

## Nouns

Nouns name people, places, or things. While common nouns name general people, places, or things, **proper nouns** name specific people, places and things. *Proper nouns are always capitalized.* For instance, *woman* is a common noun, but *Cara* is a proper noun.

***Provide a proper name in the same category as the common nouns given below.***

1. movie
2. automobile
3. boy
4. book
5. state
6. country
7. religion
8. holiday
9. girl
10. language

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***Collective nouns name groups. Decide which of the following nouns are collective nouns and put a C on the space provided.***

1. crowd
2. children
3. rice
4. herd
5. troop
6. paper
7. mob
8. family
9. leaves
10. club
11. audience
12. pride
13. scissors
14. class
15. fingers

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Make up sentences using five of the collective nouns listed above.

Parts of Speech

**Nouns** name persons, places, or things. When operating in a sentence they have number and case. Nouns can be divided into common and proper, collective, concrete and abstract. Knowing what kind of nouns you're working with will help you to choose other words which complement and agree with them.

Proper nouns name specific people, places and things and they must be capitalized.

*Find all the proper nouns and capitalize them.*

aunt cynthia pittsburgh bridge computer mercedes  
planet karate mars tree store big ben clock  
andrew ring the white house barbara school  
melissa jones school country ireland ocean  
pacific sneakers nike

**Collective nouns** name groups of individuals. If talking about the group as a whole, the noun takes a singular verb, but when talking about individuals within a group, it uses a plural verb.

*Underline the collective noun and decide if the verb is correct. If not, change it.*

1. A pride of lions usually travels together.

2. A mob of angry people were running in the street.

3. A group of impressionist paintings were donated to the museum.

4. The majority of voters believe we need a change.

5. The Berris family go to that beach club.

6. That couple work in the same office.

7. A flock of pigeons fly overhead at this time every night.

8. Our team win most of its games.

9. Every day the crowd push on the bus.

10. That pair of shoes are expensive.
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A **concrete noun** names something tangible. You can taste, hear, touch, feel (with your hands) and see, while an abstract noun names something intangible.

*Circle the abstract nouns below.*

telephone friendship trust fight anger smile happiness love army bravery chair food excellence  
rabbit dirt burglar popularity collar loyalty child hate

*Give five each of your own examples of common, proper, collective, concrete and abstract nouns. Write them in the space below.*

|              |       |       |       |       |       |
|--------------|-------|-------|-------|-------|-------|
| (common)     | _____ | _____ | _____ | _____ | _____ |
| (proper)     | _____ | _____ | _____ | _____ | _____ |
| (collective) | _____ | _____ | _____ | _____ | _____ |
| (concrete)   | _____ | _____ | _____ | _____ | _____ |
| (abstract)   | _____ | _____ | _____ | _____ | _____ |

Which were the easiest to find?

## Parts of speech—Nouns

**Nouns** name people, places and things. They may be singular or plural, proper or common. Concrete nouns name things that are easily seen and felt, while abstract nouns name emotions and feelings. Collective nouns name groups of things or people.

**Circle the nouns in the list below.**

while past eye Constitution remember mouse finish spectacular queen  
tickles zoo tan emerald title child when therefore believe breeze  
about require ruined team Mrs. Linn responsible happiness clock

**Decide which of the following nouns are collective and put a C on the space provided.**

1. glasses \_\_\_\_\_
2. men \_\_\_\_\_
3. group \_\_\_\_\_
4. flock \_\_\_\_\_
5. road \_\_\_\_\_
6. network \_\_\_\_\_
7. songs \_\_\_\_\_
8. swarm \_\_\_\_\_
9. beaches \_\_\_\_\_
10. organization \_\_\_\_\_

**Put an A next to abstract nouns and a C next to concrete nouns.**

1. joy \_\_\_\_\_
2. happiness \_\_\_\_\_
3. sadness \_\_\_\_\_
4. tears \_\_\_\_\_
5. prayer \_\_\_\_\_
6. faith \_\_\_\_\_
7. friend \_\_\_\_\_
8. friendship \_\_\_\_\_
9. honesty \_\_\_\_\_
10. thief \_\_\_\_\_
11. beauty \_\_\_\_\_
12. rose \_\_\_\_\_
13. loyalty \_\_\_\_\_
14. memory \_\_\_\_\_
15. speech \_\_\_\_\_

## Part of Speech—Nouns

**Concrete nouns** name people, places and things which are *tangible*, while **abstract** nouns name feelings which are *tangible*. They have no shape or color or particular touch.

**Collective nouns** name groups of things or people. If the noun talks about the group as a whole, it takes a singular verb; if it talks about the individuals within a group then it takes a plural verb.

Label the following list of nouns with a C for concrete or an A for abstract.

1. couch

2. loyalty

3. paperweight

4. memory

5. soda

6. church

7. belief

8. restaurant

9. hope

10. pride

11. wire

12. ice cream

13. friendship

14. friend

15. dance

16. spirit

17. enemy

18. hatred

19. smile

20. happiness
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Match the words in column A with the collective nouns in column B that best depicts them

| Column A           |            | Column B |
|--------------------|------------|----------|
| _____ 1. kangaroos | a. swarm   |          |
| _____ 2. hyenas    | b. herd    |          |
| _____ 3. lions     | c. network |          |
| _____ 4. books     | d. mob     |          |
| _____ 5. bees      | e. pack    |          |
| _____ 6. fish      | f. school  |          |
| _____ 7. girls     | g. stack   |          |
| _____ 8. computers | h. gaggle  |          |
| _____ 9. geese     | i. pride   |          |
| _____ 10. buffalo  | j. bevy    |          |

If the subject and verb agree in number, put a check after the sentence. If they don't agree, change the verb.

1. A couple of employees was called to the manager's office.

\_\_\_\_\_
2. A majority of the class wants to take a field trip to Boston.

\_\_\_\_\_
- \_\_\_\_\_

\_\_\_\_\_

3. That family always do things together. \_\_\_\_\_
4. A bunch of flowers were placed on the table. \_\_\_\_\_
5. The number of people who signed up for the tennis clinic were astounding. \_\_\_\_\_
6. The stack of twenty dollar bills was left on the counter. \_\_\_\_\_
7. A number of complaints was received by the management. \_\_\_\_\_
8. The hockey team practice every day after school. \_\_\_\_\_
9. That group of teachers go to the camping trip every year. \_\_\_\_\_
10. A majority of those diamonds are flawed. \_\_\_\_\_

Handle Associates- parts of speech

## Parts of Speech—Nouns

Nouns name people, places and things. They can be categorized in several ways:

- common (general things) or proper (specific things)
- concrete (material) or abstract (immaterial)
- plural or collective (groups)

***Indicate whether the following nouns are common (C) or proper (P). If they're proper, capitalize them.***

1. automobile \_\_\_\_\_
2. mercedes \_\_\_\_\_
3. building \_\_\_\_\_
4. empire state \_\_\_\_\_
5. school \_\_\_\_\_
6. guilford high school \_\_\_\_\_
7. country \_\_\_\_\_
8. spain \_\_\_\_\_
9. massachusetts \_\_\_\_\_
10. tree \_\_\_\_\_
11. sycamore \_\_\_\_\_
12. flower \_\_\_\_\_
13. daffodil \_\_\_\_\_
14. girl \_\_\_\_\_
15. charlene \_\_\_\_\_
16. man \_\_\_\_\_

17. victor \_\_\_\_\_

**Indicate whether the following nouns are concrete (C) or abstract (A).**

- 1. friend \_\_\_\_\_
- 2. friendship \_\_\_\_\_
- 3. peace \_\_\_\_\_
- 4. discussion \_\_\_\_\_
- 5. loyalty \_\_\_\_\_
- 6. hero \_\_\_\_\_
- 7. heroism \_\_\_\_\_
- 8. confidence \_\_\_\_\_
- 9. tears \_\_\_\_\_
- 10. sorrow \_\_\_\_\_
- 11. love \_\_\_\_\_
- 12. church \_\_\_\_\_
- 13. faith \_\_\_\_\_
- 14. beauty \_\_\_\_\_
- 15. teacher \_\_\_\_\_
- 16. hope \_\_\_\_\_
- 17. enemy \_\_\_\_\_
- 18. hate \_\_\_\_\_

**Circle the collective nouns.**

swarm bees women children team members school group  
houses development mob band jewels community students  
class telephone computer network newspaper weather  
bevy pair couple pride flock bunch flowers tribe committee

Handle Associates-parts of speech

## Verbs

A **verb** is a word which can show *action* or *state of being*, sometimes called linking verbs. Action verbs are very easy to pick out. They show someone or something *doing* something. State of being verbs include all forms of *be*. (is, am, are, was, were, being, been) The following verbs are linking verbs: (feel, taste, smell, become).

**Underline the verbs in the following sentences and tell whether they are action verbs or linking verbs.**

- 1. He shot the arrow into the air. \_\_\_\_\_
- 2. Are you her friend? \_\_\_\_\_
- 3. That pie tastes delicious. \_\_\_\_\_
- 4. When did Lincoln become President? \_\_\_\_\_
- 5. Where were you yesterday? \_\_\_\_\_
- 6. How old is Nicki? \_\_\_\_\_
- 7. Don't run into the street. \_\_\_\_\_
- 8. Put the book on the shelf. \_\_\_\_\_
- 9. They ride the bus to school. \_\_\_\_\_
- 10. Tom's pen leaks. \_\_\_\_\_
- 11. I am the oldest in the class. \_\_\_\_\_

12. Those roses smell wonderful.
13. Pete picked the cherries from the tree.
14. We sat in a circle.
15. Did you remember the book?

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**Write 5 sentences using action verbs and write them on a separate piece of paper. Then write 5 sentences using linking verbs.**

Handle Associates- parts of speech

## Parts of Speech—Verbs

**Verbs** show action or state of being. In a sentence they are called the predicates. Verbs have number (singular or plural), tense (past present, future), and voice (active or passive).

**Find the verbs in the following list and circle them.**

get open telephone dry drink black music large  
 move mind time until instead change return wire  
 elegant realize me seem you know when transportation  
 unfortunate golden marriage travel starve lonely  
 around carriage choir chase were have about

**Underline the predicates in the following sentences.**

1. Are you sure that you understand what I said?
2. Keith likes his hot dogs burnt.
3. The baby fussed and fumed when his mother put him in his crib.
4. The students exchanged letters with their pen pals.
5. We enjoyed the baseball game last night but we prefer hockey.
6. The pharmacy will be open until 9:00 tonight.
7. The weather seems unusually humid today.
8. A new pizzeria opened around the corner last weekend.
9. The air smelled of freshly mown grass.
10. The other class challenged us to a spelling contest.

Handle Associates - parts of speech

## Verbs

Verbs have three principal parts. These are the present, past and past participle. In **regular** verbs, the **past and the past participle** are the same in that they **end in -ed**. However, the past and the past participle forms in irregular verbs are not the same. The most common irregular verbs follow:

| Present | Past | Past Participle |
|---------|------|-----------------|
| do      |      | did             |
| go      |      | went            |
| have    | had  | had             |
| lay     |      | laid            |
| run     |      | ran             |
| see     | saw  | seen            |

Form the **future tense** of verbs by using *will* + the present form. Use either *has* or *have* with the past participle form for future perfect tense. Use *have* or *has* + present participle for the present perfect tense. Use *have* or *had* + the past participle form for past perfect tense.

***Provide the correct form for the past perfect of the verb in parentheses.***

1. There was nothing you could (say) \_\_\_\_\_ to make her feel better.
2. I should (has) \_\_\_\_\_ the non fat yogurt.
3. We (live) \_\_\_\_\_ in that house for twenty years.
4. I thought that I (saw) \_\_\_\_\_ Michelle at the airport.
5. We should (go) \_\_\_\_\_ through the tunnel to avoid traffic.

***Form the present perfect of the verbs in parentheses.***

1. \_\_\_\_\_ you (See) \_\_\_\_\_ my umbrella anywhere?
2. Gina (go) \_\_\_\_\_ to Italy three times.
3. Renee (do ) \_\_\_\_\_ a wonderful job on her project.
4. \_\_\_\_\_ you (say) \_\_\_\_\_ anything about the dog yet?
5. We (run) \_\_\_\_\_ three miles already.

Handle Associates- parts of speech

## **Parts of Speech—Verbs**

**Verbs** show action or state of being. In sentences they serve as the predicates. Their qualities include number, tense, and voice. They may be **transitive** (having a direct object) or **intransitive** (not having a direct object).

***Underline the verbs in the group of words below.***

radio speak were have went clock without know human take am  
hear become photograph transfer college smile since lonely bought  
brought receive cathedral temple pray open important are look  
today increase mathematics answer

***Underline the verbs in the following sentences and indicate whether they are action or linking verbs.***

1. We were late for school today.
2. The principal appeared before the student committee.
3. Courtney appeared to be ill yesterday.
4. Sammy will be fourteen next week.
5. Roberta and Eddie cleaned the front yard.
6. Please don't moan and groan when I give you the assignment.
7. We could smell gas fumes in our classroom.
8. The baby smelled of baby powder and soap.
9. Our team won the tournament.
10. We usually skate at indoor rink during the summer.
11. Travis speaks Spanish at home.
12. The audience applauded enthusiastically for the singer.

## Parts of Speech

**Verbs** can be action verbs or linking verbs. Use strong action verbs whenever possible in your writing. The most common linking verbs include:

is, am, are, was, were being, been, become, seem, feel, taste.

***In the following sentences underline the verbs and then put A or action and L for linking verbs.***

1. The weather seems very humid today.
2. That dessert looks delicious.
3. Oliver put his knapsack on the stairs by the door.
4. The traffic helicopter hovered over the highway.
5. Our new puppy howled all night.
6. We eat dinner at 1:00 P.M. on Sundays.
7. The Robinsons went on six vacations this year.
8. Sitting in one spot all day makes me restless.
9. Penny will be thirteen in two weeks.
10. The cruise ship sails at 6:00.
11. Did you remember to bring your gym clothes?
12. Wear something red tomorrow, Michelle.
13. Lance and Eddie are always the first ones at the bus stop.
14. Type your name in the blank on the top page.
15. The test results were very good.

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## Present and Past Perfect Tenses of Irregular Verbs

| <u>Present</u> | <u>Past</u> | <u>Past Participle</u> |
|----------------|-------------|------------------------|
| begin          | began       | begun                  |
| come           | came        | come                   |
| do             |             | did                    |
| eat            |             | ate                    |
| give           | gave        | given                  |
| go             |             | went                   |
| run            |             | ran                    |
|                |             | done                   |
|                |             | eaten                  |
|                |             | gone                   |
|                |             | run                    |

To form the **present** and **past perfect tenses**, irregular verbs like the ones above use the past participle + an auxiliary verb such as *have*, *has*, or *had*. For example:

| <u>Present</u>      | <u>Present Perfect</u>   | <u>Past Perfect</u>      |
|---------------------|--------------------------|--------------------------|
| I go skiing.        | I have gone skiing.      | I had gone skiing.       |
| He runs fast.       | He has run fast.         | He had run fast.         |
| Ginger eats snails. | Ginger has eaten snails. | Ginger had eaten snails. |

DO NOT USE THE SIMPLE PAST FORM WITH AN AUXILIARY VERB! For example, the correct usage of the simple past form would be:

I could have gone to Florida this winter

The incorrect usage of it would be:

I could have went to Florida this winter.

***Underline the correct form of the verb in each sentence.***

- 1. I should have (wrote, written) a letter to Cal.
- 2. This sweater (shrank, shrunk) when I washed it.
- 3. I've (rode, ridden) horses since I was three.
- 4. The class (chose, chosen) Willi for president.
- 5. They should have (chose, chosen) Glenn.
- 6. I (showed, shown) my project to my parents.
- 7. I should have (knew, known) this would happen.
- 8. Ray should have (drank, drunk) water before the race.
- 9. Have you (wore, worn) your mother's shoes?
- 10. I think that I could have (threw, thrown) the ball farther.
- 11. The balloon was (blew, blown) off course by the storm.
- 12. He (ate, eaten) four pieces of cake.
- 13. He shouldn't have (ate, eaten) any cake.
- 14. I've (fell, fallen) and I can't get up.
- 15. You should have (saw, seen) the game.
- 16. We (took, taken) the quiz today.
- 17. We could have (took, taken) it yesterday.
- 18. They have (came, come) with us to New York.
- 19. We (went, gone) to the Guggenheim Museum.
- 20. I was so thirsty I could have (drank, drunk) a gallon of water.

Handle Associates- parts of speech

**Parts of Speech-Verbs**

Verbs, which serve as the predicates of a sentence, show action, being, or occurrence. Among their qualities are number and voice. In addition, verbs may be **transitive** (taking a direct object) or **intransitive** (not taking a direct object).

***Underline the verbs in each sentence and tell whether they are transitive or intransitive.***

- |                                                                             |       |
|-----------------------------------------------------------------------------|-------|
| 1. Julie took a bus to school this morning.                                 | _____ |
| 2. Kyle swims for an hour every day after school.                           | _____ |
| 3. When George pruned the bush, he accidentally disturbed the robin's nest. | _____ |
| 4. Did you vote in the last presidential election?                          | _____ |
| 5. After he ate ten hot dogs, Marcus felt sick.                             | _____ |
| 6. Look through the microscope and tell me what you see.                    | _____ |
| 7. The sun shone brightly on the day of the parade.                         | _____ |
| 8. My uncle couldn't wash the grease off his hands.                         | _____ |
| 9. Did you go to the office to see the manager?                             | _____ |
| 10. Hannibal traveled to Rome with 37 elephants.                            | _____ |
| 11. Erika gave her father a pair of snowshoes for Christmas.                | _____ |
| 12. Davis tripped on the toy car in the playroom.                           | _____ |
| 13. Our neighbor's new puppy howled all night.                              | _____ |
| 14. Whenever her parents have a party, Emily serves the appetizers.         | _____ |
| 15. Pile the newspapers in the garage until tomorrow.                       | _____ |

**Voice**

In **active voice** sentences the subject does the action of the verb. In **passive voice** sentences the subject receives the action of the verb. A passive voice sentence often has a form of the verb *be* in it and often (but not always) has the word *by* in it. Active voice sentences are stronger than passive voice, so use them whenever possible.

***Tell whether the sentence is active or passive voice.***

1. The bill was passed by Congress.

2. What time will they be here?

3. My father works until 6:00.

4. The polar bears were fed by the zookeeper.

5. The flowers were picked by the children.

6. Who ordered this ice cream sundae?

7. The family ate together every night.

8. The class was spoken to by the teacher.

9. Oliver has five older brothers.

10. The tape player was a gift from her mother.

11. Amanda left her jacket on the chair.

12. Georgia planted those tulips.

13. The house was built by Nate’s uncles.

14. Aline and her friends enjoyed jumping on the trampoline.

15. Were you called by Nina?
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Six of the sentences from the last exercise are passive. Rewrite them in the active voice.

***Using the verb for each example, write a sentence using active voice. You may use any form of the verb.***

paint

sing

speak

read

tell

drive

**Voice**

Your writing will be stronger if you use the **active voice**. In active voice sentences the subject performs the action of the verb. In **passive voice** sentences the subject receives the action of the verb.

Tony **rode** the horse.  
(Active)

The horse **was ridden** by Tony.  
(Passive)

***Identify the voice of each sentence as active (a) or passive (p).***

1. Who wrote Wuthering Heights?

2. We saw the movie together.

3. The Constitution was written by the founding fathers.

4. Richie broke his leg yesterday.

5. We were treated to a wonderful dinner.

6. The computer program doesn’t work yet.

7. Horse was bred for speed and temperament.
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8. Lying on the beach is relaxing.
9. The trophy was awarded to the team by the principal.
10. Randi roller blades very well.

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**Change passive voice sentences to active voice without changing the meaning.**

1. The car was driven by an elderly man.

2. This book was recommended by Mr. Green.

3. The gingerbread house was baked by the home ec. class.

4. Ken's skis were made by Rossignol.

5. The decision was made by the Senate.

6. We were told the news by Stacey.

7. That table was carved by a master carpenter.

8. The paper was typed by Chuck.

9. Greenway Lawn Service was hired by the Murphy family.

10. The study was painted by her older brother.

**Make up five sentences in the active voice.**

Handle Associates- parts of speech

## Verbals

There are three types of verbals. Although they have verbs as their base, they do not act as the predicate of the sentence.

| Verbal     | Structure                                                  | Function             |
|------------|------------------------------------------------------------|----------------------|
| gerund     | ends in <i>-ing</i>                                        | acts like a noun     |
| infinitive | <i>to</i> + verb                                           | acts like noun       |
| participle | varied endings<br>( <i>-ed</i> , <i>-ing</i> , <i>-n</i> ) | acts like a modifier |

**Underline the verbal in each sentence and indicate what it is.**

1. Swimming and hiking are my two favorite sports.
2. I don't enjoy shopping.
3. I don't like to shop.
4. Smiling broadly, Tina accepted the award.
5. Thrown in a heap, the clothes were wrinkled.
6. Running quickly, we caught the last train.
7. They love to sing and to dance.
8. Sewing is productive hobby.
9. Reading and writing are basic skills.
10. We tried to amuse the crying baby.
11. Freddie's boss is very demanding.
12. To err is human; to forgive is divine.

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Handle Associates - parts of speech

## Modifiers

If used properly, modifiers can add a great deal of flair to your writing. Categorized into adjectives and adverbs, modifiers may be words, phrases or clauses. In order to insure proper understanding, place the modifier as close to the word it is modifying as possible.

***Underline the modifiers in each sentence.***

1. Marian made a terrific chocolate mousse last night.
2. Ted spoke boldly and dramatically.
3. Whispering softly, the wind echoed through the trees.
4. I'd love a large piece of that scrumptious chocolate devil's food cake but, I'll have a rice cake instead.
5. Shaking fiercely, the washing machine dented the basement wall.
6. Be careful not to scald yourself with the boiling water.
7. The stars shimmered brightly in the night sky.
8. Having lost her car keys, Carol had to take the bus home.
9. Ralph hit a home run right into the Miller's living room window.
10. Lauren thinks that the salad dressing is too oily.
11. We sat in silence as the engrossing drama unfolded.
12. The kitchen was redolent with the aromas of homemade lasagna and apple pie baking in the oven.
13. Waddling proudly, the baby smiled at his parents.
14. The ineffective bureaucracy of the mayor's office challenged the voters' patience.
15. Do you really think you should wear fuschia shorts with a lime green shirt?

Handle Associates- parts of speech

## Parts of Speech—Adjectives

**Adjectives** describe, or modify, nouns and pronouns. They may be words, phrases or clauses. They answer the questions *what, kind of, or how many*. To avoid confusion, place adjectives as close to the words they are modifying as possible.

***Place an appropriate adjective in the space provided.***

\_\_\_\_\_ car  
 \_\_\_\_\_ friend  
 \_\_\_\_\_ skates  
 \_\_\_\_\_ room  
 \_\_\_\_\_ story

\_\_\_\_\_ woman  
 \_\_\_\_\_ test  
 \_\_\_\_\_ book  
 \_\_\_\_\_ hair  
 \_\_\_\_\_ message

\_\_\_\_\_ song  
\_\_\_\_\_ brother  
\_\_\_\_\_ sweater

\_\_\_\_\_ magazine  
\_\_\_\_\_ movie

***Underline the adjectives in the sentences.***

1. Dustin's rich uncle gave him \$1000.
2. That huge German Shepherd gave a fierce growl.
3. The lost tourist asked us for directions to the museum.
4. A gorgeous black swan floated on the tranquil pond.
5. A majestic oak tree stood in the front yard.
6. Zach is the most popular boy in the class.
7. Brad's allergy symptoms got better after he took medication.
8. Elise's new ski outfit is fuschia, tangerine, cinnamon, and magenta.
9. Colin has to write a 500 word essay for English class.
10. Justine always seems so cool, calm, and collected.

Handle Associates- parts of speech

## Parts of Speech

**Adjectives** describe nouns and pronouns. They answer the question "what kind of."

***Circle the adjectives in the following group of words.***

tall shower lock happy box couch black cold knife list jet information loud  
pickle sour late lawn conference interesting until remember angry noise  
third porch fast hour delicious frightened

**Adjectives** can compare different things, people, and places. There are three levels of comparison:

| <u>Positive</u> (1) | <u>Comparative</u> (2) | <u>Superlative</u> (3 or more) |
|---------------------|------------------------|--------------------------------|
| smart               | smarter                | smartest                       |
| unusual             | more unusual           | most unusual                   |
| good                | better                 | best                           |

The number shows how many things are compared.

***Tell if the adjective is positive, comparative or superlative.***

|                  |       |
|------------------|-------|
| warmer           | _____ |
| most exciting    | _____ |
| purple           | _____ |
| jealous          | _____ |
| slowest          | _____ |
| newest           | _____ |
| sick             | _____ |
| clearer          | _____ |
| fairest          | _____ |
| richest          | _____ |
| tired            | _____ |
| sour             | _____ |
| more intelligent | _____ |

|                  |       |
|------------------|-------|
| stronger         | _____ |
| blue             | _____ |
| most crowded     | _____ |
| more clever      | _____ |
| nice             | _____ |
| quiet            | _____ |
| more grateful    | _____ |
| most spectacular | _____ |
| dark             | _____ |
| most special     | _____ |
| comical          | _____ |

Handle Associates- parts of speech

## Parts of Speech—Adverbs

**Adverbs** may modify verbs (run *quickly*), adjectives (*very* red), or other adverbs (*very* loudly). They may be single words, phrases or clauses. Some questions they answer include *how*, *when*, *where*, and *why*. They describe action verbs but not linking verbs.

***Try these. Circle the adverbs below.***

1. Celia types very fast.
2. The pudding dripped sloppily down the baby's bib.
3. Did you sleep well last night?
4. The children skipped happily down the street.
5. Hopefully, she asked if she could have an application.
6. The flag flapped noisily in the breeze.
7. Cassie was so angry that her face was almost blue.
8. Dixon reads exceptionally well for a three year old.
9. Drive slowly and carefully.
10. Doug told that story very well yesterday.
11. Is that picture hanging straight on the wall?
12. A school of dolphins swam along the boat.
13. Caroline sat and bit her nails nervously.
14. Sal breathed heavily when he heard the news.
15. The waves pounded the dock dangerously during the hurricane.

Handle Associates- parts of speech

## Parts of Speech—Adverbs

**Adverbs**, like adjectives, are **modifiers**. They describe verbs, adjectives, and other adverbs. They answer the *questions* *when*, *where*, and *how*. They may be words, phrases, or clauses. Some, but not all, adverbs end in -ly.

***Circle the adverbs.***

chewy very dirt conscience almost slowly yellow  
noisily oh completely at last receive  
until dinnertime when she comes forever  
bleach there expertly now trap artist

never squeakily well truly mountainous

***Underline the adverbs in each sentence.***

1. Alicia spoke very well in front of the class.
2. Wait here until I call you.
3. Don't make the paint too thin or it will run.
4. We awoke early and hiked through the forest until noon.
5. The infant screamed loudly when the doctor examined her.
6. They haven't seen each other since last fall.
7. According to the lie detector, the suspect answered the questions truthfully.
8. If you eat too fast you can't enjoy your dinner.
9. The race car roared thunderously down the track.
10. The dog waved his tail happily when we gave him a bone.

Handle Associates- parts of speech

## **Modifiers- adjectives and adverbs**

Modifiers describe or limit nouns, pronouns, and verbs and even other modifiers like adjectives and adverbs. Wise use of modifiers can make your writing vivid and exciting. Modifiers can be words, phrases or clauses.

***Circle any words, phrases or clauses which serve as modifiers.***

spoke slowly and distinctly  
delicious red apple  
sang beautifully  
ran around the corner  
shimmering azure water  
honest man  
freshly cut grass  
disorganized, dirty mess  
very young animal  
200 jelly beans  
unbelievable story  
drove too recklessly  
offensive lyrics  
after dessert  
exotic vacation in Asia

***Underline the modifiers in the following sentences.***

1. Since she went on a strict diet, Felicia has lost twenty pounds.
2. Rod won the bicycle race by riding fast but carefully.
3. Georgia gave a heartwarming speech about her older sister to the class.
4. The huge St. Bernard bounded over the fence and chased the screeching cat.
5. The tantalizing aromas of freshly made tomato sauce and home made apple pie caused my mouth to water.
6. My older brother works on a farm in Louisiana.
7. The Olympic team beamed proudly when they accepted the gold medal.

## Adjectives and adverbs

Using modifiers judiciously can greatly enhance your writing. Be sure they are appropriate and grammatically correct.

**Add modifiers and change verbs and nouns if necessary to improve the following sentences.**

1. The wind blew my hat into the street.

2. The car made a noise as the engine started.

3. The tray of desserts looked good.

4. As we hiked through the woods we heard many birds singing.

5. Everyone cheered as the boat left the harbor for a trip to Bermuda.

6. The scenery at the Grand Canyon was nice.

7. The garden was filled with flowers.

8. The teacher gave a lecture which wasn't interesting.

9. The ballerina walked in front of the curtain and accepted flowers as the crowd clapped.

10. The moonlight shone through the bedroom window.

## Modifiers

Adjectives and adverbs are both modifiers, but with different functions. **Adjectives** modify only nouns and pronouns and usually answer the questions *what kind of* and *how many*, while **adverbs** modify verbs, adjectives and other adverbs and answer the questions *when*, *where*, *why*, and *how*.

**Find the modifiers and underline them; then indicate whether they are adjectives or adverbs.**

1. a color picture

2. very romantic story

3. sand loudly and off key \_\_\_\_\_
4. friendly waiter \_\_\_\_\_
5. grotesque mask \_\_\_\_\_
6. said convincingly \_\_\_\_\_
7. fast paced delivery \_\_\_\_\_
8. bittersweet memory \_\_\_\_\_
9. always remembered \_\_\_\_\_
10. wounded deer \_\_\_\_\_
11. icy slopes \_\_\_\_\_
12. performed admirably \_\_\_\_\_
13. walked perilously close \_\_\_\_\_
14. smiled charmingly \_\_\_\_\_
15. exercised vigorously \_\_\_\_\_

***Now try these. Using the words given below, make up your own sentences. If you can use more than one word per sentence, do it!***

unfortunate  
honest  
natural  
sweltering  
fast  
unique  
sadly  
dangerously  
creative  
hungrily  
windy  
successful

Handle Associates - parts of speech

## **Parts of Speech—Adjectives and Adverbs**

***Underline the adjectives in the following group of words and circle the adverbs.***

indigo everywhere management tall only lively research shy gorgeous  
slowly itchy earring today there eighteen instantly mixture certain  
certainly secretive overcast answer handsome sharp attention  
attentive attentively very never red

***Indicate whether the underlined words are adjectives or adverbs.***

1. Castor walked quickly to the corner. \_\_\_\_\_
2. The qualified applicant answered all of the interviewer's questions well. \_\_\_\_\_
3. That was a very tasty strawberry. \_\_\_\_\_
4. His wrinkled shirt gave him an unkempt appearance. \_\_\_\_\_

5. Tammy is only thirteen years old.
6. Vera speaks very well before a large group.
7. Nathan is also a good speaker.
8. Gabe arrived first and left last.
9. The explorer went on a perilous journey.
10. We were astonished when Sabrina told us her exciting news.

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Handle Associates - parts of speech

## Modifiers

An **adjective** modifies a noun or pronoun. An **adverb** modifies an adjective, a verb, or another adverb.

**Action verbs** are followed by adverbs.

**Linking verbs**, especially the verbs of sense (taste, look, smell, etc.), are followed by an adjective.

To test whether a verb is an action or linking verb, try substituting a form of “seem” for it.

In making a choice between an adjective and an adverb, ask what the word modifies. If it modifies a noun or pronoun, choose an adjective; if it modifies a verb, choose the adverb.

**Try these: Underline the correct choice.**

1. My old car still runs (smooth, smoothly).
2. That big river no longer moves so (swift, swiftly) to the sea.
3. Martin is doing (poor, poorly) in science.
4. That singer does not sing as (strong, strongly) as the famous tenors.
5. Did the actor read the line (proper, properly)?
6. Why do vacations pass so (quick, quickly)?
7. To be good at tennis, you must practice (regular, regularly).
8. I felt (terrible, terribly) after the quarrel.
9. Do you feel (good, well) today?
10. She sings (good, well)
11. I wait (eager, eagerly) for summer to arrive.
12. Don was not hurt (bad, badly).
13. The cake tasted (delicious, deliciously).
14. They felt (bad, badly) about the misunderstanding.
15. Do you look (good, well) in yellow?

Handle Associates- parts of speech

## Modifiers

Adjectives and adverbs have different degrees. The first level, called **positive**, compares the person or thing only to itself (e.g. The good dog.) The second level, called **comparative**, makes a comparison of two people or things (e.g. The better dog.) The third level, called **superlative**, makes a comparison with *at least* three people or things. (e.g. The best dog.) Here are a few examples of different modifier forms.

| <u>Positive</u> | <u>Comparative</u> | <u>Superlative</u> |
|-----------------|--------------------|--------------------|
| good            | better             | best               |
| small           | smaller            | smallest           |
| wonderful       | more wonderful     | most wonderful     |
| talented        | more talented      | most talented      |

**Try these. Fill in the columns with the appropriate words.**

| <u>Positive</u>    | <u>Comparative</u> | <u>Superlative</u> |
|--------------------|--------------------|--------------------|
| tall               |                    |                    |
| more handsome      |                    |                    |
| bad                |                    |                    |
| most understanding |                    |                    |
| knowledgeable      |                    |                    |
| nervous            |                    |                    |
| older              |                    |                    |
| picturesque        |                    |                    |
| later              |                    |                    |
| appealing          |                    |                    |
| fresh              |                    |                    |

Handle Associates - parts of speech

## Modifiers

**Modifiers** change or modify another word in some way. The two parts of speech which are modifiers are **adjectives** (which modify nouns and pronouns) and **adverbs** (which modify verbs, adjectives, and other adverbs). However, modifiers may also be participles, phrases and clauses. Good modifier use can make your writing clear and strong.

**Circle the modifiers in each sentence.**

1. A black attache case was on the desk.
2. The burnt cookies tasted terrible.
3. Frank is the "golden boy" of the class.
4. That was an exciting tournament.
5. Yesterday we all went on a hay ride.
6. Please go quickly to the locker room.
7. Those adorable babies are Stephanie's cousins.
8. The stairs creaked eerily when I stepped on them lightly.
9. Tad got an alarming electrical shock when he touched the old refrigerator.
10. The old, wrinkled man with grizzled, gray hair gave a toothless smile.
11. The loud noise startled the children.
12. Noiselessly, Ben entered the darkened cave.
13. Annmarie speaks Italian fluently.
14. The mailman was late for the third time this week.
15. The smiling politician spoke eloquently to the audience.

Handle Associates- parts of speech

## Comparison of Modifiers

Describing something or someone often involves a comparison. *Adjectives and adverbs have degrees of comparison.* When comparing something to itself, use the **positive degree** of comparison (e.g. He is strong.) When comparing two people or things use the **comparative degree** (e.g. He is stronger than his brother.) When comparing more than two, use the **superlative degree** (e.g. He is the strongest of the three.)

Here are a few examples of different modifier forms.

| <u>Positive</u> | <u>Comparative</u> | <u>Superlative</u> |
|-----------------|--------------------|--------------------|
| good            | better             | best               |
| small           | smaller            | smallest           |
| wonderful       | more wonderful     | most wonderful     |

talentedmore talented    most talented

Notice that comparative degree uses *-er or more*, and superlative *uses -est or most*.

**Fill in the appropriate form of the word in parentheses to fill in the blanks.**

- 1. Cheryl is the (smart)\_\_\_\_\_ girl I know.
- 2. Are you (tall) \_\_\_\_\_ than your mother?
- 3. That was the (bad) \_\_\_\_\_ cake I ever tasted!
- 4. Who is the (handsome) \_\_\_\_\_ actor you ever saw?
- 5. Let’s take the (direct) \_\_\_\_\_ route to the beach.
- 6. That was the (pathetic) \_\_\_\_\_ story that I’ve ever heard!
- 7. Whose room is (messy) \_\_\_\_\_, yours or Tricia’s?
- 8. Is Francesca a (good) \_\_\_\_\_ student than Helena?
- 9. Only the (popular) \_\_\_\_\_ kids in class were invited to Ken’s party.
- 10. As Miss Universe, she is considered the (beautiful) \_\_\_\_\_ woman in the world.\_

**Parts of Speech—Modifiers-**

**Adjectives** describe nouns. They usually answer questions like “what kind of.” **Adverbs** describe verbs, adjectives and other adverbs. They usually answer questions like “how,” “when,” and “where.”

**Try these: 1.) Underline the modifier in each sentence. 2.) Tell whether it is an adjective or an adverb. 3.) Then circle the word it is modifying.**

- |                                                   |       |
|---------------------------------------------------|-------|
| 1. Casey likes chocolate milk.                    | _____ |
| 2. Robin painted the large picture.               | _____ |
| 3. Todd drives the new car too fast.              | _____ |
| 4. Mother baked that delicious cake.              | _____ |
| 5. My fingers are sore from practicing cello.     | _____ |
| 6. Don’t speak so loudly.                         | _____ |
| 7. He moved slowly and silently.                  | _____ |
| 8. They have studied karate seriously.            | _____ |
| 9. We visit the family doctor annually.           | _____ |
| 10. The orange and white blanket lay in the yard. | _____ |
| 11. Did you do well on the quiz? .                | _____ |
| 12. His shiny new shoes hurt his feet.            | _____ |

Handle Associates-parts of speech

**Modifiers**

Adjectives and adverbs are not the only kind of modifiers. Sometimes groups of words called **phrases** and **clauses** can modify words too.

**Underline the descriptive words. Tell whether they are modifying the nouns or verbs.**

- |                                                                 |       |
|-----------------------------------------------------------------|-------|
| 1. The red ball lay in the bushes.                              | _____ |
| 2. The class went into the auditorium.                          | _____ |
| 3. In the middle of the lake was an island.                     | _____ |
| 4. The man spoke in a harsh manner.                             | _____ |
| 5. Wearing a red sash, Helen led the parade down Main Street.   | _____ |
| 6. The clothes were thrown sloppily on the floor.               | _____ |
| 7. The clown with the big purple shoes made the children laugh. | _____ |

8. At the end of the rainbow lay a pot of gold.
9. The baby slept with his blanket in his hands.
10. Burning brightly, the candle lit the room.

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## Review

**Write the part of speech next to each word.**

1. they
2. throw
3. black
4. quickly
5. we
6. were
7. telephone
8. proud

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Handle Associates - parts of speech

## Modifiers

To avoid any confusion in meaning place a **modifier** as close as possible to the word it is modifying.

**Rewrite these sentences to clear up any confusion caused by misplaced modifiers. If the sentence is correct, write C.**

1. The skunk crawled into the trash can and spread its content on the lawn.  

---
2. The appraiser examined the ruby in his store and assessed its worth.  

---
3. We looked at the items on the menu and ordered the least expensive.  

---
4. After comparing the four schools, the one with the largest computer lab had the best credentials.  

---
5. We only ate an hour ago.  

---
6. To achieve his purposes, Fritz will do anything.  

---
7. Accused of biting a neighbor, Candy avoided the German Shepherd.  

---
8. Getting on the bus through the back door, the driver yelled at the boys.  

---

9. Shining through the crack in the door, we could see the moonlight.

---

10. Marge said she wanted a family to rent her summer cottage frequently.

Handle Associates - parts of speech

## Modifiers

Correct placement of modifiers is essential for understanding a sentence.

***The sentences below have misplaced modifiers. Change them so that they are grammatically correct.***

1. The tourist stared at the Statue of Liberty gaping with her mouth open.

---

2. Having eaten the remainder of the road kill, we watched the crows fly off.

---

3. We only saw you yesterday.

---

4. Dashing quickly for the school bus, Lulu's purse and all its contents dropped into the street.

---

5. Graduating first in her class, hope and pride filled Jennie's heart.

---

6. Glenn went to the Yale Museum especially to see the new dinosaur exhibit in his car.

---

7. We counted twenty seven bats sitting on our porch.

---

8. We only took what we could eat.

---

9. I only got twenty dollars for a whole day's work at the iron factory.

---

10. Having flooded the entire basement, we finally shut the washing machine.

---

Handle Associates - parts of speech

## Modifiers

Place a **modifier** as close to the word it is modifying as possible to avoid a **dangling modifier** which may cause the sentence to be unclear.

***Correct the following sentences so that modifiers are in the correct position.***

1. I only have three dollars.

---

2. While making up a test, the message came to our homeroom teacher.

---

3. Running frantically for the bus, Mary's gym clothes fell out of her bag.

---

4. The boys counted twenty cars standing on the corner.

---

5. After practicing for ten years, the flute was thrown down and broken.

---

6. Fastened to the chair, anxiety filled the hostage.

---

7. Mrs. Baxter droned with our eyes on her face.

---

8. While digging for change, the truck swerved.

---

9. After administering the medication, the patient felt much better.

---

10. She came to Rome especially to see the Coliseum driving in her car.

---

11. Always threatening rain, they went on the picnic.

---

12. He begged for a dog with the desire of a young boy.

---

13. While getting on the ski lift, my pole got caught on the fence.

---

14. Having eaten the remains of the road kill, we watched the crow fly away.

---

15. The manager asked the employee after his shift ended to report to her office.

Handle Associates - parts of speech

## Modifiers

In order to avoid **dangling modifiers**, place the modifier close to the word it is describing. Here's some examples of the differences in meaning depending on modifier placement:

I **only** have eyes for you.  
(eyes and nothing else)

**Only** I have eyes for you.  
(no one else looks at you)

I have eyes for you **only**.  
(I love only you)

***Determine which modifiers are misplaced and rewrite the sentence to avoid confusion.***

1. I can come only for an hour.

---

2. The housekeeper took the rugs out with the children and beat them.

---

3. The car skidded and landed in ditch which was a complete wreck.

---

4. My uncle only gave me five dollars for the movies.

---

5. The magic bean grew so tall that it reached the sky which was amazing.

---

6. Because Lydia is the same size as her older sister, she always wears her clothes.

---

7. We only saw the band yesterday at the Civic Center.

---

8. Only Mitchell broke his knee and his wrist in the accident; he was lucky.

---

9. My mother, hopping over the fence, could see the rabbits.

---

10. That person was the winner in the only \$20 million lotto.

Parts of Speech—Pronouns

**Pronouns** take the place of nouns. Like nouns, they have number and case. They can be divided into personal and indefinite pronouns.

*Circle the pronouns in the following list.*

picture tone himself glass I anyone its wire us everything dive her type finish  
you key he me yellow few she paper we they theirs both space somebody  
herself shine them several none nothing

*Substitute pronouns for the nouns in the following sentences.*

1. Lori and Tori are twins.

2. Jeff fell off his bike.

3. Patsy went to Florida to visit her grandparents.

4. The wind howled ferociously all night and knocked down two trees.

5. Three dogs ran out our neighbors’ yard and down the street.

6. The new rollerblades belong to Hank.

7. The car ran out of gas in the parking lot.

8. Lee-Ann and Lynn haven’t spoken since the argument.

9. Just place the package on the dining room table.

10. When the siren sounded the students ran out of the school.
- \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Parts of Speech—Pronouns

A **pronoun** takes the place of the noun.

*Match the words and phrases in column A with the pronouns in column B.*

| <u>A</u>                          | <u>B</u> |
|-----------------------------------|----------|
| _____ 1. Nancy                    | a. them  |
| _____ 2. the <u>girls</u> ’ story | b. they  |
| _____ 3. a pencil                 | c. hers  |
| _____ 4. to Peg and Sam           | d. its   |
| _____ 5. ten teachers             | e. she   |
| _____ 6. <u>Matt’s</u> dog        | f. their |
| _____ 7. Lynn’s                   | g. he    |

- |                       |        |
|-----------------------|--------|
| _____ 8. the door's   | h. him |
| _____ 9. by <u>Ed</u> | i. it  |
| _____ 10. Nicholas    | j. his |

***Underline the pronouns in the group of words below.***

become me desk mark yours nail count return anyone  
screen exit sound ours burn somebody ourselves  
wrapper velcro can we take investigate have scratch  
lunch myself nothing wall agree why

***Substitute pronouns for the underlined nouns.***

1. Dottie made a salad for Dottie for lunch today. \_\_\_\_\_
2. The camel spat at the woman who said that the camel was ugly. \_\_\_\_\_
3. Give the bank rolled coin and the bank will return paper money. \_\_\_\_\_
4. The travel agent told Becky and Fran how much the plane ticket would cost Becky and Fran. \_\_\_\_\_
5. The little boy tried to chase the pigeon but the pigeon flew away. \_\_\_\_\_
6. Did the class review for the math test today? \_\_\_\_\_
7. Mother was tired after her long day at work. \_\_\_\_\_
8. When the telephone rang, not one person in the house heard the telephone. \_\_\_\_\_
9. Trudi saw the movie but Trudi liked the book much better. \_\_\_\_\_
10. Harry knocked over the glass of iced tea when Harry leaned across the table. \_\_\_\_\_
11. The family ordered two pizzas but the family received only one. \_\_\_\_\_
12. Marci bought Marci a ring for Marci's birthday. \_\_\_\_\_
13. The firefighters rushed into the burning building. \_\_\_\_\_
14. Courtney and Ann asked Lisa and Diane to join the club. \_\_\_\_\_
15. Please keep the dogs separate because the dogs fight. \_\_\_\_\_

Handle Associates- parts of speech

## Parts of Speech: Pronouns

A **pronoun** takes the place of a noun. Here are some pronouns:

I you he she it we they me him her us them mine yours his hers  
its ours theirs

***Replace the underlined words with pronouns.***

1. That paper is Amy's. \_\_\_\_\_
2. The dog ate the dog's bone. \_\_\_\_\_
3. Mickey and Pete play on the same team. \_\_\_\_\_
4. Did you give the gift to Sue and Dan? \_\_\_\_\_
5. Nick, is that Nick's ball? \_\_\_\_\_
6. The hamster ran inside the hamster's cage. \_\_\_\_\_
7. Marie lives on this street. \_\_\_\_\_
8. Throw the ball to Eric and Erin. \_\_\_\_\_
9. The Pedersens washed the Pedersens' car. \_\_\_\_\_
10. Dan and I were playing in the fort. \_\_\_\_\_
11. The vase had a crack in the vase's bottom. \_\_\_\_\_

12. How many points do June and Jay have?

\_\_\_\_\_

Handle Associates- parts of speech

## Parts of Speech—Pronouns

**Pronouns**, which substitute for nouns, have the same general qualities as nouns in that they have number and case. Pronouns falls into two headings, **personal** and **indefinite**. Categories for personal pronouns fall under case headings, so *nominative* pronouns are different from *objective* and *possessive* pronouns. Another category of personal pronouns is the **reflexive** pronoun. These pronouns have *-self* as a suffix and are reserved for reference of someone doing something on himself.

Indefinite pronouns, like nouns, change forms only for the possessive case.

***Substitute the nouns with pronouns.***

1. Pauline made Pauline a lobster dinner last night. \_\_\_\_\_
2. Tracey and Stacey are identical twins. \_\_\_\_\_
3. Ted thought that Ted was using liquid soap to wash Ted's face, but Ted was actually using dish detergent and now Ted's face was red and irritated. \_\_\_\_\_
4. Bridget did all of the engine work on Bridget's father's car. \_\_\_\_\_
5. The mailman delivered the package to the wrong address. \_\_\_\_\_
6. Nina got a summer job at the mall. \_\_\_\_\_
7. The baseball team won nine of the team's first ten games. \_\_\_\_\_
8. Sonya has lived in five countries and Sonya is only twelve years old. \_\_\_\_\_
9. Glenn said that Glenn saw the Roman coin roll under the refrigerator. \_\_\_\_\_
10. Wanda's and Carla's first skiing experiences were not positive. \_\_\_\_\_

***Place an I next to indefinite pronouns and a P next to personal pronouns.***

1. themselves \_\_\_\_\_
2. we \_\_\_\_\_
3. my \_\_\_\_\_
4. anyone \_\_\_\_\_
5. you \_\_\_\_\_
6. us \_\_\_\_\_
7. myself \_\_\_\_\_
8. few \_\_\_\_\_
9. yourself \_\_\_\_\_
10. everyone \_\_\_\_\_
11. both \_\_\_\_\_
12. it \_\_\_\_\_
13. ourselves \_\_\_\_\_
14. herself \_\_\_\_\_
15. them \_\_\_\_\_
16. their \_\_\_\_\_
17. nobody \_\_\_\_\_
18. our \_\_\_\_\_
19. none \_\_\_\_\_
20. each \_\_\_\_\_

Make ten sentences with the following words. Use a separate sheet of paper.

myself, they, her, it, mine, yours, theirs, yourself, anybody, everyone, some  
Handle Associates- parts of speech

Parts of Speech—Pronouns

Pronouns serve as substitutes for nouns. They may be categorized in several ways: personal, indefinite, reflexive, relative.

Substitute a pronoun for the underlined nouns.

1. Kyle and Eric entered the race.

2. (Your name) live in Connecticut.

3. Deliver the bouquet to Mrs. Bower this afternoon.

4. Dana, did Dana bring Dana's gym clothes with Dana today?

5. Kim got the lead part in the musical.

6. The television isn't working today.

7. The girls asked the boys if the boys would help to set up for the party.

8. Tricia's team scored 80 points in the basketball game yesterday.

9. Jonathan and Jacqui have the same birthday.

10. The Reynolds sold the Reynolds' house.
- \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Find and underline the indefinite pronouns.

us someone novel they anything no one yours few my anybody he everything myself us most  
much him it something either another  
theirs underneath nothing many ours none hers each every  
I neither therefore however

Handle Associates - parts of speech

Pronouns and Case

You can determine which pronoun to use if you know how it will be used in a sentence. The function of a pronoun in a sentence is its **case**.  
Nouns and pronouns in a sentence have case. The main cases are:

| Nominative (subjective) | Objective     | Possessive.      |
|-------------------------|---------------|------------------|
| I we                    | me us         | mine ours        |
| you you                 | you you       | yours yours      |
| he, she, they           | him, her them | his, hers theirs |
|                         | it            | its              |

Try these: Write the case of each underlined pronoun.

1. **We** are going for a ride.

2. Marty took **his** bag from the hook.

3. **She and I** are good friends.

4. **She** knew that **they** saw her.
- \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Handle Associates - parts of speech

## Case

The cases are **nominative**, **objective** and **possessive**.

**Determine the case of each noun and pronoun in the sentence and write its case in the space provided.**

1. After **she** came to **school** **she** went to **her** locker.
2. That **paper** fell on the **ground**.
3. The **couch** in the **study** had a **hole** in it.
4. The **family** went to the **park** yesterday.
5. The **cat** was caught in the **tree**.
6. At the **end** of the **show**, the **actor** took a **bow**.
7. The **boat** left the **dock** at 7:00 A.M.
8. **Barbara**, did **you** find **your** watch yet?
9. Tomorrow **Will** is going to wash and wax his **car**.
10. The **twins** baked a **cake** for **their** mother.
11. **We** saw the **deer** run through the **forest**.
12. The **necklace** that **Jim** gave **Jennifer** is very pretty.
13. Do **we** have math **homework** tonight?
14. Who is the president of the student council?
15. **Tony** went through a stop **sign**.
16. The CD **player** was too loud.
17. Twelve **seniors** went on a camping **trip** last weekend.
18. Look in the **trash** for the missing **pen**.
19. **Don** left at 4:00 to go **fishing**.
20. The **house** down the **street** was sold to the **Porters**.

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Handle Associates - parts of speech

## Case

Case refers to the function of nouns and pronouns in sentences.

### Nominative Case

- |                         |     |     |        |  |
|-------------------------|-----|-----|--------|--|
| 1. subject              |     | I   | we     |  |
| 2. predicate nominative | you | you |        |  |
| 3. direct address       |     | he  |        |  |
|                         |     | she | > they |  |
|                         |     | it  |        |  |

### Objective Case

- |                          |     |     |        |  |
|--------------------------|-----|-----|--------|--|
| 1. direct object         | me  | us  |        |  |
| 2. indirect object       |     | you | you    |  |
| 3. object of preposition | him |     |        |  |
|                          |     | her | > them |  |
|                          |     | it  |        |  |

### Possessive Case

- |           |          |         |          |  |
|-----------|----------|---------|----------|--|
| ownership | my, mine | our(s)  |          |  |
|           |          | your(s) | your(s)  |  |
|           |          | his     |          |  |
|           |          | her(s)  | > theirs |  |
|           |          | its     |          |  |

**Try these. Underline the nouns and pronouns in each sentence and tell the case of each word.**

1. We saw Debbie and Marie at the movies.
2. What did Charlie give Laura for Valentine's Day?
3. I could hardly believe that it was the same person!
4. Paula, did you return the sweater?
5. Give me the car keys.
6. Ron called them at the office.
7. Did you go to the women's meeting at the university?
8. Richard, lend me ten dollars until payday.
9. For the beginning of the semester we use many worksheets.
10. Two large dogs ran to the fence.

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**Underline the correct pronouns.**

1. My friends and (I, me) decided to go on a camping trip.
2. Lee's aunt drove (she, her) and Tim to the game.
3. The teacher said that the decision was up to (we, us) students.
4. At first I didn't recognize (he, him) and his sister.
5. Ms. Smith and (he, him) were in charge of the publicity for the fund-raiser.
6. Just before the show went on the air, the announcer chose two more contestants, Jane and (I, me).
7. Neither (we, us) nor our parents realized what had happened.
8. Everyone except (he, him) and Tina arrived on time.
9. The car seemed to be headed directly toward Lance and (I, me).
10. Three students--Carla, Judy, and (he, him) have been chosen to represent our school.
11. Please take (he, him) and Jack to town.
12. This secret is between you and (I, me).
13. My mother and (I, me) are going to Maine.
14. Tony is taller than (he, him).
15. What did Kate tell (he, him)?

### **Pronoun Reference:**

Sometimes sentences are confusing because a pronoun's reference is unclear.

**Try these: Rewrite the sentences so that the pronoun reference is clear.**

1. Todd smiled at Fred when he was awarded the silver cup.

2. When the car struck the gas tank, it burst into flames.

3. When the children gave Josie the eggs, she beat them.

4. The mechanics worked on the old cars until they were exhausted.

5. Marcia told Chris that she had a piece of lettuce stuck between her teeth.

6. Some people abandon kittens when they don't want them, which is a shame.

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7. Even though it rained on the night of the concert, Ed went because his favorite ones were being played.
- 
8. In Perugia the factory that made the world-famous candy was open, but we didn't buy any of them.
- 
9. Although he's fond of poetry, he's never written one.
- 
10. Linda's uncle has a huge vegetable garden, and he keeps them supplied with fresh vegetables all summer.
- 
11. Trout fishing is not much fun unless you catch one.
- 
12. On television it said that an earthquake occurred in Japan.
- 
13. They whirled so fast that it made them dizzy.
- 
14. I heard the owl hoot from a nearby tree but I couldn't see it.
- 
15. For days after he saw a baseball game, Tim wanted to be one.
- 

Handle Associates- parts of speech

## Parts of Speech—Prepositions

A **preposition** is a word that shows the relationship between a noun and some other word in the sentence.

***Circle the prepositions below.***

before ball exciting through about mail second at during except work sour  
real in of time to up clock speak about wire after against award above  
across page beside correctly by down for from

***Underline the prepositional phrases in the sentences below.***

1. His sneaker was under the bed.
2. Does Ted live near you?
3. In the summer Randy and Doug go to camp.
4. I could see the house through the trees.
5. Did Billy tell you the story about his frog?
6. Put the paper in the garbage, please.

7. Mosquitoes swarmed above our heads.
8. The Browns live across town from the Whites.
9. Everyone except Mitchie forgot his book.
10. What is the name of the movie we saw in that theater?
11. Jay went skating with Lee.
12. If you look under your bed you'll be surprised what you find.

Handle Associates- parts of speech

## Parts of Speech—Prepositions

Remember that **prepositions** show a relationship *between* the noun or pronoun following it and some other word in the sentence. The words in italics in the previous sentence are just two of a group of prepositions. Try not to end a sentence with a preposition.

***Circle the prepositions in the group of words below.***

watch with key wow during around chew lovely toward building  
chilling after her race very by near therefore underneath since  
across through at chapter were against between sell finger off

***Fill the blanks with best prepositions that complete each sentence.***

1. Franklin and Joe live \_\_\_\_\_ the street from each other.
2. The cat got stuck \_\_\_\_\_ the tree.
3. Everyone watched as the hot air balloon sailed \_\_\_\_\_ the sky.
4. Our kite soared \_\_\_\_\_ the trees and \_\_\_\_\_ the houses.
5. Put the letter \_\_\_\_\_ the envelope and put a stamp \_\_\_\_\_ the right corner.
6. We divided the pizza \_\_\_\_\_ the five of us.
7. Were Sally and Jesse talking \_\_\_\_\_ Greg yesterday?
8. The giggling toddler slid \_\_\_\_\_ the slide.
9. Wanda received a letter \_\_\_\_\_ Nicole.
10. Everyone \_\_\_\_\_ Paul wants macaroni for dinner.

Handle Associates- parts of speech

## Parts of speech—Prepositions

Prepositions are words which show a relationship between a noun or pronoun (its object) and some other word in the sentence.

***Circle the prepositions and prepositional phrases in the list below.***

before the storm that he took his jacket around the clock which they knew  
under the table except Fran to me because she fell against the odds  
was still hungry by a lake up a hill not so spicy in a large bowl which she counted  
in her hand behind the garage preparing meals from Europe

***Underline the prepositional phrases in the sentences below.***

1. Everyone in class except Dan has had the chickenpox.
2. She couldn't get the taste of sulfur out of her mouth.

3. My grandfather keeps his stamp collection in special books.
4. Put your keys in the crystal bowl on the table in the living room.
5. Over the river and through the woods to grandmother's house they went.
6. The kitten hid in the corner when she saw the puppy run towards her.
7. The inclement weather caused us to have our tag sale in the garage.
8. The women sat on the beach and watched the children play in the water.

Handle Associates-parts of speech

## Parts of speech

**Prepositions** are words which show connections between nouns and pronouns and other words in the same sentence. The most common prepositions are:

about above across after against among around at before behind beside  
between by down during except for from in near of off on over through  
to towards under up with

Words which follow a preposition are part of a prepositional phrase.

We went **to the store**.

The shoe was **under the bed**.

***Try these: Underline the prepositional phrases in the following sentences.***

1. Everything worked out in the end.
2. Let's keep this between the two of us.
3. The model airplane sailed over the house.
4. The class walked up the stairs and into the gym.
5. Phil saw his father on television.
6. Her aunt walked off the train and into the car.
7. The car sped over the bridge.
8. Throw the garbage in the trash basket, not on the floor.
9. Did you think he would return the money to the owner?
10. Over the river and through the woods to Grandmother's house we go.
11. Put the disk in the case.
12. Everyone is going on the field trip except Bobby and Van.
13. Have you ever ridden on an elephant?
14. The department store had a sale on hats.
15. Who spilled the milk in the refrigerator?

Now it's your turn.

Make up five sentences that include prepositional phrases. You may put more than one prepositional phrase in a sentence.

Handle Associates- parts of speech

## Parts of Speech—Prepositions

**Find all of the prepositions in the following sentences and underline them (as I've just done in this sentence!)**

1. Don't shout out the window at me.
2. Did you place your shoes underneath the bed?
3. Have you heard the rumor about Candy?
4. I'd love to take a trip around the world.
5. After dinner let's go for a walk.
6. I think we're ridden around this lake before.
7. Before school Kevin always cleans his room.
8. I can't get the thread through the eye of the needle.
9. At ten months Lisa was walking without any support.
10. A giant wasp was circling above us.

**Now, underline the entire prepositional phrase in each sentence. (HINT: There may be more than one per sentence.)**

1. At the end of this exercise change papers with the person across from you.
2. Horatio Alger succeeded against all odds.
3. The eighth grade volleyball team will play against the seventh grade team.
4. I hope to hear from my uncle in Singapore by the end of the month.
5. Many people call Australia "The Land Down Under."

Handle Associates- parts of speech

## Parts of speech—Conjunctions and Interjections

**Conjunctions** are words which join other words, phrases, and clauses together. **Interjections** are words which show surprise.

**Underline the conjunctions and circle the interjections.**

wow therefore and but oh either...or gee if because yikes moreover however ah since  
hallelujah yet for unless oh no whether

**Put an appropriate word in the space.**

1. \_\_\_\_\_ you confess, we'll turn you in.
2. \_\_\_\_\_ that was a terrific move.
3. \_\_\_\_\_ Jeanne \_\_\_\_\_ he sister was interested in the movie.
4. \_\_\_\_\_ Bob \_\_\_\_\_ his father caught a 15 pound bass.
5. It took Lisa eight years to grow her hair \_\_\_\_\_ it took only eight minutes to cut it.
6. \_\_\_\_\_ where do you think you're going?
7. This hospital wing has been made \_\_\_\_\_ of you.
8. \_\_\_\_\_ that lobster tastes great!
9. \_\_\_\_\_ Nicole's father was being transferred, she had to move .

10. You can't get a refund on this merchandise; \_\_\_\_\_ you can get an exchange.

Handle Associates- parts of speech

## Parts of Speech—Conjunctions and Interjections

A **conjunction** joins words, phrases, and clauses. An **interjection** shows emotion.

***Circle the conjunctions and underline the interjections below.***

lavender since paper forest yikes globe oh sincere because  
comb if gee tired stuck although incredible seriously or hey  
nevertheless opinion appreciate furthermore however eek  
precious fascinate breezy

***Choose five conjunctions that you've circled above and make up sentences. If you can put more than one conjunction in a sentence, then go ahead. Use separate paper.***

Handle Associates- parts of speech

## Parts of Speech—Conjunctions and Interjections

Words which join other words, phrases, clauses, and phrases together are **conjunctions**. **Interjections** show surprise.

***Underline the conjunctions in the list below and circle the interjections.***

say oh you for wow and around or yippee hurrah but frame diary remember  
gee drink nor little phew window book face ouch desert hey

***Choose a conjunction which best completes the statement and write it in the space.***

1. Grace wanted to leave \_\_\_\_\_ she had to stay.
2. Neither sleet \_\_\_\_\_ rain will stop the mail carrier.
3. I lost 20 marbles \_\_\_\_\_ I found 10.
4. Either eat the cake \_\_\_\_\_ give it to the dog.
5. Beth \_\_\_\_\_ Liz are twins.
6. The ride kept going up \_\_\_\_\_ down.
7. She was nervous \_\_\_\_\_ she hadn't ridden a horse before.
8. I like the car \_\_\_\_\_ it's too expensive.
9. They go to different schools \_\_\_\_\_ they live in the same town.
10. Sugar \_\_\_\_\_ eggs are the main ingredients for the cake.

## Parts of Speech—Conjunctions

**Conjunctions** connect words or phrases, and clauses. Common conjunctions include

and, but, or, not, for, however, moreover, then, therefore, yet, still, both, also, either/or, neither/nor, as, as if, because, if, since, that, till, unless, when, where, whether.

**Circle the conjunctions in the following group of words.**

finger then without were till throughout paint continue because novel thirsty or ring statue  
forget still paper chew however unless souvenir as if

**Underline the conjunctions in the sentences below.**

1. Since we were late, we missed the first part of the play.
2. I'll see you when I return.
3. Both Cindy and Josh are going camping this weekend.
4. You look as if you've seen a ghost.
5. We searched for an hour, but we couldn't find her keys.
6. Not only is Nate a good student, but he is also an athlete.
7. I won't leave until you call me.
8. My uncle is short but powerful.
9. My alarm didn't go off this morning; therefore, I'm an hour behind schedule.
10. You can't win the contest if you don't enter.

Handle Associates- parts of speech

## **Parts of Speech—Conjunctions and Interjections**

A **conjunction** connects other words, phrases and clauses; an **interjection** shows surprise.

**Circle the conjunctions in the following list and underline the interjections.**

very oh when wrapper upset phew and watch don't but or gee  
disk finished character his hooray never unless wow writing  
excited sunshine because yet since couch eek pollen also  
pain then where pretend over

**Underline the conjunctions in each of the following sentences.**

1. Neither Billy nor Devin remembered to bring the money for the field trip.
2. I remember nursery school as if it were yesterday.
3. I didn't realize that Alexis and Jon are cousins.
4. We had no snow days this year; therefore, we got out a week earlier than last year.
5. We eat breakfast and lunch in the kitchen but we eat dinner in the dining room.
6. You may pay by check or cash.
7. Unless it rains, we'll meet you on the ball field.
8. I can go skiing if I have money for my own lift ticket.
9. Not only is Heidi the youngest in her family but she also has five brothers.
10. My mother had to take two buses and a train to get to her high school.

Handle Associates - parts of speech

## **Parts of Speech**

**Match each part of speech with its function.**

A

B

- |                      |                                           |
|----------------------|-------------------------------------------|
| _____1. noun         | a. describes a verb, adjective, or adverb |
| _____2. pronoun      | b. action or state of being word          |
| _____3. adjective    | c. joins other words                      |
| _____4. adverb       | d. shows surprise                         |
| _____5. preposition  | e. relates noun or pronoun to other words |
| _____6. verb         | f. names people, places and things        |
| _____7. conjunction  | g. describes nouns and pronouns           |
| _____8. interjection | h. replaces nouns                         |

***Write down the number of the part of speech (from the list above) next to each word. If the word can be more than one part of speech, write down all the numbers that apply.***

- |                  |       |
|------------------|-------|
| 1. confusion     | _____ |
| 2. across        | _____ |
| 3. yikes         | _____ |
| 4. face          | _____ |
| 5. attractive    | _____ |
| 6. because       | _____ |
| 7. twelve        | _____ |
| 8. conscience    | _____ |
| 9. acrobat       | _____ |
| 10. no           | _____ |
| 11. interfere    | _____ |
| 12. their        | _____ |
| 13. fast         | _____ |
| 14. without      | _____ |
| 15. but          | _____ |
| 16. moan         | _____ |
| 17. cost         | _____ |
| 18. ring         | _____ |
| 19. disturb      | _____ |
| 20. interference | _____ |
| 21. magenta      | _____ |
| 22. furthermore  | _____ |
| 23. seem         | _____ |
| 24. haltingly    | _____ |
| 25. foreign      | _____ |
| 26. assure       | _____ |
| 27. through      | _____ |
| 28. fascinating  | _____ |
| 29. superlative  | _____ |
| 30. precede      | _____ |
| 31. anxious      | _____ |
| 32. notice       | _____ |

## Parts of Speech

**Indicate the parts of speech of the underlined words.**

1. Gee, this looks like it's going to be a great weekend!
2. Elliot and Sam are going to the Cape after school on Friday.
3. The Franklins have seven children in their family.
4. The baseball crashed through the window and onto the dining room table.
5. The theater club has organized their first trip to a Broadway play.
6. Did you remember to bring the money for the gift, Trevor?
7. Both of the twins want to go to Notre Dame University.
8. The newspaper reporter spoke candidly about the horrors he had seen in Bosnia.
9. Give me a call before you come and I'll be waiting outside.
10. The escaped convicts were caught within two hours.
11. The spring air smelled fragrant of honeysuckle and lilacs.
12. Since we were stuck in traffic for an hour, we had to run to the terminal to catch our plane.
13. Screaming wildly, the ecstatic fans ran onto the field.
14. Instead of mailing me your application, can you "fax" it to me?
15. Either Gerry or Dan seems capable of being captain of the team.

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## Parts of Speech—Review

English has eight parts of speech, each with a different function. They are *noun, pronoun, adjective, verb, adverb, preposition, conjunction, interjection*. They serve the following purposes:

**Noun**—names a person, place or thing

**Pronoun**—substitutes for a noun

**Adjective**—describes a noun or pronoun

**Verb**—shows action or state of being

**Adverb**—describes a verb, adjective, or other adverb

**Preposition**—shows relationship between a noun and another word.

**Conjunction**—joins words, phrases and clauses

**Interjection**—shows emotion

**Identify the part of speech of each word below. If the word can be more than one part of speech, write down all it is.**

1. if 

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2. remember 

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3. necklace 

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4. she 

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5. gorgeous 

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6. scream 

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7. hurriedly 

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8. with 

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9. but 

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10. wow 

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11. types \_\_\_\_\_
12. across \_\_\_\_\_
13. attractive \_\_\_\_\_
14. drove \_\_\_\_\_
15. honest \_\_\_\_\_
16. supercilious \_\_\_\_\_
17. portrait \_\_\_\_\_
18. cucumber \_\_\_\_\_
19. their \_\_\_\_\_
20. hey \_\_\_\_\_
21. speed \_\_\_\_\_
22. tenth \_\_\_\_\_
23. jury \_\_\_\_\_
24. proud \_\_\_\_\_
25. rapidly \_\_\_\_\_
26. birthday \_\_\_\_\_
27. haughty \_\_\_\_\_
28. nefarious \_\_\_\_\_
29. contort \_\_\_\_\_
30. vision \_\_\_\_\_

**Identify the part of speech of each underlined word.**

1. Who completed the application for Penn State? \_\_\_\_\_
2. Francie painted her nails apple red. \_\_\_\_\_
3. Did you hear the sound that computer made? \_\_\_\_\_
4. My canary scratches its head all day. \_\_\_\_\_
5. Before you are two ancient manuscripts. \_\_\_\_\_
6. Yikes, I slipped on the treacherous ice and almost broke my leg. \_\_\_\_\_
7. Debra enjoyed the superb performance by the ballet troupe. \_\_\_\_\_
8. Rory had a fantastic view of the Thames River from her hotel room. \_\_\_\_\_
9. The bitter taste of the herbs lingered on Marshall's tongue. \_\_\_\_\_
10. Superficially, Max and Stan remained friends, but actually, they no longer socialized. \_\_\_\_\_
11. The portable telephone fell into the pool. \_\_\_\_\_
12. The fire department and the police department functioned as one unit during the crisis. \_\_\_\_\_
13. \_\_\_\_\_ The groom had a fleeting glimpse of the bride when she arrived at the church. \_\_\_\_\_
14. Amazingly, no one was injured in the highway crash. \_\_\_\_\_
15. Gee, Mrs. Wilson, I didn't break the window on purpose. \_\_\_\_\_

## Sentences

Each sentence must 1. have a subject, 2. have a predicate, and 3. be a complete thought.

The **predicate** is the verb which shows action or state of being. The **subject** is a noun or pronoun which performs the action of the predicate.

***Find the subjects and predicates in the following sentences. Write S over the subject and P over the predicate.***

1. Hank ran around the bases.
2. His team won the game by three points.
3. The spectators cheered very loudly.
4. After the game we went for pizza.
5. The girls in the club gave a donation to the church.
6. Melissa remembered the assignment.
7. We're having soup tonight.
8. I see clouds in the east.
9. Donna likes to swim and to sail.
10. Brian's best friend lives in Vermont.

**Write five sentences of your own and identify the subjects and predicates. Use a separate piece of paper.**

## Sentence structure

**Sentences** are the building blocks for written communication. A group of words must have a **subject**, a **predicate** and a **complete thought** in order to be a sentence. Missing even one of the elements results in a fragment.

***Tell whether the following groups of words are sentences (S) or fragments (F).***

1. in the beginning of the movie when the main character woke up on a deserted island \_\_\_\_\_
2. run \_\_\_\_\_
3. was very happy when he heard that most of the team members \_\_\_\_\_
4. Harry in the middle of the auditorium \_\_\_\_\_
5. ran out of time \_\_\_\_\_

6. play Charades every time they get together
7. when she ran into the house to answer the ringing telephone
8. McDonald's is Ray's idea of gourmet food
9. when the company changed its name a year ago
10. we have ten minutes until class ends
11. spend all their vacations at their house in Costa Rica
12. Brenda plays the piano professionally
13. the chipmunk scurried across the road
14. startled everyone when it went at midnight
15. is Sam taking drum lessons this year

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Handle Associates-sentence structure

## Sentence Structure

Remember that in order for a group of words to be a **sentence** it must have at least three things: 1) a subject 2) a predicate 3) a complete thought. Any group of words missing at least one of these things is a fragment.

***Try these: Decide if the following groups of words are sentences(s) or fragments (f). Complete each fragment to make it a sentence.***

1. Picked up the rock alone
2. My friends and all of my cousins
3. And until I finished all of the work that my coach gave to me over the summer
4. Boil my egg
5. All of the soccer teams marched in the parade yesterday.
6. On the weekends we usually go out for breakfast
7. Volunteer for the bake sale
8. Under the shade of the maple tree in the front yard
9. Run, Chip
10. How many pieces of gum can you fit in your mouth
11. Holy cow
12. Helen all of her mother's makeup
13. I hate to have my picture taken
14. At the end of the road turn left
15. Because we've had so much snow this year.

Handle Associates - sentence structure

## Sentences

Fragments don't convey information effectively and should be eliminated from written expression. In order for a group of words to be a sentence, it must fulfill three conditions; it needs a predicate (which shows state of being or action), a subject (which performs the action of the predicate), and a complete thought. If it's missing any one of these, then it's a fragment.

***Underline the subject with one line and the predicate with two. Then decide if the words form a sentence (S) or a fragment (F) and add the proper punctuation.***

1. Hired fifteen new executives within the last month
2. Chris, who had been absent for the last week, got an A on the science test
3. Who is the cook in your family, your mother or your father

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4. That song brings back memories \_\_\_\_\_
5. Since the last time that the two of them had spoken in November \_\_\_\_\_
6. Smelled of lavender soap and baby powder \_\_\_\_\_
7. They're driving to Maine together as soon as we get out of school \_\_\_\_\_
8. Helena at the edge of the lake with her toes in the water \_\_\_\_\_
9. Brian has when he played the drums for the last school dance \_\_\_\_\_
10. Allison and Denise wrote and directed the play \_\_\_\_\_
11. Talia can speak five languages fluently \_\_\_\_\_
12. The paper with Greg's telephone number on it flew out the window \_\_\_\_\_
13. Tiptoed lightly among all of the napping children \_\_\_\_\_
14. Until the time that we can afford to pay the rent on an apartment of our own \_\_\_\_\_
15. Because I told you so \_\_\_\_\_

Handle Associates - sentence structure

## Sentence Structure—Correcting fragments

In order to be a sentence, a group of words must have a **subject**, a **predicate** and a **complete thought**. Missing one or more of these items results in a fragment.

***Try these: If the example is a fragment, explain what it's missing. Then correct the fragment to make a sentence.***

1. Was in the picture on the mantle in the living room \_\_\_\_\_

2. Herb until one o'clock and then left \_\_\_\_\_

3. Running through the forest with a pack on his back \_\_\_\_\_

4. Rachel doing a dance number for the talent show \_\_\_\_\_

5. As he looked in the mirror at the end of the hall \_\_\_\_\_

6. Because the mail never comes on time \_\_\_\_\_

7. Didn't learn how to drive until she was thirty-seven \_\_\_\_\_

8. Because Laura couldn't get an appointment until May 26 \_\_\_\_\_

9. A limitless number of examples \_\_\_\_\_

10. Since Nick couldn't open his gym locker \_\_\_\_\_

---

11. Is faster than the speed of sound

---

12. Broke one of his mother's Waterford crystal water glasses

---

13. Because there is no speed limit on most of the *Autobahn*

---

14. New store on the Green within the next few weeks

---

15. Has gotten much faster since I've been using the  
computer

---

Handle Associates- sentence structure

## **Sentence Structure-Repairing fragments**

***Make each of the following complete sentences.***

1. until Buck heard his name called

---

2. Diana at the mall

---

3. a bunch of flowers from her garden

---

4. biting her fingernails while waiting in the office

---

5. Roger in the cafeteria with his friends

---

6. visited a Catholic church, a synagogue, and a mosque

---

7. slid down the steps and landed on his back

---

8. because no one told us until it was too late

---

9. people at the ferry as it departed from the dock

---

10. in English, Spanish, Japanese and Chinese

---

11. for the tenth time since the activity started

---

12. backing out of the garage hit the garage door and dented the car

---

13. since the last time that we came to the zoo

---

14. saw a mole in the back porch and ran out screaming

---

15. The Monroes leaving their Akita in the kennel while they drove cross country

---

Handle Associates - sentence structure

## **Sentence Structure—Eliminating Fragments**

***Change each of the following from a fragment to sentence.***

1. under the picture in the living room

---

2. Todd, speaking to the whole class

---

3. when the club decided to take a trip to Washington

---

4. on the highway heading into the city

---

5. Gill's favorite type of food

---

6. caught the light and formed rainbows

---

7. the drama club collecting money from the proceeds of the play

---

8. didn't know what a phonograph was

---

9. ran to get the phone when it rang

---

10. having applied to a dozen colleges

---

11. hanging around the Green with nothing to do

---

12. the band rehearsing until 10:15 last night

Handle Associates- sentence structure

## Sentence Structure—Run-ons

While a fragment doesn't say enough, a run-on says too much. Run-ons often occur from improper use of punctuation. Repair run-ons by: dividing the run-on into two or more sentences or using a semi-colon to separate two independent clauses or using a comma & a conjunction to separate independent clauses.

### ***Get rid of all run-ons.***

1. I thought the refrigerator was broken I didn't realize that it was only unplugged.

---

2. Lou loves to garden every year he grows so many vegetables that he sets up a roadside stand.

---

3. Those twins look so different I can hardly believe they're related Michael's hair is almost platinum blond and Christopher has brown hair I'd be interested to see their parents.

---

4. Terri left the package by the front door the mailman didn't pick it up.

---

5. Cynthia goes to the gym every day she does aerobic exercise for an hour then she works out with weights for 45 minutes.

---

6. The Nowaks lived in Hong Kong for three years they learned a great deal about Asian culture now Mrs. Nowak is going to visit our class and give a presentation.

---

7. The goose stood in the middle of the road every time it rained the goose did the same thing.

Handle Associates- sentence structure

## Sentences—Correcting Run-Ons

A **run-on** occurs when the wrong punctuation is used to separate independent clauses, or when no punctuation is used. Correct run-ons by:

- 1) separating independent clauses into two or more sentences
- 2) using a semi-colon to separate independent clauses
- 3) using a comma and a conjunction to separate independent clauses.

***Try these: Use one of the three methods given above to correct the run-on sentences.***

1. The class was having a fund-raiser for the Save the Sound Foundation so far they had raised over \$150.

---

2. Drew always said that he owned a wolf, he had an Alaskan Malamute which is very closely related to wolves sometimes it's almost impossible to tell them apart.

---

3. They parked at South Ferry then they took a ferry to Staten Island the boat was full because the weather was so nice.

---

4. Whose ducks are these I've seen them walk across the street every day this week.

---

5. David liked doing his homework with Jenny, she would type the papers whenever they did a project together.

---

6. Meet me at the airport at 5:00 our flight leaves at 7:30 I always like to be early.

---

7. Brenda was born in Belgium she can speak five languages fluently: Flemish, French, German, English, and Spanish.

---

8. The bat was flying around the house it set off our alarm at 3:00 a.m., it must have gotten in through the chimney.

---

9. There was a great deal of competition in the drama club there were thirty five members and only five principal parts in the play.

---

10. *The Seedless Grapes* were going to play at the winter formal everyone in the group was a teacher in the school.

---

12.

## Run-on Sentences

***Correct each of the following run-on sentences.***

1. My sister is studying chemistry she hopes to become a scientist.

---

2. The windows of the cottage were dark where was the rest of the family?

---

3. We rode until nearly dark then we raced home for supper.

---

4. He is an excellent dentist he has a large office in the city.

---

5. Much depends upon your help you won't fail us, will you?

---

6. We planned the design and carried it out on the leather this took skill.

---

7. Our parents went to New York they went to visit relatives.

---

8. All materials are similar in certain ways they may not look or feel alike.

---

9. Electric current is not a material it does not take up space.

---

10. There are three states of matter material is another name for matter.

---

11. He rested for two hours then he felt better.

---

12. The children ran into the street they never stopped to look either way.

---

13. The committee decided to hold a dance there would be an admission charge of one dollar.

---

14. The canoe plunged through the dangerous rapids water splashed the  
\_\_\_\_\_ occupants.

15. I have fallen on my new skis many times I keep trying.

---

16. Let's have lamb chops I'm tired of roast beef.

---

17. He attended high school in Denver then his family moved to Seattle.

---

18. Do you think it will rain that will spoil our fun.

---

19. I was outside when the phone rang by the time I ran inside it stopped.

---

20. The money fell behind the couch if you can reach it you may have it.

---

Handle Associates - sentence structure

## Sentence Structure—Run-ons

When two or more sentences come together without appropriate punctuation, run-ons result. Be sure to separate sentences in one of three ways:

1. punctuation and a capital
2. semi-colon
3. comma and a conjunction.

***Separate the run-ons in one of the three ways listed above.***

1. I thought that I had finished all the housework but I forgot about the laundry.

---

2. Kent cooked a five course dinner for his family he even made baked Alaska for dessert.

---

3. My mother gave me money to buy a dress for the prom she said whatever I didn't spend I could use for shoes.

---

4. The library is usually open on Saturdays it's closed today because of the long holiday weekend.

---

5. We went to Bermuda over vacation we stayed in a little cottage on the beach we rode bikes to get around we had barbecues at night we had a great time.

---

6. Lisa has been studying karate for almost four years now she has even won a couple of state tournaments.

---

7. How many states have you lived in I've lived in three states and in another country and I think that I like Connecticut best.

---

8. Andrew has cousins who live in Australia they invited him to visit them but he doesn't want to travel on a plane that long.

---

9. After the hurricane we lost power for three days we had no water for three days we had to go to the fire station to get water now we have a generator.

---

10. Have you seen Katy she lost fifty pounds I didn't even recognize her when she waved to me she looks terrific.

---

Handle Associates- sentence structure

## Sentence Structure—Distinguishing Sentences from Fragments and Run-ons

**Write *S* for sentence, *F* for fragment and *R* for run-on. Then change the fragments and run-ons to sentences. Provide capitalization and punctuation for each example.**

1. while it was rising on the counter

---

2. go

---

3. first take the yarn and hook it around your finger then hook the yarn through so you have a loop on the hook

---

4. went sliding down the side of the hill

---

5. they didn't think that they would enjoy the concert but they had a great time

---

6. having signed up for the decorating committee

---

7. the children took a walk around the corner several people stopped to ask them if they wanted a ride

---

8. has been taking skiing lessons since she was three

---

9. they have a German Shepherd, a Siamese cat, and three parakeets

---

10. writing a book report at the last minute

---

---

**Identify and correct the fragments and run-ons below. Use another sheet of paper if necessary**

No one knows what memories are several decades go, scientists looked for what they called the “grandmother neuron.” Then they concluded that one neuron holds grandmother’s face. Another her smell, and still another, the sound of her voice. Now they think she is in none of these places. Memory of grandmother’s face, they say. Probably does not reside in a particular neuron.

Handle Associates - sentence structure

## Sentence Structure

***If the following groups of words are sentences, write S; if they are fragments, write F and correct them so they are sentences. If they are run-ons, write R and correct them. Put proper end punctuation in each example.***

1. Ate a baked potato for lunch

2. Couldn’t recognize him from high school

3. The water is too cold to swim

4. A great feeling of accomplishment

5. Many children can’t tell time on an analog clock they  
digital time only

6. We went out to celebrate my mother’s promotion

7. Should probably clean out the refrigerator some day

8. Yes, there is such a thing as drinking too much water

9. We’re driving to Boston this weekend I’m going to be a bridesmaid at my cousin’s wedding

10. This time of year entire garden with its vegetables and herbs

11. My grandmother likes to go to bed at 8:00 and get up at 4:00

12. The radio announcement about opening of a new deli in town

---

13. I can't decide what to major in when I go to college I like both chemistry and math but I don't want to double major

---

14. Were going to have a clam bake on the last day of school

---

15. Brad passed his First Aid course last week, and I think he plans to be a camp counselor this summer

---

Handle Associates- sentence structure

## Sentence Structure

Indicate whether the following are fragments, run-ons or sentences. Rewrite the run-ons and fragments so they're sentences.

1. For the first time that I can remember

---

2. Students learn

---

3. Chris, given the summary of the story

---

4. The blue and red sweater on the floor

---

5. The freshman sitting in the corner

---

6. I have no plans yet for Saturday evening I think that I would like to go bowling

---

7. He's here Rose is leaving

---

8. Bringing in the morning mail

---

9. Because Debbie wanted to see the other movie that is playing in Madison

---

10. Until Ann heard her speak, she didn't recognize Kathy.

---

11. Saw the candy wrapper but didn't pick it up

---

12. Phil gets \$6.50 an hour

---

13. They ate the same meal only one of them got sick

---

14. In the garden in the backyard next to the fence

---

15. Amanda applied to seventeen colleges

---

16. I have to find a part-time job, I need to buy textbooks.

---

17. Looking on the ground instead of in front of him

---

18. They've already been to France and London, this year they're visiting Portugal.

Handle Associates - sentence structure

## Sentence Structure

***Determine whether the words below form sentences (S) fragments (F), or run-ons(R). Then, correct the fragments and run-ons.***

1. When she put the wad of gum in her mouth in class

\_\_\_\_\_

2. Ginger bent down and her glasses fell off her head they were brand new she just bought them yesterday

\_\_\_\_\_

3. Vincent hopes to be an attorney both his father and his grandfather are attorneys

\_\_\_\_\_

4. The breeze off the water was particularly refreshing because the air was so hot

\_\_\_\_\_

5. The handsome stranger entranced Sophia with tales of exotic lands and fascinating people

\_\_\_\_\_

6. Because their new home wasn't finished being built yet

---

7. The Jensens have at least three computers in their house one is for the kids one is for the mother's business one is for the father's business.

---

8. If you could have one wish granted, what would it be

---

9. Since we went to Arizona in February

---

10. Have you even seen a Broadway musical they are very entertaining

---

Handle Associates- sentence structure

## Sentence Structure—Subjects and Predicates

The order of a sentence is not always the same. While the subject is often in the beginning of the sentence, it isn't always. Be able to identify the subjects and predicates in a sentence.

***Put one line under the subject and two under the predicate.***

1. Because Nina is the oldest in her family, she often has to baby-sit for her younger brother and sister.
2. What time did you go to bed last night?
3. The aroma of the coffee awakened my father.
4. Until you called I didn't realize that you were coming.
5. Since we had so much rain last week, the tulips bloomed early.
6. For the first time since we moved here, we missed the tree lighting.
7. The cyclists rode on the side of the road.
8. How many boxes of donuts did Sylvia bring for the picnic?
9. After shoveling snow all morning, Mike was exhausted.
10. All of the cousins played together in the backyard.
11. Since the company transferred Mr. Pierce to Texas, the family has to move.
12. Because Nicole's alarm clock didn't go off this morning, she was late for school.

Handle Associates- sentence structure

## Sentence Structure—Subjects and Predicates

A **subject** of a sentence is the *noun, pronoun, or other group of words that performs the action of the verb* in an active voice sentence. (We'll have more on voice later.)

The **predicate** is the *main verb* which performs the action or the state of being in the sentence.

***Place one line under the subject and two lines under the predicate in the following sentences.***

1. People walk.

2. Some people that I know walk very fast.
3. The pot was boiling on the stove.
4. I don't recognize Lena.
5. Stop!
6. Alex, please stop bothering your little brother.
7. Fish swim.
8. Sometimes fish known as salmon swim upstream in order to spawn.
9. Children read.
10. The young children that I saw in Mrs. King's class yesterday read very well.
11. Because Frank lost one of his good black shoes, he wore sneakers with his new suit.
12. My dog jumped into the pool and swam to the deep end.
13. Jimmy and Andy's brother lives in New Mexico.
14. The ambulance and other emergency vehicles raced to the scene of the accident.
15. I hope that you understand the point of this exercise.

## Sentence fragments

A group of words must be a complete thought in order to be a sentence. Below are subject and predicates. Match them to make sentences.

**Choose the best answer by matching the correct letter with a number. Make sure the sentence makes sense!**

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| _____ 1. My father                  | A. was a birthday gift.            |
| _____ 2. The clock on the wall      | B. is my favorite dessert.         |
| _____ 3. All of the horses          | C. went on vacation together.      |
| _____ 4. Lemon meringue pie         | D. is 22 minutes slow.             |
| _____ 5. Pat and her little brother | E. caused power problems.          |
| _____ 6. The new telescope          | F. have rollerblades?              |
| _____ 7. Those three families       | G. galloped through the desert.    |
| _____ 8. Craig's golden retriever   | H. painted the garage.             |
| _____ 9. How many people            | I. goes to obedience classes.      |
| _____ 10. The hurricane             | J. have a large collection of Cds. |

**Make sentences out of the following fragments.**

1. until he was too tired to talk

---

2. had an art show in her backyard

---

3. the stamp collection to school

---

4. didn't make any sense to us

---

5. made the chicken for the picnic

---

Handle Associates- sentence structure

## Sentences—Identifying Subject and Predicate

***Find the subjects and predicates in the following sentences. Draw one line under the whole subject and two under whole the predicate.***

1. Into the sunset rode the two cowboys.
2. Under the dresser lay Dad's wallet.
3. Until what time can you stay at the party?
4. Filbert planned to change his name to Harold.
5. That boy has ten holes in one ear.
6. Before the bell rang Nancy ran to her seat.
7. About three years ago the Wilsons moved to Oregon.
8. Paint the closet, too.
9. Tim fell off his bike and broke his wrist.
10. Can you recognize her handwriting?
11. Over the stream jumped the dog.
12. Take out the garbage now.
13. The baby climbed up the stairs and into the crib.
14. Did Kristen try out for the solo?
15. Through the window and into the garden flew Sally's shoe.

Handle Associates- sentence structure

## Sentence structure—Subjects and Predicates

The **predicate** is the *main verb* in the sentence. It may show action or state of being. The **subject** is usually a *noun or pronoun* which performs the action of the predicate.

***Try these: Underline the predicate with one line and the subject with two lines.***

1. The lamp gave off an eerie light.
2. Jeff came to the party two hours early.

3. The bulldozer dug a hole five feet deep in the backyard.
4. Marcus fell off his skateboard and injured his arm.
5. Did you believe that story for a minute?
6. Run to the center of the field.
7. My cousin Tony is seven feet tall.
8. You will need lined paper for this assignment.
9. My favorite foods are pizza and spaghetti with meatballs.
10. Chris helps his mother with the shopping on Saturdays.
11. Please remember to send me a postcard from Australia.
12. Have you seen that new adventure film yet?
13. Steve eats porkchops for dinner every night.
14. Cami volunteers at the hospital every Wednesday.
15. The mole ran under the porch in the backyard.

## **Sentence Structure—Subjects and predicates:**

The **subject** of a sentence often comes before the **predicate**. However, that is not always true.

***Try these: Underline the subject in each sentence and circle the predicate. Be careful!***

1. Come sit next to me, Julie.
2. Did you ask the time?
3. I can see your reflection in the store window.
4. Tiptoeing softly, Dave went downstairs.
5. When will dinner be ready?
6. How many parents went to the meeting?
7. What time do you eat dinner on Sunday?
8. Return the bottles to the store.
9. Down the street ran Bert.
10. Across the ocean sailed the explorer.
11. Where does this tennis racquet belong?
12. Alka traveled to India with her family.
13. Into the hole ran the mouse.
14. The room was very quiet without Jesse.
15. Have your papers signed by your parents.
18. Marissa's brother helped her with her project.
16. The clock fell off the wall.
17. We parked across the street.
18. Your brother helped us push the car.

Handle Associates- sentence structure

## **Sentence Structure—Sentences and Fragments**

A group of words must have three elements in order to be a sentence:

1. a predicate
2. a subject
3. a complete thought

Groups of words missing any one of these three elements may be fragments, phrases, or dependent clauses.

**Write (F) for fragments and (S) for sentences. Then add capitalization and punctuation for sentences.**

1. heard the oil burner from the other room

---

2. nodded in agreement during the lecture

---

3. ten people tried to fit into the compact car

---

4. since Arnie wasn't invited to the party, he and Ken went bowling

---

5. leave

---

6. leaving the packages on the front steps in view of the neighbors

---

7. drinks at least six quarts of water a day

---

8. try to exercise at least twenty minutes a day, three days a week

---

9. out of the cannon at the intermission during half-time at the football game

---

10. hit the light pole and all the lights in the city went out

---

11. they're coming, too

---

12. we use that kennel every time we go on vacation

---

13. Shannon a bit part in the new Broadway musical

---

14. if I get straight A's on my next report card

---

15. he and Linda represented the rest of the town at the meeting

---

## Sentences—Repairing Run-ons

Run-ons usually occur when a writer uses incorrect punctuation and places too many thoughts in one sentence. In order to repair a run one, do one of three things. 1) Add a period and a capital and divide the run-on into two sentences. 2) Use a semi-colon instead of a comma to divide independent clauses. 3) Use a comma and a coordinating conjunction to separate independent clauses. Note: For number 3 use both the comma and the conjunction.

***Change these run-ons into correct sentences. Use each method at least two times.***

1. Winnie rubbed her eyes she didn't get much sleep at the slumber party last night.

---

2. I mailed my cousins in Sicily a letter two weeks ago they didn't get it yet because of a mail strike.

---

3. Laura was the first to detect the leaking gas she has a very strong sense of smell I think she saved our lives.

---

4. Would you rather have the ice cream or the frozen yogurt the yogurt has fewer calories and no fat the ice cream tastes better?

---

5. Katie made her own prom dress it's beautiful she's so talented.

---

6. Mr. Hadley won't be principal of our high school next year he's going to be the Superintendent of Orange County Schools in California.

---

7. My little brother is ten, how old is yours?

---

8. Everyone hoped for warm weather for the camping trip except Joe he just bought a new sleeping bag and wanted to see how comfortable he'd be in sub-zero temperatures.

---

9. We heard the great news on the radio how much did you win in the lottery can you lend us \$20,000?

---

10. Ms. Bennet doesn't look amused who put the frog in her desk drawer?

## Sentence Structure—Sentences and Run-ons

A **run-on** occurs when two or more sentences are punctuated incorrectly, causing them to run together. Correct a run-on in one of three ways:

1. Divide the run-on into two or more sentences by ending one sentence with the appropriate punctuation and beginning the next sentence with a capital.
2. Use a semicolon(;) to divide the independent clauses.
3. Use a comma and a conjunction to separate the independent clauses. (You must use both in order to divide the sentences correctly.)

***First decide if the sentences below are run-ons. If they are run-ons use one of the methods listed above to change them into sentences.***

1. My grandfather had a large garden one year he grew watermelon.

---

2. In the winter the pond near my house freezes the we all go ice skating.

---

3. Joe has a very annoying habit every time he takes a test he hums it's very distracting.

---

4. Beethoven was a great composer, but did you know that he was deaf?

---

5. Homer was a great Greek writer, and he was blind.

---

6. My little brother likes to ride on the swings, he usually gets sick when he swings too much.

---

7. It took the photographer an hour to take a family portrait the baby kept crawling away.

---

8. What is your favorite fruit, mine is watermelon.

---

9. Drew likes to do tricks on his bicycle he's learning to ride it with no hands.

---

10. I thought that is was raining, but I can see that it's snowing.

---

11. Max loves pigs he has pictures of pigs everywhere in his room.

---

12. Ever since I first met you, I thought that you were a very ambitious person.

---

## Run-ons and Fragments

**\*Remember, a sentence must have a subject, predicate and complete thought.**

A **fragment** is missing at least one of the requirements. A **run-on** is one or more sentences joined together without proper punctuation:

Tanya drew that beautiful picture. (sentence)

That beautiful picture (fragment)

Tanya drew that beautiful picture it took her three weeks. (run-on)

***Identify the sentences, fragments and run-ons. Correct the fragments and run-ons so that they become well written sentences.***

1. For the first time that my mother could remember

---

2. The glass vase in the hall

---

3. The bike came in a big black box

---

4. The sun on a blazing day

---

5. Played jumprope all afternoon

---

6. The class went on a field trip Mr. Como came as a chaperone

---

7. Enjoyed going to the baseball game with his friends

---

8. My favorite book of all time

---

9. Fran has all of the American Girl dolls

---

10. Sits in front of the teacher

---

11. Alex had to present the report to the class everyone liked it

---

12. Next to a video arcade

---

13. John had a pool party for his birthday

---

14. They've been friends since they were babies

---

15. Hiking through the forest with his dog

---

Handle Associates- sentence structure

## **Sentences—Distinguishing Sentences from Fragments**

Tell whether the following are fragments or sentences. Capitalize and punctuate where necessary.

1. because he promised me I could go

---

2. they played video games until midnight

---

3. have you ever been to an alligator farm

---

4. since Lydia was about three years old

---

5. that cathedral is almost 1000 years old

---

6. when suddenly the lights went out

---

7. when they went to the science museum

---

8. you were with your friends when I saw you

---

9. after they rode the trolley in San Francisco

---

10. why did Fran take the air out of the tire

---

11. they suggested a different plan

---

12. that movie is very popular

---

13. Mike sent a cassette instead of a letter

---

14. after we ordered the pizza

15. which both Jason and Jenni said at the same time

Handle Associates - sentence structure

## Sentence Structure—Sentences, Fragments and Run-ons

***Indicate whether the examples below are sentences, fragments or run-ons. Then correct the fragments and run-ons.***

1. She gave him the tape so he'd play it when it was her turn to perform he lost it

\_\_\_\_\_

2. Bermuda has pink sand on its beaches.

\_\_\_\_\_

3. Hiding under the staircase holding his security blanket.

\_\_\_\_\_

4. The steeple rose majestically over the university.

\_\_\_\_\_

5. My brother counted five computer terminals in our house I guess we're part of the "Information Age."

\_\_\_\_\_

6. Heidi locked her keys in the car the police are coming to help her.

\_\_\_\_\_

7. Since she wants to be a veterinarian.

\_\_\_\_\_

8. On top of the dresser on the right side of the room lay the glasses.

\_\_\_\_\_

9. Although the whole family worked on the basement together.

\_\_\_\_\_

10. Can't decide whom to ask to the senior prom.

11. Because he ran with such grace.

12. At the last minute.

Handle Associates- sentence structure

## Sentences—Types of sentences

There are four types of sentences. Each has a different purpose, and they use different punctuation.

| Type          | Purpose                      | Punctuation |
|---------------|------------------------------|-------------|
| Declarative   | States a fact, wish, opinion | .           |
| Exclamatory   | Shows excitement             | !           |
| Imperative    | Orders or requests           | .           |
| Interrogative | Asks questions               | ?           |

**What type of sentence is each of the following? Put the correct punctuation and write the sentence type. (D, E, Imp, Int)**

1. Someone has been calling here all night
2. How often do you go to practice every week
3. The Weiners have an indoor pool
4. Pass me another piece of pie, please
5. Wow, that was a close call

**Write two sentences for each different type on a separate sheet of paper.**

Handle Associates- sentence structure

## Types of Sentences

**Determine the type of sentence, place the correct end punctuation, and then write the number of the sentence type at the end of the sentence. 1- Declarative 2-Interrogative 3-Imperative 4-Exclamatory**

1. May I borrow your book for a minute \_\_\_\_\_
2. This is the best devil's food cake I ever tasted \_\_\_\_\_
3. What are doing during vacation \_\_\_\_\_
4. We're going to visit my grandparents in Florida \_\_\_\_\_
5. Leave your shoes in the mud room \_\_\_\_\_
6. We haven't had rain for so long that the stream by my house dried up \_\_\_\_\_
7. For her birthday we gave my mother a gift certificate for a facial and a manicure \_\_\_\_\_

8. When my parents got the telephone bill they realized that my little brother had been calling Disneyland at least once a day for the last month. \_\_\_\_\_
9. Are Michael and Mark identical or fraternal twins \_\_\_\_\_
10. Watch out for the runaway skis \_\_\_\_\_
11. How many pages can you read in an hour \_\_\_\_\_
12. What is the formula for converting Fahrenheit to centigrade \_\_\_\_\_
13. Hooray, Mary got her driver's license \_\_\_\_\_
14. What do you want to do on Saturday, Chris \_\_\_\_\_
15. Now I hope that you're an expert on sentence types \_\_\_\_\_

Handle Associates - sentence structure

## Sentences

Another way to categorize sentences besides by composition, is by function. In that case, four types of sentences exist.

**Declarative** sentences *state a fact, opinion, or wish*. **Interrogative** sentences *ask questions*. **Imperative** sentences *request or command*. **Exclamatory** sentences *show emotion*.

***Tell what type of sentence each is.(D,Int., Imp., E) Punctuation has been omitted.***

1. Can you play the trumpet or the trombone \_\_\_\_\_
2. Please drop the letter in the mail box when you go to town \_\_\_\_\_
3. I think that the Yankees are the best team in baseball \_\_\_\_\_
4. Both of the boys were born on August 22 \_\_\_\_\_
5. Watch out for the car \_\_\_\_\_
6. Yuck, that water tastes terrible \_\_\_\_\_
7. Who is the author of *David Copperfield* \_\_\_\_\_
8. Neil has been training for the cross country meet for at least six months \_\_\_\_\_
9. Pick up your clothes as you go upstairs and put them in the hamper \_\_\_\_\_
10. A philanthropist is a person who donates money to charitable causes \_\_\_\_\_
11. Why didn't you tell me that you were going to be late \_\_\_\_\_
12. Celia, whose grades went from C's to A's, will get the award for "Most Improved Student." \_\_\_\_\_
13. Check the oil pressure and the tires, please \_\_\_\_\_
14. Can you count from one to ten in Mandarin \_\_\_\_\_
15. Send me a postcard when you get to Paris \_\_\_\_\_

Handle Associates - sentence structure

## Types of Sentences

Sentences can be classified by the functions they perform. Thus, we have four types of sentences: 1) Declarative—states fact, opinion or wish(.) 2) Interrogative—asks a question(?) 3) Imperative—presents a command or request(.) 4) Exclamatory—shows emotion (!)

***Classify each of the sentences and add the appropriate punctuation.***

1. Look out for that bull \_\_\_\_\_
2. Please remove your hat so I can see the stage \_\_\_\_\_
3. Have you swept the front stairs yet \_\_\_\_\_
4. Who will be the valedictorian \_\_\_\_\_
5. May can't find her watch \_\_\_\_\_

6. Have you seen it anywhere
7. When the puppy jumped into the pond my father jumped in after him
8. That's an enormous statue
9. The next time I call give me the account number
10. The accident on the highway caused traffic delays for two hours
11. How many times do you work out at the gym every week
12. The assembly lasted for three periods, so we missed our math test
13. Hang up the phone, Jack; I'm waiting for a call about a job
14. Should the driving age be changed to 18
15. Read "Chapter 6" for tomorrow

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## Sentences

Not only declarative sentences have subjects and predicates. The other three types of sentences also have them. The subjects and predicates may be in different order. In the case of imperative, or command sentences, the subject is usually "you understood."

***Place S over the subject and P over the predicate.***

1. Read the following sentences.
2. Where did you put the hose?
3. It's so cold today!
4. Does Carol have her own phone?
5. Do you believe what you heard?
6. What is your favorite food?
7. Please set the table so we can eat.
8. Who won the soccer game yesterday?
9. He made a cake for his mother.
10. Get away from me!

***Write two of each type of sentence and identify the subject and predicate for each.***

Handle Associates- sentence structure

## Types of Sentences

A **declarative** sentence states a fact, opinion, or wish. (.)

An **interrogative** sentence asks a question. (?)

An **imperative** sentence requests or demands. (.)

An **exclamatory** sentence shows emotion. (!)

**Indicate what type of sentence each is and add the proper punctuation.**

1. What kind of animal is a platypus
2. That house has how many rooms
3. Don't look at the keys as you type
4. That was a fantastic catch you made, Joe
5. How long is a century
6. I think that chocolate ice cream is the best
7. I wish that I could fly like a bird
8. That dinner was absolutely delicious
9. The Fitzgerald family has fourteen children
10. Quick, give me change for a dollar
11. When was the last time you saw your friend Geraldine
12. Would you rather drink decaffeinated coffee or herbal tea
13. Which is the highest mountain range in the world
14. Lyla, you did a terrific job on your speech
15. Lisa, yell when the bus comes

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Handle Associates-sentence structure

## Sentences

A **declarative** sentence tells a fact or wish.

An **interrogative** sentence asks a question.

An **imperative** sentence gives a request or an order.

An **exclamatory** sentence shows great feeling.

**What type of sentence is each of the following? Write your whole answer on the space provided.**

1. How old is Jack?
2. I can't remember where my pen is
3. Laura likes chocolate soda.
4. Please sit in that chair.
5. It's a beautiful day today!
6. What a pretty kitten that is!
7. When is Ray coming?
8. She's in the seventh grade
9. Stop talking.
10. Is Erin a girl scout?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Put the correct punctuation at the end of each sentence.**

1. I can't believe you said that
2. When is your birthday
3. Our team won the game
4. Who is your best friend
5. Chris saw that movie
6. Fran ran into the school
7. Do you have a computer
8. That's an excellent idea
9. I can't wait for Saturday
10. Did you understand

11. Do you like tea
12. We're best friends
13. Run
14. Where are you
15. We had such fun
16. Does Jen like camp going
17. Lend me a dime, please
18. How fast are cheetahs
19. Mike gets an allowance
20. That tastes terrible

**Now it's your turn. Make up two of each type of sentence. Put the answers on a separate piece of paper.**

## Sentences

Remember that sentences do four different types of things: they tell something (**declarative** "."), they ask something (**interrogative** "?"), they order or request something (**imperative** .), and they show emotion (**exclamatory** "!").

**Write the sentence type and place the correct punctuation at the end of the sentence.**

1. What time does the store open
2. Pass me a piece of bread, please
3. That was a great game
4. Tell me your name
5. How many times did you read that book
6. The fruit looked rotten
7. Did you understand what he said
8. What a mess his locker is
9. They can't tell the twins apart
10. The cat got stuck in the tree again
11. Did they get lost on the way to the hideout
12. Our garage light doesn't work

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Make up ten sentences: 3 declarative, 3 interrogative, 2 imperative, and 2 exclamatory

Handle Associates- sentence structure

## Sentence Structure—Voice

Strengthen your writing by using active rather than passive voice. In **active voice**, the subject *performs* the action of the verb, but in **passive voice** the subject is the *receiver* of the action.

(passive)

The gum was chewed by Joe.

(active)

Joe chewed the gum.

**Decide whether each sentence is written in active or passive. Change any passive voice sentences to active voice.**

1. Alyssa told the secret to her friend Sondra.

\_\_\_\_\_

2. A plane was taken by my parents to Hawaii.

\_\_\_\_\_

3. The whole backyard was raked by Steve.

\_\_\_\_\_

4. The speech was given by the president last week.

\_\_\_\_\_

5. The radio was blaring in the background.

\_\_\_\_\_

6. My father lost a whole day's work when the power went out and his computer shut down.

\_\_\_\_\_

7. The lasagna tasted delicious.

\_\_\_\_\_

8. The writing contest was sponsored by a local newspaper.

\_\_\_\_\_

9. Karen lost her sandals in the mud in the creek.

\_\_\_\_\_

10. That package was delivered by my cousin's delivery service.

\_\_\_\_\_

11. Are you allowed to chew gum in Mrs. Riley's class?

\_\_\_\_\_

12. The entire trip was arranged by our travel agent.

\_\_\_\_\_

13. How much of that information was known to you?

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14. The twins were picked up from school by their baby-sitter.

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15. The speaker was introduced by the principal.

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Handle Associates- sentence structure

## Sentences—Voice

**Voice** refers to the use of the subject in the sentence. If the subject is the *doer of the action*, then the sentence is in **active voice**. If the subject is *not the doer of the action*, then the sentence is in the **passive voice**. While the passive voice is not grammatically incorrect, it is sometimes wordy and weak.

**Write A if the sentence is in active voice and P if it is in passive voice.**

1. The disk jockey announced our tag sale on the radio.
2. Our tag sale was announced on the radio by the disk jockey.
3. We picked strawberries for two hours yesterday.
4. Strawberries were picked by us for three hours yesterday.
5. I couldn't read my grandmother's shopping list.
6. I couldn't read the shopping list written by my grandmother.
7. Who wrote *Charlie and the Chocolate Factory*?
8. My little brothers jumped into the pool wearing their good clothes.
9. Our vegetable garden was planted by my mother.
10. The results of the contest were printed in the newspaper.

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**Change the passive voice sentences into active voice.**

1. Carrie's birthday cake was baked by her two best friends.

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2. The beach pass can be purchased by residents at the lake.

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3. The wagon was pulled by four large horses.

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4. The chocolate mousse was prepared by me.

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5. The burglar was bitten by the ferocious Yorkshire terrier.

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Handle Associates- sentence structure

## Voice

In **active voice** sentences, the subject performs the action of the verb (e.g. The President signed the bill.) In **passive voice** sentences, however, the subject receives the action of the verb (e.g. The bill was signed by the President.) Active voice is preferable to passive because often passive voice sentences are wordy and lifeless.

***Change the following passive voice sentences into active voice if possible.***

1. Who was this poem written by?

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2. My closet was painted by me and my cousin Les.

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3. The energy meeting was postponed until the blackout was over.

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4. The fight was witnessed by all the students in the cafeteria.

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5. The hamster was brought home from school by Danny.

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6. The telephone was answered by the corporation's secretary.

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7. Mr. Chambers is driven to work every day by his chauffeur.

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8. The chemical experiment was conducted during lab time.

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9. My view of the stage was obstructed by the woman in the enormous hat.

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10. Notice of the auction was placed in the newspaper.

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11. The mail had been delivered earlier than usual by the mailman.

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12. Even though the flight had been delayed for an hour by bad weather in Hartford, it still landed on time in Los Angeles.

**Voice**

Sentences can be written in **active** or **passive** voice. Active voice is usually preferable because the subject performs the predicate’s action. In passive voice sentences, the subject receives the action of the predicate. Also passive voice sentences are often wordy.

*Identify each sentence as in active or passive voice.*

1. Ten pretzels were eaten by Peter at the football game.

2. Peter ate ten pretzels at the football game.

3. Our house was built by my father and my uncle.

4. My father and my uncle built our house.

5. The little boy who lives down the street was bitten by the pit bull.

6. The pit bull bit the little boy who lives down the street.

7. Charlie was voted president of the class by everyone.

8. Everyone voted for Charlie for class president.

9. A great time was had by all.

10. Everyone had a good time.
- \_\_\_\_\_

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**Change the following passive voice sentences into active voice.**

1. The mother duck was followed by eight of her chicks.

2. The brownies were baked by us for the girl scout bake sale.

3. We were told by the lifeguard that there were jellyfish in the water.

4. The national anthem was sung by the school chorus.

5. The sailfish was tipped over by Roger and Larry.
- \_\_\_\_\_

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\_\_\_\_\_
- Handle Associates - sentence structure
- Sentence structure—Voice**
- Active voice** is preferable to **passive voice**. In **active voice** the *subject* performs the action of the verb, but in **passive voice** the *subject* receives the action of the verb. Passive voice sentences usually have a form of *be* and the word *by* in them.
- Determine the voice of each sentence below. Change passive voice sentences to active voice.*
1. Dessert was made by my mother and me.

2. The coffee was too hot to drink.

\_\_\_\_\_

\_\_\_\_\_

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3. Their house was built by the local contractor.

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4. When Reggie smiled I noticed that he lost his tooth.

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5. Jay was given a guitar for his birthday by his aunt and uncle.

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6. The check was signed by Janice Jannell.

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7. Grandma has her hair done by Sylvia on Wednesdays.

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8. The party will be held at the community center by the youth group.

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9. William was spoken to by the principal about his behavior.

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10. Did you know that *To Kill a Mockingbird* was written by a woman?

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11. Michael made the exhibition baseball team.

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12. Nadine's brother goes to the gym for two hours every day.

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13. Justin's bike was run over by a truck.

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14. When we were in Rome we were asked directions by two Italian women.

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15. The dripping faucets were repaired by the plumber.

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.Handle Associates - sentence structure

## Voice

Of the two voices, *active* and *passive*, choose active when writing because in active voice the subject performs the action of the verb and favors stronger verbs. *Passive* voice always has a form of be in it; however, not all sentences with forms of be are passive. In a *passive voice* sentence, the subject receives the action of the predicate.

***Can you tell the voice of each sentence?***

1. The sand castle was being built by the children.
2. The children built a sand castle.
3. Those apple turnovers were made by my mother.
4. My mother made those apple turnovers.
5. Danny let the air out of the balloon.
6. The air was let out of the balloon by Danny.
7. The President's speech was broadcast by all the radio stations.
8. All the radio stations broadcast the President's speech.
9. Zelda has been late to class every day this week.
10. Pete and Jon were the most popular boys in the class.

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***Change these passive voice sentences to active voice.***

1. The accused murderer was sentenced to 25 years in jail by the judge.

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2. *A Tale of Two Cities* was written by Charles Dickens.

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3. The physics experiment was performed by Amy, Tim, and Nate.

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4. The morning announcements were read by the student council president.

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5. That cathedral had been built by the Romans in the eleventh century.

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Handle Associates- sentence structure

## Phrases

Phrases are groups of words that do not contain verbs, so they are not sentences. The most common types of phrases are prepositional (contains a preposition) and participial (contains a participle) and adjectival (acts like an adjective).

***Underline the phrase in each sentence and tell what type of phrase it is.***

1. The puppy hid under the blanket.
2. Grinning widely, JoJo showed off his baby sister.
3. Being exhausted, Beth fell asleep as soon as she sat at her desk.
4. The new backpack was as light as a feather.
5. The baseball flew out of the park and into the lot.
6. Writing diligently, Paul was the first to finish the assignment.
7. This orange is as sour as a lemon.
8. Dave sang "The Star Spangled Banner" for the opening ceremonies.
9. My mother's wedding ring fell down the drain in the kitchen.
10. Tara, dancing enthusiastically, led the band in the parade.
11. Fill the kettle with water and place it on the wood stove.

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12. The children, tiptoeing noiselessly, stole into the living room to see if Santa had come. \_\_\_\_\_

## Handle Associates- sentence structure

## Sentence Structure—Phrases and Clauses

Sentences are made up of phrases and clauses. A **phrase** is a group of words which does not contain a verb. A **clause** contains at least one verb. A **sentence** has at least one independent clause.

**Identify the following as phrases(p), clauses(c), or sentences(s).**

1. under the maple tree in the back yard
2. since we don't have the money
3. the man in the gray suit
4. who walked up the wrong staircase
5. the farm in the next town
6. which my homeroom teacher told me
7. across the table from my sister
8. the German Shepherd in the backyard
9. since I found ten dollars in my pants pocket
10. over the hum of the computer
11. for your next assignment
12. Maria's favorite restaurant in the city
13. since she spoke with Dawn
14. because Cathy was surprised
15. through the spaces between the yards

[illegible]

## Handle Associates -sentence structure

## Phrases and Clauses

A phrase does not contain a verb. It may be a prepositional, or adverbial, or introductory phrase. A clause, on the other hand, has a subject and a predicate. A dependent clause relies upon another part of the sentence for its meaning, while an independent clause can stand alone.

***Determine whether the following groups of words are phrases(p) or clauses(c).***

1. that we ever experienced \_\_\_\_\_
2. in the closet next to the broom \_\_\_\_\_
3. a loyal and true friend \_\_\_\_\_
4. that believed in the same cause \_\_\_\_\_
5. because Michelle could \_\_\_\_\_  
never keep a secret \_\_\_\_\_
6. who sat mesmerized in the first row \_\_\_\_\_
7. an outrageous proposal \_\_\_\_\_
8. for the first time ever in this theater \_\_\_\_\_
9. since Alex was highly allergic \_\_\_\_\_  
to bee stings \_\_\_\_\_
10. beyond the heavy draperies and \_\_\_\_\_  
dark mahogany furniture \_\_\_\_\_

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**Decide whether the clauses below are dependent or independent.**

1. because we had an agreement \_\_\_\_\_
2. although I was afraid to tell  
you what happened \_\_\_\_\_
3. Penny slipped unnoticed into  
the room \_\_\_\_\_
4. which flew into the window  
accidentally \_\_\_\_\_
5. they worked together quietly  
and efficiently \_\_\_\_\_

Handle Associates - sentence structure

## Phrases and Clauses

A *phrase* is a group of words that *does not* contain a verb; some types of phrases include restrictive, nonrestrictive, parenthetical, prepositional.

A *clause* is a group of words that *does contain* a verb. Clauses are classified into dependent and independent. It is the independent clause that is actually a sentence.

**Put a P next to the phrases and C next to clauses. Then circle the number of each independent clause.**

1. in the alley \_\_\_\_\_
2. laughing as hard as she  
could \_\_\_\_\_
3. with whipped cream \_\_\_\_\_
4. he walked softly into  
the theater \_\_\_\_\_
5. since you went to bed  
so late \_\_\_\_\_
6. for which he hadn't paid \_\_\_\_\_
7. because Marla applied  
to ten colleges \_\_\_\_\_
8. flowers bloom \_\_\_\_\_
9. although Eddie likes most  
seafood \_\_\_\_\_
10. above the clouds \_\_\_\_\_
11. she works every weekend \_\_\_\_\_
12. while brushing her hair \_\_\_\_\_
13. by the end of the year \_\_\_\_\_
14. that clock ticks loudly \_\_\_\_\_
15. when the time comes \_\_\_\_\_

**Change the following dependent clauses to independent clauses. Add meaning to each dependent clause.**

1. although we met only a month ago

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2. since we moved into this neighborhood

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3. because he parked his car next to the fire hydrant

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4. whose parents are both attorneys

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5. that I ever saw

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6. because they all like the warm weather

Handle Associates- sentence structure

## Sentence Structure

Remember, a **phrase** does not contain a verb, a **dependent clause** looks like a fragment and an **independent clause** is a sentence.

***Indicate whether the following are phrases (p), dependent (d) or independent clauses (i).***

1. Among the refuse in the dilapidated shack

2. That Ronnie ever imagined

3. Michelle smiled

4. Stop at the store on the corner

5. After the game this afternoon

6. That attractive woman on the left

7. Because Lauren didn't provide an adequate answer

8. Audrey, Drew and Doug were the first ones to arrive

9. Over the mountain and through the forest

10. Remember that

11. In the back of the parking lot next to a tan car

12. Above the rest of the noise in the gym

13. Since the last time we met

14. Cal made all of the arrangements

15. At the end of the rainbow

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Handle Associates - sentence structure

## Types of Sentences—Phrases and clauses

**Phrases** and **clauses** make up all the types of sentences we have. A simple sentence is composed of one independent clause. A **complex sentence** consists of one independent clause and at least one dependent clause. The compound

sentence is at least two independent clauses. Note: It is the number of clauses which determines the sentence type, not the number of phrases.

**Determine whether the following sentences are simple(S), complex(X), or compound(C).**

1. We couldn't see the helicopter, but we could hear it coming. \_\_\_\_\_
2. Because your application arrived late, we cannot consider you for the position \_\_\_\_\_
3. We look for the puppy in the backyard, at our neighbor's house, and by the stream. \_\_\_\_\_
4. The air was filled with the sounds of happy children. \_\_\_\_\_
5. My favorite season is spring because everything comes to life. \_\_\_\_\_
6. If Arnold calls for me tell him that I don't live here anymore. \_\_\_\_\_
7. Do you want to have a snack now or are you ready to eat dinner? \_\_\_\_\_
8. Betsy's sister, who studied Spanish for four years in high school, got a job as a nanny in Spain. \_\_\_\_\_
9. \_\_\_\_\_ The bus arrived on time, but Karen wasn't on it. \_\_\_\_\_
10. The sounds of their conversation filtered through our walls and into our apartment. \_\_\_\_\_
11. When the fire alarm sounded all of the children walked out of the building in single file. \_\_\_\_\_
12. Sheila's dress was so long that she tripped on it as she walked up the stairs. \_\_\_\_\_
13. \_\_\_\_\_ If anyone finds an emerald and diamond ring let me know because it was my grandmother's.

Handle Associates - sentence structure

**Sentences Structure—Phrases, Clauses and Sentences**

A **phrase** is a group of words which does not contain a verb, while a **clause** is a group of words which does contain a verb. A clause which also has a complete thought is an **independent clause**, or **sentence**.

**Try these: Tell whether the following are phrases, clauses or sentences.**

1. under the couch in the family room \_\_\_\_\_
2. because he pulled a false alarm \_\_\_\_\_
3. since I expected you to call before 7:30 \_\_\_\_\_
4. he couldn't vote because he was seventeen \_\_\_\_\_
5. for all of Elaine's support during the campaign \_\_\_\_\_
6. during the second quarter of the game \_\_\_\_\_
7. when he hit the divider on the highway \_\_\_\_\_
8. because Will bought a pair of rollerblades \_\_\_\_\_
9. since the ninth grade went to Riverside last week \_\_\_\_\_
10. Terri made a pie for the bake sale on Saturday \_\_\_\_\_
11. when Don goes to the gym to work out \_\_\_\_\_
12. by accident Tony's term paper fell into the mailbox \_\_\_\_\_
13. had to wait an hour to get his hair cut \_\_\_\_\_
14. since he began his career at age fifteen \_\_\_\_\_
15. after he read *The Octopus* \_\_\_\_\_
16. about the same time of year \_\_\_\_\_
17. Tanya can read Russian \_\_\_\_\_

Handle Associates- sentence structure

Clauses

A clause is a group of words that contains a subject and a predicate. A dependent clause cannot stand alone but an independent clause is a sentence.

Indicate whether the following are dependent or independent clauses.

- 1. which can be seen under a microscope
- 2. that she could see
- 3. which the plumber left behind by the sink
- 4. if you have a question, just ask
- 5. that the car made on the garage
- 6. since the children were busy at the playground
- 7. because the author was unknown to the general public
- 8. after he gave his summer address to the secretary
- 9. although you have the qualifications and experience
- 10. the heat isn't so bad yet
- 11. who believe that the rules don't apply to them
- 12. if it makes sense to you
- 13. because I love to visit the city
- 14. since our flight leaves at 6:00 A.M.
- 15. until I couldn't see them any longer

Handle Associates-sentence structure

Sentence Structure—Phrases and Clauses

A phrase is a group of words which has neither a subject nor a predicate. A clause is a group of words which may both a subject and a predicate. A dependent clause does not contain a complete idea, but an independent clause does contain a complete idea and is therefore able to stand alone as a sentence.

Indicate each group of words is a phrase (P) or a clause (C).

- 1. which was throbbing with pain
- 2. from the farthest corners of the globe
- 3. that my brother knows about
- 4. who was hammering nails into the beam
- 5. which she made for her friend
- 6. with a deafening roar
- 7. because I said so
- 8. tiptoeing lightly across the grass
- 9. since we couldn't see from where we were sitting
- 10. except the people in the yellow and white house

Indicate whether the following clauses are dependent (D) or independent (I).

- 1. the coffee which Lois made yesterday tastes bitter
- 2. unless the line at the post office is too long
- 3. because we were the first ones to sign up at the recreation office
- 4. who we saw in concert yesterday
- 5. they sat quietly for a whole hour
- 1. under the blanket-prep. 2.Grinning widely-part. 3. Being exhausted-part. 4.as light as a feather-adj. 5.out of the park, into the lot- prep. 6.Writing diligently-part. 7.as sout as lemonade-adj. 8. for opening ceremonies-prep. 9.down the drain, in the

kitchen-prep. 10.dancing enthusiastically-part., in the parade-prep. 11.on the wood stove-prep. 12.tiptoeing noiselessly- part., into the living room-prep.

Handle Associates-sentence structure

Sentences

A **simple sentence** is made up of one independent clause (stands alone). A **complex sentence** is made up of one independent clause and at least one dependent clause (cannot stand alone).

*Tell whether each sentence is simple (s) or complex (x).*

- 1. They both wore the same dress yesterday. \_\_\_\_\_
- 2. Since you don't want to go, I'll go by myself. \_\_\_\_\_
- 3. Joan's parents are taking her to Busch Gardens because she did so well in school. \_\_\_\_\_
- 4. If you ever see her tell her I said "hello." \_\_\_\_\_
- 5. I can never call her because her sister is always on the phone. \_\_\_\_\_
- 6. Since only seven players tried out for the team they all made it. \_\_\_\_\_
- 7. Come in the back yard when you're finished. \_\_\_\_\_
- 8. Who swept the garage yesterday? \_\_\_\_\_
- 9. Stella's father is a famous scientist. \_\_\_\_\_
- 10. Stan ran through the field, into the garden, and over the fence. \_\_\_\_\_
- 11. Cami and Joe couldn't wait until vacation. \_\_\_\_\_
- 12. Nate can't come because his mother is working. \_\_\_\_\_
- 13. The line into the aquarium was very long. \_\_\_\_\_
- 14. Close the windows when the rain starts. \_\_\_\_\_
- 15. We rode into town on our bicycles. \_\_\_\_\_

Handle Associates - sentence structure

Sentences

A **simple sentence** is has at least *one* independent clause. It may have compound subjects and predicates. A **complex sentence** has at least one independent clause and one dependent clause.

*Decide whether the following sentences are simple or complex. Write S or C after each sentence.*

- 1. Derek couldn't find his sandals in the hall closet. \_\_\_\_\_
- 2. He needed them because he was going to the beach. \_\_\_\_\_
- 3. Eric and Lindsey memorized the scene and presented it to the class. \_\_\_\_\_
- 4. We drove to Florida and took a cruise to the Bahamas. \_\_\_\_\_
- 5. Since Sarah didn't have enough money to buy the dress, she borrowed some from her mother. \_\_\_\_\_
- 6. They tore down the movie theater and put in a parking lot. \_\_\_\_\_
- 7. That was the most difficult test that I ever took. \_\_\_\_\_
- 8. Rose and Donna spent all day Saturday researching at the library and preparing their project. \_\_\_\_\_
- 9. Sal was the one who told me to come. \_\_\_\_\_
- 10. The tea got cold when it was sitting on the counter. \_\_\_\_\_

Now it's your turn! Write three of each type of sentence: simple and complex. Use a separate sheet of paper, and be sure to label each type.

Handle Associates - sentence structure

Sentences—Simple and Compound

A **simple sentence** has only *one* independent clause, while a **compound sentence** has at least *two* independent clauses.

*Indicate whether the following sentences are simple or compound. Label each sentence with S or C.*

1. I don't really want to go to the party, but I feel obligated.

\_\_\_\_\_
2. Eva looked over the hill and saw crowd.

\_\_\_\_\_
3. Did you like the movie, or did you prefer the novel?

\_\_\_\_\_
4. He was both thirsty and tired after his workout.

\_\_\_\_\_
5. Sandi would love to have a dog, but her sister is allergic to them.

\_\_\_\_\_
6. We ordered the computer program last week, so we're expecting it to come on Thursday.

\_\_\_\_\_
7. They tried to call their cousins in Sicily last night, but no one was home.

\_\_\_\_\_
8. She exercised for an hour every day, and she lost ten pounds in a month.

\_\_\_\_\_
9. My great-grandfather planted the oak tree in my backyard.

\_\_\_\_\_
10. Are you going to camp this summer?

\_\_\_\_\_

Handle Associates- sentence structure

Sentences

*Identify the type of sentence. Be able to identify the different types of clauses in each sentence. Put S(simple ) X(complex) or C(compound).*

1. We try not to take the bridge on Fridays because it's too crowded.

\_\_\_\_\_
2. First we're going to the amusement park, and then we're going to have a picnic.

\_\_\_\_\_
3. We had to push the car to the garage because it wouldn't start.

\_\_\_\_\_
4. Since Leslie wants to be a veterinarian when she grows up, she volunteers at the animal clinic now.

\_\_\_\_\_
5. \_\_\_\_\_ Pat sat on the steps and watched the cars pass by.

\_\_\_\_\_
6. Lisa lived in Germany for a year but she doesn't remember anything because she was only two.

\_\_\_\_\_
7. \_\_\_\_\_ Meet me at the playground at 5:00.

\_\_\_\_\_
8. Connie and Lonnie are twins, but they don't look alike at all.

\_\_\_\_\_
9. Heidi has been skiing since she was three.

\_\_\_\_\_
10. My little brother wrote on the walls in the living room.

\_\_\_\_\_

*Now it's your turn. Write two of each sentence type. Label each type. Use the space provided or another sheet of paper*

Types of Sentences

Sentences can be defined in terms of their function (making a statement, asking a question, etc.) or their structure. Learning the different types of sentences allows you to use them more effectively and have more control over what you write.

- A **simple** sentence has only one independent clause.
- A **complex** sentence has one independent clause and at least one dependent clause.
- A **compound** sentence has at least two independent clauses.

Label the clauses in each sentence and then determine the type of sentence.

- 1. People say he’s the life of the party because he’s always entertaining everyone. \_\_\_\_\_
- 2. What’s the name of the new assistant principal? \_\_\_\_\_
- 3. The sun was out early this morning, but the clouds came out as soon as we started out for the lake. \_\_\_\_\_
- 4. Next month the community center is having a “sock hop,” and I’m wearing a poodle skirt. \_\_\_\_\_
- 5. The tea was so sweet that I thought it had sugar in it. \_\_\_\_\_
- 6. Lori likes to listen to classical music, but her sister prefers rock. \_\_\_\_\_
- 7. If everyone wants pizza I’ll order a couple from Caesar’s. \_\_\_\_\_
- 8. Instead of flying to Florida this year the Rogers are going to rent a van and drive. \_\_\_\_\_
- 9. Did you know that it took several centuries to build the Cologne cathedral? \_\_\_\_\_
- 10. Sarah is very mature, for she’s had a lot of responsibility since she was very young. \_\_\_\_\_

Types of Sentences

Sentences can be categorized by the number and types of clauses which they contain. A **simple sentence** consists of one independent clause. A complex sentence consists of one independent clause plus at least one dependent clause. A **compound sentence** consists of at least two independent clauses. You can make your writing more sophisticated and varied by using all three types of sentences.

Write (S) for simple, (X) for complex, and (C) for compound sentences.

- 1. I thought that someone was in the garage, but it was only my neighbor’s cat. \_\_\_\_\_
- 2. Unless the weather gets dramatically colder, we’ll have to change our weekend ski plans. \_\_\_\_\_
- 3. I saw a toad jumping around the rocks next to our pond. \_\_\_\_\_
- 4. Steve and his father have season tickets for the Whalers’ games. \_\_\_\_\_
- 5. When I peeked around the corner I was startled by Jeremy. \_\_\_\_\_
- 6. Let’s put the beach chairs on the grass next to the grill. \_\_\_\_\_
- 7. I always thought that the tomato was a vegetable, but I found out today that it’s a fruit. \_\_\_\_\_
- 8. Will you watch my bike while I run into the store for a minute? \_\_\_\_\_
- 9. I’ll pay you back as soon as we get home. \_\_\_\_\_
- 10. The textbooks were piled from floor to ceiling in the storeroom. \_\_\_\_\_
- 11. Please call me right before you leave school so I’ll know what time to expect you for dinner. \_\_\_\_\_
- 12. The next bus to New York doesn’t leave until 2:30 , and it’s only 1:00 now. \_\_\_\_\_

## Sentences—Simple, Complex and Compound Sentences.

Remember: **simple sentences** have only one independent clause; **complex sentences** have only one independent clause and at least one dependent clause; **compound sentences** have at least two independent clauses. They may have dependent clauses, too.

**Determine if the sentence is simple(s), complex(x), or compound(c).**

1. I would have told you I was going to be late, but I couldn't find your phone number. \_\_\_\_\_
2. When Francine grabbed the pot handle she burnt her hand. \_\_\_\_\_
3. All ten of those cousins attend the same college, so instead of living in dorms, they live in a house their parents bought. \_\_\_\_\_
4. If I tell you a secret do you promise not to tell anyone else? \_\_\_\_\_
5. Turn the oven up to 375. \_\_\_\_\_
6. The cross country team practices every day, even when it's snowing. \_\_\_\_\_
7. What reaction do plants have to light, Brendan? \_\_\_\_\_
8. The Bunyans are driving across the country in their new van this summer. \_\_\_\_\_
9. When I give the signal, you start to row, Jim. \_\_\_\_\_
10. Carl and Lydia had never ridden the subway before, but they got around the city with no problem at all. \_\_\_\_\_
11. Because we had no rain for a month, the lawns were all brown. \_\_\_\_\_
12. Which is the most common type of sentence? \_\_\_\_\_
13. The fire started when a spark flew from the fireplace to the carpet. \_\_\_\_\_
14. How much exercise do you do every day? \_\_\_\_\_
15. Traffic stopped while the three ducks waddled across the road. \_\_\_\_\_

**Write 3 of each type of sentence on a separate sheet of paper.**

Handle Associates- sentence structure

## More About Sentences.

A **simple** sentence has one independent clause.

A **complex** sentence has one independent clause and one dependent clause.

A **compound** sentence has at least two independent clauses.

**Identify each of the following sentences as simple (s), complex (x) or compound (c).**

1. Jim and Beth asked their parents if they could go to the concert but their parents said no. \_\_\_\_\_
2. Renee has three baby-sitting jobs this weekend. \_\_\_\_\_
3. When I tell you to flip the switch, please do it. \_\_\_\_\_
4. Have you been here before or is this your first time? \_\_\_\_\_
5. After we eat Sunday dinner we usually go for a walk. \_\_\_\_\_
6. They don't want to delay the party, but they're concerned it might rain. \_\_\_\_\_
7. Because Jerry practices every day after school he's now the best player on the team. \_\_\_\_\_
8. The bake sale was a great success. \_\_\_\_\_
9. Sean lives so close to the shooting range that he can hear the guns in his basement. \_\_\_\_\_
10. The tiger, considered by some to be the greatest of all cats, comes from Asia. \_\_\_\_\_
11. The dog ran out the door, into the street, around the corner, and into their neighbors' yard. \_\_\_\_\_
12. \_\_\_\_\_ Since you were the first to arrive, you get to choose your teammates. \_\_\_\_\_
13. Terry gave a speech before the Board on Wednesday, and it was very well received. \_\_\_\_\_

14. My hands are cold, so please put up the heat.
15. Because Jay couldn't remember the ending of the book he re-read it.
- 

Handle Associates- sentence structure

## Varying Sentence Structure

Using the same type of sentence can cause your writing to be monotonous. Simple sentences of the same length and structure may be choppy, while compound sentences may be confusing. Try to use a variety of sentences, clauses, and phrases to improve your writing.

***Alter the sentences below without changing their meaning.***

1. The Jeffersons got a dog. They got it from the Foundation for the Blind. They'll keep it for a year. Then it will be trained as a guide dog.
- 
2. My VCR clock has been flashing for two years. I haven't figured out how to program the time yet.
- 
3. Marilyn is going to be a camp counselor next summer. She is going to take a course this winter about camping.
- 
4. Chet ran to answer the telephone. He tripped over the rug in the study. He fell and hit his nose.
- 
5. Every summer we go berry picking. Then we make lots of jelly and pies. Then we freeze the remainder to eat during winter.
- 
6. There was a school bus strike. So we had to get rides to school.
- 
7. We had a bad storm last night. The wind blew down at least three trees. It hit some electric wires. We have no power.
- 
8. Liza couldn't find her flute for at least two weeks. She looked in the lost and found. She looked at home. She looked in her locker. Yesterday she found her flute. The flute was in the band room.
- 
9. The Chapmans won the lottery. The Chapmans moved to California.
- 

Handle Associates-sentence structure

## Modifier Placement

Misplacing modifiers can cause sentences to be both confusing and comical. Place modifying words, phrases, and clauses as close to the words they modify as possible.

***The underlined modifiers and pronouns are in the wrong positions. Move them to clarify sentence meaning.***

1. I only have one brother.

2. Heidi took the eggs from the refrigerator with the children's help and beat them.

3. We watched the whales sitting in our car at the shore.

4. We were informed to send in a petition for a playground by the mayor.

5. Scott and Red were almost up all night playing cards.

***Find the misplaced modifiers and pronouns in the following sentences and place them in a proper position.***

1. After chewing an enormous bone, we watched the lion enter a cave.

2. Rolling into the street, Pat tried to catch the basketball.

3. We only have an hour before the guests will arrive.

4. Steven only missed the deadline for the contest by two days.

5. While sitting on our front porch last night, mosquitoes bit us.

6. Why does that poet write about dying so frequently?

7. While running down the hall to get to her next class, Jennie books fell all over the floor.

8. Pam only likes Teddy as a friend.

9. You only have ten minutes to finish the last essay.

---

10. Can you see the screen sitting on the couch?\_

---

Handle Associates- sentence structure

## Parallel Structure

Thoughts that are alike should be written with words that are alike. If the words are similar then the reader is likely to understand that the thoughts are connected.

***Change each sentence so that that ideas are expressed in parallel structure.***

1. Cooking is a much better pastime than to clean the garage.

---

2. Running is excellent exercise, but to sit in front of a television set all day is not.

---

3. Honesty is as important in friendship as enjoying the same activities.

---

4. As soon as you walk into the house, shut off the alarm, turning on the radio, and to open the front door.

---

5. To err is human, but forgiving is divine.

---

6. Tara raced to the finish line with a hop, skipping, and jumping.

---

7. While the reasoning in the math problem was correct, he did the calculations wrong.

---

8. Fran's duties as treasurer included keeping track of all the club's expenses, to figure out how much they collected in dues, and to write out checks whenever necessary.

---

9. First Emily fed the puppy, and then the puppy was taken for a walk by her.

---

10. Would you rather go swimming, having a picnic, to bike ride?

---

## Sentences—Parallel structure

A **sentence** should be set up like a mathematical formula; parallel thoughts should be expressed in grammatically parallel terms. Gerunds should be placed with gerunds and infinitives with infinitives.

**Gerunds** are verbals which end in -ing and function as nouns.

**Infinitives** are verbals which have to before the verb form and also function as nouns.

**Participles** are verbals which have different endings and which act as adjectives.

**Decide if the following sentences are written in parallel structure. If not, correct them.**

1. I enjoy skiing but not to ice skate.

---

2. "To be or not to be" is a quotation from *Hamlet*.

---

3. When the secretary got in to work she made the coffee, typing the report, to get ready for the meeting.

---

4. The guests came on foot, by car, and boat.

---

5. One can work outdoors here in spring, in summer, and fall.

---

6. It is the coach's job to select the team, train the team, and evaluating the team.

---

7. First we decided to go to the post office, then going to the supermarket.

---

8. Smiling is as important to a model as to walk properly.

---

9. To drive was as important to Mickey as working.

---

10. Nicole likes to sew, knitting, and to paint.

---

11. His back hurt him while walking, sitting, and kneeling.

---

12. Remember to brush your teeth, washing your face, and to brush your hair.

---

## Sentences—Parallel Structure

Express **parallel** ideas in the same grammatical form.

The following sentences are incorrect.

In the winter I usually like skiing and to skate.  
(**gerund** paired with **infinitive**)

The company guaranteed increases of salary and that the working day would be shortened.  
(**noun** paired with **noun clause**)

Einstein liked mathematical research more than to supervise a large laboratory.  
(**noun** contrasted with **infinitive**)

To chew carefully is as necessary for good digestion as eating slowly.  
(**infinitive** contrasted with **gerund**)

### Form

infinitive - to + verb  
gerund - ing  
participle - ed, ing

### Function

noun or modifier  
noun  
adjective

***Correct the faulty parallelisms in the following sentences.***

1. Sheila enjoys skiing and to climb.

2. Friday I get paid, and then the shopping will be done by me.

3. John played the guitar and a song was sung by him.

4. Wendi seems to enjoy movies and going to plays.

5. Donna is smart and she does her work well.

6. Dad promised to buy a new car and that he would let Rich drive it.

7. The company wants a driver who knows the city and with a good safety record.

8. It was cruel to catch the bird and keeping it in a cage.

9. The duties of the secretary are to receive visitors, opening the mail, and she types.

10. We love to eat but not exercising.



## Spelling Rules

Write *ie* when the word has a long e sound, except after c. \_

**Examples:** belief, brief, chief, yield, receive, deceive

**Exceptions:** seize, leisure, neither

Write *ei* when the vowel sound is **not** long e.

**Examples:** freight, height, sleigh, veil, weigh

**Exceptions:** friend, mischief

**Try these: Insert the missing letters ( ei or ie ) to form words.**

1. s \_ ze
2. n \_ ther
3. rec \_ ve
4. h \_ ght
5. fr \_ nd
6. br \_ f
7. dec \_ ve
8. misch \_ f
9. l \_ sure
10. w \_ ght
11. \_ ght
12. rec \_ pt
13. sl \_ gh
14. fr \_ ght
15. th \_ r
16. n \_ ghbor
17. c \_ ling
18. sh \_ k
19. r \_ gn
20. p \_ ce

Drop the final e before a suffix beginning with a vowel.

**Examples:** receive + ing = receiving  
believe + able = believable

**Exceptions:** Words ending in -ce and -ge usually keep the silent e in order to preserve the soft sound of the final consonant.

**Examples:** notice + able = noticeable

Keep the final e before a suffix beginning with a consonant.

**Examples:** care + ful = careful  
state + ment = statement

**Exceptions:** argue + ment = argument  
true + ly = truly

**Cross out the incorrectly spelled words and spell each correctly.**

1. hopeful \_\_\_\_\_
2. careing \_\_\_\_\_
3. sincerly \_\_\_\_\_
4. smiling \_\_\_\_\_

- |                |       |
|----------------|-------|
| 5. writeing    | _____ |
| 6. hoping      | _____ |
| 7. shaveing    | _____ |
| 8. falsehood   | _____ |
| 9. announement | _____ |
| 10. comeing    | _____ |

Handle Associates-spelling

## Spelling Rules

### Plurals of nouns

The regular way to form plurals of nouns is by adding s (e.g. girls, boys, friends, streets).

The plural of nouns ending in s, x, z, ch, or sh is formed by adding -es.

**Examples:** boss - bosses  
bunch - bunches  
tax - taxes  
wish - wishes  
waltz - waltzes

The plural of nouns ending in a y which follows a consonant is formed by changing the y to i and adding -es.

**Examples:** lady - ladies  
guppy - guppies

The plural of nouns ending in y which follows a vowel is formed by adding -es.

**Examples:** journey - journeys  
**Exceptions:** boy - boys

The plural of some nouns ending in f or fe is formed by changing the f to v and adding -e or -es.

**Examples:** gulf - gulfs  
belief - beliefs  
knife - knives  
life - lives  
half - halves  
thief - thieves  
loaf - loaves  
wolf - wolves

The plural of nouns ending in o which follows a vowel is formed by adding -s; the plural of nouns ending in o which follows a consonant is formed by adding -es.

**Examples:** patio - patios  
ratio - ratios  
tornado - tornadoes  
potato - potatoes  
**Exceptions:** Eskimo - Eskimos  
soprano - sopranos  
piano - pianos  
alto - altos

Some nouns change their forms in the plural.

**Examples:** child - children, mouse - mice, foot - feet, goose - geese.

***Change the following nouns from singular to plural. Use a dictionary if necessary.***

- |           |       |
|-----------|-------|
| 1. turkey | _____ |
| 2. loaf   | _____ |

3. studio \_\_\_\_\_
4. man \_\_\_\_\_
5. chief \_\_\_\_\_
6. house \_\_\_\_\_
7. monkey \_\_\_\_\_
8. soprano \_\_\_\_\_
9. thief \_\_\_\_\_
10. puppy \_\_\_\_\_
11. valley \_\_\_\_\_
12. self \_\_\_\_\_
13. contralto \_\_\_\_\_
14. chimney \_\_\_\_\_
15. potato \_\_\_\_\_
16. baby \_\_\_\_\_
17. witness \_\_\_\_\_
18. tomato \_\_\_\_\_
19. child \_\_\_\_\_
20. goose \_\_\_\_\_

## Word Usage

### To, Two, Too

Some words are often confused because they sound alike. Look at the words below and see how they differ:

*to*—showing a relationship or location:

We went **to** the party.

Go **to** your room.

They went **to** school together.

*two*—the number 2:

May I have **two** cupcakes?

*too*—means also or very:

Charlene's room is **too** hot.

### Choose the correct word for each sentence.

1. Did Miguel go \_\_\_\_\_ the beach yesterday?
2. Please give the paper \_\_\_\_\_ your parents.
3. That elephant weighs \_\_\_\_\_ thousand pounds.
4. It's \_\_\_\_\_ cold in this room.
5. Do you think it's \_\_\_\_\_ early \_\_\_\_\_ go there?
6. Debbie has \_\_\_\_\_ sets of twins in her family.
7. Are you coming \_\_\_\_\_ Jamie?
8. The band was \_\_\_\_\_ loud.
9. Todd has \_\_\_\_\_ CD players.
10. The iron was \_\_\_\_\_ hot \_\_\_\_\_ touch.
11. The letter was mailed \_\_\_\_\_ the wrong address.
12. Jimmy was \_\_\_\_\_ shy \_\_\_\_\_ speak.

### There, their, they're

*there*—points to a place or is used in “there is” expressions:

Don't step over **there**.

**There** are 50 states in the U.S.

*their*—shows ownership:

**Their** dog is a husky.

Where is **their** house?

*they're*—is a contraction for they are:

**They're** not here yet.

### Fill in the blank with the correct word.

1. Put the package over \_\_\_\_\_
2. \_\_\_\_\_ were many reasons to vote for Nicki.
3. \_\_\_\_\_ the leaders of the club.
4. What will \_\_\_\_\_ act be for the talent show?
5. Did you believe \_\_\_\_\_ story?

6. \_\_\_\_\_ going to California on vacation.
7. \_\_\_\_\_ should be a rule against smoking in here.
8. Let's meet them at \_\_\_\_\_ house.
9. The motorbike was \_\_\_\_\_ birthday gift.
10. \_\_\_\_\_ best friends.
11. Lionesses care for \_\_\_\_\_ young.
12. \_\_\_\_\_ not happy about the decision.
13. \_\_\_\_\_ goes my kindergarten teacher.
14. Do you know where \_\_\_\_\_ going?
15. Bring me \_\_\_\_\_ papers, please.

## Fewer and Less

Use *fewer* when referring to a number of items or persons.

Use *less* when referring to a single amount.

## Would have and Would of

Never use the words *would of*. It is always *would have*, or its contraction *would've*.

### Underline the correct words.

1. Beth has (fewer, less) errors than Bert.
2. Who has (fewer, less) shoes, Greg or Pat?
3. Our team has (fewer, less) players than theirs.
4. Stacey and Tracey gave (their, they're, there) parents an anniversary party.
5. (Their, They're, There) both on the committee.
6. Please place the boxes right over (their, they're, there).
7. I (would of, would've) called you yesterday.
8. Will (would of, would've) come if he were invited.
9. My mother has taken (fewer, less) days off than my father.
10. We returned from vacation with (fewer, less) clothes than we brought.
11. (Their, They're, There) going to put (their, they're, there) car over (their, they're, there).
12. There's (fewer, less) humidity today than yesterday.
13. How many students are going (their, they're, there) tonight?
14. No one (would of, would've) done that differently.
15. Give me (fewer, less) meat than that.

Handle Associates - word usage

## Word Usage—Confusing Pairs

The word *affect* is most often a verb which means to influence. It is used less often as a noun to mean to pretend or imitate.

The word *effect* is most often used as a noun and means result. As a verb it means to bring about.

The word *farther* is used when physical distance is involved.

The word *further* is used figuratively an when meaning more or additional.

The word *fewer* is used with things that can be counted.

The word *less* is used for quantity.

### If the word is used correctly, write C. If not, change it.

1. I have less homework than I usually do.
2. I'm taking fewer subjects than I did last year.
3. Mindy is paying fewer tax this year.
4. Try to eat less calories.

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5. Harold made fewer mistakes than he thought.
6. We need further deliberation about this matter.
7. Neil threw the discus further than he did yesterday.
8. That hill is further than I thought it would be when I agreed to walk.
9. Which is farther, New York or Boston?
10. Give me fewer macaroni and less beans.
11. Will this test effect my grade?
12. What is the Greenhouse Affect doing to Earth?
13. Did Clinton effect changes in the White House?
14. The fever didn't affect my mother at all.
15. The concert had great visual affects.

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Handle Associates - word usage

## Word Usage—Confused Pairs

### ***Can and May***

Use *can* when you mean the ability to do something. Use *may* when asking permission or when using the word as a synonym for might.

### ***Good and Well***

Use *good* when the sentence calls for an adjective. Use *well* when referring to health or when the sentence calls for an adverb.

### ***Its and It's***

The word *it's* is always a contraction for *it is*. Use *its* when referring to ownership.

### ***Then and Than***

Use *then* when referring to time. Use *than* when comparing two things or people.

***Try these: Underline the correct word in each sentence.***

1. (It's, Its) too early to call.
2. Sharon has more votes (then, than) Michelle.
3. The cat hurt (it's, its) paw.
4. And (then, than) he fell down the stairs.
5. (Can, May) I invite a friend to come with us?
6. Robbie plays the guitar very (good, well).
7. Charlie said that he (can, may) work tomorrow.
8. (Good, Well) health includes exercise.
9. (It's, Its) clear whose side you're on.
10. Sam (may, can) lift 150 pounds.
11. Ted looks very (good, well) after his illness.
12. (It's, Its) very (good, well) to see you again.
13. Hank can run faster (then, than) Dan.
14. My dog saw (it's, its) reflection in the mirror and started to bark.
15. (Can, May) you believe the story he told so (good, well)?

## Word Usage

These words all refer to things that cannot be counted.

amount  
much  
less

Use these words with things that can be counted.

number  
many  
fewer

***Choose the correct word in each sentence.***

1. I have (much, many) friends.
2. How (much, many) milk do you want?
3. You have (much, many) coins in your bank.
4. Do you have (much, many) money?
5. I save a certain (amount, number) of money each month for college.
6. The library have a large (amount, number) of books.
7. A small (amount, number) of flour spilled on the counter.
8. Wanda has a (fewer, less) errors on her paper than Val.
9. This jar weighs (fewer, less) than that one.
10. Use (fewer, less) cream in the coffee.
11. White meat has (fewer, less) calories than dark meat.
12. Try to make (fewer, less) long distance calls this month.

## Word Usage

Writers often confuse some words which sound the same or are similar in meaning. These words, however, have different definitions and different uses.

*accept* (n.)—to receive something

e.g. Marie accepted the invitation.

*except* (p.)—to leave out

e.g. Everyone except Marie can go.

*affect* (v.)—to influence

e.g. The weather affected our plans.

*effect* (n.)—result

e.g. The effects of the storm were felt for miles.

*amount* (n.)—quantity (for things that can't be counted) how much?

e.g. Put a small amount of soap on your hand.  
*number* (n.)—quantity (for things that can be counted) how many?  
e.g. Put the bars of soap in the cabinet.

***Underline the correct word for each sentence.***

1. Harry ate a great (amount, number) of macaroni salad at lunch.
2. He ate a great (amount, number) of hamburgers, too.
3. What (affect, effect) do you think that will have on him?
4. That much food is sure to (affect, effect) his stomach.
5. Everyone who ate the macaroni and hamburgers got sick (accept, except) Harry.
6. Maybe we should (accept, except) his advice and eat more.
7. No (amount, number) of crying could change my father's mind.
8. I got all the math problems (accept, except) the last one.
9. Spring always (affects, effects) my allergies.
10. What (amount, number) of people went to the ballgame?

Handle Associates - word usage

## **Word Usage—Confused Pairs**

### ***Accept and Except***

The word *accept* is a verb meaning “to take” or “to receive.” The word *except* may be used as either a verb or preposition. As a verb, *except* means “to leave out.” As a preposition it means “excluding.”

### ***Affect and Effect***

The word **affect** is a verb meaning “to act upon, to influence.” The word *effect* may be used either as a verb or as a noun. As a verb, *effect* means “to bring about a desired result, to accomplish.” As a noun it means “the result” (of an action).

### ***Amount and Number***

The word *amount* refers to a singular word. The word *number* refers to a plural word.

### ***Between and Among***

The word *between* refers to two items or people. The word *among* refers to three or more.

### ***Bring and Take***

The word *bring* refers to motion towards the speaker. The word *take* refers to motion away from the speaker.

### ***Fewer and Less***

The word *fewer* modifies plural words. The word *less* modifies singular words.

***Underline the correct word in each sentence.***

1. If you have already (accepted, excepted) his invitation, you can't go to the play with me.
2. Did the operation on her knee (affect, effect) her game?
3. Has the (amount, number) of student in your class decreased?
4. What reason did she give for not (accepting, excepting) the prize?
5. Progress in medical science is often a side (affect, effect) of war.

6. The governor decided to (except, accept) the commission's recommendation.
7. A small (amount, number) of his friends remained loyal.
8. Lack of foresight can sometimes produce tragic (affects, effects).
9. Let's keep this secret (among, between) the two of us.
10. Please (bring, take) this book to the library for me.
11. That's a great (amount, number) of stars in the sky.
12. How has the move out of town (effected, affected) Jay?
13. She did (less, fewer) work on this project than I.

Handle Associate - word usage

## More Word Usage

*bad* (adj.)—not good

e.g. Carlton has a bad temper.

*badly* (adv.)—not well

e.g. He behaves badly.

*can* (v.)—to be able

e.g. Denise can lift 100 pounds.

*may* (v.)—to have permission, possibly

e.g. May we go to the party?

*few* (adj.)—not many; for things which can be counted how many?

e.g. I ate a few french fries.

*less* (adj.)—not much; for things which can't be counted how much?

e.g. Give me less rice than you gave Gerry.

### ***Underline the correct word.***

1. (Fewer, Less) people went to the parade because of the rain.
2. Store owners sold (few, less) ice cream than they expected.
3. (Can, May) I buy an ice cream cone?
4. (Can, May) you make your own ice cream?
5. That color looks (bad, badly) on you.
6. Is Jane's ankle (bad, badly) broken?
7. I had (fewer, less) questions wrong than I thought.
8. Neil felt (bad, badly) when he broke the lamp.
9. (Can, May) you tell the difference between me and my sister?
10. Who had (fewer, less) errors during the game, Roger or Micky?

Handle Associates - word usage

## More Word Usage

*it's*—contr. for *it is*

e.g. It's about time you got here.

*its* (pro.)—belonging to it

e.g. Where did the bird build its nest?

*lay* (v.)—to put or place

e.g. Where did she lay her pencil?

*lie* (v.)—to rest or recline

e.g. May I lie on the couch for a minute?

*their* (pro.)—of them, showing ownership

e.g. That's their new car.

*there* (adv.)—in that place

e.g. Park the car there.

*they're*—contr. for *they are*

e.g. They're going to the fair together.

### **Choose the correct word.**

1. (Their, There, They're) are fifty states in the U.S.
2. (Their, There, They're) supposed to be awake now.
3. The boys made lunch for (their, there, they're) parents.
4. Where did you (lie, lay) the envelope?
5. (Lie, Lay) on your stomach for this exercise.
6. (It's, Its) time to leave now.
7. The lion licked (it's, its) paw.
8. (Lie, Lay) the clothes (their, there, they're).
9. (It's, Its) time the children (lie, lay) down for (their, there, they're) naps.
10. Do you like to (lie, lay) in the sand?

Handle Associates - usage

### **More Word Usage**

*than* (conj.)—showing comparisons

e.g. I like you more than him.

*then* (adv.)—at some time in the past

e.g. First cook and then clean.

*to* (prep.)—showing direction

e.g. We're going to the shore.

*too* (adv.)—also

e.g. We're going too!

*two* (n.)—the number 2

e.g. I'll take two pieces of corn.

*were* (v.)—past tense of to be

e.g. We were late again.

*we're*—contr. for we are

e.g. We're in trouble now.

*where* (adv.)—at a place

e.g. Where are we supposed to go?

### **Underline the correct words.**

1. (Were, We're, Where) can we get a ticket for the game?
2. Cindy and Sal (were, we're, where) surprised when they saw us.
3. I don't think (were, we're, where) going to see that movie.
4. I like pizza more (than, then) liver.
5. First we'll eat and (than, then) we'll go out.
6. Leave the ideas up (to, too, two) me.
7. Ann saved (to, too, two) hundred dollars for the field trip.
8. Are you coming (to, too, two)?
9. (Were, We're, Where) more excited (than, then) nervous about going (to, too, two) to Washington.
10. Do you like the lake more (than, then) the shore?

***Insert the words which best fit in the blanks. Use the words on the preceding pages.***

1. Never \_\_\_\_\_ a ride from a stranger.
2. \_\_\_\_\_ I have \_\_\_\_\_ peas and more potatoes?
3. You have \_\_\_\_\_ than a week of school left.
4. Now \_\_\_\_\_ did I \_\_\_\_\_ that list?
5. \_\_\_\_\_ I have a \_\_\_\_\_ minutes of your time?

Handle Associates- usage

## **Word Usage**

The following word pairs are often confused. Make note of the distinction between each set:

*aggravate*—to make worse

*irritate*—to annoy

*number*—used for things that can be counted

*amount*—used for things that can't be counted

*bring*—shows action towards the speaker

*take*—shows action away from the speaker

*principal*—head of a school, or money that earns interest

*principle*—rule or truth

***Underline the correct word for each sentence.***

1. Please don't (aggravate, irritate) your brother.
2. The doctor told us that Jay's virus had (aggravated, irritated) his condition.
3. Do you understand the (principal, principle) of this exercise?
4. Leaders should have excellent (principals, principles).
5. How much interest would you earn on a (principal, principle) of \$2500?
6. You have a large( amount, number) of spelling errors in this essay.
7. My grandmother drinks a small (amount, number) of wine with dinner.
8. Do you have a large (amount, number)of friends?
9. Please (bring, take) this book to the library.
10. Honey, please (bring, take) me a glass of water.

**Now make up a sentence of your own for each of the words.**

## More Troublesome Words

The following word pairs are also often confused. Make note of the distinction between each set:

*fewer*—refers to things which can be counted

*less*—refers to things that can't be counted.

*capital*—letters, main city of a state, money

*capitol*—building in Washington

*its*—shows ownership

*it's*—contraction for it is

*affect*—usually a verb to influence (noun—emotion)

*effect*—usually a noun—result or cause (verb—bring about change)

***Underline the correct word for each sentence.***

1. Will this rain have an (affect, effect) on the drought?
2. Will this rain (affect, effect) the drought?
3. I didn't notice any (affect, effect) in his face at all.
4. This policy will certainly (affect, effect) a change in Congress.
5. What is the (capital, capitol) of Wyoming?
6. How much (capital, capitol) do we have?
7. We visited the (Capital, Capitol) Building in Washington.
8. This milkshake has (fewer, less) calories than that brownie.
9. Give me (fewer, less) pasta than you gave him.
10. (Its, It's) already time to leave.
11. The tire lost (its, it's) hubcap.
12. The highway take (fewer, less) time than the train.

***Now make up a sentence for each word. Use a separate sheet of paper.***

## Lie and Lay

These two words and their parts often cause confusion. Part of the reason for the confusion is that a few of the parts are similar. Here are the words, their definitions, and their principal parts.

Lie - to rest or recline *lie, lay, (have) lain*

Lay - to put or place *lay, laid (have) laid*

Underline the correct word.

1. Now where did I (lie, lay) my keys?
2. I was so tired this morning, I (lay, laid) in bed for an hour.
3. Do not (lie, lay) in the sun too long.
4. I should have (laid, lain) my clothes out last night.
5. I thought that I had (laid, lain) the bills on the desk.

6. (Lay, Lie) on the couch if you're not feeling well.
7. The old dog was (laying, lying) under the tree.
8. The guerrillas were (laying, lying) in wait in the jungle.
9. Her father (lays, lies) carpet on the weekends.
10. She (lay, laid) the plastic cup on the hot stove.
11. She (laid, lay) on the tanning bed for an hour and burned.
12. Ted (lay, laid) a hundred dollar bill on the table.
13. Did you (lay, lie) a bet on the game?
14. Why are you (laying, lying) around?
15. The previous owners had (laid, lain) the garden there.
16. Did you see my glasses (laying, lying) on the dashboard?
17. My uncle (lay, laid) the brick walk yesterday.

Handle Associates- word usage

## Confusing Prefixes: bi- and semi-

Some confusion exists between words formed with these prefixes. They are not interchangeable. The prefix **bi-** means "occurring in intervals of two." Therefore, *bimonthly* means occurring every other month. The prefix **semi-** means *half of*. Therefore, *semi-monthly* means "occurring twice a month."

e.g. If Mr. X gets paid \$1000 *bimonthly*, then he makes \$1000 **every other** month, or \$6000 per year.  
 However, Mr. Y gets paid \$1000 *semi-monthly*, so he makes \$2000 per month, or \$24,000 per year. That's quite a difference!

P.S. A semi-colon (;) is half a colon (:).

**Try these: Choose the appropriate word from the list that corresponds to the definition.**

biennial  
 semi-circle  
 semi-annual  
 bi-weekly  
 semi-conscious  
 biped  
 semi-weekly

1. happening twice a year \_\_\_\_\_
2. happening every two years \_\_\_\_\_
3. every two weeks \_\_\_\_\_
4. twice in a week \_\_\_\_\_
5. a two wheeler \_\_\_\_\_
6. half a circle \_\_\_\_\_
7. having two legs \_\_\_\_\_
8. half conscious \_\_\_\_\_

Handle Associates - word usage

## Word Usage: Can and May

The word *can* means "to have the ability." The word *may* means "having permission" and is also used as an auxiliary verb to express a wish or purpose or possibility.

***Insert the word which best completes the sentence.***

1. \_\_\_\_\_ I have this last piece of pie?
2. Do you think you \_\_\_\_\_ lift the chair?
3. We \_\_\_\_\_ go to the beach this afternoon. (possibility)
4. \_\_\_\_\_ you run an eight minute mile?
5. \_\_\_\_\_ I use your telephone?
6. Louise \_\_\_\_\_ not be in tomorrow because she went home sick today.
7. We \_\_\_\_\_ meet in the commuter lot tomorrow.
8. They \_\_\_\_\_ rent a cottage at the Cape this summer.
9. Ron \_\_\_\_\_ have knee surgery next week.
10. \_\_\_\_\_ you ski well?
11. \_\_\_\_\_ we borrow your flashlight?
12. They \_\_\_\_\_ play guitar very well.
13. \_\_\_\_\_ we have a seat by the window?
14. They \_\_\_\_\_ move to Florida.
15. We \_\_\_\_\_ build our own television with this kit.

## Agreement

**Agreement** means that the subject and the predicate in a sentence are both singular or both plural. Words that come between the subject and the predicate should have no effect on agreement. Also, a pronoun must be the same number as the noun that it is replacing.

***Underline the correct word.***

1. One of my slippers (is, are) missing.
2. We (don't, doesn't) understand the question.
3. Our kitten (eats, eat) our dog's food.
4. (Don't, Doesn't) your cousins live around here?
5. The ice cream truck (comes, come) around every day.
6. A few of her friends (is, are) giving Maddy a party.
7. Some of the peach (was, were) rotten.
8. Some of the peaches (was, were) rotten.
9. Carl (doesn't, don't) fool around in class.
10. Everything except their sneaker (was, were) packed for the trip.
11. That stuffed lion (costs, cost) twenty dollars.
12. The peanuts that you bought (tastes, taste) very salty.
13. You (doesn't, don't) know the secret?
14. Her grandmothers (lives, live) on the same street.
15. The children (helps, help) to straighten the desks at the end of the day.

## Sentences—Agreement

If the subject of a sentence is singular, the predicate must also be singular. When the subject is plural, then the predicate must be plural.

***Choose the correct word for each sentence and write it in the blank.***

runs is dance play was whistles drinks were travels  
remember becomes are smiles finish watch

1. Most American children \_\_\_\_\_ too much television.
2. My parents \_\_\_\_\_ when a movie ticket cost ten cents.
3. Dr. James \_\_\_\_\_ chief of surgery on Monday.
4. Each of the girls \_\_\_\_\_ bringing a guest to the lunch.
5. The baby \_\_\_\_\_ whenever I tickle him.
6. Many of the windows \_\_\_\_\_ broken.
7. Did you \_\_\_\_\_ the report yet?
8. That tornado \_\_\_\_\_ very destructive.

9. My father \_\_\_\_\_ when he calls the dog.
10. Jesse \_\_\_\_\_ at least a half gallon of water a day.
11. The track team \_\_\_\_\_ five miles a day.
12. My uncle \_\_\_\_\_ for business every month.
13. The American Indians \_\_\_\_\_ as celebration.
14. \_\_\_\_\_ you related to Jim?
15. The children like to \_\_\_\_\_ in the front yard.

Handle Associates- agreement

## **Sentence structure—Agreement of Subject and Predicate**

**Agreement** errors are among the most common in writing. The subject and predicate must agree in number. If a phrase or clause comes between a subject and predicate, you can ignore it, as it has no part in agreement.

***Underline the correct word for each sentence.***

1. The purpose of his speeches (was, were) to gain public support.
2. One of those three boys (is, are) the one who pulled the alarm.
3. The diner's total salaries, except for overtime, (is, are) \$2000 a week.
4. The best way to keep your secrets (is, are) not to tell anyone.
5. What this town needs (is, are) a safe hangout for the kids.
6. Leading the list of job candidates (is, are) Jim Gallo.
7. Attending the museum lecture (was, were) the art teacher and her ninth grade class.
8. Gene's name and phone number (was, were) in the front of the book.
9. Gathering all the receipts and filling in the income tax form (is, are) time consuming tasks for most people.
10. The book group (meets, meet) once a month.
11. The scientists in this group (works, work) very well together.
12. My brother and his best friend (rides, ride) their skateboards every day.
13. The President and his advisors (travels, travel) to Japan twice a year.
14. Mark and his sister (doesn't, don't ) argue very often.
15. The print on those pages (looks, look) very small.

Handle Associates -agreement

## Agreement

The **subject** and **predicate** of a sentence must agree in number. That means that if the subject is singular, the verb must be singular; if the subject is plural, the verb must be plural.

***Underline the correct word to insure that subjects and predicates agree.***

1. The comb and brush (was, were) in the family room.
2. One of Wanda's brothers (is, are) joining the Air Force.
3. Several of the puppies (belongs, belong) to the farmer.
4. Tennis (is, are ) Helen's favorite sport.
5. The rose bushes (scratch, scratches) my arms when I work there.
6. Ed (work, works) on the computer all the time.
7. We (remember, remembers) all of the details.
8. Jack and John (work, works) at the gas station.
9. The coat with many colors (look, looks) good on Lisa.
10. Both kayaks (remain, remains) in the garage.
11. My father (buy,buys) most of his clothes in the city.
12. Her ice skates (are, is) brand new.
13. Sheila (bake, bakes) cookies every Sunday.
14. Many of his old friends (live, lives) in New Jersey.
15. That couple (is, are) selling their condo.
16. The flags (were, was)donated by the American Legion.
17. The cubs (stay,stays) close to their mother.
18. He and his sister (contribute, contributes) to the fund every year.
19. Alice (don't, doesn't ) live here anymore.
20. The choir (sing, sings) beautifully.

Handle Associates- agreement

## Agreement

Agreement refers to nouns, pronouns and verbs in a sentence. For instance, if the subject of a sentence is singular, then the predicate must also be singular (agreement in number). Words that come between the subject and the predicate should not affect that agreement.

***If the agreement is correct, write C in the space provided; if not, change the subject or predicate so that they agree in number.***

1. The woman who is wearing the dark glasses remind me of my aunt.

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2. One of the water balloons was broken.

---

3. My cousin, who have lived in at least five states, prefer New York.

4. The treasurer of one of the nation's largest banks were convicted of fraud.

5. The portrait hanging in the living room was painted by a famous artist.

6. Greg's calculator, which he bought yesterday, weren't working.

7. Elise and her three sisters works in the ice cream parlor.

8. The house was so dilapidated that every window was broken.

9. The stores on this street closes at six o'clock.

10. The marbles in the blue plastic bag looks like my brother's.

11. The ties on the rack in the closet needs to be discarded.

12. The soup in the tureens were steaming hot.

13. The birds that live in that tree sings beautifully.

14. The crowd at the lake were quite large today.

15. The dog in that movie was trained by our dog's instructor.

Handle Associates-agreement

## Agreement

Indefinite pronouns may be the subject of the sentence and may affect the predicate. Be sure to pay attention to the number of the following pronouns:

**Singular:**

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

**Plural:**

both, few, many, others, several.

**Either singular or plural:**

all, none, any, some, more, most

***Choose the correct word in each sentence by underlining it.***

1. None of the kids (was, were) carrying books.
2. None of that television program (was, were) recorded.
3. Many posters (was, were) donated by The Poster Store.
4. Each group (has, have) its own solution.
5. Somebody (brings, bring) Sharon to school every day.
6. One of the house alarms on this street (rings, ring) every day.
7. Neither of those bows (was, were ) tied properly.
8. Each fireman (carries, carry) a flag in his hand.
9. Nobody (was, were) at the library but Beth.
10. Both of the movies (is, are) playing this week.
11. Most of the fish in the pond (was, were) carp.
12. None of the books (was, were) appropriate for children.
13. One of the buses (was, were) late.
14. Most the cake (was, were) ruined.
15. Most of the cakes (was, were) ruined.

Handle Associates- agreement

**Agreement**

In order to avoid agreement problems which can occur with indefinite pronouns, you must be able to distinguish between singular and plural pronouns. A few indefinite pronouns may be either singular or plural, depending upon their usage.

| <u>Singular</u> |      | <u>Singular or Plural</u> | <u>Plural</u> |
|-----------------|------|---------------------------|---------------|
| any             | most |                           | both          |
| anybody         |      | much                      | few           |
| anyone          | all  |                           | many          |
| anything        |      | none                      | others        |
| no              |      | any                       | several       |
| nobody          | some |                           |               |
| nothing         | more |                           |               |
| every           |      |                           |               |
| everybody       |      |                           |               |
| everything      |      |                           |               |

***Underline the correct word in each sentence.***

1. Most of the papers (was, were) correct.
2. Most of the paper (was, were) correct.
3. Everybody in my class (is, are) going to the game.
4. Several of the packages (was, were) damaged in transit.
5. None of the fire damage (was, were) visible from outside the house.
6. Both of the twins (is, are) skiing instructors.
7. All of the cakes (was, were) eaten.
8. All of the cake (was, were) eaten.
9. Nothing (was, were) damaged during the storm.
10. Much of the work on the house (was, were) completed by my father.

Handle Associates-sentence structure

**Agreement**

If the subject of a sentence is singular, the verb must be singular. If the subject of a sentence is plural, the verb must be plural.

***Underline the correct word in each sentence.***

1. The air conditioner (keeps, keep) everyone cool
2. How many police officers (works, work) there?
3. A wounded deer (lies, lie) on the ground.
4. The two men (was, were) arguing.
5. Hal (says, say) he dreams in color.
6. (Has, Have) Jane and Ida joined the group?
7. The pilot (flies, fly) every day.
8. Her uncle (takes, take) the subway to work.
9. The dentist (cleans, clean) my teeth every year.
10. Mr. Nero (leads, lead) the boy scout troupe.
11. Sherri often (bakes, bake) with her grandmother.
12. Our friends (was, were) the first ones at the play.
13. Her ring (sparkles, sparkle) in the sunlight.
14. My father (remembers, remember) that day.
15. Wolves (circles, circle) their prey.

***Fill in the blank with a verb which agrees with the subject in number.***

1. The puppies \_\_\_\_\_ in the yard.
2. The crowd \_\_\_\_\_ at the clown.
3. Your room \_\_\_\_\_ a mess.
4. \_\_\_\_\_ over the puddle.
5. Ida \_\_\_\_\_ the trumpet.
6. Todd \_\_\_\_\_ his new basketball.
7. They \_\_\_\_\_ on vacation there every year.

8. Her shoes \_\_\_\_\_ red.
9. What \_\_\_\_\_ her favorite sport?
10. She \_\_\_\_\_ the dog every night.
11. Evie \_\_\_\_\_ pigs more than dogs.
12. She \_\_\_\_\_ the flag every day.
13. Do you \_\_\_\_\_ baseball and football?
14. The cars \_\_\_\_\_ stuck in traffic.
15. That book \_\_\_\_\_ my favorite.

Handle Associates- agreement

## **Agreement**

If a subject is singular, the predicate must be singular; when the subject is plural, the predicate must be plural. Words that come between the subject and predicate and are part of a prepositional phrase have no effect on the agreement.

***Underline the correct word for each sentence.***

1. One of the strings (is, are) missing from the guitar.
2. Emily and her older brother (take, takes) archery lessons.
3. Either the students or their teacher (brings, bring) notices to the office every day.
4. The six girls (wants, want) to share a cabin on the trip.
5. The museum guides (gives, give) excellent explanations of the exhibits.
6. The coach not the manager (chooses, choose) the team players.
7. The leaves on that maple tree (is, are) turning early this year.
8. That packer always (packs, pack) the bread at the bottom of the bag.
9. My neighbor and his two young children always (goes, go) for a bike ride on Saturday mornings.
10. That pie with the whipped cream (tastes, taste) delicious.
11. Due to the three car accident, traffic (was, were) at a standstill on the highway.
12. Both of those boys (goes, go) to my high school.

Handle Associates- agreement

## **Agreement**

A pronoun must agree in number with the noun to which it refers.

***Choose the correct pronoun.***

1. Anne kept (her, their) diary on her night stand.

2. George and Jay wanted to keep (his, their) project secret.
3. Neither of the kittens would drink (his, their) milk.
4. Did everyone bring (her, their) towel?
5. Kate and Aaron rode (his, their) mountain bikes to school.
6. Pat, did you remember to bring (its, your) lunch today?
7. Many of the fans raised (his, their) arms in salute.
8. All of the mothers could identify (her, their) children when blindfolded.
9. The car lost (its, their) muffler on the highway.
10. The robins flew out of (its, their) nest as we passed.
11. All of the secretaries took (her, their) lunch break at the same time.
12. One of the men left (his, their) wallet in the car.
13. At the town meeting, some of the citizens gave (his, their) opinion of the tax increase.
14. Both of the authors presented (his, their) speeches to the class.
15. Marissa showed (her, their) video of the gymnastics competition to the class.

Handle Associates- sentence structure

## **Sentence structure—Agreement with Indefinite Pronouns**

**Singular indefinite pronouns** are used in conjunction with singular verbs: another, each, every, either, neither, one, anyone, anybody, anything, no one, nobody, nothing, someone, somebody, something.

**Plural indefinite pronouns** are used in conjunction with plural verbs: both, few, many, others, several. The following are *either singular or plural*, depending on usage: all, none, any, some, more, most.

### ***Underline the correct word in each sentence.***

1. Most of the turkey (was, were) eaten by the guests.
2. Most of the turkeys (was, were) eaten by the guests.
3. Neither of the tests (receives, receive) a passing grade.
4. Each of you (works, work) very hard.
5. Every child (receives, receive) a gift at the company picnic.
6. Most of the flowers (smells, smell) wonderful.
7. None of us (believes, believe) Bobby's story.
8. One of the boys (works, work) at the gas station.
9. Nothing (stops, stop) Drew from achieving his goals.
10. Three people ate lunch there but none (was, were) sick.
11. Neither the twins nor their sister (wears, wear) a bike helmet.
12. Gathering receipts and filling out the tax form (requires, require) a great deal of time.
13. Everyone (loves, love) that science class because the teacher is interesting.
14. Either Debbie or her friends (lives, live) next door to Lola.

15. None of the buildings on that street (was, were) safe after the explosion.

Handle Associates- agreement

## Agreement—subjects and pronoun

The pronoun must agree in number with the noun to which it refers.

**Write in the pronoun which best fits in the blank.**

1. The student council will hold \_\_\_\_\_ election next week.
2. Each member of the rocket club must provide \_\_\_\_\_ own rocket.
3. The girls in the band room each had \_\_\_\_\_ musical instruments.
4. Each child on the bus must stay in \_\_\_\_\_ seat.
5. The faculty made \_\_\_\_\_ contribution to the charity.
6. Each camper must bring \_\_\_\_\_ own sleeping bag.
7. Every one of the sheep had \_\_\_\_\_ coat sheared.
8. A few of my friends told me \_\_\_\_\_ plan for the party.
9. Most of the horses needed \_\_\_\_\_ shoes repaired.
10. One of the divers couldn't find \_\_\_\_\_ mask.
11. None of the dancers \_\_\_\_\_ professionals.
12. Each conference member must provide \_\_\_\_\_ own lunch.
13. Almost everyone left \_\_\_\_\_ books on the floor.
14. A few of the neighbors told \_\_\_\_\_ stories to the police.
15. Many of the refugees carried \_\_\_\_\_ possessions in one hand.

Handle Associates - agreement

## Agreement

**Indefinite pronouns** (those which do not refer to something or someone directly) may be singular or plural (or either). Be sure that they agree with the predicates in sentences.

**Singular Indefinite Pronouns**—one, someone, somebody, something, any, anybody, anyone, anything, no, none, no one, nobody, nothing, each, either. . . or, neither . . . nor, every, everyone, everybody, everything.

**Plural Indefinite Pronouns**—several, both few, many

**Either singular or Plural**—all, most, some

**Underline the correct word in each sentence.**

1. Each of the candidates (have, has) criticized spending.
2. (Has, Have) anyone done the homework?
3. Neither of the buses (was, were) full.
4. Everybody in the fields (was, were) working.
5. Several in this class (are, is) good writers.
6. Few in the student council (has, have) been re-elected.

7. Both of the quarterbacks (was, were) injured.
8. Some of the cream (was, were) sour.
9. Some of the buildings (was, were) being demolished.
10. Either of these dresses (fits, fit) you.
11. Most of the television programs (is, are) boring.
12. Neither of the drivers (was, were) hurt in the accident.
13. One of the violins (are, is) playing off key.
14. Does everybody have (his, their) sneakers?
15. Each of the new cars (come, comes) equipped with air bags.
16. Someone left (her, their) lunch on the seat.
17. Neither of these patterns (is, are) what I want.
18. Everyone in the picture (is, are) grinning widely.
19. Each of the balloons (carry, carries) scientific instruments.
20. One of the boats (seems, seem) to have a leak.
21. Apple pie and ice cream ((is, are) a favorite dessert.
22. (Has, Have) your brother or sister gone to Europe?
23. Bacon and eggs (is, are) Hank's favorite breakfast.
24. Either Sandy or her sisters (work, works) at the diner on weekends.
25. Either the students or their teacher (is, are) going to confirm the call.
26. How many types of rice (is, are) there?
27. (Is, Are) there any questions?
28. The best thing about birthdays (is, are) looking forward to them.
29. Neither of my friends (was, were) present at the party.
30. No one (know, knows) the correct answer.

Handle Associates - agreement

## Agreement

Subjects and predicates must agree with each other in number (singular or plural). In addition, a pronoun must agree with its antecedent in number and gender (male or female).

***If the sentence is correct in agreement, write C after it. If it's incorrect, write I and change it.***

1. Does anybody knows where I can get a good hamburger?

\_\_\_\_\_

2. Both Jerry and Carol are candidates for vice president.

\_\_\_\_\_

3. Either Penny or Paul drives Pete to school every day.

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4. Most of their ideas is excellent.

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5. One of my shoes are missing again.

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6. Some of the joggers was overcome by exhaustion.

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7. The boys outnumber the girls in physics class by 3 to 1.

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8. The police union sponsor the food drive every year.

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9. Larry's car runs out of gas at least once week.

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10. At least one of the baseball uniforms were missing.

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11. None of the boats are at the dock.

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12. Only one of the twins have the chicken pox.

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13. How many languages do Juan speak fluently?

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14. Brenda does a lot of research work on her computer.

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15. Jill's parents thinks that she'll get into an Ivy League college.

\_\_\_\_\_

## Case

Case refers to how nouns and pronouns function in a sentence. The three cases are **nominative**, **objective** and **possessive**. Nouns in the nominative and objective cases don't change form when changing case, but nouns in the possessive case and all pronouns do.

***Underline any words which have a case in the following sentences.***

1. Lila buys most of her clothes through catalogues.
2. Connecticut is beautiful in May.
3. Erika's favorite meal is lasagna and apple pie.
4. Do you like music from the '60's and '70's?
5. Jack tried to jump over the hedge but he tripped and fell on his face.
6. I heard the telephone ring but I couldn't reach it in time.
7. Did you realize that you're wearing your pants backwards?
8. Let's have a picnic at the beach tomorrow.
9. Do you know how to get to New York City?
10. Philip wants to be a lion tamer when he grows up.
11. The willow tree near the lake swayed in the gentle breeze.
12. The Simms family is moving to Dallas, Texas, in October.
13. The drama club sponsored a huge tag sale and made \$2000.
14. Joann baby-sits for triplets every Saturday night.
15. How many of your cousins live in Connecticut?

## Case

Case refers to the function of a noun or pronoun in a sentence. Words are in **nominative case** if they are:

- 1) subject
- 2) predicate nominative
- 3) direct address of a sentence

The **predicate nominative** follows a linking verb or form of be.

***Circle the words in nominative case and write the number of the reason (given above). More than one word in nominative case may be in a sentence.***

1. Bill, save a seat for me at lunch.
2. How many calories are in that piece of cake?
3. Who was the President during the Vietnam War?

4. I read that book a long time ago.
5. Jason couldn't get the disk out of the drive.
6. Swim in your lane, Kayla.
7. Lisa, Karen, and Cindi signed up for the seminar.
8. What do you like better, hamburgers or hot dogs?
9. Lil hit the garage door with her new car.
10. How many computers does your family have?
11. We walked from Madison to Branford yesterday.
12. Sheila borrowed her older sister's new sweater for the party.
13. Dennis became a fire fighter when he was twenty years old.
14. The scientist developed an effective cure for the common cold.
15. The German Shepherd jumped into the pool.

Handle Associates - case

## Case—Nominative Case

Case refers to the usage of nouns or their substitutes (pronouns, clauses, phrases) in a sentence. Nominative case occurs under the following three conditions:

- 1) The word acts as the subject of the sentence.
- 2) The word follows a form of be or linking verb (predicate nominative).
- 3) The word is used in direct address.

The nominative personal pronouns are **I, you, he, she, it, we, they**.

***Underline any words which are in the nominative case.***

1. Hey, everybody, let's go to the beach!
2. The artist received \$41,000 for his sculpture.
3. The winner of the writing contest was Patrice.
4. Who told Georgie about the surprise party?
5. Hal, please pass out these papers.
6. The nominees for class president are Dana, Robin, Leslie, Pat, and Jamie.
7. For the first time in a week, we had no rainfall.
8. The Service Club decided to clean the streets of our town on Sunday.
9. Going to the movies is a popular American pastime.
10. How did Alicia lock herself in the closet?
11. Looking at these old photos brings back fond memories.
12. Lunch today will be pizza, hot dogs, hamburgers, and chili.
13. Okay, team, it's time to get serious about this game.
14. My mother's wedding gown had been stashed in a box in the attic.
15. Do you know how to do the Eskimo roll?

Handle Associates - case

## Case—Nominative Case

Nominative case has three conditions. 1) subject, 2) predicate nominative (follows linking verb), and 3) direct address (speaking directly to someone.)

***Underline only nouns and pronouns in the nominative case and give the reason for that case. (Use the numbers for each reason as shown above.)***

1. Caroline's sister is a lawyer.
2. Doug told the story to the barber.
3. Amber became alarmed by the sudden noise.
4. Katie, you look terrific in the costume.
5. When did Reagan become President?
6. Who will be the winner?
7. The Pope is the head of the Catholic Church.
8. Tuffi, catch the ball!
9. Pauline was my best friend.
10. Greg will be the new treasurer.
11. The blue whale is the largest mammal in the world.
12. Help me with the packages, Andre.
13. Those speakers look very expensive.
14. Gerry-Ann is the smartest girl in the class.
15. My mother became a nurse last year.

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## Nominative

Remember that if a noun or pronoun is in the **nominative case** it's one of three things in the sentence:

1. the *subject*, or doer of the action
2. the *predicate nominative* which follows a form of be or linking verb
3. *direct address*, or someone being spoken to directly

***Underline the words that are in the nominative case.***

1. Tim and Tom have been best friends since kindergarten.
2. Mom, I can't find my favorite shirt.
3. You should always wear a seatbelt in the car.
4. Who will be the dean of students next year?
5. We sat quietly at our desks during the test.
6. What is your favorite movie, Michelle?

7. Most of my cousins live in New York.
8. My best friend's sister is a terrific basketball player.
9. Did you put water in the radiator, Ross?
10. By mistake, Alex hit the teacher with an eraser.
11. Where were you yesterday, Sonya?
12. Robbie is the tallest boy in our class.

Handle Associates-case

## Case—Nominative

***Find the nouns and pronouns in the nominative case and underline them. Then write the number of the condition that word fulfills.***

1. Mike would have been class president if he had voted for himself.
2. The rain leaked into the basement.
3. Cindy, we appreciate all of the help you gave us.
4. Four ducks waddled over to our property from the lake.
5. They heard music coming from the empty house.
6. Do you know how to get to the restaurant, Jim?
7. Tammy's mother used to be a country singer in Nashville.
8. Mount Everest is the highest mountain in the world.
9. Ted, have you ever been to Europe?
10. That flower smells like a rose.
11. Most television programs are a waste of time.
12. When did Mr. Potter become a policeman?

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Handle Associates- case

## Case

***The underlined words are in nominative case. Give the number of the reason after the sentence.***

1. Dina reads for two hours every day.
2. Lydia, Linda, and Lyle are triplets.
3. Bobbi, please shut the door behind you.
4. Gyro the Magnificent became a circus performer when he was ten.
5. Hey, you, get away from that car!

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***Underline the words in the nominative case and give the reason.***

1. The essay was well written and interesting.
2. Mrs. Gregory has been school secretary for thirty years.
3. Mickey, come here so I can see you.
4. Bacon and eggs is no longer considered a healthy breakfast.
5. Mr. Engel and all of his students wrote this year's school play.
6. Roland and Bart were class officers last year.
7. Our pudding became ice when we left it in the freezer overnight.
8. My father enjoys hockey and soccer.
9. The ending of the story was very sad.
10. Everyone, get on the bus.

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Handle Associates- case

## Case—Objective

Nouns and pronouns are in objective case if they are; 1) direct objects, 2) indirect objects, or 3) objects of the preposition. **Direct objects** answer the questions *who* or *what*, while **indirect objects** answer the questions *to* or *for whom*. Objects of the preposition follow prepositions.

***Underline the words in the objective case and then write the number to show the reason for its case.***

1. Give the magazine money to your homeroom teacher.
2. Give your homeroom teacher the magazine money.
3. The napkin lay under the table.
4. The clock in the hall belonged to my grandmother.
5. The bus driver parked beside the school.
6. My mother baked banana bread today.
7. This tea has a very nice flavor.
8. Put the casserole in the oven.
9. Lynn sent her mother flowers for her birthday.
10. Lynn sent flowers to her mother for her birthday.
11. The elevator stopped between floors.
12. Our dog dug a hole in the garden.
13. The class surprised Miss Moran with a new bookshelf.
14. How many cookies did you take from the plate?
15. The shark had swallowed a car tire and license tape.

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Handle Associates-case

## Case—Objective Case

In an active voice sentence, the **direct object** is the person or thing which receives the action of the verb. If you can add *to* or *for* in front of a noun or pronoun but it's not present in the sentence, then that word is an



## Case—Objective

**Objective case** occurs when nouns, pronouns, or the words which act like them are 1) *direct objects* 2) *indirect objects* 3) *objects of prepositions*.

**Direct objects** receive the action of the predicate.

**Indirect objects** receive the predicate's action indirectly and could have *to* or *for* in front of them (but don't).

Objects of prepositions follow prepositions.

***Give the reason why the underlined words are in the objective case.***

1. My mother gave me my brother's lunch by mistake.
2. The ball sailed through the trees and into my neighbor's window.
3. Are you in a good mood today?
4. Plant the vegetables in straight rows.
5. Oliver has mentioned your name to me on several occasions.

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***Underline the words in objective case and give the reasons.***

1. The philosopher gave us the true meaning of happiness.
2. The high speed pursuit occurred on the highway during rush hour.
3. The buffet consisted of all types of meats and vegetables.
4. Will you join the town-wide chorus this year?
5. Mr. Lopez took Jay's comic books.
6. The old bull lay under the tree in the meadow.
7. We'll eat lunch at noon today.
8. The baby squealed with delight during dinner.
9. We returned all of our overdue books to the library on Saturday.
10. Never run under a tree for protection during a thunderstorm.

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## Case

The three conditions for nouns and pronouns to be in the objective case include : 1) direct object

2) indirect object

3) object of a preposition.

***Find the words in the objective case in the following sentences and underline them. Then write the number of the reason on the line provided. More than one word may be in the objective case.***

1. Throw the gum in the garbage.

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2. The ink from the pen ran all over my hands.
3. The carpenter built his own home by the shore.
4. I always give my dog table scraps.
5. I always give table scraps to my dog.
6. The toddler ran into the street.
7. Melissa and her friends sat at the same table in the cafeteria.
8. Give me a call when you get home.
9. Would you rather take the elevator or the stairs?
10. Ralph kicked the ball over the fence.
11. We rode the train from Boston to Washington.
12. The Millers raise horses, cows, pigs, and ostriches.
13. Bob sailed to Bermuda from Westbrook.
14. Gary told me a very funny story about his sister.
15. Gary told a very funny story about his sister to me.

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## Case—Objective Case

Like the nominative case, **objective case** refers to the function of nouns and their substitutes in a sentence. Also like nominative case, objective case has three conditions:

- 1) The word is the direct object.
- 2) The word is the indirect object.
- 3) The word is the object of a preposition.

The objective pronouns are **me, you, him, her, it, us, them**.

***Underline the words in the objective case.***

1. Lillian tried to call you last night.
2. Yolanda told me the story about her new job.
3. The robin made her nest with twigs, leaves, and feathers.
4. Seth has eight children in his family.
5. As the hurricane roared, we huddled in the dining room on cushions on the floor.
6. Victor had his tooth pulled without Novocain.
7. Louie enjoys walking in the rain.
8. Do you intend to get a summer job this year?
9. In much of Europe, lunch is the major meal of the day.
10. Have you seen the new Monet exhibit at the Metropolitan Museum yet?

***Write the number of the condition for objective case for each underlined word.***

1. The mailman dropped all of the letters in his pouch.
2. Will you bake me a batch of chocolate chip cookies for the fair?
3. Please volunteer to escort the freshmen around the building.

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Handle Associates- case

### **Case—Possessive**

Possessive case is usually easy to spot. Possessive nouns use apostrophes. A list of possessive pronouns follows:

my, mine, your(s), his, her(s), its, our(s), their(s).

***Underline the possessive words in the examples.***

1. That new car is Laura's.
2. Our bus driver's name is Mr. Mulholland.
3. The bear crawled into its cave.
4. Give my regards to your parents.
5. What is Chris's address?
6. Did you hear that teacher's message?
7. The alligator opened its mouth.
8. The refrigerator's motor wasn't working.
9. Stephen and Rocky's boat is new.
10. The jacket's lining looked like silk.
11. Did you do your homework already?
12. The soldiers raised their hands to salute.
13. That art project is ours.
14. Rita's phone has been busy all day
15. Lisa's friend's name is Amanda.

Handle Associates -case

### **Case—Possessive Case**

Possession mean ownership, so in the **possessive case** nouns and pronouns show ownership. It's easy to spot nouns in the possessive case, because they have added endings. Singular nouns usually use 's at the end, while plural nouns usually use s' at the end. The possessive forms of personal pronouns are *my, mine, your(s), his, her(s), its, our(s), and their(s)*. Notice that the *pronouns do not use an apostrophe*.

***Supply the possessive form for each of the following nouns.***

1. tomato \_\_\_\_\_
2. tomatoes \_\_\_\_\_
3. shoe \_\_\_\_\_
4. monkey \_\_\_\_\_
5. garage \_\_\_\_\_

- |                   |       |
|-------------------|-------|
| 6. boxes          | _____ |
| 7. Sarah          | _____ |
| 8. Thomas         | _____ |
| 9. glass          | _____ |
| 10. photo         | _____ |
| 11. church        | _____ |
| 12. today         | _____ |
| 13. grandmother   | _____ |
| 14. New York City | _____ |
| 15. geese         | _____ |
| 16. fish          | _____ |
| 17. illness       | _____ |
| 18. ring          | _____ |
| 19. families      | _____ |
| 20. country       | _____ |

***Give the possessive form of the following pronouns.***

- |         |       |
|---------|-------|
| 1. it   | _____ |
| 2. he   | _____ |
| 3. you  | _____ |
| 4. I    | _____ |
| 5. she  | _____ |
| 6. us   | _____ |
| 7. they | _____ |
| 8. we   | _____ |

Handle Associates- case

## **Case—Possessive**

Remember: Possessive case indicates ownership

***Provide the proper possessive form for each noun or pronoun.***

- |                  |       |
|------------------|-------|
| 1. wires         | _____ |
| 2. child         | _____ |
| 3. roof          | _____ |
| 4. class         | _____ |
| 5. city          | _____ |
| 6. Jess          | _____ |
| 7. children      | _____ |
| 8. mother-in-law | _____ |
| 9. sea lion      | _____ |
| 10. dresses      | _____ |
| 11. bosses       | _____ |

12. puppies \_\_\_\_\_
13. mouse \_\_\_\_\_
14. men \_\_\_\_\_
15. disks \_\_\_\_\_

***The following words are in the singular possessive form. Change them to plural possessives.***

1. woman's \_\_\_\_\_
2. candy's \_\_\_\_\_
3. lady's \_\_\_\_\_
4. deer's \_\_\_\_\_
5. lawyer's \_\_\_\_\_
6. house's \_\_\_\_\_
7. goose's \_\_\_\_\_
8. pizza's \_\_\_\_\_
9. hostess's \_\_\_\_\_
10. season's \_\_\_\_\_
11. ax's \_\_\_\_\_
12. leaf's \_\_\_\_\_
13. my \_\_\_\_\_
14. aunt's \_\_\_\_\_
15. tree's \_\_\_\_\_

***Form the possessive of the following words.***

- great aunt \_\_\_\_\_
- foxes \_\_\_\_\_
- lieutenant \_\_\_\_\_

Handle Associates- case

## **Case—Possessive**

**Possessive case** shows ownership. It's the only case in which nouns change their forms. Generally, *singular nouns add 's* to form the possessive, while *plurals add only the apostrophe(')*. Nouns which form their plurals by changing their forms have possessives like singular nouns. **Possessive pronouns do not use apostrophes.**

***Match the words on the left with their possessive forms.***

A      B

- |                    |               |
|--------------------|---------------|
| _____ 1. she       | a. their      |
| _____ 2. stereo    | b. relatives' |
| _____ 3. child     | c. its        |
| _____ 4. me        | d. our        |
| _____ 5. relative  | e. her        |
| _____ 6. it        | f. children's |
| _____ 7. they      | g. stereo's   |
| _____ 8. we        | h. relative's |
| _____ 9. relatives | i. my         |
| _____ 10. children | j. child's    |

**Form the possessives of the following words.**

- |              |       |
|--------------|-------|
| 1. Russ      | _____ |
| 2. cathedral | _____ |
| 3. class     | _____ |
| 4. country   | _____ |
| 5. ladies    | _____ |
| 6. campus    | _____ |
| 7. classes   | _____ |
| 8. Charles   | _____ |
| 9. women     | _____ |
| 10. story    | _____ |
| 11. pen pal  | _____ |
| 12. streets  | _____ |

Handle Associates - case

## Case—Possessive

**Possessive case** indicates ownership. Nouns use apostrophes to show possession but pronouns do not. The possessive pronouns are *my*, *mine*, *your(s)*, *his*, *her(s)*, *its*, *ours*, and *their(s)*.

**Find the word in possessive case and circle it. If it's correct, write C at the end of the sentence. If not, correct the word.**

- |                                                                |       |
|----------------------------------------------------------------|-------|
| 1. That's the last time that I take his advice!                | _____ |
| 2. Lon's and Don's new car is a fiery red Miata.               | _____ |
| 3. The Secretary of Defense's speech was very inspiring.       | _____ |
| 4. Grace's idea for the play was good but Ellen's was better.  | _____ |
| 5. My heart skipped a beat when the alarm went off.            | _____ |
| 6. Do you think Thomas's mother will let him come to New York? | _____ |
| 7. Charles's telescope stood in the porch.                     | _____ |
| 8. I think that this book is your's.                           | _____ |
| 9. The baby bird hurt it's wing when it fell from the tree.    | _____ |
| 10. Petes' advice was to do more aerobics every day.           | _____ |

11. When is your birthday?
12. The faucet's dripping kept me awake.
13. That plays' tickets cost \$75.
14. Stella's and Angie's bikes were identical.
15. That clock lost it's minute hand about a year ago.

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Handle Associates - case

## Case—Possessive

Possessive case shows ownership. Unlike nouns in nominative and objective cases, nouns in the possessive change their form. Most singular nouns use 's to indicate possession, while plural nouns use s.' However, there are exceptions to this rule. The possessive pronouns include **my, mine, you, yours, him, her(s), its, ours, their(s).**

***Form the possessive of the following nouns.***

- |                        |       |
|------------------------|-------|
| 1. Chuck               | _____ |
| 2. Charles             | _____ |
| 3. Beth                | _____ |
| 4. Bess                | _____ |
| 5. child               | _____ |
| 6. children            | _____ |
| 7. mouse               | _____ |
| 8. mice                | _____ |
| 9. radio               | _____ |
| 10. Secretary of State | _____ |
| 11. company            | _____ |
| 12. companies          | _____ |
| 13. x-ray              | _____ |
| 14. sisters            | _____ |
| 15. women              | _____ |

***Underline the correct possessive form of the word on the left.***

1. they (their, their's)
2. cupcakes (cupcake's, cupcakes')
3. I (me, my)
4. boss (bosses, boss's)
5. it (its, it's)
6. you (your, your's)
7. man (man's, mens')
8. wolf (wolves, wolf's)
9. bench (benches, bench's)
10. he (he's, his)
11. us (us's, our)

12. bus (bus's, buses)
13. girls (girl's, girls')
14. statistics (statistic's, statistics')
15. states (state's, states')

Handle Associates-case

**Case** refers to the job that nouns and pronouns do in a sentence. Here are the three cases again and the conditions for each.

| <u>Nominative</u>    | <u>Objective</u>      | <u>Possessive</u> |
|----------------------|-----------------------|-------------------|
| subject              | direct object         | ownership         |
| predicate nominative | indirect object       |                   |
| direct address       | object of preposition |                   |

***Underline the nouns and pronouns in each sentence. Then write the case of each underlined word over it. (n-nom., o-obj., p-poss.)***

1. Josie gave Denise her telephone number.
2. Shut the stereo, Marty.
3. Yesterday the motel around the corner burned down.
4. The bus driver collected fares from the passengers.
5. Do you remember the name of that book?
6. Mom made banana bread.
7. The cow stood in the middle of the highway.
8. Jeanette was born in Sicily.
9. The cat fell into the stream.
10. The delivery man left the package on the step.
11. Mari stood on line for two hours.
12. The large mirror is cracked in two places.
13. Charlie locked his keys in the car.
14. We ate an ice cream sundae every night.

15. I'll give Al the message.

Handle Associates- case

## Case

***Underline the correct word in each sentence. Use the information on case from the preceding pages as your guide.***

1. I suspected that it was (she, her) who was the murderer in the play.
2. Let's keep this secret between you and (I, me).
3. (Their, They're) radio was causing a distraction.
4. The stained glass had lost none of (it's, its) beauty over the years.
5. The argument is between (she, her) and (I, me).
6. The backpack that Brenda found on the bus is (hers, her's).
7. Who will win between (he, him) and (she, her)?
8. Either Buddy or (he, him) will be here tomorrow.
9. Sara and (she, her) are organizing the spring dance.
10. Will you come with (I, me) for a moment, please?

***Underline the nouns and pronouns in the following sentences and provide their cases.***

1. Carl, did you give Marcia the note?
2. A weasel stole into the chicken coop last night.
3. Hadley and I mopped and scrubbed the kitchen.
4. I must take your picture for the yearbook.
5. The clown juggled two knives, a saw, and a bowling ball.

---

---

---

---

---

Handle Associates - case

## Case

Each of the three cases has its own set of pronouns.

### Nominative

I, we  
you  
he  
she  
they  
it

### Objective

me  
you  
him  
her  
them  
it

### Possessive

us, my, mine, our(s)  
your(s)  
his,  
her(s)  
their(s)  
its

**Find the nouns in the following sentences. Then write their case in the first space provided, and then replace the noun with a pronoun in the second space.**

1. The chef prepared chocolate mousse.
2. Did Scott hear the story from Tony?
3. The Barkers' trip to South America took three weeks.
4. The radio sat on the edge of the table.
5. Alicia and Emily practiced flutes together.
6. Robert's finger was cut in art class today.
7. The car skidded onto the grass.
8. Hank's basketball was stuck in the tree.
9. Amanda's dress was made by her mother.
10. Kit, Len and Joe like to play miniature golf.
11. The baby's crib was set against the wall.
12. Mary gave Sara's address to Jonathan.
13. The flower's petals fell to the ground.
14. The squirrel perched on the telephone wires.
15. The Doberman chased the three children down the street.

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Handle Associates - case

## Case—Review

**Write its case next to each pronoun. N= nominative O= objective P= possessive**

- |           |       |
|-----------|-------|
| 1. hers   | _____ |
| 2. us     | _____ |
| 3. I      | _____ |
| 4. she    | _____ |
| 5. you    | _____ |
| 6. him    | _____ |
| 7. it     | _____ |
| 8. my     | _____ |
| 9. its    | _____ |
| 10. he    | _____ |
| 11. we    | _____ |
| 12. them  | _____ |
| 13. hey   | _____ |
| 14. yours | _____ |
| 15. his   | _____ |
| 16. our   | _____ |
| 17. mine  | _____ |

18. his \_\_\_\_\_

***Identify the words which have a case and write the letter of the case over them.***

1. I could hear the explosion from my office.
2. Unplug the iron when you leave the house.
3. My older brother bought a used car from your cousin last week.
4. My pen pal, who lives in Argentina, will be in the exchange program next year.
5. Cheryl is the treasurer of the Latin Club.
6. Bobby, may I have your phone number?
7. The first class cabin of the 747 had lobster for dinner.
8. Judith's bedroom set belonged to her great grandmother.
9. Kevin scored five touchdowns in our last home game.
10. Jimmy helped his father plant their vegetable garden.
11. My parents went to Boston for the weekend.
12. Darlene, can you give me the answer to question number twelve on page 256?

## Friendly Letters

The parts of the friendly letter include the date, the salutation, the body, the closing, and the signature. Use this letter form to write to friends and relatives in letters or postcards. A friendly letter may be an invitation, a thank you note, a letter from camp, or any other informal situation.

**Number the following letter parts in the correct order by putting 1 next to the first, and so on.**

|            |       |
|------------|-------|
| salutation | _____ |
| date       | _____ |
| closing    | _____ |
| signature  | _____ |
| body       | _____ |

**Label each of the parts of the friendly letter.**

*May 11, 1995*

*Dear Jerry,*

*Thank you so much for inviting me to your house last weekend. I really had a great time. Please tell your mother how much I enjoyed her cooking. Next time it's your turn to come to my house. I hope to see you soon.*

*Your friend,*

*Vince*

Now it's your turn. Write a friendly letter. Use a separate sheet of paper if you need.

## Business Letters

Use business letters to communicate on a more formal basis than the friendly letter. Contacting a business, politicians, clergymen calls for a business letter. A business letter has a few more parts than a friendly letter. Start with **your address** and the **date** unless you have letterhead stationery which already has that information. Then put the **inside address** which includes the name and title of the person if you know them, the company name and the address. Then put in the **salutation**, which is followed by a colon (:). The **body** comes next, followed by the closing, the signature, and typed name of the sender.

**Please label the following letter.**

42 Maple Leaf Drive  
Wayne, New Jersey  
January 3, 1994

Mrs. Greta Shaw, President

The Fortune Perfume Company  
183 Central Avenue  
New York, New York 10017

Dear Mrs. Shaw:

We are doing a research project in our science class and I am interested in how perfume is made. Would you please send me any information which you have on the topic? The research project is due in three weeks so please send the information as soon as possible.

Thank you very much.

Yours truly,

*Kendra Simon*

Kendra Simon

***Now it's your turn: Write a business letter.***

Handle Associates-style

## Letters—The Friendly Letter

The friendly letter has five parts:

- date
- greeting (salutation)
- body
- closing
- signature

Use this form for informal situations like writing to a friend or sending invitations and thank-you notes. Friendly letters are usually handwritten on unlined paper. Look at the example below and follow this form when you're writing. The different parts are labeled.

[date]

*July 23, 1995*

[greeting]

*Dear Tara,*

[body]

*We're having a great time here on vacation. We have a cottage right on the lake. Our next door neighbors have a power boat so we go water skiing every day. I can almost stand up on the skis now! I sure hope that you can make it*

*up here before the end of the month when we're coming home. Write fast, since we don't have a telephone here.*

[closing]

*Your friend,*

[signature]

*Alissa*

***Now it's your turn: Using the form above (but leaving out the labels), write a friendly letter.***

Handle Associates - style

### **Letters—The Business Letter**

Business letters have more formal uses than friendly letters and they also have a couple of additional parts. While friendly letters have five parts, business letters have seven:

- address and date (yours)
- inside address (theirs)
- salutation
- body
- closing
- typed name
- signature

When you use letterhead paper that already has your name and address or a company's name and address, then eliminate the first address listed. If someone types a letter for you, the typist puts your initials in upper case, followed by his or hers in lower case.

***A labeled example follows on the next page . After reading through it, try writing a business letter yourself.***

### **HELPFUL HINTS**

- 1) Do not include your name with your address and the date. Your name already appears twice at the end of the letter: in the closing and the signature.
- 2) Always try to address a specific individual within a large company so the letter has a definite destination.
- 3) Avoid the use of contractions in a business letter because it is formal writing.
- 4) If you expect someone to send something to an address different from yours, be sure to include the other address in your letter.

You may choose block, semi-block, or indented style. As long as you have all the required parts, the style is a matter of choice.

### ***Example***

[sender's address & date]  
8567 Pine Crest Lane  
Billings, Vermont 94820  
April 15, 1995

[inside address]

Mr. Frederick Wilkins  
Internal Revenue Service  
4201 Washington Heights Boulevard  
Andover, Massachusetts 54321

[greeting with colon]

Dear Mr. Wilkins:

[body]

Thank you for reminding me that I have not paid my taxes for the last ten years. I have just gone through my records and suddenly realize that I never mailed any of the returns. Instead, I filed them with my records each year. Can we start over again next year?

[closing]

Yours truly,

[signature]

*Jay Q. Public*

[typed name]

Jay Q. Public

[sender's & typist's initials]

JQP:lim

Handle Associates - style

## Proofreading

Be very careful when you check your work. Check for spelling and capitalization errors as well as grammar problems. Remember not to change verb tense without good reason.

***Proofread the following passage. Circle any errors and correct them.***

Like kids', adults doesn't need another reason to exercise: The evidence in favor of three workouts a week is clear. A study published in JAMA, i.e. showed that the equivelent of walking 4 miles to 5 mis. an our for 45 minutes five times a weeks appear to prolong life. Scientists reported in JAMA that its never to late too start—even people 60 and older who became fit over a period of five years were 44% less less likely to die of any cuase then there unfit peers.

To middle-aged and older adults, the mental benefits of exercise—a slower decline in memory, an ability to get from the gas pedal to the break faster—are likely to go unnoticed. The slippage in memory physical response time is gradual and naturel, though scientists now say it's not inevitable.

Until the relationship aong physical skill and brain work are more fully understood, you will probably have to take on faith that your movements were influencing your ability to learn or remember. Aerobic exercises's impact on the brain may be too subtle to notice.

Handle Associates - style

## Proofreading

***Read each of the sentences very carefully and underline the errors. Then rewrite the sentence. More than one error may occur in a sentence.***

1. By drugs being illegal it is causing everyone associated with them to be considered a criminal.

---

2. When athletes go to college, they go with the hope of being able to play on the team; not with the feeling that if they're good they will get payed.

---

3. Most alarming is the affect pot has on lungs and the reproductive system.

---

4. They're will always be those who are reckless.

---

5. If someone cracks their back-board to their bed, now is the time to get a new one.

---

6. Sometimes the ads seen on television can give a person an idea, or let them know about something they need an should have but are not aware of.

---

7. Take into consideration, that most college freshman, because of lack of space, have to put such things as their refrigerator, television, or computers on their desk also.

---

8. Weather or not people where helmets is up to them because nobody can tell anyone else how to live their life.

---

9. Sometimes these messages are read by people consciously or not and they act upon them,

---

10. There are many optimists to the helmet law though.

---

11. The concept behind room inspections is to place the responsibility for any damage on those who cause or allow them.

---

12. Students' have the right to their own privacy in their own room.

---

13. Risk of death or serious injury are not the only reason for using seatbelts.

---

14. Just recently there was a dispute over the speed limit; whether or not to raise it or not.

---

15. If we had better roads, we would have less accidents.

---

16. That type of dog is very unique.

---

17. My mother preceded to give us a lecture about driving safety.

---

18. The teacher puts the comments on the paper so the student knows what they've done wrong.

---

19. To of the three triplets decided to do an act for the talent show.

---

20. What is the situation between he and I?

Handle Associates - style

## Proofreading

It's always important to check your work. Be sure that you've actually said what you wanted to say the way you intended to say it. Look closely at spelling, punctuation, and grammar. Stay out of second person and passive voice as a general rule. Be as objective as possible as it is often harder to be critical of your own work than it is of someone else's work.

***Proofread the following selection carefully, making whatever changes are necessary.***

The nations' most controversial new national park. Exemplifies one of a series of threats to the NPS. Which in 79 years has grown from a few scenic parks and smaller monuments, most in the West: to a collection of 368 national treasures: urban recreation areas, battlefields, trails, rivers, seashores, and other sites ranging from prehistoric ruins to the homes of presidents. While tight budgets are forcing the park service to defer maintenance, cut staff and programs, and allow environmental problems to fester at many units; Congress has pushed some 83 new national parks in the past 20 years. In the decade ending in 1993, lawmakers ordered almost \$1.4 billion worth of projects the park service didn't want but couldn't refuse.

Once they were established. Congress starved them of operating and maintenance funds, there is now a \$4.5 billion backlog of high priority construction projects, \$2 billion worth of congressionally authorized but unfunded land acquisition and an \$800 million shortfall for upkeep and repairs.

---

Handle Associates- style

## Sentence Combining

Make your sentences more interesting and sophisticated by combining related simple sentences when possible. Try to use simple, complex and compound sentences in your writing.

***Revise these sentences by combining sentences whenever possible.***

1. The girls walked to the stream. One of them tripped. They both fell into the water.  

---
2. Somebody pressed the fire alarm. There was a fire in the trash can. Everyone had to evacuate the building.  

---
3. Randy wasn't the best player on the soccer team. His father was the coach of the team. Randy played in every game.  

---
4. Maryann and Dot hadn't seen each other since high school. They went to the class reunion. They recognized each other immediately.  

---
5. Tommy shook the soda bottle. Phil opened the soda bottle. The soda sprayed all over everyone in the room.  

---
6. Those two brothers are very smart. One went to Yale and the other went to Harvard. They were both valedictorians of their classes.  

---
7. Catherine does a lot of volunteer work at the hospital. She is getting an award next week.  

---
8. My father picks weeds every weekend. The next weekend they are back again.  

---

Handle Associates-sentence structure

## Sentence Combining

You can prevent your sentences from being short and choppy by using sentence combining. Join two or more sentences together by using the correct **conjunction** (and, but, or, for, nor, because):

We can have ice cream. We can have pie.

We can have ice cream, or we can have pie.

***Combine the following sentences to make one sentence.***

1. Lean over. Buckle the boot.

---

2. The class did not begin on time. The principal made an announcement.

---

3. Lisa did the book report. She read it in front of the class.

---

4. The soccer team won again. They are undefeated.

---

5. The Green was very crowded. The craft fair was busy.

---

6. Tom likes the beach. Tina prefers the lake.

---

7. They built a fort in the backyard. They slept in it on Saturday.

---

8. The Baxters have a computer in the playroom. They have one in the study.

---

9. The house is gray. The garage is green.

---

10. Michael has a golden retriever. He has a husky.

---

11. I clean the table. My sister washes the dishes.

---

12. The pond has five fish. It has three frogs.

---

13. The bus didn't come on time. We were late for school.

---

14. Rob's favorite food is pizza. Jen's favorite food is macaroni.

---

15. We must get going. We have an appointment.

---

## Sentences—Sentence Combining

Your writing will be more interesting if you change the types of sentences you use. Using simple sentences alone can cause very choppy writing, while using only compound sentences can be confusing. Instead, try to use all three types of sentences in your writing and combine sentences when you can.

***Combine the following sentences, adding words if necessary.***

1. They walked in the woods for a long time. They realized they lost their way.

---

2. The zoo has two types of elephants. We saw both types, the Asian and the African.

---

3. My mother usually gets home late on Thursdays. I cook on Thursdays.

---

4. Dawn was sitting on the beach. She was stung by a bee. She had an allergic reaction.

---

5. Drew has been taking karate since he was four. Now he is seven. He has a red belt.

---

6. Everyone watching the play was quiet. Then the baby began to cry. His father brought him into the lobby.

---

7. Donald had the telescope for two years. He got it as a gift. He never put it together.

---

8. Renee took a life saving course last year. She wants to be a lifeguard this summer.

---

9. We took the bus to Main Street. We walked four blocks to the zoo.

---

Handle Associates

## Sentences - Varying sentence structure

Try to use all three sentence types to provide variety in your writing. Sentence combining is one technique for varying sentence structure.

***Combine the simple sentences below to form either complex or compound sentences.***

1. I was so tired after school. I ate. I took a shower. I went to bed.

---

2. I couldn't really identify the tree. I thought it was a sycamore.

---

3. We had a terrible thunderstorm last night. We lost power for about ten hours. We didn't have any damage to the property.

---

4. My brother likes to buy old bikes. He fixes them. Then he sells them.

---

5. You should try to drink at least eight glasses of water a day. Water is good for your health. It is good for your complexion. It might even keep your weight down.

---

6. Laverne is taking computer science in the fall. Her guidance counselor told her that the course would help her to get a job.

---

7. The Bunyans open their pool on Memorial Day. They use it until Labor Day. They don't go to the beach all summer.

---

8. John used to drive a cab in N.Y.C. He has a lot of funny stories.

---

9. I used my mother's new blouse without asking her. I got a stain on it. Now I'm in big trouble.

---

10. Kenneth is a big Giants' fan. He has a season ticket. He goes to all of their home games.

## **Verb Tense**

Be sure that you keep the verb tense consistent throughout your essay unless you have a specific reason for changing it.

**Indicate whether the tense stays consistent in the following examples. If the tense changes, correct the sentence, unless there is an excellent reason for having verbs with different tenses. If so, state the reason.**

1. Christine left New York last month; a short time later she is in Brazil.

2. They locked the gym door as they run out the back door.

3. Craig didn't find his car keys yet. Now he walks to work every day.

4. The choir practices all their songs yesterday; and now they are ready to perform.

5. Napoleon fled from Elba in the spring; less then two weeks later he is in Paris.

6. The tour guide made a mistake so now we travel fifty miles in the wrong direction.

7. This morning the home ec. classes baked apples pies; this afternoon we will have a pie judging contest.

8. Please put the tea back in the microwave because you do not heat it long enough.

9. Lyle broke his bed when he jumped on it so hard; now he slept on the floor.

10. Yesterday we built a shed in the backyard and then we paint it.

11. Put the money in the cash draw and then lock the back door.

12. Alex' s grandfather died on Sunday and on Tuesday he is buried.

Handle Associates - style

## Writing style—Verbs

**Action verbs** are generally more powerful than **linking verbs** or forms of *be* because they form more powerful images for the reader. Use these verbs in the **active voice** to strengthen and improve your writing.

Example: Passive voice

Chris **was brave** when he jumped in the water to save his friend.

Example: Active voice

Chris **acted bravely** when he jumped in the water to save his friend.

***Change each sentence to form one with strong verbs.***

1. The ducks were in the street honking wildly.

---

2. Garrett was voted "Most Likely to Succeed" by his class.

---

3. Bruce became a cook when he was 16.

---

4. The vase was on the table in the dining room.

---

5. I am the fastest runner on the team.

---

6. You seemed to be disturbed by something yesterday.

---

7. Cara was the highest seller in the magazine contest.

---

8. We were the first ones at the party.

---

9. Were you aware that the date of the picnic was changed by Adrienne?

---

10. Tina and Yvonne's art project was entered in the competition by their instructor.

---

11. My hair was cut by Lori.

---

12. That family is always together.

---

13. That horse is slow because he is lame.

---

14. That movie appears to be very entertaining.

---

15. My cousin's wedding gown was made by my aunt.

---

## Verbs

Your writing will improve if you use strong, active verbs. Avoid forms of “be” whenever possible:

Steve **is** fast.                  Steve **runs** fast.  
The party **was** fun.        I **enjoyed** the party.

***Rephrase the following sentences by replacing the forms of “be” with stronger verbs.***

1. May is a good writer.

---

2. My father is an excellent builder.

---

3. Charlene is a superb photographer. Her photos have won awards.

---

4. Shawn is the new president of the student council.

---

5. Simon and Rick were the first divers on the trip.

---

6. Nina and Seth are students are Guilford High School.

---

7. The grandfather clock was very loud all night.

---

8. Water from the flood was dripping from the ceiling.

---

9. Lisa’s hair is long and thick.

---

10. Ron and Karen are good dancers.

---

11. I’m very confused by the details.

---

12. The baby was crying because his diaper was wet.

---

## Sentences—Strong Verbs

Whenever possible, choose action verbs for your sentences. These are stronger and more specific than forms of **be** such as **is, am, are, was, were, being, been** or *linking verbs* like **seem, become, feel, taste, smell, appear**. Try to find a way of transforming a weaker sentence into a stronger one by changing the verbs.

**Try these: Change the verbs in order to change the sentence. For example:**

I was sad when I heard the news.

can be changed to

The news saddened me when I heard it.

1. The car that Ken bought is nice.

---

2. Bill Clinton was elected President by the U.S. voters.

---

3. I am so angry that the test has been postponed.

---

4. The band appeared tired after marching for five miles in the Thanksgiving Parade.

---

5. Rob was flown to Chicago in the company jet.

---

6. The hallway light was flickering and then went out.

---

7. Serena's television and V.C.R. are broken since last week.

---

8. Have you ever been to Yankee Stadium in the Bronx?

---

9. The haircut that Dusty gave to Alex is very stylish.

---

10. After Mr. Gordon ate at that diner he felt sick.

---

## Strong Verbs

Whenever possible, choose to use an action verb rather than a form of be. You can often change forms of words to provide more emphasis to your writing. Converting these verbs can also keep sentences in active voice and remove unnecessary words.

Martin was afraid of the dark **or** Martin feared the dark.

***Change the following sentences to use stronger verb forms.***

1. Mr. Lender was building his own beach cottage.

---

2. What was I saying that made you angry?

---

3. I am a very fast learner.

---

4. You are very different from your two older brothers.

---

5. Samantha is the best writer in our class.

---

6. Mr. Fredericks will be the guest speaker at graduation.

---

7. We are the first ones that Katie told about her new job at the health club.

---

8. Brook and Tony were the last ones to arrive at the seminar on punctuality.

---

9. The bat house was built in our backyard by my grandfather.

---

10. Brenda was skeptical about Elvis' appearance at the local supermarket.

## Writing—Using Colorful Language

Writing that employs very specific language evokes sharper images than more general description. When possible and appropriate, use nouns, adjectives, verbs and adverbs which are more specific to the topic. It's easier to picture *stumbling* or *waddling* than *walking*; *fuschia* is quite different from *pink*; *Yorkshire terrier* stirs a much different image than *dog*; *nigh* provides a different feeling than *near*.

***Provide at least one more colorful word for each of the words listed below.***

- |             |       |
|-------------|-------|
| 1. blue     | _____ |
| 2. enjoy    | _____ |
| 3. say      | _____ |
| 4. slowly   | _____ |
| 5. car      | _____ |
| 6. tired    | _____ |
| 7. cold     | _____ |
| 8. went     | _____ |
| 9. nice     | _____ |
| 10. river   | _____ |
| 11. badly   | _____ |
| 12. girl    | _____ |
| 13. eat     | _____ |
| 14. bright  | _____ |
| 15. college | _____ |

***Match the words in column A with their more descriptive counterparts in column B.***

- | <u>A</u>    | <u>B</u>       |
|-------------|----------------|
| 1. green    | a. obliterate  |
| 2. angry    | b. dawdle      |
| 3. rich     | c. emerald     |
| 4. destroy  | d. White House |
| 5. wait     | e. furious     |
| 6. building | f. opulent     |

## Specific language

Nothing conjures up clearer images in your writing more than specific, colorful language. An “aroma” is quite different from a “stench,” yet both are smells. What does “cute” mean and how does it differ from “attractive,” or “beautiful,” or “pretty”?

**Find more specific words. You may use a dictionary or thesaurus.**

1. rock (n) \_\_\_\_\_
2. yellow \_\_\_\_\_
3. book \_\_\_\_\_
4. move(v) \_\_\_\_\_
5. nice \_\_\_\_\_
6. good \_\_\_\_\_
7. thing \_\_\_\_\_
8. bad \_\_\_\_\_
9. vehicle \_\_\_\_\_
10. interesting \_\_\_\_\_
11. tell \_\_\_\_\_
12. funny \_\_\_\_\_
13. messy 14. look (v) \_\_\_\_\_
15. big \_\_\_\_\_

**Insert a word or phrase in the blank which completes the sentence clearly and colorfully.**

1. My uncle has a(n) \_\_\_\_\_ job as an archaeologist.
2. "Watch out!" \_\_\_\_\_ Nancy.
3. My father said that my dress was pink, but I told him it's \_\_\_\_\_.
4. The obese man \_\_\_\_\_ to the buffet table.
5. The car radiator was leaking \_\_\_\_\_.
6. That actor is quite \_\_\_\_\_.
7. The \_\_\_\_\_ noise was hurting my ears.
8. The \_\_\_\_\_ weather was beginning to depress everyone.
9. The chimp \_\_\_\_\_ paint on the canvas.
10. Don't you hate people who \_\_\_\_\_ during a movie?

Handle Associates - style

## **Mechanics—Redundancies**

To improve your writing, use precise, descriptive words and avoid repetition. Remember, longer is not necessarily better.

**Try these: In the following sentences, delete unnecessary words and phrases.**

1. Every other week my mother gets paid biweekly.
2. In Russell's opinion he thinks that the strike will be over soon.
3. If we go to the store during the sale we will get a free gift.
4. The opinion of the group was completely unanimous.
5. Who was the original founder of the Star Organization?
6. Do you think that Grant advised John well with a lot of good advice?
7. That piece of art work is very unique.
8. I can't decide whether or not I want to buy a new car this year.
9. That Yorkshire terrier is very small in size and light in weight.
10. Did we have any advance warning that we were having a test today?
11. Do you go for a routine annual check up every year?
12. In my opinion I think that I may possibly get a raise soon.
13. The class had to hear all about the teacher's past history for the first half of the class.
14. Both men and women alike should exercise strenuously and often.
15. The dress rehearsal will be held at 11:00 a.m. Saturday morning.

## Outlining

One way to organize your thoughts before writing is by outlining. A formal outline has a specific form which you should follow.

- I. Major heading
  - A.. Sub-heading
  - B. Another sub-heading
    - 1. A smaller subdivision
    - 2. Another small subdivision
      - a. An even smaller subdivision
      - b. The last subdivision
- II. Another major heading

Notice that the outline begins with a Roman numeral and proceeds to upper case letters, then Arabic numbers and finally lower case letters. An important rule to remember is that you mustn't use a *B* unless you use an *A*, and you mustn't use a *2* unless you use a *1*. That rule follows throughout the outline.

***Try this. One word in each list doesn't fit. Cross it out.***

|          |          |           |            |          |
|----------|----------|-----------|------------|----------|
| carrots  | hockey   | breakfast | ship       | pens     |
| potatoes | summer   | lunch     | car        | school   |
| peaches  | skiing   | supper    | bus        | paper    |
| squash   | baseball | snack     | motorcycle | ruler    |
| lettuce  | tennis   | hungry    | truck      | notebook |

***Arrange the following group of words into a formal outline, using the guidelines given above.***

hamburgers  
supplies  
"Party Plans"  
paper goods  
soda  
salads  
utensils  
cake  
macaroni salad  
balloons  
potato salad  
invitations  
water balloons  
pizza  
food  
beverages  
regular balloons  
hot dogs

fruit punch

## Outlining

One way to organize your thoughts is to outline them. For a formal outline the following rules apply. Start out with Roman numerals for the major headings ( I, II, III, IV, V ). For subheadings, use capital letters; then use numbers for the next subdivision, and lower case letters for the last subdivision. Here is an example of how the outline would look.

- I. Major heading
  - A.. Sub-heading
  - B. Another sub-heading
    - 1. A smaller subdivision
    - 2. Another small subdivision
      - a. An even smaller subdivision
      - b. The last subdivision
- II. Another major heading

In most cases will you not need to go beyond the capital letters, but if you do, remember to indent with each new subdivision. Also, and this point is important, *never use an A unless you have a B; never use a 1 unless you have a 2.*

***Try this: Arrange the following list into an outline. Use a separate sheet of paper is you'd like.***

main course  
dessert  
pie  
apple  
peach  
ice cream  
ground beef  
vegetables  
chicken  
chocolate  
corn  
vanilla  
meats  
peas

***In each list below, circle the topic to which all other items refer, and then draw a line through the item that does not belong on the list.***

|          |           |                   |
|----------|-----------|-------------------|
| summer   | feelings  | walking home      |
| autumn   | sorrow    | delivering papers |
| seasons  | happiness | job possibilities |
| sunshine | smile     | cutting grass     |
| spring   | anger     | shoveling snow    |
| winter   | fear      | painting houses   |

***Arrange the items below into an outline entitled "Weekend Plans."***

"Batman 3"  
grocery store  
other errands  
boots  
clean stove  
movies  
kitchen  
wash sheets  
shopping  
empty refrigerator  
ski sweater  
post office  
leisure time  
vacuum rugs  
dinner  
library

"Braveheart"  
bedrooms  
housecleaning  
clothes shopping  
change curtains

Handle Associates - style

## Outlining

Outlining is one way to organize your thoughts. A formal outline follows a certain sequence: Roman numerals for main headings, upper case letters for sub-headings, Arabic numbers for small divisions, and lower case letters for more divisions. Start out with Roman numerals for the major headings ( I, II, III, IV, V ). For subheadings, use capital letters; then use numbers for the next subdivision, and lower case letters for the last subdivision.

### I. Major heading

#### A.. Sub-heading

#### B. Another sub-heading

##### 1. A smaller subdivision

##### 2. Another small subdivision

##### a. An even smaller subdivision

##### b. The last subdivision

### II. Another major heading

***Eliminate the word or phrase which doesn't belong in each group. Then provide a main heading for the list.***

|              |            |            |              |
|--------------|------------|------------|--------------|
| strawberries | Spanish    | team       | biology      |
| blueberries  | England    | hockey     | chemistry    |
| cherries     | French     | lacrosse   | physics      |
| raspberries  | Italian    | soccer     | art          |
| blackberries | Portuguese | basketball | biochemistry |

***Form the following list of words into a formal outline for packing for a ski trip.***

personal items jacket boots comb deodorant underwear ski poles clothes  
hairbrush gloves ski equipment toothbrush hat goggles sweater toothpaste  
skis socks pants

Handle Associates K26

Outlining can help you to organize your thoughts. Outlines can help you to formulate your ideas for a speech, an essay, or a research paper, among other things. Formal outlines have certain specifications, as you can see below.

### I. Major heading

#### A.. Sub-heading

#### B. Another sub-heading

##### 1. A smaller subdivision

##### 2. Another small subdivision

##### a. An even smaller subdivision

##### b. The last subdivision

### II. Another major heading

The order in which you break down the information is shown above. Use Roman numerals for major headings, followed by upper case letters for headings. For further breakdowns of the information, use Arabic numbers (our numbers) followed by lower case letters. Place at least two topics under each heading. Do not use A unless you have a B, and do not use 1 unless you have a 2.

A large component of outlining is being able to categorize. Eliminate the one word in each set which doesn't belong there and then give each group of words a heading.

|          |          |               |                |              |
|----------|----------|---------------|----------------|--------------|
| French   |          | biographies   | maple          | refrigerator |
| Austrian | novels   | cedar         | sewing machine |              |
| Chinese  |          | short stories | geranium       | stove        |
| German   |          | plays         | oak            | dishwasher   |
| Belgian  | novellas |               | birch          | microwave    |
| Dutch    |          | poems         | sycamore       | freezer      |

***Transfer the following terms and phrases into a coherent formal outline for getting a job.***

thank-you note  
sources of information  
letters  
application  
completion  
correspondence  
classified ads  
clothing  
attitude  
follow-up  
resume  
writing  
hair  
additional information  
appearance  
guidance  
bulletin boards  
preparation  
telephone inquiries  
interview techniques  
preparation  
personal sources  
interviewing

Handle Associates- style

**Spice up your writing!**

You can make your writing more specific, colorful, and interesting by choosing your words carefully. After writing your first draft and getting your main ideas on paper, go back and see if you can substitute colorful words, especially for nouns, verbs, adverbs, and adjectives.

***Using a thesaurus if you must, provide another word or phrase which gives a better picture than the words below.***

1. talk

\_\_\_\_\_
2. green

\_\_\_\_\_
3. walk

\_\_\_\_\_
4. throw

\_\_\_\_\_
5. pretty

\_\_\_\_\_
6. go

\_\_\_\_\_

- |                 |       |
|-----------------|-------|
| 7. nice         | _____ |
| 8. dog          | _____ |
| 9. laugh        | _____ |
| 10. smart       | _____ |
| 11. look        | _____ |
| 12. interesting | _____ |
| 13. tree        | _____ |
| 14. okay        | _____ |
| 15. cry         | _____ |

***Substitute the underlined words with more colorful words or expressions or add words which will improve the images.***

1. The book we read in reading class was strange.

2. The car went fast.

3. The weather was awful today.

4. I didn't like the food because it tasted terrible.

5. The girl looked very nice in her new outfit.

Handle Associates-style

## Imagery

Another method of improving your writing is to include figurative language. With figurative language an image forms a picture in the reader's mind, and the more specific the image, the better the picture.

Here are few examples of figurative language.

- A. A **simile** compares two unlike things, using the words *like* or *as*.
- B. A **metaphor** compares two unlike things without using *like* or *as*.
- C. **Personification** gives human qualities to animals or things.
- D. **Onomatopoeia** imitates the sound it is trying to describe.

***Write the letter of the definition next to the phrases that serve as examples.***

- |                          |       |
|--------------------------|-------|
| 1. as bright as a candle | _____ |
| 2. whoosh                | _____ |
| 3. the breath of night   | _____ |
| 4. the moon's smile      | _____ |
| 5. ouch                  | _____ |

- |                      |       |
|----------------------|-------|
| 6. whispering wind   | _____ |
| 7. skin like silk    | _____ |
| 8. the tree's arms   | _____ |
| 9. crunch            | _____ |
| 10. night is a thief | _____ |
| 11. buzz             | _____ |
| 12. an icy stare     | _____ |
| 13. sweet as honey   | _____ |
| 14. earth's feelings | _____ |
| 15. clang            | _____ |

***Make up images of your own to describe the terms given below.***

1. winter \_\_\_\_\_
2. friendship \_\_\_\_\_
3. mountains \_\_\_\_\_
4. mob \_\_\_\_\_
5. sun \_\_\_\_\_

Handle Associates-style

## Figurative Language

### ***Define:***

simile  
metaphor  
personification  
hyperbole  
onomatopoeia

***Identify the figures of speech in the sentences and phrases.***

- |                                                                |       |
|----------------------------------------------------------------|-------|
| 1. clouds like mounds of soap suds                             | _____ |
| 2. His pride was a shield against the arrows of their insults. | _____ |
| 3. He was like some huge complicated machine.                  | _____ |
| 4. Her mind was a millions miles away.                         | _____ |
| 5. The vase crashed to the floor.                              | _____ |
| 6. The sun smiled down at us.                                  | _____ |
| 7. The dining room was a jungle of stained tablecloths.        | _____ |
| 8. The dog yelped.                                             | _____ |
| 9. That car is a lemon.                                        | _____ |
| 10. Marty is a snake in the grass. _____                       | _____ |

Handle Associates- style

## Abbreviations

The titles *Mr.*, *Mrs.*, and *Ms.* are usually abbreviated. Use *Miss* or *Mrs.* when you know that a woman prefers it to *Ms.* The state names are also usually abbreviated when used in addresses. Capitalize both letters of the abbreviation and do not use periods. Units of measurement also have abbreviations. The abbreviations for *for example* (e.g.), *that is* (i.e.), and *namely* (viz.) are often misused and should be avoided. Use 's to form the plural of abbreviations which have periods.

***Provide the abbreviations for the following words.***

1. Father Benedict \_\_\_\_\_
2. California \_\_\_\_\_
3. Mister Green \_\_\_\_\_
4. Medical Doctor \_\_\_\_\_
5. "Miz" Bennett \_\_\_\_\_
6. President \_\_\_\_\_
7. Connecticut \_\_\_\_\_
8. Vice President \_\_\_\_\_
9. New York \_\_\_\_\_
10. for example \_\_\_\_\_
11. Misses Palmer \_\_\_\_\_
12. Rhode Island \_\_\_\_\_
13. Doctor of Philosophy \_\_\_\_\_
14. Reverend Sills \_\_\_\_\_
15. mile \_\_\_\_\_
16. kilogram \_\_\_\_\_
17. pound \_\_\_\_\_
18. ounce \_\_\_\_\_
19. Alaska \_\_\_\_\_
20. that is \_\_\_\_\_
21. December \_\_\_\_\_
22. Road \_\_\_\_\_
23. Ohio \_\_\_\_\_
24. Iowa \_\_\_\_\_
25. centimeter \_\_\_\_\_

## Capitalization

Capitalize all proper nouns and adjectives and titles of books, plays, and television programs. Also capitalize all directions when they refer to specific places (the East Coast). Capitalize only those abbreviations which stand for capitalized words (Ph.D.)

***If the capitalization is correct in each example, put C next to it. If not, correct it.***

- |                           |       |
|---------------------------|-------|
| 1. Houston street         | _____ |
| 2. building               | _____ |
| 3. World Trade Center     | _____ |
| 4. q bridge               | _____ |
| 5. the Green              | _____ |
| 6. asian cooking          | _____ |
| 7. the hobbit             | _____ |
| 8. south america          | _____ |
| 9. macintosh apple        | _____ |
| 10. macintosh computer    | _____ |
| 11. eiffel tower          | _____ |
| 12. Big Ben               | _____ |
| 13. english muffin        | _____ |
| 14. boston street         | _____ |
| 15. my father             | _____ |
| 16. pacific ocean         | _____ |
| 17. Empire state building | _____ |
| 18. chinatown             | _____ |
| 19. the lion king         | _____ |
| 20. yankee tradition      | _____ |
| 21. alaskan malamute      | _____ |
| 22. restaurant            | _____ |
| 23. sister                | _____ |
| 24. Sister Marie          | _____ |
| 25. Disney World          | _____ |

Handle Associates-punctuation

## Punctuation

***Put periods at the end of telling sentences. Put questions marks at the end of asking sentences.***

1. Did you see that movie
2. That man is my uncle
3. I wish I had five dollars now
4. How many cars does your father have
5. Has the mailman come yet
6. The pencil had the address of the store
7. Please give me that watch
8. There was a long line at the ice cream counter
9. Did you say that he would come
10. Leave your little sister alone
11. Marty's favorite color is blue
12. Meet me at the field at 1:30
13. Sandi has a new CD player

14. Do you watch that television program
15. Kerri and Talia are in the same class

Now it's your turn.

**Write 5 sentences which need periods and 5 which need question marks. Write them on a separate sheet of paper.**

## Punctuation

Sentences which show emotion use an exclamation point.

**Use the correct end punctuation in each of the following sentences.**

1. Can you read what he wrote
2. That was a great game
3. Wow Did you see that
4. Both of his brothers are in the army
5. Don't slam the front door when you go out
6. Mike's family went to Florida for winter vacation
7. Run home, Phil
8. Renee got 100 on the science test
9. Sharon got a new watch for her birthday
10. How many kids went to the movie on Saturday
11. What time does the bank open today
12. That's a beautiful sunset
13. Tyler's closet is so full that he can't close the door
14. How many magazines did Connie sell
15. The Monroes went out for pizza with the Lindens

**If the end punctuation is correct, write C. If not, correct it and explain why you corrected it. (Some sentences may have more than one correct answer.)**

1. Did you explain why you didn't do your homework.
2. When the light goes on the wash is done.
3. The Nelsons are moving to Arizona.
4. How many batteries do you need!
5. Where do you go to school.
6. How many brothers does Brian have?
7. Get out of my room!
8. The horse rolled over during the ride!
9. What do you like better Universal or MGM studio.
10. Ouch That loud noise hurt my ears?
11. That earthquake killed many people.
12. When will ski season begin.
13. Do you know the answer?
14. The library will be closed on Monday?
15. Leave my little brother alone!

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## Punctuation Points

**Question marks** (?) and **exclamation points** (!) are end punctuation. Use them in interrogative and exclamatory expressions and sentences while **periods** (.) are most often used as end punctuation for declarative and imperative sentences, they are also used in abbreviations, or shortened forms of words.

***Provide the abbreviations for the following words.***

- |                          |       |
|--------------------------|-------|
| 1. doctor                | _____ |
| 2. misses                | _____ |
| 3. Reverend              | _____ |
| 4. street                | _____ |
| 5. road                  | _____ |
| 6. "miz"                 | _____ |
| 7. avenue                | _____ |
| 8. for example           | _____ |
| 9. that is               | _____ |
| 10. boulevard            | _____ |
| 11. doctor of philosophy | _____ |

**Quotation marks**(" ") are used in direct quotations, to indicate someone's exact words. Do not use them for indirect quotations. They are also used to punctuate titles of short fiction and non-fiction.

***Decide if the titles and sentences require quotation marks and put them in the proper places.***

1. The Bells (poem)
2. Romeo and Juliet (play)
3. I thought he said that he had his own glove.
4. Where did you put your cleats asked the coach.
5. May I have ten dollars to go to the mall Bev asked her father.
6. Did Bev's father say that he'd give her ten dollars if she cleaned the garage?
7. The Gift of the Magi (short story)
8. The Cry of the Wild (novel)
9. I did too touch second base screamed Bert.
10. Did the umpire say that Bert was out of the game?
11. To Build a Fire (short story)
12. I'll meet you at the Rec. Center, said Kelley.
13. Flowers for Algernon (novel)
14. I have no homework in math for the first time this year, said Alice.
15. Have you seen my keys asked Roseann.

Handle Associates- punctuation & capitalization

## Punctuation—Quotation Marks

Use quotation marks to signify a person's exact words (e.g. "I'm hungry," said Dan.) Use them also for titles of short works like poems, short stories, songs, and essays. Use single quotations within double quotations for indicating a quotation within a quotation. ("Did Dan say, 'I'm hungry'?" asked Mom.)

***Insert quotation marks where they're needed.***

1. Please turn to the short story titled Laurie, said Ms. Buonocore.

2. The Assigination is one of Charles's favorite stories.
3. To be or not to be is a famous quotation from Hamlet, said Mr. Lendel.
4. Sherri, meet me at eight at the skating rink, said Vic.
5. How many pints are in a quart, asked Mrs. Matthews.
6. When the conductor shouted Grand Central Station, everyone got out of the train.
7. Everyone cheered when Elton John played The Circle of Life at the concert.
8. You're out! shouted the umpire to the batter.
9. What's heavier, asked Lynn, a pound of feathers or a pound of lead?
10. How often does a leap year occur, asked Mr. James.
11. Do you know how to sing Far, Far Away, asked my father.
12. I like Western better than English riding, said Drew.
13. I thought that I heard Rob say My car has 200,000 miles on it, said Zach.
14. Are you trying out for the basketball team, asked Taylor.
15. Somewhere over the Rainbow is a classic song from The Wizard of Oz.

Handle Associates - punctuation

## Punctuation—Quotation Marks

Use **quotation marks** in direct quotations and in titles of short works. To punctuate a quotation within a quotation, use single quotation marks.

***Put the quotation marks in the correct places.***

1. Did Mr. Blaine say You don't have to hand in the paper until Monday?
2. How often do you meet? asked Vickie.
3. The sign on the beach said, Do not feed the sharks; stay out of the water until further notice.
4. My father always says As long as you live under my roof, you'll follow my rules.
5. The first Poe short story that I ever read was The Tell Tale Heart.
6. Gabe said that he would meet me here at 8 o'clock.
7. Do you know the words to The Star Spangled Banner, asked Claire.
8. Do you know how much gold is in your ring asked the jeweler.
9. The pilot said, Please excuse the delay, but we're checking a faulty landing gear.
10. Did Keith tell you that he applied to ten colleges?
11. The telephone operator said, Please tell me the number you were trying to reach and I'll help you.
12. Patti asked, May I keep my mother's gift at your house until Saturday?
13. Did you say that their wedding song was Pop goes the Weasel, asked Vi.
14. May I borrow ten dollars Kay asked her brother.
15. The nurse said Please count backwards from 100 by seven.

Handle Associates - punctuation

## Punctuation—Quotation Marks

**Quotation marks** indicate a speaker's exact words so they should be used for direct rather than indirect quotations. Quotations are often used with other punctuation marks so follow these rules:

Commas and periods **always** go inside quotation marks.

Question marks and exclamation points go inside the quotation marks **only if** the direct quotation is a question or exclamation. They go **outside** the quotation marks if the whole statement is a question or exclamation.

Also, use quotation marks to show the titles of poems, short stories, chapters, and magazine articles.

**Indicate whether the following examples need quotation marks and if they do, put them in the appropriate places.**

1. Mario said that he was going on a camp out.
2. Mario said, I am going on a camp out.
3. Mr. Lanche told his class that he'd be out for two weeks.
4. Mr. Lanche told his class, I will be out for two weeks.
5. The New York Times
6. an article entitled , Do you know where your children ate?
7. Aesop's Fables
8. The Tortoise and the Hare
9. Cheryl told Ariel that she hoped she'd win the race.
10. Cheryl said, I hope you win the race, Ariel.
11. To Build a Fire
12. Romeo and Juliet
13. Pete asked if John hurt his hand during the wresting match.
14. John, asked Peter, did you hurt your hand during the wresting match?
15. To Kill a Mockingbird

**Place the appropriate punctuation in the sentences below.**

1. Did the whole class read The Tell Tale Heart yesterday asked Dennis
2. Don't yell Boo at me
3. How many kids are you inviting to your pool party Scooter asked Jamie
4. No one may leave the auditorium before the bell rings said Ms. Hopper
5. Joey glued his hand to the table in shop said Kristen
6. Mrs. Hayes asked How many feet make a mile, Roland
7. Who touched this telescope without my permission asked Dad
8. Did you say I can't hear you roared Darlene
9. That was a great catch screamed the coach
10. But my dog really did eat my homework said Lucky
11. Where did you buy that sweater asked Barbara.
12. Call me before 9:00 tonight said Felicia
13. The referee yelled Foul and the crowd went wild said Dylan
14. The ceremony will begin at noon explained the mayor
15. Have you applied to any colleges yet inquired the guidance counselor

**Make up five direct quotations of your own and put in all the punctuation.**

Handle Associates-punctuation

## **Punctuation**

### **Quotation Marks:**

Put quotation marks around the titles of songs, poems and stories.

**Place quotation marks around the titles.**

1. Do you like the song, The Circle of Life?
2. The Gift of the Magi is an interesting story.
3. The teacher read the poem, The Road not Taken.

4. We read the poem, The Bells, by Poe.
5. The Alley Cat is the title of a song.
6. The title of his story was The Last Clown.
7. I like to read Peter Pan to my brother.
8. Do you know The Star Spangled Banner?
9. Have you ever read the story Christmas in New York?
10. She sang The Way We Were at the talent show.
11. How many times did Anna sing Row, Row, Row Your Boat?
12. He said his poem is called Mud.
13. One story that we read was called The End of Time.
14. Drew's favorite Christmas song is Jingle Bells.
15. Sandburg wrote Fog.

Handle Associates - punctuation

## Punctuation—Quotation Marks

1. Commas and periods are always placed **inside** the closing quotation marks.
2. Semicolons and colons are always placed **outside** closing quotations.
3. Question marks and exclamation points are placed **inside** the closing quotation marks *if they belong with the quotation*; otherwise, they are placed **outside**.

No more than one comma or end mark is used at the end of each quotation.

### ***Add the correct punctuation.***

1. I like the movie said Helena.
2. Did you say I won't talk to her anymore
3. Can you keep a secret asked Sherri
4. Norman asked Tom may I borrow your book
5. Save your money said John because you might need it someday
6. Katie screamed Look out
7. Lee asked How can a fish fly without wings
8. Weren't you worried when she said I'll report you to the authorities
9. Did you ever tell your brother I'm proud of you?
10. The detective asked Where were you at 9:00 last night
11. Will you repeat what you said yesterday asked Wendi
12. Didn't you remember that you said I'll never get married
13. I don't understand your explanation said Patti
14. Did you turn off the stove Susan asked
15. Don't shout Get out of here at me

Handle Associates - punctuation

## Punctuation—Quotation Marks

Quotation Marks do more than indicate a speaker's exact words. Although they are not used in paraphrased expressions, they do indicate the title of a short work like a short story or a poem or they enclose a word which is being defined.

When a quotation within a quotation occurs, use single quotation marks inside double quotation marks.

Always place periods and commas within quotation marks. Place question marks and exclamation points outside the quotation marks unless they are included as part of the quoted material.

### ***Try these: Place the quotation marks and other punctuation in the correct places.***

1. Leslie, do you know what ragazzo means in English asked Bruno
2. The entire building has collapsed from the earthquake exclaimed the reporter
3. Please define latitude and longitude in your essays

4. Are you sure, asked Carlito, that we're in the right place
5. One of Edgar Allen Poe's most famous poems is The Raven
6. Did you really back the car into the garage door asked my father
7. The umpire yelled You're out of the game to the coach cried the sportscaster.
8. The director told Ellen, Be sure to look thoughtful when you say Romeo, Romeo, wherefore art thou, Romeo
9. Do you know how to say money in Spanish
10. Drew, come in and get your books off the table yelled his mother
11. What was so funny, said Sal, was that Connie didn't think she was being funny.
12. The computer on the first desk isn't working said Mr. Bransford

Handle Associates - punctuation

## Punctuation—Semicolon

Use a **semicolon** to separate a series of phrases which already contain commas or to separate two independent clauses. Also use a semicolon before words like *for example*, *that is* or *namely*.

### ***Put a semicolon in the correct place.***

1. Fire fighters have very dangerous jobs for example they often run into burning buildings.
2. The winners in the geography bee included Lindsey Phillips grade 9 Evan Richards grade 10 Sonya Abbot and Robin Benedict.
3. Ted had that program on disk and CD ROM he let us borrow the disk.
4. Most of Mindy's favorite names begin with M namely Melissa, Marissa, Mara, and Melanie.
5. I think that using semicolons to separate independent clauses is very easy you don't even have to capitalize.
6. My favorite Western cities are San Fransicso California San Diego California and Phoenix Arizona.
7. Living in Europe is quite different from living in the U.S. For example many different customs exist in Europe.
8. Sara loves to ride her bike every day after school she rides for two hours.
9. Velma won't have anyone cut her hair but Siggie he has been cutting it for twenty years.
10. I have cousins who live in different areas of the country for example Minneapolis Minnesota Wayne New Jersey and Juneau Alaska
11. Uncle Mike is always generous for example for my graduation he gave me \$500.
12. Leave stay can't you make up your mind?

Handle Associates - punctuation

## Punctuation

**Semicolons** are used to:

- 1) to separate independent clauses that are related in meaning.
- 2) to separate items in a series which are already separated by commas (as in dates and addresses).
- 3) before phrases such as *for example*, *that is*, or *namely* when you want a stronger break than a comma would provide.

### ***Place semi-colons and commas where they belong.***

1. I'm exhausted I've been playing tennis all day.
2. Mandy won a scholarship furthermore she is eligible for financial aid.
3. We have relatives in Seattle Washington Portland Oregon and Boston Massachusetts .
4. Mr. Emery collect stamps moreover he is a coin collector.
5. Mr. Burns arrived late for the meeting consequently he heard none of the speeches.
6. Sue is very tired she was up until 4:00 A.M. doing a paper.
7. Rachel attended schools in New York New Jersey and Connecticut but she likes our school best.
8. Leave me alone I don't want to talk now.
9. The car salesman was friendly enthusiastic and persuasive but Mrs. Olsen still hesitated to buy the new jeep.

10. The top seniors in this year's class have the following four year averages: Lisa Caruso 94.8 Chris Mullen 93.6 and Joan Dean 92.8.
11. All of your practice paid off you won the tournament.
12. The trip will include visits to Rome Italy Paris France and London England.
13. Paul was caught in traffic he knew he'd be late for his appointment.
14. Elaine wanted her room painted black her mother wanted it pink.
15. Ed worked on the engine for two weeks he finally got it running today.

## More semicolons

**Change the incorrect commas to semi-colons. If the sentence is correct, write C after it.**

1. They moved often, living in Chicago, Illinois, Rye, New York, and Memphis, Tennessee, during the 1980's. \_\_\_\_\_
2. Pencils don't contain lead anymore, they're made of graphite, which isn't poisonous. \_\_\_\_\_
3. Neil's victory was no surprise, he's been practicing that dive for six months. \_\_\_\_\_
4. Atlanta is growing rapidly, it offers a good business climate and a stable working population. \_\_\_\_\_
5. She fell out of the window, but I didn't push her. \_\_\_\_\_
6. Clean your work area, and then lock the door. \_\_\_\_\_
7. Karen scored well in the school figures, she lost only because Tina's skating was so good. \_\_\_\_\_
8. The winners in the election and their scores were: Ken Dade, 213, Roberta Sinclair, 198, and Lana Adams, 187. \_\_\_\_\_
9. Paula did well in two subjects, consequently she will have a high average at the end of the year. \_\_\_\_\_
10. Dad replaced the screens just in time, the mosquitoes invaded the next night. \_\_\_\_\_
11. Gone With the Wind is my favorite movie, still it can't compare to the book. \_\_\_\_\_
12. I'm glad to be inside today, the weather is awful. \_\_\_\_\_
13. The food drive was a great success, we collected 50% more than last year. \_\_\_\_\_
14. Which is your favorite city: San Francisco, CA, Phoenix, AZ, or Santa Fe, New Mexico? \_\_\_\_\_
15. The salon has an isolation tank, they charge \$55 an hour to use it. \_\_\_\_\_

Handle Associates - punctuation

## Punctuation—Colons

A **colon** introduces a list, summary, or long quotation. Use a colon also following phrases like *as follows* or *the following*, whether stated or implied. A very common use for the colon is in the greeting in a business letter.

**Punctuate the following sentences with colons where necessary.**

1. The ingredients are as follows milk, cream, sugar, and eggs.
2. These are the classes involved in the project 9c, 10, 11e, 11f, 12c, 12e.
3. Dear Dr. Einstein
4. The following students were nominated for the award Amanda, Lisa, Jenny, Kevin, Mark, and Matt.
5. To whom it may concern
6. Make sure you have the following items for the camping trip sleeping bag, insect repellent, food, and sunscreen.
7. The directions to my house are as follows travel down Route 77, make a right onto Boston Post Road, make a left at the first light, and stop in front of the third house.

8. Dear Ms. Turner
9. Which day is best for us to meet Wednesday, Thursday, or Friday?
10. The following dog breeds were represented in the show Alaskan malamute, golden retriever, German shepherd, Akita, and mastiff.
11. Dear Mr. President
12. Most of the appliances in that house needed repair the dryer, refrigerator, dishwasher, microwave, and stove.
13. For Mothers' Day Bridget gave her mother a gift certificate for the following manicure, pedicure, facial, and massage.
14. Dear Sir or Madam
15. Explain Hamlet's famous quotation To be or not to be.

Handle Associates-punctuation

## **Punctuation—Colons and Semicolons**

A **colon** (:) causes the reader to pause. It has three main uses:

- 1) It introduces a list
- 2) It follows a phrase using the words *as follows* or *the following*
- 3) It is part of the greeting in a business letter.

***Place the colon in the appropriate place.***

1. Dear Mr. Porter
2. The ingredients are as follows milk eggs, cream, sugar, vanilla, and flour.
3. The following boys made the football team Aaron, Bobby, Chuck, Dennis, Eddie, Frank, Gary, and Hal.
4. To whom it may concern
5. In high school you should study the following authors Shakespeare, Dickens, Hardy, Poe, Faulkner, and Hemingway.

A **semicolon** (;) also causes a pause in a sentence. Use it to separate independent clauses, to separate a series which already contains commas, and before phrases which begin with *for example*, *that is*, or *namely*.

***Place the colon in the appropriate place.***

1. I can't move my leg I hope it's not broken!
2. The officers of the club include: Yolanda, president Joel, vice-president Nadia, secretary Paul, treasurer.
3. You look good in winter colors for example red, black, white and navy are good colors for you.
4. Next year I'm taking the following courses: English, British authors math, Algebra 2 language, Spanish 3 science, chemistry.
5. I couldn't believe that Jeanne's grandmother is eighty years old she looks no more than sixty she exercises every day for an hour at the gym.
6. Many immigrants had their names changed by immigration officials when they entered this country for example, Paolo became Paul Preuss became Price, Gianelli became Janell.

**Semicolons** (;) separate two independent clauses. Use them to separate items in a series which already contain commas.

***Place the semicolons where necessary.***

1. We have a decision to make we can stay or we can leave.

2. I couldn't understand what you said repeat it, please.
3. Would you rather live in Portland, Oregon Portland, Maine or Portland, Connecticut?
4. Marcus has many books in his bookcase he has read every one of them.
5. Last summer the archeology professor from the museum went to Cairo, Egypt Jerusalem, Israel and Rome, Italy.
6. I can't decide what I want for dinner I like both lasagna and baked ziti.
7. The Reeds use their sun porch every night they even have their telescope set up there to view the night sky.
8. I haven't seen Melinda in over a year she looks so different since she lost fifty pounds that I hardly recognized her.
9. The following directors are eligible for the award: Steven Spielberg, *E.T.* George Lucas, *Star Wars* Mel Gibson, *Braveheart*.
10. We went to a big party for my grandparents last night we celebrated their fiftieth anniversary.
11. I took two pictures with my Polaroid neither one came out.
12. Gerry can type very fast in fact, I think he can type over 90 words per minute.
13. We're having our basement finished then we'll have a place to do our exercise every day.
14. I meant to send the letter to Rome, New York I'll never know how it reached Rome, Italy.
15. Hey wait a minute I forgot to tell you something.

Handle Associates - punctuation

## Punctuation—Colons (:) and Semicolons (;)

Use a **colon** before a list, in the salutation of a business letter, and following a phrase using or implying the words *the following* or as *follows*.

Use a **semicolon** to separate independent clauses, in a series in which commas already exist and before phrases introduced by for example, that is, or namely.

### ***Insert colons and semi-colons as necessary.***

1. I'd like to travel to Rome, Italy Paris, France and London, England.
2. The rain hadn't let up for three hours we had to postpone the picnic.
3. Dear Mr. Smith
4. Don't forget to pack the following toothbrush, toothpaste, comb, brush, sunscreen, and insect repellent.
5. All the girls in that family have very similar names Elizabeth, Beth, Betsy, Bess, and Betty-Ann.
6. The slate of officers includes Jamie, president Robin, vice president Lee, secretary and Pat, treasurer.
7. They had a passing acquaintance they had dated for three years in high school.
8. To whom it may concern
9. Dear Mr. Bradley  
It has come to my attention...
10. You'll have to do some extra chores now that your mother is working full time walking the dog, washing your own laundry, and cooking twice a week.

Handle Associates-punctuation

## Punctuation

**Apostrophes** are used in contractions and possession.

**Contractions** show that a letter has been left out (e.g. isn't, aren't, wouldn't, it's.)

Apostrophes are used to show possession in nouns (e.g. Buck's car, Lisa's party.)

If the noun is singular, add **'s** to make it possessive.

***Try these: Put the apostrophes in the proper places for possession or contractions.***

1. could not \_\_\_\_\_
2. the Callin house \_\_\_\_\_
3. her sister room \_\_\_\_\_
4. should have \_\_\_\_\_
5. the dog collar \_\_\_\_\_
6. are not \_\_\_\_\_
7. the horse stall \_\_\_\_\_
8. the sun warmth \_\_\_\_\_
9. the sweater button \_\_\_\_\_
10. a child shoe \_\_\_\_\_

***Change each singular noun to show ownership.***

1. computer \_\_\_\_\_
2. aunt \_\_\_\_\_
3. uncle \_\_\_\_\_
4. tree \_\_\_\_\_
5. pencil \_\_\_\_\_
6. clerk \_\_\_\_\_
7. mother \_\_\_\_\_
8. song \_\_\_\_\_
9. closet \_\_\_\_\_
10. kitchen \_\_\_\_\_

Handle Associates - punctuation

## Punctuation

**Apostrophes** are used for contractions and possessives. Use apostrophes to show that letters or numbers have been omitted:

we're = we are  
 isn't = is not  
 I'll = I will  
 '95 = 1995  
 you're = you are  
 it's = it is

Use apostrophes to show possession in nouns:

1. With singular words, and with plural words that do not end in s, add 's:

the girl's story  
 the cat's bowl  
 children's room  
 mice's hole  
 boss's house

This rule also applies to names:

Don's car  
 Antoinette's turn

the Ack's garage  
Rose's cooking  
Max's shoe

2. With plural words that end in s, add only an apostrophe:

the teachers' remarks  
the trucks' engines  
the members' pledges

3. If two or more individuals own one thing, add the 's to the last name:

Sam and Dan's bike  
Lee and Candy's room  
Mike and Rita's project

4. If the ownership is separate, put the 's after each name:

Jill's and Jen's papers  
the president's and secretary's speeches

5. In singular compound words, add 's to the end of the last word:

brother-in-law's job  
commander in chief's duty  
editor in chief's words

***Try these: Form the possessive of each of the following expressions.***

1. the car belonging to my father-in-law
2. of the boss
3. of the bees
4. the book belonging to her
5. the room belonging to Bess
6. a journey of three days
7. the work of the editor in chief
8. the boat belonging to Duncan and Thomas
9. the toys of the children
10. the retreat of several armies

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***Put the apostrophes where they belong***

1. We cant believe a thing she told us.
2. Ive heard a great deal about Tanyas donation.
3. Youre telling me that shes your choice?
4. They didnt show us Lucys final offer.
5. Were going to my sister-in-laws house.
6. Edies and Steves performances were brilliant.
7. She said shed come.
8. Theyre laying the foundation for the church now.
9. What is Charless opinion?
10. What was the Speaker of the Houses vote?

***Make the following words contractions.***

1. would not \_\_\_\_\_
2. cannot \_\_\_\_\_
3. you are \_\_\_\_\_
4. he is \_\_\_\_\_
5. I have \_\_\_\_\_
6. you would \_\_\_\_\_
7. it is \_\_\_\_\_
8. we have \_\_\_\_\_
9. they are \_\_\_\_\_
10. we would \_\_\_\_\_

***Make the following expressions possessive.***

1. Barb party \_\_\_\_\_
2. the boys jackets \_\_\_\_\_
3. the cheerleaders cheer \_\_\_\_\_
4. the members contributions \_\_\_\_\_
5. the number significance \_\_\_\_\_
6. the spider web \_\_\_\_\_
7. the iceberg beauty \_\_\_\_\_
8. the dogs paws \_\_\_\_\_

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## **Apostrophes**

### ***Review***

The following passages contain errors in the use of apostrophes to show possession and to indicate omissions. Add apostrophes where necessary and circle any that are misused.

In the past month, there have been five robbery's at the local Sac n Pac grocery store. Its little wonder that the owner cant find people to work the night shift. The stores manager finally quit last week after his 57 Chevy was stolen from the parking lot. A week earlier the owner's vicious German Shepherd guard dog, Fluffy, lost it's life trying to protect a Wonder Bread delivery man during a hold-up.

My uncle Manny is a true eccentric when it come's to food. He eats all his meals in bed at night—not ordinary meals, but little snacks and pre-packaged treats that he hides in his room during the day. Aunt Pansy claims that she once found nearly fifty Chock Full o Nuts bars under his bed. He's never eaten at restaurants because they serve "tainted" food—"tainted" with what he just does'nt say. His mothers and fathers eating habits were equally eccentric. On her butchers recommendation, his mother ate only mutton. Her husbands preference was for pickled foods—mainly vegetables—which he washed down with large quantities of rye whiskey. Throughout their marriage, they stored food in separate cupboards marked "her's and his."

Handle Associates -punctuation

## Punctuation—Apostrophes

*Apostrophes* have two uses. They show the *omission of a letter or a number* from a word, date, or other expression. In addition, they indicate the *possessive case in nouns*. Singular nouns form the possessive by adding 's after the word. Plural nouns form the possessive by adding an apostrophe after the word. However, plurals which don't end in s form the possessive like singular nouns. If two or more people own something, only the last name gets the apostrophe. If people own something separately, each name gets an apostrophe. Note: Possessive pronouns do not use apostrophes.

### ***Form the possessives.***

1. Ross \_\_\_\_\_
2. Harris \_\_\_\_\_
3. Harrison \_\_\_\_\_
4. Harrisons \_\_\_\_\_
5. hostess \_\_\_\_\_
6. partner \_\_\_\_\_
7. Industry \_\_\_\_\_
8. industries \_\_\_\_\_
9. feet \_\_\_\_\_

### ***Form the contractions.***

1. you are \_\_\_\_\_
2. they will \_\_\_\_\_
3. she is \_\_\_\_\_
4. I will \_\_\_\_\_
5. do not \_\_\_\_\_
6. cannot \_\_\_\_\_
7. will not \_\_\_\_\_
8. you will \_\_\_\_\_
9. could not \_\_\_\_\_
10. should have \_\_\_\_\_
11. would have \_\_\_\_\_
12. could have \_\_\_\_\_

### ***What numbers have been omitted from dates or expressions?***

1. summer of '42 \_\_\_\_\_
2. the '49ers \_\_\_\_\_
3. July '76 \_\_\_\_\_

### ***Make the expressions possessive.***

1. Janet and Jeannine own a car. \_\_\_\_\_
2. Brian, Keith, Misty have their own skis. \_\_\_\_\_

## **Commas** have many uses:

- 1) to separate items in a series
- 2) to separate independent clauses using a comma and a conjunction
- 3) between adjectives that describe the same noun
- 4) after introductory words or expressions
- 5) with direct quotations
- 6) with dates
- 7) in the greeting of a friendly letter

- 8) with direct address
- 9) between cities and states.

***Place the commas in the appropriate places.***

1. Today's weather is cold wet and dreary in Seattle Washington.
2. Why is July 4 1776 an important date in our history?
3. This morning I walked the dog cleaned my room ironed my clothes and vacuumed all the rooms.
4. First we're going to see the Broadway play and then we're gong out to eat in Chinatown.
5. Gee Garrett runs very fast!
6. Hank is the most polite soft spoken considerate handsome guy I've ever met.
7. Dear Jeannine
8. Mark is the tall dark boy in the last row.
9. "Write your essay in blue or black ink " said Miss Foster.
10. Darn I stepped in a pebble.
11. We plan to have a picnic at the beach but we have alternate plans if it rains.
12. My father drinks at least ten cups of coffee a day but my mother never doesn't drink it.
13. "My uncle's wedding will be on October 16 1996 in Cape Cod Massachusetts and I'm going to be a bridesmaid " said Suzy.
14. Paula and Micky please come to the front of the auditorium said the principal.
15. We heard a loud crack of thunder but we didn't see the lightning.
16. "Did you know Jamee that Beethoven was deaf when he wrote his most famous symphonies?" asked Mr. Castro.
17. Robin how many feet are in a mile?
18. Next year I'm taking English Spanish history math biology band and gym.
19. Because the lines were so long at the movie theater we decided to go bowling instead.
20. Gina Dennis Troy Ali and I promised to meet again in Washington D.C. on December 21 1997.

Handle Associates- punctuation & capitalization

## **Punctuation—Commas**

**Commas** signal a pause in a sentence. Use commas to separate three or more items in a series or to separate independent clauses separated by a conjunction. Also, use commas between two or more adjectives which describe the same noun, in dates, direct address, and in introductory elements and direct quotations.

***Place the commas where they're needed.***

1. Richie's favorite ice cream flavors are vanilla chocolate strawberry and heavenly hash.
2. The kite flew way above the trees and then suddenly it dove to the ground.
3. "Wow that was a close call " said Willie.
4. We'll graduate from high school on June 17 2001.
5. Maria the phone call is for you.
6. Chris is polite soft spoken considerate and kind.
7. Humming quietly to himself Andy ate his supper.
8. For the weekend camping trip you'll need a sleeping bag insect repellent sunscreen a flashlight and a map.
9. My father owns two cars a motorcycle a boat and three bicycles.
10. Pick up the paper on the floor Mark.
11. We picked about ten pounds of strawberries and then we made strawberry jam.
12. Brian Eric Beth and Emily have been friends since they were babies.
13. Shall we meet on February 12 March 3 or April 1?

14. The house was full of the aromas of cinnamon nutmeg vanilla and other spices.
15. We couldn't find their house for the address wasn't visible in the dark.

Handle Associates - punctuation

## Punctuation—Commas

Use **commas** to separate three or more items in a series or to separate independent clauses separated by a conjunction. Also use commas between two or more adjectives which describe the same noun, in dates, direct address and in introductory elements and direct quotations.

***Check each sentence for commas and insert missing commas.***

1. It took us an hour to put on our boots and skis wait on line for a lift ticket and then wait on the lift line.
2. Sharon couldn't come to the party but she sent a lovely gift.
3. Frankie went outside and separated the angry noisy fighting boys.
4. Do you know what happened on November 11 1911?
5. Hey Alex do you know where we're going?
6. Finally after five days the sun came out.
7. "I see the train station" said the tourist.
8. At the tag sale my mother sold toys appliances clothes and furniture.
9. I read the reviews of that movie and I'd like to go see it.
10. Noreen looked out her hotel window to view the dramatic picturesque idyllic countryside.
11. July 19 1984 and August 28 1987 are two days I'll always remember fondly.
12. May I borrow your Algebra book Sam?
13. In general Sissy does very well in school.
14. "That's a great haircut" said Alan.
15. At the salon Georgette got a haircut manicure facial pedicure and massage.

Handle Associates - punctuation

## Punctuation

**Commas** are used to separate words in a series, to separate main clauses in a compound sentence, to set off introductory phrases, to set off nonrestrictive clauses, to set off parts of dates and addresses, to prevent misunderstanding.

***Try these: Insert commas wherever they belong in the following sentences.***

1. If I had known that it was going to be such hard work I might not have taken the Junior Writing Course.
2. Struck by lightning the ancient oak tree crashed to the ground.
3. No it's impossible to leave now.
4. Mr. Ballin is a popular teacher for he is known to be fair and he has a sense of humor.
5. The "great American breakfast" consists of orange juice ham and eggs toast and coffee.
6. Will you spend your vacation in the mountains on the lake or at the seashore?
7. She is a young dynamic creative woman.
8. Marisol was born in France but she grew up in South America.
9. Margaret Mead who is a disciple of Ruth Benedict is a noted anthropologist.
10. Helen did you hear what I said?
11. In July 1976 America celebrated a bicentennial.
12. Linda's new address is 35 Rumsen Street Hiram Ohio 44234.
13. Hey what are you doing?
14. They're getting married on April 17 1997.
15. I thought that I was late but I was a half hour early.

## Punctuation

Lets practice more with the comma.

***Place the commas wherever needed.***

1. Brenda Charles Danny and Kevin are working on the project.
2. You may pay the fee today or you may wait until Monday.
3. Having passed the entrance examination Bobby sighed relief.
4. The building which was built in 1926 has 312 offices.
5. Betsy was born on December 12 1969 in Richmond Virginia.
6. Diving home Chuck and Chris decided to see a movie.
7. Gene likes to read mysteries and his brother Ken likes nonfiction.
8. My sister plays football basketball tennis and hockey.
9. I wrote to my uncle who lives in New Orleans Louisiana.
10. Every day Ben Paul and Anthony deliver newspapers.
11. The money which I keep in a savings account is all mine.
12. To remember Ann's birthday Dick tied a string around his finger.
13. Next year I am taking English science band and algebra.
14. The last time we won the tournament was in November 1987.
15. After finishing the last problem Arnold fell asleep.
16. I wanted to go to the play but Linda wanted to stay home.
17. My favorite rides are the Ferris wheel the roller coaster and the train.
18. Listening to the man's story Wes uncovered the secret.
19. The film which was made in Japan was delightful.
20. Lisa Claire Barbara Anna and Tina are Brad's sisters.

**Apostrophes(')** show ownership in nouns. For most singular nouns, place 's after the word, but for words which form their plurals by adding s, use only the apostrophe. For words which form their plurals by changing the word, form the possessive the way you do the singular words.

Apostrophes also indicate where a word or number has been omitted.

Form the possessive of the following words.

1. leaf \_\_\_\_\_
2. leaves \_\_\_\_\_
3. wife \_\_\_\_\_
4. wives \_\_\_\_\_
5. man \_\_\_\_\_
6. men \_\_\_\_\_
7. child \_\_\_\_\_
8. children \_\_\_\_\_
9. students \_\_\_\_\_
10. radio \_\_\_\_\_
11. monkeys \_\_\_\_\_
12. tooth \_\_\_\_\_
13. teeth \_\_\_\_\_
14. Thomas \_\_\_\_\_
15. Cass \_\_\_\_\_

***Form the contractions of the following words.***

1. could have \_\_\_\_\_
2. I have \_\_\_\_\_
3. do not \_\_\_\_\_
4. he is \_\_\_\_\_
5. we are \_\_\_\_\_
6. you will \_\_\_\_\_
7. of the clock \_\_\_\_\_
8. 1975 \_\_\_\_\_
9. she is \_\_\_\_\_
10. should have \_\_\_\_\_
11. cannot \_\_\_\_\_
12. will not \_\_\_\_\_

Handle Associates- punctuation

## Punctuation—Apostrophes

Use the apostrophe (') to signify ownership in nouns, to show omission of letters or numbers, and to form plurals of abbreviated words.

***Put the apostrophe in the correct place.***

1. the summer of 42
2. doesnt
3. wont
4. babys diaper
5. mornings coffee
6. shes
7. theyre
8. crowds opinion
9. waters edge
10. class of 97
11. M.D.s
12. commander-in-chiefs
13. Ph.D.s
14. war of 76
15. oclock

***Provide the contractions for the following words.***

1. he will \_\_\_\_\_
2. it is \_\_\_\_\_
3. I shall \_\_\_\_\_
4. you are \_\_\_\_\_
5. should have \_\_\_\_\_
6. we are \_\_\_\_\_
7. would have \_\_\_\_\_
8. they are \_\_\_\_\_
9. could have \_\_\_\_\_
10. you have \_\_\_\_\_

***Form the possessives of the following words***

1. Alice \_\_\_\_\_

2. Max \_\_\_\_\_
3. roads \_\_\_\_\_
4. pockets \_\_\_\_\_
5. Niles \_\_\_\_\_
6. classes \_\_\_\_\_
7. coat \_\_\_\_\_
8. Bess \_\_\_\_\_
9. Daniel \_\_\_\_\_
10. Michelle and Vic boat \_\_\_\_\_
11. Tanya test and Christian test \_\_\_\_\_
12. men \_\_\_\_\_
13. people \_\_\_\_\_
14. Tommy \_\_\_\_\_
15. mongoose \_\_\_\_\_
16. Secretary of State \_\_\_\_\_
17. reporters \_\_\_\_\_
18. ax \_\_\_\_\_

Handle Associates - punctuation

## Punctuation—The Apostrophe

The **apostrophe** shows possession (in nouns) and the omission of numbers and letters.

1) If the possessive word is singular add 's

2) With plural possessives ending in s, add only an apostrophe

3) If two or more own something, add 's to the last name, but if they own something separately, place an apostrophe on each noun.

**Decide if the following possessives are correct by putting a C next to those that are correct. Be sure to correct those that are wrong.**

1. babies' bottle \_\_\_\_\_
2. geeses' noise \_\_\_\_\_
3. Thomas' bicycle \_\_\_\_\_
4. the peoples' rights \_\_\_\_\_
5. womans' purse \_\_\_\_\_
6. our children's story \_\_\_\_\_
7. my boss's idea \_\_\_\_\_
8. her perfumes' aroma \_\_\_\_\_
9. the mouses' cheese \_\_\_\_\_
10. a schools' reputation \_\_\_\_\_
11. his's fault \_\_\_\_\_
12. nobody's paper \_\_\_\_\_
13. Allison's hat \_\_\_\_\_
14. the bank's policy \_\_\_\_\_
15. a writer's agent \_\_\_\_\_

**Circle all the words below which use apostrophes correctly.**

it's   yours   in 87'   were'nt   you'd   she's   her's   we'll   couldve'   I'm   you're   '76  
cant   won't   theyr'e   we're   thats'   hasn't   he's   she'll   thed'   class of '95   o'clock  
I've   they'd   '2001

**Choose five words from the list right above and use them in sentences. Be sure you've corrected any errors.**

### **Comma usage: items in a series**

Three or more items in a series must be separated by commas. For example:

Randy had to hop, skip and jump as part of the race.

***If the sentence uses commas correctly, write C on the line. If commas are missing or are used incorrectly rewrite the sentence, changing the commas.***

1. The colors of our flag are red, white and blue.

2. For breakfast Sue had toast orange juice oatmeal and pancakes.

3. Lisa has long, brown hair.

4. Beth has to clean her room, make her bed, wash her clothes and walk the dog.

5. I enjoy hiking fishing sailing cycling and swimming.

6. The class was tested on reading, speaking listening and writing.

7. His tie was red, orange, green, blue and purple.

8. Jan had a half hour to take a shower get dressed and fix her hair.

9. Do you know the difference between hockey field hockey and lacrosse?

10. Would you rather go roller blading ice skating or roller skating?

***Now it's your turn. Make up five sentences which show commas used in a series.***

Handle Associates-punctuation

### **More commas**

**Commas** separate each part of an address and each part of a date:

The school address is 100 Main Street, New Haven, Connecticut.  
We went to Florida in February, 1994.

***Try these: Put the commas where they belong.***

1. They loved the weather in Phoenix Arizona.
2. Lee's birthday is December 5 1985
3. We visited Williamsburg Virginia
4. Please send the card to 307 Split Rock Road New Rochelle New York.
5. Did you see what happened in San Francisco California?
6. The skiing is great in Park City Utah.
7. Robin has a cousin who lives in Montreal Canada.
8. On July 4 1995 we were at a water park in Ocean City New Jersey.
9. Patty will be sixteen on January 1 2000.
10. The address on the package was 85 Long Hill Road Guilford Connecticut.
11. Whose address is 1600 Pennsylvania Avenue Washington D.C.?
12. The Carusos live at 843 Maple Lane Madison Connecticut.

Handle Associates

## **Commas in Dates and Addresses.**

***Place the commas where needed.***

1. Guilford Connecticut U.S.A.
2. Monday February 10 2001
3. Tuesday May 15 1998
4. Do you prefer Baltimore Maryland or San Francisco California
5. The reunion will be held on Saturday October 6 1995.
6. Send your letters to the Office of Personnel Blue Cross Health Care 156 Boston Post Road Orange Connecticut 06453.
7. Meet me at 2:00 P.M. at 1054 Center Street West Orange New Jersey.
8. She has studied French in Paris France Brussels Belgium and Montreal Canada.
9. The address of the office is 750 Prospect Street Sarasota Florida.
10. Shall we meet again on Thursday April 15 or Monday June 9?
11. The election will be held on Tuesday November 2 1996/.
12. The address of the White House is 1600 Pennsylvania Avenue Washington D.C.
13. January 1 2001 is the beginning of a new millennium.
14. Felice will be 20 on August 22 1999.
15. Send the information to (your address, including town, state, & zip)

Handle Associates-punctuation

## **More Commas**

Use commas after the words yes, no, oh and well when they begin a sentence. Also, use commas with the name of a person being spoken to.

If the name is in the beginning, place a comma after it. If the name is at the end put the comma before it. If it is surrounded by words, put the commas before and after the name:

Ron, come here for a minute.  
Come here for a minute, Ron.  
Can we, Dad, go to the movies tonight?

***Place the commas correctly.***

1. Well that was fun!
2. Cathy do you have Nintendo?
3. No I don't want to go.
4. For the last time Danny are you coming?
5. Oh I think that's great!
6. Yes I liked that story.
7. How many dogs do you have Oscar?
8. Is it true Gertrude that you were born in Africa?
9. No they didn't leave an umbrella here.
10. Yes Ben you won the contest.
11. Did you find what you lost Rita?
12. Yes the twins have their own phone.

**Apostrophes**

Make plural nouns show possession by adding an apostrophe after the s. If the plural noun does not end in s, add an apostrophe and s.

***Try these: Make each of the following words show possession.***

- |             |       |
|-------------|-------|
| 1. glasses  | _____ |
| 2. men      | _____ |
| 3. speakers | _____ |
| 4. people   | _____ |
| 5. friends  | _____ |
| 6. mice     | _____ |
| 7. tigers   | _____ |
| 8. geese    | _____ |
| 9. games    | _____ |
| 10. feet    | _____ |

***Give the possessive for the singular and plural of each word.***

- |           | singular | plural |
|-----------|----------|--------|
| 1. garden | _____    | _____  |
| 2. rug    | _____    | _____  |
| 3. lawyer | _____    | _____  |
| 4. cousin | _____    | _____  |
| 5. woman  | _____    | _____  |
| 6. star   | _____    | _____  |
| 7. goat   | _____    | _____  |
| 8. light  | _____    | _____  |

## Punctuation

### Quotation marks:

Use quotation marks around direct quotations or someone's exact words.

***Add quotation marks where needed.***

1. That's my eraser, said Pam.
2. Is that the correct answer asked Rick.
3. Who won the contest asked Julie.
4. We made the belt ourselves, said Mark.
5. Lynn asked, Who is your best friend?
6. Mother said, Don't walk on the kitchen floor.
7. Gene said, Jan got a hamster for her birthday.
8. The music teacher asked Do you know that piece?
9. My favorite ride is the roller coaster, said Phil.
10. We should be there by noon, said Dad.
11. He made a mistake on his project, said Noel.
12. What are we having for dinner asked Eric.
13. Rita said, Ted has the best costume.
14. What time did you get up today asked Mom.
15. I don't understand the question, said Fred.