverbs in these sentences.

1. Jeff does his work wisely.
2. Seldom do we see everyone at the same time.
3. Ann often visits from Canada.
4. Now let's check this again.
5. I see what you mean now.

Answers:

1. wisely
2. seldom
3. often
4. now, again
5. now

Quiz for Lessons 46 - 50

Instructions: Find the adverbs in the following sentences and tell what word they modify, and what they tell us. Remember that adverbs tell us *how*, *when*, *where*, *why* and modify the verb. Adverbs that tell us *how much* modify adjectives or other adverbs. These adverbs must come before the word they modify.

1. Haven't we often stopped here before?
2. Boyd does his work faithfully and carefully.
3. My children sometimes say that I have always been highly critical.
4. Yesterday Jim came by once or twice.
5. The baby lay there very safely in the crib.
6. Today the dog seemed rather restless.

Answers for Quiz (Lessons 46-50):

1. n't (when/how), often (when), here, (where), before, (when). They all modify the verb *have stopped*.
2. faithfully (how), carefully (how). They both modify the verb *does*.
3. sometimes (when), always (when), highly (how much). *Sometimes* modifies the verb *say*. *Always* modifies the verb *have been*. *Highly* modifies the adjective *critical*.
4. yesterday (when), by, (where), once (when), twice (when). They all modify the verb *came*.
5. there (where), very (how much), safely (how). *There* and *safely* modify the verb *lay*. *Very* modifies the adverb *safely*.
6. today (when), rather (how much). *Today* modifies the verb *seemed*. *Rather* modifies the adjective *restless*.

Lesson 51

Most adverbs are formed from adjectives. Adding *ly* to the adjective forms many adverbs.

Example: slow - slowly

Instructions: Change the following adjectives to adverbs.

1. fierce
2. quick
3. large
4. useful
5. equal

Answers:

1. fiercely
2. quickly
3. largely
4. usefully
5. equally

Lesson 52

Most adjectives that end in *y* can transform into adverbs by changing the *y* to *i*, and then adding *ly*.

Example: lazy - lazily

Instructions: Change these adjectives to adverbs.

1. happy
2. easy
3. mighty
4. busy
5. angry

Answers:

1. happily
2. easily
3. mightily
4. busily
5. angrily

Lesson 53

Most adjectives that have more than one syllable, and end in *le*, can change into adverbs by simply changing the *e* to *y*.

Example: favorable - favorably

Instructions: Change the following adjectives to adverbs.

1. noble
2. horrible
3. sensible
4. suitable
5. comfortable

Answers:

1. nobly
2. horribly
3. sensibly
4. suitably
5. comfortably

Lesson 54

If an adjective ends in *ic*, an *ally* can be added to form the adverb.

Example: basic - basically

Instructions: Form the adverb from the following adjectives.

1. drastic
2. artistic
3. dramatic
4. realistic
5. electric

Answers:

1. drastically
2. artistically
3. dramatically
4. realistically
5. electrically

Lesson 55

Not all adverbs are formed from adjectives. Some common ones are *never*, *not*, *here*, *there*, *then*, *when*, *where*, *always*, *too*, *now*, and *very*. Remember that adverbs tell us *how*, *when*, *where*, *why*, and *how much* and modify verbs, adjectives or other adverbs.

Instructions: Find the adverbs in these sentences.

1. We cannot go to the movie now.
2. Yesterday it was a very hot day.
3. I have never been there before.
4. Your clothes are too rad.
5. Jane always had the right answer near.

Answers:

1. not, now
2. yesterday, very
3. never, there, before
4. too
5. always, near

Quiz for Lessons 51 - 55

Instructions: Form the adverbs from the following words.
Remember that adverbs are formed from adjectives by adding *ly* at the end. Some require spelling changes such as *y* to *i*, then adding *ly*; by changing *e* to *y*; or by adding *ally*. Some require no changes.

1. considerable
2. strange
3. soon
4. rare
5. witty
6. elliptic
7. capable
8. unrealistic
9. heavy
10. often

Answers for Quiz (Lessons 51-55):

1. considerably
2. strangely
3. soon
4. rarely
5. wittily
6. elliptically
7. capably
8. unrealistically
9. heavily
10. often

Lesson 56

Adverbs, like adjectives, can be compared. They have the same three degrees (1) positive - one thing or person, (2) comparative - two things or persons, and (3) superlative - more than two things or persons. Most adverbs formed from adjectives use *more* or *most* to express comparisons.

Example: slowly, more slowly, most slowly

Instructions: Write the comparative and superlative forms of the following adverbs.

1. softly
2. lazily
3. heavily
4. comfortably
5. quietly

Answers:

1. softly, more softly, most softly
2. lazily, more lazily, most lazily
3. heavily, more heavily, most heavily
4. comfortably, more comfortably, most comfortably
5. quietly, more quietly, most quietly

Lesson 57

Some adverbs, including those that can also be adjectives, use *er* and *est* to form comparisons.

Example: soon, sooner, soonest

Instructions: Form the comparative and superlative of these words.

1. early
2. high
3. fast
4. hard
5. often

Answers:

1. early, earlier, earliest
2. high, higher, highest
3. fast, faster, fastest
4. hard, harder, hardest
5. often, oftener or more often, oftenest or most often

Lesson 58

Some adverbs have an irregular comparison.

Example: well, better, best

Instructions: Give the comparative and superlative of these words.

1. far
2. little
3. much
4. badly
5. ill

Answers:

1. far, farther, farthest
2. little, less, least
3. much, more, most
4. badly, worse, worst
5. ill, worse, worst

Lesson 59

Most adverbs not formed from verbs cannot be compared. Words like *now, too, then, not, already, again, always, yesterday, almost, why, and here*.

Instructions: Find the adverbs in these sentences. Remember that adverbs tell us *how, when, where, why, and how much*.

1. Today or tomorrow I should finish my technically difficult work.
2. Don't leave me alone.
3. Where did you go yesterday?
4. It is too windy for me to go again.
5. Finally he is going away.

Answers:

1. today, tomorrow, technically
2. n't, alone
3. where, yesterday
4. too, again
5. finally, away

Lesson 60

Do not use two negative words to limit one idea. Be careful not to use *not* or *n't*, *no*, *never*, *none*, *hardly*, *scarcely*, or *nothing* with another negative word.

Examples: Correct - Jim *never* likes help. Jim likes *no* help. Incorrect - Jim *never* likes *no* help. Correct - Barbara said *nothing*. Barbara didn't say *anything*. Incorrect - Barbara didn't say *nothing*.

Instructions: Choose the correct form in parentheses for these sentences.

1. Carl hasn't (none, any) more tickets.
2. Jeff (can, can't) hardly wait to come home.
3. This shouldn't (ever, never) happen again.
4. We (haven't, have) scarcely any fuel left.
5. Jeanne won't need (no, any) money for school.

Answers:

1. any
2. can
3. ever
4. have
5. any

Quiz for Lessons 56 - 60

Instructions: Form the comparative and superlative of the following words.

1. closely
2. wildly
3. not
4. there
5. well
6. soon
7. coldly
8. fast
9. much
10. now

Answers for Quiz (Lessons 56-60):

1. closely, more closely, most closely
2. wildly, more wildly, most wildly
3. *Not* cannot be compared.
4. *There* cannot be compared.
5. well, better, best
6. soon, sooner, soonest
7. coldly, more coldly, most coldly
8. fast, faster, fastest
9. much, more, most
10. *Now* cannot be compared.

Lesson 61

Since adverbs can be confusing, we need to memorize what adverbs tell us and what they modify. We must always remember this basic information to handle them correctly.

Adverbs are words that modify verbs, adjectives, and other adverbs. They tell *how* (manner), *when* (time), *where* (place), *how much* (degree), and *why* (cause). *Why* is a common one-word adverb that tells why. Adverbs that tell us *how*, *when*, *where*, and *why* always modify the verb. Adverbs that tell us *how much* modify adjectives or other adverbs. These adverbs are also called *qualifiers* because they strengthen or weaken the words they modify.

Examples: He kicked the ball solidly. (how); He kicked the ball immediately. (when); He kicked the ball forward. (where); He kicked the ball *too* hard. (how much).

Instructions: The following sentences have adverbs that tell us *how*, and they modify the verb. Find the adverbs in these sentences and tell what they modify.

1. Joe was frantically mumbling to the 911 operator.
2. The message was secretly hidden in the cushion.
3. The room was decorated beautifully for the wedding.
4. The spy readily accepted the new assignment.
5. He was carefully disguised but captured quickly by police.

Lesson 61 Answers:

1. *frantically* modifying the verb *was mumbling*
2. *secretly* modifying the verb *was hidden*
3. *beautifully* modifying the verb *was decorated*
4. *readily* modifying the verb *accepted*
5. *carefully* modifying the verb *was disguised* and *quickly* modifying the verb *was captured* (was is a helping verb to both main verbs)

Lesson 62

These sentences have adverbs that modify the verb and tell us *when*.

Instructions: Find the adverbs and tell what they modify.

1. As the car caught fire, he jumped immediately from it.
2. Daily I go to the gym for exercise.
3. The campfire was glowing later to our surprise.
4. We will now finish the assignment.
5. The work will be done tomorrow.

Answers:

1. *immediately* modifying the verb *jumped*
2. *daily* modifying the verb *go*
3. *later* modifying the verb *was glowing*
4. *now* modifying the verb *will finish*
5. *tomorrow* modifying the verb *will be done*

Lesson 63

These sentences have adverbs that modify the verb and tell us *where*.

Instructions: Find these adverbs and tell what they modify.

1. The fighter moved forward to meet his opponent.
2. There went the boy for some fun.
3. Sit here in this comfortable chair.
4. We are playing outside.
5. Where have you been?

Answers:

1. *forward* modifying the verb *moved*
2. *there* modifying the verb *went*
3. *here* modifying the verb *sit*
4. *outside* modifying the verb *are playing*
5. *where* modifying the verb *have been*

Lesson 64

These sentences have adverbs that modify adjectives and tell us *how much*.

Instructions: List the adverbs and what they modify.

1. Ila is an unusually good cook.
2. Jeff is very hungry.
3. We all want a perfectly just government.
4. The Internet is an entirely modern concept.
5. These sentences are extremely brief ones.

Answers:

1. *unusually* modifying the adjective *good*
2. *very* modifying the adjective *hungry*
3. *perfectly* modifying the adjective *just*
4. *entirely* modifying the adjective *modern*
5. *extremely* modifying the adjective *brief*

Lesson 65

These sentences have adverbs that modify other adverbs and tell us *how much*.

Instructions: List the adverbs and what they modify.

1. The carpenter worked somewhat cautiously.
2. The project was moving rather slowly.
3. The amusement ride was much too fast for me to try.
4. The program lasted much too long for Paul.
5. Halloween was too far away for little Jim.

Answers:

1. *somewhat* modifying the adverb *cautiously* which modifies the verb *worked*
2. *rather* modifying the adverb *slowly* which modifies the verb *was moving*
3. *much* modifying the adverb *too* which modifies the adjective *fast*
4. *much* modifying the adverb *too* which modifies the adjective *long*
5. *too* modifying the adverb *far*, and *far* modifying the adverb *away* which modifies the verb *was*

Quiz for Lessons 61 - 65

Instructions: Find the adverbs and tell what they modify in the following sentences.

1. After the hike my muscles were extremely tired and very sore.
2. Yesterday I had hardly completed my very hard assignment when I was rudely interrupted.
3. Gradually everyone reached the top of the mountain they had climbed before.
4. Just now he remembered his rather important assignment.
5. Often you go too far with your jokes.

Answers for Quiz (Lessons 61-65):

1. *extremely* modifies the adjective *tired*, and *very* modifies the adjective *sore*
2. *yesterday* and *hardly* modify the verb *had completed*, *very* modifies the adjective *hard*, and *rudely* modifies the verb *was interrupted*
3. *gradually* modifies the verb *reached*, and *before* modifies the verb *had climbed*
4. *just* modifies the adverb *now*, *now* modifies the verb *remembered*, and *rather* modifies the adjective *important*
5. *often* modifies the verb *go*, *too* modifies the adverb *far*, and *far* modifies the verb *go*

Lesson 66

People often confuse the use of some adverbs and adjectives. The next few lessons will cover some common mistakes. Remember that adjectives modify nouns or pronouns. Adverbs modify verbs, adjectives or other adverbs.

This lesson will be about the use of the adjective *sure* and the adverbs *surely*, *certainly*, and *really*. Use *sure* only when one of these three adverbs (*surely*, *certainly*, or *really*) does not make sense.

Examples: Jim is sure he is right. Surely he is right.

Instructions: Choose the correct form for each of these sentences.

1. You seem very (surely, sure) of yourself.
2. Ila (surely, sure) is tired from work.
3. The milk (surely, sure) tastes sour.
4. Are you (surely, sure) this is the right road?
5. This story (surely, sure) is exciting.

Answers:

1. sure
2. surely
3. surely
4. sure
5. surely

(Each answer in which you used *surely* could be substituted with the other adverbs *really* or *certainly* and still make sense.)

Lesson 67

The adjective *good* should not be used for the adverb *well*. *Well* should be used for an adjective only when it refers to health or appearance.

Instructions: Choose the correct form for each of these sentences.

1. This food tastes very (good, well).
2. Ann doesn't drive very (good, well).
3. Dad writes (good, well).
4. Becky worked (good, well) today.
5. That hot sun feels (good, well).

Answers:

1. good
2. well
3. well
4. well
5. good

Lesson 68

The adverb *badly* is used to tell how something is done. The adjective *bad* is used to refer to health or feelings and to complete linking verbs such as *seem*, *look*, *taste*, and *smell*.

Instructions: Choose the correct form for each of the following sentences.

1. Our football team played (bad, badly) last night.
2. John felt (bad, badly) about the loss.
3. The medicine doesn't taste too (bad, badly).
4. Our science project went (bad, badly).
5. The air in the sewer smelled (bad, badly).

Answers:

1. badly
2. bad
3. bad
4. badly
5. bad

Lesson 69

The adjectives *real* and *awful* should not be used for the adverbs *really*, *very* and *extremely*.

Instructions: Choose the correct form for each of these sentences.

1. She is (very, real) sorry.
2. Today is (really, real) stormy.
3. Is that a (really, real) person?
4. Be sure to drive (very, real) carefully on slick roads.
5. I am (extremely, real) tired of your antics.

Answers:

1. very
2. really
3. real
4. very
5. extremely

Lesson 70

Instructions: Choose the correct form for each of these sentences. Remember that adjectives modify nouns and pronouns while adverbs modify verbs, adjectives, or other adverbs.

1. Mr. Peterson always speaks (good, well).
2. That coach (sure, surely) gets results.
3. Those knives are (awful, very) sharp.
4. The bacon tasted (good, well).
5. The new teacher (sure, really) is smart.
6. Your assignment was done (bad, badly).
7. I am (real, really) sorry to hear that.

Answers:

1. well
2. surely
3. very
4. good
5. really
6. badly
7. really

Quiz for Lessons 66 - 70

Instructions: Choose the correct form for the following sentences.

1. Matthew plays tennis (bad, badly).
2. Can't you see the game (good, well)?
3. The apple tastes (bad, badly).
4. Are you (sure, surely) he will come?
5. The man felt (bad, badly) about the accident.
6. The weather has been (real, really) cold lately.
7. His death caused everyone to be (real, very) sad.
8. Do you feel (good, well)?
9. The pizza tastes (real, really) (good, well).
10. You (sure, surely) are wrong.

Answers for Quiz (Lessons 66-70):

1. badly
2. well
3. bad
4. sure
5. bad
6. really
7. very
8. well
9. really, good
10. surely

Chapter 6: Prepositions, Conjunctions, & Interjections

Lesson 71

A *preposition* is a word that begins a *prepositional phrase* and shows the relationship between its object and another word in the sentence. A *preposition* must always have an object. A *prepositional phrase* starts with a *preposition*, ends with an *object*, and may have *modifiers* between the preposition and object of the preposition.

The following words are commonly used as prepositions: *about, above, across, after, against, along, among, around, at, before, behind, below, beneath, beside, besides, between, beyond, but (when it means except), by, concerning, down, during, except, for, from, in, inside, into, like, near, of, off, on, out, outside, over, past, since, through, to, toward, under, until, up, upon, with, within, and without.*

These words can be used as other parts of speech, depending on how the word is used in a particular sentence. Many of the common words used as prepositions can be used as adverbs. Words are prepositions if they have an object to complete them. To decide if the word in question is a preposition, say the *preposition* followed by *whom* or *what*. If a noun or a pronoun answers the question, the word is a *preposition*. If there is no noun or pronoun to complete the sentence, the word is not a *preposition*.

Example: The boy stood *up* and ran *down* the street. *Up* what? There is no *object*; therefore *up* is not a preposition. *Down* what? *Street* answers the question; therefore, *down* is a preposition. *Down the street* is the prepositional phrase starting with the preposition *down* and ending with the object *street* with a modifier *the* in between.

Instructions: Find the prepositional phrases in the following sentences.

1. Jim painted a picture on the wall of the house.
2. I like to lie in the shade of the apricot tree and think of the jobs for the day.

3. The dog jumped over the mound behind the barn and ran into the street.
4. Everyone but you will need a note from home with parental permission.
5. Around the yard for miles, you could see nothing except junk.

Answers:

1. on the wall, of the house
2. in the shade, of the apricot tree, of the jobs, for the day
3. over the mound, behind the barn, into the street
4. but you, from home, with parental permission
5. around the yard, for miles, except junk

Lesson 72

Instructions: Remember what was taught in the previous lesson and find the prepositions in these sentences. Remember that a preposition must have an object to complete it.

1. I like the color of the curtain on the window.
2. Jane walked along in the rain during the shower.
3. Hang the picture up or set it down behind the couch.
4. Eric was shining his light around in the car beside us.
5. The bird swooped down, picked up the mouse, and landed on the fence.

Answers:

1. of, on - because they have objects
2. in, during
3. behind
4. in, beside
5. on - (up appears to have an object, but it is really telling *how* or *where* the bird picked the mouse. You are really saying: "The bird picked the mouse up.")

Lesson 73

Instructions: Combine the two sentences into one sentence using a prepositional phrase. Example: The ice melted. The ice was in the glass. Combined: The ice in the glass melted.

1. My dog is named Badger. He is in the garden area.
2. The sunset was beautiful. The sunset was in the west.
3. The grass is dead. The grass is near the road.
4. That girl is my best friend. She lives across the street.
5. I talked to that man. He is in my club.

Answers:

1. My dog in the garden area is named Badger.
2. The sunset in the west was beautiful.
3. The grass near the road is dead.
4. That girl across the street is my best friend.
5. I talked to that man in my club.

Lesson 74

Instructions: Combine the following sentences into one sentence using prepositional phrases. Example: The band marched. They marched across the football field. The band marched across the football field.

1. The runner jogged. He jogged around the park.
2. I found my money. It was under the mattress.
3. She looked around. She was in the store.
4. The students performed well. The performance was for the school play.
5. The man walked home. He was walking from work.

Answers:

1. The runner jogged around the park. -or- Around the park the runner jogged.
2. I found my money under the mattress. -or- Under the mattress I found my money.
3. She looked around in the store. -or- In the store she looked around.
4. The students performed well for the school play. -or- For the school play the students performed well.
5. The man walked home from work. -or- The man walked from work home. or From work the man walked home.

Lesson 75

Instructions: Tell which of the italicized words are prepositions. Remember that prepositions must have an object.

1. Come *in* and sit *down with* me.
2. He climbed *up on* the ladder and *through* the window.
3. Mrs. Jones came *by at* suppertime *but not since*.
4. The firefighter crawled *along with* the child who was *near* death.
5. *Since* no noise came *from* the building, he walked away.

Answers:

1. with
2. on, through
3. at
4. with, near
5. from

Quiz for Lessons 71 - 75

Instructions: Find the prepositional phrases in these sentences.
Remember the object must be a noun or a pronoun.

1. Joe came out in a real hurry.
2. The wind arrived before the storm.
3. The tiger leaped over the wall and into the bushes.
4. The boy with the skateboard hurried down the street and into the building.
5. I took a trip to Canada and Mexico.
6. My wife traveled to the glaciers of the Grand Tetons.
7. By the light of the silvery moon, the man on his knees begged for forgiveness.
8. Under the shade of the apple tree, I read my book in peace.
9. She had lost the name of the book about airplanes.
10. The sentences in this lesson are difficult for me to write.

Answers for Quiz (Lessons 71-75):

1. in a real hurry
2. before the storm
3. over the wall, into the bushes
4. with the skateboard, down the street, into the building
5. to Canada and Mexico
6. to the glaciers, of the Grand Tetons
7. by the light, of the silvery moon, on his knees, for forgiveness
8. under the shade, of the apple tree, in peace
9. of the book, about airplanes
10. in this lesson, for me

Lesson 76

A conjunction is a word that joins other words, phrases (groups of words), or clauses (groups of words with a subject and verb). *Co-ordinate conjunctions* join words, phrases, or clauses of equal rank. There are two kinds: *simple* and *correlative*. *Subordinate conjunctions* join dependent clauses to independent clauses. These will be referred to as *co-ordinate*, *correlative*, and *subordinate*.

The *co-ordinate* conjunctions are the following: *and*, *but*, *or*, *nor*, *for*, and *yet*. (*For* and *yet* can only join clauses.)

The *correlative* conjunctions are always in pairs. They are *either-or*, *neither-nor*, *both-and*, *not only-but also*, and *whether-or*.

Some common *subordinate* conjunctions are *after*, *although*, *as*, *as if*, *because*, *before*, *if*, *since*, *so that*, *than*, *unless*, *until*, *when*, *where*, and *while*.

The *co-ordinate* and *correlative* conjunctions should be memorized since they are common and small in number.

Instructions: Find both the *co-ordinate* conjunctions, which are joining words in the following sentences, and the words that are joined.

1. Jeff and I mowed all the lawns.
2. Grandpa is a slow but strong person.
3. Our guest will be Jeanne or Barbara.
4. I did not like nor appreciate your actions.
5. You or I must do the dishes.

Lesson 76 Answers:

1. and - joining Jeff/I
2. but - joining slow/strong
3. or - joining Jeanne/Barbara
4. nor - joining like/appreciate
5. or - joining You/I

Lesson 77

A conjunction is a word that joins other words, phrases (groups of words), or clauses (groups of words with a subject and verb). *Co-ordinate conjunctions* join words, phrases, or clauses of equal rank.

The *co-ordinate* conjunctions are the following: *and, but, or, nor, for, and yet.* (*For* and *yet* can only join clauses.)

Instructions: Find both the co-ordinate conjunctions, which are joining phrases in these sentences, and the phrases that are joined.

1. The girls ran up the path and over the hill.
2. I became ill by eating the food and stuffing myself.
3. Meet me by the fountain or near the train station.
4. He should have arrived or will be arriving soon.
5. Joe had promised to come but did not keep his promise.

Answers:

1. and - joining up the path/over the hill
2. and - joining eating the food/stuffing myself
3. or - joining by the fountain/near the train station
4. or - joining should have arrived/will be arriving
5. but - joining had promised/did keep

Lesson 78

A conjunction is a word that joins other words, phrases (groups of words), or clauses (groups of words with a subject and verb). *Co-ordinate conjunctions* join words, phrases, or clauses of equal rank.

The *co-ordinate* conjunctions are the following: *and, but, or, nor, for, and yet.* (*For* and *yet* can only join clauses.)

Instructions: Find the co-ordinate conjunctions, which are joining clauses in these sentences.

1. I do not like the idea, yet I will help.
2. The trip was a delight for us, for we had a great time.
3. The mail has not arrived, nor will it come today.
4. I will speak the truth, or I will not work for you.
5. Mom likes Christmas, but Dad likes Halloween.
6. Ann washes the walls, and Pam vacuums the carpet.

Answers:

1. yet
2. for
3. nor
4. or
5. but
6. and

Lesson 79

A conjunction is a word that joins other words, phrases (groups of words), or clauses (groups of words with a subject and verb). *Co-ordinate conjunctions* join words, phrases, or clauses of equal rank.

The *co-ordinate* conjunctions are the following: *and, but, or, nor, for, and yet*. (*For* and *yet* can only join clauses.)

Instructions: Find the co-ordinate conjunctions in these sentences and tell if they are joining words, phrases, or clauses.

1. Will and I went to the game, but Jeff and Jim went swimming.
2. I will go, but I will stay in the hotel or in the waiting room.
3. The men work through the day and into the night.
4. The message will be sent tomorrow or the next day and will arrive in time for the event.
5. He would not help, nor would he allow me to help.

Answers:

1. and (words), but (clauses), and (words)
2. but (clauses), or (phrases)
3. and (phrases)
4. or (words), and (phrases)
5. nor (clauses)

Lesson 80

A conjunction is a word that joins other words, phrases (groups of words), or clauses (groups of words with a subject and verb). *Correlative conjunctions* join words, phrases, or clauses of equal rank.

The *correlative* conjunctions are always in pairs. They are *either-or, neither-nor, both-and, not only-but also, and whether-or*.

Instructions: Find the correlative conjunctions joining words in the following sentences.

1. Either you or I will have to move.
2. I like neither writing nor reading.
3. Your work is both neat and accurate.
4. The meal is not only delicious but also nutritious.
5. The little boy didn't know whether to cry or not.

Answers:

1. either-or
2. neither-nor
3. both-and
4. not only-but also
5. whether-or

Quiz for Lessons 76 - 80

A conjunction is a word that joins other words, phrases, or clauses. *Co-ordinate conjunctions* join words, phrases, or clauses of equal rank.

The *co-ordinate* conjunctions are the following: *and, but, or, nor, for, and yet*. (*For* and *yet* can only join clauses.)

The *correlative* conjunctions are always in pairs. They are *either-or, neither-nor, both-and, not only-but also, and whether-or*.

Instructions: Find the co-ordinate and correlative conjunctions in these sentences.

1. The boys and the girls not only like but also adore both the puppies and the kittens.
2. My mother or my father will come to see you either today or tomorrow.
3. Neither the plane nor the train would arrive on time.
4. Both the man and his friend came down the hall and went into the room.
5. The cook didn't know whether to bake or to mash the potatoes for supper.
6. I didn't win the race, but I didn't care.
7. The trip will take us through the hills and across the valleys.
8. Canada is both beautiful and cold, but I like to visit there.
9. Jeff and Jim are brothers, yet they are not alike.
10. Carl likes to eat and sleep but not work.

Answers for Quiz (Lessons 76-80):

1. and, not only-but also, both-and
2. or, either-or
3. neither-nor
4. both-and, and
5. whether-or
6. but
7. and
8. both-and, but
9. and, yet
10. and, but

Lesson 81

A conjunction is a word that joins other words, phrases, or clauses.
Correlative conjunctions join words, phrases, or clauses of equal rank.

The *correlative* conjunctions are always in pairs. They are *either-or*, *neither-nor*, *both-and*, *not only-but also*, and *whether-or*.

Instructions: List the correlative conjunctions joining phrases in the following sentences.

1. You can go neither to the corn maze nor to the movie.
2. Not only in the movie but also in the book, the plot was outstanding.
3. I will wear either the gray coat or the brown sweater with this pair of pants.
4. I didn't know whether to correct him or let him learn the hard way.
5. I enjoyed both reading the book and seeing the movie.

Answers:

1. neither-nor
2. not only-but also
3. either-or
4. whether-or
5. both-and

Lesson 82

Instructions: Locate the correlative conjunctions joining clauses in these sentences.

1. Either I heard someone knocking, or I thought that I did.
2. Whether you like it, or they like it, doesn't matter.
3. Both what I say, and what I do are important.
4. Not only will I do my best, but also I will do it correctly.
5. Neither had the man gone, nor was he going soon.

Answers:

1. either-or
2. whether-or
3. both-and
4. not only-but also
5. neither-nor

Lesson 83

A conjunction is a word that joins other words, phrases, or clauses. *Correlative conjunctions* join words, phrases, or clauses of equal rank. The *correlative* conjunctions are always in pairs. They are *either-or*, *neither-nor*, *both-and*, *not only-but also*, and *whether-or*.

Instructions: Find the correlative conjunctions in these sentences and tell if they are joining words, phrases, or clauses.

1. I like neither the blue one nor the red one.
2. Both the man and his wife wanted not only the television but also the VCR.
3. Whether you like it, or you don't like it, I am going home.
4. Either you get the work done now, or I will get someone else to do it.
5. Both the letter to the editor and the response to it were gratifying.

Answers:

1. neither-nor (words) one and one - The adjectives "the blue" and "the red" don't change what is joined.
2. both-and (words), man and wife; not only-but also (words) television and VCR - Again the adjectives don't change the fact that you are joining words (nouns).
3. whether-or (clauses)
4. either-or (clauses)
5. both-and (words) letter and response - Leaving out the modifiers doesn't change the meaning of the sentence.

Lesson 84

A conjunction is a word that joins other words, phrases, or clauses. *Subordinate conjunctions* join dependent clauses (a sentence that must be attached to another clause to make sense) to independent clauses (a sentence that makes sense by itself).

Some common *subordinate* conjunctions are *after, although, as, as if, because, before, if, since, so that, than, unless, until, when, where, and while*.

Instructions: Find the subordinate conjunctions in these sentences.

1. If you don't mind, I will return in a week.
2. I am working hard because I want to succeed.
3. I will not be going north until the weather changes.
4. Unless you are correct about the trail, we will be lost in these mountains.
5. He can do this work better than I can.

Answers:

1. if
2. because
3. until
4. unless
5. than

Lesson 85

An interjection is a word or word group that shows feeling. A comma follows a mild interjection; a strong interjection is followed by an exclamation mark.

Examples:

Well, we will soon be home.

Oh! I didn't know he had died.

Instructions: Find the interjections in these sentences.

1. Dear me! That is terrible.
2. Nonsense, you can do it.
3. Wow! You look gorgeous!
4. Sh! The baby is asleep.
5. Oh, what a beautiful baby you have.

Answers:

1. dear me
2. nonsense
3. wow
4. sh
5. oh

Quiz for Lessons 81 - 85

A conjunction is a word that joins other words, phrases, or clauses. *Co-ordinate conjunctions* join words, phrases, or clauses of equal rank. There are two kinds: *simple* and *correlative*. *Subordinate conjunctions* join dependent clauses to independent clauses. I will refer to them simply as *co-ordinate*, *correlative*, and *subordinate*.

The *co-ordinate* conjunctions are the following: *and*, *but*, *or*, *nor*, *for*, and *yet*. (*For* and *yet* can only join clauses.)

The *correlative* conjunctions are always in pairs. They are *either-or*, *neither-nor*, *both-and*, *not only-but also*, and *whether-or*.

Some common *subordinate* conjunctions are *after*, *although*, *as*, *as if*, *because*, *before*, *if*, *since*, *so that*, *than*, *unless*, *until*, *when*, *where*, and *while*.

Instructions: Find the conjunctions in these sentences, and tell whether the conjunction is co-ordinate, correlative, or subordinate.

1. If you have time, visit your sister while you are in Tucson.
2. The hurricane damaged not only North Carolina but also New Jersey.
3. The injured boy could neither walk nor talk.
4. Soccer and basketball are popular sports throughout the world.
5. The principal and the teacher were shocked, but they soon punished him.
6. She was arrested because she was both dishonest and corrupt.
7. As I said, you may have either this dog or the other.
8. Did you honk, or did I imagine it?

9. Although the storm passed, the clouds were dark and gloomy.
10. After the semester was over, my friend and I traveled to the Black Hills and Mount Rushmore.

Answers for Quiz (Lessons 81-85):

1. If (subordinate), while (subordinate)
2. not only-but also (correlative)
3. neither-nor (correlative)
4. and (co-ordinate)
5. and (co-ordinate), but (co-ordinate)
6. because (subordinate), both-and (correlative)
7. as (subordinate), either-or (correlative)
8. or (co-ordinate)
9. although (subordinate), and (co-ordinate)
10. after (subordinate), and (co-ordinate), and (co-ordinate)

Chapter 7: Parts of Speech Review

verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections

Lesson 86

It is now time to review the eight parts of speech, which are: *verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections*.

Verbs show action or state of being.

Nouns are the names of persons, places, or things.

Pronouns take the place of nouns.

Adjectives modify nouns or pronouns and tell *which, whose, what kind, and how many*.

Adverbs modify verbs, adjectives, and other adverbs and tell *how, when, where, and how much*.

Prepositions must have an object and show a relationship between its object and some other word in the sentence.

Conjunctions join *words, phrases, and clauses*.

Interjections show feeling and are punctuated with either a comma or an exclamation point.

Instructions: Identify the part of speech each word is in the following sentences represents.

1. Wow! That must be a very hot fire.
2. He seemed sorry since he almost immediately apologized to us.
3. Mom wanted the answer, but we had had no reply from our daughter or son.

Answers:

1. Wow - interjection, that - pronoun, must - verb, be - verb, a - adjective, very - adverb, hot - adjective, fire - noun.
2. He - pronoun, seemed - verb, sorry - adjective, since - conjunction, he - pronoun, almost - adverb, immediately - adverb, apologized - verb, to - preposition, us - pronoun.
3. Mom - noun, wanted - verb, the - adjective, answer - noun, but - conjunction, we - pronoun, had - verb, had - verb, no - adjective, reply - noun, from - preposition, our - adjective, daughter - noun, or - conjunction, son - noun.

Lesson 87

Instructions: Identify the part of speech each word is in the following sentences represents.

1. Neither Ila nor I knew that the baby had arrived already.
2. Yes, you can go with us to Canada tomorrow.
3. We will be driving together, but Mom won't return at the same time as we do.

Answers:

1. Neither - conjunction, Ila - noun, nor - conjunction, I - pronoun, knew - verb, that - conjunction, the - adjective, baby - noun, had - verb, arrived - verb, already - adverb.
2. Yes - interjection, you - pronoun, can - verb, go - verb, with - preposition, us - pronoun, to - preposition, Canada - noun, tomorrow - adverb.
3. We - pronoun, will - verb, be - verb, driving - verb, together - adverb, but - conjunction, Mom - noun, will - verb, not (n't) - adverb, return - verb, at - preposition, the - adjective, same - adjective, time - noun, as - conjunction, we - pronoun, do - verb.

Lesson 88

Instructions: Identify the part of speech each word is in the following sentences represents.

1. Both the big girl and a small boy were happy with the results.
2. If you do not like it, the boss will speak with you tonight on the phone.
3. Whew! This weather is very warm for this time of year.

Answers:

1. Both - conjunction, the - adjective, big - adjective, girl - noun, and - conjunction, a - adjective, small - adjective, boy - noun, were - verb, happy - adjective, with - preposition, the - adjective, results - noun.
2. If - conjunction, you - pronoun, do - verb, not - adverb, like - verb, it - pronoun, the - adjective, boss - noun, will - verb, speak - verb, with - preposition, you - pronoun, tonight - adverb, on - preposition, the - adjective, phone - noun.
3. Whew - interjection, This - adjective, weather - noun, is - verb, very - adverb, warm - adjective, for - preposition, this - adjective, time - noun, of - preposition, year - noun.

Lesson 89

The eight parts of speech are *verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections*.

Instructions: In the following sentences, tell the part of speech of each italicized word as represents.

1. We need to learn about our *past*.
2. Your friend just went *past*.
3. The *past* event will be remembered forever.
4. The *fall* colors are outstanding this year.
5. The leaves *fall* all over the ground.
6. The branches broke his *fall* from the tree.
7. The *spring* is full of mud.
8. *Spring* into action before it is too late.
9. Don't come *near* me!
10. Do you think he is *near*?

Answers:

1. past - noun
2. past - adverb
3. past - adjective
4. fall - adjective
5. fall - verb
6. fall - noun
7. spring - noun
8. spring - verb
9. near - preposition
10. near – adverb

Lesson 90

The eight parts of speech are *verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections*.

Instructions: In the following sentences, tell the part of speech represented by each italicized word.

1. Joe has been here *since* yesterday.
2. I will do what I can *since* you want it.
3. I looked *behind* for any cars.
4. Will you stand *behind* me?
5. That is a *fine* horse you have.
6. The policeman gave me a *fine*.
7. I will *fine* you for your action.
8. I shall *mine* the gold.
9. The coal *mine* was no longer used.
10. That coat is *mine*.

Answers:

1. since - preposition
2. since - conjunction
3. behind - adverb
4. behind - preposition
5. fine - adjective
6. fine - noun
7. fine - verb
8. mine - verb
9. mine - noun
10. mine - pronoun

Quiz for Lessons 86 - 90

The eight parts of speech are *verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections*.

Verbs show action or state of being.

Nouns are the names of persons, places, or things.

Pronouns take the place of nouns.

Adjectives modify nouns or pronouns and tell *which, whose, what kind, and how many*.

Adverbs modify verbs, adjectives, and other adverbs and tell *how, when, where, and how much*.

Prepositions must have an object and show a relationship between its object and some other word in the sentence.

Conjunctions join *words, phrases, and clauses*.

Interjections show feeling and are punctuated with either a comma or an exclamation point.

Instructions: Identify what part of speech each word represents in the following sentences.

1. After she cleaned the room, Mrs. Smith asked me if I would move the furniture and take out the trash.
2. Yes, we arrived safely in Canada, and we enjoyed the visit with the grandchildren although the weather was really cold and cloudy.
3. A good score comes from a great deal of careful work and effort.

Answers for Quiz (Lessons 86-90):

1. After - conjunction, she - pronoun, cleaned - verb, the - adjective, room - noun, Mrs. Smith - noun, asked - verb, me - pronoun, if - conjunction, I - pronoun, would - verb, move - verb, the - adjective, furniture - noun, and - conjunction, take - verb, out - adverb, the - adjective, trash - noun.
2. Yes - interjection, we - pronoun, arrived - verb, safely - adverb, in - preposition, Canada - noun, and - conjunction, we - pronoun, enjoyed - verb, the - adjective, visit - noun, with - preposition, the - adjective, grandchildren - noun, although - conjunction, the - adjective, weather - noun, was - verb, really - adverb, cold - adjective, and - conjunction, cloudy - adjective.
3. A - adjective, good - adjective, score - noun, comes - verb, from - preposition, a - adjective, great - adjective, deal - noun, of - preposition, careful - adjective, work - noun, and - conjunction, effort - noun.

Section 2: Parts of the Sentence

Chapter 8: Subjects and Verbs

Lesson 91

A simple sentence is a group of words expressing a complete thought, and it must have a *subject* and a *verb* (*predicate* - some grammar books use the word *predicate*, but we will use *verb*). A verb shows action or state of being. Examples: The bell *rang*. The boy *is* here. The subject tells who or what about the verb. Examples: The *bell* rang. The *boy* is here.

There are four kinds of sentences: *declarative*, *imperative*, *interrogative*, and *exclamatory*.

A *declarative* sentence makes a statement. Example: The assignment is due tomorrow.

An *imperative* sentence gives a command or makes a request. Examples: Hand it in now. Stop.

An *interrogative* sentence asks a question. Example: Do you know that man?

An *exclamatory* sentence shows strong feeling. Declarative, imperative, or interrogative sentences can be made into exclamatory sentences by punctuating them with an exclamation point. Examples: The assignment is due tomorrow! Stop! Do you know that man!

When finding the subject and the verb in a sentence, always find the *verb* first and then say *who* or *what* followed by the verb. Example: The bell rang. Find the verb - *rang*. Now say *who* or *what* rang? The bell rang. *Bell* is the subject.

Instructions: Find the subject and verb in the following sentences.

1. Karen went to the mall.
2. Carl didn't help his dad.

3. Mom cooks breakfast every morning.
4. I want a new bike for Christmas.
5. Ann has had a new baby girl.

Answers:

1. Karen - subject, went - verb
 2. Carl - subject, did help - verb (verb phrase using a helping verb *did*)
 3. Mom - subject, cooks - verb
 4. I - subject, want - verb
 5. Ann - subject, has had - verb (verb phrase using a helping verb *has*)
- These verbs are all action verbs.

Lesson 92

A simple sentence is a group of words expressing a complete thought, and it must have a *subject* and a *verb* (*predicate* - some grammar books use the word *predicate*, but we will use *verb*). A verb shows action or state of being. Examples: The bell *rang*. The boy *is* here. The subject tells who or what about the verb. Examples: The *bell* rang. The *boy* is here.

When finding the subject and the verb in a sentence, always find the *verb* first and then say *who* or *what* followed by the verb. Example: The bell rang. Find the verb - *rang*. Now say *who* or *what* rang? The bell rang. *Bell* is the subject.

Instructions: Find the subject and verb in these sentences.

1. The programs are on the piano.
2. The kittens were under the straw stack.
3. He will be here soon.
4. The weather seems cooler.
5. The money must be on the table.

Answers:

1. programs - subject, are - verb
2. kittens - subject, were - verb
3. he - subject, will be - verb (verb phrase using a helping verb *will*)
4. weather - subject, verb - seems
5. money - subject, verb - must be (verb phrase using a helping verb *must*)

These verbs are all state of being verbs.

Lesson 93

A simple sentence is a group of words expressing a complete thought, and it must have a *subject* and a *verb* (*predicate* - some grammar books use the word *predicate*, but we will use *verb*). A verb shows action or state of being. Examples: The bell *rang*. The boy *is* here. The subject tells who or what about the verb. Examples: The *bell* rang. The *boy* is here.

An *imperative* sentence gives a command or makes a request. Examples: Hand it in now. Stop.

Imperative sentences always have an understood, but not stated, *you* as the subject. Examples: Hand it in now. (You) hand it in now. Stop. (You) stop.

Instructions: Find the subject and verb in the following imperative sentences.

1. Give me the gun!
2. Help me please.
3. Bring me the paper.
4. Lock the car door always.
5. Run next door for some sugar.

Answers:

1. (you) - subject, give - verb
2. (you) - subject, help - verb
3. (you) - subject, bring - verb
4. (you) - subject, lock - verb
5. (you) - subject, run - verb

Lesson 94

An *interrogative* sentence asks a question. Example: Do you know that man?

Interrogative sentences many times have the subject between the parts of the verb phrase. To find the verb and the subject, turn the question into a statement. Example: *Have you seen my coat?* You *have seen* my coat. *Who* or *what* have seen? You have seen. You is the subject.

Instructions: Find the subject and verb in these interrogative sentences.

1. Has James left for home?
2. When did the noise begin?
3. Where is Jeanne attending college?
4. Did Jeff eat any dinner?
5. Will you return on Sunday?

Answers:

1. James - subject, has left - verb phrase
2. noise - subject, did begin - verb phrase
3. Jeanne - subject, is attending - verb phrase
4. Jeff - subject, did eat - verb phrase
5. you - subject, will return - verb phrase

Lesson 95

A simple sentence is a group of words expressing a complete thought, and it must have a *subject* and a *verb* (*predicate* - some grammar books use the word *predicate*, but I will use *verb*). A verb shows action or state of being. Examples: The bell *rang*. The boy *is* here. The subject tells who or what about the verb. Examples: The *bell* rang. The *boy* is here.

Sometimes a sentence is in inverted; consequently, the subject may come in the middle or at the end of the sentence. Examples: Out of the woods came a bear. Came is the verb. What came? *Bear* came so bear is the subject. With it, were her cubs in a rolling pile. Were is the verb. What were? *Cubs* were, so cubs is the subject.

Instructions: Find the subject and verb in these sentences.

1. Just around the corner was the parade.
2. In the fall the leaves cover the ground.
3. In the city lived many poor people.
4. Over the fireplace were hanging the stockings for Santa.
5. From the thicket appeared the deer.

Answers:

1. parade - subject, was - verb
2. leaves - subject, cover - verb
3. people - subject, lived - verb
4. stockings - subject, were hanging - verb phrase
5. deer - subject, appeared - verb

Quiz for Lessons 91 - 95

Instructions: Find the subject and verb in the following sentences.
Remember that some sentences can have an inverted order.

1. Here is my shoe!
2. The little boy hit the big girl.
3. You seem unhappy today.
4. Down the road hopped the rabbit.
5. Are we going out on Halloween?
6. Have the men come all the way from Europe?
7. The soup tasted good in the cold weather.
8. The passenger should have been stopped at the gate.
9. The mail could have arrived earlier.
10. Don't go into that house!

Answers for Quiz (Lessons 91-95):

1. shoe - subject, is - verb
2. boy - subject, hit - verb
3. you - subject, seem - verb
4. rabbit - subject, hopped - verb
5. we - subject, are going - verb
6. men - subject, have come - verb
7. soup - subject, tasted - verb
8. passenger - subject, should have been stopped - verb
9. mail - subject, could have arrived - verb
10. (you) - subject, do go - verb

Lesson 96

A simple sentence is a group of words expressing a complete thought, and it must have a *subject* and a *verb* (*predicate* - some grammar books use the word *predicate*, but I will use *verb*). A verb shows action or state of being. Examples: The bell *rang*. The boy *is* here. The subject tells who or what about the verb. Examples: The *bell* rang. The *boy* is here.

There are four kinds of sentences: *declarative*, *imperative*, *interrogative*, and *exclamatory*.

A *declarative* sentence makes a statement. Example: The assignment is due tomorrow.

An *imperative* sentence gives a command or makes a request. Examples: Hand it in now. Stop.

An *interrogative* sentence asks a question. Example: Do you know that man?

An *exclamatory* sentence shows strong feeling. Declarative, imperative, or interrogative sentences can be made into exclamatory sentences by punctuating them with an exclamation point. Examples: The assignment is due tomorrow! Stop! Do you know the man!

When finding the subject and the verb in a sentence, always find the *verb* first and then say *who* or *what* followed by the verb. Example: The bell rang. Find the verb - *rang*. Now say *who* or *what* rang? The bell rang. *Bell* is the subject.

Some sentences begin with an introductory *there*. It is never the subject. The subject will always come after the verb in such a sentence. *There* can also be an adverb. To be an introductory *there*, it must meet these rules: It must be the first word of a sentence (Sometimes a prepositional phrase out of its normal order can come before it.); It cannot mean where; It must be with a state of being verb. The introductory *there* doesn't fit grammatically with the rest of the sentence, as we will find most other words do. Examples: There is some food in the refrigerator. *Is* is the verb. Who or what is? Food

is. *Food* is the subject. In the refrigerator, there is some food. Moving the prepositional phrase does not change the introductory *there*.

Instructions: Find the subject and verb in these sentences.

1. There may not be time for an encore.
2. In the mail box, there was no mail.
3. There has been no letter today.
4. There weren't many men at the meeting.
5. In the snow there were many tracks.

Lesson 96 Answers:

1. time - subject, may be - verb
2. mail - subject, was - verb
3. letter- subject, has been - verb
4. men - subject, were - verb
5. tracks - subject, were - verb

Lesson 97

Interjections, like the introductory *there*, do not fit grammatically with the rest of the sentence. They are never the subject. They come at the beginning of a sentence and may be set off with a comma. Example: Oh, I like your new car.

Instructions: Find the subject, verb, and interjections in these sentences.

1. Hey, what are you doing over there?
2. Yes, I would like that very much.
3. Well, Joe did it.
4. Yippee! Our team won the game.
5. Gosh, how did you do that?

Answers:

1. you - subject, are doing - verb, hey - interjection
2. I - subject, would like - verb, yes - interjection
3. Joe - subject, did - verb, well - interjection
4. team - subject, won - verb, yippee - interjection
5. you - subject, did do - verb, gosh - interjection

Lesson 98

Sometimes a sentence can have two or more verbs called a *compound verb*. A compound verb is joined by either a co-ordinate conjunction or a correlative conjunction. Example: The bell *rang* and *rang*.

Instructions: Find the subject, verb/verbs, and conjunctions in these sentences.

1. Carl listened carefully but heard nothing.
2. The car raced down the road and hit a tree.
3. The audience stood and cheered the performance.
4. The men caught, cooked, and ate the fish.
5. Sue either has done the job or will do it now.

Answers:

1. Carl - subject; listened, heard - verbs; but - conjunction
2. car - subject; raced, hit - verbs; and - conjunction
3. audience - subject; stood, cheered - verbs; and - conjunction
4. men - subject; caught, cooked, ate - verbs; and - conjunction
5. Sue - subject; has done, will do - verbs; either, or - conjunction

Lesson 99

The subject of the sentence can also be compound. Example: The *bell* and *siren* rang.

Instructions: Find the subject, verb, and conjunctions in these sentences.

1. Barbara, Ann, and Jeanne came home for the holidays.
2. Either Jim or Jeff will move to the new apartment.
3. Both Pam and her husband love the new baby.
4. You, Joe, and I are in the new play.
5. Mom or Dad will be gone by morning.

Answers:

1. Barbara, Ann, Jeanne - subjects; came - verb; and - conjunction
2. Jim, Jeff - subjects; will move - verb; either, or - conjunctions
3. Pam, husband -subjects; love - verb; both, and - conjunctions
4. you, Joe, I - subjects; are - verb; and - conjunction
5. Mom, Dad - subjects; will be gone - verb; or - conjunction

Lesson 100

Both the subject and the verb can be compound. Example: The bell and the siren rang and rang.

Instructions: Find the subject, verb and conjunctions in these sentences.

1. The boys and the girls ran and played in the field.
2. She and I stopped and stared at the sight.
3. Both the team and the coach jumped up and yelled with the last out.
4. Jeff, Jed, and Jim will be in school or will be home in bed.
5. Where have Jay and Eric been swimming and hiking?

Answers:

1. Boys, girls - subjects; ran, played - verbs; and, and - conjunctions
2. She, I - subjects; stopped, stared - verbs; and, and - conjunctions
3. team, coach - subjects; jumped, yelled - verbs; both, and, and - conjunctions
4. Jeff, Jed, Jim - subjects; will be, will be - verbs; and, or - conjunctions
5. Jay, Eric - subjects; have been swimming, (have been) hiking - verbs; and, and - conjunctions

Quiz for Lessons 96 - 100

Instructions: Find the subjects, verbs, interjections, introductory *there*, and conjunctions in the following sentences. Remember that subjects and verbs can be compound.

1. There were no pies, cakes or cookies on the shelves.
2. Oh, neither Jane nor Tarzan would return to civilization.
3. Barbara and her friends sat on the floor, ate goodies, and listened to records.
4. The brothers swam, fished, and rowed the boat on their vacation.
5. Wow, this lesson is hard but was fun.

Answers for Quiz (Lessons 96-100):

1. pies, cakes, cookies - subjects; were - verb; there - introductory; or - conjunction
2. Jane, Tarzan - subjects; would return - verb; oh - interjection; neither, nor - conjunction
3. Barbara, friends - subjects; sat, ate, listened - verbs; and, and - conjunctions
4. brothers - subject; swam, fished, rowed - verbs; and – conjunction
5. lesson - subject; is, was - verbs; wow - interjection; but – conjunction

Chapter 9: Predicate Nominatives

A predicate nominative completes a linking verb and renames the subject.

Lesson 101

A *predicate nominative*, or *predicate noun*, completes a linking verb and renames the subject. It is a *complement* or *completer*, because it completes the verb. *Predicate nominatives* complete only linking verbs. The linking verbs include the following: the helping verbs *is*, *am*, *are*, *was*, *were*, *be*, *being*, and *been*; the sense verbs *look*, *taste*, *smell*, *feel*, and *sound*; and verbs like *become*, *seem*, *appear*, *grow*, *continue*, *stay*, and *turn*.

The word *equals* can always replace the verb in a sentence having a predicate nominative. Examples: Mr. Johanson is a teacher. Mr. Johanson *equals* a teacher. Mr. Johanson is a father. Mr. Johanson *equals* a father. Mr. Johanson is my neighbor. Mr. Johanson *equals* my neighbor.

Instructions: Find the verb, subject, and predicate nominatives in these sentences.

1. Ann is a new mother.
2. The black dog in the yard was a large Doberman.
3. The tall boy has been our best basketball player.
4. My uncle became a rich computer expert.
5. Mr. Bush may be our next President.

Answers:

1. Ann = subject, is = verb, mother = predicate nominative
2. dog = subject, was = verb, Doberman = predicate nominative
3. boy = subject, has been = verb, player = predicate nominative
4. uncle = subject, became = verb, expert = predicate nominative
5. Mr. Bush = subject, may be = verb, president = predicate nominative

Lesson 102

A *predicate nominative*, or *predicate noun*, completes a linking verb and renames the subject. It is a *complement* or *completer*, because it completes the verb. *Predicate nominatives* complete only linking verbs. The linking verbs include the following: the helping verbs *is, am, are, was, were, be, being, and been*; the sense verbs *look, taste, smell, feel, and sound*; and verbs like *become, seem, appear, grow, continue, stay, and turn*.

The word *equals* can always replace the verb in a sentence having a predicate nominative. Examples: Mr. Johanson is a teacher. Mr. Johanson *equals* a teacher. Mr. Johanson is a father. Mr. Johanson *equals* a father. Mr. Johanson is my neighbor. Mr. Johanson *equals* my neighbor.

Predicate nominatives can be compound. Example: Mr. Johanson is a teacher, father, and my neighbor.

Instructions: List the subject, verb, and predicate nominatives in the following sentences.

1. My favorite pets were a squirrel and a rabbit.
2. Our chief crops are corn, wheat, and hay.
3. Mr. Jones is an accountant and a big game hunter.
4. The owners of the race car include Bill, Pete, and Sam.
5. My favorite holidays are Christmas and Easter.

Answers:

1. pets = subject, were = verb, squirrel, rabbit = predicate nominatives
2. crops = subject, are = verb, corn, wheat, hay = predicate nominatives
3. Mr. Jones = subject, is = verb, accountant, hunter = predicate nominatives
4. owners = subject, include = verb, Bill, Pete, Sam = predicate nominatives
5. holidays = subject, are = verb, Christmas, Easter = predicate nominatives

Lesson 103

A *predicate nominative*, or *predicate noun*, completes a linking verb and renames the subject. It is a *complement* or *completer* because it completes the verb. *Predicate nominatives* complete only linking verbs. The linking verbs include the following: the helping verbs *is*, *am*, *are*, *was*, *were*, *be*, *being*, and *been*; the sense verbs *look*, *taste*, *smell*, *feel*, and *sound*; and verbs like *become*, *seem*, *appear*, *grow*, *continue*, *stay*, and *turn*.

The word *equals* can always replace the verb in a sentence having a predicate nominative. Examples: Mr. Johanson is a teacher. Mr. Johanson *equals* a teacher. Mr. Johanson is a father. Mr. Johanson *equals* a father. Mr. Johanson is my neighbor. Mr. Johanson *equals* my neighbor.

Predicate nominatives can be compound. Example: Mr. Johanson is a teacher, father, and my neighbor.

Instructions: Find the subjects, verbs, and predicate nominatives in these sentences. Some may have compound subjects, verbs, or predicate nominatives.

1. One traitor and enemy to his country was Benedict Arnold.
2. Two loved Presidents were Lincoln and Washington.
3. A ruby is a beautiful stone.
4. The roads in the mountains can be long dusty trails.
5. The location to the mine was and still is a secret.

Answers:

1. traitor, enemy = subjects, was = verb, Benedict Arnold = predicate nominative
2. Presidents = subject, were = verb, Lincoln, Washington = predicate nominatives
3. ruby = subject, is = verb, stone = predicate nominative
4. roads = subject, can be = verb, trails = predicate nominatives
5. location = subject, was, is = verbs, secret = predicate nominatives

Lesson 104

A *predicate nominative*, or *predicate noun*, completes a linking verb and renames the subject. It is a *complement* or *completer* because it completes the verb. *Predicate nominatives* complete only linking verbs. The linking verbs include the following: the helping verbs *is, am, are, was, were, be, being, and been*; the sense verbs *look, taste, smell, feel, and sound*; and verbs like *become, seem, appear, grow, continue, stay, and turn*.

The word *equals* can always replace the verb in a sentence having a predicate nominative. Examples: Mr. Johanson is a teacher. Mr. Johanson *equals* a teacher. Mr. Johanson is a father. Mr. Johanson *equals* a father. Mr. Johanson is my neighbor. Mr. Johanson *equals* my neighbor.

Predicate nominatives can be compound. Example: Mr. Johanson is a teacher, father, and my neighbor.

Instructions: Find the subjects, verbs, and predicate nominatives in these sentences. Some may have compound subjects, verbs, or predicate nominatives. Some may not have a predicate nominative.

1. Abbott and Costello were famous actors and a comedy team.
2. Radio and television have become old inventions and household necessities.
3. Many neglected children become really unhappy grownups.
4. The car has been here for a long time.
5. She was a model and became a movie star.

Answers:

1. Abbott, Costello = subjects, were = verb, actors, team = predicate nominatives
2. radio, television = subjects, have become = verb, inventions, necessities = predicate nominatives
3. children = subject, become = verb, grownups = predicate nominatives
4. car = subject, has been = verb
5. she = subject, was, became = verbs, model, movie star = predicate nominatives

Lesson 105

A *predicate nominative*, or *predicate noun*, completes a linking verb and renames the subject. It is a *complement* or *completer* because it completes the verb. *Predicate nominatives* complete only linking verbs. The linking verbs include the following: the helping verbs *is, am, are, was, were, be, being, and been*; the sense verbs *look, taste, smell, feel, and sound*; and verbs like *become, seem, appear, grow, continue, stay, and turn*.

The word *equals* can always replace the verb in a sentence having a predicate nominative. Examples: Mr. Johanson is a teacher. Mr. Johanson *equals* a teacher. Mr. Johanson is a father. Mr. Johanson *equals* a father. Mr. Johanson is my neighbor. Mr. Johanson *equals* my neighbor.

Predicate nominatives can be compound. Example: Mr. Johanson is a teacher, father, and my neighbor.

Instructions: Find the subjects, verbs, and predicate nominatives in these sentences. Some may have compound subjects, verbs, or predicate nominatives. Some may not have a predicate nominative.

1. An honest man should have been the leader of the country.
2. Curt's favorite toy is his big truck.
3. Students' favorite food must be pizza.
4. The alarm must be ringing again and again.
5. My homes have been a school house, an old apartment, and a moved-in house.

Answers:

1. man = subject, should have been = verb, leader = predicate nominative
2. toy = subject, is = verb, truck = predicate nominative
3. food = subject, must be = verb, pizza = predicate nominative
4. alarm = subject, must be ringing = verb
5. homes = subject, have been = verb, school house, apartment, house = predicate nominatives

Quiz for Lessons 101 - 105

Instructions: Find the subjects, verbs, and predicate nominatives in these sentences. Some may have compound subjects, verbs, or predicate nominatives. Some may not have a predicate nominative.

1. My favorite musical instruments are the radio, television, and stereo.
2. Two popular trees are the linden and the honey locust.
3. The winner will be either Jeff or Will.
4. Are those people our neighbors and friends?
5. Baseball and golf are outdoor sports.
6. I will be home tomorrow.
7. Your doctor should be a well-trained individual.
8. Jenny and Emily are close friends.
9. The grand prize was a trip to Hawaii and a cruise to Alaska.
10. Mr. Hatch is a member of Congress and a song writer.

Answers for Quiz (Lessons 101-105):

1. instruments = subject, are = verb, radio, television, stereo = predicate nominatives
2. trees = subject, are = verb, linden, honey locust = predicate nominatives
3. winner = subject, will be = verb, Jeff, Will = predicate nominatives
4. people = subject, are = verb, neighbors, friends = predicate nominatives
5. baseball, golf = subjects, are = verb, sports = predicate nominative
6. I = subject, will be = verb
7. doctor = subject, should be = verb, individual = predicate nominative
8. Jenny, Emily = subject, are = verb, friends = predicate nominative
9. prize = subject, was = verb, trip, cruise = predicate nominatives
10. Mr. Hatch = subject, is = verb, member, writer = predicate nominatives

Chapter 10: Direct Objects

A direct object receives the action performed by the subject.

Lesson 106

A direct object receives the action performed by the subject. The verb used with a direct object is always an *action verb*. Example: The car hit the tree. To find the *direct object*, say the subject and verb followed by *whom* or *what*. The car hit *whom or what*? *Tree* answers the question so *tree* is the *direct object*.

If nothing answers the question *whom or what*, you know that there is no *direct object*. Example: The car sped past. The car sped *whom or what*? Nothing answers the question so the sentence has no *direct object*.

The *direct object* must be a noun or pronoun. A *direct object* will never be in a prepositional phrase. The *direct object* will not equal the subject as the predicate nominative, nor does it have a linking verb as a predicate nominative sentences does.

Instructions: Find the subjects, verbs, and direct objects in the following sentences.

1. Paul built a dollhouse for Hayley.
2. The club members held a party in the park.
3. The audience cheered their favorite actors during the play.
4. Tiny children prefer short stories.
5. Terri really dialed a wrong number last night.

Answers:

1. Paul = subject / built = verb / house = direct object
2. members = subject / held = verb / party = direct object
3. audience = subject / cheered = verb / actors = direct object
4. children = subject / prefer = verb / stories = direct object
5. Terri = subject / dialed = verb / number = direct object

Lesson 107

A *direct object* receives the action performed by the subject. The verb used with a direct object is always an *action verb*. Example: The car hit the tree. To find the *direct object*, say the subject and verb followed by *whom* or *what*. The car hit *whom or what*? *Tree* answers the question so *tree* is the *direct object*.

If nothing answers the question *whom or what*, you know that there is no *direct object*. Example: The car sped past. The car sped *whom or what*? Nothing answers the question so the sentence has no *direct object*.

The *direct object* must be a noun or pronoun. A *direct object* will never be in a prepositional phrase. The *direct object* will not equal the subject as the predicate nominative, nor does it have a linking verb as a predicate nominative sentences does.

Direct objects may be compound. Example: The car hit the tree and the fence. The car hit *whom or what*? *Tree* and *fence* answer the question, so *tree* and *fence* are both *direct objects*.

Instructions: Find the subjects, verbs, and direct objects in these sentences.

1. The students of these lessons have studied subjects and verbs.
2. The hungry man ate cake, pie and rolls continually.
3. John wants a bicycle and a wagon for Christmas.
4. Everyone at the party enjoyed the hamburgers, hot dogs, potato chips and drinks.
5. Grandma left her umbrella and coat at our house.

Answers:

1. students = subject / have studied = verb / subjects, verbs = direct objects
2. man = subject / ate = verb / cake, pie, rolls = direct objects
3. John = subject / wants = verb / bicycle, wagon = direct objects
4. Everyone = subject / enjoyed = verb / hamburgers, hot dogs, potato chips, drinks = direct objects
5. Grandma = subject / left = verb / umbrella, coat = direct objects

Lesson 108

A *direct object* receives the action performed by the subject. The verb used with a direct object is always an *action verb*. Another way of saying it is that the subject does the verb to the direct object. Example: The car hit the tree. To find the *direct object*, say the subject and verb followed by *whom* or *what*. The car hit *whom or what*? *Tree* answers the question so *tree* is the *direct object*.

If nothing answers the question *whom or what*, you know that there is no *direct object*. Example: The car sped past. The car sped *whom or what*? Nothing answers the question so the sentence has no *direct object*.

The *direct object* must be a noun or pronoun. A *direct object* will never be in a prepositional phrase. The *direct object* will not equal the subject as the predicate nominative, nor does it have a linking verb as a predicate nominative sentences does.

Direct objects may be compound. Example: The car hit the tree and the fence. The car hit *whom or what*? *Tree* and *fence* answer the question so *tree* and *fence* are the *direct objects*.

A sentence may have a compound verb with one *direct object* for both verbs. Example: The man mowed and raked the *lawn*. The *lawn* received the action of being both *mowed* and *raked*.

Instructions: Find the subjects, verbs, and direct objects in these sentences.

1. The worker sanded and painted the bookcase.
2. The cat chased and caught the mouse.
3. Mike wrapped and sent the package.
4. Mother cooked and served the meal to everyone at the party.
5. The cowboy rode and broke the wild horse.

Answers:

1. worker = subject / sanded, painted = verbs / bookcase = direct object
2. cat = subject / chased, caught = verbs / mouse = direct object
3. Mike = subject / wrapped, sent = verbs / package = direct object
4. Mother = subject / cooked, served = verbs / meal = direct object
5. cowboy = subject / rode, broke = verbs / horse = direct object

Lesson 109

A *direct object* receives the action performed by the subject. The verb used with a direct object is always an *action verb*. Example: The car hit the tree. To find the *direct object*, say the subject and verb followed by *whom* or *what*. The car hit *whom or what*? *Tree* answers the question so *tree* is the *direct object*.

If nothing answers the question *whom or what*, you know that there is no *direct object*. Example: The car sped past. The car sped *whom or what*? Nothing answers the question so the sentence has no *direct object*.

The *direct object* must be a noun or pronoun. A *direct object* will never be in a prepositional phrase. The *direct object* will not equal the subject as the predicate nominative, nor does it have a linking verb as a predicate nominative sentences does.

Direct objects may be compound. Example: The car hit the tree and the fence. The car hit *whom or what*? *Tree* and *fence* answer the question so *tree* and *fence* are the *direct objects*.

A sentence with a compound verb may have two different *direct objects* in it. Example: The dog ate the *meat* and drank some *water*. The direct object for the verb *ate* is *meat*, and the direct object for the verb *drank* is *water*. The dog didn't *drink* the *meat* or *eat* the *water*.

Instructions: Find the subjects, verbs, and direct objects in these sentences.

1. The football player changed his clothes and took a shower.
2. The speaker read his speech and answered some questions.
3. The carpenter fixed the door and painted the house.
4. The little girl played the piano and sang a song.
5. My neighbor mowed his lawn and watered the flowers.

Answers:

1. player = subject / changed = verb / clothes = direct object // took = verb / shower = direct object
2. speaker = subject / read = verb / speech = direct object // answered = verb / questions = direct object
3. carpenter = subject / fixed = verb / door = direct object // painted = verb / house = direct object
4. girl = subject / played = verb / piano = direct object // sang = verb / song = direct object
5. neighbor = subject / mowed = verb / lawn = direct object // watered = verb / flowers = direct object

Lesson 110

A *direct object* receives the action performed by the subject. The verb used with a direct object is always an *action verb*. Example: The car hit the tree. To find the *direct object*, say the subject and verb followed by *whom* or *what*. The car hit *whom or what*? *Tree* answers the question so *tree* is the *direct object*.

If nothing answers the question *whom or what*, you know that there is no *direct object*. Example: The car sped past. The car sped *whom or what*? Nothing answers the question so the sentence has no *direct object*.

The *direct object* must be a noun or pronoun. A *direct object* will never be in a prepositional phrase. The *direct object* will not equal the subject as the predicate nominative, nor does it have a linking verb as a predicate nominative sentences does.

Direct objects may be compound. Example: The car hit the tree and the fence. The car hit *whom or what*? *Tree and fence* answer the question so *tree* and *fence* are the *direct objects*.

Instructions: Find the subjects, verbs, direct objects, and predicate nominatives in these sentences. They may be sentences with direct objects, compound verbs with separate direct objects, predicate nominatives, or without either a direct object or predicate nominative.

1. Jeanne was the chairperson of the dance committee.
2. The boys at the park played tag and ran races.
3. The baker cut and wrapped the bread.
4. The large round spaceship rose over the quiet city.
5. Jeff and Carl speak the same language.

Answers:

1. Jeanne = subject / was = verb / chairperson = predicate nominative
2. boys = subject / played = verb / tag = direct object // ran = verb / races = direct object
3. baker = subject / cut, wrapped = verbs / bread = direct object
4. spaceship = subject / rose = verb / (There is no predicate nominative or direct object.)
5. Jeff, Carl = subjects / speak = verb / language = direct object

Quiz for Lessons 106 - 110

Instructions: Find the subjects, verbs, direct objects, and predicate nominatives in these sentences. They may be sentences with direct objects, compound verbs with separate direct objects, predicate nominatives, or without either a direct object or predicate nominative.

1. Someone must have dialed my number by mistake.
2. They hung up quickly.
3. I hate phone calls.
4. The girl combed her hair and brushed her teeth for her date.
5. The boy and the girl love their dogs.
6. Joe should have been captain of the debate team.
7. The soldier cleaned and polished his rifle.
8. The girls fished for hours without a bite.
9. Today was the warmest day in years.
10. You must do your lessons correctly.

Answers for Quiz (Lessons 106-110):

1. someone = subject / must have dialed = verb / number = direct object
2. they = subject / hung = verb
3. I = subject / hate = verb / calls = direct object
4. girl = subject / combed = verb / hair = direct object // brushed = verb / teeth = direct object
5. boy, girl = subjects / love = verb / dogs = direct object
6. Joe = subject / should have been = verb / captain = predicate nominative
7. soldier = subject / cleaned, polished = verbs / rifle = direct object
8. girls = subject / fished = verb
9. today = subject / was = verb / day = predicate nominative
10. you = subject / must do = verb / lessons = direct object

Chapter 11: Review of Subjects and Verbs, Predicate Nominatives, and Direct Objects

Lesson 111

A simple sentence is a group of words expressing a complete thought, and it must have a *subject* and a *verb*. A verb shows action or state of being. Examples: The bell *rang*. The boy *is* here. The subject tells who or what about the verb. Examples: The *bell* rang. The *boy* is here. When finding the subject and the verb in a sentence, always find the *verb* first and then say *who* or *what* followed by the verb. Example: The bell rang. Find the verb - *rang*. Now say *who* or *what* rang? Bell rang. *Bell* is the subject.

A *predicate nominative*, or *predicate noun*, completes a linking verb and renames the subject. It is a *complement*, or *completer* because it completes the verb. *Predicate nominatives* complete only linking verbs. The linking verbs include the following: the helping verbs *is, am, are, was, were, be, being, and been*; the sense verbs *look, taste, smell, feel, and sound*; and verbs like *become, seem, appear, grow, continue, stay, and turn*. The word *equals* can always replace the verb in a sentence having a predicate nominative. Examples: Mr. Johanson is a teacher. Mr. Johanson *equals* a teacher. A *predicate nominative* will never be in a prepositional phrase.

A *direct object* receives the action performed by the subject. The verb is always an *action verb*. Example: The car hit the tree. To find the *direct object*, say the subject and verb followed by *whom* or *what*. The car hit *whom or what*? *Tree* answers the question so *tree* is the *direct object*. If nothing answers the question *whom or what*, you know that there is no *direct object*. Example: The car sped past. The car sped *whom or what*? Nothing answers the question so the sentence has no *direct object*. The *direct object* must be a noun or pronoun. A *direct object* will never be in a prepositional phrase.

Instructions: Find the subjects, verbs, predicate nominatives, and direct objects in these sentences.

1. Our neighbors are from Australia.

2. Our best friends are visiting England.

3. Was Samuel ever in the army?

4. The basketball coach was a great example for the boys.

5. Was the circus a thrilling time for you?

Answers:

1. neighbors = subject / are = verb

2. friends = subject / are visiting = verb / England = direct object

3. Samuel = subject / was = verb

4. coach = subject / was = verb / example = predicate nominative

5. circus = subject / was = verb / time = predicate nominative

Lesson 112

Instructions: Find the subjects, verbs, predicate nominatives, and direct objects in these sentences.

1. There has been a change in the schedule.
2. Who brought the cake and ice cream?
3. We saw and touched the baby panda at the zoo.
4. Larry was my best friend and married a girl from Las Vegas.
5. Oh, I lost my wallet and missed the bus for home.

Answers:

1. change = subject / has been = verb
2. who = subject / brought = verb / cake, ice cream = direct objects
3. we = subject / saw, touched = verbs / panda = direct object
4. Larry = subject / was = verb / friend = predicate nominative // married = verb / girl = direct object
5. I = subject / lost = verb / wallet = direct object // missed = verb / bus = direct object

Lesson 113

Instructions: Find the subjects, verbs, predicate nominatives, and direct objects in these sentences.

1. In the woods the rain came down in torrents.
2. Jim will be waiting for you at the mall.
3. The reckless driver hit the deer and swerved into another car.
4. The policeman stopped to help and saved the man's life.
5. The men and women stopped and helped the lame horse and its rider.

Answers:

1. rain = subject / came = verb
2. Jim = subject / will be waiting = verb
3. driver = subject / hit = verb, deer = direct object // swerved = verb
4. policeman = subject / stopped = verb // saved = verb / life = direct object
5. men, women = subjects / stopped, helped = verbs / horse, rider = direct objects

Lesson 114

Instructions: Find the subjects, verbs, predicate nominatives, and direct objects in these sentences.

1. Wow! There goes a yellow-bellied marmot.
2. Ferrets eat prairie dogs and have been reintroduced into some areas.
3. Some endangered animals are the cheetah, the Meer cats, and some marmosets.
4. My father and I cut and sawed the tree but never killed it.
5. You need more sleep and less television watching.

Answers:

1. marmot = subject / goes = verb
2. ferrets = subject / eat = verb / prairie dogs = direct object // have been reintroduced = verb
3. animals = subject / are = verb / cheetah, Meer cats, marmosets = predicate nominatives
4. father, I = subjects / cut, sawed = verbs / tree = direct object // killed = verb / it = direct object
5. you = subject / need = verb / sleep, watching = direct objects

Lesson 115

Instructions: Find the subjects, verbs, predicate nominatives, and direct objects in these sentences.

1. Mutt and Jeff were old comic characters.
2. Ila scraped and rubbed the old tub for hours.
3. He hit the ball hard and ran to first base.
4. Do you have the ticket or the money?
5. Well, the television program had too much violence and gore.

Answers:

1. Mutt, Jeff = subjects / were = verb / characters = predicate nominative
2. Ila = subject / scraped, rubbed = verbs / tub = direct object
3. He = subject / hit = verb / ball = direct object // ran = verb
4. you = subject / do have = verb / ticket, money = direct objects
5. program = subject / had = verb / violence, gore = direct objects

Quiz for Lessons 111 - 115

Instructions: Find the subjects, verbs, predicate nominatives, direct objects, interjections, and introductory *there* in these sentences.

1. Both the lady and the gentleman had proper manners and good etiquette.
2. My wife dusted the furniture and cleaned the floors.
3. There is no reason for this mess.
4. Where is the white tablecloth for the table?
5. Well, there are no more candles for sale.
6. The actress was still a very beautiful and lovely person.
7. My mother wanted both flour and sugar from the neighbor.
8. The student knew the answer and was sure of it.
9. The snow storm raged during the night and all day.
10. Jim caught and cleaned both fish quickly.

Answers for Quiz (Lessons 111-115):

1. lady, gentleman = subjects / had = verb / manners, etiquette = direct objects
2. wife = subject / dusted = verb / furniture = direct object // cleaned = verb / floors = direct object
3. There = introductory *there* / reason = subject / is = verb
4. tablecloth = subject / is = verb
5. well = interjection / there = introductory *there* / candles = subject / are = verb
6. actress = subject / was = verb / person = predicate nominative
7. mother = subject / wanted = verb / flour, sugar = direct objects
8. student = subject / knew = verb / answer = direct object // was = verb
9. storm = subject / raged = verb
10. Jim = subject / caught, cleaned = verbs / fish = direct object

Chapter 12: Transitive and Intransitive Verbs

Transitive verbs are verbs that have subjects or objects that receive the action. Intransitive verbs have no receiver of the action.

Lesson 116

Since we have studied predicate nominatives and direct objects, we can now learn about *transitive* and *intransitive* verbs.

Transitive verbs are verbs that have subjects or objects that receive an action. They are either *active voice* or *passive voice*. *Transitive active* verbs are the verbs in sentences with a direct object. Example: The boy kicked the ball. The subject is the doer and the direct object is the receiver of the action. *Transitive passive* verbs have the subject receiving the action with the doer in a prepositional phrase or omitted in the sentence. Examples: The ball was kicked by the boy. The ball was kicked hard. The verb in the *transitive passive* voice always has *is, am, are, was, were, be, being, or been* as an auxiliary or helping verb.

Intransitive verbs have no receiver of the action. They are classified as *intransitive complete* or *intransitive linking*. *Intransitive linking* are sentences with a predicate nominative or predicate adjective. Examples: The girl is Mary (predicate nominative). The girl is cute (predicate adjective). *Intransitive complete* are all the verbs that don't fit one of the other kinds of transitive or intransitive verbs. Examples: The bell rang suddenly. The girl knitted all evening (there is no receiver of the action). They were here (no action or predicate nominative or predicate adjective).

Instructions: Tell whether the verbs in the following sentences are *transitive active, transitive passive, intransitive linking, or intransitive complete*.

1. The stadium roared with the cheers of the fans.
2. Bill was the captain of the ship.
3. A new dress will be needed for the dance.

4. Did Rulon forget his new title?

5. Chris has a new digital camera!

Answers:

1. roared - intransitive complete (no receiver of the action)
2. was - intransitive linking (captain is a predicate nominative)
3. will be needed - transitive passive (be is the helping verb and dress receives the action)
4. did forget - transitive active (title receives the action and is the direct object)
5. has - transitive active (camera receives the action and is the direct object)

Lesson 117

Transitive verbs are verbs that have subjects or objects that receive the action. They are either *active voice* or *passive voice*. *Transitive active* verbs are the verbs in sentences with a direct object. Example: The boy kicked the ball. The subject is the doer and the direct object is the receiver of the action. *Transitive passive* verbs have the subject receiving the action with the doer in a prepositional phrase or omitted in the sentence. Examples: The ball was kicked by the boy. The ball was kicked hard. The verb in the *transitive passive* voice always has *is, am, are, was, were, be, being, or been* as an auxiliary or helping verb.

Intransitive verbs have no receiver of the action. They are classified as *intransitive complete* or *intransitive linking*. *Intransitive linking* are sentences with a predicate nominative or predicate adjective. Examples: The girl is Mary (predicate nominative). The girl is cute (predicate adjective). *Intransitive complete* are all the verbs that don't fit one of the other kinds of transitive or intransitive verbs. Examples: The bell rang suddenly. The girl knitted all evening (there is no receiver of the action). They were here (no action or predicate nominative or predicate adjective).

Instructions: Tell whether the verbs in the following sentences are *transitive active, transitive passive, intransitive linking, or intransitive complete*.

1. The hikers reached the mountain by nightfall.
2. They prepared their own meals that night.
3. Last week the family painted the house.
4. Jane spent her vacation in the Grand Tetons.
5. The apricot tree spread its branches over the fence.

Answers:

1. reached - transitive active
 2. prepared - transitive active
 3. painted - transitive active
 4. spent - transitive active
 5. spread - transitive active
- (All of the sentences have direct objects.)

Lesson 118

Transitive verbs are verbs that have subjects or objects that receive the action. They are either *active voice* or *passive voice*. *Transitive active* verbs are the verbs in sentences with a direct object. Example: The boy kicked the ball. The subject is the doer and the direct object is the receiver of the action. *Transitive passive* verbs have the subject receiving the action with the doer in a prepositional phrase or omitted in the sentence. Examples: The ball was kicked by the boy. The ball was kicked hard. The verb in the *transitive passive* voice always has *is, am, are, was, were, be, being, or been* as an auxiliary or helping verb.

Intransitive verbs have no receiver of the action. They are classified as *intransitive complete* or *intransitive linking*. *Intransitive linking* are sentences with a predicate nominative or predicate adjective. Examples: The girl is Mary (predicate nominative). The girl is cute (predicate adjective). *Intransitive complete* are all the verbs that don't fit one of the other kinds of transitive or intransitive verbs. Examples: The bell rang suddenly. The girl knitted all evening (there is no receiver of the action). They were here (no action or predicate nominative or predicate adjective).

Instructions: Tell whether the verbs in the following sentences are *transitive active, transitive passive, intransitive linking, or intransitive complete*.

1. Yesterday Grandma was hit by a car.
2. My former classmates were seen at the reunion.
3. The lamp for the study was broken on the way home.
4. At camp taps had been blown every night.
5. The dirty clothes will be sent to be cleaned.

Answers:

1. was hit - transitive passive
 2. were seen - transitive passive
 3. was broken - transitive passive
 4. had been blown - transitive passive
 5. will be sent - transitive passive
- (All sentences have the subjects receiving the action and the necessary helping verbs.)

Lesson 119

Transitive verbs are verbs that have subjects or objects that receive the action. They are either *active voice* or *passive voice*. *Transitive active* verbs are the verbs in sentences with a direct object. Example: The boy kicked the ball. The subject is the doer and the direct object is the receiver of the action. *Transitive passive* verbs have the subject receiving the action with the doer in a prepositional phrase or omitted in the sentence. Examples: The ball was kicked by the boy. The ball was kicked hard. The verb in the *transitive passive* voice always has *is, am, are, was, were, be, being, or been* as an auxiliary or helping verb.

Intransitive verbs have no receiver of the action. They are classified as *intransitive complete* or *intransitive linking*. *Intransitive linking* are sentences with a predicate nominative or predicate adjective. Examples: The girl is Mary (predicate nominative). The girl is cute (predicate adjective). *Intransitive complete* are all the verbs that don't fit one of the other kinds of transitive or intransitive verbs. Examples: The bell rang suddenly. The girl knitted all evening (there is no receiver of the action). They were here (no action or predicate nominative or predicate adjective).

Instructions: Tell whether the verbs in the following sentences are *transitive active, transitive passive, intransitive linking, or intransitive complete*.

1. Mother looked for her lost shoes.
2. The sea waves lapped at the levy.
3. There are many desserts for the party.
4. Rebecca hunted for her baby sister.
5. Duty calls.

Answers:

1. looked - intransitive complete
 2. lapped - intransitive complete
 3. are - intransitive complete
 4. hunted - intransitive complete
 5. calls - intransitive complete
- (None of the sentences have receivers for the action or predicate nominatives or predicate adjectives.)

Lesson 120

Transitive verbs are verbs that have subjects or objects that receive the action. They are either *active voice* or *passive voice*. *Transitive active* verbs are the verbs in sentences with a direct object. Example: The boy kicked the ball. The subject is the doer and the direct object is the receiver of the action. *Transitive passive* verbs have the subject receiving the action with the doer in a prepositional phrase or omitted in the sentence. Examples: The ball was kicked by the boy. The ball was kicked hard. The verb in the *transitive passive* voice always has *is, am, are, was, were, be, being, or been* as an auxiliary or helping verb.

Intransitive verbs have no receiver of the action. They are classified as *intransitive complete* or *intransitive linking*. *Intransitive linking* are sentences with a predicate nominative or predicate adjective. Examples: The girl is Mary (predicate nominative). The girl is cute (predicate adjective). *Intransitive complete* are all the verbs that don't fit one of the other kinds of transitive or intransitive verbs. Examples: The bell rang suddenly. The girl knitted all evening (there is no receiver of the action). They were here (no action or predicate nominative or predicate adjective).

Instructions: Tell whether the verbs in the following sentences are *transitive active, transitive passive, intransitive linking, or intransitive complete*.

1. The radio was my favorite gift at Christmas.
2. Jay will be the winner of the most games.
3. The meal tasted wonderful to everyone.
4. The furniture should be early American style for this room.
5. Gomer Pyle's favorite expression was "Golly!"

Answers:

1. was - intransitive linking (gift = predicate nominative)
2. will be - intransitive linking (winner = predicate nominative)
3. tasted - intransitive linking (wonderful = predicate adjective)
4. should be - intransitive linking (style = predicate nominative)
5. was - intransitive linking (Golly = predicate nominative)

Quiz for Lessons 116 - 120

Instructions: Tell whether the verbs in the following sentences are *transitive active*, *transitive passive*, *intransitive linking*, or *intransitive complete*.

1. We started our new lessons today.
2. The game started at noon.
3. Mr. Paul is our math teacher.
4. The dog slept in the sun.
5. The cat chased our dog around the barn.
6. Ann prepared the fruit for the salad.
7. The relish tray was done by the two sisters.
8. The meal is now complete.
9. The man opened the car door for his wife.
10. There were many guests at the party.

Answers for Quiz (Lessons 116-120):

1. started - transitive active (lessons = direct object)
2. started - intransitive complete (no receiver of the action)
3. is - intransitive linking (teacher = predicate nominative)
4. slept - intransitive complete (no receiver of the action)
5. chased - transitive active (dog = direct object)
6. prepared - transitive active (fruit = direct object)
7. was done - transitive passive (tray = receiver of the action and is the subject)
8. is - intransitive linking (complete = predicate adjective)
9. opened - transitive active (door = direct object)
10. were - intransitive complete (no action or predicate nominative or predicate adjective)

Lesson 121

Transitive verbs are verbs that have subjects or objects that receive the action. They are either *active voice* or *passive voice*. *Transitive active* verbs are the verbs in sentences with a direct object. Example: The boy kicked the ball. The subject is the doer and the direct object is the receiver of the action. *Transitive passive* verbs have the subject receiving the action with the doer in a prepositional phrase or omitted in the sentence. Examples: The ball was kicked by the boy. The ball was kicked hard. The verb in the *transitive passive* voice always has *is, am, are, was, were, be, being, or been* as an auxiliary or helping verb.

Transitive active sentences can be changed to *transitive passive* sentences by making the direct object the subject and putting the subject either in a prepositional phrase or omitting it. Example: The daughter kissed her mother on the cheek. The mother was kissed on the cheek by her daughter. The mother was kissed on the cheek. (*Mother* is the receiver of the action in all three sentences, but in the last two sentences *mother* is the subject of the sentences.)

Instructions: Transform the following *transitive active* sentences into *transitive passive* sentences by putting the subject in a prepositional phrase.

1. The whole state elects the governor.
2. Children from all countries love that game.
3. The critics reviewed the new Broadway play.
4. The pirates hid the treasure quickly.
5. Terri examined the bugs on the tree.

Lesson 121 Answers:

1. The governor is elected by the whole state.
 2. That game is loved by children of all countries.
 3. The new Broadway play was reviewed by the critics.
 4. The treasure was quickly hidden by the pirates.
 5. The bugs on the tree were examined by Terri.
- (Your answers may vary somewhat from these.)

Lesson 122

Transitive verbs are verbs that have subjects or objects that receive the action. They are either *active voice* or *passive voice*. *Transitive active* verbs are the verbs in sentences with a direct object. Example: The boy kicked the ball. The subject is the doer and the direct object is the receiver of the action. *Transitive passive* verbs have the subject receiving the action with the doer in a prepositional phrase or omitted in the sentence. Examples: The ball was kicked by the boy. The ball was kicked hard. The verb in the *transitive passive* voice always has *is, am, are, was, were, be, being, or been* as an auxiliary or helping verb.

Transitive active sentences can be changed to *transitive passive* sentences by making the direct object the subject and putting the subject either in a prepositional phrase or omitting it. Example: The daughter kissed her mother on the cheek. The mother was kissed on the cheek by her daughter. The mother was kissed on the cheek. (*Mother* is the receiver of the action in all three sentences, but in the last two sentences *mother* is the subject of the sentences.)

Instructions: Transform the following *transitive active* sentences into *transitive passive* sentences by omitting the subject.

1. She put the ribbon on the package.
2. People chew the twigs for medicinal purposes.
3. The marks easily identified the trees to cut down.
4. The neighbors enjoyed the nightly chats over the fence.
5. The class play received a standing ovation on the first night.

Answers:

1. The ribbon was put on the package.
 2. The twigs are chewed for medicinal purposes.
 3. The trees to cut down were easily identified.
 4. The nightly chats were enjoyed over the fence.
 5. A standing ovation was received on the first night.
- (Your answers may vary somewhat from these.)

Lesson 123

Transitive verbs are verbs that have subjects or objects that receive the action. They are either *active voice* or *passive voice*. *Transitive active* verbs are the verbs in sentences with a direct object. Example: The boy kicked the ball. The subject is the doer and the direct object is the receiver of the action. *Transitive passive* verbs have the subject receiving the action with the doer in a prepositional phrase or omitted in the sentence. Examples: The ball was kicked by the boy. The ball was kicked hard. The verb in the *transitive passive* voice always has *is, am, are, was, were, be, being, or been* as an auxiliary or helping verb.

Transitive active sentences can be changed to *transitive passive* sentences by making the direct object the subject and putting the subject either in a prepositional phrase or omitting it. Example: The daughter kissed her mother on the cheek. The mother was kissed on the cheek by her daughter. The mother was kissed on the cheek. (*Mother* is the receiver of the action in all three sentences, but in the last two sentences *mother* is the subject of the sentences.)

Instructions: Transform the following *transitive passive* sentences into *transitive active* sentences by taking the new subject from the prepositional phrase and making the old subject the direct object.

1. Consent was given by Rebecca.
2. The note was written by you.
3. Gunpowder was invented by the Chinese.
4. The prize was won by the last contestant.
5. The difficult role was played well by the understudy.

Answers:

1. Rebecca gave her consent.
 2. You wrote the note.
 3. The Chinese invented gunpowder.
 4. The last contestant won the prize.
 5. The understudy played well the difficult role.
- (Your answers may vary somewhat from these.)

Lesson 124

Transitive verbs are verbs that have subjects or objects that receive the action. They are either *active voice* or *passive voice*. *Transitive active* verbs are the verbs in sentences with a direct object. Example: The boy kicked the ball. The subject is the doer and the direct object is the receiver of the action. *Transitive passive* verbs have the subject receiving the action with the doer in a prepositional phrase or omitted in the sentence. Examples: The ball was kicked by the boy. The ball was kicked hard. The verb in the *transitive passive* voice always has *is, am, are, was, were, be, being, or been* as an auxiliary or helping verb.

Transitive active sentences can be changed to *transitive passive* sentences by making the direct object the subject and putting the subject either in a prepositional phrase or omitting it. Example: The daughter kissed her mother on the cheek. The mother was kissed on the cheek by her daughter. The mother was kissed on the cheek. (*Mother* is the receiver of the action in all three sentences, but in the last two sentences *mother* is the subject of the sentences.)

Instructions: Transform the following *transitive passive* sentences into *transitive active* sentences by making the old subject the direct object and adding a new subject.

1. The music was practiced every day.
2. The homecoming parade has been delayed.
3. The entries must be mailed by tomorrow.
4. A solution to the problem had been sought everywhere.
5. The quilt was finally finished.

Answers:

1. She practiced the music everyday.
 2. The accident delayed the homecoming parade.
 3. You must mail the entries by tomorrow.
 4. They sought a solution to the problem everywhere.
 5. The women finally finished the quilt.
- (Your answers may vary somewhat from these.)

Lesson 125

Transitive verbs are verbs that have subjects or objects that receive the action. They are either *active voice* or *passive voice*. *Transitive active* verbs are the verbs in sentences with a direct object. Example: The boy kicked the ball. The subject is the doer and the direct object is the receiver of the action. *Transitive passive* verbs have the subject receiving the action with the doer in a prepositional phrase or omitted in the sentence. Examples: The ball was kicked by the boy. The ball was kicked hard. The verb in the *transitive passive* voice always has *is, am, are, was, were, be, being, or been* as an auxiliary or helping verb.

Intransitive verbs have no receiver of the action. They are classified as *intransitive complete* or *intransitive linking*. *Intransitive linking* are sentences with a predicate nominative or predicate adjective. Examples: The girl is Mary (predicate nominative). The girl is cute (predicate adjective). *Intransitive complete* are all the verbs that don't fit one of the other kinds of transitive or intransitive verbs. Examples: The bell rang suddenly. The girl knitted all evening (there is no receiver of the action). They were here (no action or predicate nominative or predicate adjective).

Instructions: Tell whether the verbs in the following sentences are *transitive active, transitive passive, intransitive linking, or intransitive complete*.

1. Father was always losing his keys.
2. The dinner was hastily prepared.
3. The strange face was seen in the window.
4. The cold man was going down the road.
5. My wife is a beautiful woman.

Answers:

1. was losing - transitive active
2. was prepared - transitive passive
3. was seen - transitive passive
4. was going - intransitive complete
5. is - intransitive linking

Quiz for Lessons 121 - 125

Instructions: Tell whether the verbs in the following sentences are *transitive active*, *transitive passive*, *intransitive linking*, or *intransitive complete*.

1. The programs had been printed.
2. Jeff opened the door for his mother.
3. The parade began on time.
4. The weather has been very warm in November.
5. Mr. Johanson is an interesting person.
6. Winter lasts too long for me.
7. The beach was used by the entire town.
8. The apples had a sour taste.
9. Time passes rapidly during our vacation.
10. The jury made the right decision.

Answers for Quiz (Lessons 121-125):

1. had been printed - transitive passive
2. opened - transitive active
3. began - intransitive complete
4. has been - intransitive linking
5. is - intransitive linking
6. lasts - intransitive linking or intransitive complete
7. was used - transitive passive
8. had - transitive active
9. passes - intransitive complete
10. made - transitive active

Chapter 13: Appositives

An appositive is a word or group of words that identifies or renames the noun or pronoun that it follows.

Lesson 126

An *appositive* is a word, or group of words, that identifies or renames the noun or pronoun that it follows. Commas set off an appositive, unless it is closely tied to the word that it identifies or renames. ("Closely tied" means that it is needed to identify the word.)

Examples: My son **Carl** is a medical technician. (no commas)

Badger, our **dog** with a missing leg, has a love for cats. (commas needed)

Appositives should not be confused with predicate nominatives. A verb will separate the subject from the predicate nominative. An *appositive* can follow any noun or pronoun including the subject, direct object, or predicate nominative.

Instructions: Identify the appositives in the following sentences and tell whether they are appositives to subjects, direct objects, or predicate nominatives.

1. The neighbor boys, the twins, were excellent baseball players.
2. The girl in the red dress is Sarah, our best actress.
3. Have you read *Brothers*, a book by Dean Hughes?
4. There goes Grant Long, the electrical contractor.
5. My friend, Matt Matson, collects lost hubcaps.

Answers:

1. twins = appositive to the subject, boys
2. actress = appositive to the predicate nominative, Sarah
3. book = appositive to the direct object, *Brothers*
4. contractor = appositive to the subject, Grant Long
5. Matt Matson = appositive to the subject, friend

Lesson 127

An *appositive* is a word, or group of words, that identifies or renames the noun or pronoun that it follows. Commas set off an appositive, unless it is closely tied to the word that it identifies or renames. ("Closely tied" means that it is needed to identify the word.)

Examples: My son **Carl** is a medical technician. (no commas)

Badger, our **dog** with a missing leg, has a love for cats. (commas needed)

Appositives should not be confused with predicate nominatives. A verb will separate the subject from the predicate nominative. An *appositive* can follow any noun or pronoun including the subject, direct object, or predicate nominative.

Instructions: Identify the appositives in the following sentences and tell whether they are appositives to subjects, direct objects, or predicate nominatives.

1. My brother Bill has a cabin in the mountains.
2. Friday, my birthday, will be the thirteenth.
3. Hopping on the fence was a rare bird, the cedar waxwing.
4. This is Fred, an old roommate of mine.
5. Have you seen my car, an old Rambler?

Answers:

1. Bill = appositive to subject, brother
2. birthday = appositive to subject, Friday
3. cedar waxwing = appositive to subject, bird
4. roommate = appositive to predicate nominative, Fred
5. Rambler = appositive to direct object, car

Lesson 128

An *appositive* is a word, or group of words, that identifies or renames the noun or pronoun that it follows. Commas set off an appositive, unless it is closely tied to the word that it identifies or renames. ("Closely tied" means that it is needed to identify the word.)

Examples: My son **Carl** is a medical technician. (no commas)

Badger, our **dog** with a missing leg, has a love for cats. (commas needed)

Appositives should not be confused with predicate nominatives. A verb will separate the subject from the predicate nominative. An *appositive* can follow any noun or pronoun including the subject, direct object, or predicate nominative. *Appositives* may be compound. Example: The two children, **Wendy** and **Sam**, are excellent students.

Instructions: Identify the appositives in the following sentences and tell whether they are appositives to subjects, direct objects, or predicate nominatives.

1. Our leading scorer is Michael, the center and captain of the team.
2. These two students, Kay and Eric, are new to our school.
3. The doctor helped two patients, the boy with the broken leg and the girl with a burned arm.
4. Our neighbors, the Smiths and the Fehers, are moving next week.
5. James loves two games, checkers and chess.

Answers:

1. center/captain = appositives to predicate nominative, Michael
2. Kay/Eric = appositives to subject, students
3. boy/girl = appositives to direct objects, patients
4. Smiths/Fehers = appositives to subject, neighbors
5. checkers/chess = appositives to direct object, games

Lesson 129

An *appositive* is a word, or group of words, that identifies or renames the noun or pronoun that it follows. Commas set off an appositive, unless it is closely tied to the word that it identifies or renames. ("Closely tied" means that it is needed to identify the word.)

Examples: My son **Carl** is a medical technician. (no commas)

Badger, our **dog** with a missing leg, has a love for cats. (commas needed)

Appositives should not be confused with predicate nominatives. A verb will separate the subject from the predicate nominative. An *appositive* can follow any noun or pronoun including the subject, direct object, or predicate nominative.

You can make one smooth sentence from two short, choppy sentences by using an *appositive*. Example: Ila won the prize. It was a trip to Hawaii. Ila won the prize, a **trip** to Hawaii.

Instructions: Combine the following sentences by using an *appositive*.

1. Yesterday I saw an exciting movie. It was called *Goldeneye*.
2. Mr. Jones will be with you shortly. He is the plant manager.
3. That woman is my neighbor. She is a well-known author.
4. Luis can do almost anything. He is a talented person.
5. Do you want to meet Barbara Jean? She is my lab assistant.

Answers:

1. Yesterday I saw an exciting movie, *Goldeneye*. / Yesterday I saw *Goldeneye*, an exciting movie.
2. Mr. Jones, the plant manager, will be with you shortly. / The plant manager Mr. Jones will be with you shortly.
3. That woman, a well-known author, is my neighbor. / That woman is my neighbor, a well-known author.
That woman is a well-known author, my neighbor. / That woman, my neighbor, is a well-known author.
4. Luis, a talented person, can do almost anything.
5. Do you want to meet Barbara Jean, my lab assistant? / Do you want to meet my lab assistant Barbara Jean?

Lesson 130

An *appositive* is a word, or group of words, that identifies or renames the noun or pronoun that it follows. Commas set off an appositive, unless it is closely tied to the word that it identifies or renames. ("Closely tied" means that it is needed to identify the word.)

Examples: My son **Carl** is a medical technician. (no commas)

Badger, our **dog** with a missing leg, has a love for cats. (commas needed)

Appositives should not be confused with predicate nominatives. A verb will separate the subject from the predicate nominative. An *appositive* can follow any noun or pronoun including the subject, direct object, or predicate nominative.

You can make one smooth sentence from two short, choppy sentences by using an *appositive*. Example: Ila won the prize. It was a trip to Hawaii. Ila won the prize, a **trip** to Hawaii.

Instructions: Combine the following sentences by using an appositive.

1. Sonja sits beside me in English class. She is a girl from Poland.
2. On the deck are many plants. They are very colorful flowers.
3. There goes David. He is the owner of many businesses.
4. For dinner we had my favorite desserts. We had strawberry pie and cherry nut cake.
5. Last night I talked with Leon. He is my neighbor. He is my business partner.

Answers:

1. Sonja, a girl from Poland, sits beside me in English class.
2. On the deck are many plants, very colorful flowers. / On the deck are very colorful flowers, many plants.
3. There goes David, the owner of many businesses.
4. For dinner we had my favorite desserts, strawberry pie and cherry nut cake. / For dinner we had strawberry pie and cherry nut cake, my favorite desserts.
5. Last night I talked with Leon, my neighbor and business partner.

Quiz for Lessons 126 - 130

Instructions: Identify the appositives in the following sentences and tell whether they are appositives to subjects, direct objects, or predicate nominatives.

1. Rome, the capital of Italy, is a very large city.
2. Have you ever visited Lagoon, our biggest amusement park?
3. The woman with the hat, the viola player, is my sister-in-law.
4. Those women are Elaine and Marilyn, my two sisters.
5. Mr. Gayle, our sponsor, will show you around.

Instructions: Combine the following sentences by using an *appositive*.

6. Mrs. Karren is greeting the guests. They are possible buyers.
7. Have you met our new foreman? He is the tall man in the coveralls.
8. Watch out for Main Street. It is a very slick road.
9. The Lewises provided the entertainment. They showed home movies.
10. The cargo was very precious. It was gold and silver.

Answers for Quiz (Lessons 126-130):

1. capital = appositive to the subject, Rome
2. amusement park = appositive to direct object, Lagoon
3. player = appositive to subject, woman
4. sisters = appositive to predicate nominatives. Elaine/Marilyn
5. sponsor = appositive to subject, Mr. Gayle
6. Mrs. Karren is greeting the guests, possible buyers.
7. Have you met our new foreman, the tall man in the coveralls?
8. Watch out for Main Street, a very slick road.
9. The Lewises provided the entertainment, home movies.
10. The cargo, gold and silver, was very precious.

Chapter 14: Nouns of Address

Nouns of address are the persons or things to which you are speaking.

Lesson 131

Nouns, or nominatives of address, are the persons or things to which you are speaking. They are set off from the rest of the sentence by a comma or commas, may have modifiers, and are not related to the rest of the sentence grammatically. If they are removed, a complete sentence remains. They may be first, last, or in the middle of the sentence. Examples: John, where are you going? Where are you going, John? Where, John, are you going?

Because I use diagramming to teach in the classroom, I will be asking you to find various parts of the sentence for the repetition. The repetition should help you remember the parts of the sentence.

Instructions: Find the **verbs**, **subjects**, **predicate nominatives**, **direct objects**, and **nouns of address** in these sentences and tell whether the verb is **transitive active (ta)**, **transitive passive (tp)**, **intransitive linking (il)**, or **intransitive complete (ic)**.

1. Sir, may I speak with you for a moment?
2. Jeff, are you leaving tomorrow?
3. Listen carefully to the instructions, boys and girls.
4. Fred, Anna needs your assistance for the afternoon.
5. Please, Mr. President, accept our apologies.

Answers:

1. may speak = verb (ic), I = subject, sir = noun of address
2. are leaving = verb (ic), you = subject, Jeff = noun of address
3. listen = verb (ic), you (understood) = subject, boys and girls = nouns of address
4. needs = verb (ta), Anna = subject, assistance = direct object, Fred = noun of address
5. accept = verb (ta), you (understood) = subject, apologies = direct object, Mr. President = noun of address

Lesson 132

Nouns, or nominatives of address, are the persons or things to which you are speaking. They are set off from the rest of the sentence by a comma or commas, may have modifiers, and are not related to the rest of the sentence grammatically. If they are removed, a complete sentence remains. They may be first, last, or in the middle of the sentence. Examples: John, where are you going? Where are you going, John? Where, John, are you going?

Instructions: Find the **verbs**, **subjects**, **predicate nominatives**, **direct objects**, and **nouns of address** in these sentences and tell whether the verb is **transitive active (ta)**, **transitive passive (tp)**, **intransitive linking (il)**, or **intransitive complete (ic)**.

1. Here, Mary, is a glass of water.
2. My fellowmen, there is no need for worry.
3. What happened to my car, Dad?
4. You, my friends, are so kind!
5. We have no more candy, Jeanne.

Answers:

1. is = verb (ic), glass = subject, Mary = noun of address
2. is = verb (ic), need = subject, fellowmen = noun of address
3. happened = verb (ic), what = subject, Dad = noun of address
4. are = verb (il), you = subject, friends = noun of address
5. have = verb (ta), we = subject, candy = direct object, Jeanne = noun of address

Lesson 133

Nouns, or nominatives of address, are the persons or things to which you are speaking. They are set off from the rest of the sentence by a comma or commas, may have modifiers, and are not related to the rest of the sentence grammatically. If they are removed, a complete sentence remains. They may be first, last, or in the middle of the sentence. Examples: John, where are you going? Where are you going, John? Where, John, are you going?

Instructions: Find the **verbs**, **subjects**, **predicate nominatives**, **direct objects**, and **nouns of address** in these sentences and tell whether the verb is **transitive active (ta)**, **transitive passive (tp)**, **intransitive linking (il)**, or **intransitive complete (ic)**.

1. General, your men are loyal soldiers and brave fighters.
2. There is no need for alarm, students.
3. Will he give the instructions again, Miss Jones?
4. Men and women, we must meet our goals to be successful.
5. Becky, the guests have already arrived.

Answers:

1. are = verb (il), men = subject, soldiers/fighters = predicate nominatives, general = noun of address
2. is = verb (ic), need = subject, students = noun of address
3. will give = verb (ta), he = subject, instructions = direct object, Miss Jones = noun of address
4. must meet = verb (ta), we = subject, goals = direct object, Men/women = nouns of address
5. have arrived = verb (ic), guests = subject, Becky = noun of address

Lesson 134

Nouns, or *nominatives of address*, are the persons or things to which you are speaking. They are set off from the rest of the sentence by a comma or commas, may have modifiers, and are not related to the rest of the sentence grammatically. If they are removed, a complete sentence remains. They may be first, last, or in the middle of the sentence. Examples: John, where are you going? Where are you going, John? Where, John, are you going?

An *appositive* is a word, or group of words, that identifies or renames the noun or pronoun that it follows. Appositives are set off by commas, unless the appositive is closely tied to the word that it identifies or renames. ("Closely tied" means that it is needed to identify the word.) Examples: My son **Carl** is a medical technician. (no commas) Badger, our **dog** with a missing leg, has a love for cats. (commas needed) *Appositives* should not be confused with predicate nominatives. A verb will separate the subject from the predicate nominative. An *appositive* can follow any noun or pronoun including the subject, direct object or predicate nominative.

We must be sure to not confuse *nouns of address* with *appositives*, since they are both set off with commas.

Instructions: Find the **verbs**, **subjects**, **predicate nominatives**, **direct objects**, **appositives**, and **nouns of address** in these sentences and tell whether the verb is **transitive active (ta)**, **transitive passive (tp)**, **intransitive linking (il)**, or **intransitive complete (ic)**.

1. Sam, where is that car, the Volvo?
2. Joe, that woman, Miss Clayson, is a famous newscaster.
3. Mr. Smith, our sponsor, is upset with our advertising, Helen.
4. Kids, I want you to meet our new neighbor, Ann Wise.
5. Everyone, we will watch the television program, "Memories."

Lesson 134 Answers:

1. is = verb (ic), car = subject, Volvo = appositive, Sam = noun of address
2. is = verb (il), woman = subject, newscaster = predicate nominative, Miss Clayson = appositive, Joe = noun of address
3. is upset = verb (tp), Mr. Smith = subject, sponsor = appositive, Helen = noun of address
4. want = verb (ta), I = subject, you = direct object, Ann Wise = appositive, Kids = noun of address
5. will watch = verb (ta), we = subject, program = direct object, Everyone = noun of address, "Memories" = appositive

Lesson 135

Nouns, or *nominatives of address*, are the persons or things to which you are speaking. They are set off from the rest of the sentence by a comma or commas, may have modifiers, and are not related to the rest of the sentence grammatically. If they are removed, a complete sentence remains. They may be first, last, or in the middle of the sentence. Examples: John, where are you going? Where are you going, John? Where, John, are you going?

An *appositive* is a word, or group of words, that identifies or renames the noun or pronoun that it follows. Appositives are set off by commas, unless the appositive is closely tied to the word that it identifies or renames. ("Closely tied" means that it is needed to identify the word.) Examples: My son **Carl** is a medical technician. (no commas) Badger, our **dog** with a missing leg, has a love for cats. (commas needed) *Appositives* should not be confused with predicate nominatives. A verb will separate the subject from the predicate nominative. An *appositive* can follow any noun or pronoun including the subject, direct object or predicate nominative.

We must be sure to not confuse *nouns of address* with *appositives* since they are both set off with commas.

Instructions: Find the **verbs**, **subjects**, **predicate nominatives**, **direct objects**, **appositives**, and **nouns of address** in these sentences and tell whether the verb is **transitive active (ta)**, **transitive passive (tp)**, **intransitive linking (il)**, or **intransitive complete (ic)**.

1. My car, a Plymouth van, rolled over and over on the highway.
2. Class, please read chapter one, "Verbs."
3. Gentlemen, we must help our young people, the leaders of tomorrow.
4. Sarah, this is my brother Ken.
5. We are planning a trip for next summer, young lady.

Answers:

1. rolled = verb (ic), car = subject, van = appositive
2. read = verb (ta), you (understood) = subject, chapter one = direct object, "Verbs" = appositive, class = noun of address
3. must help = verb (ta), we = subject, people = direct object, leaders = appositive, gentlemen = noun of address
4. is = verb (il), this = subject, brother = predicate nominative, Ken = appositive, Sarah = noun of address
5. are planning = verb (ta), we = subject, trip = direct object, lady = noun of address

Quiz for Lessons 131 - 135

Instructions: Find the **verbs**, **subjects**, **predicate nominatives**, **direct objects**, **appositives**, and **nouns of address** in these sentences and tell whether the verb is **transitive active (ta)**, **transitive passive (tp)**, **intransitive linking (il)**, or **intransitive complete (ic)**.

1. Dr. Jensen, a brain surgeon, performed the complicated operation.
2. These parts of the sentence, an appositive and a noun of address, are sometimes confused, students.
3. My fellow citizens, our local paper, the Blab, covers the news well.
4. That mongrel, a shaggy-looking creature, is my dog Badger.
5. You should consult Dr. A. J. Hoyt, a skin specialist, sir.
6. You, my dear, will have my promise, a statement of honor.
7. For dinner I had my favorite dessert, strawberry pie.
8. Comrades, we are here in Russia once again.
9. Matthew, have you swum in the Pacific Ocean, Balboa's discovery?
10. Have you met my friend, Amy?

Answers for Quiz (Lessons 131-135):

1. performed = verb (ta), Dr. Jensen = subject, operation = direct object, surgeon = appositive
2. are confused = verb (tp), parts = subject, appositive/ noun = appositives, students = noun of address
3. covers = verb (ta), paper = subject, news = direct object, *Blab* = appositive, citizens = noun of address
4. is = verb (il), mongrel = subject, dog = predicate nominative, creature/Badger = appositives
5. should consult = verb (ta), you = subject, Dr. A. J. Hoyt = direct object, specialist = appositive, sir = noun of address
6. will have = verb (ta), you = subject, promise = direct object, statement = appositive, dear = noun of address
7. had = verb (ta), I = subject, dessert = direct object, pie = appositive
8. are = verb (ic), we = subject, Comrades = noun of address
9. have swum = verb (ic), you = subject, discovery = appositive, Matthew = noun of address
10. have met = verb (ta), you = subject, friend = direct object, Amy = noun of address (If it were an appositive, it would have no commas.)

Chapter 15: Pronouns Revisited

Pronouns take the place of nouns.

Lesson 136

Pronouns take the place of nouns. Personal pronouns have what is called *case*. *Case* means that a different form of a pronoun is used for different parts of the sentence. There are three *cases*: *nominative*, *objective*, and *possessive*. Many mistakes are made in the use of *nominative* and *objective case pronouns*. Memorizing each list will help you use them correctly.

Nominative case pronouns are *I, she, he, we, they, and who*. They are used as *subjects, predicate nominatives, and appositives* when used with a subject or predicate nominative.

Objective case pronouns are *me, her, him, us, them, and whom*. They are used as *direct objects, indirect objects, objects of the preposition, and appositives* when used with one of the objects. (We will learn about *indirect objects* and *objects of the preposition* in later lessons.) (*You* and *it* are both nominative and objective case.)

Possessive case pronouns are *my, mine, your, yours, his, her, hers, its, our, ours, your, yours, their, and theirs*. They are used to show ownership.

Instructions: Choose the correct form of the pronoun and tell why you chose it.

1. (I, Me) went to the movie.
2. (Him, He) is my best friend.
3. (They, Them) will be here soon.
4. (She, Her) ran happily down the street.

5. There (we, us) went.

6. (Who, Whom) is it?

Answers:

1. I - subject
2. He - subject
3. They - subject
4. She - subject
5. we - subject
6. Who – subject

Lesson 137

Pronouns take the place of nouns. Personal pronouns have what is called *case*. *Case* means that a different form of a pronoun is used for different parts of the sentence. There are three *cases*: *nominative*, *objective*, and *possessive*. Many mistakes are made in the use of *nominative* and *objective case pronouns*. Memorizing each list will help you use them correctly.

Nominative case pronouns are *I, she, he, we, they, and who*. They are used as *subjects, predicate nominatives, and appositives* when used with a subject or predicate nominative.

Objective case pronouns are *me, her, him, us, them, and whom*. They are used as *direct objects, indirect objects, objects of the preposition, and appositives* when used with one of the objects. (We will learn about *indirect objects* and *objects of the preposition* in later lessons.) (*You* and *it* are both nominative and objective case.)

Possessive case pronouns are *my, mine, your, yours, his, her, hers, its, our, ours, your, yours, their, and theirs*. They are used to show ownership.

Instructions: Choose the correct form of the pronoun and tell why you chose it.

1. It could have been (them, they).
2. Yes, it was (us, we).
3. The runaway girl was (her, she).
4. This is (him, he).
5. The winner was (me, I).

Lesson 137 Answers:

1. they - predicate nominative
 2. we - predicate nominative
 3. she - predicate nominative
 4. he - predicate nominative
 5. I - predicate nominative
- (Predicate nominatives give us the most trouble; therefore, these may all sound strange to you, but they are correct.)

Lesson 138

Pronouns take the place of nouns. Personal pronouns have what is called *case*. *Case* means that a different form of a pronoun is used for different parts of the sentence. There are three *cases*: *nominative, objective, and possessive*. Many mistakes are made in the use of *nominative* and *objective case pronouns*. Memorizing each list will help you use them correctly.

Nominative case pronouns are *I, she, he, we, they, and who*. They are used as *subjects, predicate nominatives, and appositives* when used with a subject or predicate nominative.

Objective case pronouns are *me, her, him, us, them, and whom*. They are used as *direct objects, indirect objects, objects of the preposition, and appositives* when used with one of the objects. (We will learn about *indirect objects* and *objects of the preposition* in later lessons.) (*You* and *it* are both nominative and objective case.)

Possessive case pronouns are *my, mine, your, yours, his, her, hers, its, our, ours, your, yours, their, and theirs*. They are used to show ownership.

Instructions: Choose the correct form of the pronoun and tell why you chose it.

1. (Who, Whom) did you send?
2. The man saw (them, they) outside.
3. Had the girls met (he, him) before?
4. The boss helped (we, us), Tom and (I, me).
5. I saw (she, her) at the door.

Lesson 138 Answers:

1. Whom - direct object
2. them - direct object
3. him - direct object
4. us - direct object, me - appositive to a direct object
5. her - direct object

Lesson 139

Pronouns take the place of nouns. Personal pronouns have what is called *case*. *Case* means that a different form of a pronoun is used for different parts of the sentence. There are three *cases*: *nominative*, *objective*, and *possessive*. Many mistakes are made in the use of *nominative* and *objective case pronouns*. Memorizing each list will help you use them correctly.

Nominative case pronouns are *I, she, he, we, they, and who*. They are used as *subjects, predicate nominatives, and appositives* when used with a subject or predicate nominative.

Objective case pronouns are *me, her, him, us, them, and whom*. They are used as *direct objects, indirect objects, objects of the preposition, and appositives* when used with one of the objects. (We will learn about *indirect objects* and *objects of the preposition* in later lessons.) (*You* and *it* are both nominative and objective case.)

Possessive case pronouns are *my, mine, your, yours, his, her, hers, its, our, ours, your, yours, their, and theirs*. They are used to show ownership.

Instructions: Choose the correct form of the pronoun and tell why you chose it.

1. Yes, it was (him, he).
2. (We, Us) girls went together to shop.
3. (Who, Whom) is on the phone? It is (me, I).
4. Jim met Pam and (me, I) at the movie.
5. The noise outside awakened (us, we).

Answers:

1. he - predicate nominative
2. We - subject
3. who - subject, I - predicate nominative
4. me - direct object
5. us - direct object

Lesson 140

Pronouns take the place of nouns. Personal pronouns have what is called *case*. *Case* means that a different form of a pronoun is used for different parts of the sentence. There are three *cases*: *nominative*, *objective*, and *possessive*. Many mistakes are made in the use of *nominative* and *objective case pronouns*. Memorizing each list will help you use them correctly.

Nominative case pronouns are *I, she, he, we, they*, and *who*. They are used as *subjects, predicate nominatives*, and *appositives* when used with a subject or predicate nominative.

Objective case pronouns are *me, her, him, us, them*, and *whom*. They are used as *direct objects, indirect objects, objects of the preposition*, and *appositives* when used with one of the objects. (We will learn about *indirect objects* and *objects of the preposition* in later lessons.) (*You* and *it* are both nominative and objective case.)

Possessive case pronouns are *my, mine, your, yours, his, her, hers, its, our, ours, your, yours, their, and theirs*. They are used to show ownership.

Instructions: Choose the correct form of the pronoun and tell why you chose it.

1. Where were you and (she, her)?
2. No, it was not (us, we).
3. The writer is (he, him).
4. The group was not expecting (I, me).
5. The winners were (they, them), John and (him, he).

Answers:

1. she - subject
2. we - predicate nominative
3. he - predicate nominative
4. me - direct object
5. they - predicate nominative, he - an appositive to the predicate nominative

Quiz for Lessons 136 - 140

Instructions: Choose the correct form of the pronoun and tell why you chose it.

1. (Whom, who) can (we, us) get to do the job?
2. (They, them) saw (we, us) at the horse races.
3. (She, Her) was not answering (him, he) at that time.
4. The captains will be Paul and (me, I).
5. The women saw (us, we) boys at the store.
6. Did (we, us) choose (them, they) for our dates?
7. The teacher wants one person, (her, she).
8. (We, Us) boys, Bob and (me, I) captured those two girls, Emily and (her, she).
9. It certainly must be (them, they).
10. (Who, Whom) invited (him, he) to the party?

Answers for Quiz (Lessons 136-140):

1. Whom - direct object, we - subject
2. They - subject, us - direct object
3. She - subject, him - direct object
4. I - predicate nominative
5. us - direct object
6. we - subject, them - direct object
7. her - appositive to the direct object
8. We - subject, I - appositive to subject, her - appositive to direct object
9. they - predicate nominative
10. Who - subject, him - direct object

Lesson 141

Pronouns take the place of nouns. Personal pronouns have what is called *case*. *Case* means that a different form of a pronoun is used for different parts of the sentence. There are three *cases*: *nominative*, *objective*, *possessive*.

Nominative case pronouns are *I, she, he, we, they, and who*. They are used as *subjects, predicate nominatives, and appositives* when used with a subject or predicate nominative.

Objective case pronouns are *me, her, him, us, them, and whom*. They are used as *direct objects, indirect objects, objects of the preposition, and appositives* when used with one of the objects. *You* and *it* are both nominative and objective case.

Possessive case pronouns are *my, mine, your, yours, his, her, hers, its, our, ours, your, yours, their, and theirs*. They are used to show ownership.

Possessive pronouns never have apostrophes, but *possessive nouns* do. Do not confuse the possessive personal pronouns *its, your, and their* with the contractions *it's (it is, it has), you're (you are), and they're (they are)*.

Instructions: Choose the correct form of the pronoun.

1. Our dog wagged (its, it's) tail for dinner.
2. (Your, You're) answer is right.
3. (Its, It's) been foggy all week.
4. This is (their, they're) first win.
5. (Your, You're) here on time!

Answers:

1. its
2. your
3. it's (it has)
4. their
5. you're (you are)

Lesson 142

Pronouns take the place of nouns. Personal pronouns have what is called *case*. *Case* means that a different form of a pronoun is used for different parts of the sentence. There are three *cases*: *nominative*, *objective*, *possessive*.

Nominative case pronouns are *I, she, he, we, they, and who*. They are used as *subjects, predicate nominatives, and appositives* when used with a subject or predicate nominative.

Objective case pronouns are *me, her, him, us, them, and whom*. They are used as *direct objects, indirect objects, objects of the preposition, and appositives* when used with one of the objects. *You* and *it* are both nominative and objective case.

Possessive case pronouns are *my, mine, your, yours, his, her, hers, its, our, ours, your, yours, their, and theirs*. They are used to show ownership.

Possessive pronouns never have apostrophes, but *possessive nouns* do. Do not confuse the possessive personal pronouns *its, your, and their* with the contractions *it's (it is, it has), you're (you are), and they're (they are)*.

Instructions: Choose the correct form of the pronoun.

1. Mom thinks this book must be (yours, your's). (Its, It's) not mine.
2. Is that (your, you're) car or (theirs, their's)?
3. (Its, It's) their turn, not (ours, our's).
4. Take all the clothes that are (yours, your's), but do not touch (theirs, their's).
5. (Its, It's) (hers, her's) not (ours, our's).

Answers:

1. yours / it's (it is)
2. your / theirs
3. it's (it is) / ours
4. yours / theirs
5. it's (it is) / hers / ours

Lesson 143

Pronouns take the place of nouns. Personal pronouns have what is called *case*. *Case* means that a different form of a pronoun is used for different parts of the sentence. There are three *cases*: *nominative*, *objective*, *possessive*.

Nominative case pronouns are *I, she, he, we, they, and who*. They are used as *subjects, predicate nominatives, and appositives* when used with a subject or predicate nominative.

Objective case pronouns are *me, her, him, us, them, and whom*. They are used as *direct objects, indirect objects, objects of the preposition, and appositives* when used with one of the objects. *You* and *it* are both nominative and objective case.

Possessive case pronouns are *my, mine, your, yours, his, her, hers, its, our, ours, your, yours, their, and theirs*. They are used to show ownership.

Possessive pronouns never have apostrophes, but *possessive nouns* do. Do not confuse the possessive personal pronouns *its, your, and their* with the contractions *it's (it is, it has), you're (you are), and they're (they are)*.

Instructions: Tell how each italicized pronoun is used in these sentences.

1. *It* must have been *he*.
2. Can *you* see *her*?
3. *Whom* did *they* send?
4. The drivers were *we*, Carl and *I*.
5. *I* gave *it* to my son.

Answers:

1. *it* = subject, *he* = predicate nominative
2. *you* = subject, *her* = direct object
3. *whom* = direct object, *they* = subject
4. *we* = predicate nominative, *I* = appositive to a predicate nominative
5. *I* = subject, *it* = direct object

Lesson 144

Pronouns take the place of nouns. Personal pronouns have what is called *case*. *Case* means that a different form of a pronoun is used for different parts of the sentence. There are three *cases*: *nominative*, *objective*, *possessive*.

Nominative case pronouns are *I, she, he, we, they, and who*. They are used as *subjects, predicate nominatives, and appositives* when used with a subject or predicate nominative.

Objective case pronouns are *me, her, him, us, them, and whom*. They are used as *direct objects, indirect objects, objects of the preposition, and appositives* when used with one of the objects. *You* and *it* are both nominative and objective case.

Possessive case pronouns are *my, mine, your, yours, his, her, hers, its, our, ours, your, yours, their, and theirs*. They are used to show ownership.

Possessive pronouns never have apostrophes, but *possessive nouns* do. Do not confuse the possessive personal pronouns *its, your, and their* with the contractions *it's (it is, it has), you're (you are), and they're (they are)*.

Instructions: Tell how each italicized pronoun is used in these sentences.

1. My choice would be *he*.
2. *She* helped *us*, Jeff and *me*.
3. *You* have visited *him* before.
4. The losers are *you* and *he*.
5. *It* could have been *they*.

Answers:

1. he = predicate nominative
2. she = subject, us = direct object, me = appositive to a direct object
3. you = subject, him = direct object
4. you = predicate nominative, he = predicate nominative
5. it = subject, they = predicate nominative

Lesson 145

Pronouns take the place of nouns. Personal pronouns have what is called *case*. *Case* means that a different form of a pronoun is used for different parts of the sentence. There are three *cases*: *nominative*, *objective*, *possessive*.

Nominative case pronouns are *I, she, he, we, they, and who*. They are used as *subjects, predicate nominatives, and appositives* when used with a subject or predicate nominative.

Objective case pronouns are *me, her, him, us, them, and whom*. They are used as *direct objects, indirect objects, objects of the preposition, and appositives* when used with one of the objects. *You* and *it* are both nominative and objective case.

Possessive case pronouns are *my, mine, your, yours, his, her, hers, its, our, ours, your, yours, their, and theirs*. They are used to show ownership.

Possessive pronouns never have apostrophes, but *possessive nouns* do. Do not confuse the possessive personal pronouns *its, your, and their* with the contractions *it's (it is, it has), you're (you are), and they're (they are)*.

Instructions: Tell how each italicized pronoun is used in these sentences.

1. *It* surely was *she*.
2. Did *you* see *it*?
3. Was *it* *you* or *he* at the play?
4. No, *it* wasn't *we*.
5. *They* saw *me* at the same time.

Answers:

1. *it* = subject, *she* = predicate nominative
2. *you* = subject, *it* = direct object
3. *it* = subject, *you* = predicate nominative, *he* = predicate nominative
4. *it* = subject, *we* = predicate nominative
5. *they* = subject, *me* = direct object

Quiz for Lessons 141 - 145

Instructions: Choose the correct form of the pronoun and tell why you chose it.

1. (Whom, Who) has she told?
2. Jim chose Ann and (I, me).
3. This is (she, her) speaking.
4. Could it have been (they, them) leaving there?
5. They never called (you and I, you and me).
6. Mother called (we, us) children for supper.
7. The cat groomed (its, it's) paw.
8. Is this shirt (yours, your's)?
9. The next turn is (ours, our's).
10. (Their, They're) house is the new one.

Answers for Quiz (Lessons 141-145):

1. whom - direct object
2. me - direct object
3. she - predicate nominative
4. they - predicate nominative
5. you and me - direct object
6. us - direct object
7. its - possessive pronoun
8. yours - no apostrophes in possessive personal pronouns
9. ours - no apostrophes in possessive personal pronoun
10. Their - possessive pronoun

Chapter 16: Noun/Pronoun Review

Lesson 146

A simple sentence is a group of words expressing a complete thought, and it must have a *subject* and a *verb* (this is often referred to as a *predicate*). When finding the subject and the verb in a sentence, always find the *verb* first and then say *who* or *what*, followed by the verb.

A *predicate nominative*, or *predicate noun*, completes a linking verb and renames the subject. *Predicate nominatives* complete only linking verbs. These include such verbs as the helping verbs: *is, am, are, was, were, be, being, been*; the sense verbs: *look, taste, smell, feel, sound*; and verbs like *become, seem, appear, grow, continue, stay, turn*.

A *direct object* receives the action performed by the subject. The verb is always an *action verb*. To find the *direct object*, say the subject and verb followed by *whom* or *what*. If nothing answers the question *whom* or *what*, you know that there is no *direct object*. The *direct object* must be a noun or pronoun. The *predicate nominative* or the *direct object* will never be in a prepositional phrase.

An *appositive* is a word or group of words that identifies or renames the noun or pronoun that it follows. An *appositive* is set off by commas, unless closely tied to the word that it identifies or renames. *Appositives* should not be confused with predicate nominatives. A verb will separate the subject from the predicate nominative. An *appositive* can follow any noun or pronoun including the subject, direct object or predicate nominative.

Nouns, or *nominatives of address*, are the persons or things to which you are speaking. They are set off from the rest of the sentence by a comma or commas, may have modifiers, and are not related to the rest of the sentence grammatically. You can remove them and a complete sentence remains.

Transitive active verbs are the verbs in sentences with a direct object. *Transitive passive* verbs have the subject receiving the action with

the doer in a prepositional phrase or omitted in the sentence. The verb in the *transitive passive* voice always has *is, am, are, was, were, be, being, or been* as an auxiliary or helping verb. *Intransitive* verbs have no receiver of the action. They are classified as *intransitive complete* or *intransitive linking*. *Intransitive linking* are sentences with a predicate nominative or predicate adjective.

Instructions: Find the **verbs, subjects, predicate nominatives, direct objects, appositives, and nouns of address** in these sentences and tell whether the verb is **transitive active (ta), transitive passive (tp), intransitive linking (il), or intransitive complete (ic)**.

1. The man with an armful of presents tripped and fell.
2. Into the clearing staggered the wounded soldier.
3. The company president, Mr. Mabey, lost his temper.
4. Wilma, where did you put my book?
5. Shelley, Keats, and Byron are famous poets.

Answers:

1. tripped / fell = verbs (ic), man = subject
2. staggered = verb (ic), soldier = subject
3. lost = verb (ta), president = subject, temper = direct object, Mr. Mabey = appositive (possibly noun of address)
4. did put = verb (ta), you = subject, book = direct object, Wilma = noun of address
5. are = verb (il), Shelley/Keats/Byron = subjects, poets = predicate nominative

Lesson 147

A simple sentence is a group of words expressing a complete thought, and it must have a *subject* and a *verb*. A *predicate nominative* or *predicate noun* completes a linking verb and renames the subject. A *direct object* receives the action performed by the subject. An *appositive* is a word or group of words that identifies or renames the noun or pronoun that it follows. *Nouns* or *nominatives of address* are the persons or things to which you are speaking.

Transitive active verbs are the verbs in sentences with a direct object. *Transitive passive* verbs have the subject receiving the action with the doer in a prepositional phrase or omitted in the sentence. *Intransitive linking* are sentences with a predicate nominative or predicate adjective. *Intransitive complete* are all the verbs that don't fit one of the other kinds of transitive or intransitive verbs.

Instructions: Find the **verbs, subjects, predicate nominatives, direct objects, appositives, and nouns of address** in these sentences and tell whether the verb is **transitive active (ta), transitive passive (tp), intransitive linking (il),** or **intransitive complete (ic).**

1. He signaled Rulon, his son-in-law in New Jersey, and informed him.
2. The alarm clock had been set in the evening.
3. Our special guest for tonight is Mr. McMillan, our honored mayor.
4. There will be a surprise present for the family.
5. A box of gold coins and precious jewels was recently found in our back yard.

Answers:

1. signaled/informed = verbs (ta), he = subject, Rulon/him = direct objects, son-in-law = appositive
2. had been set = verb (tp), clock = subject
3. is = verb (il), guest = subject, Mr. McMillan = predicate nominative, mayor = appositive
4. will be = verb (ic), present = subject
5. was found = verb (tp), box = subject

Lesson 148

A simple sentence is a group of words expressing a complete thought, and it must have a *subject* and a *verb*. A *predicate nominative* or *predicate noun* completes a linking verb and renames the subject. A *direct object* receives the action performed by the subject. An *appositive* is a word or group of words that identifies or renames the noun or pronoun that it follows. *Nouns* or *nominatives of address* are the persons or things to which you are speaking.

Transitive active verbs are the verbs in sentences with a direct object. *Transitive passive* verbs have the subject receiving the action with the doer in a prepositional phrase or omitted in the sentence. *Intransitive linking* are sentences with a predicate nominative or predicate adjective. *Intransitive complete* are all the verbs that don't fit one of the other kinds of transitive or intransitive verbs.

Instructions: Find the **verbs, subjects, predicate nominatives, direct objects, appositives, and nouns of address** in these sentences and tell whether the verb is **transitive active (ta), transitive passive (tp), intransitive linking (il),** or **intransitive complete (ic).**

1. Mr. Hoyle introduced the speaker, a famous French educator.
2. Please answer the door, Fred.
3. Phil Clintock should not have been elected President.
4. No one enters my territory without permission and lives.
5. The rehearsal has been changed, Jessica.

Answers:

1. introduced = verb (ta), Mr. Hoyle = subject, speaker = direct object, educator = appositive
2. answer = verb (ta), you (understood) = subject, door = direct object, Fred = noun of address
3. should have been elected = verb (il), Phil Clintock = subject, President = predicate nominative
4. enters = verb (ta) / lives = verb (ic), no one = subject, territory = direct object
5. has been changed = verb (tp), rehearsal = subject, Jessica = noun of address

Lesson 149

A simple sentence is a group of words expressing a complete thought, and it must have a *subject* and a *verb*. A *predicate nominative* or *predicate noun* completes a linking verb and renames the subject. A *direct object* receives the action performed by the subject. An *appositive* is a word or group of words that identifies or renames the noun or pronoun that it follows. *Nouns* or *nominatives of address* are the persons or things to which you are speaking.

Transitive active verbs are the verbs in sentences with a direct object. *Transitive passive* verbs have the subject receiving the action with the doer in a prepositional phrase or omitted in the sentence. *Intransitive linking* are sentences with a predicate nominative or predicate adjective. *Intransitive complete* are all the verbs that don't fit one of the other kinds of transitive or intransitive verbs.

Instructions: Find the **verbs, subjects, predicate nominatives, direct objects, appositives, and nouns of address** in these sentences and tell whether the verb is **transitive active (ta), transitive passive (tp), intransitive linking (il),** or **intransitive complete (ic).**

1. Neither the electrician nor his assistant had the right parts.
2. On the golf course Jim hit two trees and a sand trap.
3. For most people, life is a struggle.
4. The bus driver could hardly see the edge of the road.
5. Barbara, two groups, they and we, stayed to the end.

Answers:

1. had = verb (ta), electrician/assistant = subject, parts = direct object
2. hit = verb (ta), Jim = subject, trees/sand trap = direct objects
3. is = verb (il), life = subject, struggle = predicate nominative
4. could see = verb (ta), driver = subject, edge = direct object
5. stayed = verb (ic), groups = subject, they/we = appositives, Barbara = noun of address

Lesson 150

A simple sentence is a group of words expressing a complete thought, and it must have a *subject* and a *verb*. A *predicate nominative* or *predicate noun* completes a linking verb and renames the subject. A *direct object* receives the action performed by the subject. An *appositive* is a word or group of words that identifies or renames the noun or pronoun that it follows. *Nouns* or *nominatives of address* are the persons or things to which you are speaking.

Transitive active verbs are the verbs in sentences with a direct object. *Transitive passive* verbs have the subject receiving the action with the doer in a prepositional phrase or omitted in the sentence. *Intransitive linking* are sentences with a predicate nominative or predicate adjective. *Intransitive complete* are all the verbs that don't fit one of the other kinds of transitive or intransitive verbs.

Instructions: Find the **verbs, subjects, predicate nominatives, direct objects, appositives, and nouns of address** in these sentences and tell whether the verb is **transitive active (ta), transitive passive (tp), intransitive linking (il), or intransitive complete (ic)**.

1. Eric and I were expecting someone, you.
2. She found them in New York, Colette.
3. Do you like her best, Justin?
4. The author might have been anyone.
5. Two people, you and he, must assist us in this effort.

Answers:

1. were expecting = verb (ta), Eric/I = subject, someone = direct object, you = appositive
2. found = verb (ta), she = subject, them = direct object, Colette = noun of address
3. do like = verb (ta), you = subject, her = direct object, Justin = noun of address
4. might have been = verb (il), author = subject, anyone = predicate nominative
5. must assist = verb (ta), people = subject, us = direct object, you/he = appositives

Quiz for Lessons 146 - 150

Instructions: Find the **verbs**, **subjects**, **predicate nominatives**, **direct objects**, **appositives**, and **nouns of address** in these sentences and tell whether the verb is **transitive active (ta)**, **transitive passive (tp)**, **intransitive linking (il)**, or **intransitive complete (ic)**.

1. Curtis, has Jay found his lost keys?
2. There on the porch stood Badger, our lost dog.
3. Sunday, Ila, will be our anniversary.
4. Those two boys, Ivan and he, argue incessantly.
5. He needs more helpers, you and me.
6. Rebecca, why haven't you practiced your music?
7. Your car has been sold today, Todd.
8. In the plowed field some corn was planted.
9. Joe, my uncle, Al Brim, is a famous skater.
10. This matter should not be decided without much thought.

Answers for Quiz (Lessons 146-150):

1. has found = verb (ta), Jay = subject, keys = direct object, Curtis = noun of address
2. stood = verb (ic), Badger = subject, dog = appositive
3. will be = verb (il), Sunday = subject, anniversary = predicate nominative, Ila = noun of address
4. argue = verb (ic), boys = subject, Ivan/he = appositives
5. needs = verb (ta), he = subject, helpers = direct object, you/me = appositives
6. have practiced = verb (ta), you = subject, music = direct object, Rebecca = noun of address
7. has been sold = verb (tp), car = subject, Todd = noun of address
8. was planted = verb (tp), corn = subject
9. is = verb (il), uncle = subject, skater = predicate nominative, Al Brim = appositive, Joe = noun of address
10. should be decided = verb (tp), matter = subject

Chapter 17: Adjectives Revisited

Lesson 151

Adjectives modify or affect the meaning of nouns and pronouns, and tell us *which*, *whose*, *what kind*, and *how many* about the nouns or pronouns they modify. They come before the noun or pronoun they modify except for the predicate adjective, which comes after a linking verb and modifies the subject.

There are seven words in the English language that are always adjectives. They are the articles *a*, *an*, and *the*, and the possessives *my*, *our*, *your*, and *their*. One should memorize these words so they are immediately recognized as adjectives.

Example of adjectives: **The big brown** bear grabbed **the scared small** man. **The, big** and **brown** modify the subject *bear* and **the, scared** and **small** modify the direct object *man*. Examples of a predicate adjective: The big bear is **brown**. The brown bear was **big**. **Brown** and **big** come after the linking verbs *is* and *was* and modify the subject *bear*.

Adjectives that point out **which** include *that*, *this*, *those*, *these*, and the articles *a*, *an*, and *the*.

Instructions: Find the adjectives that tell **which** in these sentences and tell what they modify.

1. These first apples have been stepped on.
2. This money had been lost at the races.
3. That cat had those kittens.
4. A mouse can scare an elephant.
5. An answer will be found in the dictionary or a thesaurus.

Answers:

1. **these** and **first** modify *apples*
2. **this** modifies *money*, **the** modifies *races*
3. **that** modifies *cat*, **those** modifies *kittens*
4. **a** modifies *mouse*, **an** modifies *elephant*
5. **an** modifies *answer*, **the** modifies *dictionary*, **a** modifies *thesaurus*

Lesson 152

Adjectives modify or affect the meaning of nouns and pronouns, and tell us *which*, *whose*, *what kind*, and *how many* about the nouns or pronouns they modify. They come before the noun or pronoun they modify except for the predicate adjective, which comes after a linking verb and modifies the subject.

There are seven words in the English language that are always adjectives. They are the articles *a*, *an*, and *the*, and the possessives *my*, *our*, *your*, and *their*. One should memorize these words so they are immediately recognized as adjectives.

Example of adjectives: **The big brown** bear grabbed **the scared small** man. **The, big** and **brown** modify the subject *bear* and **the, scared** and **small** modify the direct object *man*. Examples of a predicate adjective: The big bear is **brown**. The brown bear was **big**. **Brown** and **big** come after the linking verbs *is* and *was* and modify the subject *bear*.

Adjectives that point out *what kind* are most common and too numerous to list. **Big, brown, scared,** and **small** above are examples.

Instructions: Find the adjectives that tell **what kind** in these sentences and tell what they modify.

1. The tall man is a professional baseball player.
2. That lovely old lady wrote realistic short plays.
3. A loud and noisy group greeted the returned missionary.
4. The small but strong man helped the cute little girl.
5. A tall slender girl won the beauty contest.

Answers:

1. **tall** modifies *man*, **professional** and **baseball** modify *player*
2. **lovely** and **old** modify *lady*, **realistic** and **short** modify *plays*
3. **loud** and **noisy** modify *group*, **returned** modifies *missionary*
4. **small** and **strong** modify *man*, **cute** and **little** modify *girl*
5. **tall** and **slender** modify *girl*, **beauty** modifies *contest*

Lesson 153

Adjectives modify or affect the meaning of nouns and pronouns, and tell us *which, whose, what kind, and how many* about the nouns or pronouns they modify. They come before the noun or pronoun they modify except for the predicate adjective, which comes after a linking verb and modifies the subject.

There are seven words in the English language that are always adjectives. They are the articles *a, an, and the*, and the possessives *my, our, your, and their*. One should memorize these words so they are immediately recognized as adjectives.

Example of adjectives: **The big brown** bear grabbed **the scared small** man. **The, big** and **brown** modify the subject *bear* and **the, scared** and **small** modify the direct object *man*. Examples of a predicate adjective: The big bear is **brown**. The brown bear was **big**. **Brown** and **big** come after the linking verbs *is* and *was* and modify the subject *bear*.

Adjectives used often that point out *whose* are possessive pronouns *my, your, our, his, her, their, its* and possessive nouns like *Joe's, Pete's, etc.*

Instructions: Find the adjectives that tell **whose** in these sentences and tell what they modify.

1. Badger's bark is my signal for food.
2. The sky's clouds are our shade trees.
3. Alaina's brother is also Pam's son.
4. Their hope was our arrival in time.
5. Her hair was a spider's web.

Answers:

1. **Badger's** modifies *bark*, **my** modifies *signal*
2. **sky's** modifies *clouds*, **our** modifies *trees*
3. **Alaina's** modifies *brother*, **Pam's** modifies *son*
4. **their** modifies *hope*, **our** modifies *arrival*
5. **her** modifies *hair*, **spider's** modifies *web*

Lesson 154

Adjectives modify or affect the meaning of nouns and pronouns, and tell us *which*, *whose*, *what kind*, and *how many* about the nouns or pronouns they modify. They come before the noun or pronoun they modify except for the predicate adjective, which comes after a linking verb and modifies the subject.

There are seven words in the English language that are always adjectives. They are the articles *a*, *an*, and *the*, and the possessives *my*, *our*, *your*, and *their*. One should memorize these words so they are immediately recognized as adjectives.

Example of adjectives: **The big brown** bear grabbed **the scared small** man. **The, big** and **brown** modify the subject *bear* and **the, scared** and **small** modify the direct object *man*. Examples of a predicate adjective: The big bear is **brown**. The brown bear was **big**. **Brown** and **big** come after the linking verbs *is* and *was* and modify the subject *bear*.

Adjectives that point out *how many* are indefinite pronouns like *many*, *several*, *both*, and numbers.

Instructions: Find the adjectives that tell **how many** in these sentences and tell what they modify.

1. Both companies need twenty-four workers by tomorrow.
2. Several citizens protested the many cars on the two lots.
3. Seventy-six trombones led the few drummers and some tubas.
4. Three people tried out for one part in the play.
5. Each train needed another car and more passengers.

Answers:

1. **both** modifies *companies*, **twenty-four** modifies *workers*
2. **several** modifies *citizens*, **many** modifies *cars*, **two** modifies *lots*
3. **seventy-six** modifies *trombones*, **few** modifies *drummers*, **some** modifies *tubas*
4. **three** modifies *people*, **one** modifies *part*
5. **each** modifies *train*, **another** modifies *car*, **more** modifies *passengers*

Lesson 155

Adjectives modify or affect the meaning of nouns and pronouns, and tell us *which*, *whose*, *what kind*, and *how many* about the nouns or pronouns they modify. They come before the noun or pronoun they modify except for the predicate adjective, which comes after a linking verb and modifies the subject.

There are seven words in the English language that are always adjectives. They are the articles *a*, *an*, and *the*, and the possessives *my*, *our*, *your*, and *their*. One should memorize these words so they are immediately recognized as adjectives.

Example of adjectives: **The big brown** bear grabbed **the scared small** man. **The, big** and **brown** modify the subject *bear* and **the, scared** and **small** modify the direct object *man*. Examples of a predicate adjective: The big bear is **brown**. The brown bear was **big**. **Brown** and **big** come after the linking verbs *is* and *was* and modify the subject *bear*.

Instructions: Find the predicate adjectives in these sentences, tell what they modify, and what they tell us.

1. The performance was hilarious.
2. The two girls were tired and exhausted.
3. My father is old but strong.
4. This fish tastes too salty.
5. Has she been sick recently?

Answers:

1. **hilarious** modifies the subject *performance* and tells *what kind*
2. **tired/exhausted** modify the subject *girls* and tell *what kind*
3. **old/strong** modify the subject *father* and tell *what kind*
4. **salty** modifies the subject *fish* and tells *what kind*
5. **sick** modifies the subject *she* and tells *what kind*

Quiz for Lessons 151 - 155

Instructions: Find all the adjectives in these sentences; tell what they modify, and what they tell.

1. Grandpa's low growl was a quick warning to us.
2. The largest spaceship in the world stood ready for launch.
3. His lost vision was still not clear.
4. Many young people feel uneasy before a crowd.
5. Pink and blue flowers bloomed in the neighbor's garden.
6. Several gray clouds blocked the radiant sunlight.
7. There were no visible signs of activity at the old mill.
8. Five little speckled eggs were seen in the bird's nest.
9. Mother planted those yellow and white irises.
10. Soft, cool breezes blew off the beautiful silver lake.

Answers for Quiz (Lessons 151-155):

1. Grandpa's/whose, low/what kind modify *growl*, a/which, quick/what kind modify *warning*
2. the/which, largest/what kind modify *spaceship*, the/which modifies *world*,
3. his/whose, lost/what kind modify *vision*, clear/what kind (predicate adjective) modifies *vision*
4. many/how many, young/what kind modify *people*, uneasy/what kind (pred. adj.) modifies *people*, a/which modifies *crowd*
5. pink/what kind, blue/what kind modify *flowers*, the/which, neighbor's/whose modify *garden*
6. several/how many, gray/what kind modify *clouds*, the/which, radiant/what kind modify *sunlight*
7. no/how many, visible/what kind modify *signs*, the/which, old/what kind modify *mill*
8. five/how many, little/what kind, speckled/what kind modify *eggs*, the/which, bird's/whose modify *nest*
9. those/which, yellow/what kind, white/what kind modify *irises*
10. soft/what kind, cool/what kind modify *breezes*, the/which, beautiful/what kind, silver/what kind modify *lake*

Lesson 156

Instructions: Using all the knowledge learned in the previous lessons, find the **verb, subjects, predicate nominatives, direct objects, appositives, nouns of address, and adjectives** in the following sentences.

1. The two little boys wore their new suits.
2. Audrey, your new house has many beautiful features.
3. The howling wind frightened the small children.
4. That idea is brilliant, John.
5. George Washington, our first President, was also a great general.

Answers:

1. wore = verb; boys = subject; suits = direct object; the, two, little, their, new = adjectives
2. has = verb; house = subject; features = direct object; Audrey = noun of address; your, new, many, beautiful = adjectives
3. frightened = verb; wind = subject; children = direct object; the, howling, the, small = adjectives
4. is = verb; idea = subject; John = noun of address; brilliant = predicate adjective; that = adjective
5. was = verb; George Washington = subject; general = predicate nominative; President = appositive; our, first, a, great = adjectives

Lesson 157

Instructions: Using all the knowledge learned in the previous lessons, find the **verb, subjects, predicate nominatives, direct objects, appositives, nouns of address, and adjectives** in the following sentences.

1. The dog became noisy.
2. Are many women famous athletes?
3. Both girls have been enjoying their vacation, a trip to Disneyland.
4. These black shoes are my favorite ones.
5. Ann, did you see Chris's new camera?

Answers:

1. became = verb; dog = subject; noisy = predicate adjective; the = adjective
2. are = verb; women = subject; athletes = predicate nominative; many, famous = adjectives
3. have been enjoying = verb; girls = subject; vacation = direct object; trip = appositive; both, their, a = adjectives
4. are = verb; shoes = subject; ones = predicate nominative; these, black, my, favorite = adjectives
5. did see = verb; you = subject; camera = direct object; Ann = noun of address; Chris's, new = adjectives

Lesson 158

Instructions: Using all the knowledge learned in the previous lessons, find the **verb, subjects, predicate nominatives, direct objects, appositives, nouns of address, and adjectives** in the following sentences.

1. Will's injured arm has been hurting him again.
2. Jeff is always careless with his homework.
3. The startled and excited people began the long march to the park.
4. The short, fat, ugly horse was the last one in the corral.
5. Few explorers have accomplished their intended goals.

Answers:

1. has been hurting = verb; arm = subject; him = direct object; Will's, injured = adjectives
2. is = verb; Jeff = subject; careless = predicate adjective; his = adjective
3. began = verb; people = subject; march = direct object; the, startled, excited, the, long, the = adjectives
4. was = verb; horse = subject; one = predicate nominative; the, short, fat, ugly, the, last, the = adjectives
5. have accomplished = verb; explorers = subject; goals = direct object; few, their, intended = adjectives

Lesson 159

Instructions: Using all the knowledge learned in the previous lessons, find the **verb, subjects, predicate nominatives, direct objects, appositives, nouns of address, and adjectives** in the following sentences.

1. My Uncle Bill runs a large and spacious horse ranch.
2. Those small boys, Todd and Mark, have built many funny sand castles.
3. The basketball player appeared restless but ready for the game.
4. Claudia, this frightened child has lost his mother.
5. Your father seems very old and feeble now.

Answers:

1. runs = verb; Uncle Bill = subject; ranch = direct object; my, a, large, spacious, horse = adjectives
2. have built = verb; boys = subject; castles = direct object; Todd/Mark = appositives; those, small, many, funny, sand = adjectives
3. appeared = verb; player = subject; restless/ready = predicate adjectives; the, basketball, the = adjectives
4. has lost = verb; child = subject; mother = direct object; Claudia = noun of address; this, frightened, his = adjectives
5. seems = verb; father = subject; old/feeble = predicate adjectives; your = adjective

Lesson 160

Instructions: Using all the knowledge learned in the previous lessons, find the **verb, subjects, predicate nominatives, direct objects, appositives, nouns of address, and adjectives** in the following sentences.

1. The diamond is the hardest known mineral.
2. The best student in your class is my sister Marilyn.
3. Drink this lemonade and get some rest.
4. Paul, does Sarah like her new dress and skirt?
5. We have been collecting aluminum cans for many weeks.

Answers:

1. is = verb; diamond = subject; mineral = predicate nominative; the, the, hardest, known = adjectives
2. is = verb; student = subject; sister = predicate nominative; Marilyn = appositive; the, best, your, my = adjectives
3. drink/get = verbs; you (understood) = subject; lemonade/rest = direct objects; this, some = adjectives
4. does like = verb; Sarah = subject; dress/skirt = direct objects; Paul = noun of address; her, new = adjectives
5. have been collecting = verb; we = subject; cans = direct object; aluminum, many = adjectives

Quiz for Lessons 156 - 160

Instructions: Find the **verb**, **subjects**, **predicate nominatives**, **direct objects**, **appositives**, **nouns of address**, and **adjectives** in the following sentences.

1. Jay, we will need the electrician's help tomorrow.
2. That's right!
3. That attractive woman in the red dress and shoes is she.
4. Two of the most famous bridges are Rainbow Bridge and Natural Bridge.
5. Mars has become the probe graveyard.
6. Ila was wearing her Christmas presents, a pearl necklace and earrings.
7. The game was won in the last second, Boyd!
8. Go and bring in the newspaper, Grandpa.
9. I need a new suit, some shoes, and a fancy tie.
10. Your mother is whipping the cream for the pumpkin pie, your favorite dessert.

Answers for Quiz (Lessons 156-160):

1. will need = verb; we = subject; help = direct object; Jay = noun of address; the, electrician's = adjectives
2. is ('s) = verb; that = subject; right = predicate adjective
3. is = verb; woman = subject; she = predicate nominative; that, attractive, the, red = adjectives
4. are = verb; Two = subject; Rainbow Bridge/Natural Bridge = predicate nominatives; the, famous = adjectives
5. has become = verb; Mars = subject; graveyard = predicate nominative; the, probe = adjectives
6. was wearing = verb; Ila = subject; presents = direct object; necklace/earrings = appositives; her, Christmas, a, pearl = adjectives
7. was won = verb; game = subject; Boyd = noun of address; the, the, last = adjectives
8. go/bring = verbs; you (understood) = subject; newspaper = direct object; Grandpa = noun of address; the = adjective
9. need = verb; I = subject; suit/shoes/tie = direct objects; a, new, some, a, fancy = adjectives
10. is whipping = verb; mother = subject; cream = direct object; dessert = appositive; your, the, the, pumpkin, your, favorite = adjectives

Chapter 18: Adverbs Revisited

Lesson 161

Adverbs are words that modify verbs, adjectives, and other adverbs. They tell *how* (manner), *when* (time), *where* (place), *how much* (degree), and *why* (cause). *Why* is a common one-word adverb that tells why. Adverbs that tell us *how*, *when*, *where*, and *why* always modify the verb. These adverbs can shift location in the sentence without changing meaning or what they modify. Adverbs that tell us *how much* modify adjectives or other adverbs. Adverbs that tell *how much* will come just before the adjectives or adverbs that they modify. These adverbs are also called *qualifiers* because they strengthen or weaken the words they modify. Examples: He kicked the ball solidly. (how); He kicked the ball immediately. (when); He kicked the ball forward. (where); He kicked the ball *too* hard. (how much).

Not and its contraction, *n't*, are adverbs. They really modify the entire sentence, but we will have them modify the verb, as it is the most important word in the sentence. This is a common practice in grammar books.

Instructions: Find the adverbs in the following sentences and tell what word they modify. They will all modify the verb.

1. Did you ever return the video?
2. He did not answer but just looked up sadly.
3. Now I surely know the answer.
4. He completely forgot about the video.
5. Lanie already returned it for you.

Answers:

1. **ever** modifies *did return*
2. **not** modifies *did answer*, **just/up/sadly** modify *looked*
3. **now/surely** modify *know*
4. **completely** modifies *forgot*
5. **already** modifies *returned*

Lesson 162

Adverbs are words that modify verbs, adjectives, and other adverbs. They tell *how* (manner), *when* (time), *where* (place), *how much* (degree), and *why* (cause). *Why* is a common one-word adverb that tells why. Adverbs that tell us *how*, *when*, *where*, and *why* always modify the verb. These adverbs can shift location in the sentence without changing meaning or what they modify. Adverbs that tell us *how much* modify adjectives or other adverbs. Adverbs that tell *how much* will come just before the adjectives or adverbs that they modify. These adverbs are also called *qualifiers* because they strengthen or weaken the words they modify. Examples: He kicked the ball solidly. (how); He kicked the ball immediately. (when); He kicked the ball forward. (where); He kicked the ball *too* hard. (how much).

Not and its contraction, *n't*, are adverbs. They really modify the entire sentence, but we will have them modify the verb, as it is the most important word in the sentence. This is a common practice in grammar books.

Instructions: Find the adverbs in the following sentences and tell what word they modify. They will all modify an adjective.

1. An unusually intelligent group attended the lecture.
2. My wife has an exceptionally keen mind.
3. We have had a surprisingly small amount of snow.
4. The bus to *Trax* was very late.
5. The train car was completely full.

Answers:

1. **unusually** modifies *intelligent*
2. **exceptionally** modifies *keen*
3. **surprisingly** modifies *small*
4. **very** modifies *late*
5. **completely** modifies *full*

Lesson 163

Adverbs are words that modify verbs, adjectives, and other adverbs. They tell *how* (manner), *when* (time), *where* (place), *how much* (degree), and *why* (cause). *Why* is a common one-word adverb that tells why. Adverbs that tell us *how*, *when*, *where*, and *why* always modify the verb. These adverbs can shift location in the sentence without changing meaning or what they modify. Adverbs that tell us *how much* modify adjectives or other adverbs. Adverbs that tell *how much* will come just before the adjectives or adverbs that they modify. These adverbs are also called *qualifiers* because they strengthen or weaken the words they modify. Examples: He kicked the ball solidly. (how); He kicked the ball immediately. (when); He kicked the ball forward. (where); He kicked the ball *too* hard. (how much).

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Instructions: Find the adverbs modifying other adverbs in the following sentences and tell what word they modify.

1. The announcer should speak less loudly.
2. You should do much better.
3. People shouldn't change their jobs too often.
4. Very slowly the car started down the hill.
5. The contestant answered the question rather uncertainly.

Answers:

1. **less** modifies *loudly*
2. **much** modifies *better*
3. **too** modifies *often*
4. **very** modifies *slowly*
5. **rather** modifies *uncertainly*

Lesson 164

Adverbial objectives, or *adverbial nouns*, are nouns used as adverbs. They usually tell *amount*, *weight*, *time*, *distance*, *direction*, or *value*. They can have adjectives modifying them. Example: He waited *two days*.

Instructions: Find the adverbial nouns in the following sentences and tell what word they modify.

1. Yesterday Jim came home.
2. Tomorrow I will walk a mile.
3. The boulder landed three feet from me.
4. Will works mornings and nights.
5. This package cost five dollars.

Answers:

1. **yesterday/home** modify the verb *came*
2. **tomorrow/mile** modify the verb *will walk*
3. **feet** modifies the verb *landed*
4. **mornings/nights** modify the verb *works*
5. **dollars** modifies the verb *cost*

Lesson 165

Adverbs are words that modify verbs, adjectives, and other adverbs. They tell *how* (manner), *when* (time), *where* (place), *how much* (degree), and *why* (cause). *Why* is a common one-word adverb that tells why. Adverbs that tell us *how*, *when*, *where*, and *why* always modify the verb. These adverbs can shift location in the sentence without changing meaning or what they modify. Adverbs that tell us *how much* modify adjectives or other adverbs. Adverbs that tell *how much* will come just before the adjectives or adverbs that they modify. These adverbs are also called *qualifiers* because they strengthen or weaken the words they modify. Examples: He kicked the ball solidly. (how); He kicked the ball immediately. (when); He kicked the ball forward. (where); He kicked the ball *too* hard. (how much).

Not and its contraction, *n't*, are adverbs. They really modify the entire sentence, but we will have them modify the verb, as it is the most important word in the sentence. This is a common practice in grammar books.

Instructions: Find the adverbs in the following sentences and tell what word they modify.

1. This suitcase weighs a ton.
2. The grandchildren happily swung back and forth in the swing.
3. The climber edged slowly and carefully along the ledge.
4. He is a rather bashful person.
5. Every afternoon the baby cries very forcefully for food.

Lesson 165 Answers:

1. **ton** modifies the verb *weighs*
2. **happily/back/forth** modify the verb *swung*
3. **slowly/carefully** modify the verb *edged*
4. **rather** modifies the adjective *bashful*
5. **afternoon/forcefully** modify the verb *cries*, **very** modifies the adverb *forcefully*

Quiz for Lessons 161 - 165

Instructions: Find the adverbs in the following sentences and tell what word they modify.

1. The pancakes are almost ready.
2. The student answered the teacher nervously but clearly.
3. The tour will leave early today.
4. I am still unusually tired by afternoon.
5. The stranded hiker quietly gave up the chance of rescue.
6. Yesterday our fullback fumbled twice in the game.
7. Why couldn't you blow out your candles?
8. My little brother almost always eats the most at dinner.
9. Haven't you ridden your new motor bike yet?
10. Your essay was written very neatly and legibly.

Answers for Quiz (Lessons 161-165):

1. **almost** modifies the adjective *ready*
2. **nervously/clearly** modify the verb *answered*
3. **early/today** modify the verb *will leave*
4. **still** modifies the verb *am*, **unusually** modifies the adjective *tired*
5. **quietly/up** modify the verb *gave*
6. **yesterday/twice** modify the verb *fumbled*
7. **why/n't/out** modify the verb *could blow*
8. **always** modifies the verb *eats*, **almost** modifies the adverb *always*
9. **n't/yet** modify the verb *have ridden*
10. **neatly/legibly** modify the verb *was written*, **very** modifies the adverb *neatly* (possibly *legibly* also)

Lesson 166

Adverbs are words that modify verbs, adjectives, and other adverbs. They tell *how* (manner), *when* (time), *where* (place), *how much* (degree), and *why* (cause). *Why* is a common one-word adverb that tells why. Adverbs that tell us *how*, *when*, *where*, and *why* always modify the verb. These adverbs can shift location in the sentence without changing meaning or what they modify. Adverbs that tell us *how much* modify adjectives or other adverbs. Adverbs that tell *how much* will come just before the adjectives or adverbs that they modify. These adverbs are also called *qualifiers* because they strengthen or weaken the words they modify. Examples: He kicked the ball solidly. (how); He kicked the ball immediately. (when); He kicked the ball forward. (where); He kicked the ball *too* hard. (how much).

Not and its contraction, *n't*, are adverbs. They really modify the entire sentence, but we will have them modify the verb, as it is the most important word in the sentence. This is a common practice in grammar books.

Instructions: Find the adverbs in the following sentences and tell what word they modify.

1. The student angrily left the room.
2. Carefully Barbara backed the car from the driveway.
3. That family works well together.
4. Slowly but boldly the soldiers approached the fortress.
5. The organization unanimously voted to assist in the effort.

Lesson 166 Answers:

1. **angrily** modifies the verb *left* telling how
2. **carefully** modifies the verb *backed* telling how
3. **well/together** modify the verb *works* both telling how
4. **slowly/boldly** modify the verb *approached* telling how
5. **unanimously** modifies the verb *voted* telling how

Lesson 167

Adverbs are words that modify verbs, adjectives, and other adverbs. They tell *how* (manner), *when* (time), *where* (place), *how much* (degree), and *why* (cause). *Why* is a common one-word adverb that tells why. Adverbs that tell us *how*, *when*, *where*, and *why* always modify the verb. These adverbs can shift location in the sentence without changing meaning or what they modify. Adverbs that tell us *how much* modify adjectives or other adverbs. Adverbs that tell *how much* will come just before the adjectives or adverbs that they modify. These adverbs are also called *qualifiers* because they strengthen or weaken the words they modify. Examples: He kicked the ball solidly. (how); He kicked the ball immediately. (when); He kicked the ball forward. (where); He kicked the ball *too* hard. (how much).

Not and its contraction, *n't*, are adverbs. They really modify the entire sentence, but we will have them modify the verb, as it is the most important word in the sentence. This is a common practice in grammar books.

Instructions: Find the adverbs in the following sentences and tell what word they modify.

1. Now and then I become creative.
2. Soon you will see that sight again.
3. He made the corrections on the computer immediately.
4. Sometimes you make unnecessary statements.
5. Lately I take walks often.

Answers:

1. **now/then** modify the verb *become* telling when
2. **soon/again** modify the verb *will see* telling when
3. **immediately** modifies the verb *made* telling when
4. **sometimes** modifies the verb *make* telling when
5. **lately/often** modify the verb *take* telling when

Lesson 168

Adverbs are words that modify verbs, adjectives, and other adverbs. They tell *how* (manner), *when* (time), *where* (place), *how much* (degree), and *why* (cause). *Why* is a common one-word adverb that tells why. Adverbs that tell us *how*, *when*, *where*, and *why* always modify the verb. These adverbs can shift location in the sentence without changing meaning or what they modify. Adverbs that tell us *how much* modify adjectives or other adverbs. Adverbs that tell *how much* will come just before the adjectives or adverbs that they modify. These adverbs are also called *qualifiers* because they strengthen or weaken the words they modify. Examples: He kicked the ball solidly. (how); He kicked the ball immediately. (when); He kicked the ball forward. (where); He kicked the ball *too* hard. (how much).

Not and its contraction, *n't*, are adverbs. They really modify the entire sentence, but we will have them modify the verb, as it is the most important word in the sentence. This is a common practice in grammar books.

Instructions: Find the adverbs in the following sentences and tell what word they modify.

1. Do you live here?
2. Should we play inside or outside?
3. Where is your coat, young man?
4. From the sound the bears must be nearby.
5. There he goes.

Answers:

1. **here** modifies the verb *do live* telling where
2. **inside/outside** modify the verb *should play* telling where
3. **where** modifies the verb *is* telling where
4. **nearby** modifies the verb *must be* telling where
5. **there** modifies the verb *goes* telling where

Lesson 169

Adverbs are words that modify verbs, adjectives, and other adverbs. They tell *how* (manner), *when* (time), *where* (place), *how much* (degree), and *why* (cause). *Why* is a common one-word adverb that tells why. Adverbs that tell us *how*, *when*, *where*, and *why* always modify the verb. These adverbs can shift location in the sentence without changing meaning or what they modify. Adverbs that tell us *how much* modify adjectives or other adverbs. Adverbs that tell *how much* will come just before the adjectives or adverbs that they modify. These adverbs are also called *qualifiers* because they strengthen or weaken the words they modify. Examples: He kicked the ball solidly. (how); He kicked the ball immediately. (when); He kicked the ball forward. (where); He kicked the ball *too* hard. (how much).

Not and its contraction, *n't*, are adverbs. They really modify the entire sentence, but we will have them modify the verb, as it is the most important word in the sentence. This is a common practice in grammar books.

Instructions: Find the adverbs in the following sentences and tell what word they modify.

1. I am too tired to play.
2. I am very sorry about your extremely sore leg.
3. The storm was almost completely over at noon.
4. You look so much better.
5. Your father looks rather feeble.

Answers:

1. **too** modifies the predicate adjective *tired* telling how much
2. **very** modifies the predicate adjective *sorry* telling how much, **extremely** modifies the adjective *sore* telling how much
3. **almost** modifies the adverb *completely* telling how much, **completely** modifies the predicate adjective *over* telling how much
4. **so** modifies the adverb *much* telling how much, **much** modifies the predicate adjective *better* telling how much
5. **rather** modifies the predicate adjective *feeble* telling how much

Lesson 170

Adverbs are words that modify verbs, adjectives, and other adverbs. They tell *how* (manner), *when* (time), *where* (place), *how much* (degree), and *why* (cause). *Why* is a common one-word adverb that tells why. Adverbs that tell us *how*, *when*, *where*, and *why* always modify the verb. These adverbs can shift location in the sentence without changing meaning or what they modify. Adverbs that tell us *how much* modify adjectives or other adverbs. Adverbs that tell *how much* will come just before the adjectives or adverbs that they modify. These adverbs are also called *qualifiers* because they strengthen or weaken the words they modify. Examples: He kicked the ball solidly. (how); He kicked the ball immediately. (when); He kicked the ball forward. (where); He kicked the ball *too* hard. (how much).

Not and its contraction, *n't*, are adverbs. They really modify the entire sentence, but we will have them modify the verb, as it is the most important word in the sentence. This is a common practice in grammar books.

Instructions: Find the adverbs in the following sentences and tell what word they modify.

1. The completely exhausted boater was quickly pulled aboard.
2. The manager has called me once or twice about policy.
3. Usually these antibiotics work rather slowly.
4. The Christmas decorations surely weren't very expensive.
5. Harry greedily had too much candy.

Answers:

1. **completely** modifies the adjective *exhausted* telling how much, **quickly** modifies the verb *was pulled* telling how, **aboard** modifies the verb *was pulled* telling where
2. **once/twice** modify the verb *has called* telling when
3. **usually/slowly** modify the verb *work* telling how, **rather** modifies the adverb *slowly* telling how much
4. **surely/n't** modify the verb *were* telling how, **very** modifies the predicate adjective *expensive* telling how much
5. **greedily** modifies the verb *had* telling how, **too** modifies the adjective *much* telling how much

Quiz for Lessons 166 - 170

Instructions: Find the adverbs in the following sentences and tell what word they modify.

1. You are almost always the leader.
2. Please turn around slowly, Ted.
3. Now we will try this totally complicated case.
4. Again and again he had been warned about the very extreme weather.
5. Certainly he looks decidedly older in that somewhat dim light.
6. The missing document reappeared suddenly and rather mysteriously.
7. I will never come here again.
8. Pavarotti sings very well.
9. Today you surely will tell a totally truthful story.
10. Almost every answer has been quickly and assuredly given.

Answers for Quiz (Lessons 166-170):

1. **almost** modifies the adverb *always* telling how much, **always** modifies the verb *are* telling when
2. **please/around/slowly** modify the verb *turn* telling how
3. **now** modifies the verb *will try* telling when, **totally** modifies the adjective *complicated* telling how much
4. **again/again** modify the verb *had been warned* telling when, **very** modifies the adjective *extreme* telling how much
5. **certainly** modifies the verb *looks* telling how, **decidedly** modifies the adjective *older* telling how much, **somewhat** modifies the adjective *dim* telling how much
6. **suddenly/mysteriously** modify the verb *reappeared* telling how, **rather** modifies the adverb *mysteriously* telling how much
7. **never/again** modify the verb *will come* telling when, **here** modifies the verb *will come* telling where
8. **well** modifies the verb *sings* telling how, **very** modifies the adverb *well* telling how much
9. **today** modifies the verb *will tell* telling when, **surely** modifies the verb *will tell* telling how, **totally** modifies the adjective *truthful* telling how much
10. **quickly/assuredly** modify the verb *has been given* telling how, **almost** modifies the adjective *every* telling how much

Lesson 171

Instructions: Using all the knowledge learned in the previous lessons, identify the words in bold as a **verb**, **noun**, **pronoun**, **adjective**, or **adverb** in the following sentences.

1. Did you see the oil **well** in Canada? **Most** of us have not been there.
2. I do my assignments **well**. Jeff is also **fast** and efficient.
3. Mother drives too **fast**. Surely she should drive **better**.
4. **This** isn't a **long** diet. Maybe you should **fast** more often.
5. Have you been here **long**? Did you come by the **back** way?
6. I often **long** for the good old days of the '50's.
7. State Street heads **south**, the **most** direct route.
8. Citizens, on **most** summer days we have a **south** wind each evening.
9. I once lived in the **South**. Our family still goes **back** for visits.
10. **This** highway is a **better** road than the dirt one.

Lesson 171 Answers:

1. well = noun, most = pronoun
2. well = adverb, fast = adjective
3. fast = adverb, better = adverb
4. this = pronoun, long = adjective, fast = verb
5. long = adverb, back = adjective
6. long = verb
7. south = adverb, most = adverb
8. most = adjective, south = adjective
9. South = noun, back = adverb
10. this = adjective, better = adjective

Lesson 172

Instructions: Using all the knowledge learned in the previous lessons, find the **verb, subjects, predicate nominatives, direct objects, appositives, nouns of address, adjectives, and adverbs** in the following sentences.

1. Jerry, I arrived back just now.
2. This building has never seemed especially high before.
3. Today we ate an extremely good grapefruit, our breakfast.
4. A raccoon was busily washing its food.
5. The winding path had become somewhat steep and slightly uneven.

Answers:

1. arrived = verb; I = subject; Jerry = noun of address; back/now = adverbs modifying the verb; just = adverb modifying adverb *now*
2. has seemed = verb; building = subject; high = predicate adjective modifying subject; this = adjective modifying subject, never/before = adverb modifying verb; especially = adverb modifying adjective *high*
3. ate = verb; we = subject; grapefruit = direct object; breakfast = appositive; an/good = adjectives modifying *grapefruit*; our = adjective modifying *breakfast*; today = adverb modifying verb; extremely = adverb modifying adjective *good*
4. was washing = verb; raccoon = subject; food = direct object; a = adjective modifying *raccoon*; its = adjective modifying *food*; busily = adverb modifying verb
5. had become = verb; path = subject; steep/uneven = predicate adjectives modifying subject; the/winding = adjectives modifying *path*; somewhat = adverb modifying predicate adjective *steep*; slightly = adverb modifying predicate adjective *uneven*

Lesson 173

Instructions: Using all the knowledge learned in the previous lessons, find the **verb, subjects, predicate nominatives, direct objects, appositives, nouns of address, adjectives, and adverbs** in the following sentences.

1. Ila and I diligently prepared the garden and planted carefully the corn seeds.
2. The legislators are heatedly debating the gun issue.
3. Have you ever seen that beautiful butterfly bush?
4. Eric looked around rather hastily and ran away quickly.
5. Suddenly the siren sounded loudly and sharply.

Answers:

1. prepared/planted = verbs; Ila/I = subjects; garden = direct object to verb *prepared*; seeds = direct object to verb *planted*; the = adjective modifying *garden*; the/corn = adjectives modifying *seeds*; diligently = adverb modifying *prepared*; carefully = adverb modifying *planted*
2. are debating = verb; legislators = subject; issue = direct object; the = adjective modifying *legislators*; the/gun = adjectives modifying *issue*; heatedly = adverb modifying verb
3. have seen = verb; you = subject; bush = direct object; that/beautiful/butterfly = adjectives modifying *bush*; ever = adverb modifying verb
4. looked/ran = verbs; Eric = subject; around/hastily = adverbs modifying *looked*; rather = adverb modifying *hastily*; away/quickly = adverbs modifying *ran*
5. sounded = verb; siren = subject; the = adjective modifying *siren*; suddenly/loudly/sharply = adverbs modifying *sounded*

Lesson 174

Instructions: Using all the knowledge learned in the previous lessons, find the **verb, subjects, predicate nominatives, direct objects, appositives, nouns of address, adjectives, and adverbs** in the following sentences.

1. The small children stumbled clumsily and tumbled down.
2. Shortly the weather could be bitterly cold again.
3. Wait here patiently and remain perfectly silent.
4. The chipmunk darted in quickly and instantly grabbed the fallen acorn.
5. The new friend was the tall, handsome boy.

Answers:

1. stumbled/tumbled = verbs; children = subject; the/small = adjectives modifying *children*; clumsily = adverb modifying *stumbled*; down = adverb modifying *tumbled*
2. could be = verb; weather = subject; cold = predicate adjective; shortly/again = adverbs modifying verb; bitterly = adverb modifying *cold*; the = adjective modifying subject
3. wait/remain = verbs; you (understood) = subject; silent = predicate adjective to verb *remain*; here/patiently = adverbs modifying *wait*; perfectly = adverb modifying *silent*
4. darted/grabbed = verbs; chipmunk = subject; acorn = direct object to verb *grabbed*; the = adjective modifying *chipmunk*; the/fallen = adjectives modifying *acorn*; in/quickly = adverbs modifying *darted*; instantly = adverb modifying *grabbed*
5. was = verb; friend = subject; boy = predicate nominative; the/new = adjective modifying *friend*; the/tall/handsome = adjectives modifying *boy*

Lesson 175

Instructions: Using all the knowledge learned in the previous lessons, find the **verb, subjects, predicate nominatives, direct objects, appositives, nouns of address, adjectives, and adverbs** in the following sentences.

1. My friend called me once or twice yesterday.
2. Pam left the market slowly and very unhappily.
3. Collette, did you just have your sixth birthday?
4. Happy children never become really unhappy grownups.
5. Have you taken often that trip, an Alaskan cruise?

Answers:

1. called = verb; friend = subject; me = direct object; my = adjective modifying *friend*; once/twice/yesterday = adverbs modifying verb
2. left = verb; Pam = subject; market = direct object; the = adjective modifying *market*; slowly/unhappily = adverbs modifying verb; very = adverb modifying *unhappily*
3. did have = verb; you = subject; Collette = noun of address; birthday = direct object; your/sixth = adjectives modifying *birthday*; just = adverb modifying verb
4. become = verb; children = subject; grownups = predicate nominative; happy = adjective modifying subject; unhappy = adjective modifying *grownups*; never = adverb modifying verb; really = adverb modifying *unhappy*
5. have taken = verb; you = subject; trip = direct object; cruise = appositive; that = adjective modifying *trip*; an/Alaskan = adjectives modifying *cruise*; often = adverb modifying verb

Quiz for Lessons 171 - 175

Instructions: Using all the knowledge learned in the previous lessons, find the **verb, subjects, predicate nominatives, direct objects, appositives, nouns of address, adjectives, and adverbs** in the following sentences.

1. Soon John will be too big and will need far more time.
2. The city council usually runs this city fairly efficiently.
3. Unfortunately all people are not free.
4. The boat owner started the engine up and cast off the lines.
5. Mom, can I go and watch the game?
6. How can you be so slovenly?
7. Yogurt is almost completely nonfattening.
8. Mrs. Carter, that is my cousin David.
9. Art Buchwald, a humorous writer, has a really good column.
10. Did anyone call, Ann?

Answers for Quiz (Lessons 171-175):

1. will be/will need = verbs; John = subject; big = predicate adjective; time = direct object; more = adjective modifying *time*; far = adverb modifying *more*; too = adverb modifying *big*; soon = adverb modifying both verbs
2. runs = verbs; city council = subject; city = direct object; the = adjective modifying subject; this = adjective modifying *city*; usually/ efficiently = adverbs modifying verb; fairly = adverb modifying *efficiently*
3. are = verb; people = subject; free = predicate adjective; all = adjective modifying subject; unfortunately/not = adverbs modifying verb
4. started/cast = verbs; owner = subject; engine = direct object to verb *started*; lines = direct object to verb *cast*; the/boat = adjectives modifying *owner*; the = adjective modifying *engine*; the = adjective modifying *lines*; up = adverb modifying *started*; off = adverb modifying *cast*
5. can go/(can) watch = verbs; I = subject; game = direct object to verb (*can*) *watch*; Mom = noun of address; the = adjective modifying *game*
6. can be = verb; you = subject; slovenly = predicate adjective modifying verb; how = adverb modifying verb; so = adverb modifying *slovenly*
7. is = verb; yogurt = subject; nonfattening = predicate adjective modifying subject; completely = adverb modifying *nonfattening*; almost = adverb modifying *completely*
8. is = verb; that = subject; cousin = predicate nominative; David = appositive; Mrs. Carter = noun of address; my = adjective modifying *cousin*

9. has = verb; Art Buchwald = subject; column = direct object; writer = appositive; a/humorous = adjectives modifying *writer*; a/good = adjectives modifying *column*; really = adverb modifying *good*
10. did call = verb; anyone = subject; Ann = noun of address

Chapter 19: Prepositional Phrases

A prepositional phrase starts with a preposition, ends with an object, and may have modifiers between the preposition and object of the preposition.

Lesson 176

A *preposition* is a word that begins a *prepositional phrase* and shows the relationship between its object and another word in the sentence. A *preposition* must always have an object. A *prepositional phrase* starts with a *preposition*, ends with an *object*, and may have *modifiers* between the preposition and object of the preposition.

Here is a list of common words that can be used as prepositions: *about, above, across, after, against, along, among, around, at, before, behind, below, beneath, beside, besides, between, beyond, but (when it means except), by, concerning, down, during, except, for, from, in, inside, into, like, near, of, off, on, out, outside, over, past, since, through, to, toward, under, until, up, upon, with, within, and without.*

These words can be used as other parts of speech. Many of the common words used as prepositions can be used as adverbs. They are prepositions if they have an object to complete them. To decide which it is, say the *preposition* followed by *whom* or *what*. If a noun or a pronoun answers the question, the word is a *preposition*.

Example: The boy stood *up* and ran *down* the street. *Up* what? There is no *object*; therefore *up* is not a preposition. *Down* what? *Street* answers the question; therefore, *down* is a preposition. *Down the street* is the prepositional phrase starting with the preposition *down* and ending with the object *street* with a modifier *the* in between.

A prepositional phrase may be used as an adjective telling, *which* or *what kind*, and modifying a noun or pronoun. An *adjective prepositional phrase* will come right after the noun or pronoun that it modifies. If there are two adjective prepositional phrases together, one will follow the other. Only adjective prepositional phrases modify the object of the preposition in another prepositional phrase.

Instructions: Pick out the *adjective prepositional phrases* in these sentences and tell what they modify.

1. Do you remember the title of the new book about morals?
2. Our work on the planning commission covers all kinds of ideas and concepts.
3. Those immense houses on the west side of town were built recently.
4. The man in the next room is the mayor.
5. Few of the citizens had ever seen that plan.

Answers:

1. **of the new book** modifies "title"/ **about morals** modifies "book"
2. **on the planning commission** modifies "work"/ **of ideas and concepts** modifies "kinds"
3. **on the west side** modifies "houses"/ **of town** modifies "side"
4. **in the next room** modifies "man"
5. **of the citizens** modifies "few"

Lesson 177

A prepositional phrase may be used as an adjective telling *which* or *what kind* and modifying a noun or pronoun. An *adjective prepositional phrase* will come right after the noun or pronoun that it modifies. If there are two adjective prepositional phrases together, one will follow the other. Only adjective prepositional phrases modify the object of the preposition in another prepositional phrase.

Instructions: Pick out the *adjective prepositional phrases* in these sentences and tell what they modify.

1. The book on the table in the English classroom is Barbara's book.
2. The girl in the neighboring house plays the flute every night.
3. Large blocks of the hardest granite formed the walls of the new building.
4. The roads of ancient Rome connected the cities of the empire.
5. I know that man in the gray suit and the suede shoes.

Answers:

1. **on the table** modifies "book"/ **in the English classroom** modifies "table"
2. **in the neighboring house** modifies "girl"
3. **of the hardest granite** modifies "blocks"/ **of the new building** modifies "walls"
4. **of ancient Rome** modifies "roads"/ **of the empire** modifies "cities"
5. **in the gray suit and the suede shoes** modifies "man"

Lesson 178

A prepositional phrase may be used as an adverb telling *how*, *when*, *where*, *how much*, and *why* and modifying the verb and sometimes an adjective. *Adverb prepositional phrases* can come anywhere in the sentence and can be moved within the sentence without changing the meaning. Only adjective prepositional phrases modify the object of the preposition in another prepositional phrase.

Instructions: Pick out the *adverb prepositional phrases* in these sentences and tell what they modify.

1. The boys jumped quickly over the wall.
2. The old dog is troublesome in many ways.
3. The pirate map was hidden underneath a big rock.
4. The family was waiting for us at the rest stop.
5. In the morning I will come for the plans.

Answers:

1. **over the wall** modifies the verb "jumped"
2. **in many ways** modifies the predicate adjective "troublesome"
3. **underneath a big rock** modifies the verb "was hidden"
4. **for us/ at the rest stop** modify the verb "was waiting"
5. **in the morning/ for the plans** modify the verb "will come"

Lesson 179

A prepositional phrase may be used as an adverb telling *how*, *when*, *where*, *how much*, and *why* and modifying the verb and sometimes an adjective. *Adverb prepositional phrases* can come anywhere in the sentence and can be moved within the sentence without changing the meaning. Only adjective prepositional phrases modify the object of the preposition in another prepositional phrase.

Instructions: Pick out the *adverb prepositional phrases* in these sentences and tell what they modify.

1. We are proud of the Jazz team and of their record.
2. The dark shadows stretched across the road and the park.
3. On the hill stands an old castle.
4. The employee came for his money.
5. Bill walked down the trail during the rain storm.

Answers:

1. **of the Jazz team / of their record** modify the predicate adjective "proud"
2. **across the road and the park** modifies the verb "stretched"
3. **on the hill** modifies the verb "stands"
4. **for his money** modifies the verb "came"
5. **down the trail / during the rain storm** modify the verb "walked"

Lesson 180

A *preposition* is a word that begins a *prepositional phrase* and shows the relationship between its object and another word in the sentence. A *preposition* must always have an object. A *prepositional phrase* starts with a *preposition*, ends with an *object*, and may have *modifiers* between the preposition and object of the preposition.

A prepositional phrase may be used as an adjective, telling *which* or *what kind*, and modifying a noun or pronoun. An *adjective prepositional phrase* will come right after the noun or pronoun that it modifies. If there are two adjective phrases together, one will follow the other. A prepositional phrase may be used as an adverb telling *how*, *when*, *where*, *how much*, and *why* and modifying the verb and sometimes an adjective. *Adverb prepositional phrases* can come anywhere in the sentence and can be moved within the sentence without changing the meaning. Only adjective prepositional phrases modify the object of the preposition in another prepositional phrase.

Instructions: Pick out the *prepositional phrases* in these sentences and tell what they modify.

1. A number of javalinas appeared at the edge of the forest.
2. In the cage we saw a huge jaguar from the jungles of Brazil.
3. Everyone in the class finished the test at the same time.
4. The children were awakened by a sudden clap of loud thunder.
5. You can go to the Jazz game with us.

Lesson 180 Answers:

1. **of javalinas** modifies the subject "number"/ **at the edge** modifies the verb "appeared"/ **of the forest** modifies the object of the preposition "edge"
2. **in on cage** modifies the verb "saw"/ **from the jungles** modifies the direct object "jaguar"/ **of Brazil** modifies the object of the preposition "jungles"
3. **in the class** modifies the subject "everyone"/ **at the same time** modifies the verb "finished"
4. **by a sudden clap** modifies the verb "were awakened"/ **of loud thunder** modifies the object of the preposition "clap"
5. **to the Jazz game/ with us** modify the verb "can go"

Quiz for Lessons 176 - 180

A prepositional phrase may be used as an adjective telling *which* or *what kind* and modifying a noun or pronoun. An *adjective prepositional phrase* will come right after the noun or pronoun that it modifies. If there are two adjective phrases together, one will follow the other. A prepositional phrase may be used as an adverb telling *how*, *when*, *where*, *how much*, and *why* and modifying the verb and sometimes an adjective. *Adverb prepositional phrases* can come anywhere in the sentence and can be moved within the sentence without changing the meaning. Only adjective prepositional phrases modify the object of the preposition in another prepositional phrase.

Instructions: Pick out the *prepositional phrases* in these sentences and tell what they modify.

1. A tree with sharp thorns grew beside the wall.
2. The airplane soared above the people on the field.
3. My uncle, the owner of the ranch, rode his horse past the house.
4. We followed the cougar by its tracks in the snow.
5. The bear tumbled over the fence and into some bushes.
6. Tons of wreckage were left after the tornado.
7. The highway wound over a hill and through a beautiful valley.

Answers for Quiz (Lessons 176-180):

1. **with sharp thorns** modifies "tree"/ **beside the wall** modifies "grew"
2. **above the people** modifies "soared"/ **on the field** modifies "people"
3. **of the ranch** modifies "owner"/ **past the house** modifies "rode"
4. **by its tracks** modifies "followed"/ **in the snow** modifies either "tracks"(telling which tracks) or "followed" (telling where we followed it)
5. **over the fence / into some bushes** modify "tumbled"
6. **of wreckage** modifies "tons"/ **after the tornado** modifies "were left"
7. **over a hill / through a beautiful valley** modify "wound"

Lesson 181

A prepositional phrase may be used as an adjective, telling *which* or *what kind*, and modifying a noun or pronoun. An *adjective prepositional phrase* will come right after the noun or pronoun that it modifies. If there are two adjective phrases together, one will follow the other. A prepositional phrase may be used as an adverb telling *how*, *when*, *where*, *how much*, and *why* and modifying the verb and sometimes an adjective. *Adverb prepositional phrases* can come anywhere in the sentence and can be moved within the sentence without changing the meaning. Only adjective prepositional phrases modify the object of the preposition in another prepositional phrase.

Instructions: Pick out the *prepositional phrases* in these sentences; identify what they tell us, and what they modify.

1. The boys searched the beach for sand dollars.
2. The grass behind the house and near the fence is dying.
3. A deep ditch was dug near the boundary of the factory.
4. A pretty girl with brown hair and eyes sat near me at the banquet.
5. The three contestants listened carefully to each question.

Answers:

1. **for sand dollars** modifies "searched" telling *why*
2. **behind the house / near the fence** modify "grass" telling *which*
3. **near the boundary** modifies "was dug" telling *where* / **of the factory** modifies "boundary" telling *which*
4. **with brown hair and eyes** modifies "girl" telling *what kind* / **near me / at the banquet** modify "sat" telling *where*
5. **to each question** modifies "listened" telling *how*

Lesson 182

A prepositional phrase may be used as an adjective, telling *which* or *what kind*, and modifying a noun or pronoun. An *adjective prepositional phrase* will come right after the noun or pronoun that it modifies. If there are two adjective phrases together, one will follow the other. A prepositional phrase may be used as an adverb telling *how*, *when*, *where*, *how much*, and *why* and modifying the verb and sometimes an adjective. *Adverb prepositional phrases* can come anywhere in the sentence and can be moved within the sentence without changing the meaning. Only adjective prepositional phrases modify the object of the preposition in another prepositional phrase.

Instructions: Pick out the *prepositional phrases* in these sentences; identify what they tell us, and what they modify.

1. The early settlers were very careless of our forests.
2. We divided the candy among the children at the party.
3. I still live in that stucco house in the next block.
4. The rooms of the house were dark and dreary.
5. The sound of whispers came to us through the window.

Answers:

1. **of our forests** modifies "careless" telling *how*
2. **among the children** modifies "divided" telling *how* / **at the party** modifies either "children" telling *which* or "divided" telling *where*
3. **in that stucco house** modifies "live" telling *where* / **in the next block** modifies "house" telling *which*
4. **of the house** modifies "rooms" telling *which*
5. **of whispers** modifies "sound" telling *what kind* / **to us** modifies "came" telling *where* / **through the window** modifies "came" telling *how*

Lesson 183

A prepositional phrase may be used as an adjective, telling *which* or *what kind*, and modifying a noun or pronoun. An *adjective prepositional phrase* will come right after the noun or pronoun that it modifies. If there are two adjective phrases together, one will follow the other. A prepositional phrase may be used as an adverb telling *how*, *when*, *where*, *how much*, and *why* and modifying the verb and sometimes an adjective. *Adverb prepositional phrases* can come anywhere in the sentence and can be moved within the sentence without changing the meaning. Only adjective prepositional phrases modify the object of the preposition in another prepositional phrase. Notice that some prepositional phrases may be adverbs or adjectives because of their location in the sentence.

Instructions: Pick out the *prepositional phrases* in these sentences; identify what they tell us, and what they modify.

1. The real owner of the property is not available for comment.
2. I have no time for your excuses or delays.
3. The manager came for the answer.
4. In this century we are preserving our forests.
5. You will always be one of my best friends.

Answers:

1. **of the property** modifies "owner" telling *which* / **for comment** modifies "available" telling *how*
2. **for your excuses or delays** modifies "time" telling *what kind*
3. **for the answer** modifies "came" telling *why*
4. **in this century** modifies "are preserving" telling *when*
5. **of my best friends** modifies "one" telling *which*

Lesson 184

A prepositional phrase may be used as an adjective, telling *which* or *what kind*, and modifying a noun or pronoun. An *adjective prepositional phrase* will come right after the noun or pronoun that it modifies. If there are two adjective phrases together, one will follow the other. A prepositional phrase may be used as an adverb telling *how*, *when*, *where*, *how much*, and *why* and modifying the verb and sometimes an adjective. *Adverb prepositional phrases* can come anywhere in the sentence and can be moved within the sentence without changing the meaning. Only adjective prepositional phrases modify the object of the preposition in another prepositional phrase. Notice that some prepositional phrases may be adverbs or adjectives because of their location in the sentence.

Instructions: Pick out the *prepositional phrases* in these sentences; identify what they tell us, and what they modify.

1. Do you have a reason for your absence from class?
2. The veterans from the war in Spain remained loyal.
3. The class was delighted by the outcome of the story.
4. Dozens of stories about heroes are in the school library.
5. In the afternoon Henrietta went to the library.

Answers:

1. **for your absence** modifies "reason" telling *what kind* / **from class** modifies "absence" telling *which*
2. **from the war** modifies "veterans" telling *which* / **in Spain** modifies "war" telling *which*
3. **by the outcome** modifies "was delighted" telling *how* or *why* / **of the story** modifies "outcome" telling *which*
4. **of stories** modifies "dozens" telling *what kind* / **about heroes** modifies "stories" telling *what kind* / **in the school library** modifies "are" telling *where*
5. **in the afternoon** modifies "went" telling *when* / **to the library** modifies "went" telling *where*

Lesson 185

A prepositional phrase may be used as an adjective telling, *which* or *what kind*, and modifying a noun or pronoun. An *adjective prepositional phrase* will come right after the noun or pronoun that it modifies. If there are two adjective phrases together, one will follow the other. A prepositional phrase may be used as an adverb telling *how*, *when*, *where*, *how much*, and *why* and modifying the verb and sometimes an adjective. *Adverb prepositional phrases* can come anywhere in the sentence and can be moved within the sentence without changing the meaning. Only adjective prepositional phrases modify the object of the preposition in another prepositional phrase. Notice that some prepositional phrases may be adverbs or adjectives because of their location in the sentence.

Instructions: Pick out the *prepositional phrases* in these sentences; identify what they tell us, and what they modify.

1. Yesterday many people in Alaska suffered from the heat.
2. During the morning the family drove through the lovely mountains.
3. At noon we ate our lunch at the summit with great excitement.
4. Later our friends and we strolled down the wooded path.
5. The giant hole in the mountain is an unusual monument of our past.

Lesson 185 Answers:

1. **in Alaska** modifies "people" telling *which* / **from the heat** modifies "suffered" telling *how*
2. **during the morning** modifies "drove" telling *when* / **through the lovely mountains** modifies "drove" telling *where*
3. **at noon** modifies "ate" telling *when* / **at the summit** modifies "ate" telling *where* / **with great excitement** modifies "ate" telling *how*
4. **down the wooded path** modifies "strolled" telling *where*
5. **in the mountain** modifies "hole" telling *what kind* or *which* / **of our past** modifies "monument" telling *what kind*

Quiz for Lessons 181 - 185

A prepositional phrase may be used as an adjective, telling *which* or *what kind*, and modifying a noun or pronoun. An *adjective prepositional phrase* will come right after the noun or pronoun that it modifies. If there are two adjective phrases together, one will follow the other. A prepositional phrase may be used as an adverb telling *how*, *when*, *where*, *how much*, and *why* and modifying the verb and sometimes an adjective. *Adverb prepositional phrases* can come anywhere in the sentence and can be moved within the sentence without changing the meaning. Only adjective prepositional phrases modify the object of the preposition in another prepositional phrase. Notice that some prepositional phrases may be adverbs or adjectives because of their location in the sentence.

Instructions: Pick out the *prepositional phrases* in these sentences; identify what they tell us, and what they modify.

1. The librarian took from her desk a new edition of one of the classics.
2. It was placed in the display case in the corner of the library.
3. Many books of mysteries and detective stories are found in the library.
4. One story about magic appears in our literature book.
5. This story contains clues to the solution of the mystery.
6. I have read many stories by Arthur Conan Doyle about Sherlock Holmes.
7. A wall of ancient Pompeii was discovered accidentally by an ordinary peasant.

Answers for Quiz (Lessons 181-185):

1. **from her desk** modifies "took" telling *where* / **of one** modifies "edition" telling *which* / **of the classics** modifies "one" telling *what kind*
2. **in the display case** modifies "was placed" telling *where* / **in the corner** modifies "case" telling *which* / **of the library** modifies "corner" telling *which*
3. **of mysteries and detective stories** modifies "books" telling *what kind* / **in the library** modifies "are found" telling *where*
4. **about magic** modifies "story" telling *what kind* / **in our literature book** modifies "appears" telling *where*
5. **to the solution** modifies "clues" telling *which* / **of the mystery** modifies "solution" telling *which*
6. **by Arthur Conan Doyle** modifies "stories" telling *which* / **about Sherlock Holmes** modifies "stories" telling *what kind*
7. **of ancient Pompeii** modifies "wall" telling *which* / **by an ordinary peasant** modifies "was discovered" telling *how*

Lesson 186

Instructions: Using all the knowledge learned in the previous lessons, find the **verb (v)**, **subjects (subj)**, **predicate nominatives (pn)**, **direct objects (do)**, **appositives (app)**, **nouns of address (na)**, **adjectives (adj)**, **predicate adjectives (pa)**, **adverbs (adv)**, **prepositions (prep)**, **objects of the preposition (op)**, and **prepositional phrases (p ph)** in the following sentences.

1. We are proud of our family and of their effort.
2. The dark colors from the accident stained everything by the road.
3. The teacher grabbed from her desk a new test for one of the students.
4. Into the police station staggered the wounded man.
5. The president of the company, Mr. Wright, is never wrong.

Lesson 186 Answers:

1. are = verb; we = subject; proud = predicate adjective; of our family/of their effort = prep phrases modifying proud; of/of = prepositions; family/effort = object of the preposition; our = adj. modifying family; their = adj. modifying effort
2. stained = verb; colors = subject; everything = direct object; the/dark = adj. modifying colors; from the accident modifying colors/by the road modifying everything = prep phrases; from/ by = prepositions; accident/road = objects of preposition; the = adj. modifying accident; the = adj. modifying road
3. grabbed = verb; teacher = subject; test = direct object; the = adj. modifying teacher; a/new = adj. modifying test; from her desk modifying grabbed/for one modifying grabbed/of the students modifying one = prep phrases; from/for/of = prepositions; desk/one/students = object of preposition; her = adj. modifying desk; the = adj. modifying students
4. staggered = verb; man = subject; the/wounded = adj. modifying man; into the police station = prep phrase modifying staggered; into = preposition; station = object of preposition; the/police = adj. modifying station
5. is = verb; president = subject; Mr. Wright = appositive; wrong = predicate adjective; the = adj. modifying president; never = adv. modifying is; of the company = prep phrase modifying president; of = preposition; company = object of preposition; the = adj. modifying company

Lesson 187

Instructions: Using all the knowledge learned in the previous lessons, find the **verb (v)**, **subjects (subj)**, **predicate nominatives (pn)**, **direct objects (do)**, **appositives (app)**, **nouns of address (na)**, **adjectives (adj)**, **predicate adjectives (pa)**, **adverbs (adv)**, **prepositions (prep)**, **objects of the preposition (op)**, and **prepositional phrases (p ph)** in the following sentences.

1. The man with his boxes of candy stumbled and collapsed.
2. The necklace was placed in the display case in the window of the jewelry store.
3. Those immense factories on the southwest side are changing our city.
4. The man in the first car is the new governor.
5. Many of the citizens had hated the plan from the beginning.

Answers:

1. stumbled/collapsed = v; man = subj; the = adj. modifying man; with his boxes modifying man/of candy modifying boxes = p ph; with/of = prep; boxes/candy = op; his = adj. modifying boxes
2. was placed = v; necklace = subj; the = adj. modifying necklace; in the display case modifying was placed/in the window modifying case/of the jewelry store modifying window = p ph; in/in/of = prep; case/window/store = op; the/display = adj. modifying case; the = adj. modifying window; the/jewelry = adj. modifying store
3. are changing = v; factories = subj; city = do; those/immense = adj. modifying factories; our = adj. modifying city; on the southwest side = p ph modifying factories; on = prep; side = op; the/southwest = adj. modifying side
4. is = v; man = subj; governor = pn; the = adj modifying man; the/new = adj modifying governor; in the first car = p ph modifying man; in = prep; car = op; the/first = adj modifying car
5. had hated = v; many = subj; plan = do; the = adj modifying plan; of the citizens modifying many/from the beginning modifying had hated = p ph; of/from = prep; citizens/beginning = op; the = adj modifying citizens; the = adj modifying beginning

Lesson 188

Instructions: Using all the knowledge learned in the previous lessons, find the **verb (v)**, **subjects (subj)**, **predicate nominatives (pn)**, **direct objects (do)**, **appositives (app)**, **nouns of address (na)**, **adjectives (adj)**, **predicate adjectives (pa)**, **adverbs (adv)**, **prepositions (prep)**, **objects of the preposition (op)**, and **prepositional phrases (p ph)** in the following sentences.

1. The defendant's lawyer was not available for comment.
2. Sherry, where have you placed my book of jokes?
3. I still live in that wood house near the railroad tracks.
4. The rooms of the office were old and musty.
5. I love everything about your idea for a party.

Answers:

1. was = v; lawyer = subj; available = pa; the/defendant's = adj modifying lawyer; not = adv modifying was; for comment = p ph modifying available; for = prep; comment = op
2. have placed = v; you = subj; book = do; Sherry = na; my = adj modifying book; where = adv modifying have placed; of jokes = p ph modifying book; of = prep; jokes = op
3. live = v; I = subj; still = adv modifying live; in that wood house modifying live/near the railroad tracks modifying house = p ph; in/near = prep; house/tracks = op; that/wood = adj modifying house; the/railroad = adj modifying tracks
4. were = v; rooms = subj; old/musty = pa; the = adj modifying rooms; of the office = p ph modifying rooms; of = prep; office = op; the = adj modifying office
5. love = v; I = subj; everything = do; about you idea modifying everything/for a party modifying idea = p ph; about/for = prep; idea/party = op; your = adj modifying idea; a = adj modifying party

Lesson 189

Instructions: Using all the knowledge learned in the previous lessons, find the **verb (v)**, **subjects (subj)**, **predicate nominatives (pn)**, **direct objects (do)**, **appositives (app)**, **nouns of address (na)**, **adjectives (adj)**, **predicate adjectives (pa)**, **adverbs (adv)**, **prepositions (prep)**, **objects of the preposition (op)**, and **prepositional phrases (p ph)** in the following sentences.

1. A building in ancient Rome was destroyed accidentally by an old buried bomb.
2. The welcomed blue shadows stretched across the road and the park.
3. On a hill in Hawaii stands an old bunker.
4. Bill walked along the ridge of the mountain during the snow storm.
5. This down pillow like a foam one is really soft.

Lesson 189 Answers:

1. was destroyed = v; building = subj; a = adj modifying building; accidentally = adv modifying was destroyed; in ancient Rome modifying building/by an old buried bomb modifying was destroyed = p ph; in/by = prep; Rome/bomb = op; ancient = adj modifying Rome; an/old/buried = adj modifying bomb
2. stretched = v; shadows = subj; the/welcome/blue = adj modifying shadows; across the road and the park = p ph modifying stretched; across = prep; road/park = op; the = adj modifying road; the = adj modifying park
3. stands = v; bunker = subj; an/old = adj modifying bunker; on a hill modifying stands/in Hawaii modifying hill = p ph; on/in = prep; hill/Hawaii = op; a = adj modifying hill
4. walked = v; Bill = subj; along the ridge modifying walked/of the mountain modifying ridge/during the snow storm modifying walked = p ph; along/of/during = prep; ridge/mountain/storm = op; the = adj modifying ridge; the = adj modifying mountain; the/snow = adj modifying storm
5. is = v; pillow = subj; soft = pa; this/down = adj modifying pillow; really = adv modifying soft; like a foam one = p ph modifying soft; like = prep; one = op; a/foam = adj modifying one

Lesson 190

Instructions: Using all the knowledge learned in the previous lessons, find the **verb (v)**, **subjects (subj)**, **predicate nominatives (pn)**, **direct objects (do)**, **appositives (app)**, **nouns of address (na)**, **adjectives (adj)**, **predicate adjectives (pa)**, **adverbs (adv)**, **prepositions (prep)**, **objects of the preposition (op)**, and **prepositional phrases (p ph)** in the following sentences.

1. Do you remember the name of the new senator from Utah?
2. Our work on the space shuttle requires all sorts of ability and knowledge.
3. The new rocket is troublesome for many nations.
4. Who painted the outside of this house before?
5. Wait for me outside.

Answers:

1. do remember = v; you = subj; name = do; the = adj modifying name; of the new senator modifying name/from Utah modifying senator = p ph; of/from = prep; senator/Utah = op; the/new = adj modifying senator
2. requires = v; work = subj; sorts = do; our = adj modifying work; all = adj modifying sorts; on the space shuttle modifying work/of ability and knowledge modifying sorts = p ph; on/of = prep; shuttle/ability/knowledge = op; the space = adj modifying shuttle
3. is = v; rocket = subj; troublesome = pa; the/new = adj modifying rocket; for many nations = p ph modifying troublesome; for = prep; nations = op; many = adj modifying nations
4. painted = v; who = subj; outside = do; the = adj modifying outside; before = adv modifying painted; of this house = p ph modifying outside; of = prep; house = op; this = adj modifying house
5. wait = v; you (understood) = subj; outside = adv modifying wait; for me = p ph modifying wait; for = prep; me = op

Quiz for Lessons 186 - 190

Instructions: Using all the knowledge learned in the previous lessons, find the **verb (v)**, **subjects (subj)**, **predicate nominatives (pn)**, **direct objects (do)**, **appositives (app)**, **nouns of address (na)**, **adjectives (adj)**, **predicate adjectives (pa)**, **adverbs (adv)**, **prepositions (prep)**, **objects of the preposition (op)**, and **prepositional phrases (p ph)** in the following sentences.

1. The woman in the green suit is Martha, our favorite neighbor.
2. Oh, Grant, there is no electricity in our house now.
3. The racer ran past in a big hurry.
4. The river past our house winds down into a steep valley.
5. Come in and don't stand outside in the cold.
6. The rookie basketball player was caught off his guard.
7. The mythology stories are well-known and exciting.
8. That old shoe is well-worn and completely worthless.
9. Will you climb up the ladder and through the window and open the door for me?
10. These sentences with more concepts are becoming longer and harder.

Answers for Quiz (Lessons 186-190):

1. is = v; woman = subj; Martha = pn; neighbor = app; the = adj modifying woman; our/favorite = adj modifying neighbor; in a green suit = p ph modifying woman; in = prep; suit = op; a/green = adj modifying suit
2. is = v; electricity = subj; Grant = na; no = adj modifying electricity; now = adv modifying is; in our house = p ph modifying electricity or is; in = prep; house = op; our = adj modifying house; (oh = interjection; there = introductory there)
3. ran = v; racer = subj; the = adj modifying racer; past = adv modifying ran; in a big hurry = p ph modifying ran; in = prep; hurry = op; a/big = adj modifying hurry
4. winds = v; river = subj; the = adj modifying river; down = adv modifying winds; past our house modifying river/into a steep valley modifying winds = p ph; past/into = prep; house/valley = op; our = adj modifying house; a/steep = adj modifying valley
5. come/do stand = v; you (understood) = subj; in = adv modifying come; n't/outside = adv modifying do stand; in the cold = p ph modifying do stand; in = prep; cold = op; the = adj modifying cold
6. was caught = v; player = subj; the/rookie/basketball = adj modifying player; off his guard = p ph modifying was caught; off = prep; guard = op; his = adj modifying guard
7. are = v; stories = subj; well-known/exciting = pa; the/mythology = adj modifying stories
8. is = v; shoe = subj; well-worn/worthless = pa; that/old = adj modifying shoe; completely = adv modifying worthless
9. will climb/ (will) open = v; you = subj; door = do; the = adj modifying door; up the ladder modifying will climb/through the window modifying will climb/for me modifying will open = p ph;

up/through/for = prep; ladder/window/me = op; the = adj modifying ladder; the = adj modifying window

10. are becoming = v; sentences = subj; longer/harder = pa; these = adj modifying sentences; with more concepts = p ph modifying sentences; with = prep; concepts = op; more = adj modifying concepts

Chapter 20: Indirect Objects

Lesson 191

An *indirect object* is really a prepositional phrase in which the preposition *to* or *for* is not stated but understood. It tells to whom or for whom something is done. The *indirect object* always comes between the verb and the direct object. Example: She gave **me** a gift. The *indirect object* always modifies the verb. It may have modifiers and be compound. It is used with verbs such as *give, tell, send, get, buy, show, build, do, make, save, and read*. Example: She sent the **man** and **me** a gift.

Instructions: Find the **verb**, **direct object**, and **indirect object** in the following sentences.

1. Has your boss sent you a notice about the next convention?
2. John read his tiny nephew an exciting story.
3. Our father built the family a redwood picnic table.
4. The doctor sent me a bill for his services.
5. We gave my mother a book for her birthday.

Answers:

1. sent = verb; notice = direct object; you = indirect object
2. read = verb; story = direct object; nephew = indirect object
3. built = verb; table = direct object; family = indirect object
4. sent = verb; bill = direct object; me = indirect object
5. gave = verb; book = direct object; mother = indirect object

Lesson 192

An *indirect object* is really a prepositional phrase in which the preposition *to* or *for* is not stated but understood. It tells to whom or for whom something is done. The *indirect object* always comes between the verb and the direct object. Example: She gave **me** a gift. The *indirect object* always modifies the verb. It may have modifiers and be compound. It is used with verbs such as *give, tell, send, get, buy, show, build, do, make, save, and read*. Example: She sent the **man** and **me** a gift.

Instructions: Find the **verb**, **direct object**, and **indirect object** in the following sentences.

1. Has Terri shown Jeanne and Barbara her new ring?
2. The new highway saved the travelers several miles.
3. Did the workers give the spies confidential information?
4. Will Jim get us tickets to the game?
5. I bought Ila and Jeff two big pieces of cake.

Answers:

1. has shown = verb; ring = direct object; Jeanne/Barbara = indirect objects
2. saved = verb; miles = direct object; travelers = indirect object
3. did give = verb; information = direct object; spies = indirect object
4. will get = verb; tickets = direct object; us = indirect object
5. bought = verb; pieces = direct object; Ila/Jeff = indirect objects

Lesson 193

An *indirect object* is really a prepositional phrase in which the preposition *to* or *for* is not stated but understood. It tells to whom or for whom something is done. The *indirect object* always comes between the verb and the direct object. Example: She gave **me** a gift. The *indirect object* always modifies the verb. It may have modifiers and be compound. It is used with verbs such as *give, tell, send, get, buy, show, build, do, make, save, and read*. Example: She sent the **man** and **me** a gift.

Instructions: Find the **verb, direct object, and indirect object** in the following sentences.

1. The new manager offered Jay a higher position.
2. This spring Carl told us his plans for the summer.
3. Many jobs don't pay the employees much money.
4. Mr. Blower read the neighbor children some interesting stories about Australia.
5. Mr. Smith, my broker, sold my parents some stock yesterday.

Answers:

1. offered = verb; position = direct object; Jay = indirect object
2. told = verb; plans = direct object; us = indirect object
3. do pay = verb; money = direct object; employees = indirect object
4. read = verb; stories = direct object; children = indirect object
5. sold = verb; stock = direct object; parents = indirect object

Lesson 194

An *indirect object* is really a prepositional phrase in which the preposition *to* or *for* is not stated but understood. It tells to whom or for whom something is done. The *indirect object* always comes between the verb and the direct object. Example: She gave **me** a gift. The *indirect object* always modifies the verb. It may have modifiers and be compound. It is used with verbs such as *give, tell, send, get, buy, show, build, do, make, save, and read*. Example: She sent the **man** and **me** a gift.

Instructions: Rewrite the following sentences so each has an indirect object.

1. I asked an important question of my mother.
2. Grandpa read the nursery rhymes to the grandchildren.
3. She bought a new dress for herself.
4. He did a great favor for the whole town.
5. The artist showed his most famous painting to the viewers.

Answers:

1. I asked my mother an important question.
2. Grandpa read the grandchildren the nursery rhymes.
3. She bought herself a new dress.
4. He did the whole town a great favor.
5. The artist showed the viewers his most famous painting.

Lesson 195

An *indirect object* is really a prepositional phrase in which the preposition *to* or *for* is not stated but understood. It tells to whom or for whom something is done. The *indirect object* always comes between the verb and the direct object. Example: She gave **me** a gift. The *indirect object* always modifies the verb. It may have modifiers and be compound. It is used with verbs such as *give, tell, send, get, buy, show, build, do, make, save, and read*. Example: She sent the **man** and **me** a gift.

Instructions: Using all the knowledge learned in the previous lessons, find the **verb (v)**, **subjects (subj)**, **predicate nominatives (pn)**, **direct objects (do)**, **appositives (app)**, **nouns of address (na)**, **adjectives (adj)**, **predicate adjectives (pa)**, **adverbs (adv)**, **prepositions (prep)**, **objects of the preposition (op)**, **prepositional phrases (p ph)**, and **indirect objects (io)** in the following sentences.

1. At the mall Pam bought her children two new toys.
2. Tomorrow you should send your friend a thank you card.
3. The veteran pitcher threw the rookie hitter a fast-breaking curve ball.
4. The public defender gave her client her best advice.
5. Eric showed his math teacher a problem with the question.

Answers:

1. bought = v; Pam = subj; toys = do; children = io modifying bought; two/new = adj modifying toys; her = adj modifying children; at the mall = p ph modifying bought; at = prep; mall = op; the = adj modifying mall
2. should send = v; you = subj; card = do; friend = io modifying should send; a/thank you = adj modifying card; your = adj modifying friend; tomorrow = adv modifying should send
3. threw = v; pitcher = subj; ball = do; hitter = io modifying threw; the/veteran = adj modifying pitcher; the/rookie = adj modifying hitter; a/fast-breaking/curve = adj modifying ball
4. gave = v; defender = subj; advice = do; client = io modifying gave; the/public = adj modifying defender; her = adj modifying client; her/best = adj modifying advice
5. showed = v; Eric = subj; problem = do; teacher = io modifying showed; his/math = adj modifying teacher; a = adj modifying problem; with the question = p ph modifying problem; with = prep; question = op; the = adj modifying question

Quiz for Lessons 191 - 195

Instructions: Using all the knowledge learned in the previous lessons, find the **verb (v)**, **subjects (subj)**, **predicate nominatives (pn)**, **direct objects (do)**, **appositives (app)**, **nouns of address (na)**, **adjectives (adj)**, **predicate adjectives (pa)**, **adverbs (adv)**, **prepositions (prep)**, **objects of the preposition (op)**, **prepositional phrases (p ph)**, and **indirect objects (io)** in the following sentences.

1. The car dealer gave Jim a low price for his old car.
2. Will wanted a job at the ranger station.
3. My neighbors brought me some candy and a basket of fruit for my birthday.
4. We gave the man the name of a lodge near Trial Lake.
5. An unknown donor gave the hospital a million dollars for research.
6. The frightening experience taught the child some important lessons.
7. You should have given Boyd and me more time.

Answers for Quiz (Lessons 191-195):

1. gave = v; dealer = subj; price = do; Jim = io; the/car = adj modifying dealer; a/low = adj modifying price; for his old car = p ph modifying either gave or price; for = prep; car = op; his/old = adj modifying car
2. wanted = v; Will = subj; job = do; a = adj modifying job; at the ranger station = p ph modifying job; at = prep; station = op; the/ranger = adj modifying station
3. brought = v; neighbors = subj; candy/basket = do; me = io modifying brought; my = adj modifying neighbors; some = adj modifying candy; a = adj modifying basket; of fruit modifying basket/for my birthday modifying brought = p ph; of/for = prep; fruit/birthday = op; my = adj modifying birthday
4. gave = v; we = subj; name = do; man = io; the = adj modifying man; the = adj modifying name; of a lodge modifying name/near Trial Lake modifying lodge = p ph; of/near = prep; lodge/Trial Lake = op; a = adj modifying lodge
5. gave = v; donor = subj; dollars = do; hospital = io; an/unknown = adj modifying donor; the = adj modifying hospital; a/million = adj modifying dollars; for research = p ph modifying gave; for = prep; research = op
6. taught = v; experience = subj; lessons = do; child = io modifying taught; the/frightening = adj modifying experience; the = adj modifying child; some/important = adj modifying lessons
7. should have given = v; you = subj; time = do; Boyd/me = io modifying should have given; more = adj modifying time

Chapter 21: Objective Complements

Lesson 196

An *objective complement* can be a noun or an adjective, which follows the direct object renaming or modifying it. It is used with verbs like *make*, *name*, *call*, *choose*, *elect*, and *appoint*. It is not set off with commas as an appositive is. Example: I call my dog **Badger**.

A verb that has an *objective complement* in the active voice may, in the passive voice, have a predicate nominative or a predicate adjective. Examples: My dog is called Badger by me. I consider my dog **smart**. My dog is considered smart by me.

Instructions: Find the objective complements in the following sentences and tell whether they are nouns or adjectives.

1. Have you named Mr. Jones temporary chairman?
2. We called the boy on the horse Jock.
3. The team elected the twins co-captains.
4. The explorers found the old building empty.
5. Our present renters have kept the apartment clean.

Answers:

1. chairman - noun
2. Jock - noun
3. co-captains - noun
4. empty - adjective
5. clean - adjective

Lesson 197

An *objective complement* can be a noun or an adjective, which follows the direct object renaming or modifying it. It is used with verbs like *make*, *name*, *call*, *choose*, *elect*, and *appoint*. It is not set off with commas as an appositive is. Example: I call my dog **Badger**.

A verb that has an *objective complement* in the active voice may, in the passive voice, have a predicate nominative or a predicate adjective. Examples: My dog is called Badger by me. I consider my dog **smart**. My dog is considered smart by me.

Instructions: Find the objective complements in the following sentences and tell whether they are nouns or adjectives.

1. The man down the lane calls his farm Alfalfa.
2. The sergeant appointed the new recruit leader of the group.
3. Diligent practice can make one a skilled person.
4. Many people named Lincoln the best President.
5. Your irritableness makes everyone moody.

Answers:

1. Alfalfa - noun
2. leader - noun
3. person - noun
4. President - noun
5. moody - adjective

Lesson 198

An *objective complement* can be a noun or an adjective, which follows the direct object renaming or modifying it. It is used with verbs like *make, name, call, choose, elect, and appoint*. It is not set off with commas as an appositive is. Example: I call my dog **Badger**.

A verb that has an *objective complement* in the active voice may, in the passive voice, have a predicate nominative or a predicate adjective. Examples: My dog is called Badger by me. I consider my dog **smart**. My dog is considered smart by me.

Instructions: Find the objective complements in the following sentences and tell whether they are nouns or adjectives.

1. NASA found the astronauts healthy and cheerful.
2. Special circumstances can make ordinary people heroes.
3. The group appointed the new member secretary.
4. We have always considered you capable of great things.
5. The minister pronounced the young couple man and wife.

Answers:

1. healthy/cheerful - adjectives
2. heroes - noun
3. secretary - noun
4. capable - adjective
5. man/wife - noun

Lesson 199

Instructions: Using all the knowledge learned in the previous lessons, find the **verb (v)**, **subjects (subj)**, **predicate nominatives (pn)**, **direct objects (do)**, **appositives (app)**, **nouns of address (na)**, **adjectives (adj)**, **predicate adjectives (pa)**, **adverbs (adv)**, **prepositions (prep)**, **objects of the preposition (op)**, **prepositional phrases (p ph)**, **indirect objects (io)**, and **objective complements (oc)** in the following sentences.

1. In my English paper yesterday, the teacher found four errors.
2. The children call their two dogs Mutt and Jeff.
3. The rich husband bought his wife a fur coat.
4. After many years of study, Fred became an excellent dentist.
5. The Presidential candidate made the Marriott Hotel his headquarters.

Answers:

1. found = v; teacher = subj; errors = do; the = adj modifying teacher; four = adj modifying errors; yesterday = adv modifying found; in my English paper = p ph modifying found; in = prep; paper = op; my/English = adj modifying paper
2. call = v; children = subj; dogs = do; the = adj modifying children; their/two = adj modifying dogs; Mutt/Jeff = oc
3. bought = v; husband = subj; coat = do; wife = io; the/rich = adj modifying husband; his = adj modifying wife; a/fur = adj modifying coat
4. became = v; Fred = subj; dentist = pn; an/excellent = adj modifying dentist; after many years modifying became/of study modifying years = p ph; after/of = prep; years/study = op; many = adj modifying years
5. made = v; candidate = subj; Marriott Hotel = do; headquarters = oc; the/Presidential = adj modifying candidate; the = adj modifying Marriott Hotel; his = adj modifying headquarters

Lesson 200

Instructions: Using all the knowledge learned in the previous lessons, find the **verb (v)**, **subjects (subj)**, **predicate nominatives (pn)**, **direct objects (do)**, **appositives (app)**, **nouns of address (na)**, **adjectives (adj)**, **predicate adjectives (pa)**, **adverbs (adv)**, **prepositions (prep)**, **objects of the preposition (op)**, **prepositional phrases (p ph)**, **indirect objects (io)**, and **objective complements (oc)** in the following sentences.

1. Mother gave me an Inca necklace for Christmas.
2. The town council named the old building condemned.
3. The sad news drove the man insane.
4. The plumber had always brought his tools with him before.
5. Have the dirty clothes been washed yet?

Answers:

1. gave = v; Mother = subj; necklace = do; me = io modifying gave; an/Inca = adj modifying necklace; for Christmas = p ph modifying gave; for = prep; Christmas = op
2. named = v; council = subj; building = do; condemned = oc; the/town = adj modifying council; the/old = adj modifying building
3. drove = v; news = subj; man = do; insane = oc; the/sad = adj modifying news; the = adj modifying man
4. had brought = v; plumber = subj; tools = do; the = adj modifying plumber; his = adj modifying tools; always/before = adv modifying had brought; with him = p ph modifying had brought; with = prep; him = op
5. have been washed = v; clothes = subj; the/dirty = adj modifying clothes; yet = adv modifying have been washed

Quiz for Lessons 196 - 200

Instructions: Using all the knowledge learned in the previous lessons, find the **verb (v)**, **subjects (subj)**, **predicate nominatives (pn)**, **direct objects (do)**, **appositives (app)**, **nouns of address (na)**, **adjectives (adj)**, **predicate adjectives (pa)**, **adverbs (adv)**, **prepositions (prep)**, **objects of the preposition (op)**, **prepositional phrases (p ph)**, **indirect objects (io)**, and **objective complements (oc)** in the following sentences.

1. The hostess served her special guests a delicious meal.
2. Many young boys carry charms in their pockets for good luck.
3. The sunlight made the apple red.
4. Harry, was that man the owner of the winning horse?
5. Reinforced concrete is famous for its strength.
6. The happy parents named their new daughter Joy.
7. Aunt Fern offered her children a part of the business.

Answers for Quiz (Lessons 196-200):

1. served = v; hostess = subj; meal = do; guests = io; the = adj modifying hostess; her/special = adj modifying guests; a/delicious = adj modifying meal
2. carry = v; boys = subj; charms = do; many/young = adj modifying boys; in their pockets/for good luck = p ph modifying carry; in/for = prep; pockets/luck = op; their = adj modifying pockets; good = adj modifying luck
3. made = v; sunlight = subj; apple = do; red = oc; the = adj modifying sunlight; the = adj modifying apple
4. was = v; man = subj; owner = pn; Harry = na; that = adj modifying man; the = adj modifying owner; of the winning horse = p ph modifying owner; of = prep; horse = op; the/winning = adj modifying horse
5. is = v; concrete = subj; famous = pa; reinforced = adj modifying concrete; for its strength = p ph modifying famous; for = prep; strength = op; its = adj modifying strength
6. named = v; parents = subj; daughter = do; Joy = oc; the/happy = adj modifying parents; their/new = adj modifying daughter
7. offered = v; Aunt Fern = subj; part = do; children = io; her = adj modifying children; a = adj modifying part; of the business = p ph modifying part; of = prep; business = op; the = adj modifying business

Chapter 22: Conjunctions Revisited

Lesson 201

A conjunction is a word that joins other words, phrases, or clauses. *Co-ordinate conjunctions* join words, phrases, or clauses of equal rank. There are two kinds: *simple* and *correlative*. The *simple co-ordinate* conjunctions are the following: *and*, *but*, *or*, and *nor*. The *correlative co-ordinate* conjunctions are always in pairs. They are *either-or*, *neither-nor*, *both-and*, *not only-but also*, and *whether-or*.

In these lessons simple co-ordinates will be referred to as co-ordinate conjunctions, and correlative co-ordinates will be referred to as correlative conjunctions. The co-ordinate and correlative conjunctions should be memorized since they are common and few in number.

Instructions: As a review of all the parts of a sentence, in the following sentences find the conjunctions and tell whether they are **co-ordinate** or **correlative conjunctions**, and then tell how each of the other words are used.

1. Jeff and Jim cut the grass.
2. Mr. Smith, our neighbor and friend, is visiting Africa.
3. Lindsay gave both Ila and me a surprise.
4. The rabbit hopped and skipped about in the yard.
5. The new manager will be either Bill or Fred.

Answers:

1. and = co-ordinate conjunction; cut = verb; Jeff/Jim = subject; the = adjective
2. and = co-ordinate conjunction; is visiting = verb; Mr. Smith = subject; Africa = direct object; neighbor/friend = appositives; our = adjective
3. both/and = correlative conjunction; gave = verb; Lindsay = subject; surprise = direct object; Ila/me = indirect object; a = adjective
4. and = co-ordinate conjunction; hopped/skipped = verbs; rabbit = subject; the/the = adjectives; in = preposition; yard = object of the preposition
5. either/or = correlative conjunction; will be = verb; manager = subject; Bill/Fred = predicate nominative; the/new = adjectives

Lesson 202

A conjunction is a word that joins other words, phrases, or clauses. *Co-ordinate conjunctions* join words, phrases, or clauses of equal rank. There are two kinds: *simple* and *correlative*. The *simple co-ordinate* conjunctions are the following: *and*, *but*, *or*, and *nor*. The *correlative co-ordinate* conjunctions are always in pairs. They are *either-or*, *neither-nor*, *both-and*, *not only-but also*, and *whether-or*.

In these lessons simple co-ordinates will be referred to as co-ordinate conjunctions, and correlative co-ordinates will be referred to as correlative conjunctions. The co-ordinate and correlative conjunctions should be memorized since they are common and few in number.

Instructions: As a review of all the parts of the sentence, in the following sentences find the conjunctions and tell whether they are **co-ordinate** or **correlative conjunctions**, and then tell how each of the other words are used.

1. Run up the hill and through the valley.
2. I will be waiting for Ann and her family.
3. The clouds were neither large nor billowy.
4. At the convention I saw not only my neighbor but also my cousin.
5. The dog owner called his favorite dogs Laddie and Lady.

Answers:

1. and = co-ordinate conjunction; run = verb; you (understood) = subject; up/through = prepositions; hill/valley = object of the preposition; the/the = adjectives
2. and = co-ordinate conjunction; will be waiting = verb; I = subject; for = preposition; Ann/family = objects of the preposition; her = adjective
3. neither/nor = correlative conjunction; were = verb; clouds = subject; large/billowy = predicate adjectives; the = adjective
4. not only/but also = correlative conjunction; saw = verb; I = subject; neighbor/cousin = direct objects; at = preposition; convention = object of the preposition; the/my/my = adjectives
5. and = co-ordinate conjunction; called = verb; owner = subject; dogs = direct object; Laddie/Lady = object complements; the/dog/his/favorite = adjectives

Lesson 203

A conjunction is a word that joins other words, phrases, or clauses. *Co-ordinate conjunctions* join words, phrases, or clauses of equal rank. There are two kinds: *simple* and *correlative*. The *simple co-ordinate* conjunctions are the following: *and*, *but*, *or*, and *nor*. The *correlative co-ordinate* conjunctions are always in pairs. They are *either-or*, *neither-nor*, *both-and*, *not only-but also*, and *whether-or*.

In these lessons simple co-ordinates will be referred to as co-ordinate conjunctions, and correlative co-ordinates will be referred to as correlative conjunctions. The co-ordinate and correlative conjunctions should be memorized since they are common and few in number.

Instructions: As a review of all the parts of the sentence, in the following sentences find the conjunctions and tell whether they are **co-ordinate** or **correlative conjunctions**, and then tell how each of the other words are used.

1. The basketball team scored quickly and easily.
2. The wrestler was a small but strong individual.
3. Neither Helen nor her family will associate with us.
4. Jim, Jeff, and Shawn went to Wendover but told no one.
5. A group of pretty girls and older women followed them.

Answers:

1. and = co-ordinate conjunction; scored = verb; team = subject; the/basketball = adjectives; quickly/easily = adverbs
2. but = co-ordinate conjunction; was = verb; wrestler = subject; individual = predicate nominative; the/a/small/strong = adjectives
3. neither/nor = correlative conjunction; will associate = verb; Helen/family = subjects; with = preposition; us = object of the preposition; her = adjective
4. and/but = co-ordinate conjunctions; went/told = verbs; Jim/Jeff/Shawn = subjects; no one = direct object; to = preposition; Wendover = object of the preposition
5. and = co-ordinate conjunction; followed = verb; group = subject; them = direct object; of = preposition; girls/women = objects of the preposition; a/pretty/older = adjectives

Lesson 204

A conjunction is a word that joins other words, phrases, or clauses. *Co-ordinate conjunctions* join words, phrases, or clauses of equal rank. There are two kinds: *simple* and *correlative*. The *simple co-ordinate* conjunctions are the following: *and*, *but*, *or*, and *nor*. The *correlative co-ordinate* conjunctions are always in pairs. They are *either-or*, *neither-nor*, *both-and*, *not only-but also*, and *whether-or*.

In these lessons simple co-ordinates will be referred to as co-ordinate conjunctions, and correlative co-ordinates will be referred to as correlative conjunctions. The co-ordinate and correlative conjunctions should be memorized since they are common and few in number.

Instructions: As a review of all the parts of the sentence, in the following sentences find the conjunctions and tell whether they are **co-ordinate** or **correlative conjunctions**, and then tell how each of the other words are used.

1. The very happy guests laughed and talked with the hosts.
2. They will invite both Joe and his wife tomorrow.
3. Two hot drinks, coffee and tea, will be served daily.
4. Their first visitors were Lottie and Elaine.
5. We neither saw nor heard anything important.

Answers:

1. and = co-ordinate conjunction; laughed/talked = verbs; guests = subject; with = preposition; hosts = object of the preposition; the/happy/the = adjectives; very = adverb
2. both/and = correlative conjunction; will invite = verb; they = subject; Joe/wife = direct objects; his = adjective; tomorrow = adverb
3. and = co-ordinate conjunction; will be served = verb; drinks = subject; coffee/tea = appositives; two/hot = adjectives; daily = adverb
4. and = co-ordinate conjunction; were = verb; visitors = subject; Lottie/Elaine = predicate nominatives; their/first = adjectives
5. neither/nor = correlative; saw/heard = verbs; we = subject; anything = direct object; important = object complement

Lesson 205

A conjunction is a word that joins other words, phrases, or clauses. *Co-ordinate conjunctions* join words, phrases, or clauses of equal rank. There are two kinds: *simple* and *correlative*. The *simple co-ordinate* conjunctions are the following: *and*, *but*, *or*, and *nor*. The *correlative co-ordinate* conjunctions are always in pairs. They are *either-or*, *neither-nor*, *both-and*, *not only-but also*, and *whether-or*.

In these lessons simple co-ordinates will be referred to as co-ordinate conjunctions, and correlative co-ordinates will be referred to as correlative conjunctions. The co-ordinate and correlative conjunctions should be memorized since they are common and few in number.

Instructions: As a review of all the parts of the sentence, in the following sentences find the conjunctions and tell whether they are **co-ordinate** or **correlative conjunctions**, and then tell how each of the other words are used.

1. In our garden several small but productive trees are growing.
2. Dad waited for Barbara, Jeanne and me.
3. I must leave this place secretly and quietly.
4. After the hike the group was tired and hungry.
5. The coyote ran into a hole or into some trees.

Answers:

1. but = co-ordinate conjunction; are growing = verb; trees = subject; in = preposition; garden = object of the preposition; our/several/small/productive = adjectives
2. and = co-ordinate conjunction; waited = verb; Dad = subject; for = preposition; Barbara/Jeanne/me = object of the preposition
3. and = co-ordinate conjunction; must leave = verb; I = subject; place = direct object; this = adjective; secretly/quietly = adverbs
4. and = co-ordinate conjunction; was = verb; group = subject; tired/hungry = predicate adjectives; after = preposition; hike = object of the preposition; the/the = adjective
5. or = co-ordinate conjunction; ran = verb; coyote = subject; into/into = preposition; hole/trees = object of the preposition; the/a/some = adjectives

Quiz for Lessons 201 - 205

Instructions: As a review of all the parts of the sentence, in the following sentences find the conjunctions and tell whether they are **co-ordinate** or **correlative conjunctions**, and then tell how each of the other words are used.

1. The consultant gave Mother and Dad some helpful hints.
2. Dot was an old but reliable pinto horse.
3. My mother knits slowly but very surely.
4. The little girls raced down the street and into the playground.
5. Yesterday was not only hot but also really windy.
6. I have visited both the Boardwalk and Broadway.
7. Either Jenny or your sister will call about the party.
8. Then she stopped at the service station for some gas or oil.
9. The water in the Pacific Ocean was very rough and cold.
10. The injured one was neither Burt nor Bob.

Answers for Quiz (Lessons 201-205):

1. and = co-ordinate conjunction; gave = verb; consultant = subject; hints = direct object; Mother/Dad = indirect objects; the/some/helpful = adjectives
2. but = co-ordinate conjunction; was = verb; Dot = subject; horse = predicate nominative; an/old/reliable/pinto = adjectives
3. but = co-ordinate conjunction; knits = verb; mother = subject; my = adjective; slowly/very/surely = adverbs
4. and = co-ordinate conjunction; raced = verb; girls = subject; down/into = prepositions; street/playground = object of the prepositions; the/little/the/the = adjectives
5. not only/but also = correlative conjunction; was = verb; yesterday = subject; hot/windy = predicate adjectives; really = adverb
6. both/and = correlative conjunction; have visited = verb; I = subject; Boardwalk/Broadway = direct objects; the = adjectives
7. either/or = correlative conjunction; will call = verb; Jenny/sister = subject; about = preposition; party = object of the preposition; your/the = adjectives
8. or = co-ordinate conjunction; stopped = verb; she = subject; at/for = preposition; station/gas/oil = objects of the prepositions; the/service/some = adjectives; then = adverb
9. and = co-ordinate conjunction; was = verb; water = subject; rough/cold = predicate adjective; in = preposition; Pacific Ocean = object of the preposition; the/the = adjectives; very = adverb
10. neither/nor = correlative conjunction; was = verb; one = subject; Burt/Bob = predicate nominative; the/injured = adjectives

Chapter 23: Verbals

Lesson 206

A *verbal* is a verb form used as some other part of speech. There are three kinds of verbals: *gerunds*, *participles*, and *infinitives*.

A *gerund* always ends in *ing* and is used as a noun. Example: *Eating* is fun.

A *participle* is used as an adjective and ends various ways. A present participle always ends with *ing* as does the gerund, but remember that it is an adjective. A past participle ends with *ed*, *n*, or *irregularly*. Examples: played, broken, brought, sung, seeing, having seen, being seen, seen, having been seen.

An *infinitive* is *to* plus a *verb form*. It can be a noun, an adjective, or an adverb. Examples: to be, to see, to be seen, to be eaten.

Instructions: Find the verbals in the following sentences.

1. I can't understand Will's failing in college.
2. Many trees stood bordering the south entrance to the house.
3. I will have to consult your parents.
4. His searching glance terrified the hostages.
5. You should buy a tie to match your suit.

Answers:

1. failing
2. bordering
3. to consult
4. searching
5. to match

Lesson 207

A *verbal* is a verb form used as some other part of speech. There are three kinds of verbals: *gerunds*, *participles*, and *infinitives*.

A *gerund* always ends in *ing* and is used as a noun. Example: *Eating* is fun.

A *participle* is used as an adjective and ends various ways. A present participle always ends with *ing* as does the gerund, but remember that it is an adjective. A past participle ends with *ed*, *n*, or *irregularly*. Examples: played, broken, brought, sung, seeing, having seen, being seen, seen, having been seen.

An *infinitive* is *to* plus a *verb form*. It can be a noun, an adjective, or an adverb. Examples: to be, to see, to be seen, to be eaten.

Instructions: Find the verbals in the following sentences.

1. The pouring rain caused havoc on the highway.
2. The earthquake created many broken dishes.
3. This book has a torn page.
4. The drifted snow had blocked my driveway.
5. Shouting angrily, the man ran from his house.

Answers:

1. pouring
2. broken
3. torn
4. drifted
5. shouting

Lesson 208

A *verbal* is a verb form used as some other part of speech. There are three kinds of verbals: *gerunds*, *participles*, and *infinitives*.

A *gerund* always ends in *ing* and is used as a noun. Example: *Eating* is fun.

A *participle* is used as an adjective and ends various ways. A present participle always ends with *ing* as does the gerund, but remember that it is an adjective. A past participle ends with *ed*, *n*, or *irregularly*. Examples: played, broken, brought, sung, seeing, having seen, being seen, seen, having been seen.

An *infinitive* is *to* plus a verb form. It can be a noun, an adjective, or an adverb. Examples: to be, to see, to be seen, to be eaten.

Instructions: Find the verbals in the following sentences.

1. Is Sam too busy to help us?
2. This car is hard to use and to repair.
3. Where did you go to find that mutt?
4. Oh, I didn't lock the door before leaving home today!
5. Having swum for two hours, I felt rather tired.

Answers:

1. to help
2. to use / to repair
3. to find
4. leaving
5. having swum

Lesson 209

A *verbal* is a verb form used as some other part of speech. There are three kinds of verbals: *gerunds*, *participles*, and *infinitives*.

A *gerund* always ends in *ing* and is used as a noun. Example: *Eating* is fun.

A *participle* is used as an adjective and ends various ways. A present participle always ends with *ing* as does the gerund, but remember that it is an adjective. A past participle ends with *ed*, *n*, or *irregularly*. Examples: played, broken, brought, sung, seeing, having seen, being seen, seen, having been seen.

An *infinitive* is *to* plus a verb form. It can be a noun, an adjective, or an adverb. Examples: to be, to see, to be seen, to be eaten.

Instructions: Find the verbals in the following sentences.

1. Sometimes I need to work more effectively.
2. Surreptitiously slipping the answers to his friend, the boy looked innocently at the ceiling.
3. Why won't you try to be nicer?
4. I hope we never become too old to learn.
5. Having forgotten her lines, Jena fled from the stage.

Answers:

1. to work
2. slipping
3. to be
4. to learn
5. having forgotten

Lesson 210

A *verbal* is a verb form used as some other part of speech. There are three kinds of verbals: *gerunds*, *participles*, and *infinitives*.

A *gerund* always ends in *ing* and is used as a noun. Example: *Eating* is fun.

A *participle* is used as an adjective and ends various ways. A present participle always ends with *ing* as does the gerund, but remember that it is an adjective. A past participle ends with *ed*, *n*, or *irregularly*. Examples: played, broken, brought, sung, seeing, having seen, being seen, seen, having been seen.

An *infinitive* is *to* plus a verb form. It can be a noun, an adjective, or an adverb. Examples: to be, to see, to be seen, to be eaten.

Instructions: Find the verbals in the following sentences.

1. Changing his mind, Fred agreed to play the part.
2. Having been seen at lunch, the man tried to escape.
3. The team winning the final game will win the cup.
4. One way to improve is to work harder.
5. Decayed and crumbling, that old wall is dangerous.

Answers:

1. changing / to play
2. having been seen / to escape
3. winning
4. to improve / to work
5. decayed / crumbling

Quiz for Lessons 206 - 210

Instructions: Find the verbals in these sentences.

1. The rolling hills seemed to go on forever.
2. Having grown sleepy, I finally put down my book.
3. The parcel wrapped in brown paper was thought to be a bomb.
4. Hearing the screeching brakes, I rushed to the window.
5. Swimming is not my favorite sport.
6. To accept defeat well is often hard.
7. To go now would be foolish.
8. Having been invited to attend a party, I hurriedly took a shower.
9. The added figure made the price too high.
10. Is it time to leave yet?

Answers for Quiz (Lessons 206-210):

1. rolling / to go
2. having grown
3. wrapped / to be
4. hearing / screeching
5. swimming
6. to accept
7. to go
8. having been invited / to attend
9. added
10. to leave

Lesson 211

A *gerund* always ends in *ing* and is used as a noun. *Eating* is fun.

The *gerund* can be a subject (Eating is fun.); a direct object (I like eating.); a predicate nominative (A fun time is eating.); an appositive (A fun time, eating, takes much time.); an indirect object (I give eating too much time.); or an object of a preposition (I give much time to eating.)

Instructions: Find the *gerunds* in the following sentences and tell if they are used as subject, direct object, predicate nominative, appositive, indirect object, or object of the preposition.

1. My father's occupation was farming.
2. My desire, traveling, may happen soon.
3. Writing is sometimes difficult.
4. By saving, we can do our traveling.
5. Some people give gossiping too much time.

Answers:

1. farming = predicate nominative
2. traveling = appositive
3. writing = subject
4. saving = object of the preposition / traveling = direct object
5. gossiping = indirect object

Lesson 212

A *gerund* always ends in *ing* and is used as a noun. *Eating* is fun.

The *gerund* can be a subject (Eating is fun.); a direct object (I like eating.); a predicate nominative (A fun time is eating.); an appositive (A fun time, eating, takes much time.); an indirect object (I give eating too much time.); or an object of a preposition (I give much time to eating.)

Gerunds can have with them direct objects, predicate nominatives, predicate adjectives, or modifiers to form what is called a *gerund phrase*. Example: Eating solid foods is hard for babies. *Eating* is the gerund used as the subject of the verb *is*. It has its own direct object *foods* with the adjective *solid*, which together make up the gerund phrase *eating solid foods* serving as the subject of the sentence.

Instructions: Find the *gerund phrases* in the following sentences and tell if they are used as subject, direct object, predicate nominative, appositive, indirect object, or object of the preposition.

1. My hobby is working with irises.
2. I like pruning the fruit trees.
3. I had only one desire, leaving for home.
4. Writing a good novel is hard work.
5. With his snoring in his sleep, his wife couldn't sleep.

Answers:

1. working with irises = predicate nominative
2. pruning the fruit trees = direct object
3. leaving for home = appositive
4. writing a good novel = subject
5. his snoring in his sleep = object of the preposition

Lesson 213

A *gerund* always ends in *ing* and is used as a noun. *Eating* is fun.

The *gerund* can be a subject (Eating is fun.); a direct object (I like eating.); a predicate nominative (A fun time is eating.); an appositive (A fun time, eating, takes much time.); an indirect object (I give eating too much time.); or an object of a preposition (I give much time to eating.)

Gerunds can have with them direct objects, predicate nominatives, predicate adjectives, or modifiers to form what is called a *gerund phrase*. Example: Eating solid foods is hard for babies. *Eating* is the gerund used as the subject of the verb *is*. It has its own direct object *foods* with the adjective *solid*, which together make up the gerund phrase *eating solid foods* serving as the subject of the sentence.

Gerunds can be compound. Example: Jeff likes *hiking* and *camping*.

Instructions: Find the *gerunds* and *gerund phrases* in the following sentences and tell how they are used (subject, direct object, predicate nominative, appositive, indirect object, or object of the preposition).

1. Directing traffic and helping school children is her job.
2. Do you watch boxing or wrestling?
3. For knitting and sewing you need good eyes.
4. My needs, exercising and losing weight, must be realized soon.
5. My mother gives helping and serving others all her time.

Lesson 213 Answers:

1. directing traffic/helping school children = subjects
2. boxing/wrestling = direct objects
3. knitting/sewing = objects of the preposition
4. exercising/losing weight = appositives
5. helping/serving others = indirect objects

Lesson 214

A *gerund* always ends in *ing* and is used as a noun. *Eating* is fun.

The *gerund* can be a subject (Eating is fun.); a direct object (I like eating.); a predicate nominative (A fun time is eating.); an appositive (A fun time, eating, takes much time.); an indirect object (I give eating too much time.); or an object of a preposition (I give much time to eating.)

Gerunds can have with them direct objects, predicate nominatives, predicate adjectives, or modifiers to form what is called a *gerund phrase*. Example: Eating solid foods is hard for babies. *Eating* is the gerund used as the subject of the verb *is*. It has its own direct object *foods* with the adjective *solid*, which together make up the gerund phrase *eating solid foods* serving as the subject of the sentence.

Gerunds can be compound. (Jeff likes *hiking* and *camping*.)

Instructions: Find the *gerunds* and *gerund phrases* in the following sentences and tell how they are used (subject, direct object, predicate nominative, appositive, indirect object, or object of the preposition).

1. Fishing is my friend's favorite sport.
2. By adding more water, we can thin the paint.
3. The law forbids shouting fire in a theater.
4. Mr. Jones enjoys his work, collecting and repairing old stereos.
5. My neighbor's pastime is training guard dogs.

Answers:

1. fishing = subject
2. adding more water = object of the preposition
3. shouting fire in a theater = direct object
4. collecting/repairing old stereos = appositives
5. training guard dogs = predicate nominative

Lesson 215

A *gerund* always ends in *ing* and is used as a noun. *Eating* is fun. The *gerund* can be a subject (Eating is fun.); a direct object (I like eating.); a predicate nominative (A fun time is eating.); an appositive (A fun time, eating, takes much time.); an indirect object (I give eating too much time.); or an object of a preposition (I give much time to eating.)

Gerunds can have with them direct objects, predicate nominatives, predicate adjectives, or modifiers to form what is called a *gerund phrase*. Example: Eating solid foods is hard for babies. *Eating* is the gerund used as the subject of the verb *is*. It has its own direct object *foods* with the adjective *solid*, which together make up the gerund phrase *eating solid foods* serving as the subject of the sentence.

Gerunds can be compound. (Jeff likes *hiking* and *camping*.)

Instructions: Find the *gerunds* and *gerund phrases* in the following sentences and tell how they are used (subject, direct object, predicate nominative, appositive, indirect object, or object of the preposition).

1. Turning off the freeway was our mistake.
2. The secretary's duties are taking minutes and typing letters.
3. You can start this machine by simply pushing this button.
4. His assignment, testing jet planes, is really exciting.
5. In some countries tourists can be arrested for taking pictures.

Answers:

1. turning off the freeway = subject
2. taking minutes/typing letters = predicate nominatives
3. simply pushing this button = object of the preposition
4. testing jet planes = appositive
5. taking pictures = object of the preposition

Quiz for Lessons 211 - 215

Instructions: Find the *gerunds* and *gerund phrases* in the following sentences and tell how they are used (subject, direct object, predicate nominative, appositive, indirect object, or object of the preposition).

1. Cooking gourmet meals can be very expensive.
2. NASA likes shooting at the moon.
3. You need a rereading of the script.
4. Our only hope is taking them by surprise.
5. That man was known for sparing the rod.
6. You cannot do that, parking near a fire hydrant.
7. Our task, driving on that road, was very difficult.
8. Try doing it this way.
9. Just thinking of traveling in space excites many people.
10. I find relaxation in my gardening.

Answers for Quiz (Lessons 211-215):

1. cooking gourmet meals = subject
2. shooting at the moon = direct object
3. a rereading of the script = direct object
4. taking them by surprise = predicate nominative
5. sparing the rod = object of the preposition
6. parking near a fire hydrant = appositive
7. driving on that road = appositive
8. doing it this way = direct object
9. just thinking of traveling in space = subject/traveling in space = object of the preposition
10. my gardening = object of the preposition

Lesson 216

An *infinitive* is *to* plus a *verb form*. It can be used as a noun.
Examples: to be, to see, to be seen, to be eaten.

The *noun infinitive* can be a subject (To eat is fun.); a direct object (I like to eat.); a predicate nominative (A fun thing is to eat.); an appositive (My hope, to travel, never happened.); an object of a preposition (I want nothing but to save.)

Noun infinitives can have with them direct objects, predicate nominatives, predicate adjectives, or modifiers to form what is called an *infinitive phrase*. Example: To eat solid foods is hard for babies. "To eat" is the noun infinitive used as the subject of the verb *is*, and it has its own direct object "foods" with the adjective "solid," which together make up the infinitive phrase "to eat solid foods" serving as the subject of the sentence.

Instructions: Find the noun infinitives in the following sentences and tell how they are used.

1. To skate was his only desire.
2. I hope to enjoy retirement.
3. The team's desire is to win.
4. Most people want to marry.
5. Their terrible goal, to kill, failed.

Answers:

1. to skate = subject
2. to enjoy = direct object
3. to win = predicate nominative
4. to marry = direct object
5. to kill = appositive

Lesson 217

An *infinitive* is *to* plus a *verb form*. It can be used as a noun.
Examples: to be, to see, to be seen, to be eaten.

The *noun infinitive* can be a subject (To eat is fun.); a direct object (I like to eat.); a predicate nominative (A fun thing is to eat.); an appositive (My hope, to travel, never happened.); an object of a preposition (I want nothing but to save.)

Noun infinitives can have with them direct objects, predicate nominatives, predicate adjectives, or modifiers to form what is called an *infinitive phrase*. Example: To eat solid foods is hard for babies. "To eat" is the noun infinitive used as the subject of the verb *is*, and it has its own direct object "foods" with the adjective "solid," which together make up the infinitive phrase "to eat solid foods" serving as the subject of the sentence.

Instructions: Find the noun infinitive phrases in the following sentences and tell how they are used.

1. We need to take them by surprise.
2. To restore old cars is expensive.
3. My wish, to visit the Grand Canyon, has happened.
4. The girl wanted nothing except to succeed in the class.
5. The Jazz's hope is to win the championship.

Answers:

1. to take them by surprise = direct object
2. to restore old cars = subject
3. to visit the Grand Canyon = appositive
4. to succeed in the class = object of the preposition
5. to win the championship = predicate nominative

Lesson 218

An *infinitive* is *to* plus a *verb form*. It can be used as a noun.
Examples: to be, to see, to be seen, to be eaten.

The *noun infinitive* can be a subject (To eat is fun.); a direct object (I like to eat.); a predicate nominative (A fun thing is to eat.); an appositive (My hope, to travel, never happened.); an object of a preposition (I want nothing but to save.)

Noun infinitives can have with them direct objects, predicate nominatives, predicate adjectives, or modifiers to form what is called an *infinitive phrase*. Example: To eat solid foods is hard for babies. "To eat" is the noun infinitive used as the subject of the verb *is*, and it has its own direct object "foods" with the adjective "solid," which together make up the infinitive phrase "to eat solid foods" serving as the subject of the sentence.

Noun infinitives may be compound. Example: I want to eat and to sleep.

Instructions: Find the compound noun infinitive phrases in the following sentences and tell how they are used.

1. Their war aims, to kill the people and to destroy the nation, were not accomplished.
2. They wanted to score and to win the game.
3. The woman's hobby was to camp and to hike.
4. I only desired one thing, to forgive you and to forget our differences.
5. To see and to hear are highly developed senses in many animals.

Lesson 218 Answers:

1. to kill the people/ to destroy the nation = appositives
2. to score/ to win the game = direct objects
3. to camp/to hike = predicate nominatives
4. to forgive you/to forget our differences = appositives
5. to see/to hear = subjects

Lesson 219

An *infinitive* is *to* plus a *verb form*. It can be used as a noun.

Examples: to be, to see, to be seen, to be eaten.

The *noun infinitive* can be a subject (To eat is fun.); a direct object (I like to eat.); a predicate nominative (A fun thing is to eat.); an appositive (My hope, to travel, never happened.); an object of a preposition (I want nothing but to save.)

Noun infinitives can have with them direct objects, predicate nominatives, predicate adjectives, or modifiers to form what is called an *infinitive phrase*. Example: To eat solid foods is hard for babies. "To eat" is the noun infinitive used as the subject of the verb *is*, and it has its own direct object "foods" with the adjective "solid," which together make up the infinitive phrase "to eat solid foods" serving as the subject of the sentence.

Noun infinitives may be compound. Example: I want to eat and to sleep. Sometimes the second *to* is left off. (I want to eat and sleep.)

Instructions: Find the compound noun infinitive phrases in the following sentences and tell how they are used.

1. Your job will be to count the people and pass out the tickets.
2. To talk and visit in class can get you into trouble.
3. To eat, drink and make merry is not a good life style.
4. Small children like to play in sand piles and eat goodies.
5. Her wish, to travel and see the world, never happened.

Answers:

1. to count the people/(to) pass out the tickets = predicate nominatives
2. to talk/(to) visit in class = subjects
3. to eat/(to) drink/(to) make merry = subjects
4. to play in sand piles/(to) eat goodies = direct objects
5. to travel/(to) see the world = appositives

Lesson 220

An *infinitive* is *to* plus a *verb form*. It can be used as a noun.

Examples: to be, to see, to be seen, to be eaten.

The *noun infinitive* can be a subject (To eat is fun.); a direct object (I like to eat.); a predicate nominative (A fun thing is to eat.); an appositive (My hope, to travel, never happened.); an object of a preposition (I want nothing but to save.)

Noun infinitives can have with them direct objects, predicate nominatives, predicate adjectives, or modifiers to form what is called an *infinitive phrase*. Example: To eat solid foods is hard for babies. "To eat" is the noun infinitive used as the subject of the verb *is*, and it has its own direct object "foods" with the adjective "solid," which together make up the infinitive phrase "to eat solid foods" serving as the subject of the sentence.

Noun infinitives may be compound. Example: I want to eat and to sleep. Sometimes the second *to* is left off. (I want to eat and sleep.)

Instructions: Find the noun infinitive phrases in the following sentences and tell how they are used.

1. Everyone wants to enjoy life.
2. She likes to be admired.
3. Two bad habits are to smoke cigarettes and to drink alcohol.
4. To stop the car suddenly can be dangerous.
5. To cheat is a sign of weakness.

Answers:

1. to enjoy life = direct object
2. to be admired = direct object
3. to smoke cigarettes/to drink alcohol = predicate nominatives
4. to stop the car suddenly = subject
5. to cheat = subject

Quiz for Lessons 216 - 220

Instructions: Find the noun infinitive phrases in the following sentences and tell how they are used.

1. To sit in judgment is a difficult task.
2. To waste time in class is foolishness.
3. To party and to sleep in were his only faults.
4. My grandfather wanted only to build a home and raise a family.
5. Barbara hopes to be home soon.
6. His joys were to play soccer and to visit friends.
7. To save money for a rainy day is a good idea.
8. The man's goal was to go to college and to study law.
9. Everyone wants to be rewarded for one's efforts.
10. Our desire is nothing but to live happily.

Answers for Quiz (Lessons 216-220):

1. to sit in judgment = subject
2. to waste time in class = subject
3. to party/to sleep in = subjects
4. to build a home/(to) raise a family = direct objects
5. to be home soon = direct object
6. to play soccer/to visit friends = predicate nominatives
7. to save money for a rainy day = subject
8. to go to college/to study law = predicate nominatives
9. to be rewarded for one's efforts = direct object
10. to live happily = object of the preposition

Lesson 221

A *participle* is used as an adjective and ends in various ways. A present participle always ends with *ing* as does the gerund, but remember that it is an adjective. A past participle ends with *ed*, *n*, or *irregularly*. Examples include: played, broken, brought, sung, seeing, having seen, being seen, seen, having been seen. Participles modify nouns and pronouns and can precede or follow the word modified. (Do not confuse participles that end in *ing* with gerunds. Participles are used as adjectives; gerunds are used as nouns.)

Instructions: Find the participles in these sentences and tell what word they modify.

1. The bike had a broken spoke.
2. Her smiling face made everyone happy.
3. The frightened child was crying loudly.
4. The people were frightened by the growling dog.
5. The squeaking wheel needs some grease.

Answers:

1. *broken* modifying *spoke*
2. *smiling* modifying *face*
3. *frightened* modifying *child*
4. *growling* modifying *dog*
5. *squeaking* modifying *wheel*

Lesson 222

A *participle* is used as an adjective and ends in various ways. A present participle always ends with *ing* as does the gerund, but remember that it is an adjective. A past participle ends with *ed*, *n*, or *irregularly*. Examples include: played, broken, brought, sung, seeing, having seen, being seen, seen, having been seen. Participles modify nouns and pronouns and can precede or follow the word modified. (Do not confuse participles that end in *ing* with gerunds. Participles are used as adjectives; gerunds are used as nouns.)

A *participial phrase* is made up of a participle and any complements (direct objects, predicate nominatives, predicate adjectives, or modifiers) like the gerund. A *participial phrase* that comes at the beginning of the sentence is always followed by a comma and modifies the subject of the sentence.

Instructions: Find the participial phrases in these sentences and tell what word they modify.

1. Taking my time, I hit the basket.
2. Shouting angrily, the man chased the thief.
3. Exhausted from the hike, Jim dropped to the ground.
4. Grinning sheepishly, the boy asked for a date.
5. Trying to open the gate, I tore my coat.

Answers:

1. *Taking my time* modifies the subject *I*
2. *Shouting angrily* modifies the subject *man*
3. *Exhausted from the hike* modifies the subject *Jim*
4. *Grinning sheepishly* modifies the subject *boy*
5. *Trying to open the gate* modifies the subject *I*

Lesson 223

A *participle* is used as an adjective and ends in various ways. A present participle always ends with *ing* as does the gerund, but remember that it is an adjective. A past participle ends with *ed*, *n*, or *irregularly*. Examples include: played, broken, brought, sung, seeing, having seen, being seen, seen, having been seen. Participles modify nouns and pronouns and can precede or follow the word modified. (Do not confuse participles that end in *ing* with gerunds. Participles are used as adjectives; gerunds are used as nouns.)

A *participial phrase* is made up of a participle and any complements (direct objects, predicate nominatives, predicate adjectives, or modifiers) like the gerund. A *participial phrase* that comes at the beginning of the sentence is always followed by a comma and modifies the subject of the sentence.

Instructions: Find the participial phrases in these sentences and tell what word they modify.

1. The man running slowly still finished the race.
2. The boy having been scolded finally did his work.
3. The teacher, having retired, could now travel widely.
4. The soldier, having saluted his superior, continued on his way.
5. The truck swerving and sliding hit the brick wall.

Answers:

1. *running slowly* modifies *man*
2. *having been scolded* modifies *boy*
3. *having retired* modifies *teacher*
4. *having saluted his superior* modifies *soldier*
5. *swerving and sliding* modifies *truck*

Lesson 224

An *infinitive* is *to* plus a *verb form*. It can be used as an adjective. Examples: to be, to see, to be seen, to be eaten.

A *infinitive phrase* is made up of an *infinitive* and any complements (direct objects, predicate nominatives, predicate adjectives, or modifiers) like the gerund. An *infinitive phrase* that comes at the beginning of the sentence is always followed by a comma and modifies the subject of the sentence.

Instructions: Find the infinitive phrases in these sentences and tell what word they modify.

1. Your idea to spend the day together sounds great.
2. Joe is the man to see about the job.
3. We have no reason to doubt your sincerity.
4. This must be the best route to take.
5. Your attitude is the best attitude to have.

Answers:

1. *to spend the day together* modifies *idea*
2. *to see about the job* modifies *man*
3. *to doubt your sincerity* modifies *reason*
4. *to take* modifies *route*
5. *to have* modifies *attitude*

Lesson 225

A *participle* is used as an adjective and ends in various ways. A present participle always ends with *ing* as does the gerund, but remember that it is an adjective. A past participle ends with *ed*, *n*, or *irregularly*. Examples include: played, broken, brought, sung, seeing, having seen, being seen, seen, having been seen. Participles modify nouns and pronouns and can precede or follow the word modified. (Do not confuse participles that end in *ing* with gerunds. Participles are used as adjectives; gerunds are used as nouns.)

A *participial phrase* is made up of a participle and any complements (direct objects, predicate nominatives, predicate adjectives, or modifiers) like the gerund. A *participial phrase* that comes at the beginning of the sentence is always followed by a comma and modifies the subject of the sentence.

An *infinitive* is *to* plus a *verb form*. It can be used as an adjective. Examples: to be, to see, to be seen, to be eaten.

A *infinitive phrase* is made up of an *infinitive* and any complements (direct objects, predicate nominatives, predicate adjectives, or modifiers) like the gerund. An *infinitive phrase* that comes at the beginning of the sentence is always followed by a comma and modifies the subject of the sentence.

Instructions: Find the participles and the participial and infinitive phrases in these sentences and tell what word they modify.

1. The money lying on the dresser is yours.
2. The crying child awakened everyone.
3. The heavy package to be sent was quickly loaded.
4. Hearing the noise, the girl was suddenly afraid.
5. There are several things to be considered first.

Lesson 225 Answers:

1. *lying on the dresser* modifies *money*
2. *crying* modifies *child*
3. *to be sent* modifies *package*
4. *Hearing the noise* modifies *girl*
5. *to be considered first* modifies *things*

Quiz for Lessons 221 - 225

Instructions: Find the infinitives, participles, and the participial and infinitive phrases in these sentences and tell what word they modify.

1. My attempts to comfort the lost boy were useless.
2. Having been left behind, the puppy gave a whining howl.
3. The exhausted men were given the signal to start the march.
4. The admired musician wants a person to study with him.
5. The screaming fans cheered their fighting team.
6. The droning lecture caused the students' heads to nod.
7. Having finished our work, we now had time to play.

Answers for Quiz (Lessons 221-225):

1. *to comfort the lost boy* modifies *attempts*; *lost* modifies *boy*
2. *Having been left behind* modifies *puppy*; *whining* modifies *howl*
3. *exhausted* modifies *men*; *to start the march* modifies *signal*
4. *admired* modifies *musician*; *to study with him* modifies *person*
5. *screaming* modifies *fans*; *fighting* modifies *team*
6. *droning* modifies *lecture*; *to nod* modifies *heads*
7. *Having finished our work* modifies *we*; *to play* modifies *time*

Lesson 226

A *participle* is used as an adjective and ends various ways. A present participle always ends with *ing* as does the gerund, but remember that it is an adjective. A past participle ends with *ed*, *n*, or *irregularly*. Examples include: played, broken, brought, sung, seeing, having seen, being seen, seen, having been seen. Participles modify nouns and pronouns and can precede or follow the word modified. (Do not confuse participles that end in *ing* with gerunds. Participles are used as adjectives; gerunds are used as nouns.)

A *participial phrase* is made up of a participle and any complements (direct objects, predicate nominatives, predicate adjectives, or modifiers) like the gerund. A *participial phrase* that comes at the beginning of the sentence is always followed by a comma and modifies the subject of the sentence.

Participial phrases are useful in combining pairs of sentences.

Instructions: Combine the following sentences using a participial phrase following the word it modifies.

1. The woman fed the pigeons. The woman was sitting on the park bench.
2. Jeanne finished the painting last month. The painting was hanging on the wall.
3. I really liked the blue sports car. The car was sitting in the showroom.
4. That man makes jewelry. He is getting into his car.
5. I carefully wrapped the package to be sure it was done correctly. The package was lying on the desk.

Lesson 226 Answers:

1. The woman sitting on the park bench fed the pigeons.
2. Last month Jeanne finished the painting hanging on the wall.
3. I really liked the blue sports car sitting in the showroom.
4. That man getting into his car makes jewelry.
5. I carefully wrapped the package lying on the desk to be sure it was done correctly.

Lesson 227

A *participle* is used as an adjective and ends various ways. A present participle always ends with *ing* as does the gerund, but remember that it is an adjective. A past participle ends with *ed*, *n*, or *irregularly*. Examples include: played, broken, brought, sung, seeing, having seen, being seen, seen, having been seen. Participles modify nouns and pronouns and can precede or follow the word modified. (Do not confuse participles that end in *ing* with gerunds. Participles are used as adjectives; gerunds are used as nouns.)

A *participial phrase* is made up of a participle and any complements (direct objects, predicate nominatives, predicate adjectives, or modifiers) like the gerund. A *participial phrase* that comes at the beginning of the sentence is always followed by a comma and modifies the subject of the sentence.

Participial phrases are useful in combining pairs of sentences.

Instructions: Combine the following sentences using a participial phrase at the beginning of the sentence.

1. The thief pried strenuously at the window. He was grasping the crowbar with both hands.
2. The doctor examined the new patient. The doctor was hoping to find the problem.
3. The comedian took a final bow. The comedian was waving at the audience.
4. Ann sang quietly to herself. She was taking a shower.
5. The horse pranced and whirled in circles. He was approaching the starting gate.

Answers:

1. Grasping the crowbar with both hands, the thief pried strenuously at the window.
2. Hoping to find the problem, the doctor examined the new patient.
3. Waving at the audience, the comedian took a final bow.
4. Taking a shower, Ann sang quietly to herself.
5. Approaching the starting gate, the horse pranced and whirled in circles.

Lesson 228

A *participle* is used as an adjective and ends various ways. A present participle always ends with *ing* as does the gerund, but remember that it is an adjective. A past participle ends with *ed*, *n*, or *irregularly*. Examples include: played, broken, brought, sung, seeing, having seen, being seen, seen, having been seen. Participles modify nouns and pronouns and can precede or follow the word modified. (Do not confuse participles that end in *ing* with gerunds. Participles are used as adjectives; gerunds are used as nouns.)

A *participial phrase* is made up of a participle and any complements (direct objects, predicate nominatives, predicate adjectives, or modifiers) like the gerund. A *participial phrase* that comes at the beginning of the sentence is always followed by a comma and modifies the subject of the sentence.

Participial phrases are useful in combining pairs of sentences.

Instructions: Combine the following sentences using a participial phrase at the beginning of the sentence.

1. The flag flapped against the pole. The flag was twisted by the wind.
2. The cat clawed wildly in self-defense. The cat was cornered by two dogs.
3. The food was completely destroyed. It had been covered by the flood for two weeks.
4. Dr. Doolittle commanded the bee to stop the noise. He was annoyed by the humming.
5. We had planned a party for our boss. We were pleased with our bonuses.

Answers:

1. Twisted by the wind, the flag flapped against the pole.
2. Cornered by two dogs, the cat clawed wildly in self-defense.
3. Having been covered by the flood for two weeks, the food was completely destroyed.
4. Annoyed by the humming, Dr. Doolittle commanded the bee to stop the noise.
5. Pleased with our bonuses, we had planned a party for our boss.

Lesson 229

A *participle* is used as an adjective and ends various ways. A present participle always ends with *ing* as does the gerund, but remember that it is an adjective. A past participle ends with *ed*, *n*, or *irregularly*. Examples include: played, broken, brought, sung, seeing, having seen, being seen, seen, having been seen. Participles modify nouns and pronouns and can precede or follow the word modified. (Do not confuse participles that end in *ing* with gerunds. Participles are used as adjectives; gerunds are used as nouns.)

A *participial phrase* is made up of a participle and any complements (direct objects, predicate nominatives, predicate adjectives, or modifiers) like the gerund. A *participial phrase* that comes at the beginning of the sentence is always followed by a comma and modifies the subject of the sentence.

Participial phrases are sometimes misplaced in a sentence causing confusion.

Instructions: Rewrite the following sentences placing the participial phrases where they should be.

1. Carl served me a malt dressed in his new uniform.
2. We found our cat walking home from school.
3. I was stung by a bee pruning my trees.
4. They found an antique store looking for a place to eat.
5. The package was delivered by the mailman wrapped with red paper.

Answers:

1. Dressed in his new uniform, Carl served me a malt.
 2. Walking home from school, we found our cat.
 3. Pruning my trees, I was stung by a bee.
 4. Looking for a place to eat, they found an antique store.
 5. The package, wrapped with red paper, was delivered by the mailman.
- (There are several ways to combine the sentences.)

Lesson 230

A *participle* is used as an adjective and ends various ways. A present participle always ends with *ing* as does the gerund, but remember that it is an adjective. A past participle ends with *ed*, *n*, or *irregularly*. Examples include: played, broken, brought, sung, seeing, having seen, being seen, seen, having been seen. Participles modify nouns and pronouns and can precede or follow the word modified. (Do not confuse participles that end in *ing* with gerunds. Participles are used as adjectives; gerunds are used as nouns.)

A *participial phrase* is made up of a participle and any complements (direct objects, predicate nominatives, predicate adjectives, or modifiers) like the gerund. A *participial phrase* that comes at the beginning of the sentence is always followed by a comma and modifies the subject of the sentence.

Participial phrases sometimes appear to modify a word that they cannot logically modify. The word it should modify does not appear in the sentence.

Instructions: Rewrite the following sentences by rearranging the words or by adding a word or words to make them clear and logical.

1. Looking over the outlook, the canyon seemed magnificent.
2. Typing my research paper, the keys jammed.
3. Playing the piano, my dog started to howl.
4. Eating lunch, the doorbell rang.
5. Having walked several miles, my new shoes hurt.

Answers:

1. Looking over the outlook, I saw a magnificent canyon.
2. Typing my research paper, I jammed the keys.
3. Playing the piano, I caused my dog to start to howl.
4. Eating lunch, she heard the doorbell ring.
5. Having walked several miles, I had sore feet from my new shoes.
(You must add a word to be the subject.)

Quiz for Lessons 226 - 230

Instructions: Combine these sentences using a participial phrase.

1. I strolled down the lane. I was enjoying the fragrant air.
2. My dog wanted his meal. He was begging at my feet.
3. The contestant crossed her fingers for luck. She hoped it was the right answer.
4. The paramedic leaned over the victim. He was checking for vital signs.
5. The man shouted for help. He was hanging on the side of the boat.

Instructions: Rewrite these sentences so the participial phrase is used correctly.

6. Drinking in gulps, the pitcher was emptied.
7. Convinced of my honesty, I was allowed to leave.
8. Watching the sunset, the evening was beautiful.
9. Hanging in the closet, I found my new suit.
10. We saw several caves walking through the mountains.

Answers for Quiz (Lessons 226-230):

1. Enjoying the fragrant air, I strolled down the lane.
2. Begging at my feet, my dog wanted his meal.
3. Hoping it was the right answer, the contestant crossed her fingers for luck.
4. Checking for vital signs, the paramedic leaned over the victim.
5. Hanging on the side of the boat, the man shouted for help.
6. Drinking in gulps, I emptied the pitcher.
7. Convinced of my honesty, the police allowed me to leave.
8. Watching the sunset, I found the evening beautiful.
9. I found my new suit hanging in the closet.
10. Walking through the mountains, we saw several caves.

Lesson 231

An *infinitive* is *to* plus a *verb form*. It can be used as an adverb.
Examples: to be, to see, to be seen, to be eaten.

Adverb infinitives are used to modify verbs. They usually tell *why*.

An *infinitive phrase* is made up of an infinitive and any complements (direct objects, predicate nominatives, predicate adjectives, or modifiers.) An *infinitive phrase* that comes at the beginning of the sentence is always followed by a comma and modifies the subject of the sentence.

Instructions: Find the infinitives in these sentences and tell what word they modify.

1. The man came to confess.
2. We should study to learn.
3. The girls were waiting to be asked.
4. Our neighbor called to apologize.
5. I went to the hospital to rest.

Answers:

1. to confess modifies the verb *came*
2. to learn modifies the verb *should study*
3. to be asked modifies the verb *were waiting*
4. to apologize modifies the verb *called*
5. to rest modifies the verb *went*

Lesson 232

An *infinitive* is *to* plus a *verb form*. It can be used as an adverb.
Examples: to be, to see, to be seen, to be eaten.

Adverb infinitives are used to modify verbs. They usually tell *why*.

An *infinitive phrase* is made up of an infinitive and any complements (direct objects, predicate nominatives, predicate adjectives, or modifiers.) An *infinitive phrase* that comes at the beginning of the sentence is always followed by a comma and modifies the subject of the sentence.

Instructions: Find the infinitive phrases in these sentences and tell what word they modify.

1. She came to explain the answer.
2. The kids went to see the circus.
3. On the rough road I drove carefully to prevent any damage.
4. I returned a different way to avoid further damage.
5. We stopped at a cafe to eat lunch.

Answers:

1. to explain the answer modifies the verb *came*
2. to see the circus modifies the verb *went*
3. to prevent any damage modifies the verb *drove*
4. to avoid further damage modifies the verb *returned*
5. to eat lunch modifies the verb *stopped*

Lesson 233

An *infinitive* is *to* plus a *verb form*. It can be used as an adverb.
Examples: to be, to see, to be seen, to be eaten.

Adverb infinitives are used to modify predicate adjectives.

An *infinitive phrase* is made up of an infinitive and any complements (direct objects, predicate nominatives, predicate adjectives, or modifiers.) An *infinitive phrase* that comes at the beginning of the sentence is always followed by a comma and modifies the subject of the sentence.

Instructions: Find the infinitives or infinitive phrases in these sentences and tell what word they modify.

1. The van is ready to go.
2. You are sure to meet him again.
3. My horse is hard to catch.
4. I am happy to be of service.
5. Joan is likely to change her mind.

Answers:

1. to go modifies the predicate adjective *ready*
2. to meet him again modifies the predicate adjective *sure*
3. to catch modifies the predicate adjective *hard*
4. to be of service modifies the predicate adjective *happy*
5. to change her mind modifies the predicate adjective *likely*

Lesson 234

An *infinitive* is *to* plus a *verb form*. It can be used as an adverb.
Examples: to be, to see, to be seen, to be eaten.

Adverb infinitives are used to modify verbs. They usually tell *why*.
Adverb infinitives are used to modify predicate adjectives. They may also be compound.

An *infinitive phrase* is made up of an infinitive and any complements (direct objects, predicate nominatives, predicate adjectives, or modifiers.) An *infinitive phrase* that comes at the beginning of the sentence is always followed by a comma and modifies the subject of the sentence.

Instructions: Find the infinitive phrases in these sentences and tell what word they modify.

1. The actors performed there to entertain and to be seen.
2. The amount of danger was impossible to imagine or to describe.
3. I have come to ask a favor and to seek your help.
4. Are you unable to see or to read the sign?
5. The bucking horse jumped high to throw me and to break my neck.

Answers:

1. to entertain/to be seen modify the verb *performed*
2. to imagine/to describe modify the predicate adjective *impossible*
3. to ask a favor/to seek your help modify the verb *have come*
4. to see/to read the sign modify the predicate adjective *unable*
5. to throw me/to break my neck modify the verb *jumped*

Lesson 235

An *infinitive* is *to* plus a *verb form*. It can be used as an adverb.
Examples: to be, to see, to be seen, to be eaten.

Adverb infinitives are used to modify verbs. They usually tell *why*.
Adverb infinitives are used to modify predicate adjectives. They may also be compound.

An *infinitive phrase* is made up of an infinitive and any complements (direct objects, predicate nominatives, predicate adjectives, or modifiers.) An *infinitive phrase* that comes at the beginning of the sentence is always followed by a comma and modifies the subject of the sentence.

Instructions: Find the infinitives or infinitive phrases in these sentences and tell what word they modify.

1. The inspector came to check the dam for leaks.
2. Fred finally went to work.
3. Paul arrived in New York to study physics and to learn more.
4. Are you old enough to drive?
5. The new soldiers were ready to listen and obey.

Answers:

1. to check the dam for leaks modifies the verb *came*
2. to work modifies the verb *went*
3. to study physics/to learn more modify the verb *arrived*
4. to drive modifies the predicate adjective *old*
5. to listen/(to) obey modify the predicate adjective *ready*

Quiz for Lessons 231 - 235

Instructions: Find the infinitives or infinitive phrases in these sentences and tell what word they modify.

1. The salesman is likely to go and to return in one day.
2. The crowd had come to demonstrate against his cruelty.
3. I would be happy to help you.
4. Frightened by the bear, I was unable to move or run.
5. No one came to see the old man.
6. The commentator stopped to clarify his statement.
7. In this storm it is hard to see.
8. The deer returned to eat more from our yard.
9. We stopped to view the beautiful sunset.
10. I was able to grab the rope and climb to safety.

Answers for Quiz (Lessons 231-235):

1. to go/to return in one day modify the predicate adjective *likely*
2. to demonstrate against his cruelty modifies the verb *had come*
3. to help you modifies the predicate adjective *happy*
4. to move/(to) run modify the predicate adjective *unable*
5. to see the old man modifies the verb *came*
6. to clarify his statement modifies the verb *stopped*
7. to see modifies the predicate adjective *hard*
8. to eat more from our yard modifies the verb *returned*
9. to view the beautiful sunset modifies the verb *stopped*
10. to grab the rope/(to) climb to safety modify the predicate adjective *able*

Lesson 236

A *verbal* is a verb form used as some other part of speech. There are three kinds of verbals: *gerunds*, *participles* and *infinitives*.

A *gerund* always ends in *ing* and is used as a noun. *Eating* is fun.

A *participle* is used as an adjective and ends in various ways. A present participle always ends with *ing* as does the gerund, but remember that it is an adjective. A past participle ends with *ed*, *n*, or *irregularly*. Examples include: played, broken, brought, sung, seeing, having seen, being seen, seen, having been seen.

An *infinitive* is *to* plus a *verb form*. It can be a noun, an adjective, or an adverb. Examples: to be, to see, to be seen, to be eaten.

Instructions: Find the gerunds, gerund phrases, participles, participial phrases, infinitives, or infinitive phrases in these sentences, tell what kind of verbal they are, and how they are used.

1. To see better, I got new glasses.
2. Sometimes I just need to do more.
3. Having changed his mind, he turned to go.
4. The team winning the match will be given new shirts.
5. You can go home only by crossing the street.

Lesson 236 Answers:

1. to see better is an adverb infinitive phrase modifying the verb *got*
2. to do more is a noun infinitive phrase used as the direct object
3. having changed his mind is a participial phrase modifying the subject *he/to go* is an adverb infinitive modifying the verb *turned*
4. winning the match is a participial phrase modifying the subject *team*
5. crossing the street is a gerund phrase used as the object of the preposition

Lesson 237

A *verbal* is a verb form used as some other part of speech. There are three kinds of verbals: *gerunds*, *participles* and *infinitives*.

A *gerund* always ends in *ing* and is used as a noun. *Eating* is fun.

A *participle* is used as an adjective and ends in various ways. A present participle always ends with *ing* as does the gerund, but remember that it is an adjective. A past participle ends with *ed*, *n*, or *irregularly*. Examples include: played, broken, brought, sung, seeing, having seen, being seen, seen, having been seen.

An *infinitive* is *to* plus a verb form. It can be a noun, an adjective, or an adverb. Examples: to be, to see, to be seen, to be eaten.

Instructions: Find the gerunds, gerund phrases, participles, participial phrases, infinitives, or infinitive phrases in these sentences, tell what kind of verbal they are, and how they are used.

1. Signs hung too high can't be read.
2. You know my weakness, eating late at night.
3. Your weeping and wailing will not change a thing.
4. To decorate for the dance will cost too much.
5. Do you have a book to read?

Answers:

1. hung too high is a participial phrase modifying the subject *signs*
2. eating late at night is a gerund phrase used as an appositive
3. your weeping/wailing are gerunds used as subjects
4. to decorate for the dance is a noun infinitive phrase used as the subject
5. to read is an adverb infinitive modifying the verb *do have*

Lesson 238

A *verbal* is a verb form used as some other part of speech. There are three kinds of verbals: *gerunds*, *participles* and *infinitives*.

A *gerund* always ends in *ing* and is used as a noun. *Eating* is fun.

A *participle* is used as an adjective and ends in various ways. A present participle always ends with *ing* as does the gerund, but remember that it is an adjective. A past participle ends with *ed*, *n*, or *irregularly*. Examples include: played, broken, brought, sung, seeing, having seen, being seen, seen, having been seen.

An *infinitive* is *to* plus a *verb form*. It can be a noun, an adjective, or an adverb. Examples: to be, to see, to be seen, to be eaten.

Instructions: Find the gerunds, gerund phrases, participles, participial phrases, infinitives, or infinitive phrases in these sentences, tell what kind of verbal they are, and how they are used.

1. Blaming others is not being honest with oneself.
2. We do not plan to change the rules.
3. Forgetting his promise, Jeff returned home late.
4. My dog is too old to learn new tricks.
5. One way to improve is regular practice.

Answers:

1. blaming others is a gerund phrase used as the subject
2. to change the rules is a noun infinitive phrase used as the direct object
3. forgetting his promise is a participial phrase modifying the subject *Jeff*
4. to learn new tricks is an adverb infinitive phrase modifying the predicate adjective *old*
5. to improve is an adjective infinitive modifying the subject *way*

Lesson 239

A *verbal* is a verb form used as some other part of speech. There are three kinds of verbals: *gerunds*, *participles* and *infinitives*.

A *gerund* always ends in *ing* and is used as a noun. *Eating* is fun.

A *participle* is used as an adjective and ends in various ways. A present participle always ends with *ing* as does the gerund, but remember that it is an adjective. A past participle ends with *ed*, *n*, or *irregularly*. Examples include: played, broken, brought, sung, seeing, having seen, being seen, seen, having been seen.

An *infinitive* is *to* plus a *verb form*. It can be a noun, an adjective, or an adverb. Examples: to be, to see, to be seen, to be eaten.

Instructions: Find the gerunds, gerund phrases, participles, participial phrases, infinitives, or infinitive phrases in these sentences, tell what kind of verbal they are, and how they are used.

1. The glancing blow did little damage.
2. Go to the dictionary to look for the answer.
3. This computer game is easy to play and to understand.
4. Have you tried writing it down daily?
5. His chief interests are skiing and racing.

Answers:

1. glancing is a participle modifying the subject *blow*
2. to look for the answer is an adverb infinitive phrase modifying the verb *go*
3. to play/to understand are adverb infinitives modifying the predicate adjective *easy*
4. writing it down daily is a gerund phrase used as the direct object
5. skiing/racing are gerunds used as predicate nominatives

Lesson 240

A *verbal* is a verb form used as some other part of speech. There are three kinds of verbals: *gerunds*, *participles* and *infinitives*.

A *gerund* always ends in *ing* and is used as a noun. *Eating* is fun.

A *participle* is used as an adjective and ends in various ways. A present participle always ends with *ing* as does the gerund, but remember that it is an adjective. A past participle ends with *ed*, *n*, or *irregularly*. Examples include: played, broken, brought, sung, seeing, having seen, being seen, seen, having been seen.

An *infinitive* is *to* plus a *verb form*. It can be a noun, an adjective, or an adverb. Examples: to be, to see, to be seen, to be eaten.

Instructions: Find the gerunds, gerund phrases, participles, participial phrases, infinitives, or infinitive phrases in these sentences, tell what kind of verbal they are, and how they are used.

1. You are difficult to understand.
2. Jack hopes to join the Army next month.
3. The Senate favors increasing taxes.
4. The broken lamp lay on the floor.
5. I saw him trying to open the trunk.

Answers:

1. to understand is an adverb infinitive modifying the predicate adjective difficult
2. to join the Army next month is a noun infinitive phrase used as the direct object
3. increasing taxes is a gerund phrase used as the direct object
4. broken is a participle modifying the subject *lamp*
5. trying to open the trunk is a participial phrase modifying the direct object him/to open the trunk is a noun infinitive phrase used as the direct object to the verbal trying

Quiz for Lessons 236 - 240

Instructions: Find the gerunds, gerund phrases, participles, participial phrases, infinitives, or infinitive phrases in these sentences, tell what kind of verbal they are, and how they are used.

1. Are you too busy to help us?
2. The crying child rushed to his mother.
3. He jumped from the cliff without looking down.
4. Walking is good for everyone.
5. Jim loves to play basketball.
6. Correction by others is hard to take.
7. Fearing their enemies, many small animals are nocturnal.
8. *Law and Order* is the program to watch tonight.
9. I don't know whether to go or to stay.
10. Our next job, to finish the painting, should be easy.

Answers for Quiz (Lessons 236-240):

1. to help us is an adverb infinitive modifying the predicate adjective *busy*
2. crying is a participle modifying the subject child.
3. looking down is a gerund phrase used as the object of the preposition *without*
4. walking is a gerund used as the subject
5. to play basketball is a noun infinitive phrase used as the direct object
6. to take is an adverb infinitive modifying the predicate adjective *hard*
7. fearing their enemies is a participial phrase modifying the subject *animals*
8. to watch tonight is an adjective infinitive phrase modifying the predicate nominative *program*
9. to go/to stay are noun infinitives used as direct objects
10. to finish the painting is a noun infinitive used as an appositive/
painting is a gerund used as the direct object to the verbal *to finish*

Lesson 241

Instructions: Using all the knowledge learned in the previous lessons, find the **verbs (v)**, **subjects (subj)**, **predicate nominatives (pn)**, **direct objects (do)**, **appositives (app)**, **nouns of address (na)**, **adjectives (adj)**, **predicate adjectives (pa)**, **adverbs (adv)**, **prepositions (prep)**, **objects of the preposition (op)**, **prepositional phrases (p ph)**, **indirect objects (io)**, and **objective complements (oc)** in the following sentences.

If the word is a **verbal**, tell whether it is a **gerund**, **participle**, **noun infinitive**, **adjective infinitive**, or **adverb infinitive**. Tell which word the **adjective**, **adverb**, **prepositional phrase**, **verbal**, or **verbal phrase** modify.

Example: The actors performed there to entertain and to be seen.
(performed = verb, actors = subject, the = adjective modifying actors, there = adverb modifying performed, to entertain/to be seen = adv. infinitives modifying performed, and = conjunction)

1. I finally bought me a hearing aid to hear better.
2. Sometimes I just need to try again.
3. Having decided definitely, he stepped onto the train to leave home.
4. The person winning the lottery will have a different life.
5. You can only reach our place by crossing the river.

Answers:

1. bought = verb, I = subject, finally = adverb modifying bought, me = indirect object, hearing aid = direct object, a = adjective modifying hearing aid, to hear better = adverb infinitive phrase modifying bought, better = adverb modifying to hear
2. need = verb, I = subject, sometimes/just = adverbs modifying need, to try again = noun infinitive phrase used as the direct object, again = adverb modifying to try
3. stepped = verb, he = subject, having decided definitely = participial phrase modifying he, definitely = adverb modifying having decided, onto the train = prepositional phrase modifying stepped, onto = preposition, train = object of the preposition, the = adjective modifying train, to leave home = adverb infinitive phrase modifying stepped, home = adverb modifying to leave
4. will have = verb, person = subject, the = adjective modifying person, winning the lottery = participial phrase modifying person, lottery = direct object to the verbal winning, the = adjective modifying lottery, life = direct object, a/different = adjectives modifying life
5. can reach = verb, you = subject, only = adverb modifying can reach, place = direct object, our = adjective modifying place, by crossing the river = prepositional phrase modifying can reach, by = preposition, crossing the river = gerund phrase used as the object of the preposition, river = direct object to the verbal crossing, the = adjective modifying river

Lesson 242

Instructions: Using all the knowledge learned in the previous lessons, find the **verbs (v)**, **subjects (subj)**, **predicate nominatives (pn)**, **direct objects (do)**, **appositives (app)**, **nouns of address (na)**, **adjectives (adj)**, **predicate adjectives (pa)**, **adverbs (adv)**, **prepositions (prep)**, **objects of the preposition (op)**, **prepositional phrases (p ph)**, **indirect objects (io)**, and **objective complements (oc)** in the following sentences.

If the word is a **verbal**, tell whether it is a **gerund**, **participle**, **noun infinitive**, **adjective infinitive**, or **adverb infinitive**. Tell which word the **adjective**, **adverb**, **prepositional phrase**, **verbal**, or **verbal phrase** modify.

Example: The actors performed there to entertain and to be seen.
(performed = verb, actors = subject, the = adjective modifying actors, there = adverb modifying performed, to entertain/to be seen = adv. infinitives modifying performed, and = conjunction)

1. Do you have a car to rent?
2. Flags hung too high are hard to take down.
3. Your moaning and groaning will not make things easier.
4. You know my problem, hating too many foods.
5. To decorate for the wedding will cost a great deal.

Answers:

1. do have = verb, you = subject, car = direct object, a = adjective modifying car, to rent = adverb infinitive modifying do have
2. are = verb, flags = subject, hung too high = participial phrase modifying flags, high = adverb modifying hung, too = adverb modifying high, hard = predicate adjective modifying flags, to take down = adverb infinitive phrase modifying hard, down = adverb modifying to take
3. will make = verb, moaning/groaning = gerunds used as subjects, your = adjective modifying moaning/groaning, not = adverb modifying will make, things = direct object, easier = object complement modifying things
4. know = verb, you = subject, problem = direct object, my = adjective modifying problem, hating too many foods = gerund phrase used as appositive, foods = direct object, many = adjective modifying foods, too = adverb modifying many
5. will cost = verb, to decorate for the wedding = noun infinitive phrase used as a subject, for the wedding = prepositional phrase modifying to decorate, for = preposition, wedding = object of the preposition, the = adjective modifying wedding, deal = direct object, a/great = adjectives modifying deal

Lesson 243

Instructions: Using all the knowledge learned in the previous lessons, find the **verbs (v)**, **subjects (subj)**, **predicate nominatives (pn)**, **direct objects (do)**, **appositives (app)**, **nouns of address (na)**, **adjectives (adj)**, **predicate adjectives (pa)**, **adverbs (adv)**, **prepositions (prep)**, **objects of the preposition (op)**, **prepositional phrases (p ph)**, **indirect objects (io)**, and **objective complements (oc)** in the following sentences.

If the word is a **verbal**, tell whether it is a **gerund**, **participle**, **noun infinitive**, **adjective infinitive**, or **adverb infinitive**. Tell which word the **adjective**, **adverb**, **prepositional phrase**, **verbal**, or **verbal phrase** modify.

Example: The actors performed there to entertain and to be seen.
(performed = verb, actors = subject, the = adjective modifying actors, there = adverb modifying performed, to entertain/to be seen = adv. infinitives modifying performed, and = conjunction)

1. Blaming others is a coward's way to feel better.
2. We do not plan to change the landscape.
3. Keeping his promise, Jim was there to help.
4. I am too old to learn to ski.
5. One way to lose weight is to exercise.

Answers:

1. is = verb, blaming others = gerund phrase used as subject, others = direct object to verbal blaming, way = predicate nominative, a/coward's = adjectives modifying way, to feel better = adjective infinitive phrase modifying way, better = predicate adjective modifying verbal to feel
2. do plan = verb, we = subject, not = adverb modifying do plan, to change the landscape = noun infinitive phrase used as a direct object, landscape = direct object to the verbal to change, the = adjective modifying landscape
3. was = verb, Jim = subject, keeping his promise = participial phrase modifying Jim, promise = direct object to the verbal keeping, his = adjective modifying promise, there = adverb modifying was, to help = adverb infinitive modifying was
4. am = verb, I = subject, old = predicate adjective modifying am, too = adverb modifying old, to learn to ski = adverb infinitive phrase modifying old, to ski = noun infinitive used as the direct object of the verbal to learn
5. is = verb, way = subject, one = adjective modifying way, to lose weight = adjective infinitive phrase modifying way, weight = direct object to the verbal to lose, to exercise = noun infinitive used as the predicate nominative

Lesson 244

Instructions: Using all the knowledge learned in the previous lessons, find the **verbs (v)**, **subjects (subj)**, **predicate nominatives (pn)**, **direct objects (do)**, **appositives (app)**, **nouns of address (na)**, **adjectives (adj)**, **predicate adjectives (pa)**, **adverbs (adv)**, **prepositions (prep)**, **objects of the preposition (op)**, **prepositional phrases (p ph)**, **indirect objects (io)**, and **objective complements (oc)** in the following sentences.

If the word is a **verbal**, tell whether it is a **gerund**, **participle**, **noun infinitive**, **adjective infinitive**, or **adverb infinitive**. Tell which word the **adjective**, **adverb**, **prepositional phrase**, **verbal**, or **verbal phrase** modify.

Example: The actors performed there to entertain and to be seen.
(performed = verb, actors = subject, the = adjective modifying actors, there = adverb modifying performed, to entertain/to be seen = adv. infinitives modifying performed, and = conjunction)

1. The ricocheting car flew through the wall of the house.
2. Go to the thesaurus to find a better word.
3. This computer program is difficult to understand and follow.
4. Have you tried writing a letter to him?
5. Harold's chief interests are gambling and spending money.

Answers:

1. flew = verb, car = subject, the = adjective modifying car, ricocheting = participle modifying car, through the wall = prepositional phrase modifying flew, through = preposition, wall = object of the preposition, the = adjective modifying wall, of the house = prepositional phrase modifying wall, of = preposition, house = object of the preposition, the = adjective modifying house
2. go = verb, (you) = subject, to the thesaurus = prepositional phrase modifying go, to = preposition, thesaurus = object of the preposition, the = adjective modifying thesaurus, to find a better word = adverb infinitive phrase modifying go, word = direct object to the verbal to find, a/better = adjectives modifying word
3. is = verb, program = subject, this/computer = adjectives modifying program, difficult = predicate adjective modifying program, to understand/(to) follow = adverb infinitives modifying difficult, and = conjunction
4. have tried = verb, you = subject, writing a letter to him = gerund phrase used as direct object, letter = direct object to the verbal writing, a = adjective modifying letter, to him = prepositional phrase modifying writing, to = preposition, him = object of the preposition
5. are = verb, interests = subject, Harold's/chief = adjectives modifying interests, gambling/spending money = gerund and a gerund phrase used as predicate nominatives, money = direct object to verbal spending, and = conjunction

Lesson 245

Instructions: Using all the knowledge learned in the previous lessons, find the **verbs (v)**, **subjects (subj)**, **predicate nominatives (pn)**, **direct objects (do)**, **appositives (app)**, **nouns of address (na)**, **adjectives (adj)**, **predicate adjectives (pa)**, **adverbs (adv)**, **prepositions (prep)**, **objects of the preposition (op)**, **prepositional phrases (p ph)**, **indirect objects (io)**, and **objective complements (oc)** in the following sentences.

If the word is a **verbal**, tell whether it is a **gerund**, **participle**, **noun infinitive**, **adjective infinitive**, or **adverb infinitive**. Tell which word the **adjective**, **adverb**, **prepositional phrase**, **verbal**, or **verbal phrase** modify.

Example: The actors performed there to entertain and to be seen.
(performed = verb, actors = subject, the = adjective modifying actors, there = adverb modifying performed, to entertain/to be seen = adv. infinitives modifying performed, and = conjunction)

1. The rules are hard to remember.
2. Carl hopes to have enough time this week.
3. The President favors spending more money for welfare.
4. The destroyed room left no clues for the police.
5. I saw her trying to save the drowning cat.

Answers:

1. are = verb, rules = subject, the = adjective modifying rules, hard = predicate adjective modifying rules, to remember = adverb infinitive modifying hard
2. hopes = verb, Carl = subject, to have enough time this week = noun infinitive phrase used as a direct object, time = direct object to verbal to have, enough = adjective modifying time, week = adverb modifying verbal to have, this = adjective modifying week
3. favors = verb, President = subject, the = adjective modifying President, spending more money for welfare = gerund phrase used as direct object, money = direct object to the verbal spending, more = adjective modifying money, for welfare = prepositional phrase modifying spending, for = preposition, welfare = object of the preposition
4. left = verb, room = subject, the = adjective modifying room, destroyed = participle modifying room, clues = direct object, no = adjective modifying clues, for the police = prepositional phrase modifying clues, for = preposition, police = object of the preposition, the = adjective modifying police
5. saw = verb, I = subject, her = direct object, trying = participle used as an object complement, to save the drowning cat = noun infinitive phrase used as a direct object to the verbal trying, cat = direct object to the verbal to save, the = adjective modifying cat, drowning = participle modifying cat

Quiz for Lessons 241 - 245

Instructions: Using all the knowledge learned in the previous lessons, find the **verbs (v)**, **subjects (subj)**, **predicate nominatives (pn)**, **direct objects (do)**, **appositives (app)**, **nouns of address (na)**, **adjectives (adj)**, **predicate adjectives (pa)**, **adverbs (adv)**, **prepositions (prep)**, **objects of the preposition (op)**, **prepositional phrases (p ph)**, **indirect objects (io)**, and **objective complements (oc)** in the following sentences.

If the word is a **verbal**, tell whether it is a **gerund**, **participle**, **noun infinitive**, **adjective infinitive**, or **adverb infinitive**. Tell which word the **adjective**, **adverb**, **prepositional phrase**, **verbal**, or **verbal phrase** modify.

Example: The actors performed there to entertain and to be seen.
(performed = verb, actors = subject, the = adjective modifying actors, there = adverb modifying performed, to entertain/to be seen = adv. infinitives modifying performed, and = conjunction)

1. Are you too important to help the poor?
2. The crying child had upset everyone in the room.
3. He jumped across the gap without knowing the distance.
4. Exercising is good for everyone.
5. Jeff loves to dance constantly.
6. Teasing by your friends is hard to take.
7. Fearing reprisal, the people fled from the city.
8. Eating out is the thing to do tonight.
9. I don't know whether to tell him or to keep quiet.
10. Our next job, to run to the store, should be done quickly.

Answers for Quiz (Lessons 241-245):

1. are = verb, you = subject, important = predicate adjective modifying you, too = adverb modifying important, to help the poor = adverb infinitive phrase modifying important, poor = direct object to the verbal to help, the = adjective modifying poor
2. had upset = verb, child = subject, the = adjective modifying child, crying = participle modifying child, everyone = direct object, in the room = prepositional phrase modifying everyone, in = preposition, room = object of the preposition, the = adjective modifying room
3. jumped = verb, he = subject, across the gap = prepositional phrase modifying jumped, across = preposition, gap = object of the preposition, the = adjective modifying gap, without knowing the distance = prepositional phrase modifying jumped, without = preposition, knowing = gerund used as the object of the preposition, distance = direct object of the verbal knowing, the = adjective modifying distance
4. is = verb, exercising = gerund used as the subject, good = predicate adjective modifying exercising, for everyone = prepositional phrase modifying good, for = preposition, everyone = object of the preposition
5. loves = verb, Jeff = subject, to dance constantly = noun infinitive phrase used as a direct object, constantly = adverb modifying to dance
6. is = verb, teasing by your friends = gerund phrase used as the subject, by your friends = prepositional phrase modifying teasing, by = preposition, friends = object of the preposition, your = adjective modifying friends, hard = predicate adjective modifying teasing, to take = adverb infinitive modifying hard
7. fled = verb, people = subject, the = adjective modifying people, fearing reprisal = participial phrase modifying people, reprisal = direct object to the verbal fearing, from the city = prepositional

phrase modifying fled, from = preposition, city = object of the preposition, the = adjective modifying city

8. is = verb, eating out = gerund phrase used as a subject, out = adverb modifying the verbal eating, thing = predicate nominative, the = adjective modifying thing, to do tonight = adjective infinitive phrase modifying thing, tonight = adverb modifying to do
9. do know = verb, I = subject, n't = adverb modifying do know, whether/or = correlative conjunction, to tell him/to keep quiet = noun infinitive phrases used as direct objects, him = direct object to the verbal to tell, quiet = adverb modifying to keep
10. should be done = verb, job = subject, our/next = adjectives modifying job, to run to the store = noun infinitive phrase used as an appositive, to the store = prepositional phrase modifying to run, to = preposition, store = object of the preposition, the = adjective modifying store, quickly = adverb modifying should be done

Chapter 24: Compound Sentences

Lesson 246

A clause is a group of words having a subject and a verb. An *independent clause* can stand alone as a sentence. A *dependent clause* is always used as some part of speech. It can be an adjective, adverb, or noun and cannot stand alone as a sentence.

A phrase is a group of words used as a sentence part. It does not have a subject and a verb. It can be a noun, adjective or adverb. We have studied the following phrases: prepositional, gerund, participial, and infinitive.

A compound sentence combines two or more *independent clauses*. Commas separate the clauses of a compound sentence. (A short sentence joined by *and* is sometimes combined without a comma.) Example: She talks and he listens. A semicolon can take the place of the conjunction and comma. Only clauses closely related in thought should be joined to make a compound sentence.

Instructions: Tell whether each group of words is a clause or a phrase.

1. Before the gate broke
2. After having eaten
3. In answer to your question
4. How I will mark the reports
5. Made of sweat and blood
6. Upon whom the blame lies
7. By remaining totally still
8. Why did you stop

9. After everyone ceased shouting

10. To take me home

Answers:

1. clause
2. phrase
3. phrase
4. clause
5. phrase
6. clause
7. phrase
8. clause
9. clause
10. phrase

Lesson 247

A clause is a group of words having a subject and a verb. An *independent clause* can stand alone as a sentence. A *dependent clause* is always used as some part of speech. It can be an adjective, adverb, or noun and cannot stand alone as a sentence.

A phrase is a group of words used as a sentence part. It does not have a subject and a verb. It can be a noun, adjective or adverb. We have studied the following phrases: prepositional, gerund, participial, and infinitive.

A compound sentence combines two or more *independent clauses*. Commas separate the clauses of a compound sentence. (A short sentence joined by *and* is sometimes combined without a comma.) Example: She talks and he listens. A semicolon can take the place of the conjunction and comma. Only clauses closely related in thought should be joined to make a compound sentence.

Instructions: Tell if the following sentences are good combinations.

1. Mr. Jones is a very short man, but he walks with an air of authority.
2. Today has been very warm, and I have some English lessons to write.
3. I have again been to Mexico, but I don't expect to return soon.
4. My dog is a short, stupid-looking dog, but he is very smart.
5. The mail comes about noon each day, and I need to weed the flowers.

Answers:

1. a good combination
2. a poor combination
3. a good combination
4. a good combination
5. a poor combination

Lesson 248

A clause is a group of words having a subject and a verb. An *independent clause* can stand alone as a sentence. A *dependent clause* is always used as some part of speech. It can be an adjective, adverb, or noun and cannot stand alone as a sentence.

A phrase is a group of words used as a sentence part. It does not have a subject and a verb. It can be a noun, adjective or adverb. We have studied the following phrases: prepositional, gerund, participial, and infinitive.

A compound sentence combines two or more *independent clauses*. Commas separate the clauses of a compound sentence. (A short sentence joined by *and* is sometimes combined without a comma.) Example: She talks and he listens. A semicolon can take the place of the conjunction and comma. Only clauses closely related in thought should be joined to make a compound sentence.

The conjunction should express the proper relationship between the clauses. *And* joins ideas of equal importance. *Or* joins clauses that express alternatives. *Nor* joins negative ideas together. *But* joins clauses that express contrasting ideas.

Instructions: Combine the following sentences using the appropriate co-ordinate conjunctions, *and*, *but*, *or*, *nor*.

1. Mother wanted to watch the movie. Dad wanted to see the wrestling.
2. You must remember your password. You cannot log on.
3. I wanted to walk across the river. The ice was too thin.
4. It was a warm, beautiful day. My desires matched the day perfectly.
5. You did not help you brother. He doesn't expect you to help him.

Answers:

1. Mother wanted to watch the movie, but Dad wanted to see the wrestling.
2. You must remember your password, or you cannot log on.
3. I wanted to walk across the river, but the ice was too thin.
4. It was a warm, beautiful day, and my desires matched the day perfectly.
5. You did not help your brother, nor does he expect you to do so.

Lesson 249

A clause is a group of words having a subject and a verb. An *independent clause* can stand alone as a sentence. A *dependent clause* is always used as some part of speech. It can be an adjective, adverb, or noun and cannot stand alone as a sentence.

A phrase is a group of words used as a sentence part. It does not have a subject and a verb. It can be a noun, adjective or adverb. We have studied the following phrases: prepositional, gerund, participial, and infinitive.

A compound sentence combines two or more *independent clauses*. Commas separate the clauses of a compound sentence. (A short sentence joined by *and* is sometimes combined without a comma.) Example: She talks and he listens. A semicolon can take the place of the conjunction and comma. Only clauses closely related in thought should be joined to make a compound sentence.

The conjunction should express the proper relationship between the clauses. *And* joins ideas of equal importance. *Or* joins clauses that express alternatives. *Nor* joins negative ideas together. *But* joins clauses that express contrasting ideas.

Do not confuse a compound sentence with a simple sentence having compound parts. Both sides of the conjunction will make sense in a compound sentence. Example: Mother baked a cake / and / I frosted it.

Instructions: Tell whether the following sentences are compound sentences or not. If they are not, tell which compound part they are.

1. The girl just sat there but said nothing.
2. I looked for the book, but I could not find it.
3. Jeff must have arrived safely, or we would have been notified.
4. One of my friends and his dad have flown to Brazil.

5. Everyone was playing or swimming in the pool.
6. Suddenly the rain poured down, and the party was ruined.
7. We will vacation in the Black Hills or at Waterton.
8. I haven't heard from Becky, nor do I expect a call soon.
9. I climbed the tree and looked in the bird's nest.
10. She planned to read the letter, but it could not be found.

Answers:

1. compound verb
2. compound sentence
3. compound sentence
4. compound subject
5. compound verb
6. compound sentence
7. compound object of the preposition
8. compound sentence
9. compound verb
10. compound sentence

Lesson 250

A clause is a group of words having a subject and a verb. An *independent clause* can stand alone as a sentence. A *dependent clause* is always used as some part of speech. It can be an adjective, adverb, or noun and cannot stand alone as a sentence.

A phrase is a group of words used as a sentence part. It does not have a subject and a verb. It can be a noun, adjective or adverb. We have studied the following phrases: prepositional, gerund, participial, and infinitive.

A compound sentence combines two or more *independent clauses*. Commas separate the clauses of a compound sentence. (A short sentence joined by *and* is sometimes combined without a comma.) Example: She talks and he listens. A semicolon can take the place of the conjunction and comma. Only clauses closely related in thought should be joined to make a compound sentence.

Instructions: Tell whether the words in quotation marks are *independent clauses*, *dependent clauses*, *prepositional phrases*, *participial phrases*, *gerund phrases*, or *infinitive phrases*.

1. "When I received the email," I knew it was "not to be opened."
2. When you go to the store, "buy some ice cream and cookies."
3. The vase must have been broken "by the grandchildren."
4. "Having been left alone," the boy jumped at every noise.
5. "Planning a successful wedding" requires lots of work.

Answers:

1. When I received the email = dependent clause, not to be opened = infinitive phrase
2. buy some ice cream and cookies = independent clause
3. by the grandchildren = prepositional phrase
4. Having been left alone = participial phrase
5. Planning a successful wedding = gerund phrase

Quiz for Lessons 246 - 250

Instructions: Tell whether the words in quotation marks are *independent clauses*, *dependent clauses*, *prepositional phrases*, *participial phrases*, *gerund phrases*, or *infinitive phrases*.

1. Do not leave for help "until I signal you."
2. "Here are the plants" that you wanted.
3. I remained "staring at the damage" when help arrived.
4. "Having learned the outcome," I was at a loss "to know what to do."
5. The neighbors stared "at me" in disbelief.

Instructions: Combine the following sentences with the appropriate co-ordinate conjunctions.

6. I turned on my radio. There was no sound.
7. The storm had ended. The sun peeked out from the clouds.
8. I did not attend the meeting. John didn't either.
9. You must leave soon. You will be late for class.
10. A phrase has neither a verb nor a subject. The clause has both.

Answers for Quiz (Lessons 246-250):

1. until I signal you = dependent clause
2. Here are the plants = independent clause
3. staring at the damage = participial phrase
4. Having learned the outcome = participial phrase, to know what to do = infinitive phrase
5. at me = prepositional phrase
6. I turned on the radio, but there was no sound.
7. The storm had ended, and the sun peeked out from the clouds.
8. I did not attend the meeting, nor did John.
9. You must leave soon, or you will be late for class.
10. A phrase has neither a verb nor a subject, but the clause has both.

Chapter 25: Adjective Clauses

Lesson 251

A complex sentence is made up of an independent clause and a dependent clause. Example: The television was playing (independent clause which can stand alone and make sense) as I left the room (dependent clause which must be attached to the independent clause to make sense). There are three kinds of dependent clauses: adjective, adverb, and noun.

The adjective clause is used to modify a noun or a pronoun. It will begin with a relative pronoun (*who, whose, whom, which, and that*) or a subordinate conjunction (*when and where*). Those are the only words that can be used to introduce an *adjective clause*. The introductory word will always rename the word that it follows and modifies except when used with a preposition, which will come between the introductory word and the word it renames. Examples: The student *whose hand was up* gave the wrong answer. *Whose hand was up* is the adjective clause with *whose*, the relative pronoun, renaming and modifying *student*. Jane is a person *in whom I can place my confidence*. *In whom I can place my confidence* is the adjective clause with *whom* being the relative pronoun. *Person* is the word that *whom* renames and modifies.

Instructions: Find the adjective clause in the following sentences and tell which word it modifies.

1. I play a kind of music that nobody likes.
2. The man whom you saw was not the famous actor.
3. I remember the day when I took my first airplane ride.
4. I have a neighbor whose parents live in Australia.
5. The hint that I learned about cleaning the walk saved me much work.

Answers:

1. that nobody likes modifies either music or kind (a prepositional phrase can separate the introductory word from the word it modifies)
2. whom you saw modifies man
3. when I took my first airplane ride modifies day
4. whose parents live in Australia modifies neighbor
5. that I learned about cleaning the walk modifies hint

Lesson 252

A complex sentence is made up of an independent clause and a dependent clause. Example: The television was playing (independent clause which can stand alone and make sense) as I left the room (dependent clause which must be attached to the independent clause to make sense). There are three kinds of dependent clauses: adjective, adverb, and noun.

The adjective clause is used to modify a noun or a pronoun. It will begin with a relative pronoun (*who, whose, whom, which, and that*) or a subordinate conjunction (*when and where*). Those are the only words that can be used to introduce an *adjective clause*. The introductory word will always rename the word that it follows and modifies except when used with a preposition, which will come between the introductory word and the word it renames. Examples: The student *whose hand was up* gave the wrong answer. *Whose hand was up* is the adjective clause with *whose*, the relative pronoun, renaming and modifying *student*. Jane is a person *in whom I can place my confidence*. *In whom I can place my confidence* is the adjective clause with *whom* being the relative pronoun. *Person* is the word that *whom* renames and modifies.

Instructions: Find the adjective clause in the following sentences and tell which word it modifies.

1. The singer that you see on stage is my sister.
2. The owner is a woman by whom many things have been accomplished.
3. The teacher who gives the girls piano lessons lives next door.
4. The man whose leg was broken was taken to the hospital.
5. This is the place where the Donner Party perished.

Answers:

1. *that you see on stage* modifies *singer*
2. *by whom many things have been accomplished* modifies *woman*
3. *who gives the girls piano lessons* modifies *teacher*
4. *whose leg was broken* modifies *man*
5. *where the Donner Party perished* modifies *place*

Lesson 253

A complex sentence is made up of an independent clause and a dependent clause. Example: The television was playing (independent clause which can stand alone and make sense) as I left the room (dependent clause which must be attached to the independent clause to make sense). There are three kinds of dependent clauses: adjective, adverb, and noun.

The adjective clause is used to modify a noun or a pronoun. It will begin with a relative pronoun (*who, whose, whom, which, and that*) or a subordinate conjunction (*when and where*). Those are the only words that can be used to introduce an *adjective clause*. The introductory word will always rename the word that it follows and modifies except when used with a preposition, which will come between the introductory word and the word it renames. Examples: The student *whose hand was up* gave the wrong answer. *Whose hand was up* is the adjective clause with *whose*, the relative pronoun, renaming and modifying *student*. Jane is a person *in whom I can place my confidence*. *In whom I can place my confidence* is the adjective clause with *whom* being the relative pronoun. *Person* is the word that *whom* renames and modifies.

Instructions: Find the adjective clause in the following sentences and tell which word it modifies.

1. The ride that we rode at the amusement park was very scary.
2. Here is the place where the plane wrecked.
3. The diamond in that ring that Mark bought was gigantic.
4. The dress that the Queen is wearing weighs fifty pounds.
5. The student whose hand was raised shouted out the answer.

Answers:

1. *that we rode at the amusement park* modifies *ride*
2. *where the plane wrecked* modifies *place*
3. *that Mark bought* modifies *ring*
4. *that the Queen is wearing* modifies *dress*
5. *whose hand was raised* modifies *student*

Lesson 254

A complex sentence is made up of an independent clause and a dependent clause. Example: The television was playing (independent clause which can stand alone and make sense) as I left the room (dependent clause which must be attached to the independent clause to make sense). There are three kinds of dependent clauses: adjective, adverb, and noun.

The adjective clause is used to modify a noun or a pronoun. It will begin with a relative pronoun (*who, whose, whom, which, and that*) or a subordinate conjunction (*when and where*). Those are the only words that can be used to introduce an *adjective clause*. The introductory word will always rename the word that it follows and modifies except when used with a preposition, which will come between the introductory word and the word it renames. Examples: The student *whose hand was up* gave the wrong answer. *Whose hand was up* is the adjective clause with *whose*, the relative pronoun, renaming and modifying *student*. Jane is a person *in whom I can place my confidence*. *In whom I can place my confidence* is the adjective clause with *whom* being the relative pronoun. *Person* is the word that *whom* renames and modifies.

Instructions: Find the adjective clause in the following sentences and tell which word it modifies.

1. Will you thaw the pizza that is in the freezer?
2. I am looking for the person who owns this car.
3. I remember well the time when I broke my leg.
4. I want to ride a horse which is very tame.
5. We must find a person whose honesty is above reproach.

Answers:

1. *that is in the freezer* modifies *pizza*
2. *who owns this car* modifies *person*
3. *when I broke my leg* modifies *time*
4. *which is very tame* modifies *horse*
5. *whose honesty is above reproach* modifies *person*

Lesson 255

A complex sentence is made up of an independent clause and a dependent clause. Example: The television was playing (independent clause which can stand alone and make sense) as I left the room (dependent clause which must be attached to the independent clause to make sense). There are three kinds of dependent clauses: adjective, adverb, and noun.

The adjective clause is used to modify a noun or a pronoun. It will begin with a relative pronoun (*who, whose, whom, which, and that*) or a subordinate conjunction (*when and where*). Those are the only words that can be used to introduce an *adjective clause*. The introductory word will always rename the word that it follows and modifies except when used with a preposition, which will come between the introductory word and the word it renames. Examples: The student *whose hand was up* gave the wrong answer. *Whose hand was up* is the adjective clause with *whose*, the relative pronoun, renaming and modifying *student*. Jane is a person *in whom I can place my confidence*. *In whom I can place my confidence* is the adjective clause with *whom* being the relative pronoun. *Person* is the word that *whom* renames and modifies.

Instructions: Find the adjective clause in the following sentences and tell which word it modifies.

1. This is a matter about which there was much discussion.
2. It is the man on your left who will be the next principal.
3. The car whose license plate I could not read sped quickly away.
4. Did you find the opening where the sheep got through?
5. The man whom you admire greatly will be the next speaker.

Answers:

1. *about which there was much discussion* modifies *matter*
2. *who will be the next principal* modifies *man* (prepositional phrase again separating the word renamed)
3. *whose license plate I could not read* modifies *car*
4. *where the sheep got through* modifies *opening*
5. *whom you admire greatly* modifies *man*

Quiz for Lessons 251 - 255

A complex sentence is made up of an independent clause and a dependent clause. Example: The television was playing (independent clause which can stand alone and make sense) as I left the room (dependent clause which must be attached to the independent clause to make sense). There are three kinds of dependent clauses: adjective, adverb, and noun.

The adjective clause is used to modify a noun or a pronoun. It will begin with a relative pronoun (*who, whose, whom, which, and that*) or a subordinate conjunction (*when and where*). Those are the only words that can be used to introduce an *adjective clause*. The introductory word will always rename the word that it follows and modifies except when used with a preposition, which will come between the introductory word and the word it renames. Examples: The student *whose hand was up* gave the wrong answer. *Whose hand was up* is the adjective clause with *whose*, the relative pronoun, renaming and modifying *student*. Jane is a person *in whom I can place my confidence*. *In whom I can place my confidence* is the adjective clause with *whom* being the relative pronoun. *Person* is the word that *whom* renames and modifies.

Instructions: Find the adjective clause in the following sentences and tell which word it modifies.

1. I like a leader who listens to his men.
2. The dog which I loved dearly was hit by a truck last night.
3. Rulon is a person who takes responsibility well.
4. All individuals who purchased tickets will be admitted.
5. The shirt that you bought me doesn't fit well.
6. The woman who baked the winning pie is my wife.
7. You called at a time when I was unable to answer.

8. Gayle is the one for whom you are looking.
9. Those who are willing to serve others will be rewarded.
10. One to whom much is given is expected to give much in return.

Answers for Quiz (Lessons 251-255):

1. *who listens to his men* modifies *leader*
2. *which I loved dearly* modifies *dog*
3. *who takes responsibility well* modifies *person*
4. *who purchased tickets* modifies *individuals*
5. *that you bought me* modifies *shirt*
6. *who baked the winning pie* modifies *woman*
7. *when I was unable to answer* modifies *time*
8. *for whom you are looking* modifies *one*
9. *who are willing to serve others* modifies *those*
10. *to whom much is given* modifies *one*

Lesson 256

Adjective clauses can be used in various ways (as with verbals). Because of this, they can give variety to your sentences.

Instructions: Combine the following sentences using an adjective clause using the introductory words *who*, *whose*, *whom*, *which*, *that*, *when*, and *where*.

1. The doctor examined the patient. The patient had fallen from a cliff.
2. The mechanic repaired my sister's car. The car had a warped block.
3. The restaurant had closed permanently. The customers were shot there.
4. The day was a wonderful day. Terri was married on that day.
5. The parents had great respect for the teacher. The teacher had taught their children.

Answers:

1. The doctor examined the patient *who had fallen from a cliff*.
2. The mechanic repaired my sister's car *that had a warped block*.
3. The restaurant *where the customers were shot* had closed permanently.
4. The day was a wonderful day *when Terri was married*.
5. The parents had great respect for the teacher *who had taught their children*.

Lesson 257

Adjective clauses can be used in various ways (as with verbals).
Because of this, they can give variety to your sentences.

Instructions: Combine the following sentences using an adjective clause using the introductory words *who*, *whose*, *whom*, *which*, *that*, *when*, and *where*.

1. They followed the strange man. He had just come from the dark alley.
2. The lot is covered with salt grass. We play baseball there.
3. A minute passed in complete silence. Terri announced her wedding plans then.
4. The newspaper had been delivered late. It is the one I receive.
5. I bought Jim a book. The book is about magic.

Answers:

1. They followed the strange man *who had just come from the dark alley*.
2. The lot *where we play baseball* is covered with salt grass.
3. A minute *when Terri announced her wedding plans* passed in complete silence.
4. The newspaper *that I receive* had been delivered late.
5. I bought Jim a book, *which is about magic*.

Lesson 258

Adjective clauses can be used in various ways (as with verbals).
Because of this, they can give variety to your sentences.

Instructions: Combine the following sentences using an adjective clause using the introductory words *who*, *whose*, *whom*, *which*, *that*, *when*, and *where*.

1. The school has been closed. The students were exposed to asbestos there.
2. The clinic processed the MRI. The MRI showed my back problem.
3. Joe contacted the artist. The artist was going to paint his portrait.
4. The hour went by very slowly. We were waiting for their arrival.
5. The children were lost there. I found them in the woods.

Answers:

1. The school *where the students were exposed to asbestos* has been closed.
2. The clinic processed the MRI, *which showed my back problem*.
3. Joe contacted the artist *that was going to paint his portrait*.
4. The hour *when we were waiting for their arrival* went by very slowly.
5. The children *whom I found in the woods* were lost there.

Lesson 259

In using an adjective clause, you should always place it as near to the word it modifies as possible. If you misplace the adjective clause, it makes a ridiculous sentence or one that is unclear. Examples:

(incorrect) = I waved to my dog from the car that had just licked my face. (The car did not lick my face; the dog did.) (correct) = From the car, I waved to my dog that had just licked my face. (Now the clause is as close as it can be to the word it modifies. *That* is next to *dog*.)

Instructions: Rewrite the following sentences placing the adjective clause in the correct place.

1. They drove to the lake in their new car where they love to fish for bass.
2. The large limousine pulled up to the curb, which was loaded with students for the prom.
3. The new tricycle was smashed on the driveway that had been delivered yesterday.
4. We showed the pictures to our friends that we had taken at the wedding.
5. We caught several fish with the new bait, which we cooked for dinner.

Answers:

1. They drove in their new car to the lake *where they love to fish for bass*.
2. The large limousine, *which was loaded with students for the prom*, pulled up to the curb.
3. The new tricycle *that had been delivered yesterday* was smashed on the driveway.
4. We showed to our friends the pictures *that we had taken at the wedding*.
5. We caught with the new bait several fish, *which we cooked for dinner*.

Lesson 260

In using an adjective clause, you should always place it as near to the word it modifies as possible. If you misplace the adjective clause, it makes a ridiculous sentence or one that is unclear. Examples:

(incorrect) = I waved to my dog from the car that had just licked my face. (The car did not lick my face; the dog did.) (correct) = From the car, I waved to my dog that had just licked my face. (Now the clause is as close as it can be to the word it modifies. *That* is next to *dog*.)

Instructions: Rewrite the following sentences placing the adjective clause in the correct place.

1. The tall man was stopped by a police officer who had been acting suspiciously.
2. We found the key under the couch that had been lost.
3. She took the letter to the post office, which she had written earlier.
4. The rosebush is next to a weedy lot that is very beautiful.
5. The tanker sailed into the harbor, which was carrying a load of oil.

Answers:

1. The tall man, *who had been acting suspiciously*, was stopped by a police officer.
2. We found the key *that had been lost* under the couch.
3. She took the letter, which *she had written earlier* to the post office.
4. The rosebush *that is very beautiful* is next to a weedy lot.
5. The tanker, *which was carrying a load of oil*, sailed into the harbor.

Quiz for Lessons 256 - 260

Instructions: Combine the following sentences using an adjective clause using the introductory words *who*, *whose*, *whom*, *which*, *that*, *when*, and *where*.

1. The occasion was a momentous one for all. All the family was together at last.
2. The site has several steep slopes. The million-dollar home will be built there.
3. The time was very exciting. Our team won the championship.
4. The author wrote the novel. He received a Pulitzer Prize.
5. I recall the time. There was no freeway to Salt Lake City then.

Instructions: Rewrite the following sentences placing the adjective clause in the correct place.

6. The little dog was running behind the boy that was growling and barking fiercely.
7. The trunk of the passenger was placed on the train, which was covered with travel stickers.
8. A dog ran onto the football field, which looked like the team mascot.
9. The car is now in our garage that was in a wreck yesterday.
10. The crickets were the targets of our poison bait, which were destroying our crops.

Answers for Quiz (Lessons 256-260):

1. The occasion *when all the family was together at last* was a momentous one for all.
2. The site *where the million-dollar home will be built* has several steep slopes.
3. The time *when our team won the championship* was very exciting.
4. The author *who received a Pulitzer Prize* wrote the novel.
5. I recall the time *when there was no freeway to Salt Lake City*.
6. The little dog *that was growling and barking fiercely* was running behind the boy.
7. The passenger's trunk, *which was covered with travel stickers*, was placed on the train.
8. A dog, *which looked like the team mascot*, ran onto the football field.
9. The car *that was in a wreck yesterday* is now in our garage.
10. The crickets, *which were destroying our crops*, were the targets of our poison bait.

Chapter 26: Adverb Clauses

Lesson 261

A complex sentence is made up of an independent clause and a dependent clause. Example: The television was playing (independent clause which can stand alone and make sense) as I left the room (dependent clause which must be attached to the independent clause to make sense). There are three kinds of dependent clauses: adjective, adverb, and noun.

An *adverb clause* is a dependent clause that modifies a verb, adjective, or another adverb. It usually modifies the verb.

Adverb clauses are introduced by *subordinate conjunctions* including *after, although, as, as if, before, because, if, since, so that, than, though, unless, until, when, where, and while*. (These are just some of the more common adverb clauses.)

Example: They arrived before the game had ended - "before the game had ended" is the adverb clause modifying the verb *arrived* telling when.

Instructions: Find the adverb clauses in the following sentences and tell what they modify.

1. You clean the bathroom while I clean the carpet.
2. Ann was confident that she would play the best.
3. Bring in the toys before they get destroyed.
4. I stood on the box so that I could see the top of the shelf.
5. Your face becomes red when you are angry.

Answers:

1. *while I clean the carpet* modifies the verb *clean*
2. *that she would play the best* modifies the predicate adjective *confident*
3. *before they get destroyed* modifies the verb *bring*
4. *so that I could see the top of the shelf* modifies the verb *stood*
5. *when you are angry* modifies the verb *becomes*

Lesson 262

A complex sentence is made up of an independent clause and a dependent clause. Example: The television was playing (independent clause which can stand alone and make sense) as I left the room (dependent clause which must be attached to the independent clause to make sense). There are three kinds of dependent clauses: adjective, adverb, and noun.

An *adverb clause* is a dependent clause that modifies a verb, adjective, or another adverb. It usually modifies the verb.

Adverb clauses are introduced by *subordinate conjunctions* including *after, although, as, as if, before, because, if, since, so that, than, though, unless, until, when, where, and while*. (These are just some of the more common adverb clauses.)

Example: They arrived before the game had ended -"before the game had ended" is the adverb clause modifying the verb *arrived* telling when.

Sometimes the *adverb clause* is placed at the beginning of the sentence. When it introduces the sentence, it is always set off with a comma. Example: Before the game had ended, they arrived.

Instructions: Find the adverb clauses in the following sentences and tell what they modify.

1. When you came from the garage, did you see the mower there?
2. Because the field was muddy, the game had to be cancelled.
3. Although you should return to class, just wait here for me.
4. As I sat motionless, the two squirrels came closer and closer.
5. Since I can spare only a few minutes, please be brief with your presentation.

Answers:

1. *When you came from the garage* modifies the verb *did see*
2. *Because the field was muddy* modifies the verbal *to be cancelled*
3. *Although you should return to class* modifies the verb *wait*
4. *As I sat motionless* modifies the verb *came*
5. *Since I can spare only a few minutes* modifies the predicate adjective *brief*

Lesson 263

A complex sentence is made up of an independent clause and a dependent clause. Example: The television was playing (independent clause which can stand alone and make sense) as I left the room (dependent clause which must be attached to the independent clause to make sense). There are three kinds of dependent clauses: adjective, adverb, and noun.

An *adverb clause* is a dependent clause that modifies a verb, adjective, or another adverb. It usually modifies the verb.

Adverb clauses are introduced by *subordinate conjunctions* including *after, although, as, as if, before, because, if, since, so that, than, though, unless, until, when, where, and while*. (These are just some of the more common adverb clauses.)

Example: They arrived before the game had ended - "before the game had ended" is the adverb clause modifying the verb *arrived* telling when.

Sometimes the *adverb clause* is placed at the beginning of the sentence. When it introduces the sentence, it is always set off with a comma. Example: Before the game had ended, they arrived.

Than and *as* introduce clauses that are called *elliptical clauses*. That means they have some of their parts understood but not stated.

Example: You are smarter than I. (am smart.) They always modify the comparative word (smarter).

Instructions: Complete the elliptical adverb clauses in the following sentences and tell what they modify.

1. My dog is older than I.
2. Jim can run faster than Jeff.
3. Pam spells more accurately than she keyboards.

4. He is trying as hard as James.

5. Barbara is a better tennis player than Jeanne.

Answers:

1. My dog is older than I am old. *than I am old* modifies the predicate adjective *older*
2. Jim can run faster than Jeff can run fast. *than Jeff can run fast* modifies the adverb *faster*
3. Pam spells more accurately than she keyboards accurately. *than she keyboards accurately* modifies the adverb *accurately*
4. He is trying as hard as James is trying hard. *as James is trying hard* modifies the adverb *hard*
5. Barbara is a better tennis player than Jeanne is a good tennis player. *than Jeanne is a good tennis player* modifies the adjective *better*

Lesson 264

A complex sentence is made up of an independent clause and a dependent clause. Example: The television was playing (independent clause which can stand alone and make sense) as I left the room (dependent clause which must be attached to the independent clause to make sense). There are three kinds of dependent clauses: adjective, adverb, and noun.

An *adverb clause* is a dependent clause that modifies a verb, adjective, or another adverb. It usually modifies the verb.

Adverb clauses are introduced by *subordinate conjunctions* including *after, although, as, as if, before, because, if, since, so that, than, though, unless, until, when, where, and while*. (These are just some of the more common adverb clauses.)

Example: They arrived before the game had ended - "before the game had ended" is the adverb clause modifying the verb *arrived* telling when.

Sometimes the *adverb clause* is placed at the beginning of the sentence. When it introduces the sentence, it is always set off with a comma. Example: Before the game had ended, they arrived.

Than and *as* introduce clauses that are called *elliptical clauses*. That means they have some of their parts understood but not stated.

Example: You are smarter than I. (am smart.) They always modify the comparative word (smarter).

Instructions: Find the adverb clauses in the following sentences and tell what they modify.

1. Although I became tired, I enjoyed the hike.
2. You cannot become an expert driver until you drive for several years.
3. Buy that coat now because it might be sold tomorrow.

4. I cannot reach the top window unless I have a ladder.

5. After you have eaten lunch, we will leave for New York.

Answers:

1. *Although I became tired* modifies the verb *enjoyed*
2. *until you drive for several years* modifies the verb *can become*
3. *because it might be sold tomorrow* modifies the verb *buy*
4. *unless I have a ladder* modifies the verb *can reach*
5. *After you have eaten lunch* modifies the verb *will leave*

Lesson 265

A complex sentence is made up of an independent clause and a dependent clause. Example: The television was playing (independent clause which can stand alone and make sense) as I left the room (dependent clause which must be attached to the independent clause to make sense). There are three kinds of dependent clauses: adjective, adverb, and noun.

An *adverb clause* is a dependent clause that modifies a verb, adjective, or another adverb. It usually modifies the verb.

Adverb clauses are introduced by *subordinate conjunctions* including *after, although, as, as if, before, because, if, since, so that, than, though, unless, until, when, where, and while*. (These are just some of the more common adverb clauses.)

Example: They arrived before the game had ended - "before the game had ended" is the adverb clause modifying the verb *arrived* telling when.

Sometimes the *adverb clause* is placed at the beginning of the sentence. When it introduces the sentence, it is always set off with a comma. Example: Before the game had ended, they arrived.

Than and *as* introduce clauses that are called *elliptical clauses*. That means they have some of their parts understood but not stated. Example: You are smarter than I. (am smart.) They always modify the comparative word (smarter).

Instructions: Find the adverb clauses in the following sentences and tell what they modify.

1. Ila reads music better than Becky.
2. The dog whined sadly as I walked into the house.
3. If you have time, finish doing the dishes for me.

4. Many operations are unsuccessful because the patient is not careful afterwards.
5. Whenever I go out the door, the dog barks to go also.

Answers:

1. *than Becky (can read music well)* modifies the adverb *better*
2. *as I walked into the house* modifies the verb *whined*
3. *If you have time* modifies the verb *finish*
4. *because the patient is not careful afterwards* modifies the predicate adjective *unsuccessful*
5. *Whenever I go out the door* modifies the verb *barks*

Quiz for Lessons 261 – 265

Instructions: Find the adverb clauses in the following sentences and tell what they modify.

1. I am hungrier than I thought.
2. We left before the game was over.
3. Lee is older than Bill.
4. While I was waiting for the phone call, I read a book.
5. If you don't believe me, ask my wife.
6. Are you upset because I didn't call?
7. The alarm rang while I was in the shower.
8. Open the window so that we can have some fresh air.
9. Paul will take you home when you are ready.
10. You shouldn't say those things unless you are certain about their validity.

Answers for Quiz (Lessons 261-265):

1. *than I thought* modifies the predicate adjective *hungrier*
2. *before the game was over* modifies the verb *left*
3. *than Bill (is old)* modifies the predicate adjective *older*
4. *While I was waiting for the phone call* modifies the verb *read*
5. *If you don't believe me* modifies the verb *ask*
6. *because I didn't call* modifies the predicate adjective *upset*
7. *while I was in the shower* modifies the verb *rang*
8. *so that we can have some fresh air* modifies the verb *open*
9. *when you are ready* modifies the verb *will take*
10. *unless you are certain about their validity* modifies the verb *should say*

Lesson 266

Adverb clauses (like adjective clauses) can give variety to your sentences.

Instructions: Combine the following sentences using adverb clauses at the end of the sentence.

1. We watched the robins. They raised their young in our apple tree.
2. Becky read the book. It was recommended by a friend.
3. Dad donates his suits to charity. He has worn them a year.
4. The policemen delayed the drivers. The wrecks were cleared.
5. Ann ate an apple. She studied her vocabulary.

Answers:

Several different subordinate conjunctions can be used to combine adverb clauses with independent clauses, but I will only show one possibility.

1. We watched the robins while they raised their young in our apple tree.
2. Becky read the book since it was recommended by a friend.
3. Dad donates his suits to charity after he has worn them a year.
4. The policemen delayed the drivers until the wrecks were cleared.
5. Ann ate an apple as she studied her vocabulary.

Lesson 267

Adverb clauses (like adjective clauses) can give variety to your sentences.

Instructions: Combine the following sentences using adverb clauses at the beginning of the sentence.

1. Frank started medical training. He drove a forklift for a living.
2. The rains had started the mud slides. The homes were not safe to live in.
3. Older people love to sit in the park. They feed the birds and visit.
4. I enjoyed camping out. I was much younger.
5. Joe recognized the man. The man had stopped his car to help.

Answers:

Several different subordinate conjunctions can be used to combine adverb clauses with independent clauses, but I will only show one possibility.

1. Before Frank started medical training, he drove a forklift for a living.
2. Because the rains had started the mud slides, the homes were not safe to live in.
3. While they feed the birds and visit, older people love to sit in the park.
4. When I was much younger, I enjoyed camping out.
5. After the man had stopped his car to help, Joe recognized him.

Lesson 268

Adverb clauses (like adjective clauses) can give variety to your sentences. Sometimes we find adverb clauses that have left some words out. These are called reduced adverb clauses. Example: While (she was) speaking to the timid student, the teacher spoke slowly.

Instructions: Reduce the adverb clauses in these sentences.

1. While he was watching the geese, he saw the fox.
2. Richard got a thorn in his finger when he was pruning the roses.
3. The cat meowed loudly after it searched for a way into the house.
4. Although the man feared being ostracized, he continued helping everyone.
5. Will measured the board again before he made his final cut.

Answers:

1. While watching the geese, he saw the fox.
2. Richard got a thorn in his finger when pruning the roses.
3. The cat meowed loudly after searching for a way into the house.
4. Although fearing being ostracized, the man continued helping everyone.
5. Will measured the board again before making his final cut.

Lesson 269

Adverb clauses (like adjective clauses) can give variety to your sentences. Sometimes we find adverb clauses that have left some words out. They are called reduced adverb clauses. Example: While (she was) speaking to the timid student, the teacher spoke slowly.

Instructions: Rewrite the following reduced adverb clauses adding the missing words.

1. After hearing the terrible noise, they ran for their lives.
2. The customer paid for his groceries when passing through the check out stand.
3. Allen is only happy while participating in an argument.
4. Before leaving for the hike, the boy scouts were warned about snakes.
5. Until watering the lawn in the morning, he didn't see the dandelions in it.

Answers:

1. After they had heard the terrible noise, they ran for their lives.
2. The customer paid for his groceries when he passed through the check out stand.
3. Allen is only happy while he is participating in an argument.
4. Before they left for the hike, the boy scouts were warned about snakes.
5. Until he had watered the lawn in the morning, he didn't see the dandelions in it.

Lesson 270

Adverb clauses (like adjective clauses) can give variety to your sentences. Sometimes we find adverb clauses that have left some words out. They are called reduced adverb clauses. Example: While (she was) speaking to the timid student, the teacher spoke slowly.

Instructions: Find the adverb clauses in these sentences and tell what word they modify. If it is a reduced adverb clause or elliptical adverb clause add the missing words.

1. You act as if I enjoy punishing you.
2. The contractor roughened the concrete while it was still wet.
3. My sister is smarter than I.
4. The manager talked with the workers after listening to their suggestions.
5. Before returning to work, he ate his lunch.

Answers:

1. *as if I enjoy punishing you* modifies the verb *act*
2. *while it was still wet* modifies the verb *roughened*
3. *than I (am smart)* modifies the predicate adjective *smarter*
4. *after (he had listened) to their suggestions* modifies the verb *talked*
5. *Before (he returned) to work* modifies the verb *ate*

Quiz for Lessons 266 - 270

Instructions: Find the adverb clauses in these sentences and tell what word they modify. If it is a reduced adverb clause or elliptical adverb clause add the missing words.

1. You seem very happy when you help other people.
2. While you wait, we will detail your car.
3. I am happier than I ever was before.
4. That horse is more obstinate than a mule.
5. After seeing the final act, the audience applauded enthusiastically.
6. The woman took notes while being taught to cook with broccoli.
7. Ben fields baseballs better than he hits.
8. Although never having held office, the candidate decided to run for governor.
9. As the lions approached the carcass, the cheetahs retreated once more.
10. While eating, I choked on a bone.

Answers for Quiz (Lessons 266-270):

1. *when you help other people* modifies the predicate adjective *happy*
2. *While you wait* modifies the verb *will detail*
3. *than I ever was (happy) before* modifies the predicate adjective *happier*
4. *than a mule (is obstinate)* modifies the predicate adjective *obstinate*
5. *After (they saw) the final act* modifies the verb *applauded*
6. *while (she was) being taught to cook with broccoli* modifies the verb *took*
7. *than he hits (baseballs well)* modifies the adverb *better*
8. *Although (he had) never held office* modifies the verb *decided*
9. *As the lions approached the carcass* modifies the verb *retreated*
10. *While (I was) eating* modifies the verb *choked*

Chapter 27: Noun Clauses

Lesson 271

A *noun clause* is a dependent clause that can be used in the same way as a noun or pronoun. It can be a *subject*, *predicate nominative*, *direct object*, *appositive*, *indirect object*, or *object of the preposition*. Some of the words that introduce *noun clauses* are *that*, *whether*, *who*, *why*, *whom*, *what*, *how*, *when*, *whoever*, *where*, and *whomever*. Notice that some of these words also introduce adjective and adverb clauses. (To check a noun clause substitute the pronoun *it* or the proper form of the pronouns *he* or *she* for the noun clause.)

Examples: I know who said that. (I know it.) Whoever said it is wrong. (He is wrong.) Sometimes a noun clause is used without the introductory word. Example: I know that he is here. (I know he is here.)

Instructions: Find the noun clauses in the following sentences and tell how they are used. (Subject, predicate nominative, direct object, appositive, indirect object, or object of the preposition)

1. One should profit from what he sees and learns.
2. Her idea that I hire you was a very good one.
3. We wonder what your plans for the trip are.
4. My hope is that we may visit in Boston.
5. Why you did not hire me is hard to comprehend.

Answers:

1. what he sees and learns = object of the preposition
2. that I hire you = appositive
3. what your plans for the trip are = direct object
4. that we may visit in Boston = predicate nominative
5. Why you did not hire me = subject

Lesson 272

A *noun clause* is a dependent clause that can be used in the same way as a noun or pronoun. It can be a *subject*, *predicate nominative*, *direct object*, *appositive*, *indirect object*, or *object of the preposition*. Some of the words that introduce *noun clauses* are *that*, *whether*, *who*, *why*, *whom*, *what*, *how*, *when*, *whoever*, *where*, and *whomever*. Notice that some of these words also introduce adjective and adverb clauses. (To check a noun clause substitute the pronoun *it* or the proper form of the pronouns *he* or *she* for the noun clause.)

Examples: I know who said that. (I know it.) Whoever said it is wrong. (He is wrong.) Sometimes a noun clause is used without the introductory word. Example: I know that he is here. (I know he is here.)

Instructions: Find the noun clauses in the following sentences and tell how they are used. (Subject, predicate nominative, direct object, appositive, indirect object, or object of the preposition)

1. I do not know where he is going to stay.
2. How rich I am should concern no one except me.
3. That I should get a haircut is Mother's idea.
4. I wonder where my shoes are.
5. The money goes to whoever wins the race.

Answers:

1. where he is going to stay = direct object
2. How rich I am = subject
3. That I should get a haircut = subject
4. where my shoes are = direct object
5. whoever wins the race = object of the preposition

Lesson 273

A *noun clause* is a dependent clause that can be used in the same way as a noun or pronoun. It can be a *subject*, *predicate nominative*, *direct object*, *appositive*, *indirect object*, or *object of the preposition*. Some of the words that introduce *noun clauses* are *that*, *whether*, *who*, *why*, *whom*, *what*, *how*, *when*, *whoever*, *where*, and *whomever*. Notice that some of these words also introduce adjective and adverb clauses. (To check a noun clause substitute the pronoun *it* or the proper form of the pronouns *he* or *she* for the noun clause.)

Examples: I know who said that. (I know it.) Whoever said it is wrong. (He is wrong.) Sometimes a noun clause is used without the introductory word. Example: I know that he is here. (I know he is here.)

Instructions: Find the noun clauses in the following sentences and tell how they are used. (Subject, predicate nominative, direct object, appositive, indirect object, or object of the preposition)

1. Jeff's plea that he might buy a car was denied.
2. Give whoever calls first the prize.
3. Do you know why those people are protesting?
4. His excuse is that he was ill this morning.
5. Send on this secret mission whoever is the best qualified.

Answers:

1. that he might buy a car = appositive
2. whoever calls first = indirect object
3. why those people are protesting = direct object
4. that he was ill this morning = predicate nominative
5. whoever is the best qualified = direct object

Lesson 274

A *noun clause* is a dependent clause that can be used in the same way as a noun or pronoun. It can be a *subject*, *predicate nominative*, *direct object*, *appositive*, *indirect object*, or *object of the preposition*. Some of the words that introduce *noun clauses* are *that*, *whether*, *who*, *why*, *whom*, *what*, *how*, *when*, *whoever*, *where*, and *whomever*. Notice that some of these words also introduce adjective and adverb clauses. (To check a noun clause substitute the pronoun *it* or the proper form of the pronouns *he* or *she* for the noun clause.)

Examples: I know who said that. (I know it.) Whoever said it is wrong. (He is wrong.) Sometimes a noun clause is used without the introductory word. Example: I know that he is here. (I know he is here.)

Instructions: Find the noun clauses in the following sentences and tell how they are used. (Subject, predicate nominative, direct object, appositive, indirect object, or object of the preposition)

1. That he is an honest man cannot be denied.
2. Give whoever can prove ownership the money.
3. I have no opinion about who caused the problem.
4. He knows that he should be long-suffering.
5. A short vacation is what the family is planning.

Answers:

1. That he is an honest man = subject
2. whoever can prove ownership = indirect object
3. who caused the problem = object of the preposition
4. that he should be long-suffering = direct object
5. what the family is planning = predicate nominative

Lesson 275

A *noun clause* is a dependent clause that can be used in the same way as a noun or pronoun. It can be a *subject*, *predicate nominative*, *direct object*, *appositive*, *indirect object*, or *object of the preposition*. Some of the words that introduce *noun clauses* are *that*, *whether*, *who*, *why*, *whom*, *what*, *how*, *when*, *whoever*, *where*, and *whomever*. Notice that some of these words also introduce adjective and adverb clauses. (To check a noun clause substitute the pronoun *it* or the proper form of the pronouns *he* or *she* for the noun clause.) Examples: I know who said that. (I know it.) Whoever said it is wrong. (He is wrong.) Sometimes a noun clause is used without the introductory word. Example: I know that he is here. (I know he is here.)

Instructions: Find the noun clauses in the following sentences and tell how they are used. (Subject, predicate nominative, direct object, appositive, indirect object, or object of the preposition)

1. We will send the money to whoever asks for it.
2. Do you know how dynamite is made?
3. My hope that we visit Mount Rushmore is now a family idea.
4. His difficulty is that he cannot read.
5. Whoever said that is totally incorrect.

Answers:

1. whoever asks for it = object of the preposition
2. how dynamite is made = direct object
3. that we visit Mount Rushmore = appositive
4. that he cannot read = predicate nominative
5. Whoever said that = subject

Quiz for Lessons 271 - 275

Instructions: Find the noun clauses in the following sentences and tell how they are used. (Subject, predicate nominative, direct object, appositive, indirect object, or object of the preposition)

1. How the prisoner escaped is a mystery.
2. My feeling is that the robbery was an inside job.
3. Everyone is wondering how he could just disappear.
4. The news that he had escaped frightened the whole town.
5. The police have offered whoever finds the stolen diamonds a reward.
6. The family has had no word about where he might be.
7. That we were ready to go was a miracle.
8. Give whoever wants to go a ride to the game.
9. That you are losing ground was evident from the polls.
10. Whoever injured the handicapped woman must be feeling guilty.

Answers for Quiz (Lessons 271-275):

1. How the prisoner escaped = subject
2. that the robbery was an inside job = predicate nominative
3. how he could just disappear = direct object
4. that he had escaped = appositive
5. whoever finds the stolen diamonds = indirect object
6. where he might be = object of the preposition
7. That we were ready to go = subject
8. whoever wants to go = indirect object
9. That you are losing ground = subject
10. Whoever injured the handicapped woman = subject

Chapter 28: Clauses Review

Lesson 276

The adjective clause is used to modify a noun or a pronoun. It will begin with a relative pronoun (*who*, *whose*, *whom*, *which*, and *that*) or a subordinate conjunction (*when* and *where*). Those are the only words that can be used to introduce an *adjective clause*. The introductory word will always rename the word that it follows and modifies except when used with a preposition, which will come between the introductory word and the word it renames. Examples: The student *whose hand was up* gave the wrong answer. *Whose hand was up* is the adjective clause with *whose*, the relative pronoun, renaming and modifying *student*. Jane is a person *in whom I can place my confidence*. *Whom I can place my confidence* is the adjective clause with *whom*, the relative pronoun. Person is the word that *whom* renames and modifies.

An *adverb clause* is a dependent clause that modifies a verb, adjective, or another adverb. It usually modifies the verb.

Adverb clauses are introduced by *subordinate conjunctions* including *after*, *although*, *as*, *as if*, *before*, *because*, *if*, *since*, *so that*, *than*, *though*, *unless*, *until*, *when*, *where*, and *while*.

Example: They arrived before the game had ended -"before the game had ended" is the adverb clause modifying the verb *arrived* telling when.

A *noun clause* is a dependent clause that can be used the same ways as a noun or pronoun. It can be a *subject*, *predicate nominative*, *direct object*, *appositive*, *indirect object*, or *object of the preposition*. Some of the words that introduce *noun clauses* are *that*, *whether*, *who*, *why*, *whom*, *what*, *how*, *when*, *whoever*, *where*, and *whomever*. Notice that some of these words also introduce adjective and adverb clauses. (To check a noun clause substitute the pronoun *it* or the proper form of the pronouns *he* or *she* for the noun clause.) Examples: I know who said that. (I know it.) Whoever said it is wrong. (He is wrong.) Sometimes a noun clause is used without the

introductory word. Example: I know that he is here. (I know he is here.)

Instructions: Find the adjective, adverb, or noun clauses in these sentences. If it is an adjective or adverb clause, tell which word it modifies, and if it is a noun clause, tell if it is used as the subject, predicate nominative, direct object, appositive, indirect object, or object of the preposition.

1. Donna is my mother-in-law who died several years ago.
2. Atlantic City is where the Boardwalk is located.
3. The man had another back operation because he ruptured another disk.
4. A nurse can find a job wherever she goes.
5. Now I understand why you didn't want to attend.

Answers:

1. who died several year ago = adjective clause modifying the predicate nominative *mother-in-law*
2. where the Boardwalk is located = noun clause used as the predicate nominative
3. because he ruptured another disk = adverb clause modifying the verb *had*
4. wherever she goes = adverb clause modifying the verb *can find*
5. why you didn't want to attend = noun clause used as the direct object

Lesson 277

The adjective clause is used to modify a noun or a pronoun. It will begin with a relative pronoun (*who, whose, whom, which, and that*) or a subordinate conjunction (*when and where*). Those are the only words that can be used to introduce an *adjective clause*. The introductory word will always rename the word that it follows and modifies except when used with a preposition, which will come between the introductory word and the word it renames. Examples: The student *whose hand was up* gave the wrong answer. *Whose hand was up* is the adjective clause with *whose*, the relative pronoun, renaming and modifying *student*. Jane is a person *in whom I can place my confidence*. *Whom I can place my confidence* is the adjective clause with *whom*, the relative pronoun. Person is the word that *whom* renames and modifies.

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A *noun clause* is a dependent clause that can be used the same ways as a noun or pronoun. It can be a *subject, predicate nominative, direct object, appositive, indirect object, or object of the preposition*. Some of the words that introduce *noun clauses* are *that, whether, who, why, whom, what, how, when, whoever, where, and whomever*. Notice that some of these words also introduce adjective and adverb clauses. (To check a noun clause substitute the pronoun *it* or the proper form of the pronouns *he* or *she* for the noun clause.) Examples: I know who said that. (I know it.) Whoever said it is wrong. (He is wrong.) Sometimes a noun clause is used without the introductory word. Example: I know that he is here. (I know he is here.)

Instructions: Find the adjective, adverb or noun clauses in these sentences. If it is an adjective or adverb clause, tell which word it modifies, and if it is a noun clause, tell if it is used as the subject, predicate nominative, direct object, appositive, indirect object, or object of the preposition.

1. You can make a shirt from whatever material I don't use.
2. What the audience wanted was another selection.
3. Whenever Barbara does well, she is really excited.
4. The boy was working faster than I could.
5. I gave whoever wanted one a pamphlet.

Answers:

1. whatever material I don't use = noun clause used as the object of the preposition
2. What the audience wanted = noun clause used as the subject
3. Whenever Barbara does well = adverb clause modifying the predicate adjective *excited*
4. than I could (work fast) = adverb clause modifying the adverb *faster*
5. whoever wanted one = noun clause used as an indirect object

Lesson 278

The adjective clause is used to modify a noun or a pronoun. It will begin with a relative pronoun (*who, whose, whom, which, and that*) or a subordinate conjunction (*when and where*). Those are the only words that can be used to introduce an *adjective clause*. The introductory word will always rename the word that it follows and modifies except when used with a preposition, which will come between the introductory word and the word it renames. Examples: The student *whose hand was up* gave the wrong answer. *Whose hand was up* is the adjective clause with *whose*, the relative pronoun, renaming and modifying *student*. Jane is a person *in whom I can place my confidence*. *Whom I can place my confidence* is the adjective clause with *whom*, the relative pronoun. Person is the word that *whom* renames and modifies.

An *adverb clause* is a dependent clause that modifies a verb, adjective, or another adverb. It usually modifies the verb.

Adverb clauses are introduced by *subordinate conjunctions* including *after, although, as, as if, before, because, if, since, so that, than, though, unless, until, when, where, and while*.

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Instructions: Find the adjective, adverb or noun clauses in these sentences. If it is an adjective or adverb clause, tell which word it modifies, and if it is a noun clause, tell if it is used as the subject, predicate nominative, direct object, appositive, indirect object, or object of the preposition.

1. Then I learned the truth, that I had been cheated.
2. The trick that he played on me was not funny.
3. He hopes that he can learn to ski.
4. It is obvious that you want no help.
5. The truth is that freedom is not free.

Answers:

1. that I had been cheated = noun clause used as the appositive
2. that he played on me = adjective clause modifying the subject *trick*
3. that he can learn to ski = noun clause used as the direct object
4. that you want no help = adverb clause modifying the predicate adjective *obvious*
5. that freedom is not free = noun clause used as the predicate nominative

Lesson 279

The adjective clause is used to modify a noun or a pronoun. It will begin with a relative pronoun (*who, whose, whom, which, and that*) or a subordinate conjunction (*when and where*). Those are the only words that can be used to introduce an *adjective clause*. The introductory word will always rename the word that it follows and modifies except when used with a preposition, which will come between the introductory word and the word it renames. Examples: The student *whose hand was up* gave the wrong answer. *Whose hand was up* is the adjective clause with *whose*, the relative pronoun, renaming and modifying *student*. Jane is a person *in whom I can place my confidence*. *Whom I can place my confidence* is the adjective clause with *whom*, the relative pronoun. Person is the word that *whom* renames and modifies.

An *adverb clause* is a dependent clause that modifies a verb, adjective, or another adverb. It usually modifies the verb.

Adverb clauses are introduced by *subordinate conjunctions* including *after, although, as, as if, before, because, if, since, so that, than, though, unless, until, when, where, and while*.

Example: They arrived before the game had ended -"before the game had ended" is the adverb clause modifying the verb *arrived* telling when.

A *noun clause* is a dependent clause that can be used the same ways as a noun or pronoun. It can be a *subject, predicate nominative, direct object, appositive, indirect object, or object of the preposition*. Some of the words that introduce *noun clauses* are *that, whether, who, why, whom, what, how, when, whoever, where, and whomever*. Notice that some of these words also introduce adjective and adverb clauses. (To check a noun clause substitute the pronoun *it* or the proper form of the pronouns *he* or *she* for the noun clause.) Examples: I know who said that. (I know it.) Whoever said it is wrong. (He is wrong.) Sometimes a noun clause is used without the introductory word. Example: I know that he is here. (I know he is here.)

Instructions: Find the adjective, adverb or noun clauses in these sentences. If it is an adjective or adverb clause, tell which word it modifies, and if it is a noun clause, tell if it is used as the subject, predicate nominative, direct object, appositive, indirect object, or object of the preposition.

1. That the tiger was gentle and tame was not certain.
2. Do not use that comb which has no teeth.
3. If the treaty is signed, the President will leave at once.
4. Patty explained how embalming is done.
5. Jack asked why the game had been canceled.

Answers:

1. That the tiger was gentle and tame = noun clause used as the subject
2. which has no teeth = adjective clause modifying the direct object *comb*
3. If the treaty is signed = adverb clause modifying the verb *will leave*
4. how embalming is done = noun clause used as the direct object
5. why the game had been canceled = noun clause used as the direct object

Lesson 280

The adjective clause is used to modify a noun or a pronoun. It will begin with a relative pronoun (*who, whose, whom, which, and that*) or a subordinate conjunction (*when and where*). Those are the only words that can be used to introduce an *adjective clause*. The introductory word will always rename the word that it follows and modifies except when used with a preposition, which will come between the introductory word and the word it renames. Examples: The student *whose hand was up* gave the wrong answer. *Whose hand was up* is the adjective clause with *whose*, the relative pronoun, renaming and modifying *student*. Jane is a person *in whom I can place my confidence*. *Whom I can place my confidence* is the adjective clause with *whom*, the relative pronoun. Person is the word that *whom* renames and modifies.

An *adverb clause* is a dependent clause that modifies a verb, adjective, or another adverb. It usually modifies the verb.

Adverb clauses are introduced by *subordinate conjunctions* including *after, although, as, as if, before, because, if, since, so that, than, though, unless, until, when, where, and while*.

Example: They arrived before the game had ended -"before the game had ended" is the adverb clause modifying the verb *arrived* telling when.

A *noun clause* is a dependent clause that can be used the same ways as a noun or pronoun. It can be a *subject, predicate nominative, direct object, appositive, indirect object, or object of the preposition*. Some of the words that introduce *noun clauses* are *that, whether, who, why, whom, what, how, when, whoever, where, and whomever*. Notice that some of these words also introduce adjective and adverb clauses. (To check a noun clause substitute the pronoun *it* or the proper form of the pronouns *he* or *she* for the noun clause.) Examples: I know who said that. (I know it.) Whoever said it is wrong. (He is wrong.) Sometimes a noun clause is used without the introductory word. Example: I know that he is here. (I know he is here.)

Instructions: Find the adjective, adverb or noun clauses in these sentences. If it is an adjective or adverb clause, tell which word it modifies, and if it is a noun clause, tell if it is used as the subject, predicate nominative, direct object, appositive, indirect object, or object of the preposition.

1. This year was the warmest year that we have had.
2. We waited for hours until we received word of his rescue.
3. The hiker whom I saw on Mount Timpanogos was eighty years old.
4. Mike thinks that he will win the lottery.
5. Who lost this wallet is a mystery to me.

Answers:

1. that we have had = adjective clause modifying the predicate nominative *year*
2. until we received word of his rescue = adverb clause modifying the verb *waited*
3. whom I saw on Mount Timpanogos = adjective clause modifying the subject *hiker*
4. that he will win the lottery = noun clause used as the direct object
5. Who lost this wallet = noun clause used as the subject

Quiz for Lessons 276 - 280

Instructions: Find the adjective, adverb or noun clauses in these sentences. If it is an adjective or adverb clause, tell which word it modifies, and if it is a noun clause, tell how it is used as the subject, predicate nominative, direct object, appositive, indirect object, or object of the preposition.

1. If the manager is unable to help, try the assistant manager.
2. The mayor is the person to whom you should write the letter.
3. The man whose neck was broken has recovered completely.
4. The scientist said that the ozone levels were dangerous.
5. The city council objected when the mayor changed his mind.
6. It is unfortunate that Mr. Jones will not return.
7. Why you don't do your work is ridiculous to me.
8. This cemetery is where your Grandfather is buried.
9. The report that the island is under water is very misleading.
10. We offered whoever told the truth clemency.

Answers for Quiz (Lessons 276-280):

1. If the manager is unable to help = adverb clause modifying the verb *try*
2. whom you should write the letter = noun clause used as the object of the preposition
3. whose neck was broken = adjective clause modifying the subject *man*
4. that the ozone levels were dangerous = noun clause used as the direct object
5. when the mayor changed his mind = adverb clause modifying the verb *objected*
6. that Mr. Jones will not return = adverb clause modifying the predicate adjective *unfortunate*
7. Why you don't do your work = noun clause used as the subject
8. where your Grandfather is buried = noun clause used as the predicate nominative
9. that the island is under water = noun clause used as the appositive
10. whoever told the truth = noun clause used as the indirect object

Lesson 281

Instructions: Using all the knowledge learned in the previous lessons, find the **verb (v)**, **subjects (subj)**, **predicate nominatives (pn)**, **direct objects (do)**, **appositives (app)**, **nouns of address (na)**, **adjectives (adj)**, **predicate adjectives (pa)**, **adverbs (adv)**, **prepositions (prep)**, **objects of the preposition (op)**, **prepositional phrases (p ph)**, **indirect objects (io)**, and **objective complements (oc)** in the following sentences.

If the word is **verbal**, tell whether it is a **gerund**, **participle**, **noun infinitive**, **adjective infinitive**, or **adverb infinitive**. Tell which word the **adjective**, **adverb**, **prepositional phrase**, **verbal**, or **verbal phrase** modify.

If the sentence has a dependent clause, tell whether it is a **noun clause**, **adverb clause**, or **adjective clause**. Tell which word the **adverb** and **adjective clause** modify. Tell how the **noun clause** is used.

1. Becky is my daughter whom I have not seen for a year.
2. I will make a playhouse for the kids from whatever material is not used in the house.
3. Then I learned a good lesson, that you should always be kind.
4. If the price is right, we will own the car.
5. Whoever returned my wallet is an honest person.

Answers:

1. is = verb, Becky = subject, daughter = predicate nominative, my = adjective modifying daughter; (whom I have not seen for a year) = adjective clause modifying daughter, have seen = verb, I = subject,

whom = noun clause introductory word used as a direct object, not = adverb modifying have seen, for a year = adverb prepositional phrase modifying have seen, for = preposition, year = object of the preposition, a = adjective modifying year

2. will make = verb, I = subject, playhouse = direct object, a = adjective modifying playhouse, for the kids = adverb prepositional phrase modifying will make, from whatever material is not used in the house = adverb prepositional phrase modifying will make, from = preposition; (whatever material is not used in the house) = noun clause used as the object of the preposition, is used = verb, material = subject, whatever = noun clause introductory word used as an adjective modifying material, not = adverb modifying is used, in the house = adverb prepositional phrase modifying is used, in = preposition, house = object of the preposition, the = adjective modifying house
3. learned = verb, I = subject, lesson = direct object, a, good = adjectives modifying lesson, then = adverb modifying learned; (that you should always be kind) = noun clause used as an appositive, should be = verb, you = subject, kind = predicate adjective modifying you, always = adverb modifying should be, that = clause introductory word that does not fit grammatically with the rest of the sentence. (That is the only introductory word used to introduce noun clauses that will not fit grammatically with the rest of the sentence.)
4. will own = verb, we = subject, car = direct object, the = adjective modifying car; (if the price is right) = adverb clause modifying will own, is = verb, price = subject, right = predicate adjective modifying price, the = adjective modifying price, if = subordinate conjunction introducing the adverb clause
5. is = verb, (whoever returned my wallet) = noun clause used as the subject, returned = verb, whoever = noun clause introductory word used as a subject, wallet = direct object, my = adjective modifying wallet, person = predicate nominative, an/honest = adjectives modifying person

Lesson 282

Instructions: Using all the knowledge learned in the previous lessons, find the **verb (v)**, **subjects (subj)**, **predicate nominatives (pn)**, **direct objects (do)**, **appositives (app)**, **nouns of address (na)**, **adjectives (adj)**, **predicate adjectives (pa)**, **adverbs (adv)**, **prepositions (prep)**, **objects of the preposition (op)**, **prepositional phrases (p ph)**, **indirect objects (io)**, and **objective complements (oc)** in the following sentences.

If the word is **verbal**, tell whether it is a **gerund**, **participle**, **noun infinitive**, **adjective infinitive**, or **adverb infinitive**. Tell which word the **adjective**, **adverb**, **prepositional phrase**, **verbal**, or **verbal phrase** modify.

If the sentence has a dependent clause, tell whether it is a **noun clause**, **adverb clause**, or **adjective clause**. Tell which word the **adverb** and **adjective clause** modify. Tell how the **noun clause** is used.

1. This is the driest year that we have had recently.
2. Jim wondered why we hadn't called him.
3. It is evident that you didn't listen.
4. I gave whoever asked the directions to the camp.
5. Texas is where the flooding occurred.

Answers:

1. is = verb, this = subject, year = predicate nominative, the/driest = adjectives modifying year; (that we have had recently) = adjective clause modifying year, have had = verb, we = subject, that = adjective clause introductory word equaling year used as the direct object, recently = adverb modifying have had
2. wondered = verb, Jim = subject; (why we hadn't called him) = noun clause used as the direct object, had called = verb, we = subject, him = direct object, n't = adverb modifying had called, why = noun clause introductory word used as an adverb modifying had called
3. is = verb, it = subject, evident = predicate adjective modifying it; (that you didn't listen) = adverb clause modifying the predicate adjective evident, did listen = verb, you = subject, n't = adverb modifying did listen, that = subordinate conjunction introducing the adverb clause
4. gave = verb, I = subject, directions = direct object, the = adjective modifying directions; (whoever asked) = noun clause used as the indirect object modifying gave, asked = verb, whoever = noun clause introductory word used as the subject, to the camp = adjective prepositional phrase modifying directions, to = preposition, camp = object of the preposition, the = adjective modifying camp
5. is = verb, Texas = subject; (where the flooding occurred) = noun clause used as the predicate nominative, occurred = verb, flooding = gerund used as the subject, the = adjective modifying flooding, where = noun clause introductory word used as an adverb modifying occurred

Lesson 283

Instructions: Using all the knowledge learned in the previous lessons, find the **verb (v)**, **subjects (subj)**, **predicate nominatives (pn)**, **direct objects (do)**, **appositives (app)**, **nouns of address (na)**, **adjectives (adj)**, **predicate adjectives (pa)**, **adverbs (adv)**, **prepositions (prep)**, **objects of the preposition (op)**, **prepositional phrases (p ph)**, **indirect objects (io)**, and **objective complements (oc)** in the following sentences.

If the word is **verbal**, tell whether it is a **gerund**, **participle**, **noun infinitive**, **adjective infinitive**, or **adverb infinitive**. Tell which word the **adjective**, **adverb**, **prepositional phrase**, **verbal**, or **verbal phrase** modify.

If the sentence has a dependent clause, tell whether it is a **noun clause**, **adverb clause**, or **adjective clause**. Tell which word the **adverb** and **adjective clause** modify. Tell how the **noun clause** is used.

1. The woman had several broken bones because her bones were weak.
2. What the man wanted was a free ride through life.
3. I hope that I can learn to use the computer.
4. Do not eat the fruit that has fallen on the ground.
5. We waited until the doctor reported the operation a success.

Answers:

1. had = verb, woman = subject, bones = direct object, the = adjective modifying woman, several = adjective modifying bones, broken = participle modifying bones; (because her bones were weak) = adverb clause modifying the verb had, were = verb, bones = subject, weak = predicate adjective modifying bones, her = adjective modifying bones, because = subordinate conjunction introducing the adverb clause
2. was = verb, (what the man wanted) = noun clause used as the subject, wanted = verb, man = subject, what = noun introductory word used as the direct object, the = adjective modifying man; ride = predicate nominative, a/free = adjectives modifying ride, through life = adjective prepositional phrase modifying ride, through = preposition, life = object of the preposition
3. hope = verb, I = subject; (that I can learn to use the computer) = noun clause used as the direct object, can learn = verb, I = subject, to use the computer = infinitive phrase used as the direct object, to use = infinitive, computer = direct object of the infinitive to use, the = adjective modifying computer, that = noun clause introductory word that does not fit grammatically with the sentence
4. do eat = verb, (you understood) = subject, fruit = direct object, the = adjective modifying fruit, not = adverb modifying do eat; (that has fallen on the ground) = adjective clause modifying fruit, has fallen = verb, that = adjective clause introductory word used as the subject equaling fruit, on the ground = adverb prepositional phrase modifying has fallen, on = preposition, ground = object of the preposition, the = adjective modifying ground
5. waited = verb, we = subject; (until the doctor reported the operation a success) = adverb clause modifying waited, reported = verb, doctor = subject, operation = direct object, the = adjective modifying doctor, the = adjective modifying operation, success = object complement modifying operation, a = adjective modifying success, until = subordinate conjunction introducing an adverb clause

Lesson 284

Instructions: Using all the knowledge learned in the previous lessons, find the **verb (v)**, **subjects (subj)**, **predicate nominatives (pn)**, **direct objects (do)**, **appositives (app)**, **nouns of address (na)**, **adjectives (adj)**, **predicate adjectives (pa)**, **adverbs (adv)**, **prepositions (prep)**, **objects of the preposition (op)**, **prepositional phrases (p ph)**, **indirect objects (io)**, and **objective complements (oc)** in the following sentences.

If the word is **verbal**, tell whether it is a **gerund**, **participle**, **noun infinitive**, **adjective infinitive**, or **adverb infinitive**. Tell which word the **adjective**, **adverb**, **prepositional phrase**, **verbal**, or **verbal phrase** modify.

If the sentence has a dependent clause, tell whether it is a **noun clause**, **adverb clause**, or **adjective clause**. Tell which word the **adverb** and **adjective clause** modify. Tell how the **noun clause** is used.

1. Joe thinks he can win at the slots.
2. That one should always do his best is certain to bring success.
3. The fact was that I was not in town.
4. The girl ran more quickly to her mother than her brother.
5. Although a skilled person will be better prepared, he may not find work.

Answers:

1. thinks = verb, Joe = subject; (he can win at the slots) = noun clause used as the direct object with an understood introductory word that, can win = verb, he = subject, at the slots = adverb prepositional phrase modifying can win, at = preposition, slots = object of the preposition, the = adjective modifying slots

2. is = verb, (that one should always do his best) = noun clause used as the subject, should do = verb, one = subject, best = direct object, his = adjective modifying best, always = adverb modifying should do, that = noun clause introductory word that does not fit grammatically with the sentence; certain = predicate adjective modifying (that one should always do his best) the subject, to bring = adverb infinitive modifying certain, success = direct object to the infinitive to bring
3. was = verb, fact = subject, the = adjective modifying fact; (that I was not in town) = noun clause used as the predicate nominative, was = verb, I = subject, not = adverb modifying was, in town = adverb prepositional phrase modifying was, in = preposition, town = object of the preposition, that = noun clause introductory word that does not fit grammatically with the sentence
4. ran = verb, girl = subject, the = adjective modifying girl, quickly = adverb modifying ran, more = adverb modifying quickly, to her mother = adverb prepositional phrase modifying ran, to = preposition, mother = object of the preposition, her = adjective modifying mother; (than her brother[ran quickly to his mother] understood part of the clause) = adverb elliptical clause modifying more, ran = understood verb, brother = subject, her = adjective modifying brother, quickly = understood adverb modifying understood ran, to his mother = understood prepositional phrase modifying ran, to = understood preposition, mother = understood object of the preposition, his = understood adjective modifying mother, than = subordinate conjunction introducing the adverb clause
5. may find = verb, he = subject, work = direct object, not = adverb modifying may find; (although a skilled person will be better prepared) = adverb clause modifying may find, will be = verb, person = subject, a = adjective modifying person, skilled = participle modifying person, prepared = participle modifying person used as the predicate adjective, better = adverb modifying prepared, although = subordinate conjunction introducing the adverb clause

Lesson 285

Instructions: Using all the knowledge learned in the previous lessons, find the **verb (v)**, **subjects (subj)**, **predicate nominatives (pn)**, **direct objects (do)**, **appositives (app)**, **nouns of address (na)**, **adjectives (adj)**, **predicate adjectives (pa)**, **adverbs (adv)**, **prepositions (prep)**, **objects of the preposition (op)**, **prepositional phrases (p ph)**, **indirect objects (io)**, and **objective complements (oc)** in the following sentences.

If the word is **verbal**, tell whether it is a **gerund**, **participle**, **noun infinitive**, **adjective infinitive**, or **adverb infinitive**. Tell which word the **adjective**, **adverb**, **prepositional phrase**, **verbal**, or **verbal phrase** modify.

If the sentence has a dependent clause, tell whether it is a **noun clause**, **adverb clause**, or **adjective clause**. Tell which word the **adverb** and **adjective clause** modify. Tell how the **noun clause** is used.

1. Now I understand why you didn't tell me.
2. Whenever you do well, you will be rewarded.
3. The instrument that he plays is not the French horn.
4. Sam explained how you could save money daily.
5. The man whom I met at the store knew my father.

Answers:

1. understand = verb, I = subject, now = adverb modifying understand; (why you didn't tell me) = noun clause used as the direct object, did tell = verb, you = subject, me = direct object, n't = adverb modifying did tell, why = noun clause introductory word used as an adverb modifying did tell
2. will be rewarded = verb, you = subject; (whenever you do well) = adverb clause modifying will be rewarded, do = verb, you = subject, well = adverb modifying do, whenever = subordinate conjunction introducing the adverb clause
3. is = verb, instrument = subject, the = adjective modifying instrument, horn = predicate nominative, the/French = adjectives modifying horn; (that he plays) = adjective clause modifying instrument, plays = verb, he = subject, that = adjective clause introductory word used as a direct object
4. explained = verb, Sam = subject; (how you could save money daily) = noun clause used as the direct object, could save = verb, you = subject, money = direct object, how/daily = adverbs modifying could save
5. knew = verb, man = subject, father = direct object, my = adjective modifying father, the = adjective modifying man; (whom I met at the store) = adjective clause modifying man, met = verb, I = subject, whom = adjective clause introductory word used as the direct object to met, at the store = adverb prepositional phrase modifying met, at = preposition, store = object of the preposition, the = adjective modifying store

Quiz for Lessons 281 - 285

Instructions: Using all the knowledge learned in the previous lessons, find the **verb (v)**, **subjects (subj)**, **predicate nominatives (pn)**, **direct objects (do)**, **appositives (app)**, **nouns of address (na)**, **adjectives (adj)**, **predicate adjectives (pa)**, **adverbs (adv)**, **prepositions (prep)**, **objects of the preposition (op)**, **prepositional phrases (p ph)**, **indirect objects (io)**, and **objective complements (oc)** in the following sentences.

If the word is **verbal**, tell whether it is a **gerund**, **participle**, **noun infinitive**, **adjective infinitive**, or **adverb infinitive**. Tell which word the **adjective**, **adverb**, **prepositional phrase**, **verbal**, or **verbal phrase** modify.

If the sentence has a dependent clause, tell whether it is a **noun clause**, **adverb clause**, or **adjective clause**. Tell which word the **adverb and adjective clause** modify. Tell how the **noun clause** is used.

1. We offered whoever caused the accident a chance to confess.
2. The man whose leg was amputated was glad to be alive.
3. The judge is the person to whom you should talk.
4. When the mayor explained his plan, the citizens were pleased.
5. It is unfortunate that you do not agree.
6. The news that thousands had been killed was correct.
7. This house is where your grandmother lived.
8. Why you don't like him is hard to understand.
9. If you are unable to find it, call me at home.
10. The manager said that everyone would get a raise.

Answers for Quiz (Lessons 281-285):

1. offered = verb, we = subject, chance = direct object, a = adjective modifying chance, to confess = adjective infinitive used as object complement; (whoever caused the accident) = noun clause used as an indirect object, caused = verb, whoever = noun clause introductory word used as the subject, accident = direct object, the = adjective modifying accident
2. was = verb, man = subject, the = adjective modifying man, glad = predicate adjective modifying man, to be = adverb infinitive modifying glad, alive = predicate adjective to the infinitive to be; (whose leg was amputated) = adjective clause modifying man, was amputated = verb, leg = subject, whose = adjective modifying leg
3. is = verb, judge = subject, person = predicate nominative, the = adjective modifying judge, the = adjective modifying person; to whom you should talk = adjective prepositional phrase modifying person, (whom you should talk) = noun clause used as the object of the preposition, should talk = verb, you = subject, whom = noun clause introductory word used as the direct object
4. were pleased = verb, citizens = subject, the = adjective modifying citizens; (when the mayor explained his plan) = adverb clause modifying were pleased, explained = verb, mayor = subject, plan = direct object, the = adjective modifying mayor, his = adjective modifying plan, when = subordinate conjunction introducing the adverb clause
5. is = verb, it = subject, unfortunate = predicate adjective modifying it; (that you do not agree) = adverb clause modifying unfortunate, do agree = verb, you = subject, not = adverb modifying do agree, that = subordinate conjunction introducing the adverb clause
6. was = verb, news = subject, correct = predicate adjective modifying news, the = adjective modifying news; (that thousands had been killed) = noun clause used as an appositive, had been killed = verb, thousands = subject, that = noun introductory word that does not fit grammatically with the sentence
7. is = verb, house = subject, this = adjective modifying house; (where your grandmother lived) = noun clause used as a predicate nominative, lived = verb, grandmother = subject, your = adjective modifying grandmother, where = noun clause introductory word used as an adverb modifying lived
8. is = verb; (why you don't like him) = noun clause used as the subject, do like = verb, you = subject, him = direct object, n't = adverb modifying do like, why = noun clause introductory word used as an adverb modifying do like; hard = predicate adjective modifying the noun clause, to understand = adverb infinitive modifying hard
9. call = verb, (you understood) = subject, me = direct object, at home = adverb prepositional phrase modifying call, at = preposition, home = object of the preposition; (if you are unable to find it) = adverb clause modifying call, are = verb, you = subject, unable = predicate adjective modifying you, to find = adverb infinitive modifying unable, it = direct object to the infinitive, if = subordinate conjunction introducing the adverb clause
10. said = verb, manager = subject, the = adjective modifying manager; (that everyone would get a raise) = noun clause used as the direct object, would get = verb, everyone = subject, raise = direct object, a = adjective modifying raise, that = noun clause introductory word that does not fit grammatically with the sentence

Chapter 29: Sentence Variety

Lesson 286

Having learned about phrases and clauses, let's now use the following phrases and clauses to give variety to our writing: participial phrases, adverb clauses, adjective clauses, compound sentences, or verbs.

First identify which of the above ways is used in the sentence, and then rewrite it using the three other ways identifying each of the methods used.

Example: Having finished my lessons, I sat back and gloried in my effort. = participial phrase

You must rewrite it using an adverb clause, adjective clause, and either a compound sentence or a simple sentence with compound verbs.

I finished my lessons, sat back, and gloried in my effort. = compound verbs

After I had finished my lessons, I sat back and gloried in my effort. = adverb clause

I who had finished my lessons sat back and gloried in my effort. = adjective clause

Instructions: Identify the written sentence and rewrite it the other three ways.

1. Watching the sunset above the mountain, John noticed the colors blending softly into one another.
2. The excited horse pawed the ground rapidly while it chewed on its bit and neighed continually.
3. The pilot climbed into his jet plane, adjusted his helmet, and attached his oxygen pack.

Answers:

Note- There are other ways in which to write these sentences.

1. participial phrase

John watched the sunset above the mountain, and he noticed the colors blending softly into one another. = compound sentence

While he watched the sunset above the mountain, John noticed the colors blending softly into one another. = adverb clause

John who was watching the sunset above the mountain noticed the colors blending softly into one another. = adjective clause

2. adverb clause

The excited horse which pawed the ground rapidly chewed on its bit and neighed continually. = adjective clause

Pawing the ground rapidly, the excited horse chewed on its bit and neighed continually. = participial phrase

The excited horse pawed the ground rapidly, chewed its bit, and neighed continually = compound verbs

3. compound verbs

Climbing into his jet plane, the pilot adjusted his helmet and attached his oxygen pack. = participial phrase

After he climbed into his jet plane, the pilot adjusted his helmet and attached his oxygen pack. = adverb clause

The pilot who climbed into his jet plane adjusted his helmet and attached his oxygen pack. = adjective clause

Lesson 287

Having learned about phrases and clauses, let's now use the following phrases and clauses to give variety to our writing: participial phrases, adverb clauses, adjective clauses, compound sentences or verbs.

First identify which of the above ways is used in the sentence, and then rewrite it using the three other ways identifying each of the methods used.

Example: Having finished my lessons, I sat back and gloried in my effort. = participial phrase

You must rewrite it using an adverb clause, adjective clause, and either a compound sentence or a simple sentence with compound verbs.

I finished my lessons, sat back, and gloried in my effort. = compound verbs

After I had finished my lessons, I sat back and gloried in my effort. = adverb clause

I who had finished my lessons sat back and gloried in my effort. = adjective clause

Instructions: Identify the written sentence and rewrite it the other three ways.

1. At dusk the manager threw the electrical switch, and the amusement park lit up like a star-studded galaxy.
2. As he walked out on the wire and completed his various routines, the acrobat carefully demonstrated his intricate ability.
3. The people who saw the basketball star surged against the restraints and called out compliments and greetings.

Answers:

1. compound sentence

Throwing the electrical switch at dusk, the manager lit up the amusement park like a star-studded galaxy. = participial phrase

At dusk the manager who threw the electrical switch lit up the amusement park like a star-studded galaxy. = adjective clause

After the manager threw the electrical switch, the amusement park lit up like a star-studded galaxy at dusk. = adverb clause

2. participial phrase

When he had demonstrated his intricate ability, the acrobat carefully walked out on the wire and completed his various routines. = adverb clause

The acrobat demonstrated his intricate ability, carefully walked out on the wire, and completed his various routines. = compound verbs

The acrobat who carefully walked out on the wire and completed his various routines demonstrated his intricate ability. = adjective clause

3. adjective clause

Seeing the basketball star, the people surged against the restraints and called out compliments and greetings. = participial phrase

When the people saw the basketball star, they surged against the restraints and called out compliments and greetings. = adverb clause

The people saw the basketball star, and they surged against the restraints and called out compliments and greetings. = compound sentence

Lesson 288

Having learned about phrases and clauses, let's now use the following phrases and clauses to give variety to our writing: participial phrases, adverb clauses, adjective clauses, compound sentences or verbs.

First identify which of the above ways is used in the sentence, and then rewrite it using the three other ways identifying each of the methods used.

Example: Having finished my lessons, I sat back and gloried in my effort. = participial phrase

You must rewrite it using an adverb clause, adjective clause, and either a compound sentence or a simple sentence with compound verbs.

I finished my lessons, sat back, and gloried in my effort. = compound verbs

After I had finished my lessons, I sat back and gloried in my effort. = adverb clause

I who had finished my lessons sat back and gloried in my effort. = adjective clause

Instructions: Identify the written sentence and rewrite it the other three ways.

1. The engineer knew the train was on time, leaned against the side, and sighed with relief.
2. Hoping to have the seating in place by evening, the committee for the Olympics hurriedly set up bleachers along the main road.
3. Mark took a quick, refreshing swim in the mountain lake before he returned to the cabin for breakfast.

Answers:

1. compound verbs

Knowing the train was on time, the engineer leaned against the side and sighed with relief. = participial phrase

The engineer that knew the train was on time leaned against the side and sighed with relief. = adjective clause

When the engineer leaned against the side and sighed with relief, he knew the train was on time. = adverb clause

2. participial phrase

The committee for the Olympics hoped to have the seating in place by evening and hurriedly set up bleachers along the main road. = compound verb

The committee for the Olympics that hoped to have the seating in place by evening hurriedly set up bleachers along the main road. = adjective clause

Because they hoped to have the seating in place by evening, the committee for the Olympics hurriedly set up bleachers along the main road. = adverb clause

3. adverb clause

Having taken a quick, refreshing swim in the mountain lake, Mark returned to the cabin for breakfast. = participial phrase

Mark who had taken a quick, refreshing swim in the mountain lake returned to the cabin for breakfast. = adjective clause

Mark took a quick, refreshing swim in the mountain lake and returned to the cabin for breakfast. = compound verbs

Lesson 289

Having learned about phrases and clauses, let's now use the following phrases and clauses to give variety to our writing: participial phrases, adverb clauses, adjective clauses, compound sentences or verbs.

First identify which of the above ways is used in the sentence, and then rewrite it using the three other ways identifying each of the methods used.

Example: Having finished my lessons, I sat back and gloried in my effort. = participial phrase

You must rewrite it using an adverb clause, adjective clause, and either a compound sentence or a simple sentence with compound verbs.

I finished my lessons, sat back, and gloried in my effort. = compound verbs

After I had finished my lessons, I sat back and gloried in my effort. = adverb clause

I who had finished my lessons sat back and gloried in my effort. = adjective clause

Instructions: Identify the written sentence and rewrite it the other three ways.

1. Standing nervously in the wings of the theater, Jeanne practiced her lines quietly and waited to go on stage.
2. The detective searched carefully through the old desk as he recounted in his mind the importance of the will.
3. The small black dog which looked weak and harmless leaped suddenly at the stranger.

Answers:

1. participial phrase

Jeanne stood nervously in the wings of the theater and practiced her lines quietly while she waited to go on stage. = adverb clause
Jeanne stood nervously in the wings of the theater, practiced her lines quietly, and waited to go on stage. = compound verbs
Jeanne who practiced her lines quietly stood nervously in the wings of the theater and waited to go on stage. = adjective clause

2. adverb clause

The detective searched carefully through the old desk, and he recounted in his mind the importance of the will. = compound sentence
Recounting in his mind the importance of the will, the detective searched carefully through the old desk. = participial phrase
The detective who searched carefully through the old desk recounted in his mind the importance of the will. = adjective clause

3. adjective clause

Looking weak and harmless, the small black dog leaped suddenly at the stranger. = participial phrase
Although he looked weak and harmless, the small black dog leaped suddenly at the stranger. = adverb clause
The small black dog looked weak and harmless but leaped suddenly at the stranger. = compound verbs

Lesson 290

Having learned about phrases and clauses, let's now use the following phrases and clauses to give variety to our writing: participial phrases, adverb clauses, adjective clauses, compound sentences or verbs.

First identify which of the above ways is used in the sentence, and then rewrite it using the three other ways identifying each of the methods used.

Example: Having finished my lessons, I sat back and gloried in my effort. = participial phrase

You must rewrite it using an adverb clause, adjective clause, and either a compound sentence or a simple sentence with compound verbs.

I finished my lessons, sat back, and gloried in my effort. = compound verbs

After I had finished my lessons, I sat back and gloried in my effort. = adverb clause

I who had finished my lessons sat back and gloried in my effort. = adjective clause

Instructions: Identify the written sentence and rewrite it the other three ways.

1. The camper sighed heavily, strained under the weight of his load, and carried it into camp.
2. Waiting for the signal to enter, the children played happily around the entrance to the park.
3. When she had performed her daily tasks, the old lady lit a fire and warmed herself for the evening.

Answers:

1. compound verbs

Sighing heavily, the camper strained under the weight of his load and carried it into the camp. = participial phrase
While he strained under the weight of his load, the camper sighed heavily and carried it into camp. = adverb clause
The camper who strained under the weight of his load sighed heavily and carried it into camp. = adjective clause

2. participial phrase

The children waited for the signal to enter as they played happily around the entrance to the park. = adverb clause
The children waited for the signal to enter and played happily around the entrance to the park. = compound verbs
The children who played happily around the entrance to the park waited for the signal to enter. = adjective clause

3. adverb clause

Performing her daily tasks, the old lady lit a fire and warmed herself for the evening. = participial phrase
The old lady that had performed her daily tasks lit a fire and warmed herself for the evening. = adjective clause
The old lady performed her daily tasks, and she lit a fire and warmed herself for the evening. = compound sentence

Quiz for Lessons 286 - 290

Having learned about phrases and clauses, let's now use the following phrases and clauses to give variety to our writing: participial phrases, adverb clauses, adjective clauses, compound sentences or verbs.

First identify which of the above ways is used in the sentence, and then rewrite it using the three other ways identifying each of the methods used.

Example: Having finished my lessons, I sat back and gloried in my effort. = participial phrase

You must rewrite it using an adverb clause, adjective clause, and either a compound sentence or a simple sentence with compound verbs.

I finished my lessons, sat back, and gloried in my effort. = compound verbs

After I had finished my lessons, I sat back and gloried in my effort. = adverb clause

I who had finished my lessons sat back and gloried in my effort. = adjective clause

Instructions: Identify the written sentence and rewrite it the other three ways.

1. The gardener who had sprayed the weeds with poison thought about the vacation planned for July.
2. When they saw the curtain go up, the audience gasped in surprise but started applauding loudly.
3. Having amassed a fortune, the man was looking forward to living an easy life.

4. She hurried down to the bank, withdrew all her savings, and hid them under her mattress.
5. The new recruits lined up rapidly, and the officers gave them their orders for the day.

Answers for Quiz (Lessons 286-290):

1. adjective clause

Having sprayed the weeds with poison, the gardener thought about the vacation planned for July. = participial phrase

As he sprayed the weeds with poison, the gardener thought about the vacation planned for July. = adverb clause

The gardener sprayed the weeds with poison and thought about the vacation planned for July. = compound verbs

2. adverb clause

Seeing the curtain go up, the audience gasped in surprise but started applauding loudly. = participial phrase

The audience saw the curtain go up, gasped in surprise, and started applauding loudly. = compound verbs

The audience who gasped in surprise and started applauding loudly saw the curtain go up. = adjective clause

3. participial phrase

The man who had amassed a fortune was looking forward to living an easy life. = adjective clause

The man had amassed a fortune and was looking forward to living an easy life. = compound verbs

After he had amassed a fortune, the man was looking forward to living an easy life. = adverb clause

4. compound verbs

Hurrying down to the bank, she withdrew all her savings and hid them under her mattress. = participial phrase

After she had hurried down to the bank and withdrawn all her savings, she hid them under her mattress. = adverb clause

She hurried down to the bank and withdrew all her savings which she hid under her mattress. = adjective clause

5. compound sentence

Having lined up rapidly, the new recruits were given their orders for the day by the officers. = participial phrase

After the new recruits had lined up rapidly, the officers gave them their orders for the day. = adverb clause

The new recruits who lined up rapidly were given their orders for the day by the officers. = adjective clause

Chapter 30: Compound Sentences

Lesson 291

The following sentences are made up of two independent clauses with one or more dependent clauses.

Instructions: Identify the clauses telling what kind each is. The choices are independent clause, noun clause, adjective clause, or adverb clause.

1. John went to school, but James remained at home because he had a sore throat.
2. If he changes his mind, we shall know for sure that Joe has learned his lesson, but only time will tell.
3. Those clouds promise rain; we should hurry before we get caught in a flash flood.
4. Here is the money that I owe you, and I am happy to be free of debt.
5. Were you ever in a storm that was full of lightning, or don't you recall?

Answers:

1. John went to school = independent clause, James remained at home = independent clause, because he had a sore throat = adverb clause
2. If he changes his mind = adverb clause, we shall know for sure = independent clause, that Joe has learned his lesson = noun clause, only time will tell = independent clause
3. Those clouds promise rain = independent clause, we should hurry = independent clause, before we get caught in a flash flood = adverb clause
4. Here is the money = independent clause, that I owe you = adjective clause, I am happy to be free of debt = independent clause
5. Were you ever in a storm = independent clause, that was full of lightning = adjective clause, don't you recall = independent clause

Lesson 292

The following sentences are made up of two independent clauses with one or more dependent clauses.

Instructions: Identify the clauses telling what kind each is. The choices are independent clause, noun clause, adjective clause, or adverb clause.

1. Since we had gone only a mile from camp, we could return before dark, and we would not become lost.
2. After the tornado had hit, my house was gone, but my neighbor's house was not touched.
3. Mary heard the frightening noise again, and the sound was one that would frighten the bravest of people.
4. The route can be changed, but I know several people who will not like the change.
5. Dr. Mathews did what could be done, but it simply was not enough to save his life.

Answers:

1. Since we had gone only a mile from camp = adverb clause, we could return before dark = independent clause, we would not become lost = independent clause
2. After the tornado had hit = adverb clause, my house was gone = independent clause, my neighbor's house was not touched = independent clause
3. Mary heard the frightening noise again = independent clause, the sound was one = independent clause, that would frighten the bravest of people = adjective clause
4. The route can be changed = independent clause, I know several people = independent clause, who will not like the change = adjective clause
5. Dr. Mathews did = independent clause, what could be done = noun clause, it simply was not enough to save his life = independent clause

Lesson 293

The following sentences are made up of two independent clauses with one or more dependent clauses.

Instructions: Identify the clauses telling what kind each is. The choices are independent clause, noun clause, adjective clause, or adverb clause.

1. We enlarged our house, and after we had finished the work, we moved to Hawaii and never returned.
2. The vacation should be restful, but many people take vacations that are never restful.
3. James said that will be enough, and everyone agreed.
4. Dad went fishing, but Mom stayed home because she wanted to be there when Terri arrived.
5. Although the children were running everywhere, closer observation indicated that they were playing a game, and they had created it themselves.

Answers:

1. We enlarged our house = independent clause, after we had finished the work = adverb clause, we moved to Hawaii and never returned = independent clause
2. The vacation should be restful = independent clause, many people take vacations = independent clause, that are never restful = adjective clause
3. James said = independent clause, that will be enough = noun clause, everyone agreed = independent clause
4. Dad went fishing = independent clause, Mom stayed home = independent clause, because she wanted to be there = adverb clause, when Terri arrived = adverb clause
5. Although the children were running everywhere = adverb clause, closer observation indicated = independent clause, that they were playing a game = noun clause, they had created it themselves = independent clause

Lesson 294

The following sentences are either a simple sentence, a compound sentence, a complex sentence, or a compound/complex sentence.

Instructions: Identify the sentences telling what kind each is.

1. Jim and his friend Ryan had planned to return to Canada.
2. Although we searched everywhere, Curtis could find no trace of his shoes.
3. Alaina wrote an original poem, and her mother corrected her spelling.
4. Since he was entrusted with the secret, Fred became very serious, and he was no longer a practical joker.
5. The real story is that he was injured while he was hiking.

Answers:

1. simple
2. complex
3. compound
4. compound/complex
5. complex

Lesson 295

The following sentences are either a simple sentence, a compound sentence, a complex sentence, or a compound/complex sentence.

Instructions: Identify the sentences telling what kind each is.

1. None of the other jurors asked me to change my mind.
2. Barbara and Jeanne whispered and giggled all night.
3. That he is my cousin cannot be denied.
4. The boy who is speaking is my brother, and he will be staying with us.
5. I know you don't like him, but that doesn't matter.

Answers:

1. simple
2. simple
3. complex
4. compound/complex
5. compound/complex

Quiz for Lessons 291 - 295

The following sentences are made up of two independent clauses with one or more dependent clauses.

Instructions: Identify the clauses telling what kind each is. The choices are independent clause, noun clause, adjective clause, or adverb clause.

1. Rulon steered the jeep down the muddy road to the campsite, and then he discovered that it was the wrong road.
2. When Carl came up to bat, the bases were loaded, and there were two outs.
3. I've just learned that our vacation plans must be changed; as a result, we'll leave later in the month.
4. Older television sets had tubes; the newest models, which take less space, are digital televisions.
5. My Uncle Al drove a snow-removal truck, and when there was a big snow storm, he would be called to work at any time.
6. If you are an election judge, you distribute the ballots, and you count them after the polls close.
7. Many monuments are found around the White House, and foreign leaders who come to Washington often visit them.
8. The doctor told us how we could revive a heart-attack victim, and she demonstrated on a dummy, me.
9. Jeff tried the new dance steps that had been demonstrated, and he mastered them quickly.
10. The bola is a rope, which is used to catch animals; it has weights on the end of it.

Answers for Quiz (Lessons 291-295):

1. Rulon steered the jeep down the muddy road to the camp site = independent clause, then he discovered = independent clause, that it was the wrong road = noun clause
2. When Carl came up to bat = adverb clause, the bases were loaded = independent clause, there were two outs = independent clause
3. I've just learned = independent clause, that our vacation plans must be changed = noun clause, as a result, we'll leave later in the month = independent clause
4. Older television sets had tubes = independent clause, the newest models are digital televisions = independent clause, which take less space = adjective clause
5. My Uncle Al drove a snow-removal truck = independent clause, when there was a big snow storm = adverb clause, he would be called to work at any time = independent clause
6. If you are an election judge = adverb clause, you distribute the ballots = independent clause, you count them = independent clause, after the polls close = adverb clause
7. Many monuments are found around the White House = independent clause, foreign leaders often visit them = independent clause, who come to Washington = adjective clause
8. The doctor told us = independent clause, how we could revive a heart-attack victim = noun clause, she demonstrated on a dummy, me = independent clause
9. Jeff tried the new dance steps = independent clause, that had been demonstrated = adjective clause, he mastered them quickly = independent clause
10. The bola is a rope = independent clause, which is used to catch animals = adjective clause, it has weights on the end of it = independent clause

Lesson 296

Instructions: Using all the knowledge learned in the previous lessons, find the **verb (v)**, **subjects (subj)**, **predicate nominatives (pn)**, **direct objects (do)**, **appositives (app)**, **nouns of address (na)**, **adjectives (adj)**, **predicate adjectives (pa)**, **adverbs (adv)**, **prepositions (prep)**, **objects of the preposition (op)**, **prepositional phrases (p ph)**, **indirect objects (io)**, and **objective complements (oc)** in the following sentences.

If the word is **verbal**, tell whether it is a **gerund**, **participle**, **noun infinitive**, **adjective infinitive**, or **adverb infinitive**. Tell which word the **adjective**, **adverb**, **prepositional phrase**, **verbal**, or **verbal phrase** modify.

If the sentence has a dependent clause tell whether it is a **noun clause**, **adverb clause**, or **adjective clause**. Tell which word the **adverb and adjective clause** modify. Tell how the **noun clause** is used.

1. John went to school, but James remained at home because he had a sore throat.
2. If he changes his mind, we shall know for sure that Joe has learned his lesson, but only time will tell.
3. Those clouds promise rain; we should hurry before we get caught in a flash flood.
4. Here is the money that I owed you, and I am happy to be free of debt.
5. Were you ever in a storm that was full of lightning, or don't you recall?

Lesson 296 Answers:

1. went = verb, John = subject, to school = adverb prepositional phrase modifying went, to = preposition, school = object of the preposition; but = co-ordinate conjunction, remained = verb, James = subject, at home = adverb prepositional phrase modifying remained, at = preposition, home = object of the preposition; (because he had a sore throat) = adverb clause modifying remained, had = verb, he = subject, throat = direct object, a/sore = adjectives modifying throat, because = subordinate conjunction introducing the adverb clause
2. (If he changes his mind) = adverb clause modifying shall know, changes = verb, he = subject, mind = direct object, his = adjective modifying mind, if = subordinate conjunction introducing the adverb clause; shall know = verb, we = subject, for sure = adverb prepositional phrase modifying shall know, for = preposition, sure = object of the preposition; (that Joe has learned his lesson) = noun clause used as the direct object, has learned = verb, Joe = subject, lesson = direct object, his = adjective modifying lesson, that = noun clause introductory word which does not fit grammatically with the sentence; will tell = verb, time = subject, only = adjective modifying time, but = co-ordinate conjunction
3. promise = verb, clouds = subject, rain = direct object, those = adjective modifying clouds; should hurry = verb, we = subject; (before we get caught in a flash flood) = adverb clause modifying should hurry, get = verb, we = subject, caught in a flash flood = participial phrase used as a predicate adjective, caught = participle, in a flash flood = adverb prepositional phrase modifying caught, in = preposition, flood = object of the preposition, a/flash = adjectives modifying flood, before = subordinate conjunction introducing the adverb clause
4. is = verb, money = subject, the = adjective modifying money, here = adverb modifying is; (that I owed you) = adjective clause modifying money, owed = verb, I = subject, that = direct object, you = indirect object; am = verb, I = subject, happy = predicate adjective modifying I, to be free of debt = adverb infinite phrase modifying happy, to be = infinitive, free = predicate adjective to

the infinitive, of debt = adverb prepositional phrase modifying free, of = preposition, debt = object of the preposition, and = co-ordinate conjunction

5. were = verb, you = subject, ever = adverb modifying were, in a storm = adverb prepositional phrase modifying were, in = preposition, storm = object of the preposition, a = adjective modifying storm; (that was full of lightning) = adjective clause modifying storm, was = verb, that = subject, full = predicate adjective modifying that, of lightning = adverb prepositional phrase modifying full, of = preposition, lightning = object of the preposition; do recall = verb, you = subject, n't = adverb modifying do recall, or = co-ordinate conjunction

Lesson 297

Instructions: Using all the knowledge learned in the previous lessons, find the **verb (v)**, **subjects (subj)**, **predicate nominatives (pn)**, **direct objects (do)**, **appositives (app)**, **nouns of address (na)**, **adjectives (adj)**, **predicate adjectives (pa)**, **adverbs (adv)**, **prepositions (prep)**, **objects of the preposition (op)**, **prepositional phrases (p ph)**, **indirect objects (io)**, and **objective complements (oc)** in the following sentences.

If the word is **verbal**, tell whether it is a **gerund**, **participle**, **noun infinitive**, **adjective infinitive**, or **adverb infinitive**. Tell which word the **adjective**, **adverb**, **prepositional phrase**, **verbal**, or **verbal phrase** modify.

If the sentence has a dependent clause tell whether it is a **noun clause**, **adverb clause**, or **adjective clause**. Tell which word the **adverb and adjective clause** modify. Tell how the **noun clause** is used.

1. Since we had gone only a mile from camp, we could return before dark, and we would not become lost.
2. After the tornado had hit, my house was gone, but my neighbor's house was not touched.
3. Mary heard the frightening noise again, and the sound was one that would frighten the bravest of people.
4. The route can be changed, but I know several people who will not like the change.
5. Dr. Mathews did what could be done, but it simply was not enough to save his life.

Answers:

1. (Since we had gone only a mile from camp) = adverb clause modifying could return, had gone = verb, we = subject, mile = adverb modifying had gone, a = adjective modifying the adverbial noun mile, only = adverb modifying mile, from camp = adjective prepositional phrase modifying mile, from = preposition, camp = object of the preposition; could return = verb, we = subject, before dark = adverb prepositional phrase modifying could return, before = preposition, dark = object of the preposition; would become = verb, we = subject, lost = predicate adjective modifying we, not = adverb modifying would become, and = co-ordinate conjunction
2. (after the tornado had hit) = adverb clause modifying was gone, had hit = verb, tornado = subject, the = adjective modifying tornado, after = subordinate conjunction introducing the adverb clause; was gone = verb, house = subject, my = adjective modifying house; was touched = verb, house = subject, my/neighbor's = adjectives modifying house, not = adverb modifying was touched, but = co-ordinate conjunction
3. heard = verb, Mary = subject, noise = direct object, the = adjective modifying noise, frightening = participle modifying noise, again = adverb modifying heard; was = verb, sound = subject, one = predicate nominative, the = adjective modifying sound, and = co-ordinate conjunction; (that would frighten the bravest of people) adjective clause modifying one, would frighten = verb, that = subject, bravest = direct object, the = adjective modifying bravest, of people = adjective prepositional phrase modifying bravest, of = preposition, people = object of the preposition
4. can be changed = verb, route = subject, the = adjective modifying route; know = verb, I = subject, people = direct object, several = adjective modifying people, but = co-ordinate conjunction; (who will not like the change) = adjective clause modifying people, will like = verb, who = subject, change = direct object, the = adjective modifying change, not = adverb modifying will like
5. did = verb, Dr. Mathews = subject; (what could be done) = noun clause used as the direct object, could be done = verb, what = subject; was = verb, it = subject, enough = predicate adjective modifying it, not/simply = adverbs modifying was, to save his life = adverb infinitive phrase modifying enough, to save = infinitive, life = direct object, his = adjective modifying life

Lesson 298

Instructions: Using all the knowledge learned in the previous lessons, find the **verb (v)**, **subjects (subj)**, **predicate nominatives (pn)**, **direct objects (do)**, **appositives (app)**, **nouns of address (na)**, **adjectives (adj)**, **predicate adjectives (pa)**, **adverbs (adv)**, **prepositions (prep)**, **objects of the preposition (op)**, **prepositional phrases (p ph)**, **indirect objects (io)**, and **objective complements (oc)** in the following sentences.

If the word is **verbal**, tell whether it is a **gerund**, **participle**, **noun infinitive**, **adjective infinitive**, or **adverb infinitive**. Tell which word the **adjective**, **adverb**, **prepositional phrase**, **verbal**, or **verbal phrase** modify.

If the sentence has a dependent clause tell whether it is a **noun clause**, **adverb clause**, or **adjective clause**. Tell which word the **adverb and adjective clause** modify. Tell how the **noun clause** is used.

1. We enlarged our house, and after we had finished the work, we moved to Hawaii and never returned.
2. The vacation should be restful, but many people take vacations that are never restful.
3. James said that will be enough, and everyone agreed.
4. Dad went fishing, but Mom stayed home because she wanted to be there when Terri arrived.
5. Although the children were running everywhere, closer observation indicated that they were playing a game, and they had created it themselves.

Answers:

1. enlarged = verb, we = subject, house = direct object, our = adjective modifying house; and = co-ordinate conjunction,

moved/returned = verbs, we = subject, never = adverb modifying returned, to Hawaii = adverb prepositional phrase modifying moved, to = preposition, Hawaii = object of the preposition; (after we had finished the work) = adverb clause modifying moved/returned, had finished = verb, we = subject, work = direct object, the = adjective modifying work, after = subordinate conjunction introducing the adverb clause

2. should be = verb, vacation = subject, restful = predicate adjective modifying vacation, the = adjective modifying vacation; but = co-ordinate conjunction, take = verb, people = subject, vacations = direct object, many = adjective modifying people; (that are never restful) = adjective clause modifying vacations, are = verb, that = subject, restful = predicate adjective modifying that, never = adverb modifying are
3. said = verb, James = subject; (that will be enough) = noun clause used as the direct object, will be = verb, that = subject, enough = predicate adjective; and = co-ordinate conjunction, agreed = verb, everyone = subject
4. went = verb, Dad = subject, fishing = participle used as the predicate adjective; but = co-ordinate conjunction, stayed = verb, Mom = subject, home = adverb modifying stayed; (because she wanted to be there) = adverb clause modifying stayed, wanted = verb, she = subject, to be there = noun infinitive phrase used as the direct object, to be = infinitive, there = adverb modifying to be, because = subordinate conjunction introducing the adverb clause; (when Terri arrived) adverb clause modifying to be, arrived = verb, Terri = subject, when = subordinate conjunction introducing the adverb clause
5. (although the children were running everywhere) = adverb clause modifying indicated, were running = verb, children = subject, everywhere = adverb modifying were running, the = adjective modifying children, although = subordinate conjunction introducing the adverb clause; indicated = verb, observation = subject, closer = adjective modifying observation; (that they were playing a game) = noun clause used as the direct object, were playing = verb, they = subject, game = direct object, a = adjective modifying game, that = introductory word that does not fit grammatically with the sentence; and = co-ordinate conjunction, had created = verb, they = subject, it = direct object, themselves = adverb

Lesson 299

Instructions: Using all the knowledge learned in the previous lessons, find the **verb (v)**, **subjects (subj)**, **predicate nominatives (pn)**, **direct objects (do)**, **appositives (app)**, **nouns of address (na)**, **adjectives (adj)**, **predicate adjectives (pa)**, **adverbs (adv)**, **prepositions (prep)**, **objects of the preposition (op)**, **prepositional phrases (p ph)**, **indirect objects (io)**, and **objective complements (oc)** in the following sentences.

If the word is **verbal**, tell whether it is a **gerund**, **participle**, **noun infinitive**, **adjective infinitive**, or **adverb infinitive**. Tell which word the **adjective**, **adverb**, **prepositional phrase**, **verbal**, or **verbal phrase** modify.

If the sentence has a dependent clause tell whether it is a **noun clause**, **adverb clause**, or **adjective clause**. Tell which word the **adverb** and **adjective clause** modify. Tell how the **noun clause** is used.

1. Jim and his friend Ryan had planned to return to Canada.
2. Although we searched everywhere, Curtis could find no trace of his shoes.
3. Alaina wrote an original poem, and her mother corrected her spelling.
4. Since he was entrusted with the secret, Fred became very serious, and he was no longer a practical joker.
5. The real story is that he was injured while he was hiking.

Answers:

1. had planned = verb, Jim/friend = subjects, his = adjective modifying friend, and = co-ordinate conjunction, Ryan = appositive, to return to Canada = noun infinitive phrase used as the direct object, to return = infinitive, to Canada = adverb prepositional phrase modifying to return, to = preposition, Canada = object of the preposition
2. (although we searched everywhere) = adverb clause modifying could find, searched = verb, we = subject, everywhere = adverb modifying searched, although = subordinate conjunction introducing the adverb clause; could find = verb, Curtis = subject, trace = direct object, no = adjective modifying trace, of his shoes = adjective prepositional phrase modifying trace, of = preposition, shoes = object of the preposition, his = adjective modifying shoes
3. wrote = verb, Alaina = subject, poem = direct object, an/original = adjectives modifying poem; and = co-ordinate conjunction, corrected = verb, mother = subject, spelling = direct object, her = adjective modifying mother, her = adjective modifying spelling
4. (since he was entrusted with the secret) = adverb clause modifying became, was entrusted = verb, he = subject, with the secret = adverb prepositional phrase modifying was entrusted, with = preposition, secret = object of the preposition, the = adjective modifying secret, since = subordinate conjunction introducing the adverb clause; became = verb, Fred = subject, serious = predicate adjective modifying Fred, very = adverb modifying serious; and = co-ordinate conjunction, was = verb, he = subject, joker = predicate nominative, a/practical = adjectives modifying joker, longer = adverb modifying was, no = adverb modifying longer
5. is = verb, story = subject, the/real = adjectives modifying story, (that he was injured) = noun clause used as the predicate nominative, was injured = verb, he = subject, that = noun clause introductory word which does not fit grammatically with the sentence; (while he was hiking) = adverb clause modifying was injured, was hiking = verb, he = subject, while = subordinate conjunction introducing the adverb clause

Lesson 300

Instructions: Using all the knowledge learned in the previous lessons, find the **verb (v)**, **subjects (subj)**, **predicate nominatives (pn)**, **direct objects (do)**, **appositives (app)**, **nouns of address (na)**, **adjectives (adj)**, **predicate adjectives (pa)**, **adverbs (adv)**, **prepositions (prep)**, **objects of the preposition (op)**, **prepositional phrases (p ph)**, **indirect objects (io)**, and **objective complements (oc)** in the following sentences.

If the word is **verbal**, tell whether it is a **gerund**, **participle**, **noun infinitive**, **adjective infinitive**, or **adverb infinitive**. Tell which word the **adjective**, **adverb**, **prepositional phrase**, **verbal**, or **verbal phrase** modify.

If the sentence has a dependent clause tell whether it is a **noun clause**, **adverb clause**, or **adjective clause**. Tell which word the **adverb** and **adjective clause** modify. Tell how the **noun clause** is used.

1. None of the other jurors asked me to change my mind.
2. Barbara and Jeanne whispered and giggled all night.
3. That he is my cousin cannot be denied.
4. The boy who is speaking is my brother, and he will be staying with us.
5. I know you don't like him, but that doesn't matter.

Answers:

1. asked = verb, none = subject, of the other jurors = adjective prepositional phrase modifying none, of = preposition, jurors = object of the preposition, the/other = adjectives modifying jurors; (me to change my mind) = direct object, to change my mind = noun infinitive phrase used as the direct object, me = subject to the infinitive, mind = direct object of infinitive, my = adjective modifying mind
2. whispered/giggled = verbs, Barbara/Jeanne = subjects, and/and = co-ordinate conjunctions, night = adverbial noun modifying whispered/giggled, all = adjective modifying night
3. (that he is my cousin) = noun clause used as the subject, is = verb, he = subject, cousin = predicate nominative, my = adjective modifying cousin, that = noun clause introductory word which does not fit grammatically with the sentence; can be denied = verb, not = adverb modifying can be denied
4. is = verb, boy = subject, brother = predicate nominative, the = adjective modifying boy, my = adjective modifying brother; (who is speaking) = adjective clause modifying boy, is speaking = verb, who = subject; and = co-ordinate conjunction, will be staying = verb, he = subject, with us = adverb prepositional phrase modifying will be staying, with = preposition, us = object of the preposition
5. know = verb I = subject; ([that] you don't like him) = noun clause used as the direct object with a missing introductory that, do like = verb, you = subject, him = direct object, n't = adverb modifying do like; but = co-ordinate conjunction, does matter = verb, that = subject, n't = adverb modifying does matter

Quiz for Lessons 296 - 300

Instructions: Using all the knowledge learned in the previous lessons, find the **verb (v)**, **subjects (subj)**, **predicate nominatives (pn)**, **direct objects (do)**, **appositives (app)**, **nouns of address (na)**, **adjectives (adj)**, **predicate adjectives (pa)**, **adverbs (adv)**, **prepositions (prep)**, **objects of the preposition (op)**, **prepositional phrases (p ph)**, **indirect objects (io)**, and **objective complements (oc)** in the following sentences.

If the word is **verbal**, tell whether it is a **gerund**, **participle**, **noun infinitive**, **adjective infinitive**, or **adverb infinitive**. Tell which word the **adjective**, **adverb**, **prepositional phrase**, **verbal**, or **verbal phrase** modify.

If the sentence has a dependent clause tell whether it is a **noun clause**, **adverb clause**, or **adjective clause**. Tell which word the **adverb** and **adjective clause** modify. Tell how the **noun clause** is used.

1. Rulon steered the jeep down the muddy road to the camp site, and then he discovered that it was the wrong road.
2. When Carl came up to bat, the bases were loaded, and there were two outs.
3. I've just learned that our vacation plans must be changed; as a result, we'll leave later in the month.
4. Older television sets had tubes; the newest models, which take less space, are digital televisions.
5. My uncle Al drove a snow-removal truck, and when there was a big snow storm, he was called to work at any time.
6. If you are an election judge, you distribute the ballots, and you count them after the polls close.
7. Many monuments are found around the White House, and foreign leaders who come to Washington often visit them.

8. The doctor told us how we could revive a heart-attack victim, and she demonstrated on a dummy, me.
9. Jeff tried the new dance steps that had been demonstrated, and he mastered them quickly.
10. The bola is a rope which is used to catch animals; it has weights on the end of it.

Answers for Quiz (Lessons 296-300):

1. steered = verb, Rulon = subject, jeep = direct object, the = adjective modifying jeep, down the muddy road = adverb prepositional phrase modifying steered, down = preposition, road = object of the preposition, the/muddy = adjectives modifying road, to the camp site = adjective prepositional phrase modifying road (possibly an adverb modifying steered), to = preposition, site = object of the preposition, the/camp = adjectives modifying site; and = co-ordinate conjunction, discovered = verb, he = subject, then = adverb modifying discovered; (that it was the wrong road) = noun clause used as the direct object, was = verb, it = subject, road = predicate nominative, the/wrong = adjectives modifying road, that = noun clause introductory word which does not fit grammatically with the sentence
2. (when Carl came up to bat) = adverb clause modifying were, came = verb, Carl = subject, up = adverb modifying came, to bat = adverb infinitive modifying came, when = subordinate conjunction introducing the adverb clause; were = verb, bases = subject, loaded = predicate adjective, the = adjective modifying bases; and = co-ordinate conjunction, were = verb, outs = subject, two = adjective modifying outs, there = introductory there
3. 've learned = verb, I = subject; (that our vacation plans must be changed) = noun clause used as the direct object, must be changed = verb, plans = subject, our/vacation = adjectives modifying plans, that = noun clause introductory word which does not fit grammatically with the sentence; 'll leave = verb, we = subject, later = adverb modifying 'll leave, in the month = adverb prepositional phrase modifying later, in = preposition, month = object of the preposition, the = adjective modifying month
4. had = verb, sets = subject, tubes = direct object, older/television = adjectives modifying sets; are = verb, models = subject, televisions = predicate nominative, newest = adjective modifying models, digital = adjective modifying televisions; (which take less space) = adjective clause modifying models, take = verb, which = subject, space = direct object, less = adjective modifying space
5. drove = verb, Uncle Al = subject, truck = direct object, my = adjective modifying Uncle Al, a/snow-removal = adjectives modifying truck; and = co-ordinate conjunction, (when there was a big snow storm) = adverb clause modifying was called, was = verb, storm = subject, a/big/snow = adjectives modifying storm, there = introductory there, when = subordinate conjunction introducing the adverb clause; was called = verb, he = subject, to work = adverb prepositional phrase modifying was called, to = preposition, work = object of the preposition, at any time = adverb prepositional phrase modifying was called, at = preposition, time = object of the preposition, any = adjective modifying time
6. (if you are an election judge) = adverb clause modifying distribute, are = verb, you = subject, judge = predicate nominative, an/election = adjectives modifying judge, if = subordinate conjunction introducing the adverb clause; distribute = verb, you = subject, ballots = direct object, the = adjective modifying ballots; and = co-ordinate conjunction, count = verb, you = subject, them = direct object; (after the polls close) = adverb clause modifying count, close = verb, polls = subject, the = adjective modifying polls, after = subordinate conjunction introducing the adverb clause
7. are found = verb, monuments = subject, many = adjective modifying monuments, around the White House = adverb prepositional phrase modifying are found, around = preposition, White House = object of the preposition, the - adjective modifying White House; and = co-ordinate conjunction, visit = verb, leaders = subject, them = direct object, foreign = adjective modifying leaders, often = adverb modifying visit; (who come to Washington) = adjective clause modifying leaders, come = verb, who = subject, to Washington = adverb prepositional phrase modifying come, to = preposition, Washington = object of the preposition
8. told = verb, doctor = subject, us = indirect object, the = adjective modifying doctor; (how we could revive a heart-attack victim) = noun clause used as the direct object, could revive = verb, we = subject, victim = direct object, a/heart-attack = adjectives modifying victim, how = adverb modifying could revive; and =

co-ordinate conjunction, demonstrated = verb, she = subject, on a dummy = adverb prepositional phrase modifying demonstrated, on = preposition, dummy = object of the preposition, a = adjective modifying dummy, me = appositive to dummy

9. tried = verb, Jeff = subject, steps = direct object, the/new/dance = adjectives modifying steps; (that had been demonstrated) = adjective clause modifying steps, had been demonstrated = verb, that = subject; and = co-ordinate conjunction, mastered = verb, he = subject, them = direct object, quickly = adverb modifying mastered

10. is = verb, bola = subject, rope = predicate nominative, the = adjective modifying bola, a = adjective modifying rope, (which is used to catch animals) = adjective clause modifying rope, is used = verb, which = subject, to catch animals = adverb infinitive modifying is used, to catch = infinitive, animals = direct object to the infinitive; has = verb, it = subject, weights = direct object, on the end = adverb prepositional phrase modifying has, on = preposition, end = object of the preposition, the = adjective modifying end, of it = adjective prepositional phrase modifying end, of = preposition, it = object of the preposition

Section 3: Mechanics

Chapter 31: Capitalization

Lesson 301

Capitalize the first word of a sentence. Example: The lessons begin tomorrow.

Instructions: Capitalize each word that needs a capital letter.

1. you don't seem to understand.
2. why didn't you ask me?
3. the boy will be punished for his wrongs.
4. get out of here.
5. did you see that!

Answers:

1. You
2. Why
3. The
4. Get
5. Did

Lesson 302

Capitalize the word *I*, either alone or in a contraction. Examples: Do I get to go? I said that I'm here.

Instructions: Capitalize each word that needs a capital letter.

1. i must ask my mother.
2. you and i get to see the movie.
3. Try it as i've done.
4. Yesterday i'd have sent it.
5. i'll be there soon.

Answers:

1. I
2. You/I
3. I've
4. I'd
5. I'll

Lesson 303

Capitalize words such as *Mother, Father, Grandmother, Grandfather, Son, Daughter*, and *Sis* when they are used in place of the person's name. Do not capitalize them when they follow possessive pronouns such as *my, your, his, her, our*, or *your*. Examples: I will ask Father. I will ask my father.

Instructions: Capitalize each word that needs a capital letter.

1. my father will return next week.
2. Oh, mom, you don't understand me.
3. Tomorrow grandmother leaves for Florida.
4. Did sis want to go with us?
5. Today mother and i will finish the painting.

Answers:

1. My
2. Mom
3. Grandmother
4. Sis
5. Mother/I

Lesson 304

Capitalize proper nouns. A proper noun names a particular person, place, or thing. Examples: girl - Rebecca, city – New Orleans, newspaper – *New York Times*

Instructions: Capitalize each word that needs a capital letter.

1. Should you and i go with sam?
2. The magna carta is an important document.
3. the first war in my lifetime was world war II.
4. I live in billings, montana.
5. Have you and john visited england?

Answers:

1. I/Sam
2. Magna Carta
3. The/World War II
4. Billings/Montana
5. John/England

Lesson 305

Capitalize a common noun when it is part of a proper noun.

Examples: river - Jordan River, uncle - Uncle Al, street - Main Street

Instructions: Capitalize each word that needs a capital letter.

1. i have crossed the missouri river.
2. Did you attend mountain view high school?
3. the three boys joined the boy scouts.
4. aunt alice will be coming from africa.
5. The magazine *people* is read by many people.

Answers:

1. I/Missouri River
2. Mountain View High School
3. The (at beginning of sentence)/Boy Scouts
4. Aunt Alice/Africa
5. *People* (the first one)

Quiz for Lessons 301 - 305

Instructions: Capitalize each word that needs a capital letter.

1. Where were jack and jill going?
2. i wish i could go to arizona with my dad.
3. My uncle jim was visiting with paul in idaho.
4. I just returned from parsippany, new jersey.
5. The constitution should be studied more in school.
6. the navaho indians live in interesting buildings.
7. Did you attend provo high?
8. Ann lives in canada.
9. we will be visiting the first baptist church.
10. my nationality is swedish.

Answers for Quiz (Lessons 301-305):

1. Jack/Jill
2. I/I/Arizona
3. Uncle Jim/Paul/Idaho
4. Parsippany/New Jersey
5. Constitution
6. The/Navaho Indians
7. Provo High
8. Canada
9. We/First Baptist Church
10. My/Swedish

Lesson 306

Capitalize the days of the week, the months of the year, but do not capitalize the seasons. Example: Monday, March, summer

Instructions: Capitalize each word that needs a capital letter.

1. monday, may 1st was an important day.
2. we need more rain in the spring of the year.
3. I like december and the summer best.
4. The class will be thursday, friday, and saturday.
5. Will you come next tuesday and tell us about preparations for winter?

Answers:

1. Monday/May
2. We
3. December
4. Thursday/Friday/Saturday
5. Tuesday

Lesson 307

Capitalize *North, South, East, West*, and words such as *Northwest* when they indicate a section of the world or country. Do not capitalize them when they indicate a direction.

Instructions: Capitalize each word that needs a capital letter.

1. I used to live in the northwest.
2. go north a mile and then turn east for two miles.
3. The west is burning up this year.
4. The Navahos of the southwest make beautiful blankets.
5. The north is cold, but if you travel south, the weather becomes warmer.

Answers:

1. Northwest
2. Go
3. West
4. Southwest
5. North

Lesson 308

Capitalize religions, creeds, and denominations; the Bible and its parts; other sacred books; nouns and personal pronouns referring to the Deity (God). Do not capitalize *god* when it refers to mythology. Examples: Christianity, Protestants, Exodus, Koran, and Jesus and His works

Instructions: Capitalize each word that needs a capital letter.

1. The lutherans will meet next week.
2. The torah is part of the bible.
3. The savior in christianity is Jesus.
4. Zeus is the head god in greek mythology.
5. Is mohammed spoken of in the talmud?

Answers:

1. Lutherans
2. Torah/Bible
3. Savior/Christianity
4. Greek
5. Mohammed/Talmud

Lesson 309

Capitalize names of countries, nationalities, races, languages, and adjectives derived from them. Examples: Germany, Swedes, Indians, French, English countryside

Instructions: Capitalize each word that needs a capital letter.

1. The germans destroyed some of the english landscape during the war.
2. The french wines are famous in the united states and mexico.
3. Most blacks in the United States prefer the term african-american, and many orientals prefer to be called asian.
4. many japanese customs are strange to us.
5. The finns and the russians live across the sea from each other.

Answers:

1. Germans/English
2. French/United States/ Mexico
3. Blacks/African-Americans/Orientals/Asian
4. Many/Japanese
5. Finns/Russians

Lesson 310

Capitalize geographic names and places. Examples: Mount Rushmore, Hudson Bay, Michigan Avenue, Washington D.C.

Instructions: Capitalize each word that needs a capital letter.

1. We visited the black hills and the badlands this summer.
2. Is broadway in the bronx?
3. Many new jersey cities have interesting names such as whippany.
4. The ozarks have many interesting stories about them.
5. france and england have fought a lot throughout history.

Answers:

1. Black Hills/Badlands
2. Broadway/Bronx
3. New Jersey/Whippany
4. Ozarks
5. France/England

Quiz for Lessons 306 - 310

Instructions: Capitalize each word that needs a capital letter.

1. The state of south dakota has mount rushmore in it.
2. The work days are monday through friday.
3. The term caucasians comes from the caucasus mountains.
4. To the north lies montana, a state on fire.
5. The southwest has some very interesting sites.
6. This wednesday i have two meetings to attend.
7. The cold months are january and february.
8. Next summer we need to go to florida in the south.
9. The methodists and mormons are two religions that send out missionaries.
10. zions park and arches national park are fun to visit.

Answers for Quiz (Lessons 306-310):

1. South Dakota/Mount Rushmore
2. Monday/Friday
3. Caucasians/Caucasus Mountains
4. Montana
5. Southwest
6. Wednesday/I
7. January/February
8. Florida/South
9. Methodists/Mormons
10. Zions Park/Arches National Park

Lesson 311

Do not capitalize *prepositions, conjunctions, or the articles (a, an, the)* that come within a proper noun. Example: University of Utah, Smith and Sons

Instructions: Capitalize each word that needs a capital letter.

1. The university of california is found in many different cities in california.
2. The battle of the bulge was an important battle.
3. The gulf of mexico is found south of texas.
4. One period of history is called the dark ages.
5. The cape of good hope is near africa.

Answers:

1. University of California/California
2. Battle of the Bulge
3. Gulf of Mexico/Texas
4. Dark Ages
5. Cape of Good Hope/Africa

Lesson 312

Capitalize the specific name of buildings and other man-made structures, ships, trains, and planes. Examples: the White House, Mayflower, Amtrak, Concorde

Instructions: Capitalize each word that needs a capital letter.

1. One famous airplane is the spirit of st. louis.
2. The reading railroad and the shortline were trains found in atlantic city.
3. The empire state building used to be the tallest building in the united states.
4. The washington monument and the lincoln memorial are being renovated.
5. The nina, pinta, and the santa maria are ships known to all americans.

Answers:

1. Spirit of St. Louis
2. Reading Railroad/Shortline/Atlantic City
3. Empire State Building/United States
4. Washington Monument/Lincoln Memorial
5. Nina/Pinta/Santa Maria/Americans

Lesson 313

Capitalize the names of organizations (business, school, professional, social). Examples: Audubon Society, Granger High School, Better Business Bureau, Lion's Club

Instructions: Capitalize each word that needs a capital letter.

1. I like to attend the metropolitan opera.
2. salt lake city is known for its ballet west.
3. i have never been to lone peak high school.
4. You should be a member of the national honor society.
5. Did he work for the ophir coal company?

Answers:

1. Metropolitan Opera
2. Salt Lake City/Ballet West
3. I/Lone Peak High School
4. National Honor Society
5. Ophir Coal Company

Lesson 314

Capitalize a brand name but not the product. Example: Firestone tires, Bestyet hams, Arrow shirts

Instructions: Capitalize each word that needs a capital letter.

1. We buy chicken of the sea tuna.
2. Have you tried amway soap?
3. They no longer make plymouth vans.
4. I like all maxwell chocolates and candies.
5. There are many kinds of campbell soups.

Answers:

1. Chicken of the Sea tuna
2. Amway soap
3. Plymouth vans
4. Maxwell chocolates
5. Campbell soups

Lesson 315

Capitalize holidays, special or famous events, historical periods or eras, and famous documents. Examples: Labor Day, Junior Prom, Stone Age, Magna Carta

Instructions: Capitalize each word that needs a capital letter.

1. Everyone should study the bill of rights.
2. Two christian holidays are easter and christmas.
3. Have you studied the middle ages yet?
4. the junior prom is always two months after homecoming.
5. Our constitution is used as a model by other countries.

Answers:

1. Bill of Rights
2. Christian/Easter/Christmas
3. Middle Ages
4. The/Junior Prom/Homecoming
5. Constitution

Quiz for Lessons 311 - 315

Instructions: Capitalize each word that needs a capital letter.

1. The industrial era was important to the development of america.
2. The national league is older than the american league as a baseball league.
3. He attended amity high school and the university of wisconsin.
4. I want to ride the zepher and the heber creeper.
5. The league of women voters will meet in the wiswell building.
6. Is the eiffel tower in paris, france?
7. The future farmers of america is an old organization.
8. I tried palmolive soap and crest toothpaste.
9. The hub for delta airlines is in utah.
10. The empire state building is taller than the chrysler building.

Answers for Quiz (Lessons 311-315):

1. Industrial Era/America
2. National League/American League
3. Amity High School/University of Wisconsin
4. Zepher/Heber Creeper
5. League of Women Voters/Wiswell Building
6. Eiffel Tower/Paris/France
7. Future Farmers of America
8. Palmolive/Crest
9. Delta Airlines/Utah
10. Empire State Building/Chrysler Building

Lesson 316

Capitalize titles preceding personal names, abbreviations of those titles used with proper names, initials, or titles when used alone in place of the name or person. Examples: Mr., Miss, Rev., Dr., W. C. Johanson, Captain

Instructions: Capitalize each word that needs a capital letter.

1. Have you met the rev. mr. ryan, mrs. hubbard, and dr. peterson?
2. This is supt. e. r. wing who was a captain during combat.
3. mr. and mrs. jones with miss smith will accompany you tomorrow.
4. Did you serve, colonel, in india?
5. I am to dine with cardinal corolucci tonight.

Answers:

1. Rev. Mr. Ryan, Mrs. Hubbard, Dr. Peterson
2. Supt. E. R. Wing
3. Mr. and Mrs. Jones/Miss Smith
4. Colonel/India
5. Cardinal Corolucci

Lesson 317

Capitalize the abbreviations *Jr.*, *Sr.*, and *Esq.* following names; the abbreviations *A.M.*, *P.M.*, *B.C.*, and *A.D.*; and abbreviations of academic degrees.

Instructions: Capitalize each word that needs a capital letter.

1. What happened in a.d. 1492?
2. Be here promptly at 9:45 a.m.
3. This is Kraig Jenson, m.d., my doctor.
4. John Jones, jr. is my neighbor.
5. At 2:00 p.m. richard wiget, sr. and c. elliot, esq. will be with us.

Answers:

1. A.D.
2. A.M.
3. M.D.
4. Jr.
5. P.M./Richard Wiget, Sr./C. Elliott, Esq.

Lesson 318

Capitalize the official names of governmental officers, offices, and bodies. When referring to the President of the United States, always capitalize President, and capitalize names of other officers when used in place of specific individuals. Examples: He works for the State Department. The Secretary of State will visit here tomorrow. I am not guilty, Judge!

Instructions: Capitalize each word that needs a capital letter.

1. mr. speaker, i will yield to the senator from utah.
2. The attorney general and the president are meeting now.
3. He was a county judge after leaving the senate.
4. The secretary of agriculture is speaking to congress at noon.
5. It has been a pleasure to serve you, president.

Answers:

1. Mr. Speaker/I/Senator/Utah
2. Attorney General/President
3. Senate
4. Secretary of Agriculture/Congress
5. President

Lesson 319

Capitalize only school subjects that (a) come from the name of a country or a language, and (b) are actual titles of the course.

Examples: French, English literature, typing, Typing II, history

Instructions: Capitalize each word that needs a capital letter.

1. I used to teach latin, history, and english.
2. In college I took algebra i and american history.
3. Mary loved her time in journalism and russian.
4. The hardest classes were geometry ii, psychology, and greek.
5. I didn't like chinese history or economics.

Answers:

1. Latin/English
2. Algebra I/American history
3. Russian
4. Geometry II/Greek
5. Chinese history

Lesson 320

Capitalize epithets (a word or phrase accompanying or occurring in place of the name of a person or a thing). Example: the Lone-Star State

Capitalize personifications (giving human attributes to inanimate objects). (Authors disregard this rule often.) Example: The *Computer* thought hard about the problem.

Instructions: Capitalize each word that needs a capital letter.

1. The lone-star state is texas.
2. florence nightengale is called the lady of the lamp.
3. The bears of colorado are being starved by nature.
4. The cruel hunger looked up from all the empty shelves.
5. In every face happiness smiled.

Answers:

1. Lone-Star State (epithet)/Texas
2. Florence Nightengale/Lady of the Lamp (epithet)
3. Colorado/Nature (personification)
4. Hunger (personification)
5. Happiness (personification)

Quiz for Lessons 316 - 320

Instructions: Capitalize each word that needs a capital letter.

1. The swedish angel was a modern hero.
2. Nowhere was anger laughing louder.
3. The required courses are math, english, science, and world history I.
4. Popular ancient courses are greek, latin, and hebrew.
5. The president will address the house of representatives this afternoon.
6. The supreme court and federal banking commission are important government bodies.
7. capt. j. r. banner will meet with a. b. javits, esq. about the matter.
8. We will go at 8:00 a.m. or at 1:00 p.m.
9. Did Julius Caesar live in 25 b c. or a.d. 25?
10. mr. henry c. james, jr., and miss emily shepard were married by rev. frank black.

Answers for Quiz (Lessons 316-320):

1. Swedish Angel (epithet)
2. Anger (personification)
3. English/World History I
4. Greek/Latin/Hebrew
5. President/House of Representatives
6. Supreme Court/Federal Banking Commission
7. Capt. J. R. Banner/A. B. Javits, Esq.
8. A.M./P.M.
9. B.C./A.D.
10. Mr. Henry C. James, Jr./Miss Emily Shepard/Rev. Frank Black

Lesson 321

Capitalize the titles of books, newspapers, magazines, and all other kinds of literary works. Capitalize works of art, motion pictures, and musical compositions. Do not capitalize the articles (*a, an, the*), prepositions, or conjunctions unless they come first or last in these titles. Example: *Death of a Salesman*, *The Adventures of Tom Sawyer*

Instructions: Capitalize each word that needs a capital letter.

1. My favorite book is *a tale of two cities*.
2. Have you ever heard the song "earth angel"?
3. Jeff's theme was entitled "among the stars."
4. We take two newspapers *new utah* and the *deseret news*.
5. *national geographic* and *reader's digest* are both interesting magazines.

Answers:

1. *A Tale of Two Cities*
2. "Earth Angel"
3. "Among the Stars"
4. *New Utah/Deseret News*
5. *National Geographic/Reader's Digest*

Lesson 322

Capitalize the first word of every direct quotation. Example: He asked, "Can this wait until tomorrow?"

Instructions: Capitalize each word that needs a capital letter.

1. "meet me at the station in the morning," Alice said.
2. "yes," said Rob, "it was charles dickens who wrote *david copperfield*."
3. She said that she would help with the party if asked.
4. The clerk said, "you cannot use a personal check for the ride."
5. "i used to live here in 1960," said the man. "it has changed a lot since that time."

Answers:

1. Meet
2. Yes/Charles Dickens/*David Copperfield*
3. (no capitals because it is an indirect quotation)
4. You
5. I/It

Lesson 323

Capitalize the first word in every complete line of poetry.

Instructions: Capitalize each word that needs a capital letter.

1. "loveliest of trees, the cherry now
is hung with bloom along the bough,"
2. "roses are red.
violets are blue."
3. "under a spreading chestnut tree
the village smithy stands."
4. "once upon a midnight dreary, while I pondered, weak and weary,
over many a quaint and curious volume of forgotten lore--"
5. "jack and jill
went up the hill,
to fetch a pail of water;
jack fell down,
and broke his crown,
and jill came tumbling after."

Answers:

1. Loveliest/Is
2. Roses/Violets
3. Under/The
4. Once/Over
5. Jack/Jill/Went/To/Jack/And/And/Jill

Lesson 324

Capitalize the first word and all nouns in the salutation of a letter. Example: My dear Mary, Capitalize only the first word of the complimentary close. Example: Yours truly,

Instructions: Capitalize each word that needs a capital letter.

1. dear uncle frank, your favorite nephew,
2. with fondest regards, dear sweetheart,
3. dear sir: respectfully yours,
4. dear mom and dad, with love,
5. your dearest friend, to whom it may concern:

Answers:

1. Dear Uncle Frank/Your
2. With/Dear Sweetheart
3. Dear Sir/Respectfully
4. Dear Mom and Dad/With
5. Your/To

Lesson 325

Capitalize proper adjectives made from proper nouns. Example: French dressing, Grecian urn

Instructions: Capitalize each word that needs a capital letter.

1. I will have the caesar's salad rather than the finnish soup.
2. The mediterranean fruit fly is a threat to the cherry crop.
3. Many good stories are found in american folklore.
4. Do you want french or italian dressing on that?
5. I like the look of spanish architecture.

Answers:

1. Caesar's/Finnish
2. Mediterranean
3. American
4. French/Italian
5. Spanish

Quiz for Lessons 321 - 325

Instructions: Capitalize each word that needs a capital letter.

1. We travel to anyplace where roman or greek architecture is found.
2. They have tried all the chinese restaurants in the city.
3. "he rode all unarmed and he rode all alone.
so faithful in love, and so dauntless in war,"
4. Have you read the poem "lochinvair?"
5. The little boy asked, "may I go to bed now?"
6. Have you read the exciting book *harry potter and the goblet of fire*?
7. "no," he answered, "but I have read the other harry potter books."
8. dear elaine,
I will be with you soon.
sincerely yours,
9. The latin language is easier to learn than the greek language.
10. little boy blue,
come blow your horn,
the sheep's in the meadow,
the cow's in the corn;

Answers for Quiz (Lessons 321-325):

1. Roman/Greek
2. Chinese
3. He/So
4. Lochinvar
5. May
6. *Harry Potter and the Goblet of Fire*
7. No/Harry Potter
8. Dear Elaine/Sincerely
9. Latin/Greek
10. Little Boy Blue/Come/The/The

Lesson 326

Instructions: Capitalize each word that needs a capital letter.

1. "yes," eric yelled, "we are glad that grandpa and grandma like trips."
2. yesterday i went with mother to see miss lomack, our dentist.
3. In the *ensign* magazine i found an article about mohammedanism and christianity in the middle east.
4. "there was a crooked man, and he walked a crooked mile, he found a crooked sixpence against a crooked stile;"
5. Did you know that professor phillips studied brahmanism in india?

Answers:

1. Yes/Eric/Grandpa/Grandma
2. Yesterday/I/Mother/Miss Lomack
3. *Ensign*/I/Mohammedanism/Christianity/Middle East
4. There/He
5. Professor Phillips/Brahmanism/India

Lesson 327

Instructions: Capitalize each word that needs a capital letter.

1. joe louis was known as the "the brown bomber."
2. knowing that nature never did betray
the heart that loved her.
3. the letter began, "my dear celeste," and ended with, "your dearest
cousin."
4. The biggest signature on the declaration of independence was by
john hancock.
5. The seminoles, who are native americans, live in florida.

Answers:

1. Joe Louis/The Brown Bomber(epithet)
2. Knowing/Nature (personification)/The
3. The/My dear Celeste/Your
4. Declaration of Independence/John Hancock
5. Seminoles/Native Americans/Florida

Lesson 328

Instructions: Capitalize each word that needs a capital letter.

1. The great dog story called *lassie come home* was written by major
eric knight.
2. last year we visited yellowstone park, the tetons, mount rushmore,
and several indian ruins.
3. Alaina shouted, "we can watch *star wars* again because mother
said."
4. We think of the north with ice and snow but the south as hot and
dry.
5. on thursday, june 18, the rev. tom gustaveson, the pastor of the
baptist church, will come to canyon view junior high to speak
about life in the australian outback.

Answers:

1. *Lassie Come Home*/Major Eric Knight
2. Last/Yellowstone Park/Tetons/Mount Rushmore/Indian
3. We/*Star Wars*/Mother
4. North/South
5. On/Thursday/June/Rev. Tom Gustaveson/Baptist/Canyon View
Junior High/Australian

Lesson 329

Instructions: Capitalize each word that needs a capital letter.

1. The train santa fe express will arrive at 1:35 p.m., but the plane will arrive at 11:25 a.m.
2. julius caesar, the roman general, was born about 100 b.c.
3. have you read the poem "the road not taken" or the book *a farewell to arms*?
4. The first five books of the old testament are known as the pentateuch.
5. my mother uses liberty gold pineapple in several dishes.

Answers:

1. *Santa Fe Express*/P.M./A.M.
2. Julius Caesar/Roman/B.C.
3. Have/"The Road Not Taken"/*A Farewell to Arms*
4. Old Testament/Pentateuch
5. My/Liberty Gold

Lesson 330

Instructions: Capitalize each word that needs a capital letter.

1. our family tries to get together either at thanksgiving or christmas.
2. did dad say that uncle tim would bring chinese food for dinner?
3. Last semester i studied french literature, science, math, and portuguese in college.
4. you can travel north on I-15 to get to canada from san diego.
5. the house of representatives will convene to hear from ex-president carter.

Answers:

1. Our/Thanksgiving/Christmas
2. Did/Dad/Uncle Tim/Chinese
3. I/French/Portuguese
4. You/Canada/San Diego
5. The House of Representatives/ex-President Carter

Quiz for Lessons 326 - 330

Instructions: Capitalize each word that needs a capital letter.

1. homer wilson, d.d.s. graduated from the university of utah in salt lake city for his b.s.
2. "i forgot, dad," said sam, "whether i told you about my new boat *sea fox*."
3. the letter began, "dear mother," and ended with "your loving son."
4. the new brigham young university catalogue doesn't list psychology or greek classes.
5. the john deere company makes several models designed by edward james, jr.
6. was beethoven's *ninth symphony* played by the n.b.c. symphony orchestra last march?
7. the president of the united states chooses his cabinet which the senate must confirm.
8. whether we go at 11:50 a.m. or 12:05 p.m. to the bay of biscay in a.d. 2000 is fine.
9. the magazine *ebony* and the book *who shook the tree* are being read by e. h. monroe.
10. have mother and dad both sailed on the *queen mary* for barbados?

Answers for Quiz (Lessons 326-330):

1. Homer Wilson/D.D.S./University of Utah/ Salt Lake City/B.S.
2. I/Dad/Sam/I/*Sea Fox*
3. The/Dear Mother/Your loving son
4. The/Brigham Young University/ Greek
5. The/John Deere Company/Edward James, Jr.
6. Was/Beethoven's/ *Ninth Symphony*/N.B.C. Symphony Orchestra/March
7. The/President of the United States/Cabinet/Senate
8. Whether/A.M./P.M./ Bay of Biscay/A.D.
9. The/*Ebony*/*Who Shook the Tree*/E. H. Monroe
10. Have/Mother/Dad/ *Queen Mary*/Barbados

Chapter 32: End Punctuation

Lesson 331

Use a *period* to end a declarative sentence.

Instructions: Put the needed punctuation in each of these sentences.

1. The sun is shining brightly in the eastern sky
2. Gold has been discovered in various states at different times
3. Those girls go to Dallas Junior High School
4. This is a beautiful morning for a hike
5. You may read for the rest of the time

Answers:

1 - 5 - All sentences require a period at the end of the sentence.

Lesson 332

Use a *period* to end an imperative sentence. An imperative sentence makes a command or request.

Instructions: Put the needed punctuation in each of these sentences.

1. Do what you are told
2. Put the dishes in the dish washer
3. Please stop doing that annoying thing
4. Push that stalled car off the road
5. Open your books and start reading

Answers:

1 - 5 - All sentences require a period at the end of the sentence.

Lesson 333

Use a *question mark* to end an interrogative sentence. An interrogative sentence asks a direct question.

Instructions: Put the needed punctuation in each of these sentences.

1. Can anyone see the screen with the movie
2. What have you done to this room
3. Where were you yesterday
4. How can you act in such a terrible manner
5. Who wants to go with me

Answers:

1 - 5 - All sentences require a question mark at the end of the sentence.

Lesson 334

Use an *exclamation point* to end an exclamatory sentence or any strong exclamation. (A strong exclamation is called an interjection.) Many exclamations begin with how or what.

Instructions: Put the needed punctuation in each of these sentences.

1. What a game that was
2. Wow Our team won in the last minute
3. How lovely your Christmas decorations are
4. Oh I need to hurry
5. What I did exactly what you asked

Answers:

1. What a game that was!
 2. Wow! Our team won in the last minute!
 3. How lovely your Christmas decorations are!
 4. Oh! I need to hurry!
 5. What! I did exactly what you asked!
- (Any sentence can have an exclamation point if you want to say it in that way.)

Lesson 335

Use a *period* to end a declarative sentence.

Use a *period* to end an imperative sentence. An imperative sentence makes a command or request.

Use a *question mark* to end an interrogative sentence. An interrogative sentence asks a direct question.

Use an *exclamation point* to end an exclamatory sentence or any strong exclamation. (A strong exclamation is called an interjection.)

Instructions: Put the needed punctuation in each of these sentences.

1. Who will win the debates, Gore or Bush
2. Do your chores and your home work, and then you can play
3. Ouch That hurt
4. I saw most of the Olympic Games on television
5. Did you see the flying saucer

Answers:

1. Who will win the debates, Gore or Bush?
2. Do your chores and your home work, and then you can play.
3. Ouch! That hurt!
4. I saw most of the Olympic Games on television.
5. Did you see the flying saucer (Either ! or ? depending on how you want it said.)

Quiz for Lessons 331 - 335

Use a *period* to end a declarative sentence.

Use a *period* to end an imperative sentence. An imperative sentence makes a command or request.

Use a *question mark* to end an interrogative sentence. An interrogative sentence asks a direct question.

Use an *exclamation point* to end an exclamatory sentence or any strong exclamation. (A strong exclamation is called an interjection.)

Instructions: Put the needed punctuation in each of these sentences.

1. Don't run out in the street
2. Now is the time to support honesty in all aspects of life
3. Well Here we go again
4. Pay attention, will you
5. Who is that guy walking down the hall
6. He doesn't live here anymore
7. Get out of here
8. Did you bring the money that we need
9. Watch what you are doing
10. I will see you tomorrow

Answers for Quiz (Lessons 331-335):

1. Don't run out in the street. (or!)
2. Now is the time to support honesty in all aspects of life. (or!)
3. Well! Here we go again. (or!)
4. Pay attention, will you! (or.)
5. Who is that guy walking down the hall? (or!)
6. He doesn't live here anymore. (or!)
7. Get out of here! (or.)
8. Did you bring the money that we need? (or!)
9. Watch what you are doing. (or!)
10. I will see you tomorrow. (or!)

(Notice how the exclamation point can be used to give added emphasis or feeling to a sentence.)

Chapter 33: Periods

Lesson 336

Use a period after initials used in names. Examples: E. F. Smith, Helen R. Hunsaker, W. James Swift

Instructions: Put periods where needed in the following sentences.

1. B D Hibler and Gene W Riding started a new company
2. I know K Malone and J Stockton play for the Utah Jazz.
3. Clara B Walters and Ann J Frampton are sisters.
4. C S Lewis is an interesting author to read.
5. I think names with more than two initials like J R R Tolkien are interesting names.

Answers:

1. B. D. / W. / The end of the sentence needs a period.
2. K. / J.
3. B. / J.
4. C. S.
5. J. R. R.

Lesson 337

Use a period after the abbreviations *Mr.*, *Mrs.*, *Ms.*, *Dr.*, and *St.* (*Saint*) before a name and *Jr.*, *Sr.*, and *Esq.*, after a name. Do not use a period with *Miss* because it is not an abbreviation.

Instructions: Put periods where needed in the following sentences.

1. Mr Samuel H White spoke at the celebration last night.
2. Mr and Mrs J B Smythe and their son J B Smythe, Jr , will be at the opening ceremonies.
3. Have you been to St Petersburg and St Louis?
4. Dr Leonard J Arrington was a great historian
5. Ms P T Roberts and Mr John J Jones, Esq will speak at tomorrow's meeting.

Answers:

1. Mr. / H.
2. Mr. / Mrs. J. B. / J. B. Jr.
3. St. / St.
4. Dr. / J. / The end of the sentence needs a period.
5. Ms. P. T. / Mr. / J. / Esq.

Lesson 338

Special abbreviations or initials need a period. Example: C.O.D. (cash on delivery) (Many abbreviations and acronyms, especially government agencies, now do not use periods and the abbreviations may be found written in several forms. Example: miles per hour = mph, m.p.h., Mph, MPH) For our purposes we will use periods with abbreviations to be consistent.

Instructions: Put periods where needed in the following sentences.

1. I will send the package C O D to M I T
2. The soldier got lost returning to base but was considered A W O L
3. Dr Hill is really a D D S
4. U S S R no longer exists since it has been divided into several smaller countries.
5. I want to join the U S N and become a Navy SEAL.

Answers:

1. C.O.D. / M.I.T.
2. A.W.O.L.
3. Dr. / D.D.S.
4. U.S.S.R.
5. U.S.N.

(Notice that when a period is used for an abbreviation or some other reason at the end of the sentence, you do not need a second one to end the sentence. The one period does double duty.)

Lesson 339

Use a period with abbreviations used with figures showing time. Examples: A.M., P.M., B.C., and A.D.

Instructions: Put periods where needed in the following sentences.

1. I was born in A D 1940.
2. Be here at 4:30 A M , or you will not see me until 9:45 P M
3. What happened in A D 1776 that was of great importance?
4. People living in 2000 B C did not enjoy all that we have today.
5. Class starts promptly at 8:00 A M

Answers:

1. A.D.
2. A.M. / P.M.
3. A.D.
4. B.C.
5. A.M.

(Notice that when a period is used for an abbreviation or some other reason at the end of the sentence, you do not need a second one to end the sentence. The one period does double duty.)

Lesson 340

Use a period to show decimals and dollars and cents. Examples: This costs \$6.99. Two and one half is written 2.5.

Instructions: Put periods where needed in the following sentences.

1. In decimals, 225 would mean two and one fourth.
2. That new saddle will cost us \$72933. (seven hundred twenty-nine dollars and thirty-three cents)
3. The little girl paid \$025 (twenty-five cents) for the sucker, and the boy paid \$059 (fifty-nine cents) for the candy bar.
4. In decimals, four and ninety-nine hundredths is written 499.
5. Seven and two thirds is written 767.

Answers:

1. 2.25
2. \$729.33
3. \$0.25 / \$0.59
4. 4.99
5. 7.67

Quiz for Lessons 336 - 340

Use a period after initials used in names. Examples: E. F. Smith, Helen R. Hunsaker, W. James Swift

Use a period after the abbreviations *Mr.*, *Mrs.*, *Ms.*, *Dr.*, and *St.* (*Saint*) before a name and *Jr.*, *Sr.*, and *Esq.*, after a name. Do not use a period with *Miss* because it is not an abbreviation.

Special abbreviations or initials need a period. Example: C.O.D. (cash on delivery) (Many abbreviations and acronyms, especially government agencies, now do not use periods and the abbreviations may be found written in several forms. Example: miles per hour = mph, m.p.h., Mph, MPH) For our purposes we will use periods with abbreviations to be consistent.

Use a period with abbreviations used with figures showing time. Examples: A.M., P.M., B.C., and A.D.

Use a period to show decimals and dollars and cents. Examples: This costs \$6.99. Two and one half is written 2.5.

Instructions: Put the correct punctuation where needed in the following sentences.

1. Mr and Mrs Rodney C Snow were honored at the dinner
2. Ten and three quarters is 1075 in decimals
3. Did you study the period from 100 B C to A D 200 in your history class
4. I have heard of St Francis of Assisi
5. Add together 825 and 175 in decimals which should equal ten.
6. Miss Claire S Queen and Dr A Z King, Jr , will be married at 10:00 A M

7. Dan P Morgan, Esq , and Ms Luella K Larson knew the famous P T Barnum.
8. The trip cost \$33650 (three hundred thirty-six dollars and fifty cents) for gasoline alone.
9. I feel sorry for the B S A organization
10. It seems that they take so much from my check for F I C A

Answers for Quiz (Lessons 336-340):

1. Mr. / Mrs. / C. / period at end of sentence
2. 10.75 / period at end of sentence
3. B.C. / A.D. / question mark at end of sentence
4. St. / period or exclamation point at end of sentence
5. 8.25 / 1.75
6. S. / Dr. A. Z. / Jr. / A.M.
7. P. / Esq. / Ms. / K. / P.T.
8. \$336.50
9. B.S.A. / exclamation point or period at the end of sentence
10. F.I.C.A.

Chapter 34: Commas

Lesson 341

Use a comma or commas to set off the abbreviations *Jr.*, *Sr.*, and *Esq.* Example: Carl Harris, Jr., is here now.

Instructions: Place commas where they are needed in these sentences.

1. I met Count Dracula Sr. the famous ghoul.
2. The letter was sent to Sir Thomas Mason Esq.
3. Did you see Reed Fitzgerald Jr. starring in that television show?
4. Mr. Sam Adams Sr. and Michael Gold Jr. race cars for a living.
5. Andrew Paskett Esq. was featured in the latest magazine issue.

Answers:

1. Dracula, Sr.,
2. Mason, Esq. (There is no comma when Jr., Sr., or Esq. is used at the end of a sentence.)
3. Fitzgerald, Jr.,
4. Adams, Sr., /Gold, Jr.,
5. Paskett, Esq.,

Lesson 342

Use a comma after the parts of an address. (The house number and street name form one part, and state and ZIP code number form one part.) Example: My new address is 1234 North Main, Anywhere, State 12345.

Place no comma after the last part if it ends the sentence.

Instructions: Place commas where they are needed in these sentences.

1. John wrote to me from 462 Beacon Lane Cleveland Ohio 76504.
2. My sister lives at 635 Cherry Street Lexington Kentucky.
3. Ray Alber 876 Elm Drive Detroit Michigan 48300 is the person to contact.
4. Write them at 15 Oak Avenue Limorick Illinois 60614 today.
5. Jim's summer address will be Box 254 Grantsville Iowa 50689.

Answers:

1. 462 Beacon Lane, Cleveland, Ohio 76504.
2. 635 Cherry Street, Lexington, Kentucky.
3. Ray Alber, 876 Elm Drive, Detroit, Michigan 48300, is
4. 15 Oak Avenue, Limorick, Illinois 60614, today.
5. Box 254, Grantsville, Iowa 50689.

Lesson 343

Use commas to set off the year in a date if three parts of date are given (month, day, year). Do not use commas if only two parts are given. Examples: I left May 23, 1958, at night. I know that July 1776 is an important date.

Instructions: Place commas where they are needed in these sentences.

1. Did you know that Thomas Jefferson died on July 4 1826?
2. On December 25 1961 I was in Brazil.
3. Their wedding day was June 24 1954 in Salt Lake City.
4. Where were you in November 1989?
5. On Friday August 14 1997 the accident happened.

Answers:

1. July 4, 1826?
2. December 25, 1961, I
3. June 24, 1954, in
4. no commas needed (only two parts)
5. Friday, August 14, 1997, the

Lesson 344

Use a comma after the salutation of a friendly letter. Example: Dear Fred,

Instructions: Place commas where they are needed in these salutations.

1. Dear Aunt Vi
2. Dear Sir
3. Dear Mother
4. Gentlemen
5. My choicest friend

Answers:

1. Dear Aunt Vi,
2. Dear Sir: (a business letter)
3. Dear Mother,
4. Gentlemen: (a business letter)
5. My choicest friend,

Lesson 345

Use a comma after the complimentary close of a friendly or business letter. Example: Sincerely yours,

Instructions: Place commas where they are needed in these complimentary closings.

1. Very truly yours
2. Affectionately yours
3. Yours lovingly
4. Your best customer
5. Cordially

Answers:

1. Very truly yours,
2. Affectionately yours,
3. Yours lovingly,
4. Your best customer,
5. Cordially,

Quiz for Lessons 341 - 345

Instructions: Place commas where they are needed.

1. Most graciously
2. Dear Madam
3. Do you live at 431 North 500 West West Valley Utah 84098?
4. My birthday party is March 1 1976 at the golf course.
5. Monday February 2 is the day the groundhog looks for its shadow.
6. I lived at 368 Maple Avenue for a week.
7. May 1 was our wedding day.
8. Max Blaser Sr. is their neighbor in Tampa Florida.
9. Did you see Tom Jones Jr. at 430 East Plum Erda Colorado 35096 while on vacation?
10. During August all the leaves turn colors in Springfield Minnesota.

Answers for Quiz (Lessons 341-345):

1. Most graciously,
2. Dear Madam: (a business letter)
3. 431 North 500 West, West Valley, Utah 84098?
4. March 1, 1976, at
5. Monday, February 2,
6. (no comma needed - only one part)
7. (no comma needed - only one part)
8. Max Blaser, Sr., / Tampa, Florida.
9. Tom Jones, Jr., / 430 East Plum, Erda, Colorado 35096, while
10. Springfield, Minnesota.

Lesson 346

Use commas to separate parts of geographical places. Example: Have you visited St. Louis, Missouri?

Instructions: Place commas where they are needed.

1. A neat place we visited was Custer Wyoming.
2. In Cody Wyoming there is an interesting museum.
3. I enjoyed the zoo in San Diego California.
4. We saw many bears in Waterton Alberta Canada.
5. The Black Hills are in South Dakota.

Answers:

1. Custer, Wyoming
2. Cody, Wyoming
3. San Diego, California
4. Waterton, Alberta, Canada
5. no commas needed

Lesson 347

Use commas to separate a series of three or more words. Example: I dropped my pencil, papers, and books. (The comma before the conjunction *and* is optional, but many prefer it.)

Use no commas between two or more words usually thought of as being one item. Example: We ate hamburgers, pork and beans, and potato chips.

Use no commas in a series when all items are joined by *or*, *and*, or *nor*. Example: You dance and sing and play well.

Instructions: Place commas where they are needed.

1. I have seen many gold silver and copper mines.
2. People in the United States can travel by air rail or water.
3. The girl waved leaned over and fell into the pool.
4. My wife likes a meal of a glass of grape juice a fresh salad and spaghetti and meat balls.
5. At the resort we can hike and swim and ski all we want.

Answers:

1. gold, silver, and copper
2. air, rail, or water
3. waved, leaned over, and fell
4. a glass of grape juice, a fresh salad, and spaghetti and meat balls.
(Spaghetti and meat balls are considered one item.)
5. no commas needed

Lesson 348

Use commas to separate a series of three or more numbers. Example: He called for numbers 3, 6, 9, and 12.

Instructions: Place commas where they are needed.

1. In the Bingo game the winning numbers were 7 21 35 46 and 72.
2. My combination for my lock is 3 54 and 26.
3. He said that his lucky numbers were 7 11 13 and 99.
4. The numbers 14 27 58 79 and 38 won the lottery.
5. I like mixed greens with numbers of 20 50 and 100 on them.

Answers:

1. 7, 21, 35, 46, and 72.
2. 3, 54, and 26.
3. 7, 11, 13, and 99.
4. 14, 27, 58, 79, and 38 won
5. 20, 50, and 100

Lesson 349

Use commas to separate a series of three or more phrases. Example: He ran down the hall, out the door, and into the yard. (The comma before the conjunction *and* is optional, but many prefer using it.)

Use no commas in a series when all items are joined by *or*, *and*, or *nor*.

Instructions: Place commas where they are needed.

1. The rain splashed against the house onto the sidewalk and into the street.
2. Through the trees around the cabin and down the valley roared the wind.
3. College is to gain knowledge to make new friends and to prepare for a career.
4. The cat climbed up the tree and out on a limb and finally onto the roof.
5. Munching on an apple listening to a recording and sitting on the couch Martha looked very happy.

Answers:

1. against the house, onto the sidewalk, and into the street.
2. Through the trees, around the cabin, and down the valley,
3. to gain knowledge, to make new friends, and to prepare for a career.
4. no commas needed
5. Munching on an apple, listening to a recording, and sitting on the couch,

Lesson 350

Use commas to separate a series of three or more short clauses. Example: I am working, he is sleeping, and she is singing. (The comma before the conjunction *and* is optional, but many prefer using it.)

Use no commas in a series when all items are joined by *or*, *and*, or *nor*.

Instructions: Place commas where they are needed.

1. They are eating we are drinking and you are starving.
2. The music began the lights dimmed and the curtains opened.
3. My sister has left home my brother is at school and my mother is baking bread.
4. Jim fished Jeff hiked and I loafed the whole campout.
5. You correct he proofreads but I edit material.

Answers:

1. They are eating, we are drinking, and you are starving.
2. The music began, the lights dimmed, and the curtains opened.
3. My sister has left home, my brother is at school, and my mother is baking bread.
4. Jim fished, Jeff hiked, and I loafed the whole campout.
5. You correct, he proofreads, but I edit material.

Quiz for Lessons 345 - 350

Instructions: Place commas where they are needed.

1. Baseball basketball track and tennis require running.
2. The numbers 8 16 32 and 48 are called even numbers.
3. Eat drink and make merry for you will soon die.
4. I like shopping my husband likes dining and the family likes activities.
5. Working hard saving some money and providing for a family should be important for a father.
6. I saw him run up the mountain jump off the cliff and land in a pine tree.
7. He was from Great Falls Montana and she was from Twin Falls Idaho.
8. I have been to Dubois Idaho Taber Alberta Canada and Whippany New Jersey.
9. She likes to sing to play the piano and to read novels.
10. The search party looked along the road up the hill and down the alleys for clues.

Answers for Quiz (Lessons 346-350):

1. Baseball, basketball, track, and tennis require running.
2. The numbers 8, 16, 32, and 48 are called even numbers.
3. Eat, drink, and make merry, for you will soon die.
4. I like shopping, my husband likes dining, and the family likes activities.
5. Working hard, saving some money, and providing for a family should be important for a father.
6. I saw him run up the mountain, jump off the cliff, and land in a pine tree.
7. He was from Great Falls, Montana, and she was from Twin Falls, Idaho.
8. I have been to Dubois, Idaho, Taber, Alberta, Canada, and Whippany, New Jersey.
9. She likes to sing, to play the piano, and to read novels.
10. The search party looked along the road, up the hill, and down the alleys for clues.

Lesson 351

Use a comma to separate introductory words *yes* and *no* and mild interjections from the sentence that follows them.

Examples: Oh, I heard that before. Yes, I will be here.

Instructions: Place commas where they are needed.

1. Yes you may leave the room.
2. Of course I won't change my plans.
3. Oh you want to try my patience more.
4. No I didn't see you there.
5. Wow you think that is great.

Answers:

1. Yes,
2. Of course,
3. Oh,
4. No,
5. Wow,

Lesson 352

Use a comma or commas to set off words or phrases used as nouns of address (nominatives of address).

Joe, get over here. Get over here, Joe. Young man, get over here.

Instructions: Place commas where they are needed.

1. Did you Susan see him at the meetings?
2. I will call you in the morning Steve.
3. Well Fred it was a pleasure to see you again.
4. Jeanne I don't know what is going on.
5. You should Bill know the answer to that one.

Answers:

1. Did you, Susan, see him at the meetings?
2. I will call you in the morning, Steve.
3. Well, Fred, it was a pleasure to see you again.
4. Jeanne, I don't know what is going on.
5. You should, Bill, know the answer to that one.

Lesson 353

Use a comma or commas to set off an appositive if not closely tied to the words it equals or identifies. Examples: Larry Millward, *my best friend*, will speak at the meeting. My brother *Ken* moved to Hawaii. (closely tied)

Instructions: Place commas where they are needed.

1. Fred James a soldier captured during World War II spoke at the assembly.
2. My sister Elaine died recently.
3. Paul the top student in his class was the valedictorian.
4. Small farming a very important occupation is disappearing.
5. We rode all day on Dot a very old and gentle horse.

Answers:

1. Fred James, a soldier captured during World War II, spoke at the assembly.
2. My sister Elaine died recently. (It is closely tied, but one could take Elaine as a noun of address if you don't know her as the sister.)
3. Paul, the top student in his class, was the valedictorian.
4. Small farming, a very important occupation, is disappearing.
5. We rode all day on Dot, a very old and gentle horse.

Lesson 354

Use a comma to separate co-ordinate adjectives. Co-ordinate adjectives can be checked to see if a comma is necessary by placing *and* between them. They will sound smooth and correct with the *and*.

Examples: The warm, sunny day made everyone happy. (*warm and sunny* sounds smooth) You are a clever little girl. (*clever and little* doesn't sound smooth)

Instructions: Place commas where they are needed.

1. Today was not a clear sunny day.
2. Allison thought she was such a clever little girl.
3. Where did you buy that dashing red car?
4. They say that tomorrow will be a sunny warm day.
5. Your careless inconsiderate behavior could cause you serious problems.

Answers:

1. Today was not a clear, sunny day.
2. no commas needed
3. no commas needed
4. They say that tomorrow will be a sunny, warm day.
5. Your careless, inconsiderate behavior could cause you serious problems.

Lesson 355

Use commas to set off parenthetical expressions. Parenthetical expressions are words inserted in the main sentence but not necessary to the meaning. They interrupt the flow of the sentence. Common expressions used parenthetically are *however, of course, on the other hand, in fact, for example, that is, by the way, after all, perhaps, indeed, also, too, nevertheless*. These expressions are not always parenthetical. Examples: Lucy, on the other hand, reads little. He knows, perhaps, five answers to the questions.

Instructions: Place commas where they are needed.

1. The story that I just told you by the way is true.
2. My plan nevertheless was followed and succeeded.
3. Your plan on the other hand was rejected for good reasons.
4. I might suggest for example that you make some revisions.
5. You in fact should be moved to a different department.

Answers:

1. The story that I just told you, by the way, is true.
2. My plan, nevertheless, was followed and succeeded.
3. Your plan, on the other hand, was rejected for good reasons.
4. I might suggest, for example, that you make some revisions.
5. You, in fact, should be moved to a different department.

Quiz for Lessons 351 - 355

Instructions: Place commas where they are needed.

1. Ila indeed is a good mother.
2. I hope Jennie that you don't go to jail.
3. My son-in-law Chris will be able to vote in the coming election.
4. Oh Gail I hope that you on the other hand will be happy with your decision your move to Europe.
5. We sat in the shade beneath a broad green tree Irene.
6. It was a lovely happy memorable time.
7. I know after all you will be successful.
8. Mr. Allen Rudy the boy next door has been fighting with your brother Richard.
9. Of course we could hear immediately that you after all will be going to Santos a great city in Brazil.
10. Well Will I hope to see you by the way in Manaus on our return from our vacation a trip to Australia.

Answers for Quiz (Lessons 351-355):

1. Ila, indeed, is a good mother.
2. I hope, Jennie, that you don't go to jail.
3. My son-in-law Chris will be able to vote in the coming election. (a closely related appositive or use commas around Chris if you thought it was a noun of address) My son-in-law, Chris, will be able to vote in the coming election.
4. Oh, Gail, I hope that you, on the other hand, will be happy with your decision, your move to Europe.
5. We sat in the shade beneath a broad green tree, Irene.
6. It was a lovely, happy, memorable time.
7. I know, after all, you will be successful.
8. Mr. Allen, Rudy, the boy next door, has been fighting with your brother Richard. (Richard is a closely related appositive)
9. Of course, we could hear immediately that you, after all, will be going to Santos, a great city in Brazil.
10. Well, Will, I hope to see you, by the way, in Manaus on our return from our vacation, a trip to Australia.

Lesson 356

Use a comma after an introductory *participial phrase*. Example:
Feeling hot, the boy ran to the refrigerator for a drink.

Instructions: Place commas where they are needed.

1. Needing help immediately I dialed 911.
2. Having seen the final act I started to cry.
3. Thinking back on her life the woman was very thankful.
4. Having done his very best the boy stood tall and happy.
5. Desiring to be accepted Larry did some unusual things.

Answers:

1. Needing help immediately, I dialed 911.
2. Having seen the final act, I started to cry.
3. Thinking back on her life, the woman was very thankful.
4. Having done his very best, the boy stood tall and happy.
5. Desiring to be accepted, Larry did some unusual things.

Lesson 357

Use a comma after an introductory *infinitive* used as an adjective.
Example: To find her ring, Mary removed everything from the room.

Instructions: Place commas where they are needed.

1. To reach Butte, Montana, in time we will need to leave before 10:00 A.M.
2. To succeed at this task you will need to practice daily.
3. To be chosen for the finals the contestant will have to do better.
4. To truly believe the story one must find answers for one's self.
5. To get the best results you should soak it for an hour.

Answers:

1. To reach Butte, Montana, in time, we will need to leave before 10:00 A.M.
2. To succeed at this task, you will need to practice daily.
3. To be chosen for the finals, the contestant will have to do better.
4. To truly believe the story, one must find answers for one's self.
5. To get the best results, you should soak it for an hour.

Lesson 358

Use a comma after an introductory *dependent adverb clause*.
Example: If you want to see the Olympics, order your tickets now.

Instructions: Place commas where they are needed.

1. When my luggage arrives I will give you your present.
2. After the game was over both the team and the fans celebrated.
3. If you do not believe me ask the rest of those present.
4. Although I am afraid I will lead you through the woods.
5. Where the troops are we are going.

Answers:

1. When my luggage arrives, I will give you your present.
2. After the game was over, both the team and the fans celebrated.
3. If you do not believe me, ask the rest of those present.
4. Although I am afraid, I will lead you through the woods.
5. Where the troops are, we are going.

Lesson 359

Use a comma after long introductory *prepositional phrases* or two or more consecutive *prepositional phrases*. Examples: At the entrance to the cave, the guide gave us instructions. During those hot, boring summer days, time passed very slowly.

Instructions: Place commas where they are needed.

1. After the wreck into the pine tree the car was towed away.
2. Into the woods during the shower ran the black horse.
3. After the long and exhausting trip we finally arrived at our destination.
4. In the hall closet on the top shelf you will find the material I need.
5. Through the vast expanse of space the astronauts traveled continuously.

Answers:

1. After the wreck into the pine tree, the car was towed away.
2. Into the woods during the shower, ran the black horse.
3. After the long and exhausting trip, we finally arrived at our destination.
4. In the hall closet on the top shelf, you will find the material I need.
5. Through the vast expanse of space, the astronauts traveled continuously.

Lesson 360

Use a comma or commas to set off transposed (out of their natural order) words, phrases, or other modifiers.

Example: This woman, without question, is too weak. These transposed items are very much like the introductory items, but they do not come at the beginning of the sentence.

Instructions: Place commas where they are needed.

1. Turn to increase the volume the knob to the right.
2. Very quietly the intruder closed the door.
3. Her hand cut and bruised showed the ordeal undertaken by her.
4. Sam although he likes drama seldom ever attends a play.
5. All the contestants eager and well prepared required a good night's rest.

Answers:

1. Turn, to increase the volume, the knob to the right.
2. Very quietly, the intruder closed the door.
3. Her hand, cut and bruised, showed the ordeal undertaken by her.
4. Sam, although he likes drama, seldom ever attends a play.
5. All the contestants, eager and well prepared, required a good night's rest.

Quiz for Lessons 356 - 360

Instructions: Place commas where they are needed.

1. When you return the opportunity will still await you.
2. Having done my best I sat down to see the results.
3. To get the job done you will need to pace yourself.
4. During the last game of the World Series a riot took place.
5. His face stern and set told me that I was in trouble.
6. The answer without doubt will make all the difference.
7. After you finish doing the dishes the floor needs mopping.
8. To get the correct results you must follow the proper order of adding ingredients.
9. Trying to secure the boat the man fell haplessly into the water.
10. In view of the recent events in the Middle East peace does not seem likely.

Answers for Quiz (Lessons 356-360):

1. When you return, the opportunity will still await you.
2. Having done my best, I sat down to see the results.
3. To get the job done, you will need to pace yourself.
4. During the last game of the World Series, a riot took place.
5. His face, stern and set, told me that I was in trouble.
6. The answer, without doubt, will make all the difference.
7. After you finish doing the dishes, the floor needs mopping.
8. To get the correct results, you must follow the proper order of adding ingredients.
9. Trying to secure the boat, the man fell haplessly into the water.
10. In view of the recent events in the Middle East, peace does not seem likely.

Lesson 361

Use a comma to set off a short clause at the end of the sentence to change a statement into a question or an exclamatory sentence.

Example: You are going to town, aren't you?

Instructions: Place commas where they are needed.

1. That should make them take notice shouldn't it!
2. This is a beautiful location isn't it?
3. Becky is a living miracle isn't she!
4. Joe was here this morning wasn't he?
5. The new player really tries doesn't he!

Answers:

1. That should make them take notice, shouldn't it!
2. This is a beautiful location, isn't it?
3. Becky is a living miracle, isn't she!
4. Joe was here this morning, wasn't he?
5. The new player really tries, doesn't he!

Lesson 362

Use a comma when words are omitted from parallel clauses in a compound sentence. Example: Mother baked an apple pie, and Aunt Gayle, a chocolate cake.

Instructions: Place commas where they are needed.

1. Fred asked the question; Sarah the answer.
2. I like classical music; my wife country music.
3. Ann graduated from Utah State University, and Boyd Arizona State University.
4. This box has the books, and that box the recordings.
5. Stephanie told a funny story; Alaina a scary one.

Answers:

1. Fred asked the question; Sarah, the answer.
2. I like classical music; my wife, country music.
3. Ann graduated from Utah State University, and Boyd, Arizona State University.
4. This box has the books, and that box, the recordings.
5. Stephanie told a funny story; Alaina, a scary one.

Lesson 363

Use commas to set off contrasted expressions. Example: His mother, not his father, is in charge.

Instructions: Place commas where they are needed.

1. Your car not your truck is the better vehicle to use.
2. My aunt not my uncle used to live here before.
3. You need to talk to the man at the end of the table not the one near the window.
4. Our track team not our baseball team won the championship.
5. Be sure to see the owner not the manager about the job.

Answers:

1. Your car, not your truck, is the better vehicle to use.
2. My aunt, not my uncle, used to live here before.
3. You need to talk to the man at the end of the table, not the one near the window.
4. Our track team, not our baseball team, won the championship.
5. Be sure to see the owner, not the manager, about the job.

Lesson 364

Use commas to set off nonrestrictive clauses and phrases.

Nonrestrictive clauses and phrases are modifiers that can be omitted without changing the meaning of the main clause. Example: Our new boat, which we bought last week, is a pleasure to use. (The adjective clause "which we bought last week" is not needed to understand the meaning of the main clause.)

Instructions: Place commas where they are needed.

1. The Jazz which is a much different team from last year starts the season next week.
2. The waiter balancing two trays of food saw our signal for the check.
3. Ads which are essential to our economy are very annoying much of the time.
4. For this job we need a person who is very creative.
5. The new baby delivered in the taxi changed our lives completely.

Answers:

1. The Jazz, which is a much different team from last year, starts the season next week.
2. The waiter, balancing two trays of food, saw our signal for the check.
3. Ads, which are essential to our economy, are very annoying much of the time.
4. For this job we need a person who is very creative. (The clause "who is very creative" is needed for the meaning of the main sentence so we would not use any comma.)
5. The new baby, delivered in the taxi, changed our lives completely.

Lesson 365

Use a comma wherever necessary for clarity to prevent misreading.

Example: Beneath, the water sparkled brilliantly (clear). Beneath the water sparkled brilliantly (confusing).

Instructions: Place commas where they are needed.

1. To write one must spend much time revising and proofreading.
2. After washing the boy left for the game.
3. Although a real diamond mine is rather small.
4. Inside the store contained many beautiful statues.
5. When eating a person should use good manners.

Answers:

1. To write, one must spend much time revising and proofreading.
2. After washing, the boy left for the game.
3. Although a real diamond, mine is rather small.
4. Inside, the store contained many beautiful statues.
5. When eating, a person should use good manners.

Quiz for Lessons 361 - 365

Instructions: Place commas where they are needed.

1. Within the business was in turmoil.
2. Matthew is going to law school; John to the Air Force.
3. To Jim Ryan is a hero.
4. I like Halloween; Mother Thanksgiving; Barbara Christmas.
5. The antique which avoided being broken for many years was given to my grandmother by George Washington.
6. An apple not an orange keeps the doctor away.
7. We are still going on the hike aren't we?
8. The letter sent through the mail changed the course of the war.
9. You really like her don't you!
10. A person's personality not his looks really is important in a husband.

Answers for Quiz (Lessons 361-365):

1. Within, the business was in turmoil.
2. Matthew is going to law school; John, to the Air Force.
3. To Jim, Ryan is a hero.
4. I like Halloween; Mother, Thanksgiving; Barbara, Christmas.
5. The antique, which avoided being broken for many years, was given to my grandmother by George Washington.
6. An apple, not an orange, keeps the doctor away.
7. We are still going on the hike, aren't we?
8. The letter, sent through the mail, changed the course of the war.
9. You really like her, don't you!
10. A person's personality, not his looks, really is important in a husband.

Lesson 366

Use a comma before the coordinate conjunctions that join independent clauses in a compound sentence. (Very short clauses joined by *and* may omit the comma.) Examples: Harry will leave on the next flight, but you will join him in a week. You wash and I will dry.

Instructions: Place commas where they are needed.

1. She walked and he ran.
2. I went to New York by train but I returned by plane.
3. I neither like you nor will I assist you in your request.
4. He will have to help or the project will not be completed.
5. The boss will be here tomorrow and we will ask for a raise.

Answers:

1. She walked and he ran. (no comma needed, but you would not be wrong to use one after *walked*)
2. I went to New York by train, but I returned by plane.
3. I neither like you, nor will I assist you in your request.
4. He will have to help, or the project will not be completed.
5. The boss will be here tomorrow, and we will ask for a raise.

Lesson 367

Use a comma after a conjunctive adverb or phrases like *for example*, *in fact*, or *for instance* used to join two main clauses. Common conjunctive adverbs are *therefore*, *nevertheless*, *moreover*, *consequently*, *furthermore*, *besides*, *then*, *thus*, *instead*, *accordingly*, *otherwise*, *so*, *yet*, *still*, *hence*, *however*. Example: Jill knew she could not win; *nevertheless*, she kept running.

Instructions: Place commas where they are needed.

1. The trip was wonderful; in fact everyone raved about it.
2. Will wants a promotion; therefore he is working overtime.
3. I do not believe a word he says; otherwise I would listen to his presentation.
4. You seem to be well-qualified; however your price is too high.
5. Your goals are unclear to me; so I will not vote for you.

Answers:

1. The trip was wonderful; in fact, everyone raved about it.
2. Will wants a promotion; therefore, he is working overtime.
3. I do not believe a word he says; otherwise, I would listen to his presentation.
4. You seem to be well-qualified; however, your price is too high.
5. Your goals are unclear to me; so, I will not vote for you.

Lesson 368

Use a comma or commas to separate the exact words of the speaker from the rest of the sentence unless the sense of the sentence requires some other punctuation. (In quoted words, the comma always goes inside the quotation marks.) Examples: "I can help you now," said the clerk. The clerk said, "I can help you now."

Instructions: Place commas or other punctuation where they are needed.

1. "What time is it " she asked.
2. "Come with me " said the guide.
3. "Don't leave me " shouted the little girl.
4. The man replied "I believe you."
5. The passenger inquired "What time is it?"

Answers:

1. "What time is it?" she asked.
2. "Come with me," said the guide.
3. "Don't leave me!" shouted the little girl.
4. The man replied, "I believe you."
5. The passenger inquired, "What time is it?"

Lesson 369

Use a comma or commas to separate the exact words of the speaker from the rest of the sentence unless the sense of the sentence requires some other punctuation. (In quoted words, the comma always goes inside the quotation marks.) Examples: "I can help you now," said the clerk. The clerk said, "I can help you now."

Instructions: Place commas or other punctuation where they are needed.

1. "I think" Marie answered "that I can help you tomorrow."
2. "I know" she replied "the answer to that question."
3. "No" he called after her "I won't forget the appointment!"
4. "Come with me" pleaded the teacher "and you will not be disappointed."
5. "Did you see" Curtis asked "the plane go down?"

Answers:

1. "I think," Marie answered, "that I can help you tomorrow."
2. "I know," she replied, "the answer to that question."
3. "No," he called after her, "I won't forget the appointment!"
4. "Come with me," pleaded the teacher, "and you will not be disappointed."
5. "Did you see," Curtis asked, "the plane go down?"

Lesson 370

Use a comma or commas to separate the exact words of the speaker from the rest of the sentence unless the sense of the sentence requires some other punctuation. (In quoted words, the comma always goes inside the quotation marks.) Examples: "I can help you now," said the clerk. The clerk said, "I can help you now." You do not use a comma when you start a new sentence after the explanatory words. Example: "I did it," he said. "Leave me alone."

Instructions: Place commas or other punctuation where they are needed.

1. "I will comply with the rules " he said "Then I will work to change them."
2. "Will the rain continue " the woman asked "I need to work outdoors."
3. "I am glad I missed the game " Jim said "They played so poorly."
4. "Are you going next week " she asked "I will not be here then."
5. "When you finish your projects " the teacher remarked "put them in the basket for grading."

Answers:

1. "I will comply with the rules," he said. "Then I will work to change them."
2. "Will the rain continue?" the woman asked. "I need to work outdoors."
3. "I am glad I missed the game," Jim said. "They played so poorly."
4. "Are you going next week?" she asked. "I will not be here then."
5. "When you finish your projects," the teacher remarked, "put them in the basket for grading."

Quiz for Lessons 366 - 370

Instructions: Place commas or other punctuation where they are needed.

1. "Is it time to go " asked Irene.
2. "I did not do it " said the convict "I wasn't even here yesterday."
3. He wanted to go to the party but no one would give him a ride.
4. He had read all the trilogy; consequently he didn't have a new book to read.
5. He exclaimed "Don't go that way!"
6. "You didn't " she said "tell me that you felt that way."
7. "You will do what I asked or you will not get your allowance."
8. "Will you repair my car today " he asked "I need it for tomorrow."
9. "I will do my best " answered the mechanic "but I cannot guarantee that I will be finished."
10. He didn't know the final answer; thus he lost all the money.

Answers for Quiz (Lessons 366-370):

1. "Is it time to go?" asked Irene.
2. "I did not do it," said the convict. "I wasn't even here yesterday."
3. He wanted to go to the party, but no one would give him a ride.
4. He had read all the trilogy; consequently, he didn't have a new book to read.
5. He exclaimed, "Don't go that way!"
6. "You didn't," she said, "tell me that you felt that way."
7. "You will do what I asked, or you will not get your allowance."
8. "Will you repair my car today?" he asked. "I need it for tomorrow."
9. "I will do my best," answered the mechanic, "but I cannot guarantee that I will be finished."
10. He didn't know the final answer; thus, he lost all the money.

Chapter 35: Quotation Marks

Lesson 371

Use *quotation marks* around the exact words of a speaker. Example: He said, "I saw that." "I saw it too," she said.

Instructions: Use quotation marks where needed in these sentences.

1. I wish the election were over, said Fred.
2. Will they finish this week? asked Frida.
3. Willard added, It is becoming a joke.
4. We can now see that every vote counts, concluded Sara.
5. Yes, we know that we should vote every time, commented Jeff.

Answers:

1. "I wish the election was over," said Fred.
2. "Will they finish this week?" asked Frida.
3. Willard added, "It is becoming a joke!"
4. "We can now see that every vote counts," concluded Sara.
5. "Yes, we know that we should vote every time," commented Jeff.

Lesson 372

Use *quotation marks* around the exact words of a speaker. When the words identifying the speaker come between the parts of the quotation, put quotation marks around each part. Example: "Yes," said Jack, "I will be there."

Use one set of quotation marks for two or more sentences not broken by explanatory material. Example: "I know that. He has known for several days," said Jim. If part of the quotation is a new sentence use a capital letter. Example: "I know that," said Jim. "**H**e has known for several days."

Instructions: Use quotation marks and capitals where needed in these sentences.

1. We will be in town tomorrow night. Don't wait up. We will come by the next day, said Jeanne.
2. We want you to stay with us, answered Barbara. we'll meet you at the station.
3. Okay, replied Chris, bring the car around.
4. Are the girls ready to go? asked Ann. they need to leave now.
5. Yes, replied Ila, that play was really enjoyable.

Lesson 372 Answers:

1. "We will be in town tomorrow night. Don't wait up. We will come by the next day," said Jeanne.
2. "We want you to stay with us," answered Barbara. "We'll meet you at the station."
3. "Okay," replied Chris, "bring the car around."
4. "Are the girls ready to go?" asked Ann. "They need to leave now."
5. "Yes," replied Ila, "that play was really enjoyable."

Lesson 373

Use no quotation marks with indirect quotations. An indirect quotation often begins with the word *that*. Example: Betty said that she wished the election were final.

Instructions: Use quotation marks where needed in these sentences.

1. James stated that he had won the race.
2. Richard said, I was in second place until I fell.
3. Mom said that she was worried when she saw it happen.
4. Sue said, that was too bad.
5. I hope that you had fun, anyway, said his dad.

Answers:

1. James stated that he had won the race.
2. Richard said, "I was in second place until I fell."
3. Mom said that she was worried when she saw it happen.
4. Sue said, "That was too bad."
5. "I hope that you had fun, anyway," said his dad.

Lesson 374

Begin a new paragraph with each change of speaker in dialogue.

Example:

"Can I count on you?" asked Carl.

"Yes, you can," said Matthew.

"You cannot fail us," replied Claudia.

Instructions: Make new paragraphs and place quotation marks where needed in the following dialogues.

1. Knock on the door. I will be right behind you, said John. I am afraid, said James. You are bigger and older so you knock. I will do it. Why are you worried about it? It is just Halloween, interrupted Matthew, and there is nothing scary about this house.
2. Chantelle said, I never get to be the mother when we play. You can be the mother today, replied Hayley. When will I get to be the mother? asked Alise. You are too little, replied Hayley and Chantelle.
3. We are going to have a new baby, said Ann. I hope it is a boy, said Chris. We need a boy in the family. I want it to be a girl, remarked Rebecca. I don't care, said Allison. I just hope it hurries up.
4. Do you want to play on the computer with me, Mark? asked Todd. I am too little, said Mark. Mommy won't let me. Todd, you wouldn't let him play very much if he could, stated Stephanie. Todd said, I am going to change and let him now.
5. Lindsay asked, Do we have everything for the trip? I hope so, replied Boyd. Did you get everything for Celeste? I have had it ready all day, said Lindsay.

Answers:

1. "Knock on the door. I will be right behind you," said John.

"I am afraid," said James. "You are bigger and older so you knock."

"I will do it. Why are you worried about it? It is just Halloween," interrupted Matthew, "and there is nothing scary about this house."

2. Chantelle said, "I never get to be the mother when we play."

"You can be the mother today," replied Hayley.

"When will I get to be the mother?" asked Elise.

"You are too little," replied Hayley and Chantelle.

3. "We are going to have a new baby," said Ann.

"I hope it is a boy," said Chris. "We need a boy in the family."

"I want it to be a girl," remarked Rebecca.

"I don't care," said Allison. "I just hope it hurries up."

4. "Do you want to play on the computer with me, Mark?" asked Todd.

"I am too little," said Mark. "Mommy won't let me."

"Todd, you wouldn't let him play very much if he could," stated Stephanie.

Todd said, "I am going to change and let him now."

5. Lindsay asked, "Do we have everything for the trip?"

"I hope so," replied Boyd. "Did you get everything for Celeste?"

"I have had it ready all day," said Lindsay.

Lesson 375

If a quotation has more than one paragraph, use quotation marks at the beginning of each paragraph and at the end of the last paragraph of the quotation.

Instructions: Use quotation marks where needed in these sentences.

1. This is one person's quoted idea about happiness.

Happiness is the object and design of our existence; and will be the end thereof, if we pursue the path that leads to it.

Pleasure is often confused with happiness but is by no means synonymous with it. Pleasure, unlike happiness, is that which pleases us or gives us gratification. Usually it endures for only a short time.

We are enticed daily to pursue worldly pleasures that may divert us from the path to happiness. But the path to true happiness is virtue, uprightness, faithfulness, holiness, and keeping all the commandments of God.

2. This is a quoted story about Ali Hafed.

Ali Hafed was a wealthy ancient Persian who owned much land and many productive fields, orchards, and gardens, and loaned money out at interest.

One day an old priest came to him and told him that if he had a diamond the size of his thumb, he could purchase a dozen farms like his. He told Ali Hafed where to find such a diamond.

Ali Hafed sold his farm, collected his money that was at interest, and left his family in the charge of a neighbor. He left in search of diamonds. After years of searching, his money was spent, and he passed away in rags and wretchedness.

The man who purchased Ali Hafed's farm one day led his camel out into the garden to drink, and as the animal put his nose into the

shallow waters, the farmer noticed a curious flash of light in the white sands of the stream. Reaching in, he pulled out a black stone which proved to be a diamond. This marked the discovery of the diamond mines of Golconda, the most valuable diamond mines in the history of the ancient world.

Had Ali Hafed remained at home and dug in his own cellar, or anywhere in his own fields, rather than traveling in strange lands where he eventually faced starvation and ruin, he would have had acres of diamonds.

Answers:

1. "Happiness is the object and design of our existence; and will be the end thereof, if we pursue the path that leads to it.

"Pleasure is often confused with happiness but is by no means synonymous with it. Pleasure, unlike happiness, is that which pleases us or gives us gratification. Usually it endures for only a short time.

"We are enticed daily to pursue worldly pleasures that may divert us from the path to happiness. But the path to true happiness is virtue, uprightness, faithfulness, holiness, and keeping all the commandments of God."

2. "Ali Hafed was a wealthy ancient Persian who owned much land and many productive fields, orchards, and gardens, and loaned money out at interest.

"One day an old priest came to him and told him that if he had a diamond the size of his thumb, he could purchase a dozen farms like his. He told Ali Hafed where to find such a diamond.

"Ali Hafed sold his farm, collected his money that was at interest, and left his family in the charge of a neighbor. He left in search of diamonds. After years of searching, his money was spent, and he passed away in rags and wretchedness.

"The man who purchased Ali Hafed's farm one day led his camel out into the garden to drink, and as the animal put his nose into the shallow waters, the farmer noticed a curious flash of light in the white sands of the stream. Reaching in, he pulled out a black stone which proved to be a diamond. This marked the discovery of the diamond mines of Golconda, the most valuable diamond mines in the history of the ancient world.

"Had Ali Hafed remained at home and dug in his own cellar, or anywhere in his own fields, rather than traveling in strange lands where he eventually faced starvation and ruin, he would have had acres of diamonds."

Quiz for Lessons 371 - 375

Instructions: Use quotation marks and capitals where needed in these sentences.

1. That is an interesting story, said Sarah.
2. Could you, asked Jack, tell us some more stories?
3. I like old stories from long ago, remarked Jane. My mother used to read them to me.
4. Joe said that he had heard the story before.
5. I doubt that you know what your are talking about, stated Charlie. Well, replied Joe, you are incorrect this time. Charlie looking at Joe then said, I apologize for my unkind remark.
6. The children said that they would look for more books with interesting old stories.
7. Have you ever been to Persia? asked Henry. No, I haven't, said Bill, and it is not called Persia now. What is it called now, inquired Jane.
8. Look, cried Sarah, Mom is bringing refreshments!
9. This sure has been a fun day, guys, giggled Jack.
10. I hope we can do this again soon, said Bill. There is so much to learn from good stories.

Answers for Quiz (Lessons 371-375):

1. "That is an interesting story," said Sarah.
2. "Could you," asked Jack, "tell us some more stories?"
3. "I like old stories from long ago," remarked Jane. "My mother used to read them to me."
4. Joe said that he had heard the story before.
5. "I doubt that you know what you are talking about," stated Charlie.

"Well," replied Joe, "you are incorrect this time."

Charlie looking at Joe then said, "I apologize for my unkind remark."
6. The children said that they would look for more books with interesting old stories.
7. "Have you ever been to Persia?" asked Henry.

"No, I haven't," said Bill, "and it is not called Persia now."

"What is it called now?" inquired Jane.
8. "Look," cried Sarah, "Mom is bringing refreshments!"
9. "This sure has been a fun day, guys," giggled Jack.
10. "I hope we can do this again soon," said Bill. "There is so much to learn from good stories."

Lesson 376

Use quotation marks around the titles of short stories, short plays, short poems and short musical compositions; of art works, articles, chapters, essays, and speeches; of radio and television programs.
Example: My favorite painting is "Blue Boy."

Instructions: Use quotation marks where needed in these sentences.

1. I was very interested in the article Our Missing President.
2. I loved the old television program Maverick.
3. Have you read Miniver Cheevy, the short narrative poem?
4. At Christmas time I love to read The Gift of the Magi, a short story by O. Henry.
5. That song playing is Greensleeves, isn't it?

Answers:

1. I was very interested in the article "Our Missing President."
2. I loved the old television program "Maverick."
3. Have you read "Miniver Cheevy," the short narrative poem?
4. At Christmas time I love to read "The Gift of the Magi," a short story by O. Henry.
5. That song playing is "Greensleeves," isn't it?

Lesson 377

Use single quotation marks for a quotation within a quotation.

Example: "Dad always says, 'Maybe,'" cried Pam.

Instructions: Use quotation marks where needed in these sentences.

1. Have you read The Scarlet Ibis, a very good short story? asked the teacher.
2. He replied, I know she said, I am not sure.
3. Everyone will read the chapter entitled Africa for tomorrow, commanded the substitute teacher.
4. The witness answered, I heard the officer say Put down the gun!
5. This famous painting Square Sunlight has won many awards, stated the guide.

Answers:

1. "Have you read 'The Scarlet Ibis,' a very good short story?" asked the teacher.
2. He replied, "I know she said, 'I am not sure.'"
3. "Everyone will read the chapter entitled 'Africa' for tomorrow," commanded the substitute teacher.
4. The witness answered, "I heard the officer say 'Put down the gun!'"
5. "This famous painting 'Square Sunlight' has won many awards," stated the guide.

Lesson 378

Use quotation marks to set off words or phrases used in a special sense: technical, ironical, coined, slang, and words used as words in informal writing. Examples: Grant always uses the word "terrific." The car driving slowly down the street went "ka-lunk! ka-lunk!"

Instructions: Use quotation marks where needed in these sentences.

1. Show us how you are the expert.
2. The delegates ended their peace talks with much angry shouting.
3. I know we can make that jalopy into a great hot rod.
4. The boss is going to can us all if we don't get on the ball.
5. Why do you always say the word excellent to every statement?

Answers:

1. Show us how you are the "expert."
2. The delegates ended their "peace talks" with much angry shouting.
3. I know we can make that "jalopy" into a great "hot rod."
4. The boss is going to "can" us all if we don't "get on the ball."
5. Why do you always say the word "excellent" to every statement?

Lesson 379

Always place *commas* and *periods* inside quotation marks. Example: One famous painting is "The Song of the Lark."

Instructions: Use quotation marks where needed in these sentences.

1. I like the sea poem The Revenge.
2. I had hoped, said Bob, that you would be in the play.
3. I enjoyed the story The Milk Pitcher, the short story about baseball and a cow.
4. Yes, Captain Smith said, we can go sailing.
5. You never answer anything with the word yes.

Answers:

1. I like the sea poem "The Revenge."
2. "I had hoped," said Bob, "that you would be in the play."
3. I enjoyed the story "The Milk Pitcher," the short story about baseball and a cow.
4. "Yes," Captain Smith said, "we can go sailing."
5. You never answer anything with the word "yes."

Lesson 380

Place question marks and exclamation points inside quotation marks if they are part of the quotation. Place question marks and exclamation points outside the quotation marks if they pertain to more than the quotation.

Examples: Jim asked, "Where are you going?" Did Ann say, "I won't do it"?

"Are you sure!" exclaimed Becky. How happy she was to say, "I do"!

Instructions: Use quotation marks where needed in these sentences.

1. When Dad said that we were going camping, I shouted, What a great idea!
2. Mary asked, When are you going?
3. Didn't you hear me say, I will think about it?
4. Didn't you hear the policeman shout, Stop!?
5. We need protection from his kindness!

Answers:

1. When Dad said that we were going camping, I shouted, "What a great idea!"
2. Mary asked, "When are you going?"
3. Didn't you hear me say, "I will think about it"?
4. Didn't you hear the policeman shout, "Stop!"?
5. We need protection from his "kindness"!

Quiz for Lessons 376 - 380

Instructions: Rewrite the following, changing all indirect quotations to direct quotations and punctuating and paragraphing them correctly.

We had an interesting discussion last night. Mr. James who is a quiet, unassuming man said that he hasn't read about the election. I am afraid that I trust no one. Pam asked if he had voted for the president in the election. She said that everyone should vote each time. He replied that he had voted this time, but didn't think his vote would count for much. She asked if he had read in a popular magazine the article Every Vote Counts. We now know that every vote counts! Mr. James stated that he never knows how to vote. He needs to find an expert. Pam laughed and told him that he could come to her since the experts on television never agree on anything. I know better than the experts!

Answers for Quiz (Lessons 376-380):

(The following answer is not the only way that you could correct the writing, but it will give some idea as to what should be done with the paragraph.)

We had an interesting discussion last night. Mr. James who is a quiet, unassuming man said, "I haven't read about the election. I am afraid that I trust no one."

Pam asked, "Did you vote for the president in the election? Everyone should vote each time."

He replied, "I voted this time, but I don't think my vote will count for much."

She asked, "Have you read in a popular magazine the article 'Every Vote Counts'? We now know that every vote counts!"

Mr. James stated, "I never know how to vote. I need to find an 'expert.'"

Pam laughed and told him, "You could come to me since the 'experts' on television never agree on anything. I know better than the 'experts'!"

Chapter 36: Semicolons

Lesson 381

Use a semicolon between two independent clauses of a compound sentence when they are not joined by a coordinate conjunction.
Example: There was a sudden silence; everyone was stunned by the outcome.

Instructions: Place semicolons where they are needed in the following sentences.

1. Carl is tall his brother is short.
2. He knocked several times no one came to the door.
3. The siren blew loudly I rushed to the window the police raced pass as I looked out.
4. I waited several hours for you you did not return I became concerned.
5. My sister loves mysteries my brother likes technical manuals.

Answers:

1. Carl is tall; his brother is short.
2. He knocked several times; no one came to the door.
3. The siren blew loudly; I rushed to the window; the police raced past as I looked out.
4. I waited several hours for you; you did not return; I became concerned.
5. My sister loves mysteries; my brother likes technical manuals.

Lesson 382

Use a semicolon between the two independent clauses of a compound sentence joined by a coordinate conjunction if commas are also used in the sentence. Example: Although the story is impossible, I believe you; and the others will, too.

Instructions: Place semicolons where they are needed in the following sentences.

1. Since you asked my opinion, I will tell you and I hope you will listen well.
2. Although he is highly qualified, he is not dependable and I am afraid to hire him.
3. Because Sarah is absent a great deal, she has a hard time keeping up but she is willing to work overtime.
4. Although I prefer English, I know that math is important and I will work hard in both classes.
5. When you arrive on the train, take a taxi to the bus station or I can meet you at the train.

Answers:

1. Since you asked my opinion, I will tell you; and I hope you will listen well.
2. Although he is highly qualified, he is not dependable; and I am afraid to hire him.
3. Because Sarah is absent a great deal, she has a hard time keeping up; but she is willing to work overtime.
4. Although I prefer English, I know that math is important; and I will work hard in both classes.
5. When you arrive on the train, take a taxi to the bus station; or I can meet you at the train.

Lesson 383

Use a semicolon before a conjunctive adverb that introduces a clause in a compound sentence.

Common conjunctive adverbs are *therefore, nevertheless, moreover, consequently, furthermore, besides, then, thus, instead, accordingly, otherwise, so, yet, still, hence, however*. Example: Jill knew she could not win; *nevertheless*, she kept running.

Explanatory expressions (*for example, namely, on the contrary, in fact, that is, on the other hand*) are used similarly as conjunctive adverbs with a semicolon preceding them and a comma following. Example: The weather was wonderful; in fact, it was the best weather for a month.

Instructions: Place semicolons where they are needed in the following sentences.

1. I have not heard the latest comments therefore, I cannot render an opinion.
2. Our children have traveled throughout the world for example, Australia, Brazil, Korea, and Russia.
3. In Brazil we have seen many places on the other hand, we have never been to Africa.
4. We plan to return some day to Brazil therefore, we want to visit Rio, Sao Paulo, and Manaus.
5. Barbara is a diligent student she, in fact, is top in her class.

Answers:

1. I have not heard the latest comments; therefore, I cannot render an opinion.
2. Our children have traveled throughout the world; for example, Australia, Brazil, Korea, and Russia.
3. In Brazil we have seen many places; on the other hand, we have never been to Africa.
4. We plan to return some day to Brazil; therefore, we want to visit Rio, Sao Paulo, and Manaus.
5. Barbara is a diligent student; she, in fact, is top in her class.

Lesson 384

Use a semicolon to separate phrases or clauses of equal rank that contain commas. The semicolon in such sentences brings clarity of meaning. Example: We have lived in Logan, Utah; Las Vegas, Nevada; and Rio Claro, Brazil.

Instructions: Place semicolons where they are needed in the following sentences.

1. The new in-laws are Jay, Pam's husband, Are', Will's wife, and Mark, Terri's husband.
2. For the campout we took our raincoats, boots, and tarp, but we didn't use them.
3. The mayor of the city, who attended the conference, gave a report, and he suggested several ways to save money.
4. My son is a medical technician, my daughter, a postal worker, and my wife, an editor.
5. The class officers are Fred Ogden, president, Dan Royal, vice-president, and Jayne Allen, secretary.

Answers:

1. The new in-laws are Jay, Pam's husband; Are', Will's wife; and Mark, Terri's husband.
2. For the campout we took our raincoats, boots, and tarp; but we didn't use them.
3. The mayor of the city, who attended the conference, gave a report; and he suggested several ways to save money.
4. My son is a medical technician; my daughter, a postal worker; and my wife, an editor.
5. The class officers are Fred Ogden, president; Dan Royal, vice-president; and Jayne Allen, secretary.

Lesson 385

Place a semicolon outside of quotation marks. Example: I have just read "Jabberwocky"; are you familiar with it?

Instructions: Place semicolons where they are needed in the following sentences.

1. Joe is considered "simpatico" Frank is "feio."
2. Terry was wearing "glad rags" Martha, her "threads" Mary, her "duds."
3. I read the poem "Mending Wall" Don read a novel.
4. The car went "bork, bork" the train sounded like "shoosh, shoosh" the plane went "ka-boom."
5. Although it was too late, Jim shouted, "Look out!" and I said, "Duck!"

Answers:

1. Joe is considered "simpatico"; Frank is "feio."
2. Terry was wearing "glad rags"; Martha, her "threads"; Mary, her "duds."
3. I read the poem "Mending Wall"; Don read a novel.
4. The car went "bork, bork"; the train sounded like "shoosh, shoosh"; the plane went "ka-boom."
5. Although it was too late, Jim shouted "Look out!"; and I said "Duck!"

Quiz for Lessons 381 – 385

Instructions: Place semicolons where they are needed in the following sentences.

1. I am looking for the poem "The Path Not Taken" I need it tomorrow.
2. Jim sings bass Jeff, tenor.
3. I have visited Riverside, California, Atlantic City, New Jersey, and Butte, Montana.
4. I will steal, cheat, and lie for you but I will not kill for you.
5. There was a sudden noise everything stopped immediately.
6. Although we may need more time, I believe we will be victorious and I believe you feel that way, too.
7. We can trust him implicitly nevertheless, we should not be careless.
8. The house looked like what we wanted on the other hand, we had not been inside.
9. I had food, clothing, and furniture but I didn't have my family.
10. He was such a "klutz" I couldn't stand him.

Answers for Quiz (Lessons 381-385):

1. I am looking for the poem "The Path Not Taken"; I need it tomorrow.
2. Jim sings bass; Jeff, tenor.
3. I have visited Riverside, California; Atlantic City, New Jersey; and Butte, Montana.
4. I will steal, cheat, and lie for you; but I will not kill for you.
5. There was a sudden noise; everything stopped immediately.
6. Although we may need more time, I believe we will be victorious; and I believe you feel that way, too.
7. We can trust him implicitly; nevertheless, we should not be careless.
8. The house looked like what we wanted; on the other hand, we had not been inside.
9. I had food, clothing, and furniture; but I didn't have my family.
10. He was such a "klutz"; I couldn't stand him.

Chapter 37: Colons

Lesson 386

Use a colon after the salutation of a business letter. Example: Dear Sir:

Instructions: Place colons where needed.

1. Dear Mr. Witt
2. Dear Madam
3. My dear Mrs. Garrity
4. Gentlemen
5. To whom it may concern

Answers:

1. Dear Mr. Witt:
2. Dear Madam:
3. My dear Mrs. Garrity:
4. Gentlemen:
5. To whom it may concern:

Lesson 387

Use a colon to express the hours and minutes in figures. Example: 12:30 A.M.

Instructions: Place colons where needed.

1. We will meet at 800 A.M. tomorrow morning.
2. I will be on the plane at 1153 P.M.
3. Which would be better for you, 1000 A.M. or 200 P.M?
4. Be in my office promptly at 1035 A.M.
5. You never get to bed before 1130 P.M.

Answers:

1. We will meet at 8:00 A.M. tomorrow morning.
2. I will be on the plane at 11:53 P.M.
3. Which would be better for you, 10:00 A.M. or 2:00 P.M?
4. Be in my office promptly at 10:35 A.M.
5. You never get to bed before 11:30 P.M.

Lesson 388

Use a colon to separate chapter and verse referring to a specific Bible selection. Example: Everyone should follow Proverbs 3:5.

Instructions: Place colons where needed.

1. What is the meaning of Job 5 7?
2. Micah 6 8 is an often quoted verse.
3. Isaiah 9 6 is a verse used at Christmas time.
4. I think that Malachi 3 10 is ignored by most of the Christian world.
5. One of my favorite verses is Matthew 6 33.

Answers:

1. What is the meaning of Job 5:7?
2. Micah 6:8 is an often quoted verse.
3. Isaiah 9:6 is a verse used at Christmas time.
4. I think that Malachi 3:10 is ignored by most of the Christian world.
5. One of my favorite verses is Matthew 6:33.

Lesson 389

Use a colon between the title and subtitle of a book. Example: *The Wide World: A High School Geography*

Instructions: Place colons where needed.

1. Have you examined for possible adoption *Warriner's English Grammar and Composition Complete Course*?
2. *The Advanced Composition A Book of Models for Writing* has been used for many years.
3. I didn't like *Episodes in American History An Inquiry Approach* as a history text.
4. *Men and Nations A World History* covers what we need very well.
5. *The American Nation A History of the United States* seems too advanced for our grade level.

Answers:

1. Have you examined for possible adoption *Warriner's English Grammar and Composition: Complete Course*?
2. *The Advanced Composition: A Book of Models for Writing* has been used for many years.
3. I didn't like *Episodes in American History: An Inquiry Approach* as a history text.
4. *Men and Nations: A World History* covers what we need very well.
5. *The American Nation: A History of the United States* seems too advanced for our grade level.

Lesson 390

Use a colon between the numbers referring to volume and the pages of books and magazines. Example: It is found in Volume II: pages 22-23.

Instructions: Place colons where needed.

1. That statement can be found in Volume X pages 198-200.
2. I found that information in Volume 54 pages 31-34.
3. Look in that magazine Volume 24 pages 3-4.
4. Volume VI pages 245-247 will have the information that you need.
5. Check the encyclopedia Volume 20 pages 105 -106.

Answers:

1. That statement can be found in Volume X: pages 198-200.
2. I found that information in Volume 54: pages 31-34.
3. Look in that magazine Volume 24: pages 3-4.
4. Volume VI: pages 245-247 will have the information that you need.
5. Check the encyclopedia Volume 20: pages 105 -106.

Quiz for Lessons 386 - 390

Instructions: Place colons where needed.

1. That statement can be found in Volume I pages 98-100 of *The Raven The Life of Sam Houston*.
2. Dear Harmon's
3. I like what it says in James 5 20.
4. Dear Sirs
5. I will be here at 1200 P.M. for my money.
6. I enjoyed reading *The Army of the Potomac A Stillness at Appomattox* by Bruce Catton.
7. I couldn't find it in Volume IX pages 3-6.
8. Thanksgiving dinner will be at our place at 230 P.M.
9. A good college text was *The American Constitution Its Origins and Development*.
10. Revelation 6 2-8 talks about the four horsemen of the apocalypse.

Answers for Quiz (Lessons 386-390):

1. That statement can be found in Volume I: pages 98-100 of *The Raven: The Life of Sam Houston*.
2. Dear Harmon's:
3. I like what it says in James 5:20.
4. Dear Sirs:
5. I will be here at 12:00 P.M. for my money.
6. I enjoyed reading *The Army of the Potomac: A Stillness at Appomattox* by Bruce Catton.
7. I couldn't find it in Volume IX: pages 3-6.
8. Thanksgiving dinner will be at our place at 2:30 P.M.
9. A good college text was *The American Constitution: Its Origins and Development*.
10. Revelation 6:2-8 talks about the four horsemen of the apocalypse.

Lesson 391

Use a colon before listed items that are introduced by such words as *the following*, *as follows*, *thus*, and *these*; by a number; or by any other expression that "points-out." Example: In high school he played the following sports: baseball, basketball, football and tennis.

Use no colon before a list of predicate nominatives, direct objects, or objects of the preposition. A colon should not hinder the natural flow of the sentence. Example: We will need flour, milk, and sugar. (direct objects)

Instructions: Place colons where needed.

1. You need these guys Will, Boyd, Jeff, and Jim.
2. She had three personality flaws pride, selfishness, and a temper.
3. The singers will be you, Pam, and Becky.
4. For the campout, we will need the following things a tent, three sleeping bags, and a gas lantern.
5. Next semester I will be taking four courses Algebra II, English Literature, American History, and Biology III.

Answers:

1. You need these guys: Will, Boyd, Jeff, and Jim.
2. She had three personality flaws: pride, selfishness, and a temper.
3. No colon needed. They are predicate nominatives
4. For the campout, we will need the following things: a tent, three sleeping bags, and a gas lantern.
5. Next semester I will be taking four courses: Algebra II, English Literature, American History, and Biology III.

Lesson 392

Use a colon to separate two complete sentences when the second sentence explains, amplifies, or illustrates the first. Example: Jim had a good idea: He wanted to consult with the builder.

Instructions: Place colons where needed.

1. There has been no change in our plans We will leave at 1000 P.M.
2. He stated his plans He would borrow money; he would secure a plane; he would fly around the world.
3. That morning the people saw the problem During the night a tree had downed the power lines.
4. Now the men knew what to do The pressure would be increased in the forward compartment.
5. They were worried about Fred He would fall asleep at work and spend too much time alone.

Answers:

1. There has been no change in our plans: We will leave at 10:00 P.M. (two colons)
2. He stated his plans: He would borrow money; he would secure a plane; he would fly around the world.
3. That morning the people saw the problem: During the night a tree had downed the power lines.
4. Now the men knew what to do: The pressure would be increased in the forward compartment.
5. They were worried about Fred: He would fall asleep at work and spend too much time alone.

Lesson 393

Use a colon to introduce a long or formal quotation.

Instructions: Place colons where needed.

1. I like the words of Emerson "The true test of civilization is not the census, nor the size of cities, nor the crops--no, but the kind of man the country turns out."
2. The letter to his firm began as follows "Gentlemen We received your last order in May 1998."
3. Article I, Section I of the Constitution of the United States reads "All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and a House of Representatives."
4. The councilman began with these words "If we don't act now and work together, our city faces economic ruin, physical deterioration, and cultural decline. The issues are critical, and the system of government under which we now function must be changed."
5. He said "I will join your group tomorrow."

Lesson 393 Answers:

1. I like the words of Emerson: "The true test of civilization is not the census, nor the size of cities, nor the crops--no, but the kind of man the country turns out."
2. The letter to his firm began as follows: "Gentlemen: We received your last order in May 1998." (Two colons)
3. Article I, Section I of the Constitution of the United States reads: "All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and a House of Representatives."
4. The councilman began with these words: "If we don't act now and work together, our city faces economic ruin, physical deterioration, and cultural decline. The issues are critical, and the system of government under which we now function must be changed."
5. He said, "I will join your group tomorrow." (use only a comma since the quote is not long nor formal.)

Lesson 394

Place a colon outside of quotation marks. Example: That reminds me of a line from "A Psalm of Life": "Let us, then, be up and doing."

Instructions: Place colons where needed.

1. When offered an alcoholic drink, one should remember Martial's line in "A Total Absterner" "No, I really don't care for a drink."
2. Do you remember the quote from "Carpe Diem" "This day's thine own; the next may be denied."
3. A man and a wife should use a line from "The Task" "With all thy faults, I love thee still."
4. Do you agree with this line from "Lacon" "Imitation is the sincerest of flattery."?
5. Whittier says in "Ichabod" "When faith is lost, when honor dies, The man is dead!"

Answers:

1. When offered an alcoholic drink, one should remember Martial's line in "A Total Absterner": "No, I really don't care for a drink."
2. Do you remember the quote from "Carpe Diem": "This day's thine own; the next may be denied."
3. A man and a wife should use a line from "The Task": "With all thy faults, I love thee still."
4. Do you agree with this line from "Lacon": "Imitation is the sincerest of flattery."?
5. Whittier says in "Ichabod": "When faith is lost, when honor dies, The man is dead!"

Lesson 395

Instructions: Place colons where needed.

1. The statement from "Gargantua" "Half the world does not know how the other half lives." is still true today.
2. I recall Emerson's words "If a man can write a better book, preach a better sermon, or make a better mouse-trap than his neighbor, though he builds his house in the woods, the world will make a beaten path to his door."
3. I am concerned about my mother She is not eating enough.
4. The meeting must include the following people Mark, Jay, Chris and Rulon.
5. My daughters-in-law are Martha, Mary, Jane, and Jen.

Answers:

1. The statement from "Gargantua": "Half the world does not know how the other half lives." is still true today.
2. I recall Emerson's words: "If a man can write a better book, preach a better sermon, or make a better mouse-trap than his neighbor, though he builds his house in the woods, the world will make a beaten path to his door."
3. I am concerned about my mother: She is not eating enough.
4. The meeting must include the following people: Mark, Jay, Chris and Rulon.
5. No colon needed. They are predicate nominatives.

Quiz for Lessons 391 - 395

Instructions: Place colons where needed.

1. Dear Chairman
2. There are four classes of poetic meter classified as follows iambic, trochaic, anapestic, and dactylic.
3. For this poll we need men, women and children.
4. The following are the three football positions that never carry the ball guard, tackle and center.
5. The polls close promptly at 800 P.M.
6. I just read Job 14 14.
7. Volume 20 pages 22-28 had the material that I needed.
8. Jared showed that he was better prepared He was wearing thermal clothes.
9. Have you read The Work and the Glory So Great a Cause?
10. Consider Franklin D. Roosevelt's words to Congress "We have had the lesson before us over and over again -- nations that were not ready and were unable to get ready found themselves overrun by the enemy."

Answers for Quiz (Lessons 391-395):

1. Dear Chairman:
2. There are four classes of poetic meter classified as follows:
iambic, trochaic, anapestic, and dactylic.
3. No colons needed. They are direct objects.
4. The following are the three football positions that never carry the ball: guard, tackle and center.
5. The polls close promptly at 8:00 P.M.
6. I just read Job 14:14.
7. Volume 20: pages 22-28 had the material that I needed.
8. Jared showed that he was better prepared: He was wearing thermal clothes.
9. Have you read The Work and the Glory: So Great a Cause?
10. Consider Franklin D. Roosevelt's words to Congress: "We have had the lesson before us over and over again -- nations that were not ready and were unable to get ready found themselves overrun by the enemy."

Chapter 38: Italics & Underlining

Lesson 396

Material that is italicized in print or by computer is underlined in typewritten or hand written work.

Italicize foreign words not yet accepted as part of our language.
Example: Do this *tout de suite*.

Instructions: Italicize those words that need italics in these sentences.

1. Sarah likes the expression *tout a fait*.
2. Have you ever noticed how *tempus fugit*?
3. Everyone has heard *c'est la vie*.
4. *Tanto faz* is my favorite foreign phrase.
5. Some people always have to have the *dernier cri*.

Answers:

1. Sarah likes the expression *tout a fait*.
2. Have you ever noticed how *tempus fugit*?
3. Everyone has heard *c'est la vie*.
4. *Tanto faz* is my favorite foreign phrase.
5. Some people always have to have the *dernier cri*.

Lesson 397

Material that is italicized in print or by computer is underlined in typewritten or hand written work.

Italicize figures, letters, signs and words referred to as words.
Example: How many *j*'s are there in your brother's name?

Instructions: Italicize those words, figures, letters, or signs which need italics in these sentences.

1. Have you crossed your *t*'s and dotted your *i*'s?
2. I am tired of all your answers being *wait*.
3. Do not use *&*'s in place of *and*'s in your paper.
4. Your *m*'s look like *w*'s most of the time.
5. There are three *5*'s in her phone number.

Answers:

1. Have you crossed your *t*'s and dotted your *i*'s?
2. I am tired of all your answers being *wait*.
3. Do not use *&*'s in place of *and*'s in your paper.
4. Your *m*'s look like *w*'s most of the time.
5. There are three *5*'s in her phone number.

Lesson 398

Material that is italicized in print or by computer is underlined in typewritten or hand written work.

Italicize words used emphatically, but it should not be overdone.
Example: You *never* agree with me.

Instructions: Italicize those words that you could emphasize in these sentences.

1. I do not like that at all.
2. That was an awesome movie.
3. I love your dress.
4. You always slur your words when you speak.
5. She overdoes everything.

Answers:

1. I do *not* like that at all.
2. That was an *awesome* movie.
3. I *love* your dress.
4. You *always* slur your words when you speak.
5. She overdoes *everything*.
(You could emphasize any word that you wanted, but again you should do so sparingly.)

Lesson 399

Material that is italicized in print or by computer is underlined in typewritten or hand written work.

Italicize titles of books; of long plays and long poems; of periodicals, newspapers and magazines.

Instructions: Italicize those words that need italics in these sentences.

1. At the doctor's office I read from two magazines, Time and Newsweek.
2. I take two daily newspapers, the Daily Herald and the Deseret News.
3. I love Dickens's story of the French Revolution A Tale of Two Cities.
4. When in San Francisco, I saw the famous play Les Miserables.
5. Have you read the long poem The Idylls of the King?

Answers:

1. At the doctor's office I read from two magazines, Time and Newsweek.
2. I take two daily newspapers, the Daily Herald and the Deseret News.
3. I love Dickens's story of the French Revolution A Tale of Two Cities.
4. When in San Francisco, I saw the famous play *Les Miserables*.
5. Have you read the long poem *The Idylls of the King*?

Lesson 400

Material that is italicized in print or by computer is underlined in typewritten or hand written work.

Italicize titles of long musical works and motion pictures; of ships, aircraft, and trains.

Instructions: Italicize those words that need italics in these sentences.

1. How many times have you seen *Gone with the Wind*?
2. Gilbert and Sullivan's *The Pirates of Penzance* is scheduled for next year.
3. The *Heber Creeper* is an old style train that stills runs.
4. *Trax* is a commuter rail that runs in Salt Lake City.
5. His plane is called the *Silly Goose*.

Answers:

1. How many times have you seen *Gone with the Wind*?
2. Gilbert and Sullivan's *The Pirates of Penzance* is scheduled for next year.
3. The *Heber Creeper* is an old style train that stills runs.
4. *Trax* is a commuter rail that runs in Salt Lake City.
5. His plane is called the *Silly Goose*.

Quiz for Lessons 396 - 400

Material that is italicized in print or by computer is underlined in typewritten or hand written work.

Instructions: Italicize those words that need italics in these sentences.

1. I want to see the motion picture *It's a Wonderful Life* again.
2. There are many i's in Mississippi.
3. Have you ever read the *New York Times* or the *Chicago Daily News*?
4. I just finished reading *Ivanhoe*.
5. I thought *The Phantom of the Opera* was superb.
6. In your oral report you used too many well-a's.
7. You may use %'s to indicate percents in your report.
8. The *Reader's Digest* is found in many homes.
9. I am very tired of your nagging!
10. He is always au fait.

Answers for Quiz (Lessons 396-400):

1. I want to see the motion picture *It's a Wonderful Life* again.
2. There are many *i*'s in Mississippi.
3. Have you ever read the *New York Times* or the *Chicago Daily News*?
4. I just finished reading *Ivanhoe*.
5. I thought *The Phantom of the Opera* was superb.
6. In your oral report you used too many *well-a*'s.
7. You may use %'s to indicate percents in your report.
8. The *Reader's Digest* is found in many homes.
9. I am *very* tired of your nagging!
10. He is always *au fait*.

Chapter 39: Apostrophes

Lesson 401

Use an apostrophe to indicate possession with nouns. A **singular** noun forms the possessive adding 's. Write the noun; change no letters; drop no letters; and then simply add 's. This rule is always the same for each singular noun. Examples: baby - baby's; cow - cow's; Mr. Bass - Mr. Bass's

(Some authorities feel that only an apostrophe is needed when the noun ends in "s." That works okay for written material, but if you say it, you must say the extra "s" sound; therefore, the "s" is necessary in written material also.)

Instructions: Supply the apostrophes and "s" ('s) to make the possessives in the following sentences.

1. The boy bike is in the back yard.
2. James car was in the accident yesterday.
3. Mr. Jones talk was the best yet.
4. What happened to that horse leg?
5. That woman umbrella is blowing away in the wind.

Answers:

1. The boy's bike is in the back yard.
2. James's car was in the accident yesterday.
3. Mr. Jones's talk was the best yet.
4. What happened to that horse's leg?
5. That woman's umbrella is blowing away in the wind.

Lesson 402

Use an apostrophe to indicate possession with nouns. A **plural** noun that does not end in "s" forms the possessive adding 's just like the singular noun. Write the noun; change no letters; drop no letters; and then simply add 's. This rule is always the same for each plural noun that does not end in "s."

Example: men - men's

Instructions: Supply the apostrophes and "s" ('s) to make the possessives in the following sentences.

1. These women hats are sold in this store.
2. The children party was a great success.
3. The mice tracks were everywhere in the dust.
4. We followed the two deer tracks in the snow.
5. The geese flight was smooth and graceful.

Answers:

1. These women's hats are sold in this store.
2. The children's party was a great success.
3. The mice's tracks were everywhere in the dust.
4. We followed the two deer's tracks in the snow.
5. The geese's flight was smooth and graceful.

Lesson 403

Use an apostrophe to indicate possession with nouns. A **plural** noun that does end in "s" forms the possessive adding just '. Write the noun; change no letters; drop no letters; and then simply add '. This rule is always the same for each plural noun that does end in "s."

(To be sure you need a possessive and not just a plural, say the word followed by "what." Example: I saw those girls. "Girls" what? Nothing. "Girls" is a plural. I saw those girls' gloves. "Girls" what? "Gloves" so "girls" is a possessive.)

Instructions: Supply the apostrophes to make the possessives in the following sentences.

1. All the pupils seats were taken.
2. Mud had covered all of the girls dresses.
3. The lawyers fees came to a million dollars.
4. The Allens house burned to the ground last night.
5. The sailors parents were very worried by the news.

Answers:

1. All the pupils' seats were taken.
2. Mud had covered all of the girls' dresses.
3. The lawyers' fees came to a million dollars.
4. The Allens' house burned to the ground last night.
5. The sailors' parents were very worried by the news.

Lesson 404

Use an apostrophe to indicate possession with nouns. Use the apostrophe with the last name only for joint ownership. Example: Carl and Helen's cat was stuck up the tree.

Instructions: Supply the apostrophes and/or "s" to make the possessives in the following sentences.

1. Smith and Johnson store sells almost everything possible.
2. Jim and Jeff apartment was really dirty.
3. We can borrow Gene and Fred boat for tomorrow.
4. The cat and mouse game ended abruptly.
5. The buyer and salesman discussion brought the buyer a new car.

Answers:

1. Smith and Johnson's store sells almost everything possible.
2. Jim and Jeff's apartment was really dirty.
3. We can borrow Gene and Fred's boat for tomorrow.
4. The cat and mouse's game ended abruptly.
5. The buyer and salesman's discussion brought the buyer a new car.

Lesson 405

Use an apostrophe to indicate possession with nouns. Use an apostrophe with each name to show separate ownership. Example: Becky's and Pam's dolls were lost.

Instructions: Supply the apostrophes and/or "s" to make the possessives in the following sentences.

1. Alaina and Eric sleds were both well used.
2. The children and infants clothing were in different parts of the store.
3. The hounds and the fox tracks went the same direction.
4. The bee and the butterfly lives are totally different.
5. Both men and women hats are sold in this store.

Answers:

1. Alaina's and Eric's sleds were both well used.
2. The children's and infants' clothing were in different parts of the store.
3. The hounds' and the fox's tracks went the same direction. (hound's is also possible)
4. The bee's and the butterfly's lives are totally different.
5. Both men's and women's hats are sold in this store.

Quiz for Lessons 401 - 405

Instructions: Supply the apostrophes and/or "s" to make the possessives in the following sentences.

1. The men and boys boots were all mixed together. (separate ownership)
2. Tess mother lives next door to us.
3. The dog growl scared the baby in the neighbor yard.
4. Both Mark and Stephanie hair is red. (separate ownership)
5. Mathew and Sarah mother came to the performance. (joint ownership)
6. The babies and the children fun ended with the parents return. (joint ownership)
7. The men hoods covered their faces.
8. The coop was covered with several chickens feathers.
9. I could hardly hear the puppy bark.
10. The wolves howls came sharply to the deer ears.

Answers for Quiz (Lessons 401-405):

1. The men's and boys' boots were all mixed together. (separate ownership)
2. Tess's mother lives next door to us.
3. The dog's growl scared the baby in the neighbor's yard.
4. Both Mark's and Stephanie's hair is red. (separate ownership)
5. Mathew and Sarah's mother came to the performance. (joint ownership)
6. The babies and the children's fun ended with the parents' return. (joint ownership)
7. The men's hoods covered their faces.
8. The coop was covered with several chickens' feathers.
9. I could hardly hear the puppy's bark.
10. The wolves' howls came sharply to the deer's ears.

Lesson 406

Indefinite pronouns show the possessive by adding 's. Example: one's idea

Indefinite pronouns are pronouns that do not point out specifically. They point out generally. They include such words as *another, any, anybody, anyone, anything, both, each, either, everybody, everyone, everything, many, neither, nobody, none, no one, one, other, others, some, somebody, and someone.*

Instructions: Supply the apostrophes and "s" ('s) to make the possessives in the following sentences.

1. Anyone guess is as good as mine.
2. Someone stupidity is going to hurt everyone chances for success.
3. I think everybody views should be heard.
4. No one vote should be left out.
5. Is this anybody book?

Answers:

1. Anyone's guess is as good as mine.
2. Someone's stupidity is going to hurt everyone's chances for success.
3. I think everybody's views should be heard.
4. No one's vote should be left out.
5. Is this anybody's book?

Lesson 407

If the indefinite pronoun is followed by "else", then that word takes the apostrophe. Example: Somebody else's lock is on my locker.

Instructions: Supply the apostrophes and "s" ('s) to make the possessives in the following sentences.

1. Someone else effort caused the needed result.
2. We should always be aware of somebody else pain.
3. Everyone else coat has been hung up.
4. Does anyone else need mean anything to you?
5. No one else houses were damaged by the storm.

Answers:

1. Someone else's effort caused the needed result.
2. We should always be aware of somebody else's pain.
3. Everyone else's coat has been hung up.
4. Does anyone else's need mean anything to you?
5. No one else's houses were damaged by the storm.

Lesson 408

Use no apostrophe in personal, relative, or interrogative pronoun possessives. (Words like its, hers, his, ours, yours, theirs and whose)
Example: This book must be yours. Whose is it?

Instructions: Supply the apostrophes to make the possessives in the following sentences.

1. This book must be someones.
2. Everyones voice will be heard but yours.
3. Whose idea was it to stay longer?
4. Somebody's wallet is on the ground. Is it hers?
5. I found another's concept whose time had come similar to yours.

Answers:

1. This book must be someone's.
2. Everyone's voice will be heard but yours.
3. Whose idea was it to stay longer?
4. Somebody's wallet is on the ground. Is it hers?
5. I found another's concept whose time had come similar to yours.

Lesson 409

Use the apostrophe with expressions of time, space, and amount.
Example: He bought a dollar's worth of ice cream.

Instructions: Supply the apostrophes to make the possessives in the following sentences.

1. You are to be here in two hours time.
2. Can you spare a moments time to help me?
3. That store sells a quarters worth of candy for a dime.
4. The child had three pennies worth of candy in his sack.
5. To finish this job will take four days work.

Answers:

1. You are to be here in two hours' time.
2. Can you spare a moment's time to help me?
3. That store sells a quarter's worth of candy for a dime.
4. The child had three pennies' worth of candy in his sack.
5. To finish this job will take four days' work.

Lesson 410

As a rule, use the "of" phrase to show possession by (or connection with) inanimate objects. Example: the edge of the grass [not the lawn's edge]

Instructions: Choose the correct form for each of the following sentences. In some circumstances, either answer is correct.

1. Will you get me the (horse's bridle, bridle of the horse).
2. The (jar's top, top of the jar) was broken.
3. We found the wrecked car at the (road's end, end of the road).
4. (My uncle's friend, The friend of my uncle's) will be here tomorrow.
5. All the (car's tires, tires of the car) were flat.

Answers:

1. Will you get me the horse's bridle. (bridle of the horse). (Either would be correct)
2. The top of the jar was broken.
3. We found the wrecked car at the end of the road.
4. My uncle's friend (The friend of my uncle's) will be here tomorrow. (Either would be correct)
5. All the tires of the car were flat.

Quiz for Lessons 406 - 410

Instructions: Supply the apostrophes and/or "s" to make the possessives in the following sentences.

1. Could I buy fifty cents worth of candy for the kids?
2. Somebody's shoes have been left in the living room.
3. His shoes are here, but where are yours?
4. His aunt's nephew will be on television with Chanson's group.
5. The cow's udder was cut from jumping the neighbor's fence.
6. Bob and Ray's store will be open on Christmas.
7. Everybody else's help will be appreciated by my mother's family.
8. Just two days work will finish this room.
9. Ann's and Mary's costumes were the prettiest of everyone's.
10. The women and girls' ages were revealed to everyone.

Answers for Quiz (Lessons 406-410):

1. Could I buy fifty cents' worth of candy for the kids?
2. Somebody's shoes have been left in the living room.
3. His shoes are here, but where are yours?
4. His aunt's nephew will be on television with Chanson's group.
5. The cow's udder was cut from jumping the neighbor's fence.
6. Bob and Ray's store will be open on Christmas.
7. Everybody else's help will be appreciated by my mother's family.
8. Just two days' work will finish this room.
9. Ann's and Mary's costumes were the prettiest of everyone's.
10. The women's and girls' ages were revealed to everyone. (could be girl's)

Lesson 411

Use the apostrophe in writing *contractions*. The apostrophe shows that a letter or letters have been omitted. A pronoun and a verb, or a verb with the word "not" are the most common contractions.

Examples: you are = you're, do not = don't

Some contractions stand for more than one pair of words. Example: she is or she has = she's

Three contractions are irregular. They are shall not = shan't, will not = won't, and cannot = can't.

Instructions: Write the contractions of the following pairs of words.

1. we are it is you have who is has not
2. I will I am she will she shall I shall
3. I have we shall they are are not did not
4. he is you will you are is not had not
5. was not have not could not we would they will
6. should not does not there is they have you would
7. were not would not that is I had will not

Answers:

1. we're it's you've who's hasn't
2. I'll I'm she'll she'll I'll
3. I've we'll they're aren't didn't
4. he's you'll you're isn't hadn't
5. wasn't haven't couldn't we'd they'll
6. shouldn't doesn't there's they've you'd
7. weren't wouldn't that's I'd won't

Lesson 412

Do not confuse the contractions (it's, who's, they're, you're) with the possessive pronouns (its, whose, their, your).

Instructions: Choose the correct forms from the words in parentheses in the following sentences.

1. (It's, Its) about time you started looking for (your, you're) shoes.
2. (They're, their) coming at about nine for (they're, their) children.
3. (It's, Its) mouth was sore because (it's, its) chewing all the time.
4. (Whose, who's) briefcase will you be using for (your, you're) papers?
5. (Your, You're) going to be late, but (whose, who's) going to be on time?

Answers:

1. It's about time you started looking for your shoes.
2. They're coming at about nine for their children.
3. Its mouth was sore because it's chewing all the time.
4. Whose briefcase will you be using for your papers?
5. You're going to be late, but who's going to be on time?

Lesson 413

Use the apostrophe with the contraction o'clock (of the clock) and before the last two digits of a year. Example: I was born in '40. (the year 1940)

Instructions: Supply the apostrophes in the following sentences.

1. I graduated in 58.
2. He said that he would be here by six oclock.
3. In 41 we had the day of infamy.
4. The whole thing was over by eight oclock in 85.
5. Santa still had not come by five oclock in the morning.

Answers:

1. I graduated in '58.
2. He said that he would be here by six o'clock.
3. In '41 we had the day of infamy.
4. The whole thing was over by eight o'clock in '85.
5. Santa still had not come by five o'clock in the morning.

Lesson 414

In writing conversation, use apostrophes to show letters omitted in colloquial or careless speech.

Example: He prob'ly will be playin' football.

Instructions: Supply the apostrophes in the following sentences.

1. We are all goin with you tonight.
2. I am runnin this place, and I am not wantin any help.
3. I do not want help from you r anyone else.
4. This souwestern will be a bad storm.
5. I blieve I will be going now.

Answers:

1. We are all goin' with you tonight.
2. I am runnin' this place, and I am not wantin' any help.
3. I do not want help from you 'r anyone else.
4. This sou'western will be a bad storm.
5. I b'lieve I will be going now.

Lesson 415

Use an apostrophe to indicate the plural of letters, numbers, signs, and words referred to as words. The letter, number, sign or word is italicized but the apostrophe and "s" ('s) is not. Examples: y's, 7's, &'s, *and's*

Instructions: Supply the apostrophes in the following sentences.

1. Your *fs* look like *bs* when you write.
2. Your speech had too many *uhs* in it.
3. Your 3s and 5s need to be clearer.
4. Always spell out your *ands* and don't use &s in your writing.
5. There are too many *etc*s in this paper.

Answers:

1. Your *f's* look like *b's* when you write.
2. Your speech had too many *uh's* in it.
3. Your 3's and 5's need to be clearer.
4. Always spell out your *and's* and don't use &'s in your writing.
5. There are too many *etc's* in this paper.

Quiz for Lessons 411 - 415

Instructions: Supply the apostrophes in the following sentences.

1. Capn, can I bother you for a few minutes?
2. His *us* look just like my *ns*.
3. I wish everyone had the spirit of 76.
4. Its raining again, but its worth it to me.
5. I spose that you want your money back.
6. Its mother wont let me see if its okay.
7. Theyre goin to be here at four oclock.
8. Dont do that again because youre a better person than that.
9. Your mother said your *ts* looked like *ls*, and you run your sentences together with *ands*.
10. Ive had it with you if you shant help me pass the class.

Answers for Quiz (Lessons 411-415):

1. Cap'n, can I bother you for a few minutes?
2. His *u*'s look just like my *n*'s.
3. I wish everyone had the spirit of '76.
4. It's raining again, but it's worth it to me.
5. I s'pose that you want your money back.
6. Its mother won't let me see if it's okay.
7. They're goin' to be here at four o'clock.
8. Don't do that again because you're a better person than that.
9. Your mother said your *t*'s looked like *l*'s, and you run your sentences together with *and*'s.
10. I've had it with you if you shan't help me pass the class.

Chapter 40: Hyphens

Lesson 416

Use a hyphen in compound numbers between *twenty-one* and *ninety-nine* and when used in larger numbers like *two hundred fifty-five*.

(Note that you do not use an *and* between any of the numbers as that would indicate a decimal point.) Ordinal numbers such as *thirty-first*, *seventy-second* need hyphens also.

Instructions: Supply hyphens where they are needed in these sentences.

1. It used to be that one had to be twenty one to vote.
2. When adding thirty four and forty two, you get seventy six.
3. One hundred thirty seven people were killed in that crash.
4. The sixty fourth running of that race was cancelled due to weather.
5. Many more privileges come to people who are sixty five or older.

Answers:

1. It used to be that one had to be twenty-one to vote.
2. When adding thirty-four and forty-two, you get seventy-six.
3. One hundred thirty-seven people were killed in that crash.
4. The sixty-fourth running of that race was cancelled due to weather.
5. Many more privileges come to people who are sixty-five or older.

Lesson 417

Use a hyphen in a compound adjective that is a fraction. Example: You need a two-thirds majority for passage.

Instructions: Supply hyphens where they are needed in these sentences.

1. For that recipe you need one fourth cup of cream.
2. Cut off three eighths of an inch from that board.
3. That bug is only seven sixteenths of an inch long.
4. A three fifths majority is really 60 percent.
5. The bylaws require a three fourths majority to change them.

Answers:

1. For that recipe you need one-fourth cup of cream.
2. Cut off three-eighths of an inch from that board.
3. That bug is only seven-sixteenths of an inch long.
4. A three-fifths majority is really 60 percent.
5. The bylaws require a three-fourths majority to change them.

Lesson 418

Use a hyphen in a compound adjective where the last word is capitalized. Example: un-Christian

Instructions: Supply hyphens where they are needed in these sentences.

1. He was accused of unAmerican activities.
2. He would not move to New York City because he was a totally antiNew York fan.
3. Some businesses have an unEuropean attitude.
4. His unIrish sentiments caused many problems for the family.
5. Road rage certainly should be considered unChristian.

Answers:

1. He was accused of un-American activities.
2. He would not move to New York City because he was a totally anti-New York fan.
3. Some businesses have an un-European attitude.
4. His un-Irish sentiments caused many problems for the family.
5. Road rage certainly should be considered un-Christian

Lesson 419

Use a hyphen with *ex*, *elect*, and *vice* when they are used to form part of a title. Example: president-elect

Instructions: Supply hyphens where they are needed in these sentences.

1. George W. Bush is now our President elect.
2. Some people wonder what will happen to our ex President.
3. Carter Jones was named vice consul to India.
4. Our vice president will now speak to us.
5. Our ex secretary will become our vice chairman next year.

Answers:

1. George W. Bush is now our President-elect.
2. Some people wonder what will happen to our ex-President.
3. Carter Jones was named vice-consul to India.
4. Our vice-president will now speak to us.
5. Our ex-secretary will become our vice-chairman next year.

Lesson 420

Use a hyphen with compounds beginning with the prefix *self*.
Example: self-centered

Instructions: Supply hyphens where they are needed in these sentences.

1. That man is very self reliant in all he does.
2. To succeed you must become less self indulgent.
3. To lose weight I must be self disciplined in my eating habits.
4. He started his college career with great self determination.
5. He refused to answer the questions because of self incrimination.

Answers:

1. That man is very self-reliant in all he does.
2. To succeed you must become less self-indulgent.
3. To lose weight I must be self-disciplined in my eating habits.
4. He started his college career with great self-determination.
5. He refused to answer the questions because of self-incrimination.

Quiz for Lessons 416 - 420

Instructions: Supply hyphens where they are needed in these sentences.

1. I need to get rid of my self denial if I am to recover.
2. Is that glass two thirds full?
3. I think that age forty five is rather late to start a family.
4. Our ex captain came to visit our football team.
5. Much anti United States sentiment seems to exist all over the world.
6. Long discussions continued on the mid Atlantic items.
7. His fault was that he was a self made man who loved his creator.
8. I hope to get in the ninety fifth percentile.
9. The one third minority objected to the ruling.
10. Many are worried about our vice president's health.

Answers for Quiz (Lessons 416-420):

1. I need to get rid of my self-denial if I am to recover.
2. Is that glass two-thirds full?
3. I think that age forty-five is rather late to start a family.
4. Our ex-captain came to visit our football team.
5. Much anti-United States sentiment seems to exist all over the world.
6. Long discussions continued on the mid-Atlantic items.
7. His fault was that he was a self-made man who loved his creator.
8. I hope to get in the ninety-fifth percentile.
9. The one-third minority objected to the ruling.
10. Many are worried about our vice-president's health.

Lesson 421

Use a hyphen in compounds made up of two or more words used as an adjective before a noun. This includes coined phrases. Do not use a hyphen when one of the words is an adverb ending in -ly. These compounds will add vividness to your writing, but one should not use too many. Example: I received a last-minute call.

Instructions: Supply hyphens where they are needed in these sentences.

1. The little lost girl had that I'm going to cry again look on her face.
2. Spies must have the I like danger attitude to be successful.
3. We found many interesting things in a forty year old trunk.
4. He gave an I dare you to touch me sneer to the others.
5. Did you read that hair raising story last night?

Answers:

1. The little lost girl had that I'm-going-to-cry-again look on her face.
2. Spies must have the I-like-danger attitude to be successful.
3. We found many interesting things in a forty-year-old trunk.
4. He gave an I-dare-you-to-touch-me sneer to the others.
5. Did you read that hair-raising story last night?

Lesson 422

Use a hyphen in some compound nouns made up of a noun and a prepositional phrase. Example: sister-in-law

Instructions: Supply hyphens where they are needed in these sentences.

1. In the woods we saw many flowers including a jack in the pulpit.
2. One old toy that everyone used to have was a jack in the box.
3. The sergeants at arms will escort him from the courtroom.
4. The ship's captain enjoyed using the cat o' nine tails on disobedient sailors.
5. Finding the man seemed to be just a will o' the wisp.

Answers:

1. In the woods we saw many flowers including a jack-in-the-pulpit.
2. One old toy that everyone used to have was a jack-in-the-box.
3. The sergeants-at-arms will escort him from the courtroom.
4. The ship's captain enjoyed using the cat-o'-nine-tails on disobedient sailors.
5. Finding the man seemed to be just a will-o'-the-wisp.

Lesson 423

Use a hyphen with special compounds such as *tie-up*, and *drive-in*.

Instructions: Supply hyphens where they are needed in these sentences.

1. Jim was the runner up in the race.
2. The sailors attached the ship to the tie up.
3. Let's get something to eat at a drive in.
4. The jump off was the beginning of the war.
5. This meal is certainly first rate.

Answers:

1. Jim was the runner-up in the race.
2. The sailors attached the ship to the tie-up.
3. Let's get something to eat at a drive-in.
4. The jump-off was the beginning of the war.
5. This meal is certainly first-rate.

Lesson 424

Use a hyphen in compounds where mispronunciation might otherwise result. Example: pre-existence

Instructions: Supply hyphens where they are needed in these sentences.

1. It was hard to find an antiimperialist among the rulers of ancient Rome.
2. I believe that man had a preexistence before this life.
3. Can you deenergize that bomb in time?
4. If you take that medicine, it could cause the body to be antiimmune.
5. The concerned group was starting an antiimmoral movement.

Answers:

1. It was hard to find an anti-imperialist among the rulers of ancient Rome.
2. I believe that man had a pre-existence before this life.
3. Can you de-energize that bomb in time?
4. If you take that medicine, it could cause the body to be anti-immune.
5. The concerned group was starting an anti-immoral movement.

Lesson 425

Use a hyphen to show the omission of a connecting word. Example: chapters 1-5 (through omitted)

Instructions: Supply hyphens and omit the words where they are needed in these sentences.

1. We studied the Franco and Prussian War in our history class.
2. For tomorrow read chapters 6 to 9 in your geography book.
3. The decade 1950 through 1959 was a great time to grow up.
4. The New York to Paris flight will leave on time.
5. Study your letters / through z for the next quiz.

Answers:

1. We studied the Franco-Prussian War in our history class.
2. For tomorrow read chapters 6-9 in your geography book.
3. The decade 1950-1959 was a great time to grow up.
4. The New York-Paris flight will leave on time.
5. Study your letters /-z for the next quiz.

Quiz for Lessons 421 - 425

Instructions: Supply hyphens where they are needed in these sentences.

1. The Anglo French contest for North America was early in our history.
2. Take a word and work backward to its back formation.
3. I need to deemphasize some of those old concepts.
4. There is a twin bill at the drive in.
5. I hate his so what attitude that he always uses on us.
6. My new brother in law will be here for a visit soon.
7. I love that good to the last drop taste which this has.
8. The test is on chapters 8 through 12 in the math text.
9. The store has its annual better than ever price sale this week.
10. Your off the cuff remarks made for a great interview.

Answers for Quiz (Lessons 421-425):

1. The Anglo-French contest for North America was early in our history.
2. Take a word and work backward to its back-formation.
3. I need to de-emphasize some of those old concepts.
4. There is a twin bill at the drive-in.
5. I hate his so-what attitude that he always uses on us.
6. My new brother-in-law will be here for a visit soon.
7. I love that good-to-the-last-drop taste which this has.
8. The test is on chapters 8-12 in the math text.
9. The store has its annual better-than-ever price sale this week.
10. Your off-the-cuff remarks made for a great interview.

Chapter 41: Dashes

Lesson 426

Dashes are used to give emphasis to written ideas and are typed by using two hyphens. They should be used sparingly.

Use a dash to show a break in thought or sentence structure.
Example: He had tried to change--you're not even paying attention!

Instructions: Use dashes where they are needed in the following sentences.

1. We will invite Susan she is the new girl next door to our party.
2. The dog slid on the vinyl his nails acting like skates and crashed into the trash can.
3. When our stockpile was sold indeed, dumped for surplus all our sales were compromised.
4. Today has been but I will not bore you with my troubles.
5. Let me tell you about watch where you are going!

Answers:

1. We will invite Susan--she is the new girl next door--to our party.
2. The dog slid on the vinyl--his nails acting like skates--and crashed into the trash can.
3. When our stockpile was sold--indeed, dumped for surplus--all our sales were compromised.
4. Today has been--but I will not bore you with my troubles.
5. Let me tell you about--watch where you are going!

Lesson 427

Dashes are used to give emphasis to written ideas and are typed by using two hyphens. They should be used sparingly.

Use dashes to emphasize parenthetical material. Example:
Tomorrow--how I fear it!--is the big test.

Instructions: Use dashes where they are needed in the following sentences.

1. All the presentations especially the one by Emily were excellent.
2. I leave I am so excited! for school today.
3. That game what an exciting one it was! is one that we will long remember.
4. There are several persons including myself, incidentally who resent your implications.
5. We approached the dog what a monstrous creature he was! with caution.

Answers:

1. All the presentations--especially the one by Emily--were excellent.
2. I leave--I am so excited!--for school today.
3. That game--what an exciting one it was!--is one that we will long remember.
4. There are several persons--including myself, incidentally--who resent your implications.
5. We approached the dog--what a monstrous creature he was!--with caution.

Lesson 428

Dashes are used to give emphasis to written ideas and are typed by using two hyphens. They should be used sparingly.

Use a dash to indicate a summarizing clause. Example: The house, the yard, the garage--they had remained untouched.

Instructions: Use dashes where they are needed in the following sentences.

1. Kitchen, living room, bedrooms they were just as dirty as ever.
2. Oil, steel, wheat they were the backbone of industrialization.
3. Policemen, teachers, garbage collectors these are people that we cannot do without.
4. Cars, homes, businesses they were destroyed everywhere by the earthquake.
5. Families, jobs, hope these the war had nearly decimated everywhere.

Answers:

1. Kitchen, living room, bedrooms--they were just as dirty as ever.
2. Oil, steel, wheat--they were the backbone of industrialization.
3. Policemen, teachers, garbage collectors--these are people that we cannot do without.
4. Cars, homes, businesses--they were destroyed everywhere by the earthquake.
5. Families, jobs, hope--these the war had nearly decimated everywhere.

Lesson 429

Dashes are used to give emphasis to written ideas and are typed by using two hyphens. They should be used sparingly.

Use dashes to show hesitation. Example: I--I--I don't know what you mean!

Instructions: Use dashes where they are needed in the following sentences.

1. You you you are the one who did it.
2. I heard him say "Oh oh oh my head!"
3. I I I didn't mean to do it.
4. Well well well I guess I can try to help with it.
5. Soon very soon we should be there.

Answers:

1. You--you--you are the one who did it.
2. I heard him say "Oh--oh--oh my head!"
3. I--I--I didn't mean to do it.
4. Well--well--well I guess I can try to help with it.
5. Soon--very soon we should be there.

Lesson 430

Dashes are used to give emphasis to written ideas and are typed by using two hyphens. They should be used sparingly.

Use a dash to emphasize appositives or to set off a series of appositives. Example: Everything--cars, bikes, furniture-- must be moved.

Instructions: Use dashes where they are needed in the following sentences.

1. Have you met Larry Millward the best friend I've ever had?
2. We lost in the fire everything clothes, jewelry, photos, memories.
3. We stopped in three cities Butte, Great Falls, Sweetgrass.
4. I want you to visit Brazil my other country and second home.
5. Everyone men, women, children will be cared for immediately.

Answers:

1. Have you met Larry Millward--the best friend I've ever had?
2. We lost in the fire everything--clothes, jewelry, photos, memories.
3. We stopped in three cities--Butte, Great Falls, Sweetgrass.
4. I want you to visit Brazil-- my other country and second home.
5. Everyone--men, women, children--will be cared for immediately.

Quiz for Lessons 426 - 430

Dashes are used to give emphasis to written ideas and are typed by using two hyphens. They should be used sparingly.

Instructions: Use dashes where they are needed in the following sentences.

1. I I I don't know what you mean!
2. We need to paint everything the window frames, the doors, the walls.
3. Next week how I dread it! I have to go to court.
4. You know the man across the street you are not even listening to me.
5. The dishes, the windows, the tile they were all broken by the storm.
6. They fished in the lower river a waste of time!
7. We had many things to do for the trip buy tickets, get passports, pack, arrange for the animals.
8. We we we shouldn't be in this warehouse.
9. This movie what a thriller! was the best I have seen recently.
10. Have you met my wife my best friend and eternal companion?

Answers for Quiz (Lessons 426-430):

1. I--I--I don't know what you mean!
2. We need to paint everything--the window frames, the doors, the walls.
3. Next week--how I dread it!--I have to go to court.
4. You know the man across the street--you are not even listening to me.
5. The dishes, the windows, the tile--they were all broken by the storm.
6. They fished in the lower river--a waste of time!
7. We had many things to do for the trip--buy tickets, get passports, pack, arrange for the animals.
8. We--we--we shouldn't be in this warehouse.
9. This movie--what a thriller!--was the best I have seen recently.
10. Have you met my wife--my best friend and eternal companion?

Chapter 42: Parentheses

Lesson 431

Parentheses are used much like the dash, but it is used to set off unimportant material that interrupts the sentence thought or structure.

Use parentheses to set off supplementary, parenthetical, or explanatory material that does not change the meaning of the main sentence.

Example: Joe Jones (you knew him) visited me yesterday.

Instructions: Use parentheses where needed in these sentences.

1. We fished or should I say drowned worms in the murky river.
2. They listened to the teacher's stories they were very dull which gave some background for the book.
3. Terri and Mark you remember them moved to a new house last week.
4. Even though he was not qualified according to his transcripts, he knew more than most of the others.
5. Another possibility the possibilities seem endless was suggested by a person at the back of the room.

Answers:

1. We fished (or should I say drowned worms) in the murky river.
2. They listened to the teacher's stories (they were very dull) which gave some background for the book.
3. Terri and Mark (you remember them) moved to a new house last week.
4. Even though he was not qualified (according to his transcripts), he knew more than most of the others.
5. Another possibility (the possibilities seem endless) was suggested by a person at the back of the room.

Lesson 432

Use parentheses to mark numbered or lettered divisions within sentences or paragraphs. Example: We will read the following chapters for our discussion tomorrow: (1) Africa, (2) India, and (3) Iceland.

Instructions: Use parentheses where needed in these sentences.

1. Before you turn in your paper, check 1 spelling, 2 punctuation, 3 capitalization, and 4 footnotes.
2. Our trip will take us to 1 Swanee, 2 Moreno Valley, 3 Taber, and 4 Rio de Janeiro.
3. We must set 1 our short term goals, 2 our long term goals, and 3 the ways they will be accomplished.
4. Our possible means of transportation are as follows: 1 bicycle, 2 ox cart, 3 train, 4 bus, or 5 by foot.
5. We must include 1 our family, 2 our friends, and 3 our neighbors so we don't offend anyone.

Answers:

1. Before you turn in your paper, check (1) spelling, (2) punctuation, (3) capitalization, and (4) footnotes.
2. Our trip will take us to (1) Swanee, (2) Moreno Valley, (3) Taber, and (4) Rio de Janeiro.
3. We must set (1) our short term goals, (2) our long term goals, and (3) the ways they will be accomplished.
4. Our possible means of transportation are as follows: (1) bicycle, (2) ox cart, (3) train, (4) bus, or (5) by foot.
5. We must include (1) our family, (2) our friends, and (3) our neighbors so we don't offend anyone.

Lesson 433

Use parentheses to enclose Arabic numerals, which confirm written numbers. Example: They will arrive in (30) thirty days.

Instructions: Use parentheses where needed in these sentences.

1. The phone deal is for one hundred fifty 150 minutes a month.
2. It is interest free for ninety 90 days.
3. We only have room for forty-five 45 guests.
4. The firm has thirteen 13 openings at the present time.
5. They will lay off four hundred 400 workers in the next 6 six months.

Answers:

1. The phone deal is for one hundred fifty (150) minutes a month.
2. It is interest free for ninety (90) days.
3. We only have room for forty-five (45) guests.
4. The firm has thirteen (13) openings at the present time.
5. They will lay off four hundred (400) workers in the next (6) six months.

Lesson 434

Use parentheses to enclose abbreviations synonymous with spelled-out forms occurring after the forms or if the order is reversed.

Example: I will meet with U.E.A. (Utah Education Association) leaders at 4:00. I will meet with Utah Education Association (U.E.A.) leaders at 4:00.

Instructions: Use parentheses where needed in these sentences.

1. The FFA Future Farmers of America boys from our school won many awards.
2. What was the ruling by the Federal Communications Commission FCC?
3. The pipe that will be used is PVC polyvinyl chloride.
4. The National Education Association NEA will have its conference in February.
5. The BSA Boy Scouts of America has come under fire recently.

Answers:

1. The FFA (Future Farmers of America) boys from our school won many awards.
2. What was the ruling by the Federal Communications Commission (FCC)?
3. The pipe that will be used is PVC (polyvinyl chloride).
4. The National Education Association (NEA) will have its conference in February.
5. The BSA (Boy Scouts of America) has come under fire recently.

Lesson 435

Use parentheses to indicate alternative terms (as in form letters).
Example: You may study any lesson(s) on our site.

Instructions: Use parentheses to indicate alternative terms in these sentences.

1. Please indicate the lecture that you want to attend.
2. I would like to know the city where your firm is located.
3. I can't tell you my favorite book from that list.
4. Be sure to indicate the nation that you want to visit.
5. I don't need your silly look any more today.

Answers:

1. Please indicate the lecture(s) that you want to attend.
2. I would like to know the city (cities) where your firm is located.
3. I can't tell you my favorite book(s) from that list.
4. Be sure to indicate the nation(s) that you want to visit.
5. I don't need your silly look(s) any more today.

Quiz for Lessons 431 - 435

Instructions: Use parentheses where needed in these sentences.

1. I'll get back to you tomorrow Friday.
2. Which country countries do you want to visit?
3. You put fifty-four 54 books on that shelf.
4. The ACLU American Civil Liberties Union is going to bring a suit.
5. If you want to be healthy, you must 1 eat good food, 2 get sufficient exercise, and 3 get adequate sleep.
6. The Atomic Energy Commission AEC is very concerned about what is happening in Europe.
7. We are going to visit Brazil I don't know where this spring.
8. I need seven 7 dollars for tonight.
9. To take this ride, you need to 1 shut your eyes, 2 hang on tight, and 3 pray.
10. That movie reminded me I remember it well about the adventure we had.

Answers for Quiz (Lessons 431-435):

1. I'll get back to you tomorrow (Friday).
2. Which country (countries) do you want to visit?
3. You put fifty-four (54) books on that shelf.
4. The ACLU (American Civil Liberties Union) is going to bring a suit.
5. If you want to be healthy, you must (1) eat good food, (2) get sufficient exercise, and (3) get adequate sleep.
6. The Atomic Energy Commission (AEC) is very concerned about what is happening in Europe.
7. We are going to visit Brazil (I don't know where) this spring.
8. I need seven (7) dollars for tonight.
9. To take this ride, you need to (1) shut your eyes, (2) hang on tight, and (3) pray.
10. That movie reminded me (I remember it well) about the adventure we had.

Chapter 43: Brackets & Slashes

Lesson 436

Use brackets to enclose comments, criticisms, or corrections inserted by someone other than the original writer or speaker. Example: Anyone who met him [the author] respected his authority.

Instructions: Place brackets where they are needed in these sentences.

1. Everyone who knew him the deceased recognized the loss to the community.
2. In his biography *My Only Love* he wrote about his job.
3. I think the day was the 3rd 4th that you were here.
4. The witness said, "I saw him the defendant coming out the back door."
5. With his new book *The Last Day* he should become a millionaire.

Answers:

1. Everyone who knew him [the deceased] recognized the loss to the community.
2. In his biography [*My Only Love*] he wrote about his job.
3. I think the day was the 3rd [4th] that you were here.
4. The witness said, "I saw him [the defendant] coming out the back door."
5. With his new book [*The Last Day*] he should become a millionaire.

Lesson 437

Use a bracketed *sic* [meaning "thus in the original"] to show that an error in quoted material is not an error in quoting, but the error was in the original text. Example: "i [*sic*] felt very bad." (The "I" should have been capitalized.)

Instructions: Insert [*sic*] where needed in the following sentences.

1. "The robber put the monie in the canvas bag."
2. "I will be leaving early tommorrow by train."
3. "I wanted to kill the man because he was a Yanky."
4. "He was a nown criminal by everyone there."
5. He complained, "I ain't going."

Answers:

1. "The robber put the monie [*sic*] in the canvas bag."
2. "I will be leaving early tommorrow [*sic*] by train."
3. "I wanted to kill the man because he was a Yanky [*sic*]."
4. "He was a nown [*sic*] criminal by everyone there."
5. He complained, "I ain't [*sic*] going."

Lesson 438

Use a slash (/) to separate parts of fractions. Example: 2/3, 15/16

Instructions: Replace the fractions in these sentences by using numbers with the slash.

1. We only need three quarters of a yard of that material.
2. That door is three sixteenths too long to fit.
3. You only get one-half of the money.
4. She was asleep one fourth of the time when she should have been working.
5. This must be within one sixty-fourth of an inch.

Answers:

1. We only need $\frac{3}{4}$ of a yard of that material.
2. That door is $\frac{3}{16}$'s too long to fit.
3. You only get $\frac{1}{2}$ of the money.
4. She was asleep $\frac{1}{4}$ of the time when she should have been working.
5. This must be within $\frac{1}{64}$ of an inch.

Lesson 439

Use a slash (/) to separate parts of a choice. Example: Mr./Mrs. Smith will speak to us first.

Instructions: Put slashes where they are needed in these sentences.

1. Jeff and or Jim may return by train.
2. Miss Ms. Jones is a special guest of the company.
3. Mr. Mrs. James was surely the driver of the car.
4. We and or they will be given the chance to see the bears.
5. Sir Madame Chorsky will christen the new ship.

Answers:

1. Jeff and/or Jim may return by train.
2. Miss/Ms. Jones is a special guest of the company.
3. Mr./Mrs. James was surely the driver of the car.
4. We and/or they will be given the chance to see the bears.
5. Sir/Madame Chorsky will christen the new ship.

Lesson 440

Use the slash (/) in abbreviations such as *c/o* (in care of) and to replace *per* mi./hr., words/min.

Instructions: Put slashes and abbreviations where they are needed in these sentences.

1. This car can go over 200 miles per hour.
2. My secretary types 80 words per minute.
3. Send it in care of The Boston Factory.
4. This snail moves only 3 feet per minute.
5. In Canada speed is measured in kilometers per hour.

Answers:

1. This car can go over 200 mi./hr.
2. My secretary types 80 words/min.
3. Send it c/o The Boston Factory.
4. This snail moves only 3 ft./min.
5. In Canada speed is measured in km./hr.

Quiz for Lessons 436 - 440

Instructions: Make the necessary changes in these sentences by using brackets and slashes as learned in the previous lessons.

1. "The bear loved the sweat honey in the tree."
2. You will need two thirds of a cup for this recipe.
3. Send the letter to me in care of my father.
4. The man saw the doctor Dr. Rymechisel on his second visit to the clinic.
5. Mr. and or Miss Smith will be at the reception.
6. I drive my car 75 miles per hour on the highway in Montana.
7. "The thief was eager to get away from the crime."
8. Mr. Reed the man with the mask is my next door neighbor.
9. I type about 40 words per minute.
10. This must have happened about 1984 or 1985.

Answers for Quiz (Lessons 436-440):

1. "The bear loved the sweat [*sic*] honey in the tree."
2. You will need 2/3 cup for this recipe.
3. Send the letter to me c/o my father.
4. The man saw the doctor [Dr. Rymechisel] on his second visit to the clinic.
5. Mr. and/or Miss Smith will be at the reception.
6. I drive my car 75 mi./hr. on the highway in Montana.
7. "The thief [*sic*] was eager to get away from the crime."
8. Mr. Reed [the man with the mask] is my next door neighbor.
9. I type about 40 words/minute.
10. This must have happened about 1984/1985.

Glossary

Abstract nouns name ideas, characteristics, or qualities, such as *courage, pride, goodness, and success*.

Action verbs are verbs that show action. Action verbs are the most common verbs.

Adjective clause - a dependent clause that is used to modify a noun or a pronoun. It will begin with a relative pronoun (*who, whose, whom, which, and that*) or a subordinate conjunction (*when and where*). Those are the only words that can be used to introduce an *adjective clause*. The introductory word will always rename the word that it follows and modifies except when used with a preposition, which will come between the introductory word and the word it renames.

Adjective infinitive - an infinitive that is an adjective. They modify nouns or pronouns. Examples: to be, to see, to be seen, to be eaten.

Adjective prepositional phrase - a prepositional phrase that is used as an adjective telling, *which* or *what kind*, and modifying a noun or pronoun. An *adjective prepositional phrase* will come right after the noun or pronoun that it modifies. If there are two adjective prepositional phrases together, one will follow the other. Only adjective prepositional phrases modify the object of the preposition in another prepositional phrase.

Adjectives modify or affect the meaning of nouns and pronouns and tell us which, whose, what kind, and how many about the nouns or pronouns they modify. They generally come before the noun or pronoun they modify, but there are exceptions to that rule. There are seven (7) words in the English language that are always adjectives. They are the articles *a, an, and the* and the possessives *my, our, your, and their* (the possessives are from the possessive pronoun list, but are always used with nouns as adjectives).

Adverb clause - a dependent clause that modifies a verb, adjective, or another adverb. It usually modifies the verb. *Adverb clauses* are introduced by *subordinate conjunctions* including *after, although, as, as if, before, because, if, since, so that, than, though, unless, until, when, where, and while*. (These are just some of the more common adverb clauses.)

Adverb infinitives are infinitives that are used to modify verbs. They usually tell *why*. Adverb infinitives are also used to modify predicate adjectives. They may also be compound.

Adverb prepositional phrase - a prepositional phrase used as an adverb telling *how, when, where, how much, and why* and modifying the verb and sometimes an adjective. *Adverb prepositional phrases* can come anywhere in the sentence and can be moved within the sentence without changing the meaning.

Adverbial nouns (adverbial objectives) are nouns used as adverbs. They usually tell *amount, weight, time, distance, direction, or value*. They can have adjectives modifying them. Example: He waited *two days*.

Adverbs modify verbs, adjectives, and other adverbs. They tell *how* (manner), *when* (time), *where* (place), *how much* (degree), and *why* (cause). *Why* is a common one-word adverb that tells why. Adverbs that tell us *how, when, where, and why* always modify the verb. Adverbs that tell us *how much* modify adjectives or other adverbs (these adverbs must come before the word they modify). Examples: He kicked the ball *solidly*. (how); He kicked the ball *immediately*. (when); He kicked the ball *forward*. (where); He kicked the ball *too* hard. (how much).

Antecedent - the word for which the pronoun stands. An example would be: *The boy threw the football. He threw it over the fence.* *Boy* is the antecedent for *he*, and *football* is the antecedent for *it*. A pronoun can also be an antecedent for another pronoun. For example: *He likes his new car. He* is the antecedent for *his*. The

antecedent always comes before the pronoun for which it is the antecedent.

Appositive - a word, or group of words, that identifies or renames the noun or pronoun that it follows. Commas set off an appositive, unless it is closely tied to the word that it identifies or renames. ("Closely tied" means that it is needed to identify the word.) Examples: My son *Carl* is a medical technician. (no commas) Badger, our *dog* with a missing leg, has a love for cats. (commas needed) *Appositives* should not be confused with predicate nominatives. A verb will separate the subject from the predicate nominative. An *appositive* can follow any noun or pronoun including the subject, direct object, or predicate nominative.

Articles are the adjectives *a*, *an*, and *the*.

Case means that a different form of a pronoun is used for different parts of the sentence. There are three *cases*: *nominative*, *objective*, and *possessive*.

Clause - a group of words having a subject and a verb.

Co-ordinate conjunctions join words, phrases, or clauses of equal rank. There are two kinds: *simple* and *correlative*. Simple co-ordinate conjunctions will be referred to as co-ordinate conjunctions in our lessons. The *co-ordinate* conjunctions are the following: *and*, *but*, *or*, *nor*, *for*, and *yet*. (*For* and *yet* can only join clauses.)

Collective nouns name groups, such as *team*, *class*, and *choir*.

Comparative form compares two things or persons. Examples: *newer*, *more careless*, *better*.

Complex sentence - a sentence made up of an independent clause and a dependent clause. Example: The television was playing (independent clause which can stand alone and make sense) as I left the room (dependent clause which must be attached to the

independent clause to make sense). There are three kinds of dependent clauses: adjective, adverb, and noun.

Compound nouns are made up of more than one word, such as *dining room*, *Bill of Rights*, *Jeff Hansen*, and *homerun*. Compound nouns can also be concrete or abstract.

Compound sentence - a combination of two or more *independent clauses*. Commas separate the clauses of a compound sentence. (A short sentence joined by *and* is sometimes combined without a comma.) Example: She talks and he listens. A semicolon can take the place of the conjunction and comma. Only clauses closely related in thought should be joined to make a compound sentence.

Compound verb - when two or more verbs are in a sentence. A compound verb is joined by either a co-ordinate conjunction or a correlative conjunction. Example: The bell *rang* and *rang*.

Concrete nouns name things that exist physically as *sidewalk*, *bird*, *toy*, *hair*, and *rain*.

Conjunction - a word that joins other words, phrases (groups of words), or clauses (groups of words with a subject and verb).

Correlative conjunctions are co-ordinate conjunctions and are always in pairs. They are *either-or*, *neither-nor*, *both-and*, *not only-but also*, and *whether-or*.

Count nouns are nouns that can be counted. You can use *a*, *an*, *many*, or a number before count nouns. Examples include: *one boy*, *six sheep*, and *many days*.

Declarative sentence - a sentence that makes a statement. Example: *The assignment is due tomorrow.*

Demonstrative pronouns are pronouns that point out. They include: *this*, *that*, *these*, and *those*. For example: *That* is my hat. I like *these* not *those*.

Dependent clause - a clause that is always used as some part of speech. It can be an adjective, adverb, or noun and cannot stand alone as a sentence.

Direct object - receives the action performed by the subject. The verb used with a direct object is always an *action verb*. Example: The car hit the tree. To find the *direct object*, say the subject and verb followed by *whom* or *what*. The car hit *whom or what*? *Tree* answers the question so *tree* is the *direct object*. The *direct object* must be a noun or pronoun. A *direct object* will never be in a prepositional phrase. The *direct object* will not equal the subject as the predicate nominative, nor does it have a linking verb as a predicate nominative sentences does.

Elliptical clauses - an adverb clause that uses *than* and *as* to introduce the clause. That means they have some of their parts understood but not stated. Example: You are smarter *than* I. (am smart.) They always modify the comparative word (smarter).

Exclamatory sentence - a sentence that shows strong feeling. Declarative, imperative, or interrogative sentences can be made into exclamatory sentences by punctuating them with an exclamation point. Examples: The assignment is due tomorrow! Stop! Do you know that man!

First person pronouns are when a pronoun refers to the speaker or speakers. First person pronouns include: *I, my, mine, me, myself, we, our, ours, us, ourselves*. They are also considered personal pronouns.

Gerund - a verbal that always ends in *ing* and is used as a noun. Example: *Eating* is fun. The *gerund* can be a subject (Eating is fun.); a direct object (I like eating.); a predicate nominative (A fun time is eating.); an appositive (A fun time, eating, takes much time.); an indirect object (I give eating too much time.); or an object of a preposition (I give much time to eating.)

Gerund phase - a phrase that is made up of direct objects, predicate nominatives, predicate adjectives, or modifiers. Example: Eating solid foods is hard for babies. *Eating* is the gerund used as the

subject of the verb *is*. It has its own direct object *foods* with the adjective *solid*, which together make up the gerund phrase *eating solid foods* serving as the subject of the sentence.

Helping verbs are verbs used to make verb phrases. There are twenty-three (23) helping verbs that should be memorized since they are used so often. They are usually grouped in the following five groups:

Group 1: is, am, are, was, were, be, being, been

Group 2: has, have, had

Group 3: do, does, did

Group 4: shall, will, should, would

Group 5: may, might, must, can, could

Imperative sentence - a sentence that gives a command or makes a request. Examples: *Hand it in now. Stop.*

Indefinite pronouns point out generally, instead of pointing out specifically. Indefinite pronouns include such words as *another, any, anybody, anyone, anything, both, each, either, everybody, everyone, everything, many, neither, nobody, none, no one, one, other, others, some, somebody, and someone*.

Independent clause - a clause that can stand alone as a sentence.

Indirect object - an object that is really part of a prepositional phrase in which the preposition *to* or *for* is not stated but understood. It tells to whom or for whom something is done. The *indirect object* always comes between the verb and the direct object. Example: She gave *me* a gift. The *indirect object* always modifies the verb. It may have modifiers and be compound. It is used with verbs such as *give, tell, send, get, buy, show, build, do, make, save, and read*. Example: She sent the *man* and *me* a gift.

Infinitive - a verbal that is *to* plus *a verb form*. It can be a noun, an adjective, or an adverb. Examples: to be, to see, to be seen, to be eaten.

Infinitive phrase - a phrase that is made up of an *infinitive* and any complements (direct objects, predicate nominatives, predicate adjectives, or modifiers). An *infinitive phrase* that comes at the beginning of the sentence is always followed by a comma and modifies the subject of the sentence. Example: *To eat solid foods is hard for babies.* *To eat* is the noun infinitive used as the subject of the verb *is*, and it has its own direct object *foods* with the adjective *solid*, which together make up the infinitive phrase *to eat solid foods* serving as the subject of the sentence.

Intensive pronouns are the personal pronouns *myself, yourself, yourselves, himself, herself, itself, ourselves, and themselves*. An example would be: Carl, *himself*, won the race.

Interjection - a word or word group that shows feeling. A comma follows a mild interjection; a strong interjection is followed by an exclamation mark. Interjections do not fit grammatically with the rest of the sentence. They are never the subject and they come at the beginning of a sentence. Examples: *Well, we will soon be home. Oh! I didn't know he had died.*

Interrogative pronouns ask questions. *Who, whom, whose, which, and what* are interrogative pronouns.

Interrogative sentence - a sentence that asks a question. Example: Do you know that man?

Intransitive complete are all the verbs that don't fit one of the other kinds of transitive or intransitive verbs. Examples: The bell rang suddenly. The girl knitted all evening (there is no receiver of the action). They were here (no action or predicate nominative or predicate adjective).

Intransitive linking are sentences with a predicate nominative or predicate adjective. Examples: The girl is Mary (predicate nominative). The girl is cute (predicate adjective).

Intransitive verbs have no receiver of the action. They are classified as *intransitive complete* or *intransitive linking*.

Introductory there - to be an introductory *there*, it must meet these rules: 1) It must be the first word of a sentence (Sometimes a prepositional phrase out of its normal order can come before it.); 2) It cannot mean where; 3) It must be with a state of being verb; and 4) The subject will always come after the verb in such a sentence. The introductory *there* doesn't fit grammatically with the rest of the sentence, as we will find most other words do.

Linking verbs (state of being verbs) show that something exists; they do not show action. Some common linking verbs include: *is, am, are, was, were, be, being, been, seem, look, feel, and become*.

Mass nouns are nouns that are not countable and include words like *gasoline, water, and dirt*.

Nominative case pronouns are *I, she, he, we, they, and who*. They are used as *subjects, predicate nominatives, and appositives* when used with a subject or predicate nominative.

Noun - a word that names a person, place, or thing. Examples of nouns include: *man, city, book, and courage*. Nouns often follow words like *a, an, and the*.

Noun adjuncts - nouns used as adjective or nouns used to describe another noun,. They tell us *whose* or *what kind*.

Noun clause - a dependent clause that can be used in the same way as a noun or pronoun. It can be a *subject, predicate nominative, direct object, appositive, indirect object, or object of the preposition*. Some of the words that introduce *noun clauses* are *that, whether, who, why, whom, what, how, when, whoever, where, and whomever*. Notice that some of these words also introduce adjective and adverb clauses. (To check a noun clause substitute the pronoun *it* or the proper form of the pronouns *he* or *she* for the noun clause.) Examples: I know who said that. (I know it.) Whoever said it is wrong. (He is wrong.) Sometimes a noun clause is used without the introductory word. Example: I know that he is here. (I know he is here.)

Noun infinitive – an infinitive that is a noun. *Noun infinitives* can be a subject (To eat is fun.); a direct object (I like to eat.); a predicate nominative (A fun thing is to eat.); an appositive (My hope, to travel, never happened.); an object of a preposition (I want nothing but to save.)

Nouns of address (nominatives of address) are the persons or things to which you are speaking. They are set off from the rest of the sentence by a comma or commas, may have modifiers, and are not related to the rest of the sentence grammatically. If they are removed, a complete sentence remains. They may be first, last, or in the middle of the sentence. Examples: John, where are you going? Where are you going, John? Where, John, are you going?

Object of the preposition - a noun or noun equivalent in a prepositional phrase

Objective case pronouns are *me, her, him, us, them, and whom*. They are used as *direct objects, indirect objects, objects of the preposition, and appositives* when used with one of the objects. (*You* and *it* are both nominative and objective case.)

Objective complement - a noun or an adjective, which follows the direct object renaming or modifying it. It is used with verbs like *make, name, call, choose, elect, and appoint*. It is not set off with commas as an appositive is. Example: I call my dog *Badger*. A verb that has an *objective complement* in the active voice may, in the passive voice, have a predicate nominative or a predicate adjective. Examples: My dog is called *Badger* by me. I consider my dog *smart*. My dog is considered *smart* by me.

Participial adjectives are verb forms used as adjectives. Examples: the *lost* mine, the *howling* wolf.

Participial phrase - a phrase that is made up of a participle and any complements (direct objects, predicate nominatives, predicate adjectives, or modifiers). A *participial phrase* that comes at the beginning of the sentence is always followed by a comma and modifies the subject of the sentence.

Participle - a verbal that is an adjective and ends various ways. A present participle always ends with *ing* as does the gerund, but remember that it is an adjective. A past participle ends with *ed, n, or irregularly*. Examples: *played, broken, brought, sung, seeing, having seen, being seen, seen, having been seen*. Participles modify nouns and pronouns and can precede or follow the word modified.

Personal pronouns refer to three types of people: *the speaker or speakers, those spoken to, and those spoken about*. Personal pronouns can be singular (one) or plural (two or more), just as verbs and nouns.

Phrase - a group of words used as a sentence part. It does not have a subject and a verb. It can be a noun, adjective, or adverb. Some common phrases are *prepositional, gerund, participial, and infinitive*.

Positive comparison states a quality of one thing or person. Examples: *new, careless, good*.

Possessive case pronouns are *my, mine, your, yours, his, her, hers, its, our, ours, your, yours, their, and theirs*. They are used to show ownership.

Possessive pronouns are personal pronouns that show *whose* something is. Possessive pronouns include: *my, mine, your, yours, his, her, hers, its, our, ours, their, and theirs*. An example would be: The money is *mine*. *Mine* tells whose money it is. *Possessive pronouns* never have apostrophes, but possessive nouns do. Do not confuse the possessive personal pronouns *its, your, and their* with the contractions *it's (it is, it has), you're (you are), and they're (they are)*.

Possessives are the adjectives *my, our, your, and their* (the possessives are from the possessive pronoun list, but are always used with nouns as adjectives).

Predicate nominative (predicate noun) - a word that completes a linking verb and renames the subject. It is a *complement* or *completer*, because it completes the verb. *Predicate nominatives* complete only linking verbs. The linking verbs include the following: the helping verbs *is, am, are, was, were, be, being, and been*; the sense verbs *look, taste, smell, feel, and sound*; and verbs like *become, seem, appear, grow, continue, stay, and turn*. The word *equals* can always replace the verb in a sentence having a predicate nominative. Example: Mr. Johanson is a teacher. Mr. Johanson *equals* a teacher.

Preposition - a word that begins a *prepositional phrase* and shows the relationship between its object and another word in the sentence. Words are prepositions if they have an object to complete them. To decide if the word in question is a preposition, say the *preposition* followed by *whom* or *what*. If a noun or a pronoun answers the question, the word is a *preposition*. If there is no noun or pronoun to complete the sentence, the word is not a *preposition*.

Prepositional phrase - a phrase that starts with a *preposition*, ends with an *object*, and may have *modifiers* between the preposition and object of the preposition.

Pronominal adjectives are pronouns used as adjectives.

Pronoun - a word that replaces a noun, or a group of words used as nouns.

Proper nouns name a special person, place, or thing and begin with capital letters. Nouns are grouped into two general classifications: proper and common. All nouns that begin with small letters and are considered common.

Qualifiers are adverbs that strengthen or weaken the words they modify.

Relative pronouns join dependent clauses to independent clauses. Relative pronouns include: *who, whose, whom, which, and that*.

Example: He found his money *that* he had lost. *That* joins the two clauses together into one sentence.

Reflexive pronouns - The personal pronouns *myself, yourself, yourselves, himself, herself, itself, ourselves, and themselves* are compound personal pronouns, combining the personal pronoun with self or selves. For example: Carl hurt *himself*.

State of being verbs (linking verbs) show that something exists; they do not show action. Some common linking verbs include: *is, am, are, was, were, be, being, been, seem, look, feel, and become*.

Second person pronouns are when the pronoun refers to people who are spoken to. Second person pronouns include: *you, your, yours, yourself, yourselves*. They are also considered personal pronouns.

Sentence - a group of words expressing a complete thought, and it must have a *subject* and a *verb (predicate* - some grammar books use the word *predicate*, but we will use *verb*). A verb shows action or state of being. Examples: The bell *rang*. The boy *is* here. The subject tells who or what about the verb. Examples: The *bell* rang. The *boy* is here. There are four kinds of sentences: *declarative, imperative, interrogative, and exclamatory*.

Subject - a word that tells who or what about the verb. When finding the subject and the verb in a sentence, always find the *verb* first and then say *who* or *what* followed by the verb. Example: The bell rang. Find the verb - *rang*. Now say *who* or *what* rang? The bell rang. *Bell* is the subject.

Subordinate conjunctions join dependent clauses to independent clauses. Some common *subordinate* conjunctions are *after, although, as, as if, because, before, if, since, so that, than, unless, until, when, where, and while*.

Superlative form compares more than two things or persons. Examples: newest, most careless, best.

Third person pronouns are when the pronoun refers to those spoken about. Third person pronouns include: *he, his, him, himself, she, her, hers, herself, it, its, itself, they, their, theirs, them, themselves*. They are also considered personal pronouns.

Transitive active verbs are the verbs in sentences with a direct object. Example: The boy kicked the ball. The subject is the doer and the direct object is the receiver of the action.

Transitive passive verbs have the subject receiving the action with the doer in a prepositional phrase or omitted in the sentence. Examples: The ball was *kicked* by the boy. The ball was *kicked* hard. The verb in the *transitive passive* voice always has *is, am, are, was, were, be, being, or been* as an auxiliary or helping verb.

Transitive verbs are verbs that have subjects or objects that receive an action. They are either *active voice* or *passive voice*.

Verb phrase is when a verb is more than one word. Using auxiliary or helping verbs makes verb phrases.

Verbal - a verb form used as some other part of speech. There are three kinds of verbals: *gerunds, participles, and infinitives*.

Verbs show action or state of being. Most verbs are action words, but a few verbs indicate state of being or existence.

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