PART – 1: GRAMMAR, USAGE, AND MECHANICS

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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. Hoping for good news, she shut her eyes tightly.
___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. 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.
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 part of the complete subject.

EXERCISE: 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.

Example ______ CS ______ 1. The study of wildlife is fascinating and fun.

__________1. This particular course concentrates on endangered species.

__________2. A large variety of plants and animals are endangered.

__________3. The U.S. Fish and Wildlife Service provides information on endangered animals.

__________4. Some animals are threatened by a change in their surroundings.

__________5. Considered the greatest threat to animals are the activities of human beings.

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 A Decide whether the underlined word or word group is the complete predicate or the verb (simple predicate). Above each, write CP for complete predicate or V for verb.

Examples 1. One hundred years ago, families entertained themselves.  
   CP

2. They would have been astonished by television.  
   V

1. Motion-picture cameras and projectors were invented in the mid-1890s.  
2. The first projected movie was shown in Paris in 1895.  
3. Thomas Edison helped develop the movie projector.  
4. At first, movies must have amazed people.  
5. For many years, movie goers watched news reels at movie theaters.

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 B: 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.

Example **IMP** 1. Consider these facts.

1. I have recently learned some interesting facts from American history
2. Consider the similarities between President Lincoln and President Kennedy
3. President Abraham Lincoln was elected in 1860
4. Did you know that John F. Kennedy was elected president in 1960
5. It is tragic that both Lincoln and Kennedy were assassinated
6. The vice presidents under both Lincoln and Kennedy were named Johnson
7. What a strange coincidence that is
8. Read about the investigations into the deaths of both men
9. How many people believe that there was a conspiracy in Kennedy’s assassination
10. There are still unanswered questions about these deaths
Chapter 2: Parts of Speech Overview

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.

EXERCISE 1: Underline each noun in the following sentences. Then, identify each compound noun by writing CN above it.

1. Please put these new books in the bookcase over there.
2. Takako Mioshi, an exchange student, is here from Japan for the year.
3. Mr. Morales was fascinated by the koalas at the San Diego Zoo.
4. Manuel is the new goalie on the team.
5. Stephanie is having a party after the football game.

2- Common and Proper Nouns

A-Concrete Nouns, Abstract Nouns, and Collective Nouns

- A proper noun names a particular person, place, thing, or idea and begins with a capital letter.
- A common noun names anyone of a group of persons, places, things, or ideas.
- A common noun is not capitalized unless it begins a sentence or is part of a title.
• 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.


EXERCISE 3: Underline each collective noun in the following sentences.

Example 1. The choir practiced in the new auditorium.

1. I sing tenor in a quartet.
2. Everyone in the group received a door prize.
3. The team arrived early and went to the locker room.
4. As I watched, a flock of geese flew overhead.
5. The jury filed into their seats and listened to the judge’s instructions.
EXERCISE 4: Decide whether each underlined noun in the following sentences is common or proper, concrete or abstract. Then, on the line provided, write COM for common or PROP for proper and CON for concrete or ABS for abstract.

1. Maps change over time.
2. Some changes are caused by human beings.
3. Old maps do not show the Suez Canal.
5. The Caspian Sea is a good example.
6. This small inland sea is filling up with sediment.
7. Centuries ago, the Caspian Sea was larger.
8. The Red Sea seems to be growing.
9. Many different forces affect the surface of the earth.
10. Wind, water, and movement of the earth’s crust are powerful forces.

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 traits; they spoke and thought like people.

4- Demonstrative Pronouns

A demonstrative pronoun points out a person, a place, a thing, or an idea.

EXERCISE 6: In each of the following sentences, underline the demonstrative.

1. This is an updated map of Africa.
2. These are the Atlantic and the Indian Oceans.
3. The water that lies to the west of Africa is the Atlantic Ocean.
4. “That is the small African republic, Togo,” Mr. Lawson told us.
5. These are among the four hundred species of fish in this sea.
6. The country in Africa that fascinates me most is Egypt.
5- 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 car.
5. Edna ordered a large sandwich with extra onions.
6. The mysterious noises terrified everyone.
7. I love scary stories!
8. Mary wrote a horror story.
9. The plot of the story was imaginative.
10. One rainy summer, she had listened to several stories about ghosts.
11. Friends had made up scary stories about monsters.
12. Someone challenged the group to write a ghost story.
Chapter 3: Parts of Speech Overview

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.
11. Artists incorporate the foliage into collages.
12. People enjoy the “back to nature” tone of this artwork.
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 deserted.
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.

Review A: 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 always 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. They looked handsome in their party clothes.
3- The Adverb

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

EXERCISE 3: Underline the adverb in each of the following sentences. Then, circle the word or words that each adverb modifies.

1. Mary Malloy rides her horse daily.
2. She has always wanted to make the U.S. Equestrian Team.
3. Mary rides a very attractive chestnut horse named Penny Red.
4. Mary usually cleans the horse’s stall after school.
5. Then she grooms her horse.
7. Penny Red trots briskly around the ring.
8. Penny Red and Mary especially enjoy jumping.
9. They have competed successfully in several shows.
10. Mary’s parents always attend her shows.
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.

**Example 1.** This article about oceans is surprisingly interesting.

1. The bottom of the ocean is very dark.
2. In most places, it is also cold.
3. However, in some places the ocean floor is warm.
4. One such place is near the Galapagos Islands.
5. Scientists discovered a crack in the ocean floor.
6. They found that heat poured from this crack.
7. The heat was rising from the earth.
8. Many plants and animals lived around this spot.
10. These life forms lived eight thousand feet below the water’s surface.

6 - Prepositional Phrases

A prepositional phrase includes a preposition, a noun or pronoun called the object of the preposition, and any modifiers of that object.
EXERCISE 6: Underline the prepositional phrase in each sentence. Then, circle the preposition.

1. I looked for a key under the muddy doormat.
2. A copper-colored snake slithered along the rotting log.
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.

7- The Conjunction

- A conjunction is a word that joins words or groups of words.

EXERCISE 7: Provide an appropriate conjunction for each blank in the following sentences.

1. I don’t know whether it’s too cool _____ not cool enough in here.
2. Lightning bolts struck the tree, _____ it remained standing.
3. I do not want a cat, _____ do I want a dog.
4. _____ a parrot _____ a snake is the pet for me!
5. Parrots can speak, _____ they can be very noisy.
6. _____ the actor _____ the director were exhausted by the end of the play.
7. I like to sew, _____ getting the details right takes patience.
8. We will drive to Santa Fe, _____ she decides to come with us _____ not.
9. Did she win the election, _____ she _____ won it by a huge margin!
10. Carrie knows this area better than anyone else, _____ she will lead the expedition.
8- The Interjection

• An interjection is a word that expresses emotion.

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. Eureka! I have found it!
7. Well, it sounds like fun, but I have to work.
8. Hooray! We won first place!
9. Oops! I spilled juice on the floor.
10. Shucks, that’s not so fast.
11. She swung the bat and, bam; the ball flew out of the park.
12. Pow! Every time he hits the bag it pops back.
13. Oh, that isn’t so impressive.
14. After it started raining, well, we went home.
15. Aha! So you’re the mysterious Good Samaritan!
16. Okay, I’ll go to the park with you.
17. Uh-oh, here comes trouble.
18. Goodness! I hope everyone is unhurt.
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 above it DO for direct object or IO for indirect object.

1. Will you send Grandma and Grandpa these tickets, please?
2. We took a bus to the opera house.
3. An usher showed Pierre and me our seats.
4. The orchestra began the overture.
5. The opera tells a sad and touching story.
6. A woman marries a man who is in the navy.
7. Soon after their marriage, the man sails his ship to faraway places.
8. He leaves the woman and her little child.
9. Sadly, she watches the sea, hoping for his return.
10. The performers tell us the entire story through their beautiful songs.
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.

**EXERCISE 2:** *Circle the linking verb* in each of the following sentences. Then, *underline the predicate nominative.*

1. Jacques Cousteau has always been **one** of my role models.
2. Jacques Yves Cousteau was a French underwater explorer.
3. His main interests were ocean life and conservation.
4. The fish and plants of the sea were his topics of study.
5. Underwater exploration is sometimes a dangerous occupation.
6. Cousteau’s explorations have become the subjects of films and books.

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:** *Circle the linking verbs* in the following sentences, and *underline the predicate adjectives.*

1. Your dog 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 quite heavy during rush hour.
6. The committee’s plan is very complicated.
Chapter 5: Phrases

1- Prepositional Phrase

The Adjective Phrase

A prepositional phrase used as an adjective is called an adjective phrase.
An adjective phrase modifies a noun or a pronoun.

**EXERCISE 1:** Underline the adjective phrases in the following sentences. Then, circle the noun or pronoun it modifies.

1. Charles Dickens wrote many tales about poverty.
2. Ebenezer Scrooge was a man of wealth and property.
3. His clerk, Bob Cratchit, led a difficult life in poverty.
5. Unfortunately, the death of Charles Dickens cut short the story.
6. Dickens also began writing a story about a mysterious disappearance.
B- The Adverb Phrase

A prepositional phrase used as an adverb is called an adverb phrase. An adverb phrase modifies a verb, an adjective, or an adverb.

EXERCISE 2: Underline the adverb phrases in the following sentences. Draw an arrow from each adverb phrase to the verb.

1. The Ford Motor Company was founded by Henry Ford in 1903.
2. Cars have not always been made in factories.
3. At one time, cars were manufactured by hand.
4. People were ready for a change.
5. Through mass production, Henry Ford changed the world.
6. By 1908, the company was producing one hundred cars in a day.
Chapter 6: Clauses

The Independent Clause

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

EXERCISE 1: For each of the following sentences, identify the underlined word group by writing above it I for independent clause or NI for not an independent clause.

1. Since I met you, I’ve become more interested in baseball.
2. I never watched baseball games on television before meeting you.
3. We then watched games for several weekends in a row.
4. Now I understand the game much better.
5. When the game makes sense, it is suspenseful and enjoyable.
6. Since I have never played baseball, you can teach me!
2- The Subordinate Clause

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

EXERCISE 2: Identify the underlined clause in each of the following sentences by writing above it **SUB for subordinate clause** or **IND for independent clause**.

1. Acupuncture, **which is my research topic**, is a Chinese medical technique.
2. Although acupuncture is an ancient medical technique, it is still in use today.
3. The treatment is based on the idea **that it helps bring into balance the yin and the yang**.
4. Many areas of the world, including China, use this technique.
5. **If you have a fear of needles**, do not try acupuncture.
6. Acupuncture involves the insertion of tiny needles, which are made of metal, into the skin.
Chapter 7: Kinds of Sentence Structure

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. Geronimo was born in No-doyohn Canyon, Mexico.
2. Geronimo defended his homeland against colonization by Mexicans and North Americans.
3. Mexican bounty hunters killed his mother, his wife, and his children in 1858.
4. Geronimo wanted revenge, so he gathered a band of men.
5. He led the band of Apaches in raids against Mexican settlements.
6. The Mexicans called him Geronimo; that name in English is Jerome.
7. The Apaches used his name as their battle cry.
8. In 1874, U.S. authorities forcibly moved about four thousand Apaches to a reservation.
9. Geronimo led these Apaches in attacks on U.S. settlements and soldiers.
10. The United States sent five thousand soldiers after Geronimo, but the small group of Apaches did not surrender for more than four months.

Teacher’s Sign: _________________________
2- Complex and Compound-Complex Sentences

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

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

EXERCISE2: Identify each sentence by writing CX for complex or CD-CX for compound-complex on the line provided.

______1. When she was young, Kiesha roller-skated on sidewalks, and she begged for ice skates.
______2. Although she had never skated on ice before, she had watched ice-skating competitions on television.
______3. She dreamed about skating in competitions, yet she still needed ice skates before she could start lessons.
______4. Her parents could not afford skates, which were very expensive, but they encouraged her to earn money herself.
______5. Before the week was out, Kiesha had begun finding odd jobs that would pay a few dollars each.
______6. She saved almost every dollar, although it required perseverance.
______7. When she entered junior high school, Kiesha was skating in competitions, for she had bought her own skates.
______8. The skates were paid for, yet she continued working odd jobs because she now paid for her own lessons.
______9. After I heard Kiesha’s story, I admired her.
______10. Although I can’t and don’t want to skate, I have learned a lot from Kiesha’s story, and I will pursue my own dream.
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**.

**Exercises1**: 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. _______ plateau
10. _______ parentheses
**2-Subject-Verb Agreement A:**

- A verb should agree in number with its subject”
- (1) Singular subjects take singular verbs.
- (2) Plural subjects take plural verbs.

**EXERCISE 2:** In each of the following sentences, underline the verb or helping verb in parentheses that agrees with its subject.

**Example:** 1. Mr. Frank *(has, have)* been studying Mexican culture.

1. We *(celebrates, celebrate)* the Mexican victory at the Battle of Puebla on May 5, 1862.

2. Some people *(watches, watch)* these celebrations in Los Angeles, California.

3. Others *(sees, see)* them in San Antonio, Texas.

4. My cousins *(is, are)* bringing that delicious cinnamon bread.

5. Each morning I *(looks, look)* out my window at the sunrise.

6. The children *(smile, smiles)* for the camera.

7. That tree *(have, has)* still not lost all its leaves.

8. Spectators *(lines, line)* the streets of the parade route.
3-Subject-Verb Agreement B:

- The number of a subject is not changed by a phrase following the subject

**EXERCISE 3:** In each of the following sentences, circle the phrase following the subject. Then, underline the verb in parentheses that agrees with the subject.

**Example 1.** The moon in the night sky *(are, is)* a beautiful sight.

1. People throughout history *(has, have)* been fascinated by the moon.
2. The distance to the moon *(is, are)* 384,403 kilometers (238,857 miles).
3. The features of the moon *(is, are)* seen through powerful telescopes.
4. The sun, like the earth, *(influences, influence)* the moon’s motion.
5. The moon’s orbit around the earth *(takes, take)* about 27 days, 8 hours.
EXERCISE 4: underline the correct form of the verb in parentheses.

Example 1. Acids and bases *(is, are)* interesting.
1. Acids and bases *(is, are)* one of our topics in science class.
2. Red litmus paper and blue litmus paper *(is, are)* used to show the presence of acids or bases.
3. Some food and common household items *(contains, contain)* acids.
4. *(Does, Do)* macaroni and cheese contain acids?
5. Citrus fruit and vinegar *(make, makes)* good test items.
6. Either a lemon or a lime *(is, are)* easy to test.
7. Lemon juice and other acids *(turns, turn)* blue litmus paper red.
8. Vinegar and lemon juice *(contains, contain)* acids.
9. Neither lemons nor limes *(is, are)* bases.
10. Acids and bases *(combines, combine)* to make salts.
5- Subject-Verb Agreement D:

The word **don't** is the contraction of do not. Use don't with all plural subjects and with the 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 5:** In each sentence, underline the subject and the correct form of **don’t or doesn’t** in parentheses.

1. Temperatures in the equatorial zone (**don’t, doesn’t**) get cold.
2. Snow (**don’t, doesn’t**) fall in the tropics, except at high elevations.
3. Hurricanes (**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 usually (**don’t, doesn’t**) appear on a bright, sunny day.