

Verbal Reasoning Vocabulary #80

Multiple Meaning Words

Directions: Write the number of the definition that best matches the use of each vocabulary word in the sentence below.

Vocabulary Words/Definitions

stall (v) _____ To obstruct or delay something's progress.
 stall (n) _____ 2) a stall at a market or in a shop.
 I sold fresh vegetables at a stall _____ at our town's farmers' market. The open market manager tried to stall _____ the expansion of my business because I was stealing his customers.

Symbolism (an object or act which represents an idea)

Directions: Answer the following questions by writing the symbol on the bald eagle. At the top of the flag of the United States of America, a bronze bald eagle is fixed.

Background Information
 Vocabulary
 Language Structures
 Verbal Reasoning
 Literacy
 Knowledge



Program



language comprehension

Greek and Latin Word Parts: Prefixes, Roots, & Suffixes

Directions: For each prefix, root, or suffix, write an example words.

Prefix	Root	Suffix	Messing	Example Words
re			again	_____
sent			feeling	_____

Directions: Consult a dictionary to divide the vocabulary word into syllables, mark the primary stress, and write its primary definition.

Directions: Consult a thesaurus to write the two synonyms for the vocabulary word.

Synonym _____ Synonym _____

Quick Write: Use both vocabulary words in a few sentences.

"The Eagle" Reading Comprehension

The eagle is a huge bird. One type of eagle is the bald eagle. This bird of prey has a large yellow beak shaped like a hook and a pure white head. Its body is brown with a white tail. Female bald eagles are much bigger than males.

Bald eagles live all over North and South America. They make their nests near rivers, ponds, and lakes. There they can find many fish. Bald eagles build the biggest nests of any bird in America. Mostly, the birds stay away from people. Some birds move their nests frequently.

Bald eagles eat whatever they can find. But, mostly they eat fish. Some of their favorite meals are trout and salmon. To catch a fish, the eagle swoops down over the water and grabs it with its talons. If the fish is too heavy to swim in the water. Many eagles sometimes, bald eagles will steal the fish from a smaller bird.

Bald eagles find mates. Sometimes, if the pair has a lot of babies. Babies are made from twigs and branches. They are often built over water. Mother and father eagles take turns sitting on the eggs while the mate goes to find food.

The bald eagle is the most important symbol of the United States. The national bird of the United States is the bald eagle as the eagle was thought that it was cowardly to symbolize a turkey. Today, the United States on the quarter until the branch.

The bald eagle population has been growing since the 1970s. The use of pesticides like DDT to reduce pests of eagles, made them unable to reproduce. The bald eagle population has been growing since the 1970s. The use of pesticides like DDT to reduce pests of eagles, made them unable to reproduce. The bald eagle population has been growing since the 1970s. The use of pesticides like DDT to reduce pests of eagles, made them unable to reproduce.

YouTube Modeled Readings

SCRIP Comprehension Cues

- Summarize**
 - Put the big idea into a smaller one.
 - Put the main idea and key details into your own words.
- Connect**
 - Think about how the text relates to your own life.
 - Activate your prior knowledge.
- Re-think**
 - Re-read for better understanding or look at what is said in a different way.
 - Visualize what's going on in the reading.
- Interpret**
 - Think about what the author really means.
 - Draw a conclusion or problem-solve what the author implies.
- Predict**
 - Based upon what has happened or what has been said, guess what will happen or what the text will say next.

Interpret	(1) Why might bald eagles move their nests so often?
Re-think	(2) Why might eagles be poor swimmers?
Connect	(3) Why would the location near water be important?
Summarize	(4) Summarize the selection of the bald eagle as the national bird.
Predict	(5) Why might the future of the bald eagle be safer than that of other endangered species?



Then John Henry he did
 hammah,
 He did make his hammah
 sound.
 Says now one more lick fore
 quittin' time,
 An' I'll beat this steam drill
 down.

The hammah that John Henry
 swung,
 It weighed over nine poun
 He swung that hammah one
 las' time,
 And he fell dead on the ground.

They took John Henry to the
 White House,
 And buried him in the sand.
 And every locomotive come
 roarin' by,
 Says there lays that steel
 drivin' man.



Syntax in Reading

“The order and grouping of words within a language system allows us to understand relationships among the ideas, such as subject-verb-object relationships...”

Moats, 2020

Inadequate ability to process the syntax of language results in the inability to understand what is heard, as well as what is read. Beyond word knowledge, it is the single most powerful deterrent to listening and reading comprehension.

J.F. Greene, 2011

Syntax is the arrangement of words and phrases in sentences. The English grammatical system provides authors with many ways to construct sentences. Some sentence formations are simple, but many are complex, especially in expository texts. Students with reading difficulties often struggle to understand more sophisticated and detailed sentence structures.

If knowledge of sentence syntax (syntactic awareness) is a key factor in reading comprehension, it makes sense to teach it to older students in reading intervention classes. But how so? Explicitly in isolation or implicitly in the context of reading and writing?

Critics of the explicit approach to grammatical instruction argue that rote learning of terms, rules, and identification practice does not transfer to improving reading and writing ability, and they have decades of research to support this conclusion.

Critics of the implicit approach argue that teaching grammatical terms is necessary to provide a language of instruction and that identification and application practice helps students understand their functions in sentences. Critics point out that implicit teaching is non-sequential and inefficient. William Van Cleave summarizes the criticisms in his *Syntax for Writing and Reading* (2018):

- No overarching framework when taught only as problems arise
- Not enough practice to internalize concepts
- No link made between writing and reading comprehension
- No development of common vocabulary/language to talk about sentence structure

The Syntax in Reading lessons provide a middle ground between the explicit and implicit camps:

- A common language of grammatical instruction and discussion that does not *dumb-down* essential grammatical terms, yet avoids rote memorization
- An explicit sequence of instruction and provide clear definitions, examples, and explanation of how the syntactical features function within the sentence
- Extensive practice in identifying and understanding complex syntactical sentence constructions to build reading comprehension
- Sentence revision and sentence creation writing practice to reinforce understanding of syntactical features (referred to as *language tools* in the program)

DIRECTIONS

The twice-per-week Syntax in Reading lessons use the gradual release model of “I do it; we do it; you do it; we both correct it” to help students learn the key *language tools* which affect reading comprehension. Each lesson includes these five activities:

Learn It! Objective: Learn the focus language tool and its job in the sentence. **Learn It!** is an “I do it” (teacher notes used for display) and “We do it” (student notes) activity. The teacher displays, reads, and explains the Syntax in Reading lesson. Students copy the examples from the display on their notes.

Identify It! Objective: Identify the language tool in different contexts. **Identify It!** is a “We do it” activity. The teacher and students identify the language tool in a variety of contexts. The teacher works with students to identify a few and releases responsibility to individual students or pairs to complete the rest on their own.

Explain It! Objective: Explain how the language tool affects the meaning of a sentence. Students learn how to unlock the meaning of confusing sentences in their reading. **Explain It!** is also a “We do it” activity. The teacher reads and explains how the language tool affects the meanings of a few challenging sentences, and individual students or pairs complete the rest on their own.

Revise It! Objective: Students revise confusing sentences in their own words. **Revise It!** is a “You do it” activity. Students work individually or in pairs to revise challenging or poorly constructed sentences featuring the focus language tool by adding, deleting, rearranging, and substituting.

Create It! Objective: Students create own sentences, using the focus language tool. **Create It!** is also a “You do it” activity. Students work individually to create their own sentences, using the focus language tool to combine and expand sentences.

Reinforce It! Teachers look for the focus language tool in class readings and walk students through the five activities to dissect the meaning of a challenging sentence. Teachers also reinforce previously taught language tools in both reading and writing activities. Make sure that students self-correct their answers for the **Identify It!** and **Explain It!** activities and discuss as a class.

INSTRUCTIONAL SEQUENCE

The Syntax in Reading lessons focus on the language tools which cause the most difficult challenges to reading comprehension at the sentence level.

The lessons begin with the parts of speech. Many older students once learned, but have now forgotten the terminology. Refresh their memories and deepen their understanding about the jobs that parts of speech do in subjects and predicates. Students will need this foundation to understand and discuss how the phrase and clause language tools impact reading comprehension.

Proper and Common Noun Subjects

Learn It!

The words we hear, say, read, and write can be categorized by their functions—in other words, the jobs they do in sentences. These categories are known as *parts of speech*. The parts of speech provide the vocabulary we need to talk about the *language tools* that authors use in their sentences. Learning these language tools will help us with our reading and our writing.

Our first part of speech is the *noun*. Nouns have two types: *proper nouns* and *common nouns*.

A **proper noun** names a person, place, or thing with one or more words. The proper noun may be singular (one) or plural (more than one) and is always capitalized. However, don't capitalize "the" when used to identify a proper noun.

Examples: Singular—Peter the Great (person), New York City (place), the Liberty Bell (thing)
Plural—the Smiths (people), the Great Lakes (places), the Smithsonian Museums (things)

A **common noun** is a word or words which identifies, but does *not* name, a person, place, thing, or idea. The common noun may be singular (one) or plural (more than one) and is *not* capitalized unless it appears at the beginning of a sentence.

Examples: Singular—boy (person), mountain (place), rainbow trout (thing), peace (idea)
Plural— girls (people), cities (places), bricks (things), freedoms (ideas)

Pay special attention to the articles ("a," "an," and "the") used before common nouns to understand if the common noun is general (uses "a" or "an") or specific (uses "the"). The "a" is placed before any singular common noun or word that begins with a consonant sound. The "an" is placed before any singular common noun or word that begins with a vowel sound. The article, "the" may be used before singular or plural common nouns.

Examples: a child an isthmus, the pens, the love

Knowing these two types of nouns will help us understand an important *language tool*—the *subject* of a sentence. The subject is the *do-er* of the main action in a sentence. All sentences have at least one subject, and the subject usually comes before its action.

If the subject is a singular noun or two or more nouns joined by *or*, its action usually ends in *s* or *es*.

Examples: Dr. Susan Smothers runs. An antelope passes. John or the man wins.

If the subject is a plural noun, or two or more nouns joined by *and*, its action usually does *not* end in *s* or *es*.

Examples: The Rocky Mountains tower. Girls wait. A child, Ms. Lee, and Jeremy attend.

Identify It!

Directions: Read this brief biographical screenplay and write the proper noun subjects (do-ers) with their actions in the spaces provided.



Storyboard ACT 2

John Francis Jr. leaves his home in Beatrice, Nebraska in November of 1941.

He boards a long-distance train from Chicago.

The Southwestern Chief takes him to downtown Los Angeles.

John's sister, Jane, picks him up at Grand Central Station.

The next day, she introduces him to the owners of Blix Hardware on 3rd St.

The Lansings hire John on the spot. Hollywood is John's new home.

In a few short weeks, World War II begins with the attack on Pearl Harbor,

Fort Ord, the army base in Monterrey, California, becomes John's new home.

Sgt. James trains him as a medic. After the war, the G.I. Bill pays for medical school.

After school, Walter Reed Hospital offers John a job, and he moves to Maryland.

Proper Noun Subject

Action

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Proper Noun Subject

Action

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Identify It!

Directions: Read this joke about the disappearing man, and write the common noun subjects (do-ers) with their actions in the spaces provided. Also, label any articles used before the common nouns in the slanted lines below the common nouns. The same subjects, actions, and articles are used more than once.

A man walks into a diner. The counter is empty except for one old man drinking a soda. Kindness motivates the new customer to sit down next to the man with the soda.

The old man says to the waiter, "More!" A new glass appears. He drinks the soda in one gulp. His legs immediately disappear.

"More!" the legless man orders. After gulping down the new soda, his arms disappear.

"More!" the man shouts. After drinking another, the body disappears. Only his head remains.

"One more!" the head demands. The head slurps up the soda. Nothing is left.

The new customer tells the waiter, "That guy should have quit while he was still a-head."

Common Noun Subject

Article

Action

_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____

Common Noun Subject

Article

Action

_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____

Explain It!

Proper noun and common noun subjects can create confusion for the reader in four ways:

- A. The noun may have multiple meanings.
Example: The dog runs in the dog run.
- B. It may be difficult to divide the sentence into its subject and action.
Example: The old man the boats for the race.
- C. The action may appear before its subject.
Examples: How fast runs the mule! Is Samuel the winner? In trees live the squirrels.
- D. Too many words may appear between the subject and its action.
Example: The Alexander and the Terrible, Horrible, No Good, Very Bad Day story always makes me laugh.

Directions: Read the following sentences. Write the capital letter which best explains why the sentence is confusing in the space to the left of each number. Also, [bracket] each of the subject noun phrases.

- ___ 1. The fruit flies like a banana.
- ___ 2. The teacher the student has studies.
- ___ 3. Robin, the man claims in all his long reports, had a cold.
- ___ 4. Roses are planted in rows by Rose.

Revise It!

Directions: Re-write these confusing sentences to make each more clear.

1. The fruit flies like a banana.

2. The teacher the student has studies.

3. Robin, the man claims in all his long reports, had a cold.

4. Roses are planted in rows by Rose.

Create It!

Directions: Write your own subjects (do-ers) to match their actions.

Singular Proper Noun Person	Action
------------------------------------	---------------

_____	jumps
-------	-------

Singular Proper Noun Place	Action
-----------------------------------	---------------

_____	includes
-------	----------

Singular Proper Noun Thing	Action
-----------------------------------	---------------

_____	rises
-------	-------

Plural Proper Noun People	Action
----------------------------------	---------------

_____	live
-------	------

Plural Proper Noun Places	Action
----------------------------------	---------------

_____	entertain
-------	-----------

Singular, General Common Noun Place	Action
--	---------------

_____	features
-------	----------

Singular, Specific Common Noun Thing	Action
---	---------------

_____	flows
-------	-------

Singular Common Noun Idea	Action
----------------------------------	---------------

_____	brings
-------	--------

Plural Common Noun People	Action
----------------------------------	---------------

_____	prefer
-------	--------

Plural Common Noun Places	Action
----------------------------------	---------------

_____	provide
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Predicates

Learn It!

The action in a sentence is a part of speech known as a *verb*. You can sense (see, hear, taste, touch, smell) physical actions, but not mental actions. The simplest form of a verb is its *base form*.

Examples: Physical Base Forms—run, jump, swim Mental Base Forms—think, believe, imagine

Verb tenses show whether the action is in the present, past, or future; how the action relates to other parts of the sentence; and how long the action lasts.

The present tense verb shows an action that happens now. Singular nouns or more than one noun joined by *or* match the base form of the verb with an *s* or *es* ending. Plural nouns or more than one noun joined by *and* match the base form of the verb with no endings.

Examples: Base form of the verb = eat—Deb eats. Deb **or** Bob eats. Rats eat. A rat **and** mice eat.

The past tense verb shows an action that happened only once and at only one time in the past. The past tense usually adds “_ed” as an ending to the base form of the verb. If the base form of the verb ends in a silent *e*, only a *d* is added to its ending. The past tense uses the same ending to match singular and plural nouns, as well as more than one noun joined by *and* or *or*.

Examples: Base form of the verb = listen—Pat listened. Children listened. Raul **and** Jo will speak. Base form of the verb = love (silent final *e*)—Sue loved. Men loved. Paul **or** Mike loved.

The future tense shows an action that will take place later. The future tense verb adds *will* before the base form of the verb and matches singular and plural nouns, as well as more than one noun joined by *and* or *or*.

Examples: Base form of the verb = go—A dog will go. Cats will go. Tam **and (or)** Jo will go.

A sentence may have more than one verb, but at least one of the verbs must *do* the action of the subject (the do-er). This main verb or verbs (multiple verbs are joined with *and* or *or*) is a language tool known as the *predicate*. Identifying the predicate is the first task in understanding confusing sentences. Once you find the predicate, ask “Who?” or “What?” The answer is the subject. The predicate usually follows its subject except in questions and commands.

Examples: Rosa (subject) runs (predicate). Rosa (subject) runs **and (or)** hides (predicate).

The “to be” verb (is, am, are, was, were, be, been), the “to have” verb (has, have, had), and the “to do” verb (do, does, did) can be placed before a main verb as a *helping verb* to show verb tense (past, present, future). The *conditional* helping verbs (could, should, would, can, shall, will, may, might, must) show possibility. Together the helping verb and the main verb form a *verb phrase*. A *phrase* is a group of related words without a noun and connected verb.

Examples: Joe **is running**. Fran **had asked**. Pilar **will do** the work. Rosa **could** go home.

Identify It!

Directions: Label the following verbs as P for a physical action and M for a mental action in the spaces provided.

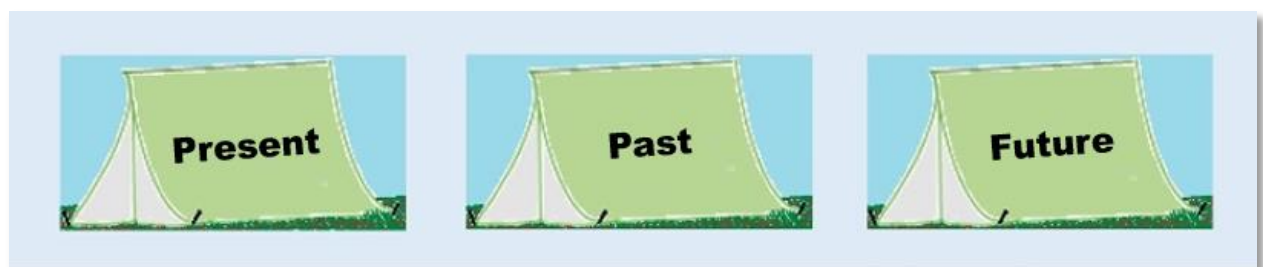
- ___ 1. know ___ 2. advise ___ 3. notice ___ 4. prefer
___ 5. drive ___ 6. stop ___ 7. hope ___ 8. imagine
___ 9. play ___ 10. sing ___ 11. remember ___ 12. taste

Directions: Sort the following verbs by verb tense in the spaces provided.

sounded, learn, will spend, forgets, looked, will occur, sleep, decides, entertained,
will find, watched, will agree, estimated, captured, seems, occupies, will anger, will lose

Present Tense	Past Tense	Future Tense

Verb Tents (Tense)



Explain It!

Predicates can create confusion for the reader in four ways:

- A. The verb may have multiple meanings.
Example: The car engine ran smoothly.
- B. The predicate may appear before its subject.
Example: There will race the marathon runners.
- C. The predicate may have more than one verb with different verb tenses, making it confusing to understand the time and order of actions.
Examples: Jim said (says or will say) and Erin wants (wanted or will want) more sugar.
- D. The predicate may have too many words between the helping verb and the main verb.
Example: Lori had almost always, except yesterday, arrived early.

Directions: Read the following sentences. Write the capital letter which best explains why the sentence is confusing in the space to the left of each number. Also, [bracket] each of the predicates.

- ___1. There will race the marathon runners.
- ___2. If you brake the car too quickly, you will break the law.
- ___3. Lew and Nan would usually in the morning ride her skateboard to school.
- ___4. The meeting ends later at 6:00 p.m. when they have finished.

Revise It!

Directions: Re-write these confusing sentences to make each more clear.

- 1. There will race the marathon runners.

- 2. If you brake the car too quickly, you will break the law.

- 3. Lew and Nan would usually in the morning ride her skateboard to school.

- 4. The meeting ends later at 6:00 p.m. when they have finished.

Create It!

Directions: Write your own predicates (main verbs) to match their subjects, and finish the sentence.

Subject	Predicate: Present Tense Physical Action
Apples	_____

Subject	Predicate: Present Tense Mental Action
Dr. Lisa Knowles	_____

Subject	Predicate: Past Tense Physical Action
The Smiths	_____

Subject	Predicate: Past Tense Mental Action
Mr. Jennings	_____

Subject	Predicate: Future Tense Physical Action
The creeks	_____

Subject	Predicate: Future Tense Mental Action
Parents	_____

Subject	Predicate: Past Tense Physical Action (Base Form Silent <i>e</i>)
An elephant	_____

Subject	Predicate: Past Tense Mental Action (Base Form Silent <i>e</i>)
The girls	_____

Subject	Predicate: Present Tense Physical Action (with two verbs joined by <i>and</i>)
“Junior” Spencer	_____

Subject	Predicate: Present Tense Mental Action (with two verbs joined by <i>or</i>)
The President of the U.S.	_____

Adjectives

Learn It!

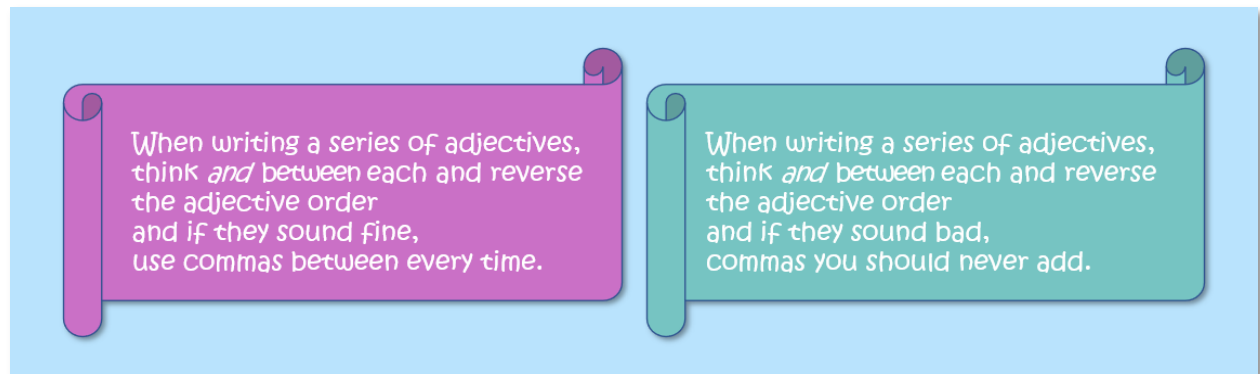
Two kinds of *adjectives* are used to modify nouns. *Modify* means to define, add to, limit, or describe.

1. Adjectives with **equal importance**. These adjectives are separated by commas. Changing their order and placing *and* between each adjective pair makes sense. They can be placed before the nouns they modify or after linking verbs. *Linking verbs* include the “to be” verbs: *is, am, are, was, were, be, being, been*, and others such as *become, seem, look, feel, smell, and appear*.

Example: Sweet, caring, and kind Bo helps with the dishes. He was friendly, sweet, and generous.

2. Adjectives which build on each other with **different levels, degrees, or ranks**. These adjectives are *not* separated by commas. Changing their order and placing *and* between each adjective pair does *not* makes sense. They can be placed before the nouns they modify, but not after linking verbs.

Examples: A thick-crust sausage pizza cooked in the oven. A warm summer breeze blew steadily.



Adjectives modify nouns in three basic ways and usually follow this order:

- **Which One Adjectives:** this, that, these, those (Commas don't follow these adjectives.)
- **How Many Adjectives:** few, some, several, many, most, all, each, every, and numbers
- **What Kind Adjectives:**
 - ✓ Characteristic or Opinion—beautiful, grumpy
 - ✓ Size—tiny, huge
 - ✓ Age—young, senior
 - ✓ Shape—square, thin
 - ✓ Color or Material—blue, dark, wood, metallic

Examples: Those few, grumpy, tiny, young, thin, blue-haired girls work together well.

The adjective-noun combination is known as a *noun phrase*. A *phrase* is a group of related words without a noun and connected verb. The subject of a sentence is often a noun phrase. Long noun phrases often make sentences confusing for the reader.

Example: Several exciting, young musicians performed at the concert.

Identify It!

Directions: Match the two types of adjectives (A or B) to the numbered noun phrases. Insert the commas where they belong.

Noun Phrases

- ___1. That large angry dog
- ___2. Traditional eighth-grade class novels
- ___3. The two best educational experiences
- ___4. Smart funny Suzanne

Types of Adjectives

- A. Adjectives with equal importance.
- B. Adjectives which build on each other with different levels, degrees, or ranks.

Directions: Unscramble these sentences and place commas where they are needed.

1. the strange-looking green tiny two invaders friendly seemed

2. paint yellow old round stains those six horrible looked

Directions: Sort the following adjectives in the three basic ways that they modify nouns: these, many, enormous, that, few, red, first, this, crazy, nine, old, those

Adjective Order	Which One	How Many	What Kind

Explain It!

Adjectives can create confusion for the reader in four ways:

- A. The *this*, *that*, *these*, or *those* adjectives may be used together in the sentence subject, creating confusion about location.

Examples: This apple and those oranges fell off the trees. That huge apple and these oranges look delicious.

- B. Too many adjectives may modify the sentence subjects.

Examples: That huge, shiny metal sheet nearly blinded me.

- C. Adjectives may modify two or more nouns in the sentence subject.

Examples: A salty breeze it was, the ocean brought onshore.

- D. Adjectives followed by a linking verb may be placed before the subject in a sentence.

Examples: An anxious, little puppy and most all cranky, older dogs can become friends.

Directions: Read the following sentences. Write the capital letter which best explains why the sentence is confusing in the space to the left of each number. Also, [bracket] each of the subject noun phrases.

___ 1. A nice, cozy couch it seems, but the happy place Bob sits is so much better.

___ 2. His few new ideas and the raspy, quiet voice of his bored most students.

___ 3. The long, daring, dangerous exploration of the Amazon River was his greatest accomplishment.

___ 4. Those 613 laws are found in these first 5 books of this Bible here.

Explain how the commas give the reader some clues about the meaning of the unknown adjectives in this sentence: Those endless, dreaded, fidgety, insomniac nights haunted Professor Zorba.

Surrounding words also provide clues about the meanings of unknown words. The words, *endless* and *haunted* provide such clues. From the punctuation and word clues, guess the meaning of the following words, and write the dictionary definition of each word. How close were your guesses?

Word	Punctuation and Word Clues Guess	Dictionary Definition
dreaded	_____	_____
fidgety	_____	_____
insomniac	_____	_____

Revise It!

Directions: Re-write these confusing sentences to fix the confusing adjectives.

1. A nice, cozy couch it seems, but the happy place Bob sits is so much better.

2. His few new ideas and the raspy, quiet voice of his bored most students.

3. The long, daring, dangerous exploration of the Amazon River was his greatest accomplishment.

4. Those 613 laws are found in these first 5 books of this Bible here.

Create It!

Directions: Choose from the following adjectives to create subject noun phrases to match their predicates.

Which One Adjectives: a, an, the (also known as articles) this, that, these, those

How Many Adjectives: few, some, several, many, most, all, each, every, and numbers

What Kind Adjectives:

- Characteristic or Opinion—beautiful, grumpy, weird, unusual, strange, interesting, cute
- Size—tiny, huge, little, big, small, tall, short, tall
- Age—young, senior, middle-age, teenage, old
- Shape—square, thin, rough, straight, curved, heart-shaped, round, tight, loose
- Color or Material—blue, dark, light, red, brown, golden, leather, plastic, wood, metallic

This _____ retriever puppy

and the _____ dachshund played together.

That _____ fit perfectly.

Those _____ completed her outfit.

Some _____ borrowed or stole the phone.

Directions: Combine these two sentences into one in the space provided. Place the adjectives in the proper order and punctuate properly. Add, delete, substitute, and rearrange words as needed.

1. We used those old blankets. There were two blankets.

2. Several girls tried out for the basketball team. They were short, but talented. It was a new school team.

3. Mr. Stevens was a kind man. He was thin and old with weird hair. It was straight and pure white.

Create It!

Directions: Create wanted posters for an outlaw from the Wild West. Draw the outlaw on the first poster, and use adjectives in complete sentences to identify the outlaw on the second poster.



ROUGH DRAFT



ROUGH DRAFT

Pronouns

Learn It!

A pronoun is a word that replaces a noun in a sentence. Using pronouns keeps you from repeating the same nouns. Pronouns have three basic jobs in the sentence:

1. A pronoun can serve as the *subject* (do-er) of a sentence. The singular pronouns, *he, she, it, who, this, and that* match verbs with an *s* or *es* ending.

Examples: He saves Ann. Who helped Melinda? She will leave. That seems good.

The singular pronouns, *I* and *you*, and the plural pronouns, *we, you, they, these, and those* match the base forms of verbs without endings in the present tense.

Examples: You walk. They practice. Those look great.

If the subject includes one or more nouns and a pronoun or multiple pronouns, joined by *and* or *or*, match the verb to the last *do-er*. If singular and plural nouns or pronouns form the subject, place the plural *do-er* last. Exception: Always place the *I* pronoun last when used as a subject.

Examples: We or they help. She, two friends, and **I** visit.

2. A singular (*me, you, him, her, it, whom*) or plural (*us, you, them, whom*) pronoun receives the action or is the object of the main verb in a sentence. These pronouns answer Who? or What? of the verb.

Examples: Pierre sees (Who?) her. Angela left (What?) it.

If one or more noun and a pronoun receive the action or is the object of the main verb, join the pronoun with *and* or *or* after the noun or nouns.

Examples: Kyla joined Bob and me. Mel will choose Glenda, Marielle, or them.

If you are unsure about which pronouns to use when one or more nouns or pronouns serve as the subject, drop the connected noun or nouns and say the sentence out loud to hear if it sounds right.

Example: John and me left Sue and he.

Drop the connected nouns and read out loud: Me left he. This sentence does not sound right. Change the pronouns to read: John and **I** left Sue and him.

3. A pronoun can also show ownership before a noun (*my, your, his, her, its, our, your, their*) or without a noun (*mine, yours, his, hers, ours, theirs*)

Examples: My brother took yours. Our school beat theirs.

Identify It!

Directions: Fill in the blanks with the pronouns listed in the Piggy Pronoun Word Bank.

Fred received a text message from _____ sister, Maggie. _____ invited _____ to _____ school. _____ could tell stories about _____ lives as missionary children in Africa.

“_____ and _____ have some interesting stories, and _____ both have a lot of entertaining videos that _____ students would love,” _____ said.

Fred texted _____ back and said, “_____ would love to come share at _____ school. _____ would help _____ if _____ got together to brainstorm _____ presentation. _____ will come over to _____ house to practice, or _____ can come over to _____.”

Piggy Pronoun Word Bank



Identify It!

Directions: Highlight the pronouns that belong in the following sentences.

1. Sergio and (them, they) work at the bank.
2. (He, Him) and (I, me) both like (she, her).
3. Jean or (she, her) helped (him, he).
4. (Them, They) and (we, us) will have dinner.
5. You and (he, him) follow (them, they) to the playground.
6. (My, mine) cookies taste better than (his, theirs).
7. (Ours, Our) team lost to (their, theirs) team.
8. The Johnsons and (you, us) know (we, them).
9. (Her, She) hit (me, I).
10. (They, Them) chose (your, you) and (I, me).

Explain It!

When it is difficult to identify which noun is being replaced by a pronoun, the sentence can be confusing to the reader. Five types of pronoun problems make sentences confusing for the reader

- A. When *this*, *that*, *these*, or *those* pronouns are used on their own, it is unclear which nouns they are meant to replace. Revise by adding nouns following *this*, *that*, *these*, or *those*.
Example: ~~That is beautiful.~~ That painting is beautiful.
- B. When more than one noun comes before a pronoun in a sentence, it is difficult to identify which of the nouns the pronoun replaces. Revise by repeating the noun.
Examples: ~~Dishes were on the tables, but we didn't need them.~~
Dishes were on the tables, but we didn't need the dishes.
- C. The pronoun seems to replace a word or words which is not a noun. Revise by adding a noun and other words if necessary.
Example: ~~Ms. Abreu was extremely rich. She didn't share it.~~
Ms. Abreu had lots of money. She didn't share it.
- D. The pronoun serves as the subject and its predicate is separated by too many words. Revise by keeping the pronoun subject close to its predicate.
Example: ~~He, except when with Brenda and Tilly, works alone.~~
He works alone, except when with Brenda and Tilly.
- E. The pronoun that receives the action or is the object of the main verb is too far away from the noun it replaces. Revise by keeping the pronoun closer to the noun it replaces or repeat the noun.
Example: ~~Those students make us get into trouble with their friends. You should punish them.~~
You should punish those students who make us get into trouble with their friends.

Explain It!

Directions: Read the following confusing sentences. Write the capital letter which best explains why the sentence is confusing in the space to the left of each number. Also, explain how the use of pronouns affects the meaning of each sentence.

___1. I asked to speak to Maria’s father. She would not talk to me.

The pronoun, “She” makes the sentence confusing because

___2. The books sat on the students’ desks. We didn’t need them.

The pronoun, “them” makes the sentence confusing because

___3. I love art, especially paintings. This seems to be Italian.

The pronoun, “This” makes the sentence confusing because

___4. He lifted the rocks and the feather. Those were heavy.

The pronoun, “Those” makes the sentence confusing because

___5. Jacob went to see Martin. He listened to and trusted him.

The pronouns, “He” and “him” make the sentence confusing because

___6. The influencer was already famous, but she didn’t know it.

The pronoun, “it” makes the sentence confusing because

___7. He and his daughter earlier that day didn’t talk with the women and they quit.

The pronoun, “He” makes the sentence confusing because

Revise It!

Directions: Re-write these confusing sentences to fix the pronoun problems.

1. I love art, especially paintings. This seems to be Italian.

2. The books sat on the students' desks. We didn't need them.

3. I asked to speak to Maria's father. She would not talk to me.

4. He lifted the rocks and the feather. Those were heavy.

5. Jacob went to see Martin. He listened to and trusted him.

6. The influencer was already famous, but she didn't know it.

7. He and his daughter earlier that day didn't talk with the women and they quit.

Create It!

Directions: Re-write this story, replacing repetitive nouns with pronouns. Add or delete as you wish.

Martin Van Buren was Andrew Jackson’s vice-president. In 1840, after Jackson had served two terms as president, Jackson’s vice-president decided to run for president. Jackson had a popular nickname, and Martin Van Buren wanted a nickname, too. Since the vice-president was born in Kinderhook, New York, Martin Van Buren asked the vice-president’s supporters to call Martin “Old Kinderhook.”

“Old Kinderhook” was too hard to say, the supporters claimed, so the supporters shortened the nickname to O.K. The nickname became popular among Martin Van Buren’s supporters. O.K. nickname came to mean something *good* or *acceptable*. Eventually, O.K. came to mean *anything* that was good or acceptable as it does today in the United States and throughout the world.

Martin Van Buren may have been O.K., but the vice-president lost the election to a war hero, William Henry Harrison and his running mate, John Tyler. William Henry Harrison had a nickname, too. The nickname was Tippecanoe. William Henry Harrison and John Tyler's supporters developed a campaign slogan about the two candidates, "Tippecanoe and Tyler, too." The campaign slogan became just as popular as O.K.

[illegible]

Adverbs

Learn It!

An *adverb* is a word or phrase used to *modify* (define, add to, limit, or describe) a verb, an adjective, or another adverb. Adverbs may be found before or after the words they modify, so read carefully to determine which word is being modified.

Adverbs most often modify verbs, and many, but not all adverbs end in “_ly.” Adverbs can also modify adjectives or other adverbs.

Examples:

Modifying a Verb—They walked *briskly*. The “briskly” adverb modifies the verb, “walked.”

Modifying an Adjective—The cake looked *so* delicious. The “so” adverb modifies the adjective, “delicious.”

Modifying Another Adverb—Pablo ran *very* fast. The “very” adverb modifies the adverb, “fast.”

Adverbs modify verbs, adjectives, or other adverbs in four basic ways. When more than one adverb appears in a sentence, readers can usually expect the adverbs to follow this order:

- **What Degree Adverbs:** less, more, mostly, mainly, loudly
- **How Adverbs:** carefully, quickly, gently, angrily, well
- **Where Adverbs:** there, here, anywhere, outside, inside
- **When Adverbs:** later, soon, now, early, then

Specific adverbs usually come before general ones.

Example: It should be *exactly where* I described, *next* to the desk, or *somewhere over there*.

Explanation: The more specific adverbs *exactly where* and *next* are properly placed before the more general *somewhere over there*.

Adverbs are usually found at the end of a sentence or phrase. However, when the author wishes to emphasize the adverb, it can appear at the beginning or midpoint of a sentence or phrase.

Examples: *only*

Only Mark saw Thomas in the theater.
Mark saw *only* Thomas in the theater.
Mark saw Thomas *only* in the theater.
Mark *only* saw Thomas in the theater.

Explanation:

No one else saw Thomas.
Mark did not see anyone except Thomas.
Mark never saw Thomas outside the theater.
Mark saw Thomas, but did nothing else.

Identify It!

Directions: Sort these adverbs into the following categories: often, everywhere, slowly, one o'clock, mostly, carefully, nearby, always, nowhere, usually, easily, mainly

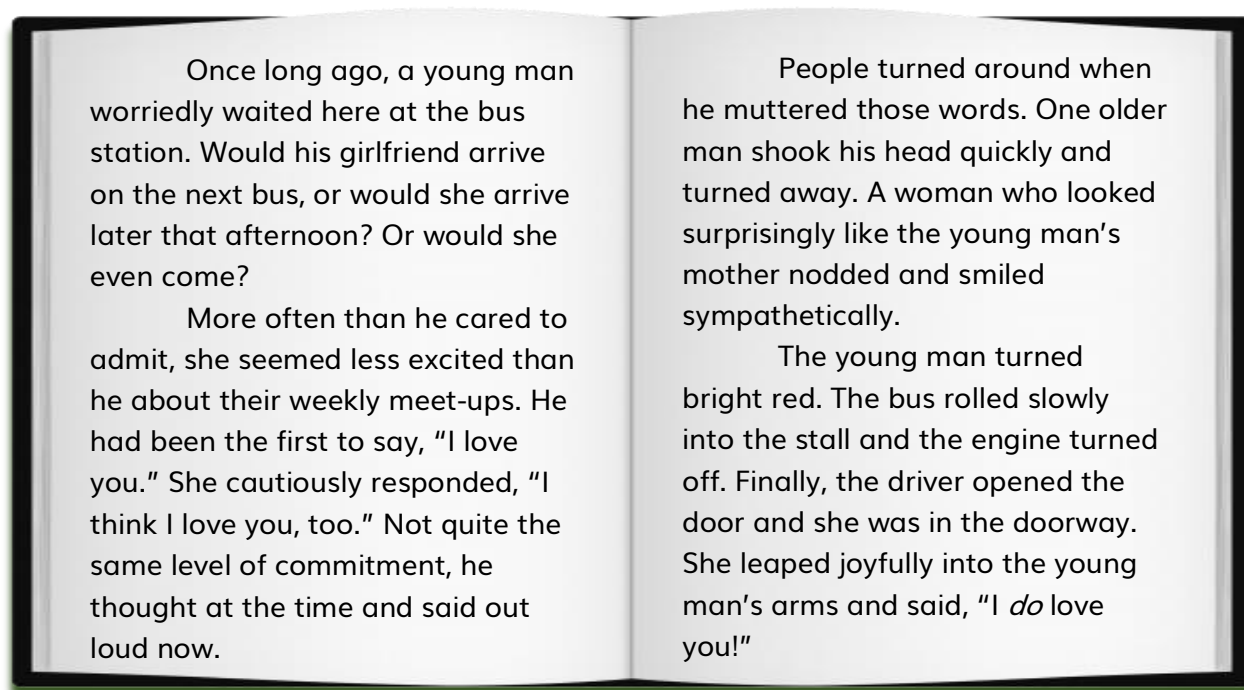
What Degree?

How?

Where?

When?

Directions: Read the short story and list the adverbs in the spaces below.



Explain It!

Many authors avoid using adverbs. They advise using strong, *show me* verbs instead. When a weak verb serves as the predicate of the sentence, good readers look to accompanying adverbs to add to its meaning.

Example: They helped Cathy out very much with her debt.

Explanation: In this sentence, *helped* is a weak verb and needs the out very much adverbs to add meaning.

Revision: Replace the weak verb with a strong, *show me* verb, such as “rescued.” Delete the adverbs.

Example: They rescued Cathy from her debt.

Adverbs can create confusion for the reader in seven ways:

- A. Adverbs are placed between the subject and predicate or at unexpected places.
Example: Her parents always and continually reject Amanda’s suggestions.
- B. Too many adverbs are used in the sentence.
Example: They acted more carefully, sooner than later this time.
- C. If an adverb is a difficult vocabulary word or has multiple meanings, the sentence can be confusing.
Example: Guys rarely like their steaks burned to a crisp.
- D. The adverb does not precisely modify the verb, adjective, or adverb.
Example: Darla pretty much decided against going to the party.
- E. An adverb may signal an opposite meaning, such as *not* or *however*.
Example: The comedian tries, but he really is not that funny.
- F. Adverbs may modify differently in different parts of the sentence.
Example: At first, they walked cautiously, but they carelessly jogged afterwards.
- G. One adverb may comment on another adverb.
Example: We will work quickly, though carefully, to finish ahead of schedule.

Directions: Read the following sentences. Write the capital letter which best explains why the sentence is confusing in the space to the left of each number. Also, [bracket] each of the adverbs.

- ___1. Bert suspiciously walked quickly down the street.
- ___2. Thick hamburgers were slowly fried, and thin pork chops were grilled quickly.
- ___3. In order to catch his bus, Luis drove his car hurriedly to the station.
- ___4. I barely even noticed that she showed up on time.
- ___5. However, don’t not go to the party.
- ___6. You are hardy, but you hardly ever do any of the hard work.
- ___7. She very seldom desperately wanted to buy a new dress.

Revise It!

Directions: Re-write these confusing sentences to fix the confusing adverbs.

1. Bert suspiciously walked quickly down the street.

2. Thick hamburgers were slowly fried, and thin pork chops were grilled quickly.

3. In order to catch his bus, Luis drove his car hurriedly to the station.

4. I barely even noticed that she showed up on time.

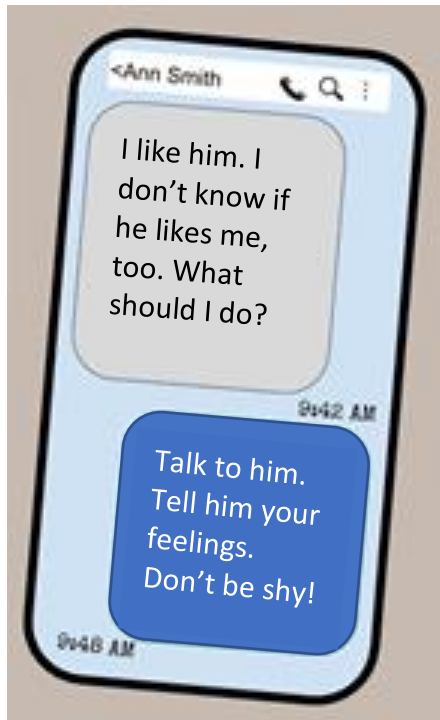
5. However, don't not go to the party.

6. You are hardy, but you hardly ever do any of the hard work.

7. She very seldom desperately wanted to buy a new dress.

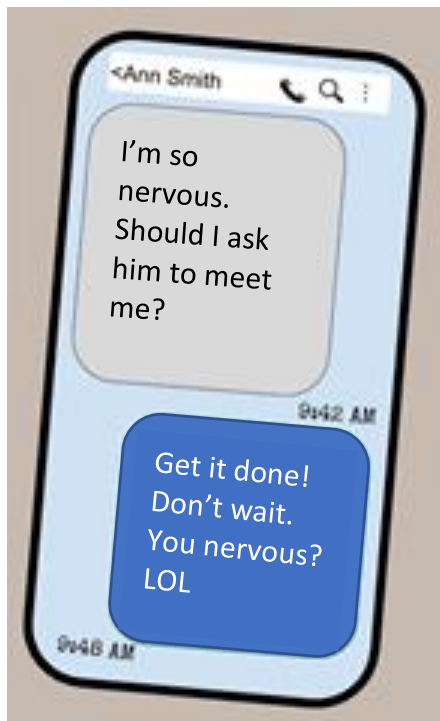
Create It!

Directions: Add adverbs to the following text messages.



Expand this text with a What Degree Adverb.

Expand this text with a How Adverb.



Expand this text with a Where Adverb.

Expand this text with a When Adverb.

Create It!

Directions: Combine these two sentences into one in the space provided. Write the adverb at different places in the sentences. Add, delete, substitute, and rearrange words as needed.

1. Place the adverb at the beginning: Elias turned on the monitor. He turned on the computer first.

2. Place the adverb in the middle: The students wait. Excitedly, they wait for the assembly.

3. Place the adverb at the end: They drained the swimming pool. Finally, they emptied the swimming pool.

Directions: From this list of adverbs, create four sentences. Include two types of adverbs for each sentence. Make sure to use adverbs in their proper order.

- **What Degree Adverbs:** less, more, mostly, mainly, loudly
- **How Adverbs:** carefully, quickly, gently, angrily, well
- **Where Adverbs:** there, here, anywhere, outside, inside
- **When Adverbs:** later, soon, now, early, then

1. _____

2. _____

3. _____

4. _____

Conjunctions

Learn It!

A *conjunction* is a word that joins words, phrases, or independent clauses of equal value. An *independent clause* is another name for a simple sentence, having both a subject and a predicate. *Equal value* means that the ideas have roughly the same level of importance; one idea isn't less important than the other.

The common conjunctions joining words, phrases, or independent clauses with equal value are F.A.N.B.O.Y.S. **F = for; A = and; N = nor; B = but; O = or; Y = yet; S = so**

Examples:

I eat macaroni **and** cheese with a fork **or** a spoon.

(Conjunctions joining **words** with equal value; no comma is used)

The weather was warmer than usual, a bit uncomfortable, **yet** still more pleasant than in June.

(Conjunction joining **phrases** with equal value; commas are used when phrases are joined in a list)

Estelle did not dance at the party, **and** she did not sing.

(Conjunction joining **independent clauses** with equal value; a comma is used after the conjunction and before the last independent clause)

Two or more nouns joined by conjunctions that serve as the *do-ers* of the sentence form a *compound subject*. *Compound* means *two*. Two or more verbs acting upon the subject form a *compound predicate*. Joining two or more independent clauses in one sentence with a common-conjunction or a semicolon (;) forms a *compound sentence*.

Compound Sentence Examples:

Yolanda **or** Steve (compound subject) will join us for lunch, **for** our advice is needed **and** wanted (compound predicate).

The man **and** woman stopped at the bank; they deposited a check; and they drove home.

Some conjunctions work together in parallel pairs to join words, phrases, or independent clauses of equal value. *Parallel* means similar in meaning, grammatical structure, and length.

These common paired conjunctions are parallel: both—and; such—that; whether—or; as—as; not—but; neither—nor; no sooner—than; either—or; as many—as; rather—than

Examples:

Neither chocolate **or** strawberry is fine with me.

(Paired conjunctions joining **words** with equal value; no comma is used except before *but* and *nor*)

I would **rather** stay here on Earth, **than** travel to Mars.

(Conjunction joining **phrases** with equal value; commas are used to separate phrases)

Not only did he show up to school late, **but** he also forgot his lunch.

(Conjunction joining **independent clauses** with equal value; a comma is used before the second of the paired conjunctions.)

Identify It!

Directions: Read the movie poster, advertising “The Machine.” Write the conjunctions which best fit in the spaces provided.

FANBOYS Conjunctions



Anchor Sentence

I watched **and** waited **for** the boas to eat **or** climb the tree, **but** they did neither. They were not hungry, **nor** active, **so** I left. **Yet** I would like to see them sometime.

PAIRED Conjunctions



both and



such that



whether or



as as



not but



neither nor



no sooner than



either or



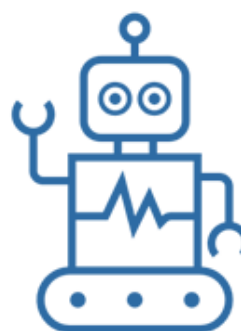
as many as



rather than

THE MACHINE

Reserve your tickets now, _____ be among the first to see this soon-to-be science fiction classic! _____ you believe that AI (artificial intelligence) is a threat to _____ our future _____ you believe it will be the savior of humanity, see this movie to decide for yourself. I had my doubts about AI before I saw this movie, _____ I was wrong. _____ I still think we have time to prevent a coming disaster and save _____ people _____ possible. If you are the type who would _____ believe everything you are told, _____ find out for yourself, don't see this movie. _____ the movie _____ the previews are only one hour, _____ everyone has the time to see it. WARNING: Watch what you say about this movie, _____ a robot may be listening.



Explain It!

Several issues can confuse a reader with the use of conjunctions in compound sentences.

- A. Two independent clauses are joined by a comma without a conjunction.

Example: Marlene was thirsty, she poured a glass of milk.

- B. Two independent clauses are joined without a conjunction or semicolon, creating a run-on sentence.

Example: They rode their bikes to town then they came back finally they had a snack.

- C. A negative word appears in one of the independent clauses.

Example: Don't give up on me, and you can depend on me.

- D. A vague pronoun reference appears in one of the independent clauses.

Example: Sam and Janet left early for their house, so they could get there by noon.

- E. The sentence includes too many grammatical structures.

Example: Bill went by train, but then he had taken the bus from the station to my home.

- F. The two independent clauses are not of equal value—one is of lesser importance.

Example: Marni made a great salad, yet she was still hungry.

- G. The two independent clauses are not parallel, related ideas.

Example: Nancy loves amusement park rides, but gold David found gold in the river.

Directions: Read the following confusing compound sentences. Write the capital letter which best explains why the sentence is confusing in the space to the left of each number. Also, [bracket] the conjunctions.

___1. Mark Twain is my favorite author, and my father is tired today.

___2. The firefighters are confident that the school officials know how to respond, and they are prepared.

___3. The boy ran to the park then he played on the swings.

___4. The President was making a speech, and the people in the crowd were talking.

___5. Judith visited her aunt, and they had tea, but they also might play backgammon.

___6. The earth orbits the sun, it also rotates on its axis.

___7. Micah was not ready to leave, but he had plenty of time.

Revise It!

Directions: Re-write the following compound sentences in the spaces provided to make each less confusing. Add, delete, substitute, and rearrange words or divide into separate sentences as needed.

1. Mark Twain is my favorite author, and my father is tired today.

2. The firefighters are confident that the school officials know how to respond, and they are prepared.

3. The boy ran to the park then he played on the swings.

4. The President was making a speech, and the people in the crowd were talking.

5. Judith visited her aunt, and they had tea, but they also might play backgammon.

6. The earth orbits the sun, it also rotates on its axis.

7. Micah was not ready to leave, but he had plenty of time.

Create It!

Directions: Combine the following simple sentences to form compound sentences. Add, delete, substitute, and rearrange words as needed.

1. The boy was hungry. He ate some peanuts.

2. The book interested me. The movie thrilled me.

3. You can ride this bicycle and get there fast. This skateboard is a slower way to get there.

4. The girls were playing lacrosse. The weather was perfect.

5. Jana didn't pass the test. Charles didn't pass the same test.

6. I dropped my end of the jump rope. Wanda dropped her end of the jump rope. Bonnie kept jumping.

7. Paula picked up the trash. She walked over to the trash can. She lifted the lid. Paula threw it in the can. She walked away.

Prepositions

Learn It!

A preposition shows a relationship, location, time, or position between the preposition and its object. The preposition is always part of a phrase. A *phrase* is a group of related words without a noun and connected verb. Although we often end sentences with prepositions when we talk, when we write we should usually avoid doing so by rearranging the sentence.

It's important to be able to correctly identify and write prepositional phrases. Over 30% of published writing consists of prepositional phrases.

The preposition comes before its object and asks "What?" or "Whom?" to find its object. The object provides the answer. In prepositional phrases, the objects are usually nouns or pronouns, and articles ("a," "an," and "the") often are placed before them. Prepositional phrases can be placed anywhere in the sentence, and more than one preposition can begin a prepositional phrase.

The Preposition Shows a...	Examples	Asks "What?" or "Whom?"	Object
Relationship	<u>with</u> the children	<u>with</u> "What?" or "Whom?"	the children
Time	<u>at</u> noon	<u>at</u> "What?" or "Whom?"	noon
Position or Location	<u>in</u> the mirror	<u>in</u> "What?" or "Whom?"	the mirror
	<u>on</u> the wall	<u>on</u> "What?" or "Whom?"	the wall

Identifying prepositional phrases can also help you identify the subject of the sentence. First, locate the main verb (the simple predicate) and ask "Who?" or "What?" of that verb. Next, eliminate any prepositional phrases from consideration to check your answer, because the subject of a sentence is never part of a prepositional phrase. The answer to the "Who?" or "What?" is the subject. Remember that the predicate usually follows its subject except in questions and commands.

Example: Above the clouds the birds flew in their v-formation past hills and valleys.

Locate the main verb (the simple predicate) "flew"

Ask "Who?" or "What?" of that verb "the birds"

Eliminate any prepositional phrases to check your answer. Above the clouds, in their v-formation, past hills and valleys

Prepositional phrases often serve as other parts of speech.

Example: Since the last game we always cheer during the National Anthem.

Explanation: Since the last game and during the National Anthem are prepositional phrases which show time. Each phrase modifies the main verb, "cheer," and so they also act as "When" adverbs.

Place a comma after introductory prepositional phrases with more than four words when the subject follows. If no subject follows the prepositional phrase, don't use a comma.

Examples: During dinner Tom proposed. Through the deep and dark forest, I followed.
Over the steep and treacherous mountains climbed the bighorn sheep.

Identify It!

Directions: Highlight these prepositions in the following story.

aboard, about, above, according to, across, after, against, along, among, around, as, at, before, behind, below, beneath, beside, between, beyond, by, despite, down, during, except, for, from, in, inside, instead of, into, in place of, in spite of, like, near, next to, of, off, on, onto, outside, out of, over, past, since, than, through, throughout, to, toward, under, underneath, unlike, until, up, upon, with, within, without

Aboard the plane, Carol walked about the cabin to find a spot to stow her laptop and sweater above the seats. According to the flight attendant there probably still was overhead bin space across the aisle, but Carol would have to wait to look after take-off.

When the seatbelt sign went off, Carol got up and opened the overhead bin. She shoved her laptop against someone else's laptop, along the left side, among the other luggage. Around the laptop she draped her sweater as a cushion.

Back at her seat, before long a child sitting behind her accidentally dropped her doll below the seat, and it slid beneath Carol's purse. The aisle passenger, who sat beside Carol, tried to reach between the seats to get the doll, but it was just beyond his reach by the inside seat frame. Despite his efforts, he could not reach the toy down there, and during this time the child began screaming, "I want my baby doll!"

Except the occasional screams for her baby doll, from my experience, the child remained calmer than most children would have in these situations. Inside a closed space, a child's screaming can be very loud. The child's mom cleverly gave the child a toy instead of the doll, reaching into her bag to find something in place of the doll. In spite of her mom's efforts, the child continued to whimper softly. When the plane banked left, things shifted position, and Carol rescued the doll. The child immediately stopped crying and screaming, now that she had her doll.

Soon though, Carol had to be clever like the child's mom. Near the window and next to the wall of the plane, Carol noticed that the sleeping passenger's phone had fallen off his arm rest. Carol picked it up and put it on his lap. The sleeping man stirred and knocked his phone onto the floor, outside of Carol's reach. Carol unbuckled her seatbelt, but the phone was still just out of her reach. Carol leaned over the man, reached past his legs, and grabbed the phone.

Just then, the passenger awoke and said, "What are you doing?"

Startled, Carol responded, "You dropped your phone. Here it is."

"Oh, thank you. I panic when I misplace my phone," he said.

"Since take-off this flight had been a nightmare," Carol thought. "The phone was more irritating than the doll, though." Through her efforts, Carol had rescued both a doll and a phone. However, throughout the flight even more crazy things were to occur.

The plane's flight pattern had produced smooth flying, but then suddenly the plane headed straight toward an unexpected electrical storm. Lightning began flashing under the wings, and the plane rolled and pitched. The pilot had to descend 10,000 feet underneath the clouds. Unlike the silly doll and phone problems, flying this low was a real problem and a dangerous one. Until the very end, some passengers, including Carol, wondered if they would make it.

Finally, the storm stopped, and the pilot ascended up the clouds once again. Upon landing, the relieved passengers praised the pilot with their applause. Within that plane, Carol and each passenger, without a doubt, promised themselves never to allow little problems and irritations, such as dropped dolls and phones, ever bother them again.

Identify It!

Directions: Highlight the prepositions, and [bracket] their objects.

“I pledge allegiance to the flag of the United States of America and to the republic for which it stands: one nation under God, indivisible, with liberty and justice for all.” These words are spoken in schools throughout America each day. The right hand is placed over the heart and eyes are focused on the flag. Children stand to give respect to our country.

Explain It!

Prepositions can create confusion for the reader in four ways:

- A. Too many prepositional phrases (usually more than two) are connected together.
Example: Under the fence, around the bushes, with the hedgehog, the rabbit ran.
- B. Too many words are used between the preposition and its object.
Example: The ancient Polynesians sailed from the far away eastern [hemisphere] to the beautiful and uninhabited [Hawaiian Islands].
- C. The object of a prepositional phrase appears to match the predicate.
Example: Without the teacher taught the students to behave in the cafeteria did the principal each day.
- D. The prepositional phrase may be an unfamiliar idiomatic expression. An *idiomatic expression* is a word or words used by people in their language to mean something different than the word or words themselves.
Examples: They walked through the door. “That prank was beneath you,” his mom said.

Directions: Read the following sentences. Write the capital letter which best explains why the sentence is confusing in the space to the left of each number. Also, underline each of the prepositions and [bracket] their objects.

- ___1. “I’m on board with your proposal, and I’ll join you just around the bend,” he responded.
- ___2. In spite of the all-too-obvious facts, it was beyond my wildest imagination why he voted for her.
- ___3. Despite the weather, during the game, out in the stands she sat and routed for her team.
- ___4. According to the police officers, the arrest after a thorough investigation the teacher completed.

Revise It!

Directions: Re-write these confusing sentences to fix the prepositional phrase problems.

1. "I'm on board with your proposal, and I'll join you just around the bend," he responded.

2. In spite of the all-too-obvious facts, it was beyond my wildest imagination why he voted for her.

3. Despite the weather, during the game, out in the stands she sat and rooted for her team.

4. According to the police officers, the arrest after a thorough investigation the teacher completed.

Create It!

Directions: Combine each of these sentences with prepositional phrases.

1. Bo did not choose him. He chose me. (Add a relationship preposition to the end of the sentence.)

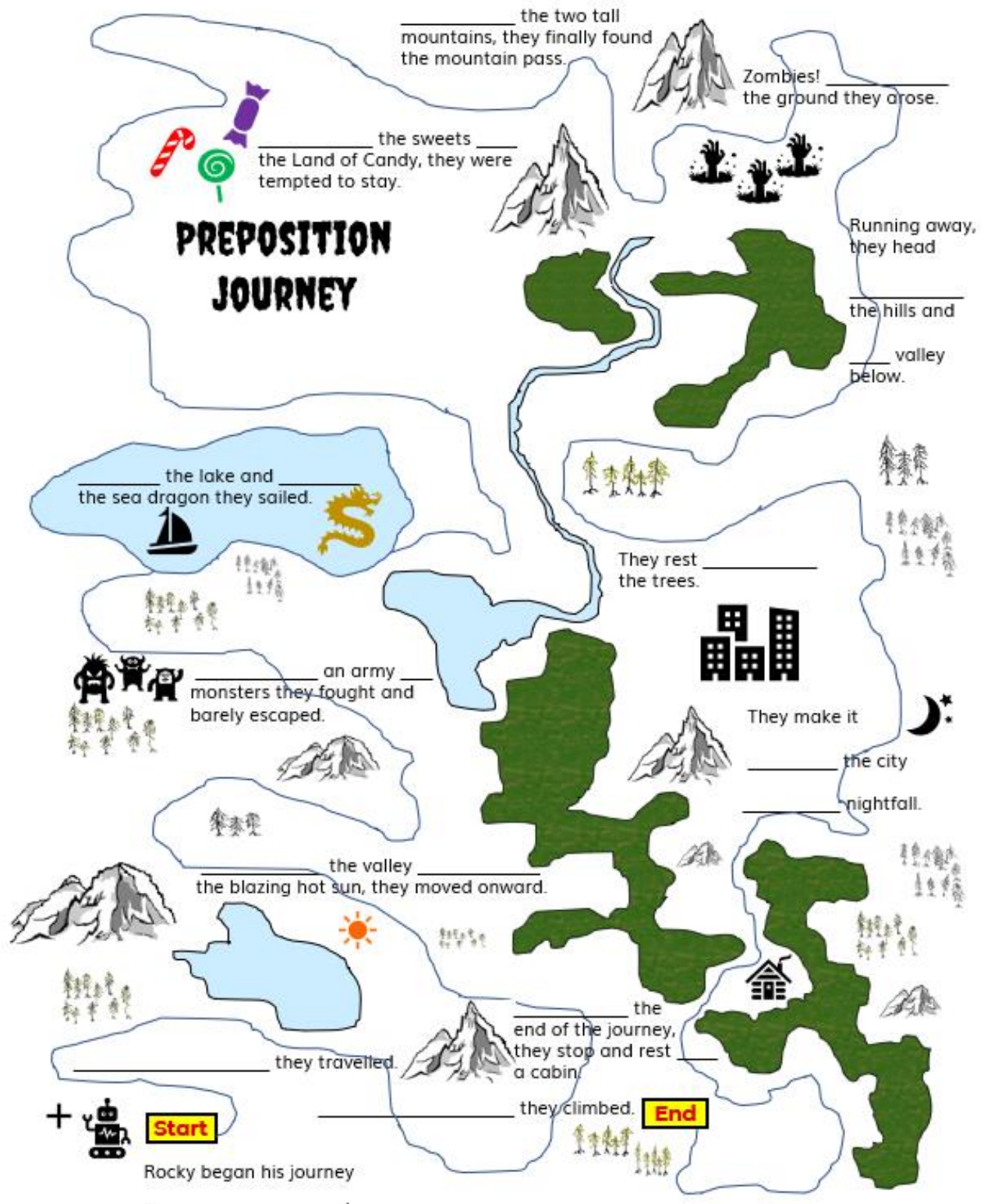
2. I played all day. The park was lovely. (Add a location preposition to the middle of the sentence.)

3. We left. We went home. It was noon. (Add a time preposition to the beginning of the sentence.)

4. Len will drop his sandwich. He won't pick it up. (Add a position preposition where you choose.)

Create It!

Directions: Follow the path and add prepositional phrases in the spaces provided to respond to the clues along the way.



Proper and Common Noun Subject Answers

Proper Noun Subject	Action
John Francis Jr.	leaves
Jane	picks
Hollywood	is
Fort Ord	becomes
G.I. Bill	pays

Proper Noun Subject	Action
The Southwestern Chief	takes
Lansings	hire
World War II	begins
Sgt. James	trains
Walter Reed Hospital	offers

Common Noun Subject Article	Action
man a	walks
kindness 	motivates
glass a	appears
man the	orders
man the	shouts
head 	remains
head the	slurps
customer the	tells

Common Noun Subject Article	Action
counter the	is
man the	says
legs 	disappear
arms 	disappear
body the	disappears
head the	demands
nothing 	is
guy 	should have quit

Note that some students will answer by rows and some by columns.

Discuss the fact that two of the storyboard cards have pronoun subjects, “He” and “she,” and that not every subject appears at the beginning of the sentence. Also, teach students that the italicized name of the train, *The Southwestern Chief*, is underlined in writing, as is the case with titles of *whole things*, such as books. Remind students that *parts of whole things*, such as book chapters are enclosed within quotation marks.

Discuss the fact that one subject in the joke is a pronoun, “He,” and not every modifier is an article, such as the adjectives, “old,” “new,” and “That,” as well as the possessive pronoun, “His.” Also, ask the students what is different about the action, “should have quit.” Inform students that some actions, like subjects, are phrases.

A 1. The fruit flies like a banana.

B 2. The teacher the student has studies.

D 3. Robin, the man claims in all his long reports, had a cold.

C 4. Roses are planted in rows by Rose.

Remind students that both common and proper noun subjects may have more than one word, such as “fruit flies. Also, tell students that words, such as “rows” and “Rose” are called *homophones*, meaning “same sounds.” You may ask for other examples and teach that *homographs*, meaning “same writings” are words with the same spellings, yet with different meanings, as in “I read yesterday that you like to read.” You may choose to brainstorm examples. Note that the collective term for homophones and homographs is *homonyms*, meaning “same names.”

Predicate Answers

- M 1. Know M 2. Advise M 3. Notice M 4. Prefer
P 5. Drive P 6. Stop M 7. Hope M 8. Imagine
P 9. Play P 10. Sing M 11. Remember P 12. Taste

Present Tense	Past Tense	Future Tense
learn	sounded	will spend
drive	looked	will occur
forgets	entertained	will find
sleep	watched	will agree
seems	estimated	will anger
occupies	captured	will lose

- B 1. There will race the marathon runners.
A 2. If you brake the car too quickly, you will break the law.
D 3. Lew and Nan would usually in the morning ride her skateboard to school.
C 4. The meeting ends later at 6:00 p.m. when they have finished.

Adjective Answers

A 1. That large angry dog

B 2. Traditional eighth-grade class novels

B 3. The two best educational experiences

A 4. Smart funny Suzanne

1. the strange-looking green tiny two invaders friendly seemed
The two strange-looking, tiny, green invaders seemed friendly.

2. paint yellow old round stains those six horrible looked
Those six old, round, yellow paint stains looked horrible

Reference the adjective order. Also, change the order and place *and* between each adjective pair to check whether commas are needed.

Adjective Order	Which One	How Many	What Kind
	these	many	enormous
	that	few	red
	this	first	crazy
	those	nine	old

___ 1. A nice, cozy couch it seems, but the happy place Bob sits is so much better.

___ 2. His few new ideas and the raspy, quiet voice of his bored most students.

___ 3. The long, daring, dangerous exploration of the Amazon River was his greatest accomplishment.

___ 4. Those 613 laws are found in these first 5 books of this Bible here.

Explain how the commas give the reader some clues about the meaning of the unknown adjectives in this sentence: Those endless, dreaded, fidgety, insomniac nights haunted Professor Zorba.

The commas between each adjective indicate that the modifiers are of equal importance.

Pronoun Answers

Fred received a text message from his sister, Maggie. She invited him to her school. They could tell stories about their lives as missionary children in Africa.

“You and I have some interesting stories, and we both have a lot of entertaining videos that my students would love,” she said.

Fred texted her back and said, “I would love to come share at your school. It would help us if we got together to brainstorm our presentation. I will come over to your house to practice, or you can come over to mine.”

1. Sergio and (them, **they**) work at the bank.
2. (**He**, Him) and (**I**, me) both like (she, her).
3. Jean or (**she**, her) helped (**him**, he).
4. (Them, **They**) and (**we**, us) will have dinner.
5. You and (**he**, him) follow (**them**, they) to the playground.
6. (**My**, mine) cookies taste better than (his, **theirs**).
7. (Ours, **Our**) team lost to (**their**, theirs) team.
8. The Johnsons and (**you**, us) know (we, **them**).
9. (Her, **She**) hit (**me**, I).
10. (**They**, Them) chose (your, **you**) and (I, **me**).

C 1. I asked to speak to Maria’s father. She would not talk to me.

B 2. The books sat on the students’ desks. We didn’t need them.

A 3. I love art, especially paintings. This seems to be Italian.

A 4. He lifted the rocks and the feather. Those were heavy.

B 5. Jacob went to see Martin. He listened to and trusted him.

E 6. The influencer was already famous, but she didn’t know it.

D 7. He and his daughter earlier that day didn’t talk with the women and they quit.

Adverb Answers

What Degree?	How?	Where?	When?
_____ mostly	slowly	everywhere	often
_____ carefully	usually	nearby	one o'clock
_____ mainly	easily	nowhere	always
Once	long ago	worriedly	here
afternoon	even	More	often
first	cautiously	time	out
around	when	quickly	away
bright	red	slowly	off
		Finally	joyfully

A 1. Bert suspiciously walked quickly down the street.

F 2. Thick hamburgers were slowly fried, and thin pork chops were grilled quickly.

G 3. In order to catch his bus, Luis drove his car hurriedly to the station.

D 4. I barely even noticed that she showed up on time.

E 5. However, don't not go to the party.

C 6. You are hardy, but you hardly ever do any of the hard work.

B 7. She very seldom desperately wanted to buy a new dress.

1. Place the adverb at the beginning: Elias turned on the monitor. He turned on the computer first. First, Elias turned on the computer and afterwards (or then or following that or later or after)

2. Place the adverb in the middle: The students wait. Excitedly, they wait for the assembly. The students wait excitedly for the assembly. or The students excitedly wait for the assembly.

3. Place the adverb at the end: They drained the swimming pool. At last, they emptied the swimming pool. They drained and emptied the swimming pool at last.

Conjunction Answers

Re: the Identify It! THE MACHINE activity, more than one answer choice may fit. Brainstorm possible answers for each blank. Emphasize comma placement.

- G 1. Mark Twain is my favorite author, and my father is tired today.
- D 2. The firefighters are confident that the school officials know how to respond, and they are prepared.
- B 3. The boy ran to the park then he played on the swings.
- F 4. The President was making a speech, and the people in the crowd were talking.
- E 5. Judith visited her aunt, and they had tea, but they also might play backgammon.
- A 6. The earth orbits the sun, it also rotates on its axis.
- C 7. Micah was not ready to leave, but he had plenty of time.

Preposition Answers

Aboard the plane, Carol walked about the cabin to find a spot to stow her laptop and sweater above the seats. According to the flight attendant there probably still was overhead bin space across the aisle, but Carol would have to wait to look after take-off.

When the seatbelt sign went off, Carol got up and opened the overhead bin. She shoved her laptop against someone else's laptop, along the left side, among the other luggage. Around the laptop she draped her sweater as a cushion.

Back at her seat, before long a child sitting behind her accidentally dropped her doll below the seat, and it slid beneath Carol's purse. The aisle passenger, who sat beside Carol, tried to reach between the seats to get the doll, but it was just beyond his reach by the inside seat frame. Despite his efforts, he could not reach the toy down there, and during this time the child began screaming, "I want my baby doll!"

Except the occasional screams for her baby doll, from my experience, the child remained calmer than most children would have in these situations. Inside a closed space, a child's screaming can be very loud. The child's mom cleverly gave the child a toy instead of the doll, reaching into her bag to find something in place of the doll. In spite of her mom's efforts, the child continued to whimper softly. When the plane banked left, things shifted position, and Carol rescued the doll. The child immediately stopped crying and screaming, now that she had her doll.

Soon though, Carol had to be clever like the child's mom. Near the window and next to the wall of the plane, Carol noticed that the sleeping passenger's phone had fallen off his arm rest. Carol picked it up and put it on his lap. The sleeping man stirred and knocked his phone onto the floor, outside of Carol's reach. Carol unbuckled her seatbelt, but the phone was still just out of her reach. Carol leaned over the man, reached past his legs, and grabbed the phone.

Just then, the passenger awoke and said, "What are you doing?"

Startled, Carol responded, "You dropped your phone. Here it is."

"Oh, thank you. I panic when I misplace my phone," he said.

"Since take-off this flight had been a nightmare," Carol thought. "The phone was more irritating than the doll, though." Through her efforts, Carol had rescued both a doll and a phone. However, throughout the flight even more crazy things were to occur.

The plane's flight pattern had produced smooth flying, but then suddenly the plane headed straight toward an unexpected electrical storm. Lightning began flashing under the wings, and the plane rolled and pitched. The pilot had to descend 10,000 feet underneath the clouds. Unlike the silly doll and phone problems, flying this low was a real problem and a dangerous one. Until the very end, some passengers, including Carol, wondered if they would make it.

Finally, the storm stopped, and the pilot ascended up the clouds once again. Upon landing, the relieved passengers praised the pilot with their applause. Within that plane, Carol and each passenger, without a doubt, promised themselves never to allow little problems and irritations, such as dropped dolls and phones, ever bother them again.

Directions: Highlight the prepositions, and [bracket] their objects.

“I pledge allegiance **to** the flag **of** the United States **of** America and **to** the republic **for** which it stands: one nation **under** God, indivisible, **with** liberty and justice **for** all.” These words are spoken **in** schools **throughout** America each day. The right hand is placed **over** the heart and eyes are focused **on** the flag. Children stand to give respect **to** our country.

- D 1. “I’m on board with your proposal, and I’ll join you just around the bend,” he responded.
- B 2. In spite of the all-too-obvious facts, it was beyond my wildest imagination why he voted for her.
- A 3. Despite the weather, during the game, out in the stands she sat and rooted for her team.
- C 4. According to the police officers, the arrest after a thorough investigation the teacher completed.