



8<sup>th</sup>

Holt  
Elements of Language  
First Course

**GRAMMAR  
WORKBOOK**

YEAR- 2023-24  
TERMS:1-2-3

Grade 8

Name: \_\_\_\_\_

Class: \_\_\_\_\_

TEACHER'S SIGN: \_\_\_\_\_

# 8th Grade

<b>Part – 1: Grammar, Usage, And Mechanics</b>	<b>PG NO</b>
<b><u>1<sup>st</sup> term:</u></b>	
<b>1. The Sentence</b>	<b>3</b>
<b>2. Parts of Speech Overview: Noun, Pronoun, Adjective</b>	<b>7</b>
<b>3. Parts of Speech Overview: Verb, adverb, preposition, conjunction, interjection</b>	<b>11</b>
<b>4. Complements</b>	<b>17</b>
<b><u>2<sup>nd</sup> term:</u></b>	
<b>5. The Phrase</b>	<b>21</b>
<b>6. The Clause</b>	<b>23</b>
<b>7. Kinds of Sentence Structure</b>	<b>24</b>
<b><u>Usage:</u></b>	
<b>8. Agreement</b>	<b>26</b>
<b>9. Using Verbs Correctly</b>	<b>30</b>
<b>10. Using Pronouns Correctly</b>	<b>32</b>
<b><u>3<sup>rd</sup> term:</u></b>	
<b>11. Using Modifiers Correctly</b>	<b>36</b>
<b>12. A Glossary of Usage</b>	<b>41</b>
<b>13. Capital Letters</b>	<b>43</b>
<b>14. Punctuation: End Marks, Semicolons</b>	<b>46</b>
<b>15. Punctuation: Quotation Marks, Apostrophes</b>	<b>48</b>
<b>16. Spelling: prefix, suffix</b>	<b>51</b>
<b>17. Correcting Common Errors</b>	<b>59</b>

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# Chapter 1: The Sentence

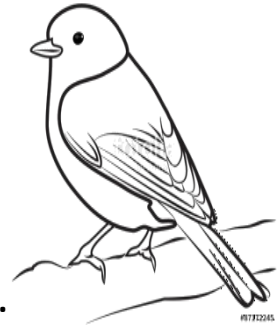
## Sentence and Sentence Fragments

A **sentence** is a word group that contains a subject and a verb and that expresses a complete thought.

A **sentence fragment** is a word group that looks like a sentence but either does not contain both a subject and a verb or does not express a complete thought.

**Exercise 1:** Write **S** if the group of words is a sentence or **F** if the group of words is a sentence fragment.

- \_\_\_\_\_ 1. Let's go for a walk in the rain.
- \_\_\_\_\_ 2. Finished with the job.
- \_\_\_\_\_ 3. Climbing carefully from branch to branch.
- \_\_\_\_\_ 4. The young deer at the edge of the clearing.
- \_\_\_\_\_ 5. Fireworks lit the sky.
- \_\_\_\_\_ 6. Ali called the electrician after the storm.
- \_\_\_\_\_ 7. Want to read the newspaper every morning.
- \_\_\_\_\_ 8. Here comes the train!
- \_\_\_\_\_ 9. When we thought about his statement for a while.
- \_\_\_\_\_ 10. The bird sat on a branch high in the tree, singing merrily.



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## 2. Simple and Complete Subjects

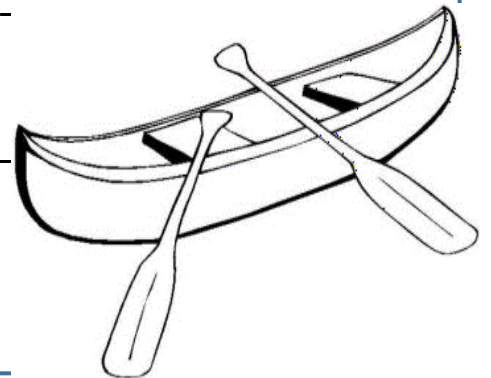
**The simple subject** is the main word or word group that tells whom or what the sentence is about.

**The complete subject** consists of all the words needed to tell whom or what the sentence is about.

**The simple subject** is the main part of the complete subject.

**Exercise2:** Decide whether the underlined word or word group is the complete subject or the simple subject. Write **CS** for *complete subject* or **SS** for *simple subject*.

1. Our trip took us through shady, green forests. \_\_\_\_\_
2. The whole family was looking forward to a pleasant vacation. \_\_\_\_\_
3. My family arrived at our destination before late afternoon. \_\_\_\_\_
4. Have you ever breathed air as pure as country air? \_\_\_\_\_
5. Our school teachers planned as many outdoor activities as possible. \_\_\_\_\_
6. The daily canoe trip was my personal favorite. \_\_\_\_\_
7. My older brother had never canoed before. \_\_\_\_\_
8. My sister took several pictures. \_\_\_\_\_



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### 3- Simple Predicate and Complete Predicate:

The **predicate of a sentence** tells something about the subject.

The **complete predicate** consists of a verb and all the words that describe the verb and complete its meaning.

The **Simple predicate or verb** is the main word or word group in the complete predicate.

**Exercise 3:** Decide whether the underlined word or word group is the complete predicate or the verb (simple predicate). Write **CP** for *complete predicate* or **SP** for *Simple predicate (verb)*.

1. One hundred years ago, families entertained themselves. \_\_\_\_\_
2. Cameras and projectors were invented in the mid-1890s \_\_\_\_\_
3. The first projected movie was shown in Paris in 1895. \_\_\_\_\_
4. Thomas Edison helped develop the movie projector. . \_\_\_\_\_
5. At first, movies must have amazed people. \_\_\_\_\_
6. For many years, moviegoers watched news reels at movie theaters. \_\_\_\_\_



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## 4. Classifying Sentences by Purpose

1- A **declarative sentence** makes a statement and ends with a period. (.)

2- An **imperative sentence** gives a command or makes a request.

Most imperative sentences end with a period. (.)

A strong command ends with an exclamation point. (!)

3- An **interrogative sentence** asks a question and ends with a question mark. (?)

4- An **exclamatory sentence** shows excitement or expresses strong feeling and ends with an exclamation point. (!)

**Exercise 4:** On the line provided, write **DEC** if the sentence is declarative, **IMP** if it is imperative, **INT** if it is interrogative, or **EXC** if it is exclamatory. Then, add the correct punctuation to the end of the sentence.

\_\_\_\_\_ 1. Please bring me that calendar \_\_\_\_\_

\_\_\_\_\_ 2. When will we plan the graduation party for Julio \_\_\_\_\_

\_\_\_\_\_ 3. President Abraham Lincoln was elected in 1860 \_\_\_\_\_

\_\_\_\_\_ 4. Please be careful with the bleach, Suzi \_\_\_\_\_

\_\_\_\_\_ 5. How magnificent the view of the valley is \_\_\_\_\_

\_\_\_\_\_ 6. Can you see the village from there \_\_\_\_\_

\_\_\_\_\_ 7. Put down your pencils and pass your papers forward \_\_\_\_\_

\_\_\_\_\_ 8. Watch out \_\_\_\_\_

\_\_\_\_\_ 9. How often do you baby-sit for the neighbors \_\_\_\_\_

\_\_\_\_\_ 10. I promise that I won't forget about our next  
appointment \_\_\_\_\_



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## Chapter 2: Parts of Speech

### 1- The Noun:

- **A noun** is a word or words group that names a person, a place, a thing, or an idea.
- **A compound noun** is a single noun made up of two or more words used together. The compound noun may be written as one word, as a hyphenated word, or as two or more words

**Exercise1:** Underline each noun in the following sentences. Then, identify each compound noun by writing CN above it.

1. A letter from Uncle Rubin arrived yesterday.
2. Please put these new books in the bookcase over there.
3. Takako Mioshi, an exchange student is here from Japan for the year.
4. Mr. Morales was fascinated by the koalas at the San Diego Zoo.
5. Manuel is the new goalie on the team.
6. Did your grandparents go to Hawaii for a vaca



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## 2-Concrete Nouns, Abstract Nouns:

- **A concrete noun** names a person, place, or thing that can be perceived by one or more of the senses (sight, hearing, taste, touch, smell).
- **An abstract noun** names an idea, a feeling, a quality, or a characteristic.

**Exercise 2:** Decide whether each of the following nouns is concrete or abstract. Identify each one by writing **CON** for concrete or **ABS** for abstract.

\_\_\_ 1. humor

\_\_\_ 2. Brazil

\_\_\_ 3. computer

\_\_\_ 4. sympathy

\_\_\_ 5. continents

\_\_\_ 6. bridge

\_\_\_ 7. dishonesty

\_\_\_ 8. Jupiter

\_\_\_ 9. centuries

\_\_\_ 10. Queen Elizabeth II

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### 3- Pronouns and Antecedents

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

The word or word group that a pronoun stands for (or refers to) is called its **antecedent**.

**Sometimes the antecedent is not stated.**

**Exercise 5:** In the following sentences, underline each pronoun once. If a pronoun has a stated antecedent, circle it.

1. I will tell you about interesting and funny moral tales.
2. You have probably read or heard Aesop's fables.
3. Aesop was once a Greek slave; he may have lived on the island of Samos.
4. Aesop told stories about animals with human characters; they spoke and thought like people.
5. One well-known story is about a boy who cried "Wolf!" even though he saw no wolf.
6. Later, when the boy was in real danger from a wolf, he again cried "Wolf!"
7. The villagers had grown tired of the boy's false alarms, and they ignored his cries.
8. Reading these tales are enjoyable, and they don't take long.



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## 4- Adjectives and Articles

An **adjective** is a word that is used to modify (describe) a noun or a pronoun.

The adjectives **a, an**, and **the** are called **articles**. **A** and **an** are called **indefinite** articles because they refer to any member of a general group. **The** is called the **definite** article because it refers to someone or something in particular.

**Exercise 7:** In the following sentences underline each adjective once, and underline each article a second time. Then, above each article write D for definite or I for indefinite.

1. The ripe berries attracted two birds and many squirrels.
2. Yes, Sylvia has an older brother.
3. The sudden wind chilled us.
4. Someday, you may own a small electric
5. Edna ordered a large sandwich with extra onions.
6. The mysterious noises terrified everyone.
7. Mary wrote a horror story.
8. Several movies have been made from it.



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## Chapter 3: Parts of Speech

### 1-Action Verbs

- **A verb** is a word that expresses action or a state of being.
- **An action verb** is a verb that expresses either physical or mental activity.

**Exercise 1:** Underline the action verb in each of the following

1. Jon and I hiked for several miles.
2. Both of us admired the brilliant fall foliage.
3. Jon collected gold, red, and yellow leaves.
4. He carefully placed them in his backpack.
5. I wondered why.
6. Later, he told me about his plan.
7. He knew of a market for these beautiful leaves.
8. A local craft shop buys the leaves for craft classes.
9. For example, the class on greeting cards uses colorful leaves regularly.
10. The art classes always want leaves, too.



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## 2- Linking Verbs

A **linking verb** is a verb that expresses a state of being. A linking verb connects, or links, the subject to a word or word group that identifies or describes the subject.

**Exercise 2:** Underline the linking verb in each of the following sentences.

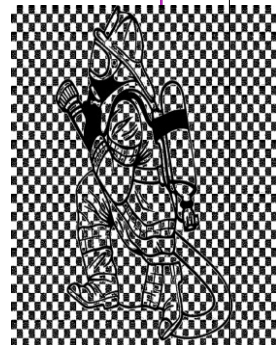
1. The old house looked empty.
2. The huge diamond mine is now a museum.
3. After the storm, the islanders grew nervous at the sight of all the dark clouds.
4. Some of the bristlecone pine trees are very old.
5. We were fearful of the unusually violent winds.
6. The apartment has been too warm all week.
7. As he climbed the tower, Joey felt totally confident.
8. We may be lost, because this area doesn't look familiar to me.



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**Exercise 3:** underline the verb in each of the following sentences. Then, label each verb as either an action verb or a linking verb.

1. Everyone felt sorry about the misunderstanding. \_\_\_\_\_
2. In daylight, we looked for the lost ring. \_\_\_\_\_
3. The local museum exhibited beautiful Inuit sculptures. \_\_\_\_\_
4. The city almost smells musty after a heavy summer thunderstorm. \_\_\_\_\_
5. Dakar is the capital of Senegal. \_\_\_\_\_
6. The firefighter cautiously smelled the burned rags. \_\_\_\_\_
7. Antonia Novello was the first female surgeon general of the United States. \_\_\_\_\_
8. The children looked cute in their party clothes. \_\_\_\_\_



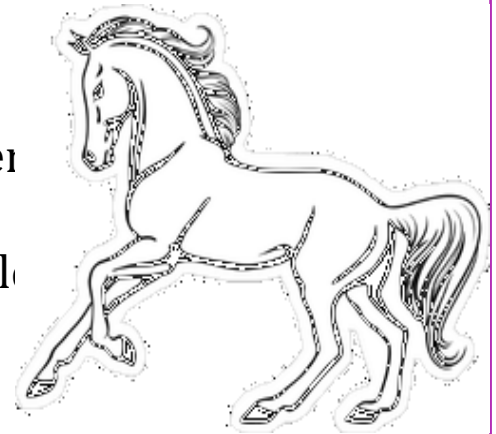
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### 3- The Adverb

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

**Exercise 4:** Underline the adverb in each of the following sentences.

1. At noon, the whistle blew suddenly.
2. Mary Malloy rides her horse daily.
3. I carefully tested the heat of the water.
4. I rose very early and jogged three miles.
5. Candace had rarely been late.
6. The air over the city is refreshingly clear of smoke.
7. I was extremely tired by the end of the day.
8. The book club meets monthly, doesn't it?
9. Mark easily lifted the cabinet.
10. I pack my own lunch daily.



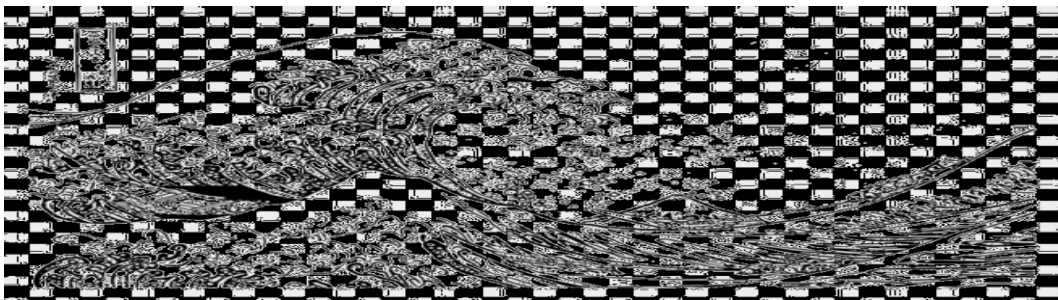
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## 5- The Preposition

A **preposition** is a word that shows the relationship of a noun or pronoun to another word.

**Exercise 5:** Underline the preposition in each of the following sentences.

1. This article about oceans is surprisingly interesting.
2. The bottom of the ocean is very dark.
3. In most places, it is also cold.
4. However, in some places the ocean floor is warm.
5. One such place is near the Galapagos Islands.
6. Scientists discovered a crack in the ocean floor.
7. They found that heat poured from this crack.
8. The heat was rising from the earth.
9. Many plants and animals lived around this spot.



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## 7- The Conjunction

A *conjunction* is a word that joins words or word groups.

(1) *Coordinating conjunctions* join words or word groups that are used in the same way.

(2) *Correlative conjunctions* are pairs of conjunctions that join words or word groups that are used in the same way.

**COORDINATING:** My dog Neptune is afraid of thunder, so he is hiding under the bed.

• **CORRELATIVE:** Whether we rent a movie or see one at the theater does not matter to me.

**Exercise 7:** Underline the conjunctions in the following sentences.

1 . Neither the cantaloupe nor the pineapple appealed to me.

2 .I pressed the button, but the elevator did not stop.

3 . Either Eddie or Pang will deliver the furniture.

4 .We wanted to go sledding, but the snow was starting to melt.

5. Jennifer repeated the caller's number and wrote it on the pad.

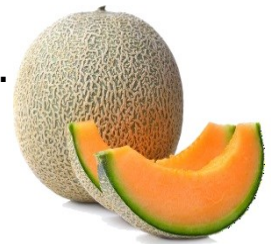
6 . Neither strawberries nor raspberries are in season right now.

7. Pandora was curious but frightened.

8 . Don't sail now, for the winds are too strong.

9. The children are not only tired but also cranky.

10. Layla wondered whether she should go or stay home.



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## 8- The Interjection

- Usually, an interjection is followed by an exclamation point. Sometimes an interjection is set off by a comma or by two commas.
- **Examples:** Hey! Come back here!
- Well, you could try a lighter bat.
- I'd guess, oh, twenty pounds.

**Exercise 8:** Underline the interjections in the following sentences.

1. Ouch! I stubbed my toe.
2. Oh, maybe we should wait.
3. Help! My experiment blew up!
4. Well, it isn't raining as hard now.
5. You won that much? Wow!
6. Well, it sounds like fun, but I have to work.
7. Hooray! We won first place!
8. Oops! I spilled juice on the floor.



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# Chapter 4: Complements

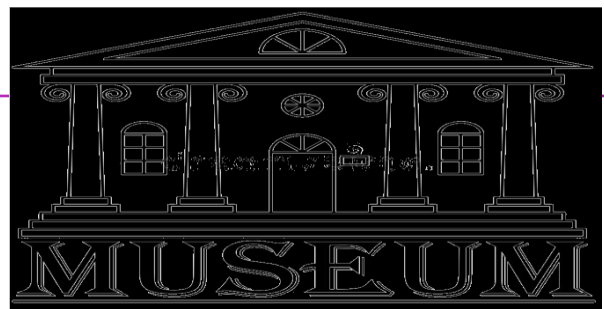
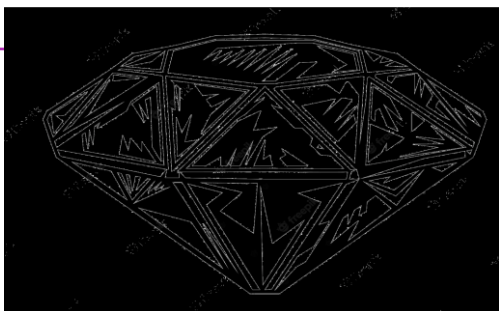
## Direct Objects and Indirect Objects

A **direct object** is a noun, pronoun, or word group that tells who or what receives the action of the verb.

An **indirect object** is a noun, pronoun, or word group that usually comes between the verb and the direct object.

**Exercise 1:** Identify each underlined word by writing it **DO for direct object** or **IO for indirect object**.

1. Before entering the room, Maya gave the guard her camera. \_\_\_\_
1. The museum does not allow cameras. \_\_\_\_
2. According to our guide, that diamond caused its owner some trouble. \_\_\_\_
3. Color, brilliance, and weight determine a gem's value. \_\_\_\_
4. This museum also has books about famous gems. \_\_\_\_
5. Indian and Persian rulers possessed the famous Koh-i-noor diamond for centuries. \_\_\_\_
6. The British East India Company gave Queen Victoria the Koh-i-noor in 1850. \_\_\_\_



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## 2- Subject Complements: A-Predicate Nominatives

**A subject complement:** is a word or word group in the predicate that identifies or describes the subject.

A subject complement is connected to the subject by a linking verb.

A **predicate nominative** is a word or word group in the predicate that identifies the subject.

**Exercise 2:** underline the linking verb in each of the following sentences once. Then, underline the predicate nominative twice.

1. My brother may become a doctor.
2. Lyndon Johnson became president in 1963.
3. Tomas Ortega is a student in our class.
4. A rake is a useful tool in a garden.
5. She was probably the best candidate.
6. These books are about adventures.



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## B- Predicate Adjectives

**A predicate adjective:** is an adjective that is in the predicate and that describes the subject.

**A predicate adjective** is connected to the subject by a linking verb.

**Exercise 3:** underline the linking verbs once in the following sentences, and underline the predicate adjectives twice.

1. Your cat appears tired or ill.
2. The ocean looks calm tonight.
3. The governor seemed happy with the meeting.
4. After roller-skating, the children were hungry and tired.
5. Traffic on my street becomes heavy during rush hour.
6. The committee's plan is very complicated.
7. The clouds on the horizon looked dark.
8. Those pears are inexpensive and delicious.



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## Chapter 5: Phrases

A phrase is a group of related words that is used as a single part of speech and that does not contain both a verb and its subject.

*Examples: in a boat    rowing swiftly    swim daily  
will have gone*

**Exercise 1:** On the line provided, identify each word group by writing **P** for phrase or **NP** for not a phrase.

- \_\_\_\_\_ 1. over the rainbow
- \_\_\_\_\_ 2. was repaired
- \_\_\_\_\_ 3. since the alarm rang
- \_\_\_\_\_ 4. to check randomly
- \_\_\_\_\_ 5. as a baby brother
- \_\_\_\_\_ 6. had been whistling
- \_\_\_\_\_ 7. to warn us
- \_\_\_\_\_ 8. since you didn't call
- \_\_\_\_\_ 9. The train arrived at the platform
- \_\_\_\_\_ 10. has smashed



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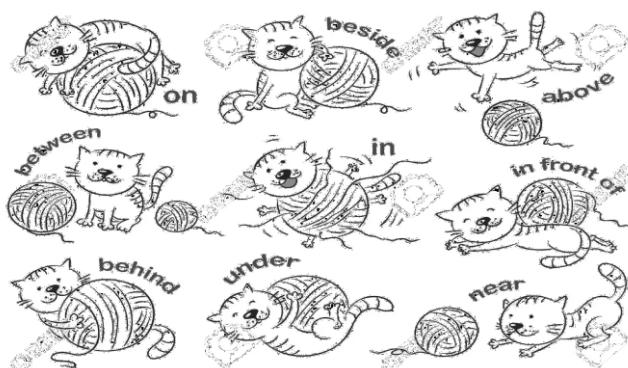
## 1- Prepositional Phrases

A **prepositional phrase** includes a preposition, a noun or pronoun called the object of the preposition, and any modifiers of that object.

A **prepositional phrase**= prepositional+ object (noun-pronoun)

**Exercise 2:** Underline the prepositional phrase in each sentence.

1. I looked for a key under the muddy doormat.
2. Cars have not always been made in factories.
3. During a crisis, David sometimes loses his temper.
4. The frogs found their food under the shallow water.
5. That ancient bridge was built 155 feet above the Gard River.
6. The newscaster slipped on the ice as he hurried along.



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## Chapter 6: Clauses

A **clause** that expresses a complete thought is called an **independent clause**.

A clause that does not make sense by itself is called a **subordinate clause**.

**Exercise 1:** Identify the underlined clause in each of the following sentences by writing **IND** for *independent clause* or **SUB** for *subordinate clause*.

1. When Sara called last night, I was not at home. \_\_\_\_\_
2. It is hot today; please water the garden. \_\_\_\_\_
3. If he finishes his report on time, he can go to the beach Saturday. \_\_\_\_\_
4. After we wrapped the presents, we hurried to the post office. \_\_\_\_\_
5. I can't concentrate when I study for the exam with my door open. \_\_\_\_\_
6. Although these colors are beautiful, I don't like the painting. \_\_\_\_\_
7. When you reach the end of the hallway, turn right. \_\_\_\_\_
8. Sara fold these clothes before they become wrinkled. \_\_\_\_\_
9. Sheldon opened a can of pizza dough, and then he spread the dough in a pan. \_\_\_\_\_
10. When I studied the globe I located Peru in South America. \_\_\_\_\_



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# Chapter 7: Kinds of Sentence

## 1-Simple and Compound Sentences

**A simple sentence:** contains one independent clause.

**A compound sentence:** contains two or more independent clauses.

**EXERCISE 1:** For each of the following sentences, identify the sentence by writing **S for *simple sentence*** or **CD for *compound sentence*** on the line provided.

\_\_\_\_\_ 1- We can go to a movie, or we can watch a videotape at home.

\_\_\_\_\_ 2. Angel wrote a poem about his parent.

\_\_\_\_\_ 3. Dark clouds gathered above the baseball field, and rain fell steadily.

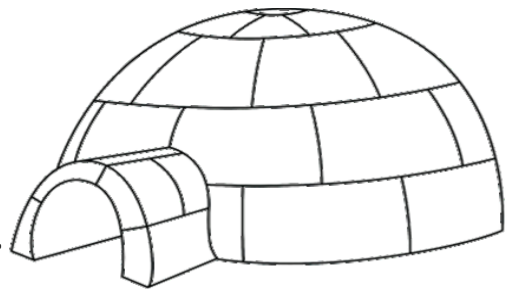
\_\_\_\_\_ 4. The bears stole all our food, so we left the campground early.

\_\_\_\_\_ 5. We were warm inside the igloo.

\_\_\_\_\_ 6. Aretha can sketch almost anything.

\_\_\_\_\_ 7. They wanted to surprise her, so they gave her a gift the day before her birthday.

\_\_\_\_\_ 8. Joe can wait for us at the entrance, or he can go in and find us a seat.



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## 2- Complex Sentences

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

**Exercise 2:** Identify each sentence by writing CD for *compound* or CX for *complex* on the line provided.

\_\_\_ 1. Jane is eager to begin her new art class, but she'll have to wait another week.

\_\_\_ 2. Many trees lose their leaves in the fall, and they look cold and forlorn.

\_\_\_ 3. My new wool sweater shrank when I washed it in hot water.

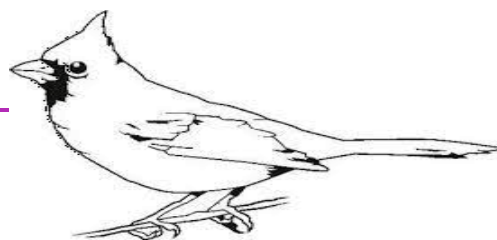
\_\_\_ 4. Don't give me any excuses; I don't want to hear them!

\_\_\_ 5. If I wash the dishes, will you cook the meal?

\_\_\_ 6. Since you asked me nicely, I will lend you some paper for the test.

\_\_\_ 7 I'll ask my mother about the trip after she gets home from work.

\_\_\_ 8. Because the cardinal was bright red, I could see it clearly.



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# Chapter 8: Agreement

## Number:

**Number** is the form a word takes to indicate whether the word is singular or plural.

When a word refers to one person, place, thing, or idea, it is **singular in number**. When a word refers to more than one, it is **plural in number**.

**Exercises 1:** On the line before each word, write s if the word is singular or P if it is plural

1. \_\_\_\_\_ she

2. \_\_\_\_\_ beach

3. \_\_\_\_\_ we

4. \_\_\_\_\_ men

5. \_\_\_\_\_ mouse

6. \_\_\_\_\_ cities

7. \_\_\_\_\_ I

8. \_\_\_\_\_ mouth

9. \_\_\_\_\_ tables

10. \_\_\_\_\_ parentheses

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# Subject-Verb Agreement

- ✚ A verb should agree in number with its subject”
  - (1) Singular subjects take singular verbs.
  - (2) Plural subjects take plural verbs.
- ✚ The number of a subject is not changed by a phrase following the subject

**Exercise 2:** Underline the verb or helping verb in parentheses that agrees with its subject.

1. Mr. Frank (**has, have**) been studying Mexican culture.
2. The moon in the night sky (**are, is**) a beautiful sight.
3. People (**has, have**) been fascinated by the moon throughout history.
4. The distance to the moon (**is, are**) 384,403 kilometers.
5. My cousins (**is, are**) bringing that delicious cinnamon bread.
6. Each morning I (**looks, look**) out my window at the sunrise.
7. The children (**smile, smiles**) for the camera.
8. That tree (**have, has**) still not lost all its leaves.



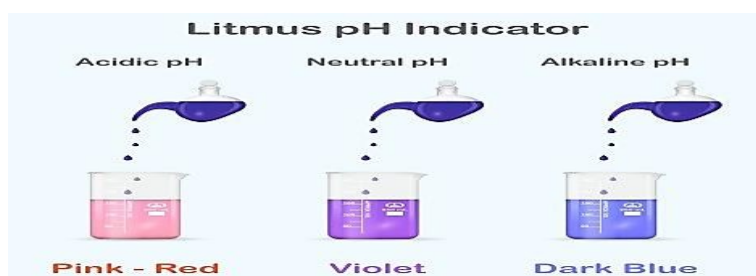
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### 3- Compound Subjects

- Subjects joined by **and** generally take a plural verb.
- Singular subjects that are joined by **or** or **nor** take a singular verb.
- Plural subjects joined by **or** or **nor** take a plural verb.
- When a singular subject and a plural subject are joined by **or** or **nor**, the verb agrees with the subject nearer the verb.

**Exercise 3:** Underline the correct form of the verb in parentheses.

- Acids and bases (**is, are**) one of our topics in science class.
- Some food and common items (**contains, contain**) acids.
- Acids and bases (**is, are**) interesting.
- (**Does, Do**) macaroni and cheese contain acids?
- Citrus fruit and vinegar (**make, makes**) good test items.
- Either a lemon or a lime (**is, are**) easy to test.
- Lemon juice and other acids (**turns, turn**) blue litmus paper red.
- Vinegar and lemon juice (**contains, contain**) acids.
- Neither lemon nor limes (**is, are**) bases.
- Acids and bases (**combines, combine**) to make salts.



TEACHER'S SIGN: \_\_\_\_\_



## 4-Don't and Doesn't

The word **don't** is the contraction of **do not**.  
Use **don't** with all **plural** subjects and pronouns **I** and **you**.

The word **doesn't** is the contraction of **does not**.  
Use **doesn't** with all **singular** subjects except the pronouns **I** and **you**.

**Exercise 4:** In each sentence, underline the subject and the correct form of *don't* or *doesn't* in parentheses.

1. Temperatures (*don't, doesn't*) get cold in the equatorial zone.
2. Snow (*don't, doesn't*) fall in the tropics, except at high elevations.
3. A Hurricane (*don't, doesn't*) travel very far inland.
4. (*Don't, Doesn't*) tornadoes look like funnel-shaped clouds?
5. You (*don't, doesn't*) want to get near a tornado.
6. A rainbow (*don't, doesn't*) usually appear on a bright, sunny day.



TEACHER'S SIGN: \_\_\_\_\_



## Chapter 9: Using Verbs Correctly

### 1-The Principal Parts of Verbs

The four principal parts of a verb are the base form, the present participle, the past, and the past participle.

Base Form	Present Participle	Past	Past Participle
talk	[is] talking	talked	[have] talked
draw	[is] drawing	drew	[have] drawn

### 2. Using Regular Verbs:

A **regular verb** forms its past and past participle by adding - d or - ed to the base form.

**Exercise 1:** For each of the following sentences, underline the correct verb form in parentheses.

1. Cindy has (**jog- jogs- jogging- jogged**) every Saturday for two months.
2. Today, many people are (**look- looks- looking, looked**) for ways to improve their health.
3. Since the middle of last semester, I have (**walk- walks- walking- walked**) to school every day.
4. Already, my stamina has (**increase, increases -increasing, increased**).
5. Last year Mark (**decide, decides, deciding, decided**) to do something to improve his health.
6. He (**use, uses, using, used**) to eat junk food and spent most of his free time watching television.

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## 2. Using Irregular Verbs:

An **irregular verb** forms its past and past participle in some way other than by adding *-d* or *-ed* to the base form.

**Exercise 2:** For each of the following sentences, underline the correct verb form in parentheses.

1. Calinda (**take, taking, took, taked**) her sister to the rain forest exhibit at the museum.
2. Do you know what year the *Lusitania* (**sink, sinking, sank, sunk**)?
3. The house mouse can be (**find, finding, finded, found**) in most areas of the world.
4. The crowd cheered as the runner (**bursting, bursted, burst, bursts**) ahead of the others.
5. I (**pay, paying, payed, paid**) for six tickets but received only five.
6. The six of us (**meet, meeting, meted, met**) at our seats after I got the other ticket.
7. I have (**read, reads, reading, readed**) every poem by Emily Dickinson.
8. At the museum, Ms. Morgan (**lead, leading, leaded, led**) her class to the newest exhibit.
9. Mr. Sterne (**choose, choosing, choosed, chose**) Mike to monitor the class in his absence.
10. Have I (**buy, buying, buyed, bought**) enough meat for the stew?

TEACHER'S SIGN: \_\_\_\_\_

## Chapter 10: Using Pronouns Correctly

### The Case Forms of Personal Pronouns

**Case** is the form that a noun or pronoun takes to show its relationship to other words in a sentence.

English has three cases for pronouns: *nominative*, *objective*, and *possessive*.

	<u>Nominative Case</u>	<u>Objective Case</u>	<u>Possessive Case</u>
<u>Singular</u>	I, you, he, she, it	Me, you, him, her, it	my, mine, your, yours, his, her, hers, its
<u>Plural</u>	We, you, They,	Us, you, them	our, ours your, yours, their, theirs

### The Nominative Case

The **subject** of a verb should be in the nominative case.

A **predicate nominative** should be in the nominative case.

**Exercise 1:** Underline the correct form of the pronoun or pronouns.

1. You and (**her, she, hers, him**) need to discuss the rules.
2. Amy and (**I, me, my, mine**) climbed into the airplane's cockpit.
3. Yesterday (**us, our, ours, we**) began reading *Nisei Daughter* for our book club.
4. After school (**him and me, he and I, he and me, him and I**) went to the store.
5. The membership committee will be César, Akela, and (**I, me, my, mine**).
6. The last one to leave the game was (**he, him, his, hims**).
7. (**We and they, Us and them, We and them, we and them**) will compete at the state finals.
8. The only judges for the reading competition were Mr. Dave and (**she, her, hers, him**).

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## The Objective Case

The **objective case** forms of personal pronouns are **me, you, him, her, it, us, and them**.

**Direct objects** and **indirect objects** of verbs should be in the **objective case**.

The **object of a preposition** should be in the objective case.

A noun or pronoun that follows a preposition is called the object of the preposition.

**Exercise 2:** Underline the correct form of the pronoun or pronouns.

1. The circus clowns amused (**they, them, their, theirs**)
2. Ice-skating is important to (**she, her, hers, he**).
3. Give (**he, him, his, she**) the shopping list.
4. At the graduation ceremony, Sue will sit between (**they, them, their, theirs**).
5. A nurse quickly handed (**she, her, hers, he**) the scissors.
6. Photograph (**we, us, our, ours**) with your new camera.

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## Who and Whom

The pronoun **who** has different forms in the nominative and objective cases.

**Who** is the nominative form.

**Whom** is the objective form.

*When you are choosing between who or whom in a question, follow these steps:*

- (1) Rephrase the question as a statement.
- (2) Decide how the pronoun is being used.
- (3) Determine the case of the pronoun.
- (4) Select the correct pronoun form.

**Exercise 3:** Underline the correct pronoun in each of the following sentences.

1. (**Who, Whom**) did you beat in the first race?
2. To (**who, whom**) shall I send the application?
3. (**Who, Whom**) called so early this morning?
4. With (**who, whom**) did you go to the fiesta?
5. (**Who, Whom**) was the actor in the mask?
6. (**Who, Whom**) did Kathy describe the play to yesterday?
7. After dinner, (**who, whom**) will wash the dishes?
8. (**Who, Whom**) did Trevor imitate?
9. (**Who, Whom**) seemed to be the fastest runner?
10. For (**who, whom**) did you make that card?

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## Chapter 11: Using Modifiers Correctly

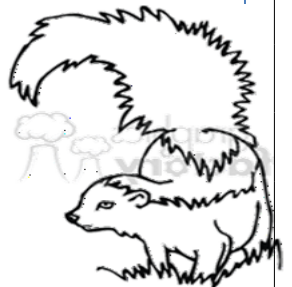
### Regular Comparisons

The three degrees of comparison of modifiers are the *positive*, the *comparative*, and the *superlative*.

POSITIVE	COMPARATIVE	SUPERLATIVE
slim	slimmer	slimmest
sandy	sandier [or more sandy]	sandiest [or most sandy]
sweetly	more sweetly	most sweetly
wonderful	more wonderful	most wonderful

**Exercise 1:** Choose the correct form of the modifier in parentheses.

1. Halley is (**tall, taller, tallest, most tall**) than any other girl here.
2. This pail is (**full, fuller, more full, fullest**) than that one.
3. That is the (**funny, funnier, funniest**) joke I know.
4. A rabbit runs (**fast, faster, more fast, fastest**) than a skunk.
5. This piece of bread seems (**small, smaller, more small, smallest**) than that one.
6. Of all school subjects, I think math is the (**difficult, more difficult, difficultest, most difficult**).
7. This recipe is (**simple, simpler, simplest**) than the other one.
8. The guava is a (**small, smaller, more small, smallest**) fruit than the melon.



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## Irregular Comparisons

The comparative and superlative degrees of some modifiers are irregular in form.

• POSITIVE	• COMPARATIVE	• SUPERLATIVE
• good	• better	• best
• well	• better	• best
• bad	• worse	• worst
• many	• more	• most
• much	• more	• most
• far	• farther or further	• farthest or furthest

**Exercise 2:** Underline the correct modifier in parentheses to complete each sentence.

1. Of all the performances, I liked Brandy's the (**many, more, most**).
2. Carlos likes science fiction stories (**good, gooder, better, best**) than mysteries.
3. I think Friday is the (**good, better, goodest, best**) day of the whole week.
4. (**Many, More, Most**) people came to the meeting than we had expected.
5. My cousin was able to save (**much, more, most**) money than I.
6. After supper, I felt (**bad, badder, worse, worst**) than I had felt in the afternoon.
7. We hiked (**far, farther, more far, farthest**) today than we hiked yesterday.
8. Dad doesn't play (**much, more, most**) tennis.
9. This is the (**bad, worse, baddest, worst**) cold I have ever had.
10. Which one of your two friends travels (**far, farther, more far, farthest**) to school?

TEACHER'S SIGN: \_\_\_\_\_



## Good and Well

- Use **good** to modify a noun or a pronoun in most cases. Use **well** to modify a verb.
- Although **well** is usually an adverb, **well** may also be used as an adjective meaning “in good health” or “satisfactory.”

**Exercise 3:** Underline the correct modifier in parentheses to complete each sentence.

- Do you know Sophie (**good, well, better, best**)?
- Because she has the flu, she doesn't feel (**good, well, better, best**) today.
- Ruthie handles herself (**good, well, better, best**) in a crisis.
- Despite what Mike says, I think this is a (**good, well, better, best**) plan.
- The Chang twins play football very (**good, well, better, best**).
- You look (**good, well, better, best**) now that your cold is gone.
- How (**good, well, better, best**) did you do on the spelling test?
- I have earned (**good, well, better, best**) grades for six weeks.

TEACHER'S SIGN: \_\_\_\_\_



## Double Comparisons

- ✚ Avoid using double comparisons.
- ✚ A **double comparison** is the use of **both** *-er* and *more* (or *less*) or *-est* and *most* (or *least*) to form a comparison.
- ✚ When you make a comparison, **use only one form, not both.**

**Exercise 4:** Underline the correct modifier in parentheses in each of the following sentences.

1. The skies are (*sunny, sunnier, more sunnier, most sunny*) today than yesterday.
2. I am (*busy, busier, more busier, most busy*) this week than I was last week.
3. It's the (*scarry, more scarry, most scariest, scariest*) book I have ever read.
4. He is (*smart, more smarter, smarter, smartest*) than he thinks.
5. It is (*easy, easier, more easier, easiest*) to jump than it is to dive.

TEACHER'S SIGN: \_\_\_\_\_



## Double Negatives

### Avoid using double negatives.

A **double negative** is the use of two or more negative words to express one negative idea.

Common negative words include **barely, hardly, neither, never, no, nobody, not, nothing, and scarcely.**

 To express a negative idea, **use only one of these words, not two.**

**Exercise 5:** Underline the correct choice to complete each of the following sentences.

1. I don't know (**nothing, anything**) about engines.
2. No fish (**were, weren't**) biting in the stream this morning.
3. Nobody (**was, wasn't**) disappointed with the results of the fundraiser.
4. The fable didn't mean (**nothing, anything**) to him.
5. You (**can, can't**) hardly find this type of pen in stores.
6. I promise I didn't tell (**no one, anyone**) your secret.

TEACHER'S SIGN: \_\_\_\_\_





## Chapter 12: A Glossary of Usage

### Glossary of Usage A

Review the glossary entries on pages 287–301 of your textbook for information on the correct usage of the following words or phrases: *accept, except, fewer, less, a lot, already, all ready, bring, take, its, it's, hisself, theirself, theirselves, how come, kind of, sort of, learn, teach.*

**Exercise 1:** Underline the word or word group that is correct according to formal, standard usage.

1. We need to get Crissy (*all ready, already*) by the time Dad gets home with the camping gear.
2. Will you (*bring, take*) me a soda when you come back from the kitchen?
3. We had expected (*less, fewer*) guests.
4. Please use (*less, fewer*) salt.
5. Larry does not eat (*a lot, alot*) of red meat.
6. Carmen gladly (*accepted, excepted*) the warm sweater from her father.
7. When you visit Grandmother, please (*bring, take*) this package to her.
8. The kitten has been chasing (*it's, its*) tail, and now the poor thing is dizzy.
9. The members of the drama club produced the play (*theirselves, themselves*).
10. This morning Dad cut (*hisself, himself*) when he was shaving.
11. My skating instructor can (*teach, learn*) me how to skate backward on one foot.
12. My brother is (*teaching, learning*) how to drive from my dad.

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## **Glossary of Usage B**

Review the glossary entries on pages 296–301 of your textbook for information on the correct usage of the following words or phrases: ***their, there, they're, use to, used to, your, you're.***

**Exercise 2:** Underline the word or word group that is correct according to formal, standard usage.

1. When birds are nearby, (**their, there, they're, they**) always visiting a neighbor's bird feeder.
2. Bettina decided to place a feeder over (**their, there, they're, they**) by the potted ivy.
3. Please put (**their, there, they're, they**) art projects on the table.
4. When I was nine or ten, I (**use to, used to, using to, uses to**) play outside in the rain.
5. Before the car was invented, people (**use to, used to, using to, uses to**) travel by horse and carriage.
6. Lorena will be part of (**your, you're, you, youre'**) writing group in English class.
7. I can't stay overnight at (**your, you're, you, youre'**) house without I get my mother's permission.
8. Sara is trying to teach (**your, you're, you, youre'**) sister Gloria to swim.

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## Chapter 13: Capital Letters

### First Words and I

- ✚ Capitalize the first word in every sentence.
- ✚ Capitalize the first word in both the salutation and the closing of a letter.
- ✚ Capitalize the pronoun *I*.

**Exercise 1:** In the following sentences, underline each incorrectly used lowercase letter.

1. Will it sound too formal if i begin with the salutation “dear Sir”?
2. the letter began, “dear friends of our fair city.”
3. Helen asked, “may i borrow that book when you’re finished?”
4. picking up a murder mystery, i wondered if Ms. Jay would approve it for my book report.
5. my teacher asked me to write a poem beginning with the line “roses are red; violets are blue.”
6. When i saw the latest bestseller book, i eagerly grabbed it.

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## Proper Nouns:

- ✚ Capitalize the names of persons and animals.
- ✚ Capitalize geographical names.
- ✚ Capitalize names of organizations, teams, institutions, and government bodies.
- ✚ Capitalize the names of historical events and periods, special events, calendar items, and holidays.
- ✚ Capitalize the names of nationalities, races, and peoples.
- ✚ Capitalize the names of businesses and the brand names of business products.
- ✚ Capitalize the names of ships, trains, aircraft, and spacecraft.
- ✚ Capitalize the names of buildings and other structures.
- ✚ Capitalize the names of monuments, memorials, and awards.
- ✚ Capitalize the names of religions and their followers, holy days and celebrations, sacred writings, and specific deities.

**Exercise 2:** In the following sentences, underline each incorrectly used lowercase letter.

1. I just got a novel by agatha christie.
2. There is a rocky island in the atlantic called st. helena.
3. On June 30, 1998, a volcano named korovin erupted on atka island in alaska.
4. I have shopped for clothes from the gap on the store's web site.
5. My homeroom teacher has a coffee cup from dunkin donuts on her desk.
6. The mayor's office is located downtown in city hall.
7. A follower of islam is called a muslim.

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## Proper Adjectives:

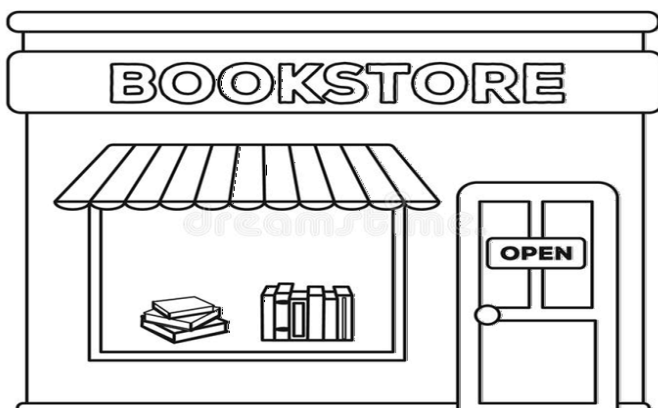
A *proper adjective* is formed from a proper noun.

**Examples:** a Chinese scientist, a Shakespearean play, a Confederate soldier.

Do not capitalize the **names of school subjects**, except course names followed by numerals and names of language classes.

**Exercise 2:** In the following sentences, underline each incorrectly used lowercase letter.

1. When you're at the bookstore, pick up an italian newspaper and a french magazine.
2. My mother bought an african lamp made of teakwood for my aunt.
3. My japanese friend took latin american history and enjoyed it.
4. Yesterday, a famous guest came to visit our art 102 class.
5. My british pen pal, Sarah, sent me an irish friendship ring.
6. I told my mother that the best way for me to practice speaking spanish is to talk with my argentinian friend every night.



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## Chapter 14: Punctuation

### End Marks

An **end mark** is a mark of punctuation placed at the end of a sentence.

- + Use a period at the end of a statement. (.)
- + Use a question mark at the end of a question. (?)
- + Use an exclamation point at the end of an exclamation. (!)
- + Use either a period or an exclamation point at the end of a request or a command. (.), (!)

**Exercise 1:** Write the necessary end mark for each of the following sentences.

1. What an exciting way to end a book that is \_\_\_\_\_
2. The library opens at 10:00 A.M. tomorrow \_\_\_\_\_
3. Did Randall finish the Stephen King mystery \_\_\_\_\_
4. You should read one of these exciting mysteries \_\_\_\_\_
5. Many movies are based on King's books \_\_\_\_\_
6. What scary movies they are \_\_\_\_\_
7. Did Garth and Towanna see the movie \_\_\_\_\_
8. How I wish I could have seen it \_\_\_\_\_

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## Semicolons

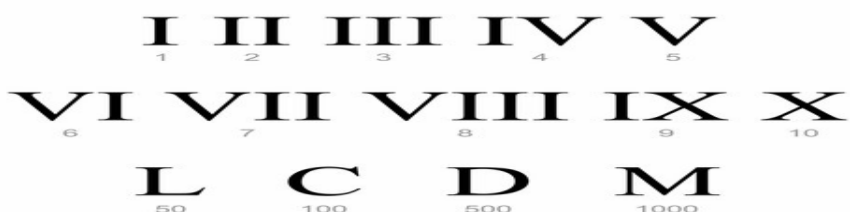
Use a semicolon between **independent clauses** if they are not joined by ***and, but, for, nor, or, so, or yet.***

Use a semicolon rather than a comma before a coordinating conjunction to join independent clauses that contain commas.

**Exercise 2:** Insert **semicolons** as needed in each of the following sentences.

1. First, I delivered papers then I practiced soccer.
2. Hector's mother is a painter she told him about Grandma Moses.
3. Simone, Rita, and Hector are taking Art I Anita is taking Art II.
4. Phillip, Homer, and Carla wrote poetry Luis wrote a play.
5. Ethel saw the danger she shouted a loud, clear warning.
6. Lila forgot her umbrella Janet, of course, had hers.
7. Please wash the car's windshield I will fill the tank with gasoline.
8. Fallen leaves cover the front yard I should rake them soon.

Roman  
numbers



TEACHER'S SIGN: \_\_\_\_\_

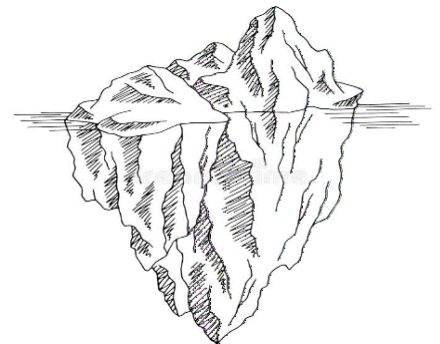
## Chapter 15: Punctuation

### Quotation Marks:

- ✚ Use quotation marks to enclose a **direct quotation**—a person’s exact words.
- ✚ A direct quotation generally begins with a capital letter.
- ✚ When an expression identifying the speaker interrupts a quoted sentence, the second part of the quotation begins with a lowercase letter.
- ✚ A direct quotation can be set off from the rest of the sentence by one or more commas or by a question mark or an exclamation point, but not by a period.
- ✚ A comma or a period should be placed inside the closing quotation marks.
- ✚ A question mark or an exclamation point should be placed inside the closing quotation marks when the quotation itself is a question or an exclamation. Otherwise, it should be placed outside.

**Exercise 1:** Use quotation marks, commas, and capital letters where they are needed in each of the following sentences. If a sentence is already correct, write **C**.

1. Did you enjoy your dinner? asked Mrs. Colby.
2. The captain announced that the party begins at midnight.
3. how can we sail if the sea gets rough? Mrs. Colby asked.
4. My dear her husband replied, we’ll just move with the waves.
5. What is that ahead? asked Clive.
6. A steward said that it looked like an iceberg



TEACHER'S SIGN: \_\_\_\_\_





## Apostrophes

To form the possessive case of a singular noun, add an apostrophe and an s.

To form the possessive case of a plural noun that does not end in s, add an apostrophe and an s.

To form the possessive case of a plural noun ending in s, add only the apostrophe.

**Exercise 2:** For each underlined noun, write the correct possessive form.

1. The five winners photographs are on page one of the newsletter.

\_\_\_\_\_

2. We need three doctors opinions for the child case.

\_\_\_\_\_

3. The brothers enjoyed storytellers tales. \_\_\_\_\_

4. Chris bicycle is broken. \_\_\_\_\_

5. The mice favorite hiding place is behind the dresser.

\_\_\_\_\_

6. The raindrops patter could be heard on the tin roof.

\_\_\_\_\_

TEACHER'S SIGN: \_\_\_\_\_



✚ Do not use an apostrophe with possessive personal pronouns. To form the possessive case of some indefinite pronouns, add an **apostrophe** and an **s**.

**Exercise 3:** Write the correct possessive form. If a pronoun is already correct, write C.

1. somebody lost kitten \_\_\_\_\_
2. anyone guess \_\_\_\_\_
3. everybody friend \_\_\_\_\_
4. her money \_\_\_\_\_
5. your skates \_\_\_\_\_
6. neither basketball \_\_\_\_\_

Use an apostrophe to show where letters, words, or numerals have been omitted (left out) in a contraction.

**Exercise 4:** On the lines provided, write the contraction for each set of words.

1. where is \_\_\_\_\_

2. we are \_\_\_\_\_

3. they will \_\_\_\_\_

4. has not \_\_\_\_\_

5. she is \_\_\_\_\_

6. could not \_\_\_\_\_


7. you will \_\_\_\_\_

8. does not \_\_\_\_\_

9. might have \_\_\_\_\_

10. they are \_\_\_\_\_

TEACHER'S SIGN: \_\_\_\_\_



## Chapter 16: Spelling

### Prefixes

When adding a prefix to a word, do not change the spelling of the word itself.

**Exercise 1:** On the line in each of the following sentences, rewrite the prefix and word in parentheses as a single word.

1. (*re + wind*) Please \_\_\_\_\_ the videotape.
2. (*over + cooking*) Aunt Manuela was upset about \_\_\_\_\_ the stew.
3. (*Dis + respect*) \_\_\_\_\_ is an attitude I cannot tolerate.
4. (*mis + spell*) Did I \_\_\_\_\_ your name on the invitation?
5. (*in + visible*) Samantha wrote a story about an \_\_\_\_\_ woman.
6. (*dis + contented*) Francine wondered why the baby seemed so \_\_\_\_\_ today.
7. (*un + nerved*) The loud, cheering crowd \_\_\_\_\_ the timid gymnast.
8. (*over+ estimated*) Philip \_\_\_\_\_ the cost of the old coin he found.
9. (*re +cycle*) Please stack the newspapers over there; I \_\_\_\_\_ them.
10. (*un+ wind*) Mark could not \_\_\_\_\_ the tangled fishing line.

TEACHER'S SIGN: \_\_\_\_\_



## **Suffixes**

When adding the suffix –ness or –ly to a word, do not change the spelling of the word itself.

EX: kind+ ness = kindness                      total + ly=totally

Exception: For most words that end in y, change the y to i before –ly or –ness.

EX: day + ly= daily                      lonely + ness= loneliness

**Exercise 2:** For each of the following words, add the suffix given to form a new word. Write the new word on the line provided.

1. beautiful + ly= \_\_\_\_\_

2. routine + ly= \_\_\_\_\_

3. busy + ness= \_\_\_\_\_

4. forgetful + ly= \_\_\_\_\_

5. man + ly= \_\_\_\_\_

6. urgent + ly= \_\_\_\_\_

7. neat + ness= \_\_\_\_\_

8. shy + ness= \_\_\_\_\_

TEACHER'S SIGN: \_\_\_\_\_



+ Drop the final silent e before adding a suffix beginning with a vowel.

**Exception:** Keep the silent e in words ending in **ce** and **ge** before a suffix beginning with **a** or **o**.

+ Keep the final silent e before adding a suffix that begins with a consonant.

**Exercise 3:** For each of the following words, add the suffix given to form a new word. Write the new word on the line provided.

1. shake + er = \_\_\_\_\_

2. exterminate + or = \_\_\_\_\_

3. sedate + ly = \_\_\_\_\_

4. admire + able = \_\_\_\_\_

5. sore + ly = \_\_\_\_\_

6. broke + en = \_\_\_\_\_

7. share + ing = \_\_\_\_\_

TEACHER'S SIGN: \_\_\_\_\_



✚ For words ending in y preceded by a consonant, change the y to i before any suffix that does not begin with i.

Ex: *happy + ness = happiness*      *carry + er = carrier*

✚ Words ending in y preceded by a vowel generally do not change their spellings before a suffix.

EX: *play + ed = played*      *array + ing = arraying*

**EXCEPTIONS:** *pay + ed = paid*

**Exercise 4:** For each of the following words, add the suffix given to form a new word. Write the new word on the line provided.

1. scary + ness = \_\_\_\_\_

2. marry + ing = \_\_\_\_\_

3. coy + ness = \_\_\_\_\_

4. inlay + ed = \_\_\_\_\_

5. dirty + ness = \_\_\_\_\_

6. contrary + ness = \_\_\_\_\_

7. scurry + ing = \_\_\_\_\_

8. employ + able = \_\_\_\_\_

TEACHER'S SIGN: \_\_\_\_\_



- ✚ Double the final consonant before adding *-ing, -ed, -er, or -est* to a one-syllable word that ends in a single consonant preceded by a single vowel.
- ✚ Do not double the final consonant in words ending in *w* or *x*.
- ✚ For one-syllable words ending in a single consonant that is not preceded by a single vowel and for most words of more than one syllable, do not double the consonant before adding *-ing, -ed, -er, or -est*.

**Exercise 5:** For each of the following words, add the suffix given to form a new word. Write the new word on the line provided.

1. win + er= \_\_\_\_\_
2. fast + est= \_\_\_\_\_
3. drum + er= \_\_\_\_\_
4. mat + ed= \_\_\_\_\_
5. repair + ed= \_\_\_\_\_
6. mop + ing= \_\_\_\_\_
7. run + er= \_\_\_\_\_
8. tow + ed= \_\_\_\_\_

TEACHER'S SIGN: \_\_\_\_\_



## Plurals of Nouns

- (1) To form the plural of most nouns, add *-s*.
- (2) Form the plurals of nouns ending in *s*, *x*, *z*, *ch*, or *sh* by adding *-es*.
- (3) Form the plurals of nouns ending in *y* preceded by a consonant by changing the *y* to *i* and adding *-es*.
- (4) Form the plurals of nouns ending in *y* preceded by a vowel by adding *-s*.

**Exercise 6:** Write the plurals of the following nouns on the lines provided.

1. branch = \_\_\_\_\_

2. crayon = \_\_\_\_\_

3. monkey = \_\_\_\_\_

4. mix = \_\_\_\_\_

5. buzz = \_\_\_\_\_

6. desk = \_\_\_\_\_

7. lady = \_\_\_\_\_

8. country = \_\_\_\_\_

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- (5) Form the plurals of most nouns ending in **f** by adding **-s**. The plural form of some nouns ending in **fe** is formed by changing the **f** to **v** and adding **-es**.
- (6) Form the plurals of nouns ending in **o** preceded by a vowel by adding **-s**.
- (7) The plural form of many nouns ending in **o** preceded by a consonant is formed by adding **-es**.

**Exercise 7:** Write the plurals of the following nouns on the lines provided.

1. elf = \_\_\_\_\_

2. rodeo = \_\_\_\_\_

3. studio = \_\_\_\_\_

4. leaf = \_\_\_\_\_

5. roof = \_\_\_\_\_

6. calf = \_\_\_\_\_

7. wife = \_\_\_\_\_

8. wolf = \_\_\_\_\_

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**(8)** The plurals of some nouns are formed in irregular ways.

**(9)** For most compound nouns written as one word, form the plural by adding –s or –es.

**(10)** For compound nouns in which one word is modified by the other word or words, form the plural of the word modified.

**(11)** Some nouns are the same in the singular and the plural.

**(12)** Form the plurals of numerals, letters, symbols, and words referred to as words by adding an apostrophe and s.

**Exercise 8:** Write the plurals of the following nouns on the lines provided.

1. child = \_\_\_\_\_

2. foot = \_\_\_\_\_

3. mother-in-law = \_\_\_\_\_

4. bookcase = \_\_\_\_\_

5. ox = \_\_\_\_\_

6. seashell = \_\_\_\_\_

7. man = \_\_\_\_\_

8. woman = \_\_\_\_\_

9. 1950 = \_\_\_\_\_

10. Z = \_\_\_\_\_

11. \* = \_\_\_\_\_

12. Vietnamese = \_\_\_\_\_

13. # = \_\_\_\_\_

14. sheep = \_\_\_\_\_

15. thank you = \_\_\_\_\_

16. deer = \_\_\_\_\_

TEACHER'S SIGN: \_\_\_\_\_

## Chapter 17: Correcting Common Errors

### Section 1:

**DIRECTIONS** Read the paragraph that follows. For each numbered blank, select the word or word group that best completes the sentence.

EXAMPLE 1. The platypus is one of

(1) mammals that lays eggs.

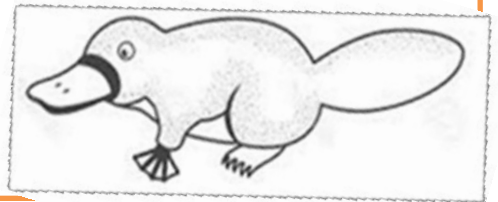
(A) to

(B) too

(C) two

(D) 2

The platypus is (1) very unusual mammal. It (2) external ears, (3) feet are webbed, and it has thick fur. A broad tail and a fleshy bill (4) to the platypus's odd appearance. Platypuses use (5) bills to catch water worms and insects. Besides having a bill like a duck's, a platypus is (6) like a bird than a mammal in another important way. Like a duck, the platypus (7) eggs. The mother deposits (8) in a nest, (9) she has dug in a riverbank. If you get to Australia, you may see a platypus making its nest (10) a burrow.



1. (A) an

(B) a

(C) the

(D) some

2. (A) don't have no

(B) doesn't have no

(C) has any

(D) has no

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3. (A) its

(B) it's

(C) its'

(D) their

4. (A) adds

(B) add

(C) added

(D) adding

5. (A) its

(B) it's

(C) they're

(D) their

6. (A) more

(B) most

(C) mostly

(D) least

7. (A) lays

(B) lies

(C) is lying

(D) has lain

8. (A) it

(B) they

(C) them

(D) their

9. (A) which

(B) it

(C) who

(D) whom

10. (A) inside of

(B) outside of

(C) a ways from

(D) inside

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**Section 2:**

**DIRECTIONS** Part or all of each of the following items is underlined. Using the rules of formal, standard English, choose the revision that most clearly expresses the meaning of the item. If there is no error, choose **A**.

**1. Don't buy none of that ripe fruit if you don't plan to eat it soon.**

- (A) Don't buy none of that ripe fruit if you don't plan to eat it soon.
- (B) Do buy none of that ripe fruit if you don't plan to eat it soon.
- (C) Don't buy none of that ripe fruit if you do plan to eat it soon.
- (D) Don't buy any of that ripe fruit if you don't plan to eat it soon.

**2. The study group meeting in the library on Wednesday?**

- (A) The study group meeting in the library on Wednesday?
- (B) The study group that will be meeting in the library on Wednesday?
- (C) Is the study group meeting in the library on Wednesday?
- (D) Will the study group meeting in the library on Wednesday?

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**3. Martin prepares the salad, Justine sets the table.**

- (A) prepares the salad, Justine sets the table
- (B) prepares the salad, and Justine sets the table
- (C) prepares the salad Justine sets the table
- (D) preparing the salad, and Justine sets the table

**4. Some people are more afraid of snakes than of any other kind of animal.**

- (A) more afraid
- (B) afraid
- (C) more afraid
- (D) most afraid

TEACHER'S SIGN: \_\_\_\_\_



**Section 3:**

**DIRECTIONS** Each of the following sentences contains an underlined word or word group. Choose the answer that shows the correct capitalization, punctuation, and spelling of the underlined part. If there is no error, choose D (Correct as is).

**1. The following people have volunteered to make enchiladas, Manuel, Shawn, and Anita.**

- (A) enchiladas; Manuel
- (B) enchiladas: Manuel
- (C) enchiladas. Manuel
- (D) Correct as is

**2. Donna asked, “who plans to work as a baby sitter over the summer?”**

- (A) asked, “Who
- (B) asked, Who
- (C) asked “who
- (D) Correct as is

**3. Many television programs have closed captioning for people who cant hear.**

- (A) people, who cant
- (B) people who can't
- (C) people, who can't
- (D) Correct as is

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4. "Your aunt Helen certainly is a fascinating person," Carla said.

- (A) "Your Aunt Helen
- (B) Your aunt Helen
- (C) "Your aunt, Helen
- (D) Correct as is

5. The ants carried large leafs across John Henry's backyard.

- (A) carried large leafs
- (B) carryed large leaves
- (C) carried large leaves
- (D) Correct as is

6. Has the guide all ready led the hikers to the top of the mesa?

- (A) all ready lead
- (B) already lead
- (C) already led
- (D) Correct as is

7. On October 1 1960 Nigeria became an independent nation.

- (A) October, 1 1960
- (B) October 1, 1960,
- (C) October 1, 1960
- (D) Correct as is

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TEACHER'S SIGN: \_\_\_\_\_