

PRE-TEST

After each statement write *True* or *False* in the space at the right. [1 point each]

- | | | | |
|----|---|----|-------|
| 1 | An adjective can modify a pronoun. | 1 | _____ |
| 2 | An adjective can modify another adjective. | 2 | _____ |
| 3 | Adverbs modify more kinds of words than adjectives. | 3 | _____ |
| 4 | The object of a preposition can be a noun or a pronoun. | 4 | _____ |
| 5 | A sentence can contain both an adjective phrase and an adverb phrase. | 5 | _____ |
| 6 | A simple sentence may have a compound subject. | 6 | _____ |
| 7 | Any clause makes good sense when it stands alone. | 7 | _____ |
| 8 | An adverb clause can frequently be moved in a sentence. | 8 | _____ |
| 9 | A clause signal is used to begin an adverb, not an adjective, clause. | 9 | _____ |
| 10 | A sentence that can be divided into two or more separate sentences is a complex sentence. | 10 | _____ |

Indicate the pattern of each sentence by writing one of the following letters: [2 points each]

- A = Subject — Verb
 B = Subject — Verb → Direct Object
 C = Subject — Linking Verb ← Subject Complement

- | | | | |
|----|--|----|-------|
| 11 | The rules of the game have been changed. | 11 | _____ |
| 12 | The speaker looked nervous. | 12 | _____ |
| 13 | We ordered flowers for the party. | 13 | _____ |
| 14 | Mount McKinley is the highest peak in North America. | 14 | _____ |
| 15 | A car in the right lane skidded. | 15 | _____ |

Eliminate the *and* by changing the italicized statement to the kind of word group indicated in the parentheses. Rewrite each sentence. [3 points each]

- 16 *We went to bed late*, and we couldn't get up for breakfast. (adverb clause) _____

- 17 The batter hit a fly ball, and *I caught it*. (adjective clause) _____

- 18 *He realized that he was lost*, and he asked us for directions. (-ing word group) _____

19 Mother spoke softly, and *she was very angry*. (adverb clause) _____

20 In Venice we saw the Grand Canal, and *it is the city's main thoroughfare*. (appositive) _____

Identify each word group, using the following letters: [1 point each]

F = Fragment S = Sentence R S = Run-on Sentence

- | | | | |
|----|--|----|-------|
| 21 | We watched the chess match, it ended in a draw. | 21 | _____ |
| 22 | Being of sound mind and sound body. | 22 | _____ |
| 23 | First she studied medicine, then she turned to law. | 23 | _____ |
| 24 | We drove to San Diego Bay, which is an inlet of the Pacific. | 24 | _____ |
| 25 | A day that I shall never forget. | 25 | _____ |
| 26 | After I saw the movie, I decided to read the book. | 26 | _____ |

Copy the correct word in each pair. [1 point each]

- | | | | |
|----|---|----|-------|
| 27 | We (<i>run, ran</i>) out of gas on the way to the beach. | 27 | _____ |
| 28 | Ann had (<i>lain, laid</i>) her books on the end table. | 28 | _____ |
| 29 | We should have (<i>taken, took</i>) the last exit. | 29 | _____ |
| 30 | Dad has (<i>driven, drove</i>) cross-country twice. | 30 | _____ |
| 31 | Why don't you (<i>leave, let</i>) her do her work? | 31 | _____ |
| 32 | Our puppy has (<i>tore, torn</i>) the bedroom curtains. | 32 | _____ |
| 33 | After lunch Uncle Lou (<i>laid, lay</i>) down for a nap. | 33 | _____ |
| 34 | The axle of the car was (<i>broken, broke</i>) in the accident. | 34 | _____ |
| 35 | Harry's aunt (<i>give, gave</i>) him a watch for his birthday. | 35 | _____ |
| 36 | I should have (<i>written, wrote</i>) sooner. | 36 | _____ |
| 37 | Here (<i>is, are</i>) the books I promised you. | 37 | _____ |
| 38 | Jean always has (<i>a, an</i>) excuse for being late. | 38 | _____ |
| 39 | The bus company must (<i>of, have</i>) changed the schedule. | 39 | _____ |
| 40 | One of our neighbors (<i>owns, own</i>) a dachshund. | 40 | _____ |
| 41 | The cello or the viola (<i>need, needs</i>) to be tuned. | 41 | _____ |
| 42 | The windows of my apartment (<i>face, faces</i>) south. | 42 | _____ |
| 43 | Oil (<i>doesn't, don't</i>) mix with water. | 43 | _____ |
| 44 | Each of the dresses (<i>were, was</i>) unusual. | 44 | _____ |
| 45 | These shoes fit (<i>well, good</i>). | 45 | _____ |
| 46 | This peach is (<i>riper, more riper</i>) than the other. | 46 | _____ |
| 47 | Marge plays the piano (<i>skillful, skillfully</i>). | 47 | _____ |
| 48 | The situation looks (<i>bad, badly</i>) to me. | 48 | _____ |
| 49 | We were served (<i>prompt, promptly</i>) in the restaurant. | 49 | _____ |
| 50 | (<i>Their, They're</i>) luggage was sent to the wrong hotel. | 50 | _____ |
| 51 | They made (<i>theirselves, themselves</i>) at home. | 51 | _____ |
| 52 | Do you know (<i>whose, who's</i>) bicycle this is? | 52 | _____ |
| 53 | The Mortons and (<i>we, us</i>) rented a cabin for the summer. | 53 | _____ |

PRE-TEST (Continued)

- | | | | |
|----|---|----|-------|
| 54 | Let's keep this a secret between you and (<i>I, me</i>). | 54 | _____ |
| 55 | The Bartons and (<i>they, them</i>) took the same train. | 55 | _____ |
| 56 | (<i>We, Us</i>) girls collected clothing for the flood victims. | 56 | _____ |
| 57 | John is as fine a musician as (<i>him, he</i>). | 57 | _____ |
| 58 | I (<i>couldn't, could</i>) hardly catch my breath. | 58 | _____ |
| 59 | We didn't see (<i>anybody, nobody</i>) we knew at the party. | 59 | _____ |

Write the letter of the sentence in which capitals are used correctly. [2 points each]

- | | | | |
|----|---|----|-------|
| 60 | a. Every summer my aunt Margaret attends the Shakespeare Festival in Central park. | | |
| | b. Every summer my Aunt Margaret attends the Shakespeare Festival in Central Park. | | |
| | c. Every Summer my Aunt Margaret attends the Shakespeare festival in Central Park. | | |
| 61 | a. During the Christmas Concert, our Chorus presented selections from <i>A Ceremony Of Carols</i> . | 60 | _____ |
| | b. During the christmas concert, our chorus presented selections from <i>A Ceremony of carols</i> . | | |
| | c. During the Christmas concert, our chorus presented selections from <i>A Ceremony of Carols</i> . | | |
| 62 | a. The Beacon Construction Company finished the left wing of Kingsley Junior High School on Thursday. | | 61 |
| | b. The Beacon Construction company finished the left wing of Kingsley Junior High school on Thursday. | | |
| | c. The Beacon construction company finished the left wing of Kingsley junior high school on thursday. | | |
| | | 62 | _____ |

Write the letter of the sentence that does not have an error in the use of apostrophes. [2 points each]

- | | | | |
|----|--|----|-------|
| 63 | a. Our dog does'nt like to eat its food alone. | | |
| | b. Our dog doesn't like to eat its food alone. | | |
| | c. Our dog doesn't like to eat it's food alone. | | |
| 64 | a. The children's clothes cost more than our's. | 63 | _____ |
| | b. The childrens' clothes cost more than ours. | | |
| | c. The children's clothes cost more than ours. | | |
| 65 | a. All the students' compositions are on the teacher's desk. | 64 | _____ |
| | b. All the student's compositions are on the teachers' desk. | | |
| | c. All the students' compositions are on the teachers' desk. | | |
| | | 65 | _____ |

Write the letter of the sentence which is correctly punctuated. [2 points each]

- 66 a. On March 10, 1876, Alexander Graham Bell inventor of the telephone transmitted the first spoken message electrically.
b. On March 10, 1876, Alexander Graham Bell, inventor of the telephone, transmitted the first spoken message electrically.
c. On March 10, 1876, Alexander Graham Bell inventor of the telephone, transmitted the first spoken message electrically. 66 _____
- 67 a. While the roast was in the oven, Mrs. Gray drew up the outline, wrote the preface, and completed an opening chapter for her new book.
b. While the roast was in the oven, Mrs. Gray drew up the outline, wrote the preface, and completed an opening chapter, for her new book.
c. While the roast was in the oven Mrs. Gray drew up the outline, wrote the preface, and completed an opening chapter, for her new book. 67 _____
- 68 a. Harry is right of course, to defend his position, but he should give us some more facts to go on.
b. Harry is right, of course, to defend his position but he should give us some more facts to go on.
c. Harry is right, of course, to defend his position, but he should give us some more facts to go on. 68 _____
- 69 a. Dr. Fredericks opened her wallet and took out her driver's license, and voter's registration card.
b. Dr. Fredericks opened her wallet, and took out her driver's license and voter's registration card.
c. Dr. Fredericks opened her wallet and took out her driver's license and voter's registration card. 69 _____
- 70 a. Please remember Susan, that you must lower the heat after the soup comes to a boil.
b. Please remember, Susan, that you must lower the heat after the soup comes to a boil.
c. Please remember, Susan, that you must lower the heat, after the soup comes to a boil. 70 _____
- 71 a. Marie said "I'd like a second helping of pie."
b. Marie said, "I'd like a second helping of pie".
c. Marie said, "I'd like a second helping of pie." 71 _____
- 72 a. "How can you eat so much?" asked Jerry.
b. "How can you eat so much? asked Jerry."
c. "How can you eat so much," asked Jerry? 72 _____

UNIT 1-A THE VERB AND ITS SUBJECT

After each statement write *True* or *False* in the space at the right. [2 points each]

- | | | | |
|---|---|---|-------|
| 1 | A sentence might consist of only two words. | 1 | _____ |
| 2 | The subject of a sentence usually comes after, not before, the predicate. | 2 | _____ |
| 3 | The most important word in the predicate is the verb. | 3 | _____ |
| 4 | Changing a sentence from present to past, or from past to present, helps one to find the subject. | 4 | _____ |
| 5 | A noun but not a pronoun can be used as the subject of a sentence. | 5 | _____ |
| 6 | A pronoun can be used to avoid repeating a noun. | 6 | _____ |

Indicate in the space at the right whether each word group is the subject of a sentence, the predicate of a sentence, or a complete sentence. Use the following letters: [2 points each]

S = Subject P = Predicate S P = Subject and Predicate (Complete Sentence)

- | | | | |
|----|---|----|-------|
| 7 | the rooms on the top floor | 7 | _____ |
| 8 | we agreed | 8 | _____ |
| 9 | criticized the policies of the government | 9 | _____ |
| 10 | the rich soil of this fertile valley | 10 | _____ |
| 11 | the tunnel under the Hudson River | 11 | _____ |
| 12 | the fair lasted for an entire week | 12 | _____ |
| 13 | printed a complete report of the game | 13 | _____ |
| 14 | practiced for their next game | 14 | _____ |
| 15 | the shape of Italy resembles a boot | 15 | _____ |
| 16 | the loss of life on our highways | 16 | _____ |

Indicate the simple subject and the verb in each sentence by writing, under the proper heading, the letter of each word you select. [2 points for each sentence]

- | | | Subject | Verb |
|----|--|---------|-------|
| 17 | A small fire quickly spreads to a large area.
A B C D E F G H I | 17 | _____ |
| 18 | Everybody in the room talked at once.
A B C D E F G | 18 | _____ |
| 19 | The voice with a smile wins.
A B C D E F | 19 | _____ |
| 20 | The local train stops at every small town.
A B C D E F G H | 20 | _____ |
| 21 | Tornadoes often occur there in the spring.
A B C D E F G | 21 | _____ |

		Subject	Verb
22	A harpist never uses his little fingers. A B C D E F G	22	_____
23	Three or four students usually did most of the work. A B C D E F G H I J	23	_____
24	A woman in the next seat overheard my remark. A B C D E F G H I	24	_____
25	Lightning follows the path of least resistance. A B C D E F G	25	_____
26	The last few customers finally left the store. A B C D E F G H	26	_____
27	The shortage of skilled mechanics became serious. A B C D E F G	27	_____
28	The previous owner of the car certainly knew its defects. A B C D E F G H I J	28	_____

In one of each pair of sentences, the italicized word is used as a noun and in the other as a verb. Identify each word, using the following letters: [2 points for each word]

N = Noun V = Verb

29	a. The last <i>show</i> ends very late.	29	a. _____
	b. Her grades <i>show</i> her ability.		b. _____
30	a. Dick's <i>run</i> won the game.	30	a. _____
	b. The students <i>run</i> the meetings.		b. _____
31	a. The boys <i>fish</i> from the bridge.	31	a. _____
	b. The big <i>fish</i> shook the hook.		b. _____
32	a. These companies <i>pay</i> high wages.	32	a. _____
	b. The high <i>pay</i> attracts many workers.		b. _____
33	a. <i>Oil</i> reduces friction.	33	a. _____
	b. They <i>oil</i> all moving parts.		b. _____
34	a. The students <i>print</i> their own paper.	34	a. _____
	b. The small <i>print</i> strains one's eyes.		b. _____

Identify each italicized word, using the following letters: [2 points for each sentence]

N = Noun P = Pronoun

35	<i>Many</i> lost their <i>jobs</i> .	35	_____
36	There were <i>tracks</i> in the <i>snow</i> .	36	_____
37	The first <i>locker</i> is <i>mine</i> .	37	_____
38	The <i>store</i> will exchange <i>them</i> .	38	_____
39	<i>Some</i> even stood on <i>chairs</i> .	39	_____
40	A <i>man</i> left <i>these</i> at our door.	40	_____
41	Each <i>person</i> ate <i>several</i> .	41	_____
42	Why did <i>you</i> let <i>yourself</i> forget?	42	_____
43	<i>Which</i> goes to the <i>stadium</i> ?	43	_____
44	There is <i>room</i> for only <i>one</i> .	44	_____

UNIT 1-B THE VERB AND ITS SUBJECT

After each statement write *True* or *False* in the space at the right. [2 points each]

- | | | | |
|---|--|---|-------|
| 1 | The most important word in the predicate is usually a noun or a pronoun. | 1 | _____ |
| 2 | The predicate of a sentence must always contain a verb. | 2 | _____ |
| 3 | It is better to find the subject before you find the verb. | 3 | _____ |
| 4 | When you change a sentence from present to past, or from past to present, the verb is likely to change its form. | 4 | _____ |
| 5 | If a word is a noun, it can be used as the subject of a sentence. | 5 | _____ |
| 6 | A pronoun is generally more definite than a noun. | 6 | _____ |

Indicate in the space at the right whether each word group is the subject of a sentence, the predicate of a sentence, or a complete sentence. Use the following letters: [2 points each]

S = Subject P = Predicate S P = Subject and Predicate (Complete Sentence)

- | | | | |
|----|---|----|-------|
| 7 | looked like a checkerboard from the plane | 7 | _____ |
| 8 | the car ahead of us suddenly stopped | 8 | _____ |
| 9 | the foundation of the building | 9 | _____ |
| 10 | starts easily in all kinds of weather | 10 | _____ |
| 11 | the number of parts in an airplane engine | 11 | _____ |
| 12 | delivers our milk every day | 12 | _____ |
| 13 | I apologized | 13 | _____ |
| 14 | the price of admission to the exhibit | 14 | _____ |
| 15 | struck out with three players on base | 15 | _____ |
| 16 | one half of all American families own their own homes | 16 | _____ |

Indicate the simple subject and the verb in each sentence by writing, under the proper heading, the letter of each word you select. [2 points for each sentence]

- | | | Subject | Verb |
|----|--|---------|-------|
| 17 | Dave seldom came to our meetings.
A B C D E F | 17 | _____ |
| 18 | The magnificent colors of the sunset soon faded.
A B C D E F G H | 18 | _____ |
| 19 | The chocolate in my pocket melted.
A B C D E F | 19 | _____ |
| 20 | A most amusing incident happened to me today.
A B C D E F G H | 20 | _____ |
| 21 | The new light at this corner prevents many accidents.
A B C D E F G H I | 21 | _____ |

		Subject	Verb
22	A very severe storm recently struck our county. A B C D E F G H	22	_____
23	Mistletoe grows on many different kinds of trees. A B C D E F G H	23	_____
24	The store promptly and cheerfully refunded my money. A B C D E F G H	24	_____
25	Some large industries find useful jobs for the blind. A B C D E F G H I	25	_____
26	Many old and tattered magazines lay around the doctor's office. A B C D E F G H I J	26	_____
27	The picture on the cover sold many magazines. A B C D E F G H	27	_____
28	People from all over the world attended the convention. A B C D E F G H I	28	_____

In one of each pair of sentences, the italicized word is used as a noun and in the other as a verb. Identify each word, using the following letters: [2 points for each word]

N = Noun V = Verb

29	a. The <i>paint</i> spilled on the floor.	29	a. _____
	b. We <i>paint</i> our boat every summer.		b. _____
30	a. The lamp <i>lights</i> the room.	30	a. _____
	b. The bright <i>lights</i> dazzled our eyes.		b. _____
31	a. His humorous <i>talk</i> amused the audience.	31	a. _____
	b. The students <i>talk</i> about sports.		b. _____
32	a. The <i>cook</i> called us for dinner.	32	a. _____
	b. Some men <i>cook</i> as a hobby.		b. _____
33	a. Several <i>dishes</i> broke in the crash.	33	a. _____
	b. Mother <i>dishes</i> the ice cream.		b. _____
34	a. The leaves <i>cover</i> the grass.	34	a. _____
	b. The <i>cover</i> fell off the book.		b. _____

Identify each italicized word, using the following letters: [2 points for each sentence]

N = Noun P = Pronoun

35	The <i>driver</i> blamed <i>himself</i> .	35	_____
36	We like our new <i>neighbors</i> .	36	_____
37	A <i>letter</i> came for <i>her</i> today.	37	_____
38	The <i>company</i> enlarged its <i>factory</i> .	38	_____
39	<i>Some</i> took shelter under an <i>awning</i> .	39	_____
40	<i>Which</i> is the more expensive <i>car</i> ?	40	_____
41	<i>Peter</i> offered his <i>opinion</i> of the book.	41	_____
42	<i>It</i> knows more tricks than <i>ours</i> .	42	_____
43	Borrow a <i>pen</i> if you don't have <i>one</i> .	43	_____
44	<i>This</i> would make a better <i>gift</i> .	44	_____

UNIT 2-A PATTERNS OF THE SIMPLE SENTENCE

After each statement write *True* or *False* in the space at the right. [2 points each]

- | | | | |
|---|---|---|-------|
| 1 | Some action verbs make complete statements about their subjects. | 1 | _____ |
| 2 | A direct object usually means the same person or thing as the subject of the sentence. | 2 | _____ |
| 3 | An indirect object, if present, stands between the verb and the direct object. | 3 | _____ |
| 4 | If a verb is used as a linking verb, we can generally put some form of the verb <i>be</i> in its place. | 4 | _____ |
| 5 | After every linking verb we expect to find either a direct object or a subject complement. | 5 | _____ |
| 6 | A subject complement is so called because it describes or identifies the subject of the sentence. | 6 | _____ |

Write the letter of the sentence in which the italicized word is used as an indirect object. [2 points each]

- | | | | |
|----|--|----|-------|
| 7 | a. We taught several new tricks to our <i>dog</i> . | 7 | _____ |
| | b. We taught our <i>dog</i> several new tricks. | | |
| 8 | a. The company offered <i>Dad</i> a much better job. | 8 | _____ |
| | b. The company offered to my <i>Dad</i> a much better job. | | |
| 9 | a. The club bought their <i>church</i> a new organ. | 9 | _____ |
| | b. The club bought a new organ for their <i>church</i> . | | |
| 10 | a. My uncle taught Spanish to <i>himself</i> at home. | 10 | _____ |
| | b. My uncle taught <i>himself</i> Spanish at home. | | |
| 11 | a. I ordered my <i>friend</i> some printed stationery. | 11 | _____ |
| | b. I ordered for my <i>friend</i> some printed stationery. | | |

Identify each italicized word, using the following letters: [3 points for each sentence]

D O = Direct Object I O = Indirect Object S C = Subject Complement

- | | | | |
|----|--|----|-------|
| 12 | Tom was the old <i>butler</i> in the last act. | 12 | _____ |
| 13 | The noise of the motors frightens the <i>fish</i> . | 13 | _____ |
| 14 | My friend did <i>me</i> a great favor. | 14 | _____ |
| 15 | The congestion on the highways has become very <i>serious</i> . | 15 | _____ |
| 16 | The women were discussing <i>books</i> and <i>sports</i> . | 16 | _____ |
| 17 | Good science fiction is both <i>interesting</i> and <i>instructive</i> . | 17 | _____ |
| 18 | I carried the <i>letter</i> in my pocket for several days. | 18 | _____ |
| 19 | Cartoons show <i>people</i> their <i>weaknesses</i> very forcefully. | 19 | _____ |

Indicate the pattern of each sentence by writing one of the following letters: [3 points each]

- A = Subject — Action Verb
- B = Subject — Action Verb → Direct Object
- C = Subject — Action Verb — Indirect Object → Direct Object
- D = Subject — Linking Verb ← Subject Complement

- | | | | |
|----|---|----|-------|
| 20 | Some great discoveries of science were accidental. | 20 | _____ |
| 21 | Mrs. Jenkins showed us her beautiful guitar. | 21 | _____ |
| 22 | The captain of the other team objected. | 22 | _____ |
| 23 | The decision of the referee surprised the fans. | 23 | _____ |
| 24 | My mother made the boys some delicious doughnuts. | 24 | _____ |
| 25 | The dreams of today become the realities of tomorrow. | 25 | _____ |
| 26 | Several of the circus animals escaped. | 26 | _____ |
| 27 | The governor appointed several female judges. | 27 | _____ |

Copy the two words in each line that are forms of the helping verb *be*. [1 point for each word]

- | | | | | | | | | |
|----|-----|-----|------|------|------|----|-------|-------|
| 28 | do | was | are | not | must | 28 | _____ | _____ |
| 29 | am | can | will | were | seem | 29 | _____ | _____ |
| 30 | may | is | had | did | been | 30 | _____ | _____ |

Copy the two words in each line that may be used as helping verbs. [1 point for each word]

- | | | | | | | | | |
|----|-------|-------|--------|--------|--------|----|-------|-------|
| 31 | never | will | only | should | then | 31 | _____ | _____ |
| 32 | have | soon | make | become | could | 32 | _____ | _____ |
| 33 | did | still | can | really | always | 33 | _____ | _____ |
| 34 | lose | may | surely | almost | shall | 34 | _____ | _____ |
| 35 | and | stay | might | would | seem | 35 | _____ | _____ |
| 36 | must | very | then | has | more | 36 | _____ | _____ |

Indicate the simple subject (or subjects) and the verb (or verbs) in each sentence by writing, under the proper headings, the letters of the words you select. [2 points for each sentence]

- | | | Subject(s) | Verb(s) |
|----|--|------------|---------|
| 37 | A tired old lion was lying in the corner of the cage.
A B C D E F G H I J K L | 37 | _____ |
| 38 | Water evaporates from the earth and forms clouds.
A B C D E F G H | 38 | _____ |
| 39 | A freshman or a sophomore had seldom won this prize.
A B C D E F G H I J | 39 | _____ |
| 40 | The early show must have started already.
A B C D E F G | 40 | _____ |
| 41 | We suddenly saw the signal and stopped at once.
A B C D E F G H I | 41 | _____ |
| 42 | The smoke and water had damaged the merchandise.
A B C D E F G H | 42 | _____ |

UNIT 2-B PATTERNS OF THE SIMPLE SENTENCE

After each statement write *True* or *False* in the space at the right. [2 points each]

- | | | |
|---|--|---------|
| 1 | Every action verb must be completed by a direct object. | 1 _____ |
| 2 | A word that receives the action of the verb or shows the result of the action is a direct object. | 2 _____ |
| 3 | When an indirect object is present, it stands between the verb and the direct object. | 3 _____ |
| 4 | An indirect object is always used with the word <i>to</i> or <i>for</i> . | 4 _____ |
| 5 | A linking verb can generally make a complete statement about its subject. | 5 _____ |
| 6 | A subject complement is so called because it completes the meaning of the predicate and describes or identifies the subject. | 6 _____ |

Write the letter of the sentence in which the italicized word is used as an indirect object. [2 points each]

- | | | |
|----|--|----------|
| 7 | a. I sold <i>John</i> my old camera.
b. I sold my old camera <i>to John</i> . | 7 _____ |
| 8 | a. Helen showed <i>to us</i> her collection of photographs.
b. Helen showed <i>us</i> her collection of photographs. | 8 _____ |
| 9 | a. Mr. Seely built a ping-pong table <i>for his children</i> .
b. Mr. Seely built his <i>children</i> a ping-pong table. | 9 _____ |
| 10 | a. His success brought <i>him</i> no happiness.
b. His success brought no happiness <i>to him</i> . | 10 _____ |
| 11 | a. Herb saved <i>for his friends</i> several seats in the fifth row.
b. Herb saved his <i>friends</i> several seats in the fifth row. | 11 _____ |

Identify each italicized word, using the following letters: [3 points for each sentence]

D O = Direct Object I O = Indirect Object S C = Subject Complement

- | | | |
|----|--|----------|
| 12 | The company is building a new <i>factory</i> . | 12 _____ |
| 13 | The first three innings of the game were very <i>dull</i> . | 13 _____ |
| 14 | Sugar gives a <i>person</i> quick <i>energy</i> . | 14 _____ |
| 15 | The weather station records the <i>speed</i> and <i>direction</i> of the wind. | 15 _____ |
| 16 | Football is a very complicated <i>game</i> . | 16 _____ |
| 17 | George drew <i>me</i> a <i>map</i> of the route. | 17 _____ |
| 18 | The street seemed unusually <i>quiet</i> and <i>peaceful</i> . | 18 _____ |
| 19 | A whale can hold its <i>breath</i> for more than twenty minutes. | 19 _____ |

Indicate the pattern of each sentence by writing one of the following letters: [3 points each]

- A = Subject — Action Verb
- B = Subject — Action Verb → Direct Object
- C = Subject — Action Verb — Indirect Object → Direct Object
- D = Subject — Linking Verb ← Subject Complement

- | | | | |
|----|---|----|-------|
| 20 | The heavy downpour flooded many streets. | 20 | _____ |
| 21 | The farmer showed us the best place to hunt. | 21 | _____ |
| 22 | At this point, the audience laughed. | 22 | _____ |
| 23 | The beginnings of language are very mysterious. | 23 | _____ |
| 24 | Greg wrote his teacher a letter of apology. | 24 | _____ |
| 25 | The population of our state has increased. | 25 | _____ |
| 26 | Even large animals fear army ants. | 26 | _____ |
| 27 | Ignorance is the mother of prejudice. | 27 | _____ |

Copy the two words in each line that are forms of the helping verb *be*. [1 point for each word]

- | | | | | | | | | |
|----|------|------|------|------|------|----|-------|-------|
| 28 | can | am | got | was | has | 28 | _____ | _____ |
| 29 | are | seem | must | been | came | 29 | _____ | _____ |
| 30 | will | not | is | did | were | 30 | _____ | _____ |

Copy the two words in each line that may be used as helping verbs. [1 point for each word]

- | | | | | | | | | |
|----|-------|--------|-------|--------|--------|----|-------|-------|
| 31 | soon | has | kept | then | can | 31 | _____ | _____ |
| 32 | never | became | shall | should | always | 32 | _____ | _____ |
| 33 | must | almost | could | out | from | 33 | _____ | _____ |
| 34 | very | will | often | only | would | 34 | _____ | _____ |
| 35 | may | still | again | might | surely | 35 | _____ | _____ |
| 36 | when | did | were | first | more | 36 | _____ | _____ |

Indicate the simple subject (or subjects) and the verb (or verbs) in each sentence by writing, under the proper headings, the letters of the words you select. [2 points for each sentence]

- | | | Subject(s) | Verb(s) |
|----|---|------------|---------|
| 37 | Terry must have forgotten my address.
A B C D E F | 37 | _____ |
| 38 | The catcher and the pitcher had argued about the play.
A B C D E F G H I J | 38 | _____ |
| 39 | James laughed and cried at the same time.
A B C D E F G H | 39 | _____ |
| 40 | Soap and water will not remove all spots.
A B C D E F G H | 40 | _____ |
| 41 | Few movies about circus life have been failures.
A B C D E F G H | 41 | _____ |
| 42 | Then the chemist slipped and nearly dropped the tray.
A B C D E F G H I | 42 | _____ |

UNIT 3-A THE WORK OF MODIFIERS

After each statement write *True* or *False* in the space at the right. [2 points each]

- | | | | |
|----|--|----|-------|
| 1 | An adjective can modify a verb. | 1 | _____ |
| 2 | An adjective can be used as a subject complement after a linking verb. | 2 | _____ |
| 3 | An adverb can modify a verb, an adjective, or another adverb. | 3 | _____ |
| 4 | An adjective is more movable than an adverb. | 4 | _____ |
| 5 | <i>Very, so, quite,</i> and <i>too</i> are adjectives, not adverbs. | 5 | _____ |
| 6 | A word that tells <i>when, where, how,</i> or <i>how much</i> about a verb is an adverb. | 6 | _____ |
| 7 | Every preposition requires an object. | 7 | _____ |
| 8 | The object of a preposition is usually an adjective. | 8 | _____ |
| 9 | A prepositional phrase contains a subject and a verb. | 9 | _____ |
| 10 | Prepositional phrases can serve as modifiers in the same way that adjectives and adverbs do. | 10 | _____ |

Identify each italicized word by writing *Adjective* or *Adverb* in the spaces at the right.

[2 points for each sentence]

- | | | | | |
|----|--|----|-------|-------|
| 11 | <i>Mature</i> people <i>seldom</i> lose their tempers. | 11 | _____ | _____ |
| 12 | I am <i>extremely</i> <i>sorry</i> about losing your book. | 12 | _____ | _____ |
| 13 | The <i>new</i> pupil walked <i>confidently</i> to the board. | 13 | _____ | _____ |
| 14 | My <i>first</i> year of high school was the <i>hardest</i> . | 14 | _____ | _____ |
| 15 | The witness answered my questions <i>quite</i> <i>truthfully</i> . | 15 | _____ | _____ |

Indicate the class of the word that would fit into each space by writing *Adjective* or *Adverb* in the space at the right. Do not supply the modifiers. [2 points each]

- | | | | |
|----|--|----|-------|
| 16 | We took a . . . walk before dinner. | 16 | _____ |
| 17 | Ms. Ross treats all her customers | 17 | _____ |
| 18 | This winter has been . . . cold. | 18 | _____ |
| 19 | His car was going in the . . . direction. | 19 | _____ |
| 20 | He . . . refused to move his car. | 20 | _____ |
| 21 | My punctuation of the sentence was | 21 | _____ |
| 22 | One should read directions . . . carefully. | 22 | _____ |
| 23 | The coat looks too . . . for you. | 23 | _____ |
| 24 | I can't study well in a . . . room. | 24 | _____ |
| 25 | Lois should write her family . . . frequently. | 25 | _____ |

Copy the prepositional phrase in each sentence. [2 points each]

- | | | | |
|----|---|----|-------|
| 26 | The figures on the check had been altered. | 26 | _____ |
| 27 | The trailer was swaying behind the car. | 27 | _____ |
| 28 | A strange dog ran through our flower beds. | 28 | _____ |
| 29 | The string around the package was broken. | 29 | _____ |
| 30 | In bad weather, the team practices indoors. | 30 | _____ |
| 31 | The family above us was very noisy. | 31 | _____ |
| 32 | Our paper was delivered by the boy's father. | 32 | _____ |
| 33 | The ball rolled under a passing car. | 33 | _____ |
| 34 | The value of money is constantly changing. | 34 | _____ |
| 35 | Several members jumped to their feet and protested. | 35 | _____ |

Write the word that each italicized prepositional phrase modifies. [2 points each]

- | | | | |
|----|---|----|-------|
| 36 | The space <i>between the two houses</i> was very narrow. | 36 | _____ |
| 37 | I found this picture <i>in an old book</i> . | 37 | _____ |
| 38 | The boy <i>beside me</i> was munching popcorn. | 38 | _____ |
| 39 | <i>During the evening</i> a light snow fell. | 39 | _____ |
| 40 | I sent the letter <i>to the wrong address</i> . | 40 | _____ |
| 41 | The day <i>after Christmas</i> seemed very dull. | 41 | _____ |
| 42 | Mr. Dietz greeted me <i>with a hearty handshake</i> . | 42 | _____ |
| 43 | The reason <i>for his absence</i> seemed very ridiculous. | 43 | _____ |

Indicate how each italicized prepositional phrase is used by writing *Adjective* or *Adverb* in the space at the right. [2 points each]

- | | | | |
|----|--|----|-------|
| 44 | Parts <i>for this old model</i> are hard to find. | 44 | _____ |
| 45 | Some people put salt <i>on fruit</i> . | 45 | _____ |
| 46 | <i>For several seconds</i> the fans held their breath. | 46 | _____ |
| 47 | Smoke <i>from many factories</i> contaminates the air. | 47 | _____ |
| 48 | Luisa enjoys any story <i>about sports</i> . | 48 | _____ |
| 49 | <i>At three o'clock</i> the dismissal bell rings. | 49 | _____ |
| 50 | He answered the questions <i>with no hesitation</i> . | 50 | _____ |

UNIT 3-B THE WORK OF MODIFIERS

After each statement write *True* or *False* in the space at the right. [2 points each]

- | | | | |
|----|--|----|-------|
| 1 | An adverb can modify another adverb. | 1 | _____ |
| 2 | An adjective can modify another adjective. | 2 | _____ |
| 3 | An adverb can modify an adjective, but an adjective cannot modify an adverb. | 3 | _____ |
| 4 | An adjective can be used as a subject complement after a linking verb. | 4 | _____ |
| 5 | An adjective can modify more classes of words than an adverb. | 5 | _____ |
| 6 | An adjective is generally more movable than an adverb. | 6 | _____ |
| 7 | A word that tells <i>when</i> , <i>where</i> , or <i>how</i> about a verb is an adjective. | 7 | _____ |
| 8 | A prepositional phrase always begins with a preposition. | 8 | _____ |
| 9 | Prepositional phrases can serve as modifiers in the same way that adjectives and adverbs do. | 9 | _____ |
| 10 | The object of a preposition is usually a verb. | 10 | _____ |

Identify each italicized word by writing *Adjective* or *Adverb* in the spaces at the right. [2 points for each sentence]

- | | | | | |
|----|---|----|-------|-------|
| 11 | I <i>recently</i> saw an <i>unusual</i> movie. | 11 | _____ | _____ |
| 12 | The <i>young</i> trees are growing <i>rapidly</i> . | 12 | _____ | _____ |
| 13 | <i>This</i> book looks <i>interesting</i> . | 13 | _____ | _____ |
| 14 | Dad <i>always</i> eats his meals <i>fast</i> . | 14 | _____ | _____ |
| 15 | Bob was <i>rather indefinite</i> about his plans. | 15 | _____ | _____ |

Indicate the class of the word that would fit into each space by writing *Adjective* or *Adverb* in the space at the right. Do not supply the modifiers. [2 points each]

- | | | | |
|----|--|----|-------|
| 16 | The house was too . . . for our family. | 16 | _____ |
| 17 | Jerry . . . refused to recite the poem. | 17 | _____ |
| 18 | I received my . . . grade in English. | 18 | _____ |
| 19 | The dog seemed . . . hungry. | 19 | _____ |
| 20 | I should have counted my change . . . carefully. | 20 | _____ |
| 21 | The child's . . . remark amused the family. | 21 | _____ |
| 22 | Our kitchen is bright and . . . | 22 | _____ |
| 23 | The lake was . . . rough on Sunday. | 23 | _____ |
| 24 | A car was approaching on the . . . side of the road. | 24 | _____ |
| 25 | . . . the line of cars began to move. | 25 | _____ |

Some of the following sentences contain one prepositional phrase; some contain two phrases. Copy each phrase on a separate line. [2 points for each sentence]

- | | | | |
|----|---|----|-------|
| 26 | The women spent the day hunting for antiques. | 26 | _____ |
| 27 | We grew tomatoes in a space behind our garage. | 27 | _____ |
| 28 | There was a picket fence between the two yards. | 28 | _____ |
| 29 | We learn much history from the letters of soldiers. | 29 | _____ |
| 30 | The band played a stirring military march by Sousa. | 30 | _____ |
| 31 | Ms. Chavez looked at my paper and shook her head. | 31 | _____ |
| 32 | We stood under an awning during the storm. | 32 | _____ |
| 33 | All the students except Matt had finished the test. | 33 | _____ |
| 34 | After the meeting, the parents walked around the halls. | 34 | _____ |
| 35 | I was discussing the new movie with my friend. | 35 | _____ |

Write the word that each italicized prepositional phrase modifies. [2 points each]

- | | | | |
|----|---|----|-------|
| 36 | I showed the outline <i>to my teacher</i> . | 36 | _____ |
| 37 | This popular song has the flavor <i>of an old ballad</i> . | 37 | _____ |
| 38 | The drive <i>through the mountains</i> is very picturesque. | 38 | _____ |
| 39 | I completed my theme <i>before class</i> . | 39 | _____ |
| 40 | The painter placed the ladder <i>against the roof</i> . | 40 | _____ |
| 41 | The address <i>on the envelope</i> was not legible. | 41 | _____ |
| 42 | We towed the other car <i>with a heavy rope</i> . | 42 | _____ |
| 43 | The bridge <i>across the stream</i> was swept away. | 43 | _____ |

Indicate how each italicized prepositional phrase is used by writing **Adjective** or **Adverb** in the space at the right. [2 points each]

- | | | | |
|----|---|----|-------|
| 44 | The ball went right <i>through the window</i> . | 44 | _____ |
| 45 | Officials are investigating the cause <i>of the crash</i> . | 45 | _____ |
| 46 | <i>At ten o'clock</i> the late show will begin. | 46 | _____ |
| 47 | The chapter <i>about banking</i> was difficult to read. | 47 | _____ |
| 48 | Elmer recited his lines <i>with little expression</i> . | 48 | _____ |
| 49 | <i>For several hours</i> they discussed politics. | 49 | _____ |
| 50 | The letter <i>from his uncle</i> contained a check. | 50 | _____ |

UNIT 4-A BUILDING BETTER SENTENCES

If the sentence is compound, in the space provided, write the word that should be followed by a comma, and also write the needed comma. If it is not compound, write the letters N C (Not Compound). [2 points each]

- | | | |
|---|---|---------|
| 1 | Lena played in the first half but dropped out of the game because of a slight injury to her back. | 1 _____ |
| 2 | Lena played in the first half but a slight injury to her back forced her out of the game. | 2 _____ |
| 3 | He came to this country in 1946 and his family arrived the following year. | 3 _____ |
| 4 | He came to this country in 1946 and brought over his family the following year. | 4 _____ |
| 5 | Shall I reply to this letter or simply ignore it? | 5 _____ |
| 6 | Shall I reply to this letter or is it better simply to ignore it? | 6 _____ |

One of each of the following pairs of compound sentences is good because it combines similar ideas of equal importance. The other is poor because it combines unlike ideas. Write the letter of the good sentence. [2 points each]

- | | | |
|----|--|----------|
| 7 | a. I invited Doris to the game, and she is my friend's sister.
b. I invited Doris to the game, but she had another date. | 7 _____ |
| 8 | a. The game was exciting, and Dad picked us up in his car.
b. The game was exciting, and the crowd was enthusiastic. | 8 _____ |
| 9 | a. We didn't want the picture, but Mother couldn't refuse it.
b. We didn't want the picture, but Mrs. Foltz thought it was very unusual. | 9 _____ |
| 10 | a. Fewer workers are needed on farms, and farmers work long hours.
b. Fewer workers are needed on farms, and many people take factory jobs. | 10 _____ |
| 11 | a. The car was three years old, but it looked just like new.
b. The car was three years old, and it had a new set of tires. | 11 _____ |

Write the conjunction which expresses the meaning more clearly. [2 points each]

- | | | |
|----|---|----------|
| 12 | The tree is small, (<i>and, but</i>) it will grow rapidly. | 12 _____ |
| 13 | It was after midnight, (<i>and, but</i>) gas stations were closed. | 13 _____ |
| 14 | I put a dime in the slot, (<i>and, but</i>) no candy came out. | 14 _____ |
| 15 | Ms. Kane had made up her mind, (<i>and, but</i>) nothing would change it. | 15 _____ |
| 16 | Mr. Kling is seventy years old, (<i>and, but</i>) he looks much younger. | 16 _____ |

Identify each italicized clause by writing *Adjective* or *Adverb* in the space at the right. [2 points each]

- 17 One should not interrupt a person *who is counting something*. 17 _____
- 18 *As soon as I begin to speak*, my nervousness disappears. 18 _____
- 19 We sold our piano *because none of us could play it*. 19 _____
- 20 The company *whose bid is lowest* will get the contract. 20 _____
- 21 The Newbergs moved *so that they would be closer to a school*. 21 _____
- 22 The directions *that came with the kit* were confusing. 22 _____

Eliminate the *and* by changing the italicized statement to the kind of word group indicated in the parentheses. Rewrite each sentence. [6 points each]

- 23 *Pete got to the corner*, and he turned in the wrong direction. (adverb clause) _____
- 24 Some people have fancy signatures, and *they are hard to read*. (adjective clause) _____
- 25 *Dave has driven for years*, and he has never had an accident. (adverb clause) _____
- 26 Larry was brought up by an aunt, and *she was very kind to him*. (adjective clause) _____
- 27 I wandered about the grounds, and *I admired the beds of flowers*. (-ing word group) _____
- 28 Joe sent the bill to Mr. Sims, and *he was the owner of the car*. (appositive) _____

Write the letter of the sentence that answers each question. [5 points each]

- 29 Which sentence shows the relationship between the two ideas most clearly?
a. The bus broke down, and we were late for school.
b. Because the bus broke down, we were late for school.
c. Although the bus broke down, we were late for school. 29 _____
- 30 In which sentence is *whistling* used as an adjective?
a. The whistling of the wind sounded weird.
b. The wind was whistling weirdly.
c. The whistling wind sounded weird. 30 _____
- 31 Which sentence contains an *-ing* word group?
a. Luke, standing at the window, saw the lightning strike.
b. Luke, who was standing at the window, saw the lightning strike.
c. While Luke was standing at the window, he saw the lightning strike. 31 _____
- 32 Which sentence contains an appositive?
a. Toby, who is the team's mascot, amused the fans.
b. Toby, the team's mascot, amused the fans.
c. Toby is the team's mascot, and he amused the fans. 32 _____

UNIT 4-B BUILDING BETTER SENTENCES

If the sentence is compound, in the space provided, write the word that should be followed by a comma, and also write the needed comma. If it is not compound, write the letters N C (Not Compound). [2 points each]

- | | | | |
|---|---|---|-------|
| 1 | Mr. Worthington bought a box of candy for his wife but he ate most of it himself. | 1 | _____ |
| 2 | Mr. Worthington bought a box of candy for his wife but ate most of it himself. | 2 | _____ |
| 3 | The bus ride was long and monotonous and tired the children. | 3 | _____ |
| 4 | The bus ride was long and monotonous and the children became very restless. | 4 | _____ |
| 5 | We must buy a new car or repair our old one. | 5 | _____ |
| 6 | The advertising must be truthful or our newspaper will not print it. | 6 | _____ |

One of each of the following pairs of compound sentences is good because it combines similar ideas of equal importance. The other is poor because it combines unlike ideas. Write the letter of the good sentence. [2 points each]

- | | | | |
|----|---|----|-------|
| 7 | a. The suit was a bargain, but I had spent all my money.
b. The suit was a bargain, and my friend had one like it. | 7 | _____ |
| 8 | a. Ken needed money for college, and his uncle owned a gas station.
b. Ken needed money for college, and his uncle gave him a job. | 8 | _____ |
| 9 | a. We had turkey for dinner, and I prefer the dark meat.
b. Dad prefers the light meat, and I prefer the dark. | 9 | _____ |
| 10 | a. Sally swims with great speed, and her stroke is flawless.
b. Sally swims with great speed, and she has a new swimsuit. | 10 | _____ |
| 11 | a. Both teams are good, and the competition is keen.
b. Both teams are good, and we beat Baxter High last year. | 11 | _____ |

Write the conjunction which expresses the meaning more clearly. [2 points each]

- | | | | |
|----|--|----|-------|
| 12 | Boyd is excellent in English, (<i>and, but</i>) math has always troubled him. | 12 | _____ |
| 13 | I wrote the store a letter, (<i>and, but</i>) they answered it promptly. | 13 | _____ |
| 14 | Gibson is a good mechanic, (<i>and, but</i>) his prices are reasonable. | 14 | _____ |
| 15 | The painting is valued at a million dollars, (<i>and, but</i>) it is not for sale. | 15 | _____ |
| 16 | Gloria and Frank went by plane, (<i>and, but</i>) Kurt and Sue preferred to go by car. | 16 | _____ |

Identify each italicized clause by writing *Adjective* or *Adverb* in the space at the right. [2 points each]

- 17 *When a union and a company cannot agree*, a strike may occur. 17 _____
18 We have a number of customers *who telephone their orders*. 18 _____
19 I prayed for snow *so that I could try out my new skis*. 19 _____
20 Vic has a new watch *which tells the day of the month*. 20 _____
21 The woman *whose recipe won first prize* was not in the audience. 21 _____
22 I always read her articles *although I frequently disagree with her*. 22 _____

Eliminate the *and* by changing the italicized statement to the kind of word group indicated in the parentheses. Rewrite each sentence. [6 points each]

- 23 *We have had little rain*, and the crops will be poor. (adverb clause) _____
24 I got the advice of a friend, and *he knows a lot about cars*. (adjective clause) _____
25 John never gains weight, and *he is a big eater*. (adverb clause) _____
26 We gave the bike to a child, and *his father is out of work*. (adjective clause) _____
27 *I heard of his success*, and I sent him a telegram. (-ing word group) _____
28 The record was broken by Bill Knapp, and *he is a graduate of our school*. (appositive) _____

Write the letter of the sentence that answers each question. [5 points each]

- 29 Which sentence shows the relationship between the two ideas most clearly?
a. Because I read the story twice, I missed the point.
b. Although I read the story twice, I missed the point.
c. I read the story twice, and I missed the point. 29 _____
- 30 In which sentence is *clanging* used as an adjective?
a. The church bells were *clanging* noisily.
b. The *clanging* of the church bells awakened us.
c. We were awakened by the *clanging* church bells. 30 _____
- 31 Which sentence contains an *-ing* word group?
a. The children stood in line, waiting for the theater to open.
b. The children who were waiting for the theater to open stood in line.
c. While they were waiting for the theater to open, the children stood in line. 31 _____
- 32 Which sentence contains an appositive?
a. Ms. Fritch, who is a retired lawyer, judged our speech contest.
b. Ms. Fritch judged our speech contest, and she is a retired lawyer.
c. Ms. Fritch, a retired lawyer, judged our speech contest. 32 _____