



9<sup>th</sup>

Holt

# Elements of Language

Second Course

# GRAMMAR WORKBOOK

YEAR 23-24

TERMS: 1-2-3

Grade 9

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

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

# 9th Grade

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PG NO

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# Term-1

## Chapter 1: The Sentence

### 1- Complete and Simple Subjects:

**Exercise 1:** In each of the following sentence, underline the complete subject and circle the simple subject.

1. Use of the Internet is very common.
2. The purpose of a search engine is to help users find information.
3. The person looking for information types key words into a search engine.
4. The results of the search appear in a list.
5. The user clicks on any Web site.

### 2- Complete and Simple Predicates:

**Exercise 2:** In each of the following sentence, underline the complete predicate and circle the simple predicate.

1. Finding information on the Internet seems difficult at first.
2. A wealth of information is available on the Internet.
3. People can find ZIP codes on the Internet.
4. Telephone directories are available on the Internet.
5. Students can find tutorials on the World Wide Web.
6. Can drivers find maps to their destinations?

### 3- Compound Subjects and Verbs:

**Exercise 3:** Underline the compound subject or compound verb in each of the following sentences. Then, on the line provided, identify the compound part by writing (CS) for compound subject or (CV) for compound verb.

- \_\_\_\_\_ 1) Vegetables and whole grains are good for your heart.
- \_\_\_\_\_ 2) According to scientists, too much fat and cholesterol in the diet are harmful.
- \_\_\_\_\_ 3) Cheeseburger and milkshakes contain large amounts of both.
- \_\_\_\_\_ 4) Therefore, you should not eat or drink such fatty snacks too often.
- \_\_\_\_\_ 5) Did you and your sister have apples or carrot sticks as a snack today?
- \_\_\_\_\_ 6) In the future, stop and think about the health effects of your meals.

### 4- Classifying Sentences by Purpose

**Exercise 4:** Classify each of the following sentences by purpose. Then, on the line provided, write (DEC) for declarative, (IMP) for imperative, (INT) for interrogative, or (EXC) for exclamatory.

- \_\_\_\_\_ 1) The Cherokee were forced from their homeland in the southeast.
- \_\_\_\_\_ 2) This forced migration became known as the Trail of Tears.
- \_\_\_\_\_ 3) Look at this map.
- \_\_\_\_\_ 4) Many migrated west to what is now Oklahoma.
- \_\_\_\_\_ 5) How many Cherokee escaped the Trail of Tears?
- \_\_\_\_\_ 6) How tragic the story is!

**5- Appropriate End Marks:**

**Exercise 5:** Write appropriate end mark at the end of each sentence.

**1) Please look through this telescope \_\_\_\_\_**

**2) One of my hobbies is stargazing \_\_\_\_\_**

**3) Look now \_\_\_\_\_**

**4) What is that star's name \_\_\_\_\_**

**5) How beautiful the sky looks tonight \_\_\_\_\_**

## Chapter 2: Parts of Speech Overview

### 1- The Noun:

**Exercise 1:** Underline the nouns in the following sentences.

Example: This past summer, Joey and his sister Dawn took a photography class.

1. After this first lesson, the class learned about composition.
2. The next class was a field trip to the San Diego Zoo.
3. Waiting patiently, Dawn finally caught koala bear that was looking in her direction.

### 2- Compound Nouns:

**Exercise 2:** Underline the compound nouns in the following sentences. There may be more than one compound noun in the sentence.

Example: The Marx Brothers were a family of comedians.

1. They were born in New York City and began working as children.
2. Originally, five of the brothers were in show business.
3. Harpo never spoke, so he specialized in sight gags and slapstick.

### 3- Proper and Common Nouns:

**Exercise 3:** Identify the nouns in the following sentences. Underline the common nouns once and the proper noun twice.

Example Mark Twain is my favorite author.

1. Of all the people in my class, Amy is probably the funniest person.
2. The first day that the doctor is available is Thursday.
3. The facial expressions of the actor caused a great deal of laughter.
4. Can Uncle Tim take us to the beach?
5. My grandfather taught for many years at Ferris State University.
6. Please take this copy of the book back to the library.
7. In the backyard of our house, I can still find old arrowheads occasionally.
8. The photography in that film is wonderful.



## 4- Concrete, Abstract, and Collective Nouns:

**Concrete Noun:** A concrete noun names a person, place, or thing that can be perceived by one or more of the senses (sight, hearing, taste, touch, and smell)

*Ex.: friend, restaurant, garlic, Star Trek*

**Abstract Noun:** An abstract noun names an idea, a feeling, a quality, or characteristic.

*Ex.: friendship, danger, loyalty, honesty*

**Collective Noun:** A collective noun is a word that names a group.

**Exercise: Underline the concrete nouns once and the abstract nouns twice.**

1. Please bring me a box of pencils from the closet.
2. Time moves slowly for people who are caught in traffic jam.
3. Tito, do you believe his story is the truth?
4. Professor is writing a book about art history.
5. My brother, the playwright, is working on the new play.

**Exercise: Underline the collective nouns in the following sentences.**

1. The fleet left the harbor under full steam, followed by a flock of seagulls.
2. The faculty voted to change the requirements for graduation.
3. As the magazine photographer came over the ridge, he saw a herd of water buffalo that stretched to the horizon.

## 4- Kinds of Pronoun

**Exercise 4:** Underline the Pronoun in each of the following sentences. Then identify the pronoun by writing above it one of these abbreviations. **PER** for personal, **REF** for reflexive, **INTEN** for intensive, **DEM** for demonstrative, **INTER** for interrogative, **IND** for indefinite.

1. Alex does not like snow-skiing, but he loves water-skiing.
2. Is that Buckingham Palace?
3. Everyone here has read the book.
4. Who discovered DNA?
5. Are these the oldest rocks on earth?
6. Is something burning?
7. Did Paul write the short story himself?
8. The teacher assigned each of the students a poem to read aloud in class.
9. Which of the planets is farthest from the sun?
10. Mr. Wu and she left nearly an hour ago.
11. Are the gloves on the desk yours?

## 5- Adjectives and Articles

**Adjective:** An adjective modifies a word used to modify a noun or a pronoun by telling *what kind, which one, how much, or how many*.

**E.g.:** Mr. Cruz collects Egyptian art. [*What kind of art?*]

Sara won the first prize. [*What prize?*]

Do you have enough money for the tickets? [*How much money?*]

Our computer club has fifty-seven members. [*How many members?*]

**Articles:** The most frequently used adjectives are the articles a, an, and the.

**Exercise:** In each sentence below, underline all of the adjectives, including the articles a, an, & the.

1. Jenny Lind starred in several operas and gained great renown in European cities.
2. At the absolute height of a brilliant career, she stopped performing in operas.
3. In 1849, the talented diva gave up an operatic career and began planning a concert tour.
4. From 1850 to 1851, Lind gave ninety-three concerts for the American public.
5. The extraordinary performer delighted audiences for fifty-three years.

## 6- Demonstrative Adjective

*This, that, these, and those* can be used both as adjectives and as pronouns.

If used to modify nouns or pronouns, they are called *demonstrative adjectives*.

When they take the place of nouns or pronouns, they are called *demonstrative pronoun*.

**Exercise 6:** Underline the demonstrative adjectives once and the demonstrative pronoun twice.

1. These stories are the best I've ever read.
2. Do you want this CD or that one?
3. That was the song Rashid has been humming all afternoon.
4. Those cats have been resting on the windowsill for two hours.
5. These are the funniest jokes I've ever heard!
6. Wasn't that the worst movie you've ever seen?
7. Joseph will be recycling those tomorrow, so he put them in the garage.
8. These parts will need to be cleaned before we can use them.

## 7. Proper Adjective

**Unlike a common adjective, a proper adjective is formed from a proper noun and begins with a capital letter.**

Ex: Does every play by W. Shakespeare has five acts? [common adj.]

Does every Shakespearean play have five acts? [proper adj.]

**Exercise 7:** Underline each proper adjective once and underline twice the word it modifies.

1. The French novelist Jules Verne predicted such inventions as the submarine and the television.
2. A Norwegian expedition reached the South Pole a month before a British expedition arrived.
4. Akira Kurosawa, the Japanese filmmaker, directed many entertaining films.
5. Today, the prime minister issued a statement about the Northern Ireland peace talks.
6. I really enjoy the Spanish dish paella; my sister prefers the North African dish couscous.
7. I enjoy Georgia peaches almost as much as I like Michigan cherries.

**8- Noun, Pronoun, or Adjective?**

**Exercise 8:** In each sentence below, identify the part of speech of the underlined word. Above each write N for noun, P for pronoun, or A for adjective.

1. Some people like their salsa hot.
2. Some prefer salsa that is mild.
3. The rookie hit the baseball over the outfield fence.
4. Which way did the cat go?
5. Which of the cats is the oldest?
6. Is that a real duck or a decoy?
7. Are you happy with your Internet provider?

## Chapter 3: Parts of Speech Overview

### 1- The Verb:

**Exercise 1:** Underline the verb in each of the following sentences.

Example: The ducks swam in the lake.

- 1. A lady threw bread to the ducks.
- 2. Several birds flew by.
- 3. The sky was bright blue.
- 4. We saw a beautiful sea gull.

### 2-Main Verbs and Helping Verbs:

A **helping verb** helps the **main verb** express action or state of being. Together, a main verb and at least one helping verb (also called an **auxiliary verb**) make up a **verb phrase**.

**Exercise 2:** In each of the following sentences, draw one line under the helping verbs (s) and two lines under the main verb.

1. Other Mexican families had also immigrated to the United States.
2. Many of them had come to the United States for economic reasons.
3. In what year did Galarza publish his first book?
4. Many people have been enjoying his works for years.
5. Many are reading his works in the original Spanish.
6. You may like his poem about Mother Nature.
7. It is translated as "Copy from an Old Master."
8. Will we be reading any of his poems in class this year?
9. This collection was published in 1971.

### 3- Action Verbs

**Exercise 3:** Underline the action verb to complete each sentence.

Example Kim mowed the lawn to earn her allowance.

1. Steve recognized the new book in the library.
2. A runner from Nigeria won the marathon this weekend.
3. Neither of the boys knows the answer to the question.
4. The secretary took a bag lunch to work.
5. Another meteor traveled across the sky.

### 4. Transitive and Intransitive Verbs

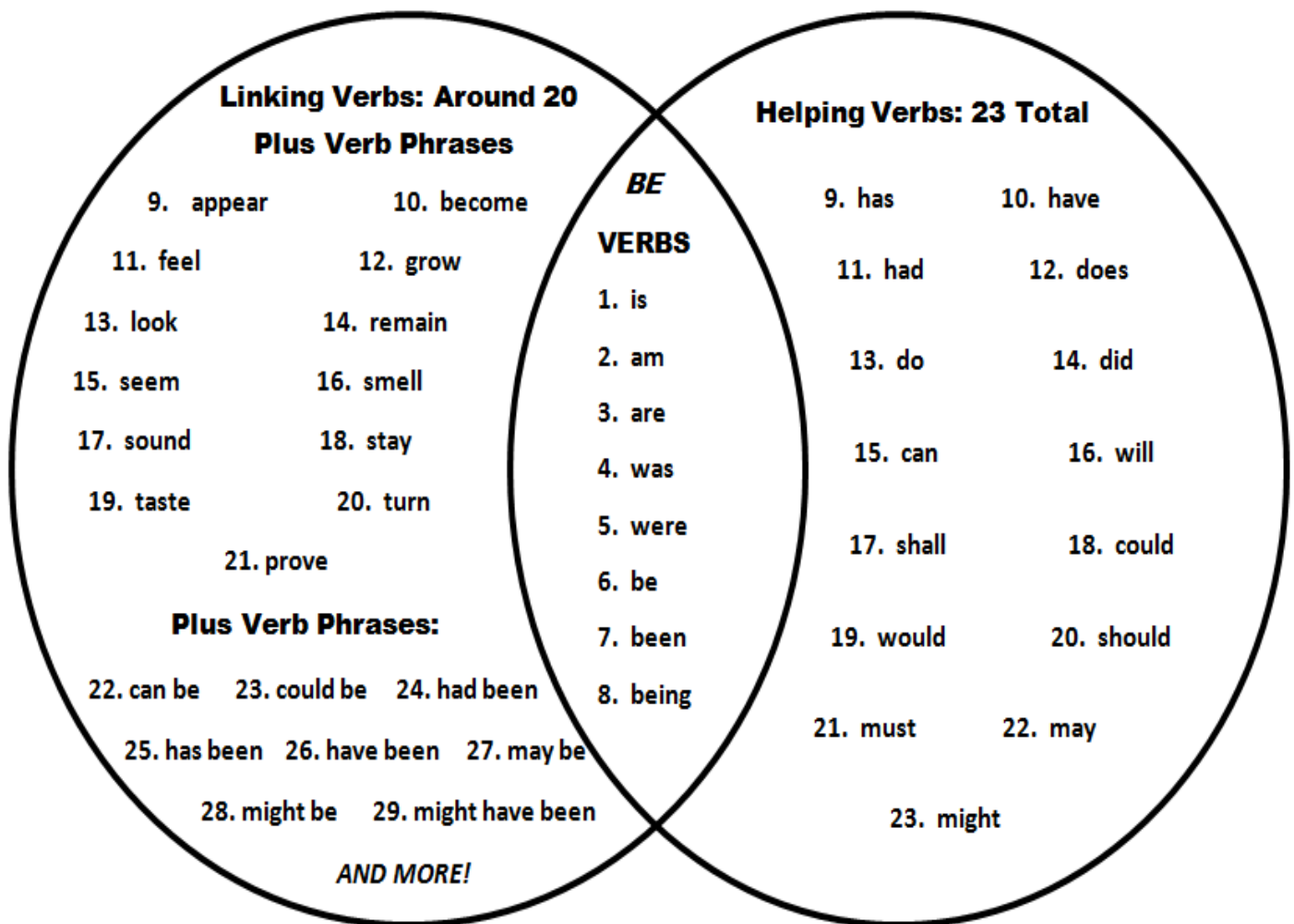
**Exercise 4:** In each of the following sentences, identify the underlined verb by writing TR for transitive or IN for intransitive. Then, for each transitive verb, circle its object.

Example No one in the accident suffered any injuries. (TR)

1. My watch stopped at 8:22. \_\_\_\_\_
2. The trainer slowly walked toward the tiger. \_\_\_\_\_
3. During winter break we traveled to Orlando, Florida. \_\_\_\_\_
4. The family gave its fair share to the charity. \_\_\_\_\_
5. The family gave generously to the charity. \_\_\_\_\_
6. For a long while the tree did not grow. \_\_\_\_\_
7. Did Marvin grow a moustache? \_\_\_\_\_
8. Some of the guests left early. \_\_\_\_\_
9. Some of the guests left the party early. \_\_\_\_\_



## LIST OF VERBS



A **linking verb** connects the subject to a word or word group that identifies or describes the subject. Linking verbs “link” a subject to the predicate of the sentence. Linking verbs are not action verbs. Linking verbs express a state of being.

A **helping verb** helps the main verb express action or state of being. Together, a **main verb** and at least one **helping verb** (also called an auxiliary verb) make up a **verb phrase**.

An **action verb** is a verb that expresses either physical or mental activity.

## 4. Verbs: Action, Linking, Helping

**Exercises 4a:** Underline the action verb.

1. Dmitri liked the cougar exhibit at the wildlife preserve.
2. A rescue team found two orphaned cougars in the mountains.
3. The team treated the cougars for injuries.
4. They brought the young cougars to the wildlife preserve.
5. The wildlife preserve staff members raised the cougars to adulthood.

**Exercises 4b:** Draw one line under the linking verb and two lines under the words that the verb connects.

1. Beryl Markham was a famous pilot.
2. She stayed alert on many difficult and long flights.
3. Her accomplishments seem remarkable to many people.
4. Markham became the first woman to fly nonstop from England to America.
5. The task was difficult because of strong opposing winds.

## 5. Adverbs and the words they modify

**Exercise 5:** Circle the adverbs in the following sentences. Then, draw an arrow from each adverb to the word it modifies.

Example: In the Arctic Circle, the cold winds can cut very quickly to the bone.

1. Most people never experience the harsh environment of the tundra.
2. They float magically among the clouds.
3. Current designs seem much safer than those of the past.
4. If you come early, you can easily find a seat.
5. The qualifying exam for a pilot's license is extremely difficult.
6. Lory took the news calmly.

## 6. The Preposition

**Exercise 6:** Underline the prepositions in the following sentences.

Example: Before the hike, the scouts checked the supplies in their backpacks.

1. The scout troop went on a hike.
2. The climb up the mountain was long and difficult.
3. During the hike a few scouts went off the trail.
4. Boulders had fallen on the trail from a cliff.
5. They went either around the fallen rocks or between them.

## 7- Prepositional Phrase

**Exercise 7:** For each of the following sentences, Circle the preposition and underline the object of the preposition.

Example Please don't run in the hallway.

1. This film takes place during the Depression.
2. I found my baseball glove underneath the bed.
3. In spite of the rain the band continued playing.
4. Everybody ran five laps around the track.
5. Is Santa Monica near the beach?
6. It looks as though the pipes froze last night.

## 8- The Conjunction A

**Exercises 8:** For each of the following sentences, underline the correlative conjunctions.

Example: The child wanted neither food nor water.

1. They took vacations not only in July, but also in December.
2. She will neither take a cab nor ride the bus.
3. The team couldn't decide whether to practice more or take a break.
4. Both the team captain and the coach thought that the competition went well.

## 9- The Conjunction B

**Exercise 9:** Circle the correlative conjunctions in each of the following sentences. Then underline words or word groups that the conjunctions join.  
Example      Unique species of both plants and animals exist in rain forests.

1. Both eagles and monkeys live in rain forests, too.
2. Either people take steps to save the rain forests now, or these habitats will be lost.
3. The question is not whether the rich nations or the poor ones are at fault.

## 10- The Interjection

**Exercise 10:** Underline interjection in each of the following sentences.

Example :      Wow! The movie was outstanding!

1. Ah, now I understand what to do.
2. Ouch! Another mosquito bit me.
3. Oh! What beautiful flowers those are!
4. Excellent! Let's go right away.
5. Ugh! I should have caught that ball.

## Chapter 4: Complements

### 1. Direct Objects and Indirect Objects A

**Exercise 1:** In the following sentences, draw one line under each direct object and two lines under each indirect object. Not every sentence contains an indirect object. (Hint: At least one sentence contains a compound direct object or a compound indirect object)

Example Carlos bought his brother a gift.

1. Maria told Kim and me a secret.
2. Pass me the ball!
3. After dinner last night, Dad told us a hilarious story.
4. The explorers found the valuable treasure in a cave.
5. At soccer practice, we ran ten laps around the field

### 2. Direct Objects and Indirect Objects B

**Exercise 2:** In the following sentences, draw one line under each direct object and two lines under each indirect object. Not every sentence contains an indirect object.

1. Ms. Wong wrote the store a cheque for the groceries.
2. Sophie told Carmen the complete story.
3. Carl proposed a title for the film.
4. Offer our guest some soup, Cedric.
5. The newspaper article gave Cody an idea for a story.
6. Just in case, the purser issued every passenger a life vest.

### 3- Subject Complements

**Exercise 3:** In the following sentences, circle the linking verb and underline the subject complement.

1. Joyce certainly seemed busy this afternoon.
2. The tall man at the back of the photograph is my grandfather.
3. The cat seems friendly.
4. Jake is the winner of this week's prize.
5. Dr. Max appears happy about the results of his experiment.

### 4. Predicate Nominatives and Predicate Adjectives

**Exercise 4:** In each of the following sentences, Identify the underlined word or word group by writing above it PN for predicate nominative, PA for predicate adjective, or OP for object of preposition.

PN

Example Ms. Juarez is my English teacher.

1. Ms. Juarez is also an imaginative writer.
2. The man's children seem pleased with their new pet.
3. Does the water in the swimming pool feel too cold to you?
4. The action in this movie may be too violent for some viewers.
5. The photographer seemed quite pleased with his pictures.
6. My mother is a skilled designer.

## Chapter 5: The Phrase

### Phrases

**Exercise 1:** Determine whether the underlined word group in each of the following sentences is a phrase or not. If the word group is a phrase, write phrase. If the word group is not a phrase, write not a phrase.

1. \_\_\_\_\_ Please place the keys on the table.
2. \_\_\_\_\_ The glasses are on the shelf.
3. \_\_\_\_\_ Enrique became excited when he heard the news.
4. \_\_\_\_\_ Before she left home, Helena ate breakfast and read a magazine.

### 1- The Prepositional Phrase

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

**Exercise 2:** Underline the prepositional phrase(s) in each of the following sentences.

1. The first reports about the cause; of these mysterious patterns appeared in 1978.
2. In the middle of a field, the grain would be flattened in huge circles.
3. Some people believed the circles in the fields were made by extraterrestrials.
4. Instead of circles, more elaborate design appeared in 1990.
5. In 1991, the mystery may have been solved.
6. The strange patterns could have been made by two pranksters as a practical joke.



## Adjective and Adverb Phrase A

A **prepositional phrase** that modifies a **noun** or a **pronoun** is called an **adjective phrase**.

A **prepositional phrase** that modifies a **verb**, an **adjective**, or an **adverb** is called an **adverb phrase**.

**Exercise 2:** In each of the following sentences, identify the phrase by writing above it ADJ. for adjective phrase or ADV. for adverb phrase. Then, circle the words that the underlined prepositional phrase modifies.

1. Sonya is good at soccer.
2. Throughout the spring, Mike spent much time fishing.
3. Raphael enjoys reading articles about early space exploration.
4. With great skill, the doctor removed several tiny shards of glass.
5. The skateboard was too expensive for Jane.
6. The boy with a broken leg had been injured during a soccer game.

## 2- Participles and Participial Phrases A

A participle is a verb form that can be used as an adjective.

**Exercise 3:** In each of the following sentences, draw one line under the participle used as an adjective and two lines under the word it modifies.

1. The roaring wind came first.
2. A concerned look was on my father's face.
3. In a few hours, our house had taped windows
4. My parents had also bought a large supply of bottled water.
5. The pouring rain beat against the windows.
6. The flickering lights prompted us to light the candles.

## 3. Participles and Participial Phrases B

**Exercise 4:** In each of the following sentences, underline the participle. Then, circle the word or that the participle modifies.

Example Pepe admired the darkening (sky).

1. The battered ship was anchored off the coast of Florida.
- 2.. The hikers took plenty of bottled beverages on their journey.
3. Jose bought ten used magazines.
4. The running child almost slipped and fell.

#### 4. The Gerund

A **gerund** is a verb form ending in—*ing* that is used as a **noun**.

Examples:

1. Skiing is my favorite sport. [subject of the verb *is*]
2. My hobby is fishing. [PN in identifying the subject *hobby*]
3. Sam enjoys rock climbing. [DO of the verb *enjoy*]
4. We should give diving a try. [IO of the verb *should give*]
5. Saul has shown great interest in skating. [object of the preposition *in*]

**Exercise 2a:** Underline the gerund in each of the following sentences.

1. Becoming a doctor takes you years of serious study.
2. Carla decided on writing about famous women in history.
3. Mr. Riley enjoys the crackling of a campfire on a winter's evening.
1. Traveling to new and interesting places is fun.
2. Give playing golf another chance.
3. Cecil's favorite hobby is building scale models of World War II airplanes.
4. The key to fishing is patience.
5. Fielding a pop fly on a Sunday day can be a tricky play.

## 5. The Infinitive

An **infinitive** is a verb form that can be used as a **noun, an adjective, or an adverb**. Most infinitives begin with **'to'**.

**Exercise 7:** Underline the infinitive in each of the following sentences.

Example      Sarah took the time to decorate her notebooks.

1. Henry's little brother always wants to play hide-and-seek.
2. The team went to the stadium to practice the new plays.
3. The purpose of a persuasive speech is to convince others.
4. Yori wants to eat Italian food.
5. We were told to put the food away.
6. Please tell them to be quiet.
7. Are you prepared to answer the question?

## 6. Appositives

An **appositive** is a noun or a pronoun placed beside another noun or a pronoun to identify or describe it.

### Examples:

- Only two eighth-graders, **Saul** and **I**, auditioned for the lead role. [The compound appositive identifies the *eighth-graders*.]
- Charles Dickens is known for his novel **Great Expectations**. [The appositive identifies the noun—*novel*.]

**Exercise:** Underline the appositive in each of the following sentences.

1. The scientist Marie Curie was born in 1867.
2. Her husband, Pierre Curie, was also a scientist.
3. The novelist Jack London wrote *Call of the Wild*.

**Exercise:** Underline the appositive phrase in each of the following sentences.

1. Vasco da Gama, a Portuguese explorer, was the first European to reach India by sea.
2. Freddie, our science teacher, will take us on excursion tomorrow.
3. Make sure that you bring the most important item, your permission slip.
4. Paul, his cousin from St. Louis, could juggle six tennis balls at once.
5. The Mexican food, a delicious change of pace, spiced things up in the cafeteria.

# Term-2

## Chapter 6: The Clause

### 1- Identifying Clauses

**Exercise 1:** Identify the clause in each of the following sentences, and identify the subject S and verb V.

1. I have no idea when the mechanic finished the repairs on the car.
2. Before the storm struck, the sky turned an odd shade of green.
3. When she arrived, he had already left for the island.
4. Although they invited her, Joie decided not to come on the field trip.
5. Vince decided to read the book before he saw the movie.
6. You may come with us if you want.

### 2- Independent and Subordinate Clauses

**Exercise 2:** On the line provided, identify each of the following word groups as an (IND) independent clause or a (SUB) subordinate clause.

1. \_\_\_\_\_ whenever she chops onions
2. \_\_\_\_\_ as she leaned across the table
3. \_\_\_\_\_ the bottle was broken
4. \_\_\_\_\_ which they all said
5. \_\_\_\_\_ if someone can help me
6. \_\_\_\_\_ the photograph is striking
7. \_\_\_\_\_ the cup is full
8. \_\_\_\_\_ since she is not going

### 3- The Adjective Clause

**Exercise 3:** Underline the adjective clause in each of the following sentences. Then circle the word it modifies.

1. Becky, who is an editor for a university press, showed me her office.
2. *The Chocolate War* is the book that I read for my book report.
3. The road that leads to the old mill has been washed out by the flood.
4. My little brother is a kid whom you can really love.

### 4- The Adverb Clause

**Exercise 4:** In each of the following sentences, underline the adverb clause and circle the word or words it modifies.

1. Please read whenever you like.
2. Paolo mixed the pancake batter carefully so that there wouldn't be any lumps.
3. We traveled slowly until we were forced to go faster.
4. I recited the poem more dramatically than she did.



## Chapter 7: Sentence Structure

### 1- Simple Sentences - one independent clause

- **Exercise 1:** In each of the following sentences, draw one line under each subject and two lines under each verb.

1. Sally and Anne both take English lessons weekly.
2. I climbed that oak tree and swam in the creek.
3. Steve helped Roseanne with the puzzle and then washed the dishes.
4. In April the company will increase its profits.

### 2- Compound Sentences - two or more independent clauses

- Exercise 2:** Underline the independent clauses in each of the following sentences. Then, write S above each subject and V above each verb.

1. I fear all kinds of wild creatures, but the family very kindly did not tease me about my apprehensions.
3. In the middle of the night, I awoke to a strange sound; I immediately became frightened.
4. I was alone in the tent, for everybody had left me.
5. Suddenly, a cat bounded into the tent, and within seconds the tent collapsed on top of us both!
6. The noise awoke the others, and I felt embarrassed!

### 3- Complex Sentences - one independent clause and at least one subordinate clause

**Exercise 3:** In each of the following sentences, draw one line under the independent clause and two lines under the subordinate clause.

- 1- Tala looked for tiny fish and snails where the pond was shallow.
- 2- As she watched the fish and snails, she thought about a career in marine biology.
- 3- Because the center was on a quiet shoreline, the scientists could study hundreds of forms of marine life.

### 4- Classifying Sentences According to Structure

**Exercise 4:** Classify each of the following sentences by writing on the line provided S for simple, Cd for compound, Cx for complex,

1. \_\_\_\_\_ I will make the salad if you will make the lemonade.
2. \_\_\_\_\_ What kinds of tricks does your cat do?
3. \_\_\_\_\_ The person in the middle is my cousin Josie, and the one to her left is Uncle Timothy.
4. \_\_\_\_\_ When I have finished all of my work, I will sit outside for a while and read.
5. \_\_\_\_\_ I bought an inexpensive skateboard and customized it.
6. \_\_\_\_\_ My brother taught me how to skate.
7. \_\_\_\_\_ Skaters practice every day, but I practice only on weekends.
8. \_\_\_\_\_ I think many people in the audience left during the scariest scenes.

## 5. Compound-Complex Sentence

A compound-complex sentence contains two or more independent clauses and at least one.

Matt would have broken the school record, **but** he stumbled **when** his right foot hit the last hurdle in the race.

**Exercise:** Draw one line under every independent clause and two lines under every subordinate clause.

1. You should shut the gate whenever you leave the backyard; otherwise, the cats may get out.
2. When Mr. John entered the United States, he knew only a few words of English, but his wife was fluent in the language.
3. The two young men avoided injuries because they had worn their seatbelts, but the driver of the other car was not as fortunate.
4. Vegetarians watch their diets because they should eat nutritionally balanced meals.
5. The baby cried constantly until the sun rose; consequently, none of us got much sleep last night.

## Chapter 8: Agreement

### 1. Subject - Verb Agreement A

**Exercise 1:** Above each of the following words, write S for singular or P for plural.

|                | S     | P     |
|----------------|-------|-------|
| <b>Example</b> | woman | women |
| 1. cases       | _____ |       |
| 2. us          | _____ |       |
| 3. clock       | _____ |       |
| 4. book        | _____ |       |
| 5. stereos     | _____ |       |
| 6. mice        | _____ |       |
| 7. she         | _____ |       |
| 8. spoons      | _____ |       |
| 9. shelves     | _____ |       |

### 2. Subject - Verb Agreement B

**Exercise 2:** In each of the following sentences, underline the verb in parenthesis that agrees with its subject.

Example                  Soccer (is, are) world's most popular team sport.

1. Our cat (**like, likes**) to watch television with us, especially the nature shows.
2. The entire class (**enjoy, enjoys**) the reading assignment every week.
3. My mother (**prefer, prefers**) a good book to a good movie.
4. Before they leave for vacation, the women (**ask, asks**) their neighbours to look after their house.
5. The grass (**is, are**) always greener after a good rain.

### 3. Subject - Verb Agreement D

- The following **indefinite pronouns** are singular: ***anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, nothing, no one, somebody, someone, and something.***
- The following indefinite pronouns are plural: ***both, few, many, and several.***
- The indefinite pronouns: ***all, any, more, most, none, and some*** may be singular or plural, depending on their meaning in a sentence.

**Exercise:** Circle the indefinite pronoun in each of the following sentences. Then, underline the correct form of the verb in the parentheses.

1. Something about the candidate's answers (has, have) been bothering me ever since the debate.
2. Both of the animals (has, have) already been treated for heartworm.
3. All of the stuff in the attic (need, needs) to be dusted before the yard sale.
4. Neither of the movies (is, are) very good.
5. (Have, Has) not several of these animals already won awards?
6. Everybody who is registered for the class (read, reads) the same books.
7. No one in the play (was, were) prepared for the overwhelming response of the audience on opening night.
8. (Is, Are) any of the dough ready to be baked?

## 4. Subject - Verb Agreement E

**Exercise 3:** Circle the indefinite pronoun in each of the following sentences. Then, underline the form of verb in the parenthesis.

Example      Many of the ocean's creatures (look, looks) strange to us.

1. One of the most interesting sharks (*is, are*) the whale shark.
2. Each of a whale shark's eggs (*is, are*) quite large
3. Few of us (*has, have*) seen a giant jellyfish before.
4. Everyone in our class (*seems, seem*) to be having a good time at the ocean park.

## 5. Subject - Verb Agreement G

**Exercise 4:** For each of the following sentences, underline the word or word group in parenthesis that correctly completes the sentence.

Example:              When (do, does) the doctor want us to finish the assignment?

1. Why (*is, are*) your parents going to Riyadh?
2. Here (*is, are*) the magazines you were looking for.
3. (**There is, There are**) a snail crawling across the aquarium.
4. When (*was, were*) the latest episodes of the program scheduled to begin?

## 6. Subject - Verb Agreement H

**Exercise 5:** In each of the following sentences, underline the word in parenthesis that correctly completes the sentence.

1. They (**don't, doesn't**) plan to attend the party tonight.
2. (**Don't, Doesn't**) her brothers have a copy of the book?
3. Macaroni and cheese (**don't, doesn't**) sound very good to me when I'm sick.
4. Anyone who thinks cricket is easy (**don't, doesn't**) understand the game.

## 7. Subject - Verb Agreement I

A **collective noun** may be either singular or plural, depending on its meaning in a sentence.

- It takes **singular verb** when it refers to the group as a unit.
- It takes a **plural verb** when it refers to the individual parts or members of the group.

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

1. Before each game, the team (*practice, practices*) their kicks.
2. A committee generally (*decide, decides*) on its course of action pretty quickly.
3. After the rain, the entire herd (*graze, grazes*) peacefully along the hillside.
4. The Activist Alliance (*hold, holds*) its annual meeting this week in Fargo.
5. The flock (*lift, lifts*) into the air a few birds at a time.

## 8. Pronoun - Antecedent Agreement A

**Exercise 6:** On the line provided in each of the following sentences, **write a pronoun that agrees with the antecedent**. Then, circle each antecedent.

Example      (Paul) loaned Nell his jacket.

1. Maryam took \_\_\_\_\_ cat for a walk after dinner.
2. One of the men bent to pick up \_\_\_\_\_ tools.
3. Saad said that \_\_\_\_\_ was too tired to come with us to the mall.
4. If your sister gets here after I leave, tell \_\_\_\_\_ I left a casserole in the fridge.

## 9. Pronoun - Antecedent Agreement C

**Exercise 7:** Each of the following sentences contains an error or pronoun – antecedent agreement. **Draw a line through each incorrect pronoun and write the correct form above it.**

1. Some of the CDs have lost its cases.
2. Either of the brothers is willing to bring their baseball glove to the game.
3. Hasn't anybody announced their intentions yet?
4. Many of the reporters do his or her own research.
5. Everyone in the class is aware of their responsibility to bring a note from home.



## Chapter 6: The Clause

### Identifying Clauses

**Exercise 1:** Identify the clause in each of the following sentences, and identify the subject S and verb V.

1. I have no idea when the mechanic finished the repairs on the car.
2. Before the storm struck, the sky turned an odd shade of green.
3. When she arrived, he had already left for the island.
4. Although they invited her, Joie decided not to come on the field trip.
5. Vince decided to read the book before he saw the movie.
6. You may come with us if you want.

### 2- Independent and Subordinate Clauses

**Exercise 2:** On the line provided, identify each of the following word groups as an (IND) independent clause or a (SUB) subordinate clause.

1. \_\_\_\_\_ whenever she chops onions
2. \_\_\_\_\_ as she leaned across the table
3. \_\_\_\_\_ the bottle was broken
4. \_\_\_\_\_ which they all said
5. \_\_\_\_\_ if someone can help me
6. \_\_\_\_\_ the photograph is striking
7. \_\_\_\_\_ the cup is full
8. \_\_\_\_\_ since she is not going

## Chapter 7: Sentence Structure

### 1-Simple Sentences - one independent clause

**Exercise 1:** In each of the following sentences, draw one line under each subject and two lines under each verb.

1. Sally and Anne both take English lessons weekly.
2. I climbed that oak tree and swam in the creek.
3. Steve helped Roseanne with the puzzle and then washed the dishes.
4. In April the company will increase its profits.

### 2- Compound Sentences – two or more independent clauses

**Exercise 2:** Underline the independent clauses in each of the following sentences. Then, write S above each subject and V above each verb.

1. I fear all kinds of wild creatures, but the family very kindly did not tease me about my apprehensions.
3. In the middle of the night, I awoke to a strange sound; I immediately became frightened.
4. I was alone in the tent, for everybody had left me.
5. Suddenly, a cat bounded into the tent, and within seconds the tent collapsed on top of us both!
6. The noise awoke the others, and I felt embarrassed!

### 3- Complex Sentences – one independent clause and at least one subordinate clause

**Exercise 3:** In each of the following sentences, draw one line under the independent clause and two lines under the subordinate clause.

1. Tala looked for tiny fish and snails where the pond was shallow.
2. As she watched the fish and snails, she thought about a career in marine biology.
3. Because the center was on a quiet shoreline, the scientists could study hundreds of forms of marine life.

### 4- Classifying Sentences According to Structure

**Exercise 4:** Classify each of the following sentences by writing on the line provided S for simple, Cd for compound, Cx for complex,

1. \_\_\_\_\_ I will make the salad if you will make the lemonade.
2. \_\_\_\_\_ What kinds of tricks does your cat do?
3. \_\_\_\_\_ The person in the middle is my cousin Josie, and the one to her left is Uncle Timothy.
4. \_\_\_\_\_ When I have finished all of my work, I will sit outside for a while and read.
5. \_\_\_\_\_ I bought an inexpensive skateboard and customized it.
6. \_\_\_\_\_ My brother taught me how to skate.
7. \_\_\_\_\_ Skaters practice every day, but I practice only on weekends.
8. \_\_\_\_\_ I think many people in the audience left during the scariest scenes.

## Chapter 8: Agreement

### Subject – Verb Agreement A

**Exercise 1:** Above each of the following words, write S for singular or P for plural.

|                | S     | P     |
|----------------|-------|-------|
| <b>Example</b> | woman | women |
| 1. cases       | _____ | _____ |
| 2. us          | _____ | _____ |
| 3. clock       | _____ | _____ |
| 4. book        | _____ | _____ |
| 5. stereos     | _____ | _____ |
| 6. mice        | _____ | _____ |
| 7. she         | _____ | _____ |
| 8. spoons      | _____ | _____ |
| 9. shelves     | _____ | _____ |

### Subject – Verb Agreement B

**Exercise 2:** In each of the following sentences, underline the verb in parenthesis that agrees with its subject.

Example                  Soccer (is, are) world's most popular team sport.

1. Our cat (**like, likes**) to watch television with us, especially the nature shows.
2. The entire class (**enjoy, enjoys**) the reading assignment every week.
3. My mother (**prefer, prefers**) a good book to a good movie.
4. Before they leave for vacation, the women (**ask, asks**) their neighbors to look after their house.
5. The grass (**is, are**) always greener after a good rain.

Teacher's Sign: \_\_\_\_\_

### 3. Subject – Verb Agreement

- ❖ The following **indefinite pronouns** are singular: *anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, nothing, no one, somebody, someone, and something.*
- ❖ The following indefinite pronouns are plural: *both, few, many, and several.*
- ❖ The indefinite pronouns: *all, any, more, most, none, and some* may be singular or plural, depending on their meaning in a sentence.

**Exercise:** Circle the indefinite pronoun in each of the following sentences. Then, underline the correct form of the verb in the

1. Something about the candidate's answers (has, have) been bothering me ever since the debate.
2. Both of the animals (has, have) already been treated for heartworm.
3. All of the stuff in the attic (need, needs) to be dusted before the yard sale.
4. Neither of the movies (is, are) very good.
5. (Have, Has) not several of these animals already won awards?
6. Everybody who is registered for the class (read, reads) the same books.
7. No one in the play (was, were) prepared for the overwhelming response of the audience on opening night.
8. (Is, Are) any of the dough ready to be baked?

## 4. Subject – Verb Agreement

**Exercise 3:** Circle the indefinite pronoun in each of the following sentences. Then, underline the form of verb in the parenthesis.

Example      Many of the ocean's creatures (look, looks) strange to us.

1. One of the most interesting sharks (*is, are*) the whale shark.
2. Each of a whale shark's eggs (*is, are*) quite large
3. Few of us (*has, have*) seen a giant jellyfish before.
4. Everyone in our class (*seems, seem*) to be having a good time at the ocean park.

## 5. Subject – Verb Agreement

**Exercise 4:** For each of the following sentences, underline the word or word group in parenthesis that correctly completes the sentence.

Example:    When (do, does) the doctor want us to finish the assignment?

1. Why (*is, are*) your parents going to Riyadh?
2. Here (*is, are*) the magazines you were looking for.
3. (**There is, There are**) a snail crawling across the aquarium.
4. When (*was, were*) the latest episodes of the program scheduled to begin?

## 6. Subject – Verb Agreement

**Exercise 5:** In each of the following sentences, underline the word in parenthesis that correctly completes the sentence.

1. They (**don't, doesn't**) plan to attend the concert tonight.
2. (**Don't, Doesn't**) her brothers have a copy of the book?
3. Macaroni and cheese (**don't, doesn't**) sound very good to me when I'm sick.
4. Anyone who thinks cricket is easy (**don't, doesn't**) understand the game.

## 7. Subject – Verb Agreement

A **collective noun** may be either singular or plural, depending on its meaning in a sentence.

- ❖ It takes **singular verb** when it refers to the group as a unit.
- ❖ It takes a **plural verb** when it refers to the individual parts or members of the group.

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

1. Before each game, the team (*practice, practices*) their kicks.
2. A committee generally (*decide, decides*) on its course of action pretty quickly.
3. After the rain, the entire herd (*graze, grazes*) peacefully along the hillside.
4. The Activist Alliance (*hold, holds*) its annual meeting this week in Fargo.
5. The flock (*lift, lifts*) into the air a few birds at a time.
6. The evening before the big battle, the army (*clean, cleans*) their weapons.

## 8. Pronoun – Antecedent Agreement

**Exercise 6:** On the line provided in each of the following sentences, write a pronoun that agrees with the antecedent. Then, circle each antecedent.

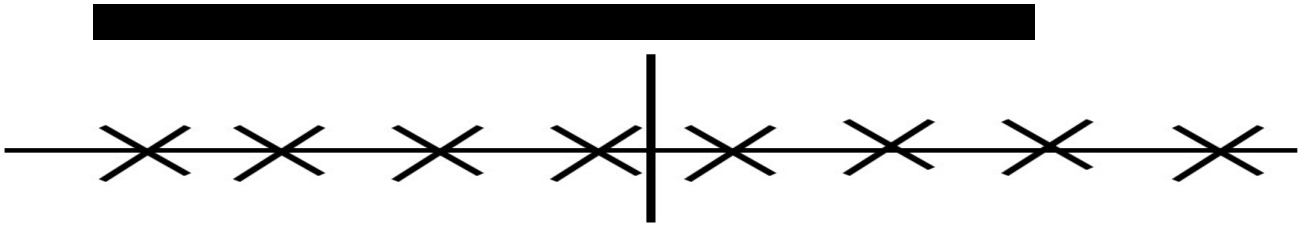
Example      Paul loaned Nell his jacket.

1. Maryam took \_\_\_\_\_ cat for a walk after dinner.
2. One of the men bent to pick up \_\_\_\_\_ tools.
3. Saad said that \_\_\_\_\_ was too tired to come with us to the mall.
4. If your sister gets here after I leave, tell \_\_\_\_\_ I left a casserole in the fridge.

Teacher's Sign: \_\_\_\_\_

## Chapter (9): Using Verbs Correctly

### 1. Present Simple:



### PRESENT SIMPLE= +S/-S

#### Examples:

- ❖ Sara loves painting.
- ❖ They love painting.

*Present simple tense is mainly for facts, repeated actions, fixed arrangements, scheduled events, things in general habits and truths.*

**Exercise (1):** Give the correct Present Simple form of the verb in each sentence:

1. We \_\_\_\_\_ Mount Monadnock. (climb)
2. I \_\_\_\_\_ fresh orange juice every morning. (enjoy)
3. Sara \_\_\_\_\_ in Peru. (live)
4. The pilot \_\_\_\_\_ to a specific city each day. (fly)
5. I \_\_\_\_\_ my speeches on Fridays. (give)



**Exercise (2):** Choose the correct verb to fill in the blanks below:

**A:** When does the party \_\_\_\_\_?

**B:** The party \_\_\_\_\_ at 7 o'clock.

**A:** Do you \_\_\_\_\_ coffee?

**B:** Yes, I \_\_\_\_\_ coffee very much

**A:** When does the train \_\_\_\_\_?

**B:** The train \_\_\_\_\_ at 10 p.m.

start  
like  
arrive

### Speaking:

**A:** What are some things *you do* every day?

**B:** I *study, work, and take* care of my siblings back home.

**A:** What is something *you eat* almost every day?

**B:** I *eat* vegetables every day. *They are* a must in my meals.

**A:** What *do you do* at your job?

**B:** I am an architect, so I *design* buildings.

**A:** What is something *you should do* every day but don't?

**B:** I *want* to take out some time out just for myself, but *my busy routine doesn't* allow me to do so.

## 2. Past Simple:



*Past Simple  
tense is used  
to tell events  
that happened  
in the past.*

**Exercise (3):** Write the correct Past Simple form of the verb in each sentence:

### Put the verbs in brackets in the past simple.

Two summers ago, we (1) \_\_\_\_\_ (have) a holiday in Scotland. We (2) \_\_\_\_\_ (drive) there from London, but our car (3) \_\_\_\_\_ (break) down on the motorway and we (4) \_\_\_\_\_ (spend) the first night in Birmingham. When we (5) \_\_\_\_\_ (get) to Edinburgh we (6) \_\_\_\_\_ (not can) find a good hotel; they (7) \_\_\_\_\_ (be) all full. We (8) \_\_\_\_\_ (not know) what to do but in the end we (9) \_\_\_\_\_ (find) a bed and breakfast, and we (10) \_\_\_\_\_ (stay) there for the week. We (11) \_\_\_\_\_ (see) the castle, (12) \_\_\_\_\_ (go) to the Arts Festival, and we (13) \_\_\_\_\_ (buy) a lot of souvenirs. We (14) \_\_\_\_\_ (want) to go to Loch Ness but we (15) \_\_\_\_\_ (not have) much time, and it (16) \_\_\_\_\_ (be) quite far away. The weather (17) \_\_\_\_\_ (be) good, but it (18) \_\_\_\_\_ (start) raining the day we (19) \_\_\_\_\_ (leave).

**Exercise (4): Choose the correct verb to fill in the blanks below:**

**A:** Where have you been lately?

**B:** I \_\_\_\_\_ to London.

**A:** What was the weather like?

**B:** Well, it \_\_\_\_\_n't raining as much as I expected.

**A:** Did you \_\_\_\_\_ food at the mall?

**B:** No, we didn't. We \_\_\_\_\_ food at the store.

go

be

buy

**Speaking:**

**A:** What *did you wear* to Sara's house last night?

**B:** Well, I *wanted* to wear my new shirt, but I *didn't wear* it in the end. It *was* too cold, so I *wore* a pair of jeans and a jumper.

**A:** What else *did you do* there?

**B:** We *played* ball in the pool, *ate* dinner, and *watched* a hilarious movie.

**A:** That sounds fun. *Did you meet* all your friends?

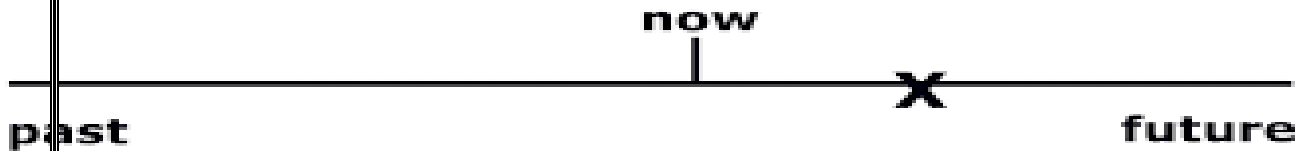
**B:** Yes, most of them were there. We *cherished* our most memorable moments.

**A:** When *did you come* back?

**B:** I *came* back quite late and *was* so tired that I dozed off no time.

### 3. Future Simple.

#### Timeline:



**FUTURE SIMPLE= WILL + BASE VERB**

#### Examples:

❖ Sara will move to London.

❖ They will visit Australia soon.

**Exercise (5):** Put the verbs into the future simple form. Use **will**.

*Future simple tense is used to tell the action of the verb has not happened yet, but it will.*

1. You (earn) \_\_\_\_\_ a lot of money.
2. You (travel) \_\_\_\_\_ around the world.
3. You (meet) \_\_\_\_\_ lots of interesting people.
4. Everybody (adore) \_\_\_\_\_ you.
5. You (not / have) \_\_\_\_\_ any problems.

#### Speaking:

**A:** *Would you buy this coat in the near future?*

**B:** The coat is too expensive. I *won't buy* it ever.

**A:** *Will you do me a favor?*

**B:** Don't worry, I'll *help* you in your assignment

**A:** When *will* you go to the museum?

**B:** Most probably I *will* go on Thursday because the entry is free.

### 4. Present Progressive (continuous)

**Timeline:**

**PRESENT PROGRESSIVE = is/am/are + v-ing**

**Examples:**

- ❖ Sara is painting.
- ❖ I am painting.
- ❖ We are painting.

*Present progressive indicates continuing action, something going on now. This tense is formed with the helping "to be" verb, in the present tense, plus the present participle of the verb (with an -ing ending).*

**Exercise (6):** Complete the table with the correct forms.

|         | AFFIRMATIVE      | NEGATIVE              | QUESTION          |
|---------|------------------|-----------------------|-------------------|
| I       | I am working.    |                       |                   |
| you (s) | You are jumping. |                       |                   |
| he      |                  | He is not dreaming.   |                   |
| she     |                  |                       | Is she sleeping?  |
| it      | It is snowing.   |                       |                   |
| we      |                  |                       | Are we leaving?   |
| you (p) |                  | You are not fighting. |                   |
| they    |                  |                       | Are they reading? |

**5 Past Progressive (continued)**  
**Timeline:**



**PAST PROGRESSIVE = was/were + v-ing**

**Examples:**

- ❖ Sara was painting.
- ❖ They were painting.

*Past progressive tense indicates a continuing action, something that was happening, going on, at some point in the past.*

**Exercise (7): Complete the sentences by looking at the picture. Use past progressive form.**

● Look at the pictures and answer the questions below.

- |             |                   |                     |                   |                |
|-------------|-------------------|---------------------|-------------------|----------------|
| play soccer | prepare breakfast | play computer games | wash the car      | swim in a pool |
| wash dishes | play ball         | do the laundry      | play with the dog | get up         |

|               | 8:00 a.m. | 11:15 a.m. | 2:00 p.m. | 5:30 p.m. | 7:45 p.m. |
|---------------|-----------|------------|-----------|-----------|-----------|
| Jake          |           |            |           |           |           |
| Jake's father |           |            |           |           |           |

1. What was Jake doing at 8:00 a.m.  
He was getting up.
2. What was Jake's father doing at 5:30 p.m.  
 \_\_\_\_\_
3. What was Jake's father doing at 11:15 a.m.  
 \_\_\_\_\_
4. What was Jake doing at 2:00 p.m.  
 \_\_\_\_\_
5. What was Jake's father doing at 8:00 a.m.  
 \_\_\_\_\_

6. What was Jake doing at 11:15 a.m.  
 \_\_\_\_\_
7. What was Jake's father doing at 2:00 p.m.  
 \_\_\_\_\_
8. What was Jake doing at 7:45 p.m.  
 \_\_\_\_\_
9. What was Jake doing at 5:30 p.m.  
 \_\_\_\_\_
10. What was Jake's father doing at 7:45 p.m.  
 \_\_\_\_\_

## 6. Future Progressive (continuous)

**FUTURE PROGRESSIVE = will + be + present participle / going to + base form**

### Examples:

- ❖ **A: Will you not be starting your own business?**
- ❖ **B: No, I'll be starting my own business.**

*Future progressive tense is a verb tense that is used when an action is expected to occur in the future and be completed.*

**Exercise (8): Complete the sentences by using future progressive tense.**

**A:** I \_\_\_\_\_ (sell) my car this weekend.

**B:** Why \_\_\_\_\_ you \_\_\_\_\_ (do) that?

**A:** It is going to \_\_\_\_\_ (break) soon, and I don't want to fix it.

**A:** \_\_\_\_\_ you \_\_\_\_\_ (buy) a new car?

**B:** Samantha and I \_\_\_\_\_ (look) at new cars next week.

**A:** The people at Rick's Cars \_\_\_\_\_ going to have a sale next month.

**A:** My friend Ryan \_\_\_\_\_ (shop) at Rick's Cars. I'm going to \_\_\_\_\_ (go) with him.

**B:** Good idea.

## 7. Present Perfect:

Timeline:



**PRESENT PERFECT = has/ have+ past participle**

**Examples:**

- ❖ Sara has loved painting.
- ❖ They have built a new house.

*Present Perfect is used for actions beginning in the past and has just finished.*

***FINISHED ACTIONS***

**Exercise (9): Write questions in present perfect.**

1. you / answer / the question

\_\_\_\_\_

2. Jenny / lock / the door

\_\_\_\_\_

3. Walter / call / us

\_\_\_\_\_

4. you / see / the picture

\_\_\_\_\_

5. your parents / receive / the letter

\_\_\_\_\_



## 8. Past Perfect:

**PAST PERFECT = had+ past participle**

**Examples:**

- ❖ **A: Why did you get lost?**
- ❖ **B: Because I had forgotten the map.**
- ❖ **Sara had loved painting.**
- ❖ **They had built a new house.**

*Past Perfect to talk about something that happened before another action in the past.*

**Exercise (10):** Complete the sentences by using future progressive tense.

1. The storm destroyed the castle that we \_\_\_\_\_ (**build**).
2. He \_\_\_\_\_ (**not / be**) to Cape Town before 1997.
3. When she went out to play, she already \_\_\_\_\_ (**do**) her homework.
4. My brother ate all of the cake that our mum \_\_\_\_\_ (**make**).
5. The doctor took off the plaster that he \_\_\_\_\_ (**put**) on six weeks before.

## 9. Irregular Verbs:

**Exercise (15):** Complete the sentences with past simple forms of irregular verbs.

**Learn the forms of verbs from SB: pgs. 236-237-238**

1. A boy \_\_\_\_\_ (**freeze**) to death after missing his bus.
2. We \_\_\_\_\_ (**lose**) with Lions with 5:1 yesterday.
3. Did you say that the telephone \_\_\_\_\_ (**ring**) while I was in the shower?
4. The noise \_\_\_\_\_ (**keep**) me awake all night.
5. They \_\_\_\_\_ (**dig**) a big hole to plant a tree.
6. I \_\_\_\_\_ (**leave**) my purse in the office.
7. We \_\_\_\_\_ (**eat**) the pizza and paid the bill.
8. My mum \_\_\_\_\_ (**teach**) me to bake.
9. It exploded and \_\_\_\_\_ (**fly**) in the air.
10. I \_\_\_\_\_ (**read**) the article at breakfast.

**10. Active and Passive Voice:**

**Exercise (2):** Tell whether each verb in the following sentences is in active voice or passive voice.

1. Trees were being blown over by the wind. \_\_\_\_\_
2. The streetlight made long, scary shadows on the sidewalk.  
\_\_\_\_\_
3. The cave was explored by the science class. \_\_\_\_\_
4. The Gettysburg Address was written by Abraham Lincoln.  
\_\_\_\_\_
5. Marion considered the book an inspiration. \_\_\_\_\_

## Chapter (10): Using Pronouns Correctly

**Exercise (1):** Identify the correct personal pronoun in parentheses in each of the following sentences.

1. We hoped it was \_\_\_\_\_ (**her, she**).
2. That stranger thinks I am \_\_\_\_\_ (**she, her**).
3. Everyone believed it was \_\_\_\_\_ (**we, us**).
4. It might have been \_\_\_\_\_ (**him, he**), but I'm not sure.
5. It could have been \_\_\_\_\_ (**she, her**) that he called.
6. (**Him, He**) \_\_\_\_\_ painted two works that are particularly famous.
7. In science class, \_\_\_\_\_ (**we, us**) were surprised by what our teacher said about Leonardo da Vinci.
8. My friend Jill and \_\_\_\_\_ (**me, I**) were amazed to hear that Leonardo designed a flying machine that looked like a helicopter.

## Case Forms:

Case is the form that a noun or a pronoun takes to show its relationship to other words in a sentence. There are three cases in English.

**1- Nominative case:** The subject of a verb and predicate nominative should be in the nominative case.

E.g. May **we** go to the art exhibit? [subject]

My favorite artists are Freda and **she**. [predicate nominative]

**2- Objective case:** A direct object, an indirect object, and an object of preposition should be in the objective case.

Mother took her and me to the gallery opening. [direct obj.]

Show us your latest charcoal drawing. [indirect obj.]

For Jane and them, the guide gave a special tour. [object of prep.]

**3- Possessive Case:** The possessive pronouns in the possessive case—my, mine, yours, his, her, hers, its, our, ours, their, theirs—are used to show ownership and possession.

E.g. Have you seen **my** sweater?

I believe these books are **theirs**.

## 1- The Nominative Case:

**Exercise (2):** For each of the following sentences, choose the correct pronoun in parentheses.

1. **(We, Us)** \_\_\_ play chess every afternoon.
2. Everyone could see it was \_\_\_\_ **(he, him)**.
3. On our team the high scores were \_\_\_\_ **(he, him)** and I.
4. The only people to understand the poem were \_\_\_\_ **(they, them)**.
5. Either Sara or \_\_\_\_ **(she, her)** will pick you up after the show.
6. My cousin and \_\_\_\_ **(me, I)** went to a class to learn about computers.
7. The tutors will be \_\_\_\_ **(she, her)** and I.
8. Wasn't it \_\_\_\_ **(him, he)** who reported the missing bicycle.
9. The police officer and \_\_\_\_ **(we, us)** were the ones who saw the UFO.
10. The first to perform are \_\_\_\_\_. **(we, us)**.

## 2- The Objective Case:

**Exercise (3):** For each of the following sentences, choose the correct pronoun in parentheses.

1. Just between you and \_\_\_\_\_ (**I, me**), I think he's wrong.
2. We saw \_\_\_\_\_ (**they, them**) and the Andersons at a Mardi Gras parade in New Orleans.
3. Several people in my neighborhood helped \_\_\_\_\_ (**we, us**) boys clear the empty lot and measure out a baseball diamond.
4. Nina sits behind Alex and \_\_\_\_\_ (**me, I**) on the bus every morning.
5. My father helped \_\_\_\_\_ (he, him) to start a business together.
6. Will you show him and \_\_\_\_\_ (**I, me**) your science project?
7. Will you send \_\_\_\_\_ (**he, him**) a get-well card?

**3- Possessive Case:**

1. Is this video game \_\_\_\_\_?
2. Will \_\_\_\_\_ poem appear in our school's literary magazine?
3. \_\_\_\_\_ stamp collection is not for sale!
4. Place your trophy next to \_\_\_\_\_.
5. I want leave my suitcase here with \_\_\_\_\_.
6. \_\_\_\_\_ was chosen first.
7. Did \_\_\_\_\_ basketball coach offer any helpful suggestions?
8. Most of \_\_\_\_\_ clothes are made of cotton.
9. With \_\_\_\_\_, the class has now collected over one hundred cans.
10. \_\_\_\_\_ is the only project about volcanoes.



**Exercise 1: Correct the underlined incorrect pronouns.**

1. The seven racers readied themselves for the race.

\_\_\_\_\_

2. The 1998 Boston Marathon offered finish-line excitement for

we fans. \_\_\_\_\_

# Term-3

## Chapter (11): Using Modifiers Correctly

### Using Comparative and Superlative Forms: regular forms

**Exercise (1):** For each incorrect form, give the correct form.

1. Which is most destructive to an archaeological site: wind or water? \_\_\_\_\_
2. Of the two boys, he is most bashful. \_\_\_\_\_
3. It was the more amazing thing I had ever seen. \_\_\_\_\_
4. Of all the farmers, he was the terrified. \_\_\_\_\_

### 2. Using Comparative and Superlative Forms: irregular forms

#### Irregular Forms:

| Positive  | Comparison | Superlative |
|-----------|------------|-------------|
| good/well | better     | best        |
| bad       | worse      | worst       |
| little    | less       | least       |
| many/much | more       | most        |

**Exercise (2):** For each incorrect form, give the correct form.

1. Both of the charcoal drawings were exceptional, but I thought Ian's was the \_\_\_\_\_. (**superlative of *good***)
2. I have \_\_\_\_\_ time to practice the piano today than I had yesterday. (**comparative of *little***)
3. This is the \_\_\_\_\_ movie I have ever seen! (**superlative of *bad***)
4. I feel much \_\_\_\_\_ today than I did yesterday. (**comparative of *well***)

## 4. Double Negative

**Exercise (4):** Revise each of the following sentences to correct the double negative.

1. Because of the strong wind and heavy rain, we couldn't scarcely find our way home.
2. He never had no problem with public speaking.
3. The athletes don't hardly have a break between events.
4. By the time I had made spring rolls for everyone else, I didn't have nothing left for me.
5. I never listen to no one who gossips.
6. Your answer doesn't make no difference to me.
7. Don't never use both *not* and *scarcely* together.

## 5. Good and Well

**Good is an adjective. It should be used to modify a noun or a**

1. Everything is **(good, well)** with my favorite players.
2. We didn't have **(good, well)** seats in the concert.
3. The actors performed as **(good, well)** as we hoped.
4. It was so hot in the concert hall that I didn't feel **(good, well)**.
5. Being a **(good, well)** friend, Jana bought me a cup of cold apple juice.
6. The apple juice tasted **(good, well)**.
7. Foods low in sugar are **(good, well)** choices.
8. I can't walk very **(good, well)**, but a long walk gives me energy.

## Chapter (12): A Glossary of Usage

1. **a, an:** Use *a* before words beginning with a consonant sound.

Use *an* before words beginning with a consonant sound.

2. **accept, except:** *accept* is a verb—'to receive'

*Except* may be either a verb or a preposition. As a verb, *except*—'to leave out' / 'to exclude', as a preposition *except*—'other than' / 'excluding'

3. **affect, effect:** *affect* is a verb—'to influence'

*Effect* as a verb—'to bring about'

*Effect* as a noun—'the result of some action'

4. **ain't:** avoid using this word in speaking and writing as this is non-standard English.

5. **a lot:** they should be written as two separate words.

1. **between, among:** Use *before* when referring to two things at a time, even when they are part of a group containing more than two. Use *among* when referring to a group rather than to separate individuals.
2. **bring, take:** *bring*—‘to come carrying something’  
*take*—‘to go carrying something’
3. **could of:** Do not write *of* with the helping verb *could*. Write *could have*.
4. **doesn't, don't:** *doesn't*—does not is used for singular nouns  
*Don't*—do not is used for plural nouns
5. **fewer, less:** *fewer*—‘how many’ is used with plural words  
*Less*—‘how much’ is used with singular words

**Exercise (2):** Choose the correct word or word group from the pair given in each of the following sentences.

1. There are far (**fewer, less**) bison today than they were fifty thousand years ago.
2. If you ask me, that little boy (**doesn't, don't**) look too happy.
3. Jose shared the prize money (**between, among**) his many friends.
4. Don't forget to (**bring, take**) your baseball mitt to my house tonight.
5. Let's put (**fewer, less**) walnuts in this batch of muffins than we put in the last.
6. Riva (**could have, could of**) played the baseball.

1. **he, she, it, they:** Do not use an unnecessary pronoun after a noun. This error is called double subject.

rather than to separate individuals.

2. **how come:** *how come* is used in informal situations whereas use—*why* in formal situations.

3. **its, it's:** *its* is a personal pronoun in the possessive form, *it's* is a contraction of it is or it has.

4. **learn, teach:** *learn*—‘to acquire knowledge’  
*teach*—‘to instruct’

5. **like, as:** *like*—is used in informal situations instead of *as* to introduce a clause.

*As*—is used in formal situations

**Exercise (3):** Choose the correct word or word group from the pair given in each of the following sentences.

1. The peacock spread (**its, it's**) feathers and stuttered away from the turkey.

2. Do you know (**how come, why**) we got chosen to wash dishes tonight?

3. Will the lifeguard at camp this summer (**learn, teach**) us how to swim the butterfly stroke?

4. The soccer forward decided to shoot right under the post, just (**like, as**) coach had told players to do.

1. **use to, used to**: Don't leave off the *d* when writing *used to*
2. **when, where**: Use *when* and *where* correctly in definitions  
Don't use *where* for—*that*. It is nonstandard.
3. **who, which, that**: *who*—refers to people  
*Which* refers to things, *that* refers to either people or things
4. **who's, whose**: the *who's*—is the contraction of *who is* *who has*  
*Whose* is used as the possessive form of *who* or as an  
interrogative pronoun.
5. **your, you're**: *your* is the possessive form of *you*. *You're* is the  
contraction of *you are*.

**Exercise (5):** Choose the correct word or word group from the pair given in each of the following sentences.

1. Dina is the only child in her class (**who, which**) is from Peru.
2. Fluffy was a faithful dog (**that, who**) Foster owned.
3. Did it feel unusual at all when you changed (**your, you're**) last name?
4. The bird (**that, who**) visited the speaker Poe's famous poem was a raven.
5. Nelson is not (**used to, use to**) animals, but he warmed up to the puppy right away.
6. The driving instructor pointed out a sign (**where, that**) shows the speed limit has changed.



## Chapter (13): Capital Letters

### 1. Capitalization of First words and I

1. Capitalize the first word in every sentence.
2. Capitalize the pronoun I.
3. Capitalize the first word in both the salutation and the closing of a letter.

**Exercise 2:** In each sentence below, cross out any word that has an error in capitalization and write the correct word above it.

1. a love for reading is a great thing to develop.
2. When i was eight years old, my grandmother came to live with my family.
3. She always used to say, “great books need to be read often”.
4. on some evenings she’d say something like, “What do you have for us?”
5. then she’d close her eyes and pick the first book that she touched.

## 2. Proper Nouns

### 1. Capitalize geographical names.

**Exercise (3)** Correct each word or words that should be capitalized. **2. Capitalize the names of historical events and periods, special holidays.**

### 3. Capitalize the names of nationalities.

### 4. Capitalize names of buildings and other structures.

### 5. Capitalize proper adjectives.

### 6. Capitalize a person's title when it comes before the person's name.

## 3. Correct Capitalization.

1. ~~Ms. O'Hara~~ was born in New jersey in 1885. \_\_\_\_\_

2. the indian ocean \_\_\_\_\_

3. ~~Kennie~~ lives in wyoming, where Mary O'Hara also lived

4. ~~pike's peak~~ \_\_\_\_\_ while she was writing the story. \_\_\_\_\_

5. the sixties \_\_\_\_\_

6. ~~The european cities~~ I plan to visit someday are Paris and

7. ~~saudi national day~~ \_\_\_\_\_ Vienna \_\_\_\_\_ european \_\_\_\_\_

8. globe theatre \_\_\_\_\_

4. The south american rain forests contain many kinds of plants

9. oakwood high school \_\_\_\_\_ and animals.

10. a shakespearean play \_\_\_\_\_

5. Maria has watched two shakespearean plays on television.

\_\_\_\_\_

6. Where do the amish people live? \_\_\_\_\_

Teacher's Sign: \_\_\_\_\_

7. My family almost always sits down together for a sunday meal

Chapter (14, 15): Punctuation: End marks,  
Commas, Colons, Apostrophes

**Exercise (1):** Write the following sentences, adding periods, question marks, and exclamation points where they are needed.

1. The picture reminds me of our visit to Little Tokyo last year
2. Have you ever heard of Little Tokyo
3. Some friends of ours who live in Los Angeles, Mr and Mrs Albert B Cook, Sr and their son
4. Soon, it was time to head for the Cooks' home, at 6311 Oleander Blvd, where we spent the night
5. What a great afternoon we had exploring Japanese culture
6. from December 1 2001 to March 15 2002
7. Dear Joanne
8. Best regards
9. Thursday September 14 1967
10. I read the biography of C S Lewis
11. Have you met Dr Richards

**Exercise (2):** Write each noun that should be in the possessive case in the following sentences. Then, add the apostrophe.

1. That trucks taillights are broken.
2. Robin, please pack your mothers books.
3. Several cats and dogs were adopted during the animal shelters open house.
4. When the Martins came to visit, we played my fathers favorite game.

**Exercise (3):** Correctly write each of the following singular possessives.

1. boy mittens \_\_\_\_\_
2. Davis desk \_\_\_\_\_
3. tree branches \_\_\_\_\_
4. chair legs \_\_\_\_\_
5. Lewis invention \_\_\_\_\_
6. day wait \_\_\_\_\_
7. Hercules strength \_\_\_\_\_

**Exercise (4):** Correctly write each of the following plural possessives.

1. teachers books \_\_\_\_\_
2. teenagers magazines \_\_\_\_\_
3. cars engines \_\_\_\_\_
4. workers duties \_\_\_\_\_
5. restaurants atmosphere \_\_\_\_\_

**Exercise (5):** Correctly write each of the following possessive case of indefinite pronouns.

1. Someone s book was left on the table.
2. Are you saying that this is nobody s chair?
3. I need a wallet for the next trick; anyone s wallet will do.
4. Somebody s shoes were left in the rain.
5. Ms. Spencer was impressed by everybody s enthusiasm.

**Acronym** is a word formed by the first letter of the series of words.

**Exercise 6:** On the line write the acronym for the words or phrase

1. National Aeronautics and Space Administration \_\_\_\_\_
2. Public Broadcasting Service \_\_\_\_\_
3. Central Intelligence Agency \_\_\_\_\_
4. Individual Retirement Account \_\_\_\_\_
5. United States of America \_\_\_\_\_
6. United Kingdom \_\_\_\_\_

## Commas

1. Commas are used to separate items in series.

**Example:** His pocket was full of pennies, nickels, and dimes.

2. Commas are used in compound sentences.

**The children must go to the bed early, or they will be tired in the morning.**

3. Commas are used with introductory elements.

**Example:** Yes, she has that book.

### **Exercise 8:** Put commas where needed

1. No the Egyptians were not just farmers.
2. Concerned with life Egyptian rulers built great tombs for themselves.
3. When I saw the jewels I thought he was rich.
4. The younger more delicate kittens on the other hand will be adopted out to families who have at least one cat.
5. Mrs. Rogers by the way will be the substitute teacher next week.
6. Sound comes from something moving yet you can't always see the movement.
7. Signaling carefully she changed lanes.
8. I am interested in sounds so I recently read several books about it.



## Chapter (16): Spelling

### 1. Prefix and Suffix:

**Exercise (1):** Spell each of the following words, adding the 'prefix' given.

1. im+migrate \_\_\_\_\_
2. un+certain \_\_\_\_\_
3. il+legal \_\_\_\_\_
4. semi+circle \_\_\_\_\_
5. in+sight \_\_\_\_\_
6. re+action \_\_\_\_\_
7. un+known \_\_\_\_\_
8. dis+belief \_\_\_\_\_
9. semi+finalist \_\_\_\_\_

**Exercise (2):** Spell each of the following words, adding the 'suffix' given.

- |                           |                           |
|---------------------------|---------------------------|
| 1. move + able = _____    | 7. begin + ing = _____    |
| 2. awe + ful = _____      | 8. tap + ed = _____       |
| 3. salvage + able = _____ | 9. slam + ing = _____     |
| 4. engage + ment = _____  | 10. special + ist = _____ |
| 5. dye + ing = _____      | 11. step + ed = _____     |
| 6. run + er = _____       | 12. cheer + ed = _____    |

## 2. The Plural Forms of Nouns:

**Exercise (4):** Spell the plural form of each of the following nouns.

1. dish \_\_\_\_\_
2. address \_\_\_\_\_
3. tax \_\_\_\_\_
4. candle \_\_\_\_\_
5. watch \_\_\_\_\_
6. diary \_\_\_\_\_
7. child \_\_\_\_\_
8. woman \_\_\_\_\_
9. mother-in-law \_\_\_\_\_

### 3. Words Often Confused.

**Exercise (4):** Choose the correct word or words for each of the following sentences.

1. Whose (**advice, advise**) are you going to take?
2. The coach (**advices, advises**) us to stick to the training rules.
3. Why did you (**accept, except**) Carla from the rule?
4. Be careful not to (**brake, break**) those dishes.
5. If you don't wait (**hear, here**), we may (**loose, lose**) you in the crowd.
6. (**Its, It's**) too bad that the oak tree has lost (**its, it's**) leaves so early in the season.
7. Save me a (**peace, piece**) of that blueberry pie.
8. (**Whose, Who's**) books are you carrying?
9. Twirl the hoop around your (**waste, waist**).
10. Would you enjoy a trip (**to, two, too**) Mars, Flo?
11. Aren't you using (**your, you're**) compass?

