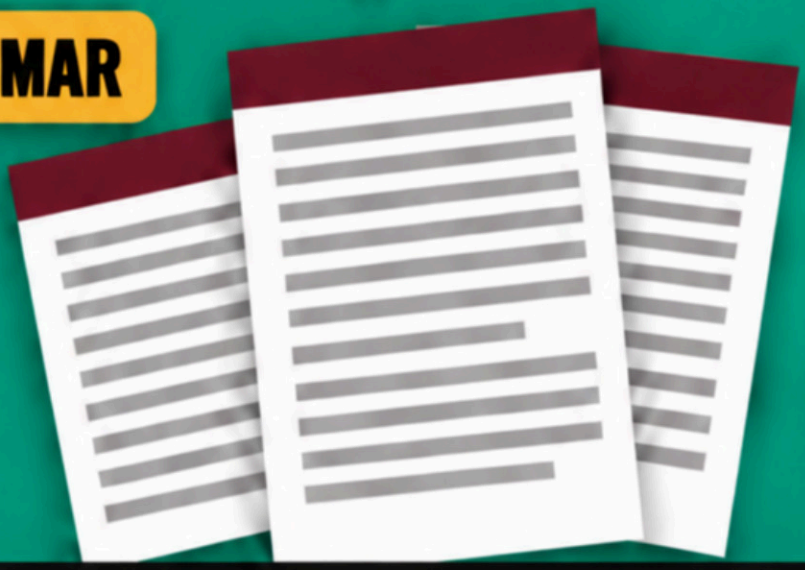
ML/EL READING & WRITING

ELD SYNTAX in Reading and Writing

Levels 2–3 Levels 3–4 Levels 4–5

- FUNCTION-FOCUSED GRAMMAR
- SENTENCE FRAMES
- SENTENCE EXPANSION
- SENTENCE REVISION



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Syntax in Reading and Writing

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Mark Pennington

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El Dorado Hills, CA

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ELD Syntax in Reading and Writing

"Students' progress will be accelerated when all teachers systematically and explicitly draw students' attention to language, including grammar, vocabulary, discourse structures"

Cummins, 2025

"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

"Comprehension processes are more difficult since they rely on more advanced levels of language knowledge and language processing, particularly with respect to vocabulary, syntax, and text structures."

Goldenberg, 2010

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 advanced constructions can be confusing, especially in expository texts. ML/EL students often struggle to understand sentences with more advanced syntactical constructions. However, students can learn to identify and explain how these constructions affect meaning. Moreover, students can learn to apply these sophisticated constructions in their writing. But how best to teach ELD Syntax in 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.

The ELD Syntax in Reading and Writing lessons provide a middle ground between the explicit and implicit camps, akin to William Van Cleave's third camp approach (2018). Each lesson enhances both reading and writing skills. Key program features include:

- A common language of grammatical instruction and discussion that focuses on function, not rote memorization, and a language which clearly and repeatedly defines key terms
- An explicit sequence of instruction with clear definitions, examples, and explanations of how the syntactical features function within the sentence
- Practice in identifying and understanding complex syntactical sentence constructions
- Practice in sentence revision (kernels, combining, and expansion)
- Sentence creation—helping students apply what they have learned

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ELD Syntax in Reading and Writing Directions

The ELD Syntax in Reading and Writing lessons apply the gradual release model of "I do it; we do it; you do it" to help students learn the key syntactic *language tools* that affect reading comprehension. The 18 parts of speech, phrases, and clauses lessons are each leveled from basic (ELP Levels 2-3) to proficient (ELP Levels 3-4) to advanced (ELP Levels 4-5) and the teacher selects the components to teach and practice.

ELP	Levels 2–3	Levels 3–4	Levels 4–5
	● Basic	■ Proficient	◆ Advanced

Each weekly lesson consists of 6 activities:

Learn It! **Objective:** Learn the focus syntactic 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 selected content. The teacher asks, "What do you notice?" about the example sentences, and "What is the same or different?" to compare and contrast with other example sentences. Students highlight key points as modeled by the teacher and make marginal annotations on their lesson page.

Identify It! **Objective:** Identify the focus syntactic language tool in practice sentences. **Identify It!** is a "We do it" and "You do it" activity. The teacher identifies a few examples and releases responsibility to individual students or pairs to complete the rest on their own. The teacher provides the answers and students self-correct.

Explain It! **Objective:** Explain how the focus syntactic language tool affects the meaning of confusing sentences. **Explain It!** is a "We do it" and "You do it" activity, in which the teacher and students read the reasons why the focus syntactic tool may confuse readers when it is used in unusual ways or unexpected places in a sentence. The teacher and students analyze examples for each reason. Next, students match additional sentence examples with the reasons why each is syntactically challenging. The teacher provides the answers and students self-correct.

Revise It! **Objective:** Revise syntactically challenging sentences. **Revise It!** is a "You do it" activity. Students revise the sentence into its kernel (subject-verb-complement) and then expand it into a more comprehensible sentence.

Create It! **Objective:** Apply the focus syntactic language tool in the writing context to expand the sentence, combine grammatical elements, and manipulate the syntax. **Create It!** is a "You do it" activity. Students create their own short writing application in a variety of genre.

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ELD Syntax in Reading and Writing Instructional Sequence

Please note that the grammatical terminology listed in this instructional sequence has been simplified throughout the ELD Syntax in Reading and Writing activities. Necessary instructional language is always clearly defined in context. The program focuses on function, not terminology.

Parts of Speech and Subject-Verb-Complement Sentence Structure

1. Nouns and Subjects — Pages 7–11
    a. Proper Nouns
        i. Capitalization
        ii. Singular and Plural Forms
        iii. Titles
    b. Common Nouns
        i. Capitalization
        ii. Singular and Plural Forms
        iii. Collectives
        iv. Articles
    c. Sentence Subjects
        i. Singular Verb Agreement
        ii. Compound Verb Agreement
2. Verbs and Predicates — Pages 12–15
    a. Physical Actions
    b. Mental Actions
    c. Tense
        i. Present
            1. Singular Verb Agreement
            2. Plural Verb Agreement
        ii. Past
            1. Singular Verb Agreement
            2. Plural Verb Agreement
        iii. Future
            1. Singular Verb Agreement
            2. Plural Verb Agreement
        iv. Predicates
            1. Simple
            2. Compound
            3. Identifying the Subject and Predicate
        v. Helping Verbs as Verb Phrases
3. Adjectives — Pages 16–21
    a. Coordinate with Comma Placement
    b. Predicate Adjectives Following Linking Verbs
    c. Hierarchical (Cumulative)
    d. Adjectival Types and Order
    e. Noun Phrases as Sentence Subjects

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4. Pronouns Pages 22–27
    a. Singular Subject Case
    b. Plural and Compound Subject Case
        i. First Person Placement
    c. Indefinite Singular and Plural Subject Case
    d. Singular Object Case
    e. Plural and Compound Object Case
        i. First Person Placement
    f. Singular Possessive Case
    g. Plural Possessive Case
5. Adverbs Pages 28–34
    a. Modifying a Verb
    b. Modifying an Adjective
    c. Modifying an Adverb
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    e. Conjunctive Adverbs
6. Conjunctions Pages 35–40
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        i. Joining Words
        ii. Joining Phrases
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        iv. Compound Predicates
        v. Joining Independent Clauses in Compound Sentences
    b. Correlative Conjunctions
        i. Joining Words
        ii. Joining Phrases
        iii. Joining Independent Clauses
7. Prepositions Pages 41–46
    a. Objects
    b. Identifying the Preposition
    c. Types of Prepositions
    d. Identifying Subject and Predicates by Eliminating Prepositional Phrases
    e. Comma Placement with Introductory Prepositional Phrases
8. Complements Pages 47–54
    a. Direct Objects
        i. Reciprocal Pronouns
    b. Predicate Nominatives
        i. Reflexive Pronouns
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9. Types of Sentences and Moods Pages 55–62
    a. Declarative
    b. Interrogative (Direct, Indirect, Rhetorical, and Tag Questions)
    c. Imperative
    d. Exclamatory
    e. Passive Voice
    f. Conditional

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Phrases

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    b. Objects
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        ii. Indirect
    c. Identifiers (Predicate Nominatives)
    d. Appositives
    e. Gerunds
        i. Subjects
        ii. Objects
11. Adjective Phrases — Pages 72–82
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    b. Present Participles
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13. Verb Phrases: Helping, Linking, and the Progressive Tense — Pages 91–101
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17. Adjective (Relative) Clauses — Pages 129–135
    a. Restrictive
    b. Non-Restrictive
18. Adverb Clauses — Pages 136–1146
    a. Most-Frequently Used Subordinate Conjunctions
    b. Most Common Subordinate Conjunctions

Answers — Pages 147–173

Using Answers in the Gradual Release Model: Self-Correction, Class Discussion, and Assessment

Answers are provided for each **Identify It!** and **Explain It!** activity. These are "We do it" and "You do it" activities. In other words, the students complete the short **Identify It!** activity and the teacher helps students self-correct their answers.

For the **Explain It!** activity, the teacher and students read, analyze, and explain the syntactically challenging sentences. Next, students complete the matching section, and the teacher helps students self-correct their answers. When multiple answers are acceptable, the answer instructions so note.

Answers are not included for the **Revise It!** and **Create It!** activities. After completing the **Revise It!** activity alone or in pairs, students share their revised sentences and compare to the original ones in class discussion. If using AI chatbots for syntactic revision, students compare design and build prompts, and discuss how they analyzed and chose among the responses. The **Create It!** activity serves as a formative assessment.

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Nouns and Subjects

Learn It!

The words we hear, say, read, and write can be categorized by their functions—in other words, by 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 include 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). Some common nouns, such as *class* or *herd* seem to be plural, but act as a singular group. Don't capitalize a common noun 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)

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 run**s**. John or Pablo win**s**.

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: Girls wait. Babies and parents play.

The little words *a, an,* and *the* are often used before common nouns to identify the noun. The *a* is used before singular common nouns which are general or unknown and begin with a consonant. The *an* is used before singular common nouns which are general or unknown and begin with a vowel. Singular or plural common nouns which are specific begin with *the*.

Examples: a child **an** isthmus, **the** pen, **the** desks

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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



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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 *a, an,* or *the* in the slanted lines below the common nouns. Words 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.

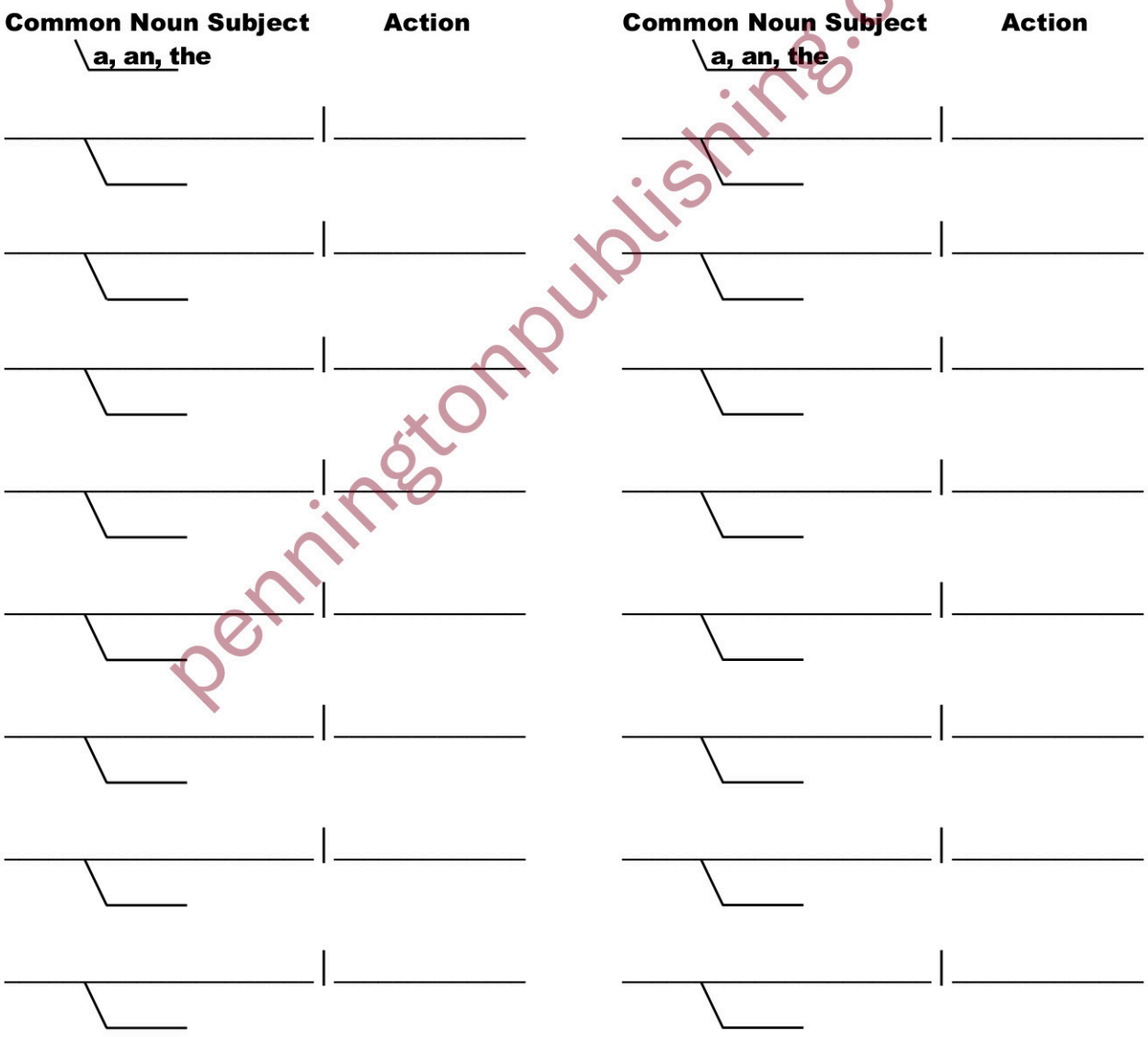
The old man says to the waiter, "More!" A new glass appears. He drinks the soda in one gulp. His legs immediately disappear.

"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."



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Explain It!

Proper noun and common noun subjects can confuse the reader.

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: Old, the man walks 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 story, Alexander and the Terrible, Horrible, No Good, Very Bad Day, 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 clearer.

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.

_____

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Create It! ♥♥♥

Directions: Write your own subjects (do-ers) to match these actions. Include *a, an,* and *the* when needed.

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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Verbs and Simple 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 or over and over again. In the present tense, 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 eat**s**. Deb **or** Bob eat**s**. Rat**s** 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 and more than one noun joined by *and* or *or*.

Examples: Base form of the verb = listen—Pat listen**ed**. Children listen**ed**. Raul **and** Jo stopp**ed.** Base form of the verb = lov**e** (silent final *e*)—Sue lov**ed**. Men lov**ed**. Paul **or** Mike lov**ed**.

The **future tense** shows an action that will happen at one time in the future. The future tense verb adds *will* before the base form of the verb to match singular or plural nouns and 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 is a language tool known as the *simple predicate.* Identifying the simple 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.

The "to be" verb (*is, am, are, was, were, be, been*), the "to have" verb (*has, have, had*), or the "to do" verb (*do, does, did*) can be placed before a main verb as a *helping verb* to show verb tense. Some helping verbs (*could, should, would, can, shall, will, may, might, must*) show a possibility or condition. Together the helping verb and the main verb form a *verb phrase*.

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

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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

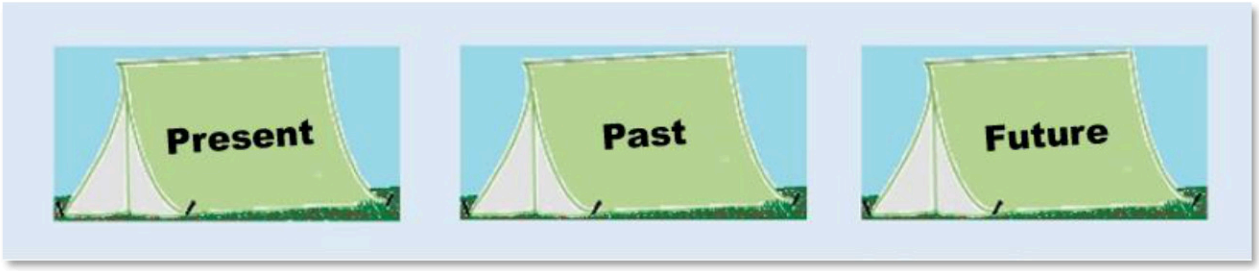
Directions: Sort the following verbs by verb tense in the spaces provided.

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

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Verb Tents (Tense)



Explain It!

Simple predicates (main verbs) can confuse the reader.

A. The simple predicate verb may have multiple meanings.
   Example: The car engine ran smoothly.
B. The simple predicate may appear before its subject.
   Example: There will race the marathon runners.
C. The simple predicate may include two or more verbs with different verb tenses, making it confusing to understand the time and order of actions.
   Example: Jim said (says or will say) and Erin wants (wanted or will want) more sugar.
D. The simple 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.

___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 clearer.

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.

_____

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Create It! ♥♥♥

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

Subject	**Simple Predicate: Present Tense Physical Action**
Apples	| _____
Subject	**Simple Predicate: Present Tense Mental Action**
Dr. Lisa Knowles	| _____
Subject	**Simple Predicate: Past Tense Physical Action**
The Smiths	| _____
Subject	**Simple Predicate: Past Tense Mental Action**
Mr. Jennings	| _____
Subject	**Simple Predicate: Future Tense Physical Action**
The creeks	| _____
Subject	**Simple Predicate: Future Tense Mental Action**
Parents	| _____
Subject	**Simple Predicate: Present Tense Physical Action (with two verbs joined by *and*)**
"Junior" Spencer	| _____
Subject	**Simple Predicate: Present Tense Mental Action (with two verbs joined by *or*)**
The President of the U.S.	| _____

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Adjectives

Learn It!

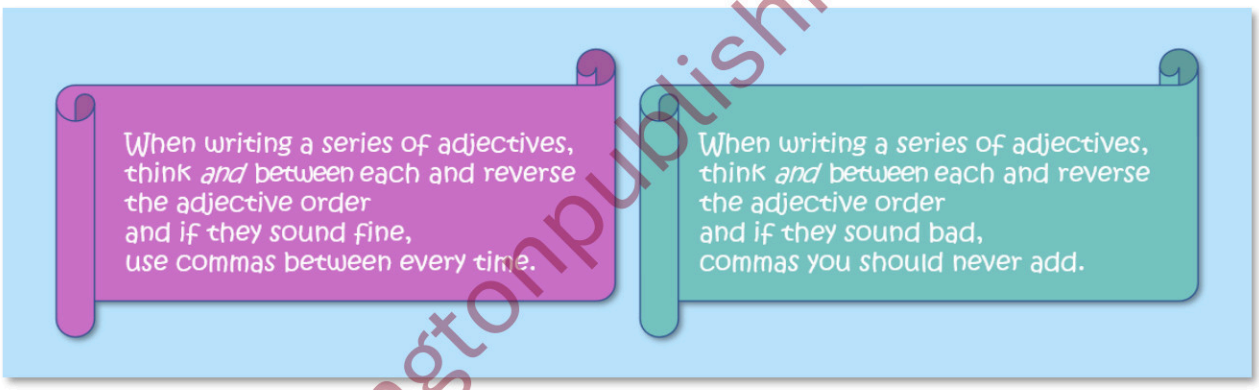
Two kinds of *adjective*s modify nouns. *Modify* means to (identify, define, add to, limit, or describe).

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

Example: 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 its 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.

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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

_____

3. The party interesting and third strange grade hosted class exciting

_____

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

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Explain It!

Adjectives can confuse the reader.

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.
   Example: That huge, shiny metal sheet nearly blinded me.
C. Adjectives may modify two or more nouns in the sentence subject.
   Example: 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.
   Example: 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.

___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 detailed 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, insomnious 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	_____	_____
insomnious	_____	_____

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

_____

_____

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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.

_____

_____

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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

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Pronouns

Learn It!

A pronoun is a word that replaces a noun in a sentence. A pronoun must clearly refer to a noun (called its *antecedent*), even if the noun does not appear in the same sentence. Using pronouns avoids repetition of the same nouns. Pronouns have three basic functions in the sentence:

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

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

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

Examples: You walk. They practice. Those look great. Both taste great. Several win awards.

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. 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.
Explanation: 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.

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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



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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).
11. (Anyone, Few) walk home alone.
12. (Many, Everybody) dance to that music.
13. (Both, Everyone) plays basketball.

Explain It!

When it is difficult to identify which noun is being replaced by a pronoun, the sentence can be confusing to 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.
Example: ~~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 are 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 simple predicate is separated by too many words. Revise by keeping the pronoun subject close to its simple 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.

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

The pronoun, "He" 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. The influencer was already famous, but she didn't know it.

The pronoun, "it" 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

_____

_____

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Revise It!

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

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

_____

_____

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

_____

_____

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

_____

_____

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

_____

_____

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

_____

_____

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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.

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Adverbs

Learn It!

An *adverb* modifies (identify, 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.

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*	**Explanation:**
Only Joe saw Sue in the theater.	No one else saw Sue.
Joe saw *only* Sue in the theater.	Joe did not see anyone except Sue.
Joe saw Sue *only* in the theater.	Joe never saw Sue outside the theater.
Joe *only* saw Sue in the theater.	Joe saw Sue, but did nothing else.

Adverbs serve as transition words at the beginning of sentences. These six are often misunderstood:

thus— signals an explanation of a result
instead— signals an alternative or substitute
moreover— signals an addition
consequently— signals what happened as a result
that is— signals a clearer explanation
similarly— signals that which is the same or alike

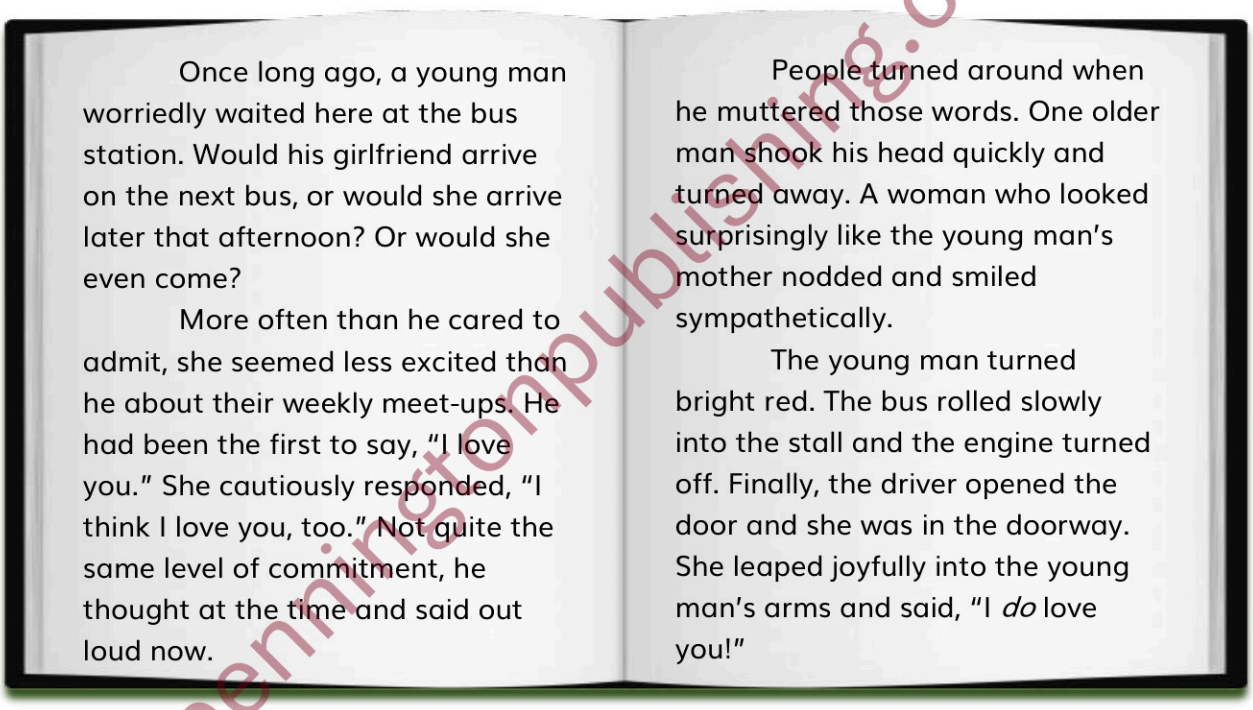
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Identify It!

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.



Once long ago, a young man worriedly waited here at the bus station. Would his girlfriend arrive on the next bus, or would she arrive later that afternoon? Or would she even come?

More often than he cared to admit, she seemed less excited than he about their weekly meet-ups. He had been the first to say, "I love you." She cautiously responded, "I think I love you, too." Not quite the same level of commitment, he thought at the time and said out loud now.

People turned around when he muttered those words. One older man shook his head quickly and turned away. A woman who looked surprisingly like the young man's mother nodded and smiled sympathetically.

The young man turned bright red. The bus rolled slowly into the stall and the engine turned off. Finally, the driver opened the door and she was in the doorway. She leaped joyfully into the young man's arms and said, "I *do* love you!"

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Explain It!

Adverbs can confuse the reader.

A. More than one adverb is placed between the subject and simple predicate.
   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. An adverb may be a difficult vocabulary word or have multiple meanings.
   Example: Guys rarely like their steaks burned to a crisp.
D. An adverb may signal an opposite meaning, such as *not* or *however.*
   Example: The comedian tries, but he really is not that funny.

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.

___1. Amanda walked slowly, carefully, and hesitatingly down the street.

___2. You are hardy, but you hardly ever do any of the hard work.

___3. However, don't not go to the party.

___4. I barely ever even noticed her hair.

Revise It!

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

1. Amanda walked slowly, carefully, and hesitatingly down the street.

_____

_____

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

_____

_____

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

_____

4. I barely ever even noticed her hair.

_____

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Learn It!

When a weak verb serves as the simple 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; The out very much adverbs add meaning.
Revision: Replace "helped" with a strong, *show me* verb, such as "rescued" and delete the adverbs.
Example: They rescued Cathy from her debt.

Identify It!

Directions: In the following sentences, highlight the adverbs used to add meaning to the weak verbs. Next, re-write the sentence with a strong, *show me* verb without the adverbs.

1. Run very fast to first base.

_____

_____

2. My older brother eats really hurriedly his food.

_____

_____

3. The kitchen faucet flowed slowly, and the sound was becoming extremely annoying.

_____

_____

4. Across the table in the lunch room, the boy looked at me continually without looking away.

_____

_____

5. My teacher smiled pleasantly and then started laughing non-stop with no self-control.

_____

_____

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Explain It!

Adverbs can confuse the reader.

A. The adverb does not precisely (exactly) modify the verb, adjective, or adverb.
   Example: Darla pretty much decided against going to the party.
B. Adverbs may modify differently in different parts of the sentence.
   Example: At first, they walked cautiously, but they carelessly jogged afterwards.
C. One adverb may comment on another adverb.
   Example: We will work quickly, though carefully, to finish ahead of schedule.
D. The adverb appears at an unexpected place in the sentence.
   Example: Bert suspiciously walked quickly down the street.

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.

___1. Thick hamburgers were slowly fried, and thin pork chops were grilled quickly.

___2. She very seldom desperately wanted to buy a new dress.

___3. The skydiver threw open unexpectedly the door of the plane.

___4. The police promised a quick, yet complete and public, review of the controversial case.

Revise It!

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

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

_____

_____

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

_____

3. The skydiver threw open unexpectedly the door of the plane.

_____

4. The police promised a quick, yet complete and public, review of the controversial case.

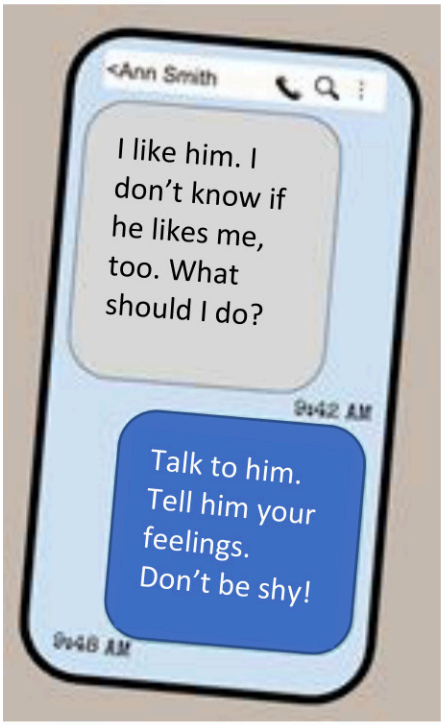
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Create It! ♥♥♥

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.

_____

_____

_____

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Create It! ♥♥♥

Directions: Combine these two sentences into one in the space provided. Place 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. _____

_____

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Conjunctions

Learn It!

A *conjunction* joins words, phrases, or independent clauses of equal value. A *phrase* is a group of related words without a subject and its connected verb. An *independent clause* is another name for a simple sentence, having both a subject and a simple predicate. *Equal value* means that the ideas have about the same level of importance; one idea isn't more important than the other.

The common conjunctions joining words, phrases, or independent clauses with equal value are known as the **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 *more than one.* 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:

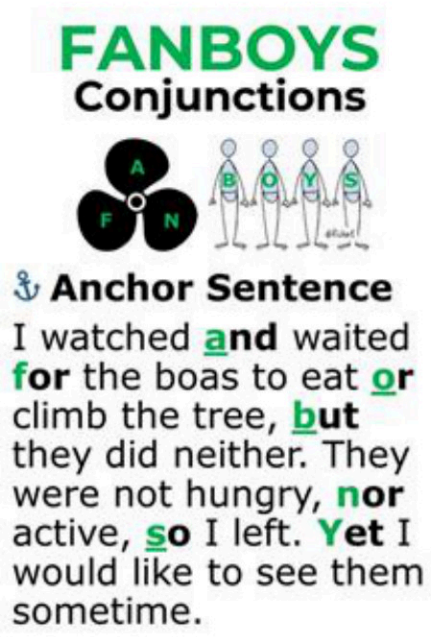
Yolanda **or** Steve (compound subject) will join us for lunch, **for** our advice is needed **and** wanted (compound predicate).

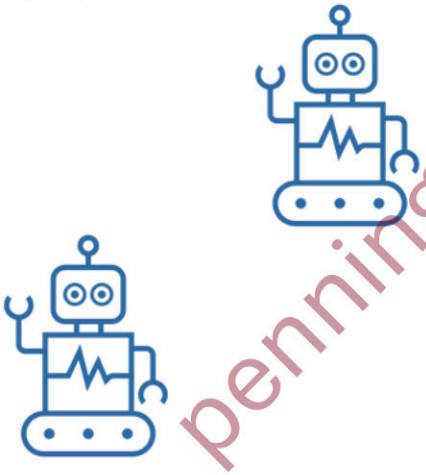
The man **and** woman (compound subject) stopped at the bank**;** they deposited a check**;** and they drove home (compound predicate).

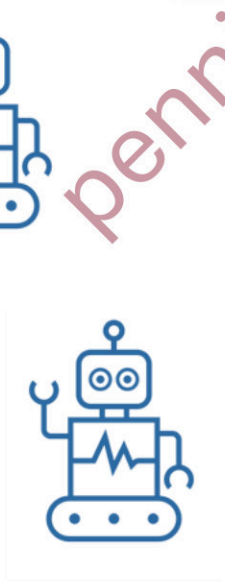
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Identify It!

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







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.

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Learn It!

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 **nor** 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: Highlight the paired conjunctions in the following sentences.

1. Either you are for me or you are against me.

2. Bring as many friends as you can to the party.

3. No sooner did she arrive than she had to leave.

4. Both chocolate and strawberry pies are good.

5. Not only was she cruel, but she was also mean.

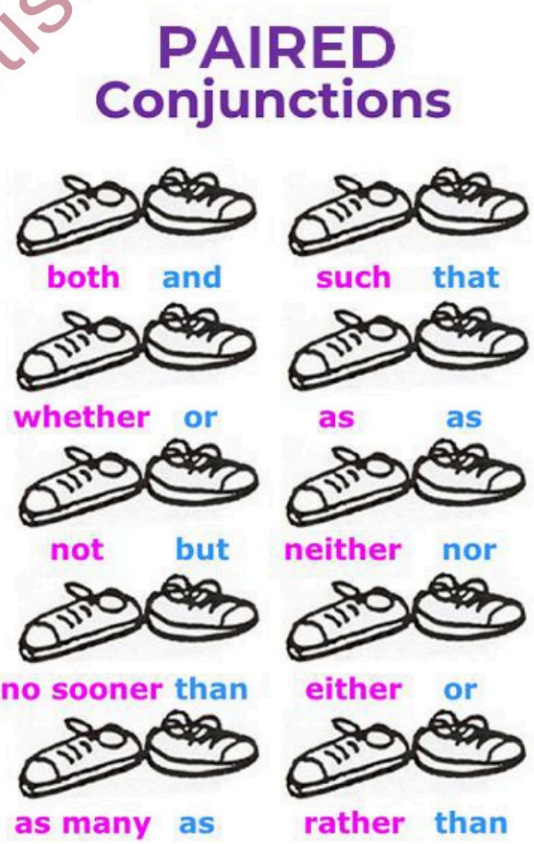
6. Whether or not Sam is right, doesn't matter.

7. Neither you nor your sister is right about this.

8. As quickly as they finished, they began again.

9. Their play was such a success that the audience gave them a standing ovation.

10. I would rather be right than wrong.



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Explain It!

Seven 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: Not only does the donut shop open at 6:00 a.m., it also stays open until noon.
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.

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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.

_____

_____

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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.

_____

_____

_____

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Prepositions

Learn It!

A preposition shows a relationship, time, position, or location 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 its 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. Prepositional phrases often serve as other parts of speech, and 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 are often preceded by *a, an,* and *the* to identify 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	with the children	with "what?" or "whom?"	the children
Time	at noon	at "what?" or "whom?"	noon
Position or Location	in the mirror	in "what?" or "whom?"	the mirror
	on the wall	on "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. Why? The subject of a sentence is never part of a prepositional phrase. Remember that the simple predicate (main verb) 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

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.

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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 into 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.

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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 confuse the reader.

A. Too many prepositional phrases (usually more than two) are connected.
   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.

___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.

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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 routed for her team.

_____

_____

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

_____

_____

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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.)

_____

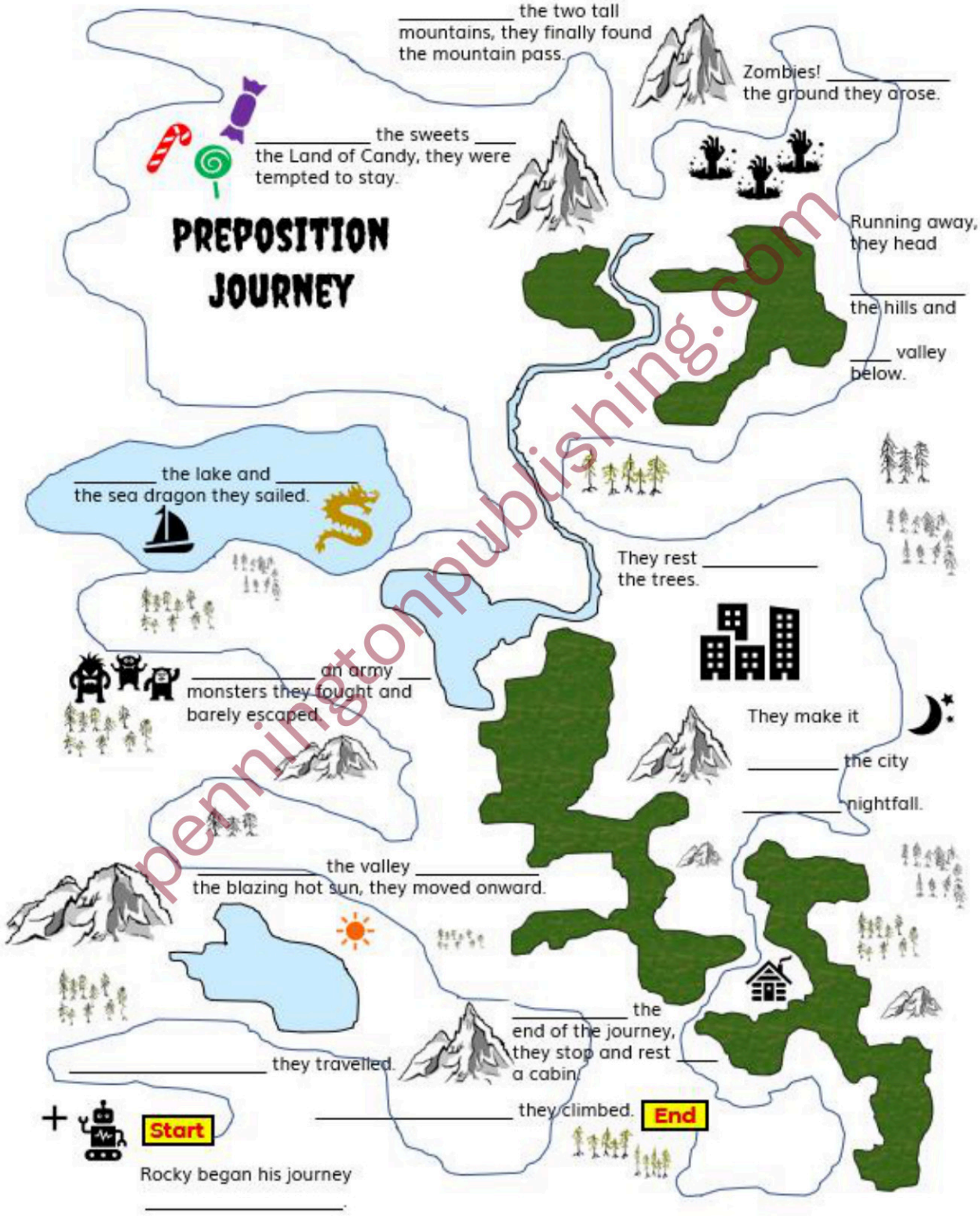
4. Len will drop his sandwich. He won't pick it up. (Add a position preposition where you choose.)

_____

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Create It! ♥♥♥

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



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Complements

Learn It!

A sentence includes a subject (noun or pronoun), a verb which acts upon the subject, and (usually) a *complement*. A complement includes objects which interact with the main verb and nouns or pronouns which rename or describe the subject.

Sentences may have two types of object complements. A *direct object* answers *what?* or *whom?* of an action verb. The direct object may be a noun, noun phrase, noun clause, singular object pronoun (*me, you, him, her, it, whom*) or plural object pronoun (*us, you, them, whom*).

Examples: I studied (what?) history. I will visit (whom?) her.
Jenna, Rosie, and Tanya love (whom?) one another. Leo and Viktor irritate (whom?) each other.

An *indirect object* answers *to* or *for what?* or *to or for whom?* of the verb. The indirect object may be a noun, noun phrase, or an object pronoun (*me, you, him, her, it, whom*) or plural (*us, you, them, whom*).

Examples: I gave (to or for what?) Kate and her mom a home. I lent (to or for whom?) him a box.

A sentence with an indirect object must also have a direct object. Usually, the indirect object is found between the verb and direct object, but the "to" + indirect object form may also be placed at the end of a sentence.

Ursula mailed the package to (to or for whom?) Nancy.

Some nouns or subject pronouns (*I, we, you, he, she, it, they*) follow linking verbs to rename the subject. *Linking verbs* include the "to be" verbs: *is*, *am*, *are*, *was*, *were*, *be*, *being*, *been*, and others such as *become*, *seem*, *look*, *feel*, *smell*, *turn, remain,* and *appear*.

Examples: The painting is *Wildflowers*. No, I am she. Casper became a ghost.

Adjectives may follow linking verbs to describe the subject.

Examples: Pablo was courteous. Joni and Raul look fabulous and stylish.

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Like popcorn kernels pop into bigger popcorn, *sentence kernels* (the shortest possible subject-verb-complement sentences) can pop into bigger sentences.



SENTENCE KERNELS

Joan | eats
(subject and verb)
Joan | eats | corn
(direct object complement)
I | tell | them | stories
(direct and indirect object complement)
She | is | Marla.
(identifier complement)
Rob and Kayla |look | tired.
(description complement)

Identify It!

Directions: Write the subject-verb-complement for each of these sentences.

1. After dinner, we played cards.

Kernel It! _____ | _____ | _____

2. She played me beautiful songs.

Kernel It! _____ | _____ | me | _____

3. They were Tom and Ryn.

Kernel It! _____ | _____ | _____

4. Louisa and Rowan seem kind.

Kernel It! _____ | _____ | _____

5. To them Asher blew kisses.

Kernel It! _____ | _____ | _____ | to them.

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Explain It!

Complements can confuse the reader.

A. Sometimes, complements needlessly re-state the subject and confuse the reader.
   Example: The girl in the corner, the one with the red hair, was talking loudly.
B. Long complements often make readers lose the connection to subjects.
   Example: She seems prepared more than most would generally be in this situation.
C. Words placed in between the verb and its direct object can sidetrack the reader. Keep the verb and its direct object together, and don't put any words in between if possible.
   Example: Please finish, or at least try your best to do so, the application by tomorrow.
D. The direct object form is confusing for the reader when it does not end a simple sentence.
   Example: The package I returned to the address provided by the company.
E. The indirect object form is confusing for the reader when it is not placed between the verb and direct object.
   Example: The rescue puppy I gave a comfortable home.

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.

___1. Tim stopped falsely accusing what turned out to be an innocent man of a serious crime.

___2. In bed, reading that book, all day long he stayed.

___3. His sister started before I did her math homework.

___4. The birthday party was a true celebration of the day he was born.

___5. Mark and Louise they showed their completed sculptures.

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Revise It!

Directions: Fill in the sentence kernels. Next, expand them to clarify each confusing sentence.

1. Tim stopped falsely accusing what turned out to be an innocent man of a serious crime.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

2. In bed, reading that book, all day long he stayed.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

3. His sister started before I did her math homework.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

4. The birthday party was a true celebration of the day he was born.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

5. Mark and Louise they showed their completed sculptures.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

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Learn It!

Complements may be placed at the beginning of sentences to emphasize their importance.

Examples: The first pilot to fly nonstop across the Atlantic Ocean was Charles Lindberg.
Well-prepared and practiced sound the bands in the parade.

Sometimes additional nouns and adjectives follow direct objects with added information.

Examples: She named the puppy Bowser. Mom painted her ceiling blue.

The main verb may act upon two or more direct objects or two or more indirect objects. These compound objects are joined by the *and* or *or* conjunctions.

Examples: Pete left William and his cousin at the playground. The teachers presented an award to Myra, Leslie, and Erin.

Pronouns which end in "self" or "selves" (*myself*, o*urselves*, *yourself*, *yourselves*, *himself*, *herself*, *itself*, and *themselves*) follow verbs to identify the subject.

Example: Pete gave himself a break and grabbed a cookie for himself (never *hisself*).

Sometimes the "self" or "selves" pronouns immediately follow identifiers to provide special emphasis. These pronouns could be removed without changing the meaning of the sentence.

Example: You yourself did the dishes.

Identify It!

Directions: Unscramble each sentence.

6. himself ready is he _____

7. elected we treasurer her _____

8. by did they all themselves it _____

9. cranky boys found the I _____

10. we party for starved the ourselves _____

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Explain It!

Complements can confuse the reader.

A. Complements including multiple parts of speech often make readers lose the connection to subjects.
   Example: As a fisherman, he is absolutely fine with getting up before dawn for the best fishing.
B. Complements placed at the beginning of sentences are often mistaken for sentence subjects.
   Example: The fresh-baked brownies we hid in the cupboard.
C. Sentences with more than one "self" or "selves" (*myself*, o*urselves*, *yourself*, *yourselves*, *himself*, *herself*, *itself*, and *themselves*) pronoun can be confusing.
   Example: You yourself can entertain yourself, but she herself cannot.
D. Compound complements often make readers lose the connection to subjects.
   Example: Maria was the aunt of Margie, her first cousin, and her greatest supporter.
E. Sentences with compound direct or indirect objects frequently drop part of the object phrases or use pronouns to refer to the first of the stated objects. Readers often struggle reading these sentences.
   Examples: The parents wrote the principal a letter and delivered it themselves. The principal texted back her reply.

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.

___1. I defended the old man from the cruel robbers that morning by the docks.

___2. A perfect picnic site my parents found for Labor Day.

___3. Their grandparents bought him a skateboard and her a bike for Christmas.

___4. I myself saw him give himself that cookie I had saved for myself.

___5. Fred knew the reasons why his parents borrowed the car and when they planned to return it.

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Revise It!

Directions: Fill in the sentence kernels. Next, expand them to clarify each confusing sentence.

1. I defended the old man from the cruel robbers that morning by the docks.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

2. A perfect picnic site my parents found for Labor Day.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

3. Their grandparents bought him a skateboard and her a bike for Christmas.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

4. I myself saw him give himself that cookie I had saved for myself.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

5. Fred knew the reasons why his parents borrowed the car and when they planned to return it.

Kernel It! _____ | _____ _____ | _____

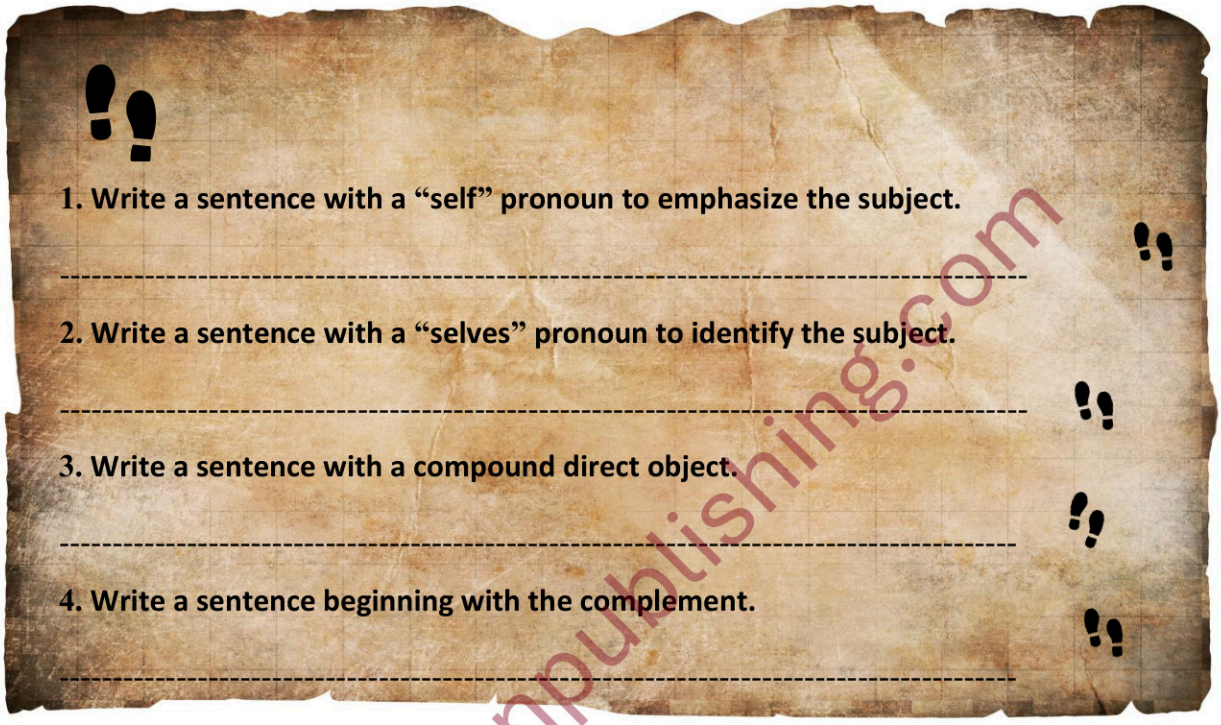
Expand It! _____

_____

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Create It! ♥♥♥

Write the directions on these two maps to find the buried treasure, using the different types of sentence complements. Draw key landmarks, such as lakes, rivers, mountains, swamps, animals, buildings, next to the eight stops along the way and include these in your direction sentences.



1. Write a sentence with a "self" pronoun to emphasize the subject.

---

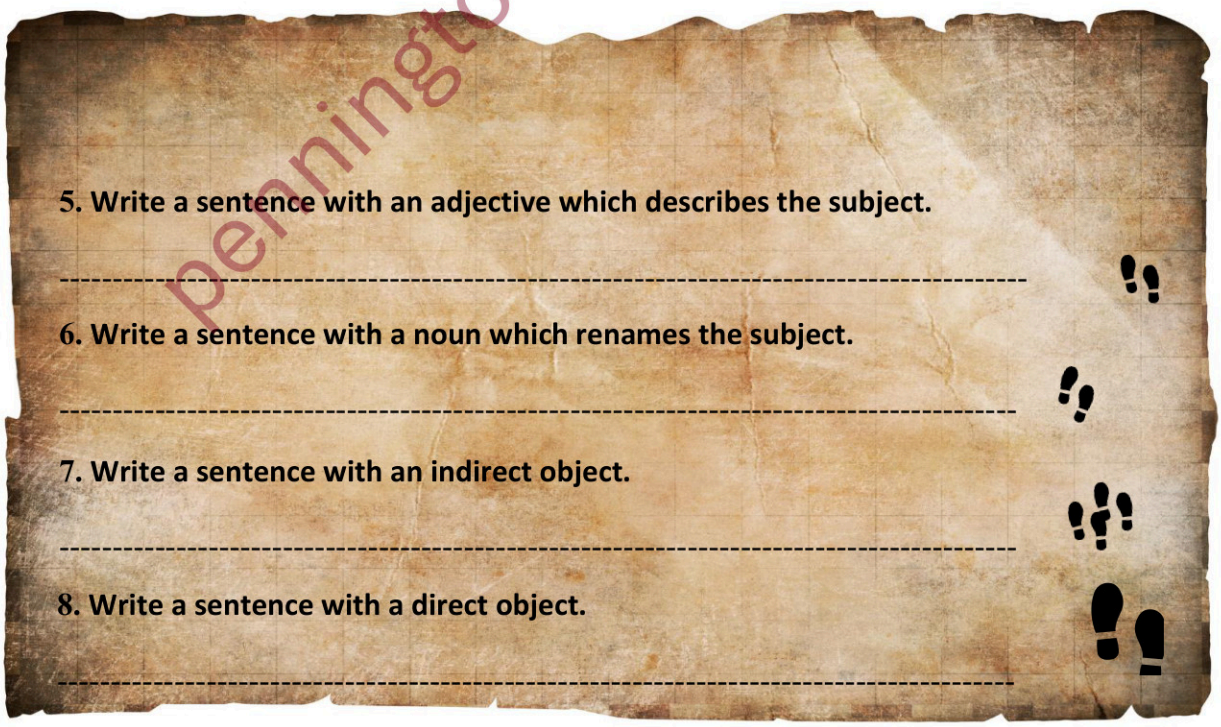
2. Write a sentence with a "selves" pronoun to identify the subject.

---

3. Write a sentence with a compound direct object.

---

4. Write a sentence beginning with the complement.



5. Write a sentence with an adjective which describes the subject.

---

6. Write a sentence with a noun which renames the subject.

---

7. Write a sentence with an indirect object.

---

8. Write a sentence with a direct object.

---

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Types of Sentences and Moods

Learn It!

Writers create sentences for different purposes and moods which influence how the reader feels.

1. A *statement* shares facts, evidence, or opinions and ends in a period. A fact is something said or done. Evidence includes numerical data and proofs. An opinion is an informed judgment.

Example: Two eye-witnesses testified that the defendant entered the restaurant at noon.

2. A *question* may ask for or state information and usually ends in a question mark. In most cases the verb is placed before the subject or between the linking or helping verb and its connected verb.

Examples: Is it hot outside? Did you wash the car?

Many times, questions begin with the "wh" and "how" pronouns: *who, whom*, *whose*, *what*, *where*, *which*, and *how.* Use *what* to refer to a general thing and *which* to refer to a specific thing.

Examples: *What* kinds of things do you like to do? *Which* bread do you prefer?

Sometimes a question asks for permission to ask a question. A verb which states a condition or possibility is used in these questions (*could, should, would, can, shall, will, may, might, must*).

Examples: Would you mind letting me go first? Could you tell them where to go?

Some statements appear to ask questions, but they still make statements and require no answers.

Examples: I wonder if she will go to the party. The question to ask is how, not why.

Some statements conclude with a comma and a short question.

Example: That's really not the point of this discussion, is it?

3. A *command* gives an order, request, invitation, or restriction and ends in a period. Often, the subject is implied (suggested, but not stated).

Examples: Don't (you) ever do that again. I wish you would listen more to my advice.

4. An *exclamation* expresses surprise or strong emotion and ends in an exclamation point.

Example: I am shocked!

5. A *conditional* sentence suggests that something can only take place if certain conditions are met. Conditional sentences use *could, would, may,* and *might* to signal this mood.

Example: I might help you vacuum the apartment later.

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Identify It!

Directions: In the spaces provided, label the following types of sentences and moods as a *statement, question, command, exclamation,* or *conditional.* Next, re-write the sentence as a different sentence type and mood.

1. What should you do if you get lost on a hike?

Identify the type of sentence: _____

_____

_____

2. I'm amazed that she doesn't remember!

Identify the type of sentence: _____

_____

_____

3. Please give me more time to complete the project.

Identify the type of sentence: _____

_____

_____

4. The jury convicted the defendant based upon the testimony of the two eye-witnesses.

Identify the type of sentence: _____

_____

_____

5. He might be willing to consider your ideas.

Identify the type of sentence: _____

_____

_____

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Explain It!

Different types of sentences and sentence moods can confuse the reader.

A. Some imperatives are difficult to understand because they use words inconsistent with the imperative mood.
   Example: It would be great if you could just wait a minute until I finish.
B. Some interrogatives are difficult to understand because they don't directly state a question and don't end in a question mark.
   Example: A question that needs to be asked is why you would think that you deserve a share of the prize money.
C. The *could, would, may,* and *might* helping verbs may not express the conditional mood.
   Examples: You may not attend. Should the date change, I'll let you know. It couldn't have come at a better time. Might we finish this project tomorrow?
D. Declaratives which include unnecessary phrases can confuse the reader.
   Examples: Regarding the situation, we will have to see.
   The fact of the matter is she doesn't want to come to your party.
E. Some interrogatives may be misunderstood as declaratives when a short question follows a comma at the end of a sentence.
   Example: The facts of the case support the conclusion, don't they?

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.

___1. Isn't she lovely.

___2. You might as well finish the dip because you've dipped the same chip five times.

___3. Despite the weather, during the game, out in the stands she sat and routed for her team.

___4. Depending upon the situation, it may be this or it may be that, but it all depends.

___5. Over 70% favor stricter laws about drunk driving, correct?

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Revise It!

Directions: Fill in the sentence kernels. Next, expand them to clarify each confusing sentence.

1. Isn't she lovely.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

2. You might as well finish the dip because you've dipped the same chip five times.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

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

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

4. Depending upon the situation, it may be this or it may be that, but it all depends.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

5. Over 70% favor stricter laws about drunk driving, correct?

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

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Learn It!

Sometimes, a writer wishes to focus the reader's attention *more* on the direct object or action of a verb and *less* on the subject. For example, scientists focus their laboratory reports on the object of their experiment, the actions taken, and the observations made, rather than on themselves as the subject *do-ers* of the experimental process to demonstrate *objectivity.*

Instead of using the *active voice,* which focuses on the subject in the usual subject-verb-complement sentence kernel, writers may choose to change the focus of their sentences. In the *passive voice,* the subject is acted upon by the verb, so the subject receives the action.

Example:

The ball was kicked by the girl.

The passive voice sentence pattern follows this order:

➢ direct object	**The ball**
➢ linking verb (*is*, *am*, *are*, *was*, *were*, *be*, *being*, *been*, *become*, *seem*, *look*, *feel*, *smell*, and *appear*)	**was**
➢ base form of a verb + an "__ed," "__d," "__t," or "__en" ending	**kicked**
➢ *by* or *for*	**by**
➢ subject	**the girl.**

Explanation: In the passive voice sentence above, "the girl" (subject) receives the action of the verb phrase, "was kicked." In usual subject-verb-complement *active voice* patterns, the sentence would read: **The girl kicked the ball. The girl** (subject)-**kicked** (verb)-**the ball** (complement).

Sometimes, passive voice sentences imply (suggest) the *by* or *for* and the subject.

Examples: The bill was paid. The first responders will be honored.

Identify It!

Directions: Change these active voice sentences to passive voice sentences.

1. Mai used these lecture notes.

_____

2. She bought the gift for her mother.

_____

3. Dad cooked hot dogs and hamburgers.

_____

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Explain It!

Passive voice sentences can confuse the reader.

A. When additional nouns or pronouns follow the main verb, determining which nouns or pronouns are the subject and which are the objects can be confusing.
Example: The students were given a prize and additional recess time by the teacher for their hard work.
B. When the ending *by* or *for* and the subject are implied (suggested), it may be difficult to determine the subject. Frequently, the reader will need to determine the subject by re-reading the preceding sentence.
Example: The cookies were eaten.
C. In compound sentences, the reader may not make the connection between a stated action of the first clause and an implied (suggested) action of the second clause.
Example: The broken pipe was fixed by the plumber, but the light switch by the electrician.
D. Passive sentences, in which the direct object and subject are switched can confuse readers if the common understanding of the direct object-subject relationship is different than expected.
Example: The dog was chased by the cat all around the house.

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.

___1. Her clothes appeared freshly laundered and folded.

___2. The diners in the restaurant were applauded by the award-winning chef.

___3. A message was sent by the judges and creators of the contest to both winners and losers.

___4. The couch was thoroughly searched for lost coins, and the back of the drawer, too.

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Revise It!

Directions: Fill in the sentence kernels. Next, expand them to clarify each confusing sentence.

1. Her clothes appeared freshly laundered and folded.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

2. The diners in the restaurant were applauded by the award-winning chef.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

3. A message was sent by the judges and creators of the contest to both winners and losers.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

4. The couch was thoroughly searched for lost coins, and the back of the drawer, too.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

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Create It! ♥♥♥

Directions: Write an epitaph, using each type of sentence and mood. An *epitaph* is a written memory of someone who has died. Often, this memory in carved on a tombstone.



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Noun Phrases

Learn It!

Remember that a *phrase* is a group of related words without a noun and its connected verb. The job of a phrase is to serve as a single focused part of speech even though the phrase includes additional parts of speech.

The subject of a sentence is often a noun phrase. A **subject noun phrase** includes nouns or pronouns as the subjects with articles, adjectives, and/or prepositional phrases. Usually, the subject noun phrase comes before the main verb and/or complement except in interrogatives (questions), imperatives (commands, requests, invitations, or restrictions), and passive voice sentences.

Examples:
He and my aunt buy gel (subject noun phrase with pronouns).
The pretty, little village welcomed tourists (subject noun phrase with article and adjectives).
Independence Hall in Philadelphia was interesting (subject noun phrase with prepositional phrase).

An **object noun phrase** also includes nouns or pronouns with articles, adjectives, and/or prepositional phrases, but the object noun phrase *receives* the action of the verb. As a *direct* object, the phrase answers *what?* or *whom?* of the verb. As an *indirect object*, the phrase answers *to* or *for what?* or *to or for whom?* of the verb.

Direct Object Noun Phrase Examples:
I saw (what?) a fantastic movie (object noun phrase with article and adjective).
I will visit (whom?) boys with their friends (object noun phrase with prepositional phrase).

Indirect Object Noun Phrase Examples:
I gave (to or for what?) the rescue dog a home (object noun phrase with article and adjective).
I lent (to or for whom?) Tim from Iowa a map (object noun phrase with prepositional phrase).

A noun phrase with nouns, subject pronouns (I, we, you, he, she, it, they), articles, adjectives, or prepositional phrases can also be used to **rename the subject.** Usually, these noun phrases follow linking verbs (*is*, *am*, *are*, *was*, *were*, *be*, *being*, *been*, and others such as *become*, *seem*, *look*, *feel*, *smell*, *turn, remain,* and *appear*).

Examples:
The painting is the famous *Mona Lisa*
(The noun phrase with article, adjective, and noun renames the subject, "The painting.")
I am he with the red shirt
(The noun phrase with a subject pronoun and prepositional phrase renames the subject, "I.")

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Identify It!

Directions: Highlight the noun phrases in the following sentences and identify whether the noun phrases serve as the subject or object by checking the boxes.

1. The Grand Canyon in Arizona impresses visitors.	Subject ☐	Object ☐
2. The movie was an amazing production.	Subject ☐	Object ☐
3. They lent Phillip and Mary their brand new bicycles.	Subject ☐	Object ☐
4. They and Jermaine played basketball.	Subject ☐	Object ☐
5. Everyone saw Ronald in the pool.	Subject ☐	Object ☐
6. I texted the whole group my message.	Subject ☐	Object ☐
7. The two debate captains are Felix and I.	Subject ☐	Object ☐
8. The old amusement park burned down.	Subject ☐	Object ☐
9. That one is my tissue box.	Subject ☐	Object ☐
10. Give Jody and him the unused portion.	Subject ☐	Object ☐

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Explain It!

Some noun phrases can confuse the reader.

A. Too many noun phrases next to each other in the sentence create confusion for the reader.
   Example: The happy children, visiting author, and her exciting stories pleased the teacher.
B. When a noun phrase follows the main verb, it can be difficult to determine whether it is a direct or indirect object.
   Example: The teacher read her gothic stories.
C. Long noun phrases make connecting the first to the last words or ideas more difficult.
   Example: The chief librarian assigned the duties of maintaining the rare book collections was on maternity leave.

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.

___1. The curious alien beings in their spaceships explored Antarctica in the dead of winter.

___2. The healing of his wounds required daily cleaning and changing the dressing.

___3. The author wrote her letters every week.

Revise It!

Directions: Fill in the sentence kernels. Next, expand them to clarify each confusing sentence.

1. The curious alien beings in their spaceships explored Antarctica in the dead of winter.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

2. The healing of his wounds required daily cleaning and changing the dressing.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

3. The author wrote her letters every week.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

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Learn It!

A noun phrase which **identifies the subject or object**, but does *not* follow a linking verb, is set off by commas if the sentence would make sense without the noun phrase. If the noun phrase is essential to the meaning of the sentence, no commas are used. This kind of noun phrase usually follows the subject or object, but not always.

Examples:
Jane, the girl with red hair, acted childishly.
The fortieth U.S. president Ronald Reagan was known as "The Great Communicator."

The base form of a verb + "__ing" may serve as a subject or object.

Examples: Smoking is hazardous to one's health. A favorite winter sport is snowboarding.

The base form of a verb + "__ing" + a prepositional phrase, object, or adverb may also serve as a subject or object noun phrase. Usually do not place a comma after the phrase when used as a sentence opener.

Examples:
With a prepositional phrase
Riding in the car leaves some people bored and tired.
With an object
Tasting the sauce makes many cooks hungry for dinner.
As an adverb
His favorite exercise is walking quickly.

Or the base form of a verb + "__ing" may *follow* a beginning adjective, a pronoun that shows ownership (*my, your, his, her, its, our, your, their*), or a noun that shows ownership.

Examples:
As an adjective or adjectives
A favorite camp activity was exciting and thrilling windsurfing.
With pronouns that show ownership (my, your, his, her, its, our, your, their)
My cooking is terrible.
With nouns that show ownership
Pete's (or Gus') mean joking about the problem helped us relax.
The old bridges' creaking scared us all.

Note that singular nouns that show ownership include an apostrophe before an ending *s* (Jose's house) or after an ending *s* if the noun ends in *s* (Chris' farm). Plural nouns that show ownership include an apostrophe after an ending *s* or *z* (Smiths' dogs, Perez' cars, churches' windows).

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Identify It!

Directions: Highlight the noun phrases in the following sentences. Next, fill in the blanks to the left of the numbers with the capital letters which best match how the noun phrases have been constructed.

___1. Rowan loves sports which are thrilling.

___2. The movie usher Mr. Tilman showed us our seats.

___3. "His swimming," says Asher "is great."

___4. The wind's whistling through the trees sounded like rain.

___5. Talking softly calmed the frightened children.

___6. The crowd loved Chuckles, the birthday party clown.

___7. Napping under the boardwalk always relaxes me.

___8. Luis' loud laughing woke up everyone.

A. Base form of a verb + "ing" with an adverb
B. Base form of a verb + "ing" with nouns that show ownership
C. Base form of a verb + "ing" as an adjective
D. Base form of a verb + "ing" with essential noun phrase which identifies the subject
E. Base form of a verb + "ing" in non-essential noun phrase which identifies the object
F. Base form of a verb + "ing" with pronouns that show ownership
G. Base form of a verb + "ing" with nouns that show ownership
H. Base form of a verb + "ing" with prepositional phrases

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Explain It!

Some noun phrases can confuse the reader.

A. When using nouns formed by the base form of the verb + "__ing" as the subject or object, the meaning may change if used as a word or a phrase.
Example: Exercising quickly becomes a habit.
B. A subject noun phrase can be interrupted within the phrase by other words, and this interruption delays the completion of the link between the subject and verb.
Example: Gardeners and, on huge estates, landscape architects plan every detail.
C. When nouns formed by the base form of the verb + "__ing" appear in passive voice (the subject receives the action of the verb) sentences, the sentence can be quite confusing.
Example: Full attention was given to following the teacher's directions by the students.

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.

___1. Kicking the ball into the goal was finally accomplished by Josie and her friends.

___2. Writing always was her dream.

___3. The actress helped a young woman, the one we spoke about, get into show business.

Revise It!

Directions: Fill in the sentence kernels. Next, expand them to clarify each confusing sentence.

1. Kicking the ball into the goal was finally accomplished by Josie and her friends.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

2. Writing always was her dream.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

3. The actress helped a young woman, the one we spoke about, get into show business.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

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Learn It! ◆

Some subject and object noun phrases are constructed from other parts of speech.

Example: The difficulty of the situation created hard choices for the students.
Explanation: The adjective, "difficult," has been used as the subject noun, "difficulty."
Example: Her mission became the care of the sick and protection of the innocence.
Explanation: The verb, "care," has been used as an object noun, "the care."

Subject and object noun phrases may include two words which repeat each other's basic meaning. Writers may use these paired repetitions to emphasize words or make meanings clearer: *each individual*, *end result*, *final ending*, *final result*, *future plans*, *past history*, *terrible tragedy*, *true facts*, and *unexpected surprise*.

Example: The future plans of each individual remain uncertain.
Explanation: The word, "plans" implies (suggests) things not yet done, so "future" is repetitive. The word, "individual" is a part of a group, so "each" is repetitive.

A subject or object noun phrase may also be constructed with an example and its category or subset and its set.

Examples: The cheap quality of the towel bar was quickly discovered by its light weight. Often times the large size televisions have worse displays.
Explanation: The word, "cheap" refers to an example, or degree, of "quality." The word, "light," as used here, refers to an example, or degree, of "weight."

Identify It! ◆

Directions: Highlight the noun phrases in the following sentences. Next, fill in the blanks to the left of the numbers with the capital letters which best match how the noun phrases have been constructed. Letters will be used more than once.

___1. To see the final ending, each individual must pay a separate fee.

___2. Never put food waste into the recyclables garbage.

___3. Jim had a rock solid answer for every question.

___4. The demonstration of his power scared Ronald and Hermione.

___5. The true facts are that the end result would not have changed.

___6. No one expected such an emotional reaction.

A. Repeated meaning words
B. Example and its category or subset and its set
C. Other parts of speech used as nouns

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Explain It! ◆

Some noun phrases can confuse the reader.

A. A paired repetition in a noun phrase may confuse the reader if one of the words is unknown or if the relationship between the words is not understood.
Example: The terrible tragedy inspired change as an end result.
B. When the relationships between an example and its category (e.g. blue color) or a subset and its set (e.g. slice of pie) are not clear, the noun phrase can be confusing.
Example: The 1960s was an exciting period of time for the production of small size vehicles like the Volkswagen Bug automobile.
C. A verb or an adjective may act like a noun and confuse the reader about its function.
Example: Their investigation of the crime and carelessness about the case during the fall made us think that no arrests would ever be made.

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.

___1. "As far as I'm concerned, that's past history," she said.

___2. The healing of his wounds required daily cleaning and changing the dressing.

___3. The little statuette was of a small size.

Revise It! ◆

Directions: Fill in the sentence kernels. Next, expand them to clarify each confusing sentence.

1. The author wrote her letters every week.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

2. The curious alien being explored our planet while its spaceship hovered over Antarctica in the dead of winter.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

3. Writing always was her dream.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

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Create It! ♥♥♥

Directions: Use as many of these noun phrases as you can to compose a song.

Verse 1

Tasting the sauce
He and my aunt
a fantastic movie
the rescue dog
The pretty, little village
the famous *Mona Lisa*

Chorus

each individual
the girl with red hair
he with the red shirt
light weight

Verse 2

exciting and thrilling windsurfing
The old bridges' creaking
My cooking
boys with their friends
Independence Hall in Philadelphia
fortieth U.S. president

Verse 3

Tim from Iowa
Riding in the car
cheap quality
walking quickly
Pete's (or Gus') mean joking
about the problem
future plans



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Adjective Phrases

Learn It!

Remember that adjectives modify nouns or pronouns, answering How Many? Which One? or What Kind? An *adjective phrase* is a group of related words that acts as a separate unit to modify (identify, define, add to, limit, or describe) nouns or pronouns. Adjective phrases can be placed before subject or object nouns or pronouns.

Examples: Those old and rusty sheds were finally removed. Arthur bought her the wrong size and wrong color dress.

Adjective phrases may also be placed 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*, *turn, remain,* and *appear*.
Example: Their technology appears ancient and useless.

Adjectives often combine with prepositional phrases to serve as sentence complements.
Examples: They remain optimistic about the future of our country. Happy with the results of the election, the voters seemed to be.

Adjectives as Comparisons

An adjective phrase can describe a noun or pronoun by comparing it to other nouns or pronouns. The comparative adjective is usually followed by the word *than.*

Use the suffix "_er" for a one-syllable comparison between two nouns or pronouns.
Example: She is older than her brother.

Use "_er" or *more (less)* for a two-syllable comparison between two nouns or pronouns.
Examples: Prettier than Jane's doll, her doll looked like a movie star.
Compared to middle schoolers, high schoolers seem more talkative.

Use the suffix "_est" for a one-syllable comparison among three or more things.
Example: Of dolphins, squid, and orcas, the orca is by far the meanest of them all.

Use "_est," *most*, or *least* for a two-or-more-syllable comparison among three or more things.
Example: Her most interesting novel, *The Page*, sold less than her other books.

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Identify It!

Directions: Choose the word from the word bank which best fills in the blank for each sentence. More than one word may be used in a blank.

1. _____ at the audience's response, the entertainer appeared to be.

2. His iced tea tasted _____ than the rest.

3. Of Paul, Regina, and Mitch, Regina had the _____ hands.

4. Both Pedro and Mike need a bath. Which is _____?

5. Comparing all of the personal stories shared by the students, Sheila's was the _____ by far.

6. The train ride was _____ than the bus.

7. Max was the _____ award-winner.

8. Andi is always _____ than her risk-taking friend.

9. The home-baked bread smells _____.

10. The coach became _____ about her team's chances.

Word Bank

most surprising	sweeter	Angry	less comfortable	dirtiest
least worthy	more cautious	hopeful	wonderfully fresh	dirtier

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Explain It!

Adjective phrases can confuse the reader.

A. Compound adjective phrases which modify direct objects can be confusing.
Example: Luis rates Calvin the better student and the best representative for student council.
B. Complements at the beginning of sentences are often mistaken for sentence subjects.
Example: The fresh-baked brownies we hid in the cupboard.
C. Adjective phrases which are redundant can make sentences challenging to read.
Example: Paul is definitely the best candidate for the actual position.

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.

___1. Matthew gave Mitchell, his best friend and business partner, his share of the business.

___2. Hide and seek they played until midnight in the park.

___3. The worst proposal of the bunch was the horrible idea presented by the doctor.

Revise It!

Directions: Fill in the sentence kernels. Next, expand them to clarify each confusing sentence.

1. Yolanda prefers fresh and tasty, sweet but not too sweet, strawberries.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

2. Hide and seek they played until midnight in the park.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

3. The worst proposal of the bunch was the horrible idea presented by the doctor.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

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Learn It!

Some adjectives add "__ed," "__d," "__t," or "__en" + the base form of a verb to show **completed actions or conditions** that modify (identify, define, limit, or describe) a noun or pronoun. Often, these adjectives describe emotions. The adjectives can be placed before or after nouns or pronouns and are set off by commas.

Examples:

Frighten**ed**, Leonard and I hid in the corner.
Hur**t**, she could not play.
Foun**d**, the child stayed close to his mother.
Mistak**en**, the teacher corrected herself.

These adjectives often combine with prepositional phrases and adverbs to form adjective phrases.

Examples:

With a prepositional phrase
Surprised beyond belief, the woman could not respond.
The children, told to be quiet, the children behaved until recess.
With an adverb
Caught quickly, the bank robbers went to jail.
The antidote, given slowly, reversed the poisonous effects.

Some adjective phrases combine "having" + the base form of a verb + an "__ed," "__d," "__t," or "__en" ending to describe **actions or conditions existing before the present.**

Examples:

With a prepositional phrase
Having listened to his dad, the son came home.
With an object
I called the police, having witnessed the crime.
With an adverb
Having just finished, Matt felt unprepared.

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Identify It!

Directions: Change the adjectives in the following sentences to adjective phrases in which the adjectives add "__ed," "__d," "__t," or "__en" + the base form of a verb.

1. He was defeated by his challenger, and he lost the tournament.

_____

_____

2. The poorly behaved child drove his teacher to insanity.

_____

_____

3. The bank robbers were quickly caught and went to jail.

_____

_____

Directions: Change the adjectives in the following sentences to adjective phrases in which the adjectives add having + "__ed," "__d," "__t," or "__en" + the base form of a verb.

4. Mary finally started her homework at her bedtime, and she got it done by midnight.

_____

_____

5. Belinda handed over the trophy she held for three years.

_____

_____

6. I had to replace the salsa because I dropped and broke the jar.

_____

_____

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Explain It!

Adjective phrases can confuse the reader.

A. An adjective phrase can confuse the reader with unnecessary descriptions, especially if the descriptions seem contradictory.
Example: An accomplished artist, Jim tried many art forms, but was unsuccessful at any.
B. Long adjective phrases may strain the memory of the reader about the sentence kernel.
Example: The man was handsome, obviously wealthy, with a happy-go-lucky attitude about life.
C. Lists of adjective phrases of equal importance may be confused with noun phrases which rename or identify subjects or objects.
Example: Among the celebrities were Tom Cruz, the American actor, a reality television star, Instagram influencer, the singer, Taylor Swift, and Michele Obama.
D. When additional words are added between "having" + the base form of a verb + an "__ed," "__d," "__t," or "__en" ending in adjective phrases, the sentence can be confusing.
Example: He decided to approve**,** having more than once or twice rejected her proposal.

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.

___1. Having never really considered her a close friend, she won't be invited to the party.

___2. Yolanda prefers fresh and tasty, sweet but not too sweet, strawberries.

___3. The excitable, playful, dog, wearing a furry collar, jumped up on the helpless old man.

___4. Melanie in evening gown, standing alone in the corner of the ballroom, abandoned by her date, looked like an old Roman statue, lifeless and cold.

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Revise It!

Directions: Fill in the sentence kernels. Next, expand them to clarify each confusing sentence.

1. Having never really considered her a close friend, she won't be invited to the party.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

2. Yolanda prefers fresh and tasty, sweet but not too sweet, strawberries.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

3. The excitable, playful, dog, wearing a furry collar, jumped up on the helpless old man.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

4. Melanie in evening gown, standing alone in the corner of the ballroom, abandoned by her date, looked like an old Roman statue, lifeless and cold.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

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Learn It! ◆

Some adjectives add "__ing" onto the base form of a verb to describe **ongoing actions or conditions.** Often, these adjectives describe what causes certain emotions. The adjectives can be placed before or after nouns or pronouns and are set off by commas.

Examples: Shivering, I pulled the blanket tighter. The cat, purring, curled up on my lap. They sat on the porch, talking.

These adjectives often combine with prepositional phrases, objects, and adverbs to form *adjective phrases*.

Examples:

With a prepositional phrase
We watched the dog, begging below the table.
With an object
We practiced hitting the ball to the left side of the infield.
With an adverb
The climber, falling rapidly, clings to the rope.

Some adjective phrases begin with a possessive pronoun (my, our, your, his, her, its, or their) + a noun + the base form of the verb + "__ed," "__d," "__t," or "__en" ending. These adjective phrases can be placed before or after nouns or pronouns and are set off by commas.

Examples:

His friends angry and frustrated, Paul promised to change his behavior.
Her food already eaten, she did the dishes.
I continue to play, my body broken and bruised.

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Identify It! ◆

Directions: Expand the simple sentences with the adjective phrase which best matches. Assemble the adjective phrases form the phrase jumble below.

1. _____, Dad said, "It's clean-up time."

2. The teacher _____ announced the event.

3. They regretted _____ to the weaker team.

4. Zowie started to laugh, _____.

5. _____, the tourist got the directions from the clerk.

Phrase Jumble

losing the championship
Their toys spread out all over the floor
speaking slowly and clearly
Asking for help
her emotions completely unleashed

Explain It! ◆

Adjective phrases can confuse the reader.

A. Adjective phrases which are detached from the nouns or pronouns that they modify can be thought to modify unintended nouns and pronouns.
Example: Being eight years old, my grandmother let me walk to the neighborhood store.
B. Adjective phrases with mixed "_ed" and "_ing" endings can confuse the reader.
Example: Finished early with time remaining, the student stared at her completed test.
C. Adjective phrases with possessive pronoun beginnings can confuse the reader about which noun or pronoun is being modified.
Example: Their theories proven by our experiments, we celebrated with them in the lab.
D. Adjective phrases with mixed "_ing" endings can be confused with "_ing" nouns.
Example: Snoring louder than a hurricane, he gave inventive-thinking Masha an exciting idea for a new sleep device.

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.

___1. Disappointed in her job and worrying about the future, Nell was unhappy and depressed.

___2. Fired from your job, your car became your home.

___3. Slipping and sliding down the hill, Joseph turned skiing into a life or death sport.

___4. Your home built of stone and brick, many neighbors felt it resembled a castle.

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Revise It! ◆

Directions: Fill in the sentence kernels. Next, expand them to clarify each confusing sentence.

1. Disappointed in her job and worrying about the future, Nell was unhappy and depressed.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

2. Fired from your job, your car became your home.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

3. Slipping and sliding down the hill, Joseph turned skiing into a life or death sport.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

4. Your home built of stone and brick, many neighbors felt it resembled a castle.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

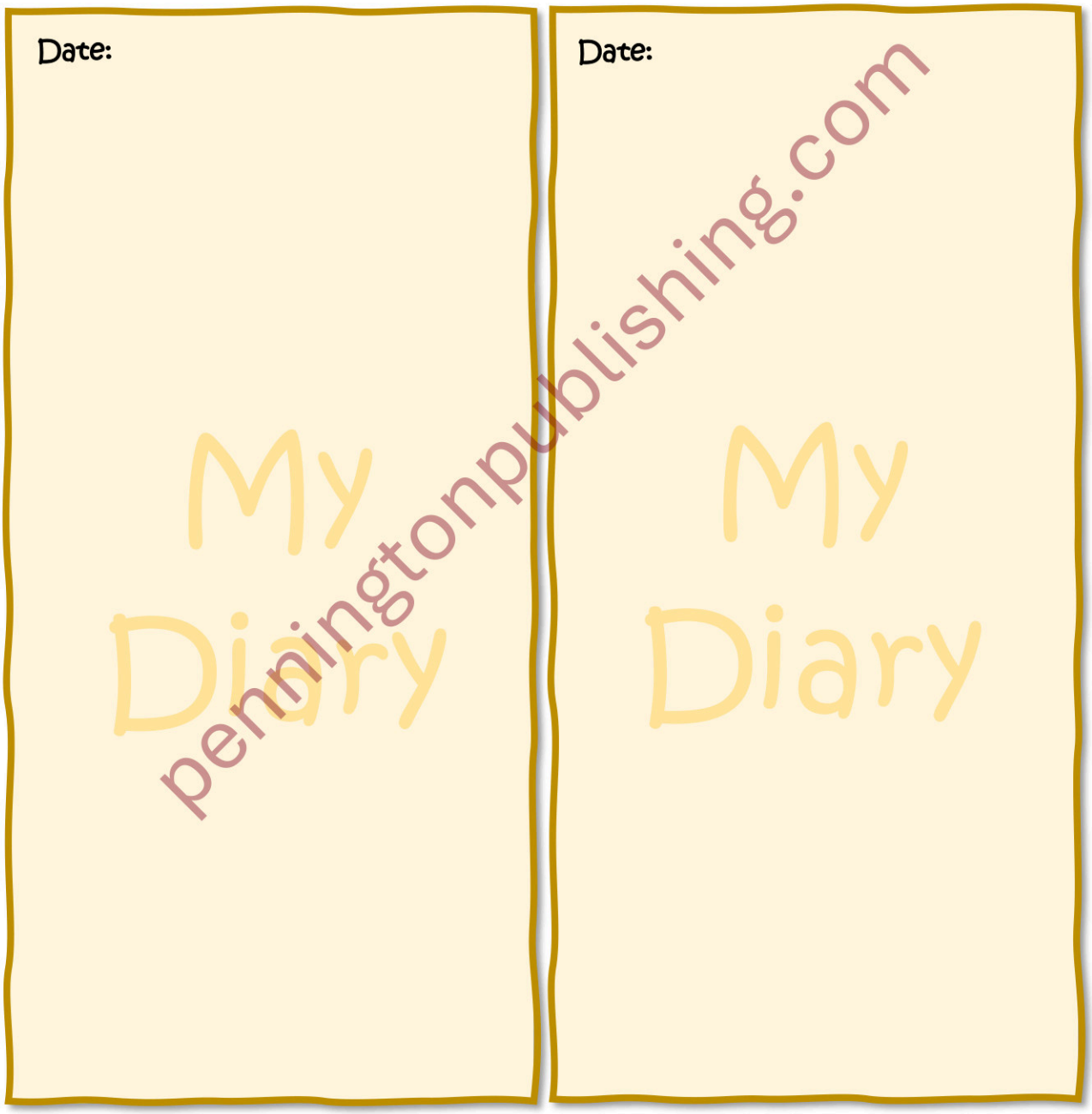
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Create It! ♥♥♥

Write a two-day diary about an interesting event or milestone in your life. Suggestions: a camping trip, a visit from relatives, a mini-vacation, a class field trip, or learning to swim, learning to ride a bike, attending a sports game, playing in a tournament, playing a new video game.

Use these words to introduce adjective phrases: those, most, least, less, more, my, our, his, her, its, their, and having. Use these word endings to introduce adjective phrases: _er, _est, _ing, _ed, _en, _d, _t, and _ed.



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Adverb Phrases

Learn It!

Remember that an adverb modifies a verb, an adjective, or an adverb and answers What degree? How? Where? When? An *adverb phrase* adds related words.

What Degree?
Less cautiously than before, the hiker skipped down the mountain.
How?
Josie was playing so roughly.
Where?
Here, there, and everywhere, the ants invaded.
When?
I texted them later that afternoon.

Use commas following adverb phrases that begin a sentence if a noun or pronoun follows.

Adverbs as Comparisons

With "as" or "than" to compare two verbs, adjectives, or adverbs
As slow as possible, the child walked on stage. Longer than we predicted, the boy ran.
With the "less" or "more" comparisons between two verbs, adjectives, or adverbs when the adverb ends in "__ly."
James spoke less carefully than Allen. She handled her defeat more gracefully than he did.
With the "least" or "most" comparisons among two or more verbs, adjectives, or adverbs when the adverb ends in "__ly."
Of the three storytellers, Lisa told hers least enthusiastically.
The boy sang most effortlessly than the rest of the choir.

Note that when comparing, the last object of comparison ("spoke" and "story" in the examples above) is frequently not stated.

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Identify It!

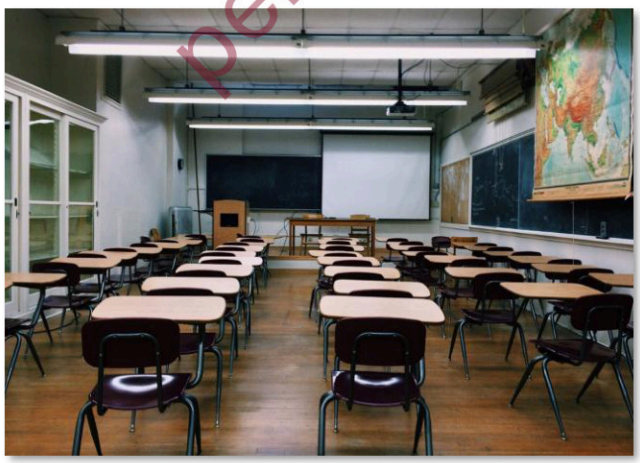
Directions: Highlight the adverb phrases in the following sentences.

Tom walked slowly, thinking carefully about the choice he and his parents had recently made. The bell rang, and he quietly entered the Room 22 at his new school.

Tom's parents had made the difficult decision that switching to a new school would help Tom make new friends. At his old school, Tom had been bullied constantly by a group of boys in his class. Tom's teachers and the principal had tried hard to stop the bullying, but even with their best efforts, they couldn't completely protect Tom. Quite reluctantly, Tom and his parents eventually decided to switch schools in the middle of the year.

Transferring into a new school in the middle of the year is challenging. It's difficult to make new friends. The students at the new school already had created friendship groups, and unfortunately Tom was not welcomed at all. Tom's new teachers encouraged some of their students to invite Tom to eat with them at lunch and they willingly did so. But, soon thereafter Tom was left alone. At least, Tom wasn't bullied at his new school, but Tom was certainly lonely.

Two weeks after Tom started his new school, another boy transferred into the school. Tom boldly gathered up his courage and told the new boy that he was new, too. That day, Tom and the new boy happily ate lunch together and played a quick game of basketball with some of the other kids. Tom and his new friend got to know some of the other students and had a great time at their new school. Although not easy, fitting into a new school can work out just fine.



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Explain It!

Adverb phrases can confuse the reader.

A. Adverb phrases, using negatives to modify verbs, can be challenging for many readers, especially if negatives are unfamiliar to the reader.
   Example: John promised never to listen to her advice, and he seldom broke that promise.
B. Adverb phrases which interrupt sentences may confuse the reader.
   Example: The insulation, when measured exactly, makes 100-degree days bearable.
C. Students often confuse adjectives with adverbs when the words are comparisons, including *most* or *least* or words ending in "_est."
   Example: Of the three debaters, Tom argued most angrily.
   Explanation: The comparison *most angrily* is an adverb (not an adjective) because it modifies the verb *argued*.

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.

___1. Her poor performance in the finals largely negated her achievements during the season.

___2. Harry remembered a while later that he had left his phone.

___3. Most convincingly, Seth won the MVP award for his volleyball team.

Revise It!

Directions: Fill in the sentence kernels. Next, expand them to clarify each confusing sentence.

1. Her poor performance in the finals largely negated her achievements during the season.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

2. Harry remembered a while later that he had left his phone.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

3. Most convincingly, Seth won the MVP award for his volleyball team.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

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Learn It!

Adverbs often combine with prepositional phrases.

Example: Once upon a time, a princess awakened from a dream.

Adverbs may modify (identify, define, add to, limit, or describe) verbs, adjectives, or other adverbs as phrases constructed as *to* + verb + object.

Example: The students begged and pleaded to join our club.

Identify It!

Directions: Highlight the adverb phrases in the following sentences.

1. Soon after the movie, the couple decided to drive quickly to the restaurant.

2. Trey made every effort to lose honorably.

3. The naughty child attempted to ruin our game.

4. The sports cars raced incredibly fast through the winding streets of Monte Carlo.

5. To arrive here yesterday, I took the early train.

6. No one could hear her, so she had to shout louder and louder.

7. Down by the river she hiked.

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Explain It!

Adverb phrases can confuse the reader.

A. Adverb phrases introduced by prepositions can be confusing because readers may think that the object of the phrase is the subject of the sentence.
   Example: In the morning he was coughing and called the advice nurse after breakfast.
B. Readers often think adverb phrases are modifying adjectives or adjective phrases with "__ing" when they are not.
   Example: Men playing video games more often than not like to snack while they play.
C. Adverbs inserted between the *to* + the base form of a verb may confuse the reader.
   Example: I planned to always without fail chew each bite 20 times before swallowing.

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.

___1. Luis insisted that she must help to without complaining wash the dishes.

___2. Behind the cabinet lived two white mice and their nest of babies.

___3. Children enjoy watching fun cartoons each day before breakfast.

Revise It!

Directions: Fill in the sentence kernels. Next, expand them to clarify each confusing sentence.

1. Behind the cabinet lived two white mice and their nest of babies.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

2. Children enjoy watching fun cartoons each day before breakfast.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

3. Luis insisted that she must help to without complaining wash the dishes.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

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Learn It! ◆

When an adverb and the verb that it modifies (identify, define, add to, limit, or describe) does not directly connect to the sentence subject, the sentence can be confusing.

Example: While running across the street, the bus hit him.
Explanation: The adverb phrase "While running across the street" modifies "hit." The writer means that "he was running down the street," but it states that the bus was doing so.
Example: After learning the facts, the article was helpful.
Explanation: The adverb phrase "After learning the facts" modifies "was." The writer implies (suggests) the subject *he, she,* or *they,* but it states that the article was doing so.

When words or phrases placed between two words could be misunderstood to modify (identify, define, add to, limit, or describe) either word, the sentence can be confusing.
Example: Walking up hills quickly strengthens your legs.
Explanation: "Quickly" could modify "hills" or "strengthens."

Identify It! ◆

Directions: Explain why these adverb phrases might confuse the reader.

1. Thrown high and inside to the batter, the pitcher aimed the ball.

2. Filled with crushed ice, the woman put into her water bottle before pouring in the water.

3. Marvin hoped later that night the show might be re-broadcast.

4. Beaten by the worst team in the league, the fans booed their championship team.

5. Arriving at the finish line completely exhausted, a soft chair was all he wanted.

6. Forced to leave without saying "Good-bye," a lonely ride home awaited Grandma.

7. After seeing the movie, the book is still much better.

8. Filled with layers of chocolate and strawberries, the party had a beautiful cake.

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Explain It! ◆

Adverb phrases can confuse the reader.

A. Adverb phrases which are detached from the verbs, adjectives, or adverbs that they modify can seem to describe unintended words. Remember that adverbs are frequently formed with prepositional phrases.
   Example: I shot an elephant in my pajamas.
B. A word or phrase placed between two words can be misunderstood to modify (identify, define, add to, limit, or describe) either word.
   Example: I said tonight after seven you had better call me.
C. Adverb phrases, used in the passive voice, can be confusing.
   Example: In this way were created the students' best pottery.

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.

___1. Walking into the garage, the smell disgusted me.

___2. Lazily and slowly strutting into the room was the housecat.

___3. Children riding bikes with their friends later than usual do their homework.

Revise It! ◆

Directions: Fill in the sentence kernels. Next, expand them to clarify each confusing sentence.

1. Walking into the garage, the smell disgusted me.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

2. Children riding bikes with their friends later than usual do their homework.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

3. Lazily and slowly strutting into the room was the housecat.

Kernel It! _____ | _____ _____ | _____

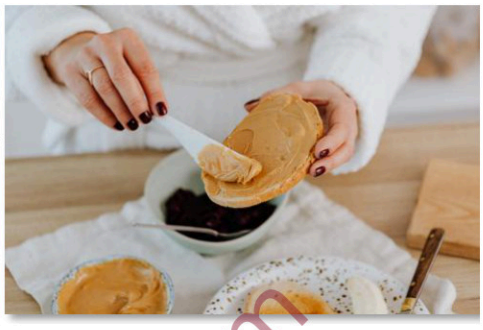
Expand It! _____

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Create It! ♥♥♥

Directions: Write sentences with adverb phrases which…

- Combine with a prepositional phrase
- Begin with *to* + verb + object
- Are followed by *than* or *as* to compare two verbs, adjectives, or adverbs when the adverb ends in "_ly"
- Begin with *more* when the adverb ends in "_ly"
- Begin with *less* when the adverb ends in "_ly"
- Begin with *most* when the adverb ends in "_ly"
- Begin with *least* when the adverb ends in "_ly"



to teach someone how to make a peanut butter and jelly sandwich.

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Verb Phrases: Helping, Linking, and the Progressive Tense

Learn It!

A *verb phrase* is a verb plus other related words which add detail to the verb's action or condition. Verbs may be physical or mental actions (He will vote. They believe him.) Verbs may also simply express conditions such as *being* or *having* something (I am here. She has red shoes.)

The *verb tense* shows whether the action is in the present, past, or future.

- The **present tense** is the base form of the verb with an ending *s* to match singular nouns and pronouns or no ending *s* to match plural nouns and pronouns (Bo watches. We watch.).
- The **past tense** usually adds "_ed" as an ending to the base form of the verb (I watched.).
- The **future tense** adds *will* before the base form of the verb (You will watch.).

Often, the "to have" (has, have, had) **helping verbs** are placed before the base form of the verb + an "__ed," "__d," "__t," or "__en" ending to show a completed action in the past or present, but not at a specific time.

Examples: He has heard me. They had given help. We have finished two projects.

The "to do" (*do, does, did*) **helping verbs** are placed before the base forms verbs. These helping verbs may also signal questions when they are placed at the beginning of a sentence, followed by the subject of the sentence and then the base form of the verb.

Examples: I do like our principal. Chuck does find it strange. Did we know that?

The **helping verbs** which show **possibility or condition** (*could, should, would, can, shall, will, may, might, mus*t) are used before the base forms of verbs. These helping verbs may also signal questions when they are placed at the beginning of a sentence, followed by the subject of the sentence and then the base form of the verb.

Examples: They might think about it first. Should we know that already?

The "to be" **linking verbs** and others such as *become*, *seem*, *look*, *feel*, *smell*, and *appear* link nouns and pronouns to identifiers or descriptions (sentence complements).

Examples: We were the champions. She became the boss. The beef stew smells wonderful.

Avoid placing too many words and phrases between the helping verbs (*do, does, did, could, should, would, can, shall, will, may, might, must*) and their connected base forms of verbs. Also, avoid placing too many words and phrases between the helping verbs (*has*, *had*, *have*) and the base form of the verb + an "__ed," "__d," "__t," or "__en" endings.

Example: My friends do after all want to see me. John had, during his lunch time, started to window shop.

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Identify It!

Directions: Highlight the verb phrases in these sentences.

1. Marci will always help if she is asked.

2. Louis had mostly left the decisions to his sister.

3. She did know the difference between right and wrong.

4. Martha already thinks that we could finish on our own.

5. I soon became the boss of the company.

Directions: Re-write these sentences and revise the verb phrases.

6. We have frequently wondered why she was chosen first.

_____

7. Have you or your fantastic staff ever considered waiting until noon to open the store?

_____

_____

8. We shouldn't, but sometime in the future we might change our minds, offer a half-price sale.

_____

_____

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Explain It!

Verb phrases can confuse the reader.

A. Placing too many words and phrases between the helping verbs (*has*, *had*, *have*) and the base form of the verb + an "__ed," "__d," "__t," or "__en" ending can confuse readers.
Example: Bob and Rae had by the time the teacher passed out the test study guide finished their study.

B. Placing too many words and phrases between the helping verbs (*do, does, did, could, should, would, can, shall, will, may, might, must*) and their connected base forms of verbs ending can be confusing for readers.
Example: Marci does not for a minute recognize how she could even unintentionally insult others.

C. Repeated words cause confusion for readers. When spoken with proper inflections and pauses, they are much easier to understand.
Example: Yolanda had had enough of his arguments.

D. Unfamiliar negative words can make verb phrases difficult to understand for readers.
Example: The child had misbehaved on a regular basis, and her parents negatively reinforced her disorderly conduct.

E. The base form of the verb + "__ed," "__d," "__t," or "__en" endings can serve as adjectives or verbs. When more than one appears in a sentence, the reader can be confused as to whether the words are adjectives or verbs.
Example: Feeling defeated, the defeated team had unexpectedly defeated their rivals.

F. The base form of the verb + "__ed," "__d," "__t," or "__en" endings can serve as adjectives or verbs. The placement of the word in the sentence may confuse the reader as to whether the words are adjectives or verbs.
Example: The doctor had frightened patients in her office.

G. Linking and action verbs can be confused.
Examples: The tiger smells just fine thinks the zookeeper. I am growing impatient with my vegetables growing too small.

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.

___1. The motorcycle she had had had had its tires slashed.

___2. The bright student did frequently, but not every time, know the answers.

___3. Boxed into the ropes, the challenger boxed his way back into the center of the ring.

___4. The authors have scared children throughout their horror stories.

___5. Have they sometimes late at night complained about noises in their closets?

___6. The child completely misrepresented what the teacher said to her.

___7. They stayed close and stayed in town to see each other often.

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Revise It!

Directions: Fill in the sentence kernels. Next, expand them to clarify each confusing sentence.

1. The motorcycle she had had had had its tires slashed.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

2. The bright student did frequently, but not every time, know the answer to the teacher's questions.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

3. Boxed into the ropes, the challenger boxed his way back into the center of the ring and conquered the champion.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

4. The authors have scared children throughout their horror stories.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

5. Have they sometimes late at night complained about noises in their closets?

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

6. The child completely misrepresented what the teacher said to her.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

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Learn It!

The *present progressive tense* shows an action that takes place over a period of time in the present or an action taking place at the same time the statement is written. Remember that the present tense shows an action that happens now or over and over again.

The present progressive tense uses *is* + the base form of the verb + "__ing" to match singular nouns and pronouns and *are* + the base form of the verb + "__ing" to match plural nouns and pronouns. An exception is *I am* "__ing."

Examples: Our teacher is starting a new reading program at school.
Mark and I are studying now. I am swimming every morning this summer.

The *past progressive tense* shows an action that took place over a period of time in the past or a past action which was happening when another action took place. Remember that the past tense shows an action that happened only once and at only one time in the past.

The past progressive tense uses *was* + the base form of the verb + "__ing" to match singular nouns and pronouns and *were* + the base form of the verb + "__ing" to match plural nouns and pronouns.

Examples: She was hoping I would change my mind. Kellie and Leanne were cooking brownies when their friend, Marci, knocked on the door.

The *future progressive tense* shows an an ongoing action in the future that may or may *not* be completed over a period of time. Remember that the future tense shows an action that will happen at one time in the future.

The future progressive tense uses *will be* + the base form of the verb + "__ing" to match both singular and plural nouns and pronouns.

Examples: We will be going on the field trip tomorrow. Patrick and I will be spending lots of time together.

When beginning questions, the helping verb is placed first; the subject noun or pronoun comes next; and the base form of the verb + "__ing" before the rest of the sentence. Unless the *or* conjunction compounds two or more choices, the answer to the question will be "Yes" or "No."
Example: Are they expecting their teacher to assign them homework?

When beginning questions which include "not," the helping verb and "not" are usually contracted unless the "not" is to be emphasized.
Examples: Wasn't he waiting for you? Won't you be walking home? Was not that our plan before you changed it?

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Identify It!

Directions: Re-write these sentences in the spaces provided, changing each verb to the present progressive tense.

1. Larry enjoyed the beautiful sunsets at the beach.

_____

2. They expect a lot of money for their used car.

_____

3. We were hoping that you could join us for dinner.

_____

Directions: Re-write these sentences in the spaces provided, changing each verb to the past progressive tense.

4. Phoebe listened to the teacher as she works.

_____

5. I run down the street to the end of the block when I see my friend.

_____

6. Nina and Berta give money to help those in need during the holiday season.

_____

Directions: Re-write these sentences in the spaces provided, changing each verb to the future progressive tense.

7. We will run the mile in P.E. today.

_____

8. I thought of you as you celebrate your birthday.

_____

9. Tanya and Darla have watched the movie tonight.

_____

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Explain It!

Progressive verb tenses can confuse the reader.

A. The base form of the verb + "__ing" can serve as an adjective or verb that shows an ongoing action in the past, present, or future. Commas are used to set off the adjectives, but not the verbs. Readers need to pay attention to the punctuation to avoid confusion.
Example: Walking with a friend, the boy was talking about how they will be sailing later that afternoon.

B. The base form of the verb + "__ing" can serve as noun or noun phrase. Readers may confuse this noun construction with the progressive tenses.
Example: Driving a car was becoming an exciting, thrilling, and fulfilling experience for the developing teenage driver.

C. Placing too many words and phrases between the helping verbs (*am, is, are, was, were, will be*) and their connected base forms of verbs + "__ing" can be confusing for readers.
Example: I am almost always, except on even-numbered days, willing to help.

D. Unfamiliar negative words used with the progressive tense can be difficult for readers.
Example: The celebrities were infrequently appearing on the talk shows, but the talk show hosts scarcely ever were inviting them.

E. When beginning questions, the helping verb is placed first; the subject noun or pronoun comes next; and the base form of the verb + "__ing" before the rest of the sentence. Unless the *or* conjunction compounds two or more choices, the answer to the question will be "Yes" or "No."
Example: Are your friends guessing the answers or do they have they Googled them?

F. Because beginning questions which the helping verb + "not" are usually contracted, readers may become confused when they are not.
Example: Is it not raining cats and dogs outside, and were you not thinking about all those poodles?

G. When adverbs indicating time do not match the present, past, or future progressive tense, the reader may be confused.
Example: Carolyn was wishing now for a second chance, but she will be getting another opportunity then.

H. The progressive verb tenses show actions over a period of time, not actions which are, were, or will be completed just once at one specific time.
Example: The boys were helping them move exactly at five o'clock yesterday.

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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.

___1. I am normally willing to listen to her arguments, but she is mostly ignoring my answers.

___2. The boys were racing their remote control cars later after lunch, but the batteries ran out.

___3. His inconsistent responses were making it easier for the opposing debate team to win.

___4. When they arrived, the neighbors were helping them move their furniture.

___5. Challenging and fun, the video games were exciting each player though they lagged a bit.

___6. Was not your teacher the one on the playground who blew the whistle?

___7. The rock climbing was luring the adventurer to test her limits.

___8. Were both teams competing in the track and field event or was only your team doing so?

Revise It!

Directions: Fill in the sentence kernels. Next, expand them to clarify each confusing sentence.

1. I am normally willing to listen to her arguments, but she is mostly ignoring my answers.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

2. The boys were racing their remote control cars later after lunch, but the batteries ran out.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

3. His inconsistent responses were making it easier for the opposing debate team to win.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

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4. When they arrived, the neighbors were helping them move their furniture.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

5. Challenging and fun, the video games were exciting each player though they lagged a bit.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

6. Was not your teacher the one on the playground who blew the whistle?

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

7. The rock climbing was luring the adventurer to test her limits.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

8. Were both teams competing in the track and field event or was only your team doing so?

Kernel It! _____ | _____ _____ | _____

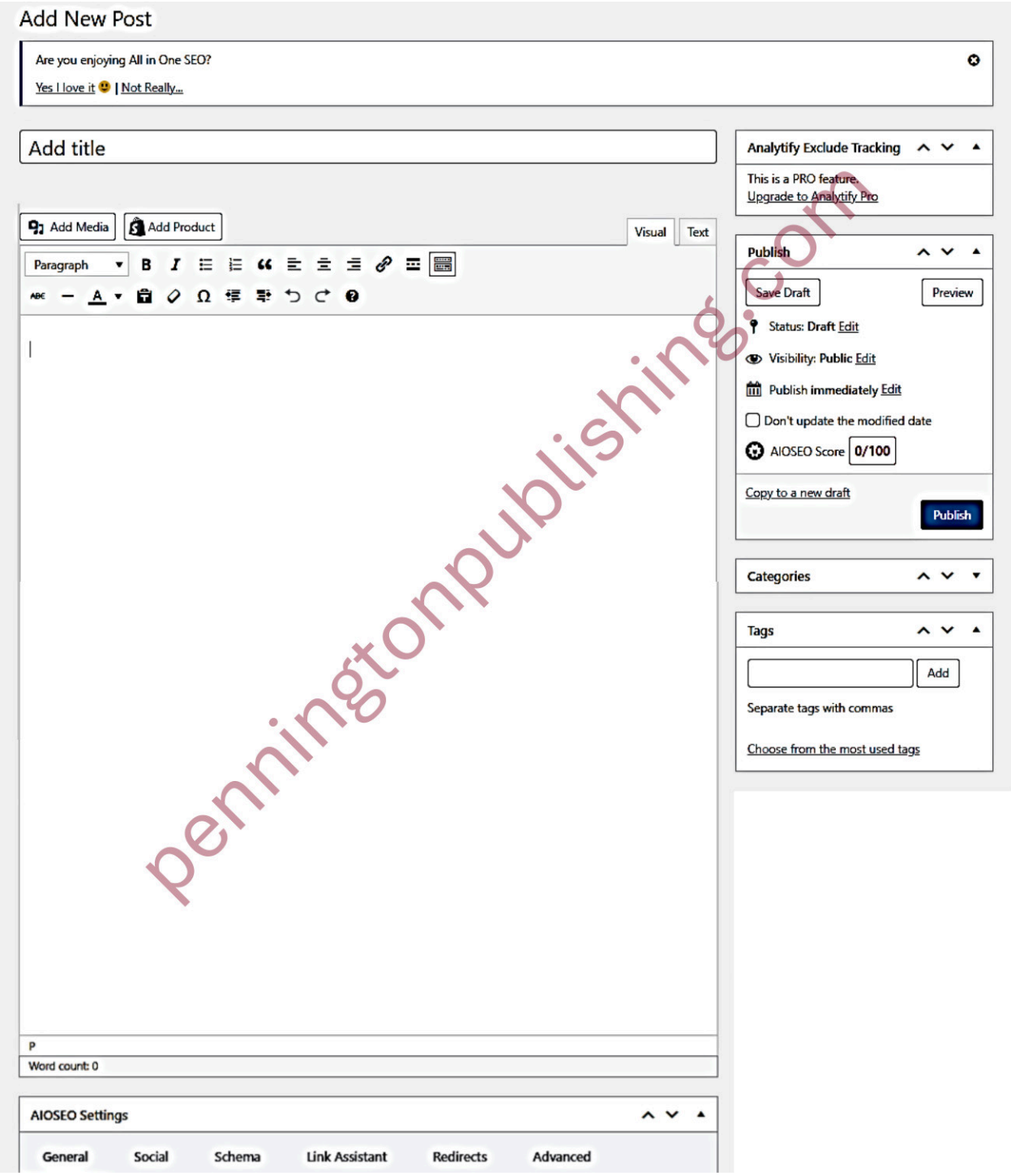
Expand It! _____

_____

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Create It! ♥♥♥

Directions: Title and write a blog post about how you would change something at your school if you were principal. Use present, past, and future progressive verb phrases throughout your post.



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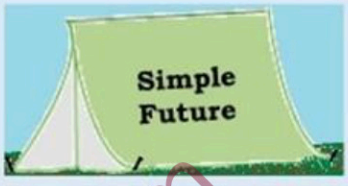
Verb Tents (Verb Tense)



A completed action. Formed by the base form of the verb with an "_ed" suffix.
Example: He helped.



A present action or general truth. Formed by the base form of the verb with an "s" for singular verbs and the base form for plural verbs.
Examples: He helps; They help.



A future action or condition. Formed by *will* and the base form of the verb.
Example: He will help.



An action that took place over a period of time in the past or a past action which was happening when another action took place. Formed by *was* + the base form of the verb + "__ing" or *were* + the base form of the verb + "__ing."
Example: He was helping before the class began.



An action that takes place over a period of time in the present or an action taking place at the same time the statement is written. Formed by *I am* + the base form of the verb + "__ing," *is* + the base form of the verb + "__ing" or *are* + the base form of the verb + "__ing."
Example: He is helping.



An ongoing action that will be completed over a period of time or a continuous action that will be repeated and not completed. Formed by *will be* + the base form of the verb + "__ing."
Example: He will be helping.

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Verb Phrases: Perfect and Perfect Progressive Verb Tenses

Learn It!

The *present perfect tense* shows an action that took place at some unidentified time in the past. Remember that the present tense shows an action that happens now or over and over again, and the present progressive tense shows an action that takes place over a period of time in the present or an action taking place at the same time the statement is written.

The present perfect tense uses *has* + the base form of the verb + "__ed," "__d," "__t," or "__en" to match singular nouns and pronouns and *have* + the base form of the verb + "__ed," "__d," "__t," or "__en" to match plural nouns and pronouns.

These phrases are often used to indicate time with the present perfect tense: *ever since, before, already, so far, many times*

Examples: He has studied hard for today's test. The teachers have told the principal about him.

The *past perfect tense* is an action that began before a specific time in the past and continued until that time. Remember that the past tense shows an action that happened only once and at only one time in the past, and the past progressive tense shows an action that took place over a period of time in the past or a past action which was happening when another action took place.

The past perfect tense uses *had* + the base form of the verb + "__ed," "__d," "__t," or "__en" to match singular or plural nouns and pronouns.

These phrases are often used to indicate time with the past perfect tense: *as soon as, at that time, at that moment, after, until, when*

Examples: Timothy *had built* another fort by the time I came out to help.
They *had given* me another chance when they saw how hard I tried.

The *future perfect tense* is an action that will be completed before a specific time in the future. Remember that the future tense shows an action that will happen at one time in the future, and the future progressive tense shows an an ongoing action in the future that may or may *not* be completed over a period of time.

The future perfect tense uses *will* or helping verb which shows possibility *(can*, *could*, *may*, *might*, *must*, *shall*, *should*, *would*) + *have* + "__ed," "__d," "__t," or "__en" to match singular or plural nouns and pronouns.

These phrases are often used to indicate time with the future perfect tense: *since (a specific time), for the next (a specific time), by the time you (a specific action).* Usually, these phrases appear after the future perfect tense at the end of the simple sentence.

Example: We will (should, might, could, must) have walked six miles by three-o'clock today.

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Identify It!

Directions: Re-write these sentences in the spaces provided, changing each verb to the present perfect tense.

1. The class was already started..

_____

2. This weekend's game would be canceled.

_____

3. They had been sharing their feelings about riding skateboards without helmets.

_____

Directions: Re-write these sentences in the spaces provided, changing each verb to the past perfect tense.

4. Esmerelda developed a fantastic web site.

_____

5. The ladies have been reuniting in the same place to continue their friendship once every year.

_____

6. The storm was threatening to strike since last night.

_____

Directions: Re-write these sentences in the spaces provided, changing each verb to the future perfect tense.

7. We ride our bikes along the coast.

_____

8. They had seen three busses pass their house in ten more minutes.

_____

9. You will tell three stories in front of the class by the end of this year.

_____

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Explain It!

Perfect verb tenses can confuse the reader.

A. The base form of the verb + "__ed," "__d," "__t," or "__en" endings can serve as adjectives. When these adjectives are used with perfect tense verbs, the reader may be confused.
Example: Captured and tortured, the escaped soldier had wandered the tangled jungle by night and will have walked 40 miles when he finally arrives back at his post.

B. Placing too many words and phrases between the helping verbs (*has, have, had, will have*) and their connected base forms of verbs + "__ed," "__d," "__t," or "__en" endings can be confusing for readers.
Example: Have you once again burnt your English muffin?

C. Using negatives between the helping verbs and base forms of verbs + "__ed," "__d," "__t," or "__en" endings can be confusing, especially when the helping verb + not are not reduced to contractions.
Example: Have not they learned their lessons yet?

D. Unfamiliar negative words used with the progressive tense can be difficult for readers.
Example: Unfortunately, the high speed rail won't be completed in time for the Olympics.

E. When adverbs indicating time do not match the present, past, or future progressive tense, the reader may be confused.
Example: Mary has broken her foot last week, and now she is out there playing soccer.

F. The perfect verb tenses show actions that began at some time in the past and have continued until some action or point in time.
Example: "We will have fixed the plumbing," she said two weeks ago, "before they have completed the framing of the house."

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.

___1. The board has given a pessimistic response to their proposal.

___2. They have ended their business relationship once and for all.

___3. Printed, the document has passed through many hands and many have reviewed its pages.

___4. The police officers had arrested the accused burglar right now in the parking lot.

___5. Has not Jaime heard about the dance recital?

___6. Will Jimmy and Rodrigo have seen the final artwork before it is displayed?

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Revise It!

Directions: Fill in the sentence kernels. Next, expand them to clarify each confusing sentence.

1. The board has given a pessimistic response to their proposal.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

2. They have ended their business relationship once and for all.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

3. Printed, the document has passed through many hands and many have reviewed its pages.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

4. The police officers had arrested the accused burglar right now in the parking lot.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

5. Has not Jaime heard about the dance recital?

Kernel It! _____ | _____ _____ | _____

Expand It! _____

6. Will Jimmy and Rodrigo have seen the final artwork before it is displayed?

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

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Create It! ♥♥♥

Directions: Use present, past, and future perfect verb phrases to create a Valentine's Day card.



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Learn It!

The *present perfect progressive tense* shows the length of time an action has been in progress up to the present time.

The present perfect progressive uses *has been* + the base form of the verb + "__ing" to match singular nouns and pronouns and *have been* + the base form of the verb + "__ing" to match plural nouns and pronouns.

Examples: Until this moment she has been watching television all morning.
Marcelle and Patricia have been waiting for you.

The *past perfect progressive tense* shows an action that has already been completed or something that happened before another action or a specific time in the past.

The past perfect progressive uses *had been* + the base form of the verb + "__ing" to match singular nouns and pronouns.

Example: Before the Civil War some Southerners had been hoping to end slavery in their states.

The *future perfect progressive tense* shows an action that will have happened, but won't be completed until a specific time in the future.

The future perfect progressive uses *will have been* + the base form of the verb + "__ing" to match singular nouns and pronouns.

Example: They will have been planning the future burglary for years in their jail cells.

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Identify It!

Directions: Re-write these sentences in the spaces provided, changing each verb to the present perfect progressive tense.

1. We rode our bikes all day, but we haven't yet arrived at our destination.

_____

2. George will live in that apartment for only six months.

_____

3. Greta and I wait for our ride for over an hour.

_____

Directions: Re-write these sentences in the spaces provided, changing each verb to the past perfect progressive tense.

4. Mitch has climbed up that mountain the entire morning.

_____

5. I will have been waiting for you six hours by then.

_____

6. Since receiving my paycheck, I have spent every dollar I earned.

_____

Directions: Re-write these sentences in the spaces provided, changing each verb to the future perfect progressive tense.

7. That dog has been barking all night long and most of the morning.

_____

8. By the time this problem is solved, I helped you for three hours.

_____

9. Nancy has not been feeling well for her entire pregnancy.

_____

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Explain It!

Perfect progressive verb tenses can confuse the reader.

A. The present perfect progressive shows the length of time an action has been in progress up to the present time.
   Example: I have been anticipating your arrival for days until I stopped doing so.
B. The past perfect progressive shows an action that has already been completed.
   Example: Thomas had been receiving complaints every day.
C. The past perfect progressive shows an action that happened before another action or a specific time in the past.
   Example: Dr. Noah had been teaching that class each year until now.
D. The future perfect progressive describes an action that will have happened, but won't be completed until a specific time in the future.
   Example: Cherish and I will have been dating for four months until sometime soon.
E. The present perfect progressive shows an action that is happening at this moment in time.
   Example: I jumped in the water at 8:00 a.m. and have been swimming all that morning.
F. The base form of the verb + "__ing" can serve as an adjective or verb that shows an ongoing action in the past, present, or future. Commas are used to set off the adjectives, but not the verbs. Readers need to pay attention to the punctuation to avoid confusion.
   Example: The guitarist, strumming lazily, will have been playing for two hours when the ceremony begins.
G. The base form of the verb + "__ing" can serve as noun or noun phrase. Readers may confuse this noun construction with the progressive tenses.
   Example: Running the mile was challenging, but the runners have been running more slowly than at the start.
H. Placing too many words and phrases between the helping verbs (*had been, has been, have been, will have been, won't have been*) and their connected base forms of verbs + "__ing" can be confusing for readers.
   Example: Charles had been the last one on earth joking about his appearance.
I. Using negatives between the helping verbs and base forms of verbs + "__ing" can be confusing, especially when the helping verb + not are not reduced to contractions.
   Example: Jamie has not been trying her best until recently.
J. Unfamiliar negative words used with the progressive tense can be difficult for readers.
   Example: Liam had hardly ever been practicing his lines until right now that the play has begun.

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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.

___1. We have been waiting for you when you came to our house.

___2. Martha will have been contradicting everything I've been saying by the time we ZOOM at noon.

___3. Memorizing and practicing, the students had been saying the definitions out loud.

___4. The pouring rain had ended our game.

___5. Riding the chair lift up the mountain has been challenging because getting off the chair without falling is hard to do.

___6. Not only will John have been sleeping for ten hours, he will also not have been feeding the pets he was hired to pet sit.

___7. The broken pipes really won't have actually to my mind been the worst problems of that weekend.

___8. It had been snowing after the thunderstorm finally stopped.

___9. The high schoolers have been studying all night and early this morning.

___10. The play will have been completed earlier than many had expected.

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Revise It!

Directions: Fill in the sentence kernels. Next, expand them to clarify each confusing sentence.

1. We have been waiting for you when you came to our house.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

2. Martha will have been contradicting everything I've been saying by the time we ZOOM at noon.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

3. Memorizing and practicing, the students had been saying the definitions out loud.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

4. The pouring rain had ended our game.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

5. Riding the chair lift up the mountain has been challenging because getting off the chair without falling is hard to do.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

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6. Not only will John have been sleeping for ten hours, he will also not have been feeding the pets he was hired to pet sit.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

7. The broken pipes really won't have actually to my mind been the worst problems of that weekend..

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

8. It had been snowing after the thunderstorm finally stopped.

Kernel It! _____ | _____ | _____

Expand It! _____

_____

9. The high schoolers have been studying all night and early this morning.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

10. The play will have been completed earlier than many had expected.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

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Create It! ♥♥♥

Directions: The rings inside the trunks of redwood trees represent one year for each ring. The oldest rings are located at the center of the tree and the newest rings are found at the outside edges. Older redwoods may have over 1,000 of these rings! For this writing activity, use present, past, and future perfect progressive verb phrases to describe events which this redwood tree is witnessing, has witnessed, and will witness since it became a tree 1,000 years ago.



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An action that began before a specific time in the past and continued up until that time. Formed by the past, present, or future tenses of the "to have" verb (*had, has* or *have, will have*) and a past participle (the base form of a verb and a verb ending in "__ed," "__d," "__t," or "__en" for regular verbs).
Example: She had helped before class started today.



An action that happened at an unnamed time before the present. Formed by *has* or *have* + a past participle (the base form of a verb and a verb ending in "__ed," "__d," "__t," or "__en" for regular verbs).
Example: She has helped before class most every morning.



An action that will happen before another action in the future or something that will happen before a specific time in the future. Formed by *will have* + the past participle (the base form of a verb and a verb ending in "__ed," "__d," "__t," or "__en" for regular verbs).
Example: She will have helped for two hours by recess.



An action that refers to something that has already been completed or something that happened before another action or a specific time in the past. Formed by *had been* + the base form of the verb + "__ing."
Example: She had been helping since class started.



To describe the length of time an action has been in progress up to the present time. Formed by *has* or *have been* + the base form of the verb + "__ing."
Example: She has been helping for all morning until now.



An action that will have happened, but won't be completed until a specific time in the future. Formed by *will have been* + the base form of the verb + "__ing."
Example: She will have been helping for four hours when the lunch bell rings.

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Infinitives as Nouns, Adjectives, and Adverbs

Learn It!

Infinitives begin with "to" and follow with the base form of a verb. However, an infinitive doesn't function as a verb; it serves as a noun, adjective, or adverb.

- The present infinitive uses "to" + the base form of a verb. The infinitive may serve as an adverb.
  Example: To watch my show I finished my chores early.
- The infinitive may also use "to be" + the base form of the verb + "__ed," "__d," "__t," or "__en" to show an action that was completed in the past. The infinitive may follow a noun or pronoun.
  Example: What an honor to be chosen as a prize-winner!
- The infinitive may also use "to have" + the base form of the verb + "__ed," "__d," "__t," or "__en" to show the length of time an action has been in progress up to the present time. Some verbs are directly followed by an infinitive.
  Example: They want to have practiced the song before they perform it.

Identify It!

Directions: Highlight the infinitives and infinitive phrases in the following sentences.

1. He attempts to listen to all directions before beginning a task.

2. Kyle helped to take out the trash.

3. I want to participate if I can.

4. To fit the last puzzle piece she had to trim the edges of the piece.

5. To sing and to dance well takes years of practice.

6. I know that to train for a long distance run it takes patience and commitment.

7. Lance gave permission to use his photograph for the project.

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Explain It!

Infinitives and infinitive phrases can confuse the reader.

A. Using negatives between the "to" and the base form of the verb can be confusing for the reader.
   Example: John promised to never listen to her advice.
B. Inserting words or phrases between the "to" and the rest of the infinitive phrase can confuse the reader.
   Example: She advised me to quickly gather my belongings and to as fast as humanly possible get out of town.
C. Some infinitives drop the "to" and include only the base form of the verb.
   Example: John helped his mother finish the project.

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.

___1. Lisa stated, "To have been completely, without exception, rejected by my peers crushed my willingness to suggest new ideas."

___2. "To never accept help is just as bad as to not take advice," my aunt said.

___3. The counselor helped father see the wisdom of providing choices for his children.

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Revise It!

Directions: Fill in the sentence kernels. Next, expand them to clarify each confusing sentence.

1. Lisa stated, "To have been completely, without exception, rejected by my peers crushed my willingness to suggest new ideas."

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

2. "To never accept help is just as bad as to not take advice," my aunt said.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

3. The counselor made father see the wisdom of providing choices for his children

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

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Learn It!

- The infinitive may also use "to have been" + the base form of the verb + "__ed," "__d," "__t," or "__en" to show an action that began before a specific time in the past and continued up until that time. The infinitive may serve as an adjective.
  Example: The cabin would have to be at least 50 years old to have been built by Grandpa.
- The infinitive may also use "to be" + the base form of the verb + "__ing" to show an action which takes place over a period of time in the present or an action taking place at the same time that the statement is written. The infinitive may serve as the subject of the sentence.
  Example: To be playing professional baseball would be a dream.
- The infinitive may also use "to have been" + the base form of the verb + "__ing" to show an action that happened at an unnamed time before the present. The infinitive may serve as a direct object.
  Example: I told him to have been running a marathon every day for a month, he would have to eat five meals a day.

Identify It!

Directions: Highlight the infinitives and infinitive phrases in the following sentences.

1. Yance wants to be watching the game this evening.

2. To have been completed, the bridge construction would have to have been started years ago.

3. Admittedly, to have been singing in the contest would have pleased them.

4. To be expecting change immediately may be expecting too much from the child.

5. Carol needs to have been admired by more than one fan on her tour.

6. I know that to train for a long distance run it takes patience and commitment.

7. If I must join the organization, to be working for the poor would be my first choice of an assignment.

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Explain It!

Infinitives and infinitive phrases can confuse the reader.

A. Using negatives between the "to" and the rest of the infinitive phrase can be confusing for the reader.
   Example: To not have been chosen by the second round of the draft would have disappointed the star basketball player.
B. Unfamiliar negative words used with the infinitive phrase can be difficult for readers.
   Examples: To be on rare occasions watching television as a whole family would be a sight to see.
C. Infinitives connected to prepositional phrases may confuse the reader.
   Example: We all went to town to watch the parade and to cheer on the team.

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.

___1. To be watching football games all day would be a dubious pastime for the professor.

___2. To have finally understood from your own experience how to be willing in all circumstances to honor your parents is, from my point of view, a major accomplishment.

___3. To not have tried could never have been considered an option to be chosen.

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Revise It!

Directions: Fill in the sentence kernels. Next, expand them to clarify each confusing sentence.

1. To be watching football games all day would be a dubious pastime for the professor.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

2. To have finally understood from your own experience how to be willing in all circumstances to honor your parents is, from my point of view, a major accomplishment.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

3. To not have tried could never have been considered an option to be chosen.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

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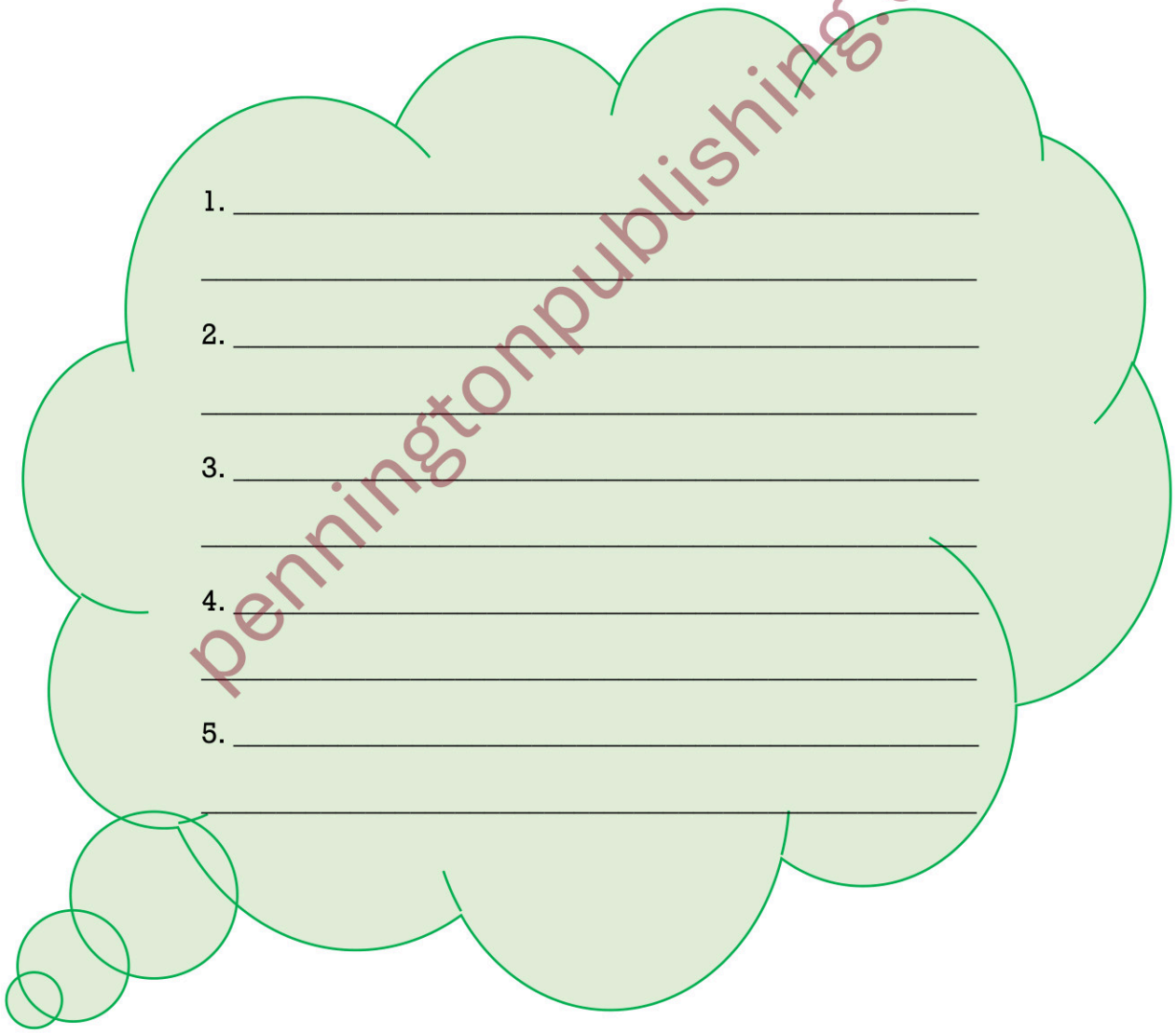
Create It! ♥♥♥

Directions: Write fiver of your own proverbs (wise sayings), including infinitive phrases with these grammatical constructions:

- "to" + "to be" + the base form of the verb + "__ed," "__d," "__t," or "__en"
- "to have" + the base form of the verb + "__ed," "__d," "__t," or "__en"
- "to have been" + the base form of the verb + "__ed," "__d," "__t," or "__en"
- "to be" + the base form of the verb + "__ing"
- "to have been" + the base form of the verb + "__ing"

Example: ‘“Tis better to have loved and lost than never to have loved at all.” (Alfred Tennyson)

Personal Proverbs



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Noun Clauses

Learn It!

Unlike a phrase, a *clause* is group of words with a subject noun or pronoun (the do-er) and its connected verb (the action). A clause which expresses a complete thought is called an *independent clause* because it could stand *on its own* as a *simple sentence.* A clause which doesn't express a complete thought is called a *dependent clause* because it *depends* upon its connection to the more important independent clause. Without a connected independent clause, the dependent clause would be a *sentence fragment.*

A *noun clause* refers to a person, place, thing, or idea and serves five different functions within a sentence: As a **subject, direct object, indirect object, object of the preposition,** and **complement.** Notice that each of these functions is only one part of a sentence, so the noun clause is a dependent clause.

When the noun clause (or any other type of dependent clause), is connected to an independent clause, it is called a *complex sentence.*

Example: Whatever she says (dependent noun clause), you must do (independent clause).

A sentence with two or more independent clauses and one or more dependent clauses is called a *compound-complex* sentence.

Example: I will be there for you (independent clause), and I will be ready to help (independent clause) whenever you need me (dependent noun clause).

Following are the functions of noun clauses:

Sentence Subject

Noun clauses may begin with *if*, *how*, *however*, *that*, the "wh" words: *what*, *when*, *where*, *which*, *who*, *whom*, *whose*, *why*, or the "wh"—ever words: *whatever*, *whenever*, *wherever*, *whichever*, *whoever*, or *whomever*. Place a comma following an introductory noun clause.

Examples:
Whenever you wish, I will do (independent clause).
What the student said was very inappropriate (verb + complement).

Another noun clause that serves as the subject of a sentence begins with *The fact that.*

Example: The fact that the earth is not flat was known by ancient astronomers.

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Identify It!

Directions: Highlight the noun clauses in these sentences:

1. How I did that was simply a miracle.

2. What the parents wanted to do was unclear to me.

3. Where everyone went was unknown to me.

4. Whichever way they turn will be the best direction.

5. Whomever you choose will always be supported by the class.

6. The fact that David was the tallest was not the main reason he was chosen.

Explain It!

Noun Clauses can confuse the reader.

A. A subject noun clause can be interrupted by another grammatical construction, and this interruption delays the completion of the link between the subject and verb for the reader.
Example: What the principal meant at the time to say was safety remains a top priority.
B. A noun clause subject which states a fact may require complex thinking and make readers lose their train of thought before reading the main verb and complement.
Example: The fact that grammar is the complicated study of how a language works does not make it boring.
C. Contrasting noun clauses within the same sentences can be confusing, especially when many of the words are repeated. Often a single word, such as *not* is overlooked.
Example: What the child did know is more important than what the child did not know.
D. When a synonym in one noun clause refers to a noun in a previous clause, the reader may think that two different meanings are meant. The reader may lack vocabulary knowledge or background knowledge to understand the noun relationships.
Example: George Patton was the best tank commander of World War II; however, the general did not always follow orders.

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.

___1. Our knowledge that an object in motion will continue until met with an equal or greater force was tested in our experiment.

___2. How the tree loses its leaves in the fall is exactly what deciduous plants do.

___3. Where the bottle with the message would land after years of floating in the Pacific Ocean was anyone's guess.

___4. How the child hit the bullseye once was more remarkable than how the child missed the bullseye forty times.

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Revise It! 🟢

Directions: Fill in the sentence kernels. Next, expand them to clarify each confusing sentence.

1. Our knowledge that an object in motion will continue until met with an equal or greater force was tested in our experiment.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

2. How the tree loses its leaves in the fall is exactly what deciduous plants do.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

3. Where the bottle with the message would land after years of floating in the Pacific Ocean was anyone's guess.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

4. How the child hit the bullseye once was more remarkable than how the child missed the bullseye forty times.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

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Learn It!

In addition to acting as sentence subjects, *noun clauses* can also serve these functions: **direct object, indirect object, object of the preposition,** and **complement.** Notice that each of these functions is only one part of a sentence, so the noun clause is a dependent clause.

Direct Object

The direct object receives the action of the verb. As a *direct* object, the noun clause answers *what?* or *whom?* of the verb.

Example: I don't know why his present has not arrived.

Indirect Object

As an *indirect object*, the noun clause answers *to* or *for what?* or *to or for whom?* of the verb.

Example: I give whoever finishes the race a medal.

Object of a Preposition

A preposition shows a relationship, time, position, or location between the preposition and its object. The preposition is always part of a phrase. As the object of a preposition, the noun clause answers "What?" or "Whom?" of the preposition.

Example: On whichever holiday she chooses, the gift packages will arrive promptly at her door.

Complement

As a complement, the noun clause answers the main verb.

Examples:
The chef already knew what he wanted to serve for dinner.
What he wanted to serve for dinner, the chef already knew.

The pronouns *who*, *whom*, *whose*, *which*, and *that* may start noun clauses used as complements.
Examples: I wonder whose car it is. Who that may be on the red carpet no one knew.

The pronouns *who*, *whom*, *whose*, *which*, and *that* may be implied (suggested) at the beginning of noun clause complements.
Example: The burglar confessed he stole the diamonds.

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Identify It!

Directions: Highlight the noun clauses in these sentences:

1. "I want you to know what all the noise is about."

2. I'm sure she will order whatever you recommend.

3. I hope we are going to wherever the chef has suggested for dinner.

4. Her only weakness was that she hesitated when given the signal to begin.

5. We asked whose pencil is was and if we could borrow it.

6. We will soon understand who may be ready to help.

7. I already said I would take it home.

8. With whatever paint you choose, we can decorate the room.

Explain It!

Noun Clauses can confuse the reader.

A. Using too many noun clauses in a sentence can be challenging to read.
   Example: What I meant to say was "I give whatever I want to whomever I choose to be used wherever they feel it is needed."
B. Avoid using noun clauses as preposition strings. More than one noun clause used as the object of a preposition can confuse the reader.
   Example: These tickets are good for whichever day you are free and with whomever you want to attend.
C. The pronouns *who*, *whom*, *whose*, *which*, and *that* may be implied (suggested) at the beginning of noun clause complements, but failing to state them may create confusion for the reader.
   Example: The politician promised she would serve her full term with whomever we also elected.

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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.

___1. Whoever likes my drawings and how I drew them at the Fine Institute for Young Artists is the kind of friend I want.

___2. Whenever she bakes in the morning, the smell from the oven tempts whomever is near the kitchen.

___3. The woman I know sold me the purse everyone needs when I go out shopping.

Revise It!

Directions: Fill in the sentence kernels. Next, expand them to clarify each confusing sentence.

1. Whoever likes my drawings and how I drew them at the Fine Institute for Young Artists is the kind of friend I want.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

2. Whenever she bakes in the morning, the smell from the oven tempts whoever is near the kitchen.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

3. The woman I know sold me the purse everyone needs when I go out shopping.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

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Create It! ♥♥♥

Directions: Write five new laws and consequences for breaking these laws. Include a noun clause constructed as a **subject, direct object, indirect object, object of the preposition,** and **complement.**



Laws and Consequences

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

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Adjective Clauses

Learn It!

An *adjective clause* can modify (identify, define, add to, limit, or describe) a noun or pronoun by answering Which One? How Many? or What Kind? Remember that a *clause* is group of words with a subject noun or pronoun (the do-er) and its connected verb (the action).

The adjective clause serves two basic functions: It provides *essential* or *non-essential* information to the sentence. *Essential* means that the information is needed to make sense of the sentence. *Non-essential* means that the sentence makes sense without the adjective clause.

Notice that each of these functions is only part of a sentence. An adjective clause written on its own is not a complete sentence. It is a sentence fragment. To form a complete sentence, the adjective clause must be connected to an independent clause to form a complex sentence or to a verb and complement to to form a simple sentence.

The pronouns *who*, *whom*, *whose*, and *which*, but not *that*, begin adjective clauses which provide non-essential information to a sentence. The *who* refers to people and *which* refers to specific things. Non-essential adjective clauses are set off by commas.

Example: The girl, who sits in the corner, is sleepy.
Explanation: "The girl is sleepy" includes all essential information on its own. The adjective clause, "who sits in the corner," provides non-essential information and is set off by commas. Plus, the sentence *sounds right* when the reader pauses before and after each adjective clause.

Non-essential clauses may also begin with adjectives constructed from the base forms of verbs + "__ed," "__d," "__t," or "__en" endings. These clauses include **completed actions or conditions** in the past to modify the independent clause.

Example: The lake water, released by the gates in the dam, keeps fish healthy downstream.

The pronouns *who*, *whom*, *whose*, and *that*, but not *which* begin adjective clauses which provide essential information to a sentence. The *who* refers to a specific person or group of people. The *that* refers to things or people in general. Essential adjective clauses are *not* set off by commas.

Examples: The boy whose food we are eating is extremely generous.
Explanation: "The boy is extremely generous" does *not* include all essential information on its own. The adjective clause, "whose food we are eating" is essential to the meaning of the sentence, and so it is *not* set off by commas. Plus, the sentence would *not sound right* if the reader paused before and after the adjective clause.

Essential clauses may also begin with adjectives constructed from the base forms of verbs + "__ed," "__d," "__t," or "__en" endings. These clauses include **completed actions or conditions** in the past to modify the independent clause.

Example: Software created by a team of programmers helped patients monitor their own health.

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Identify It!

Directions: Highlight the adjective clauses in these sentences.

1. I knew it would be the one that I had identified.

2. The man, whose watch is gold, asked me for help.

3. Mr. Langston, who lives across the street, says he is a Martian.

4. I just finished the second test, which is much harder than the first test.

5. The metal shed, heated by the rays of the summer sun, made the tools inside too hot to use.

6. The tree house, designed by a structural engineer, survived the tornado.

Directions: Revise these sentences by combining them with an adjective clause.

7. I had identified it. I knew it would be that one.

_____

8. Chevy gave the man his cane. He was the one who limped.

_____

9. The wildfires burned through thousands of acres. They began by lightning strikes.

_____

_____

10. The game was developed by gamers. It had an interesting story line. It had well-developed characters.

_____

_____

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Explain It!

Adjective clauses can confuse the reader.

A. Readers often struggle when multiple adjective clauses are used in the same sentence.
Example: The mail carrier who delivered the package yesterday drives a truck, which she uses to deliver packages.

B. The pronouns *who*, *whom*, *whose*, *which*, and *that* may be implied (suggested) at the beginning of adjective clauses.
Example: The boy the ball hit began crying.

C. Adjective clauses which are interrupted by additions, definitions, limitations, descriptions, or explanations take the reader's focus away from the beginning pronoun and its relationship to the verb in the clause.
Example: The senator, whose views, like so many of his fellow law-makers, change according to popular opinion, is running for election again.

D. A pronoun reference which is far away from its antecedent because of multiple adjective clauses in a sentence can create confusion.
Example: The shop teacher showed his students which wrench to use for the spark plugs that needed to be replaced and how to use it.

E. When a preposition is added before the pronoun that begins an adjective clause, the reader can become distracted.
Example: Petroleum products, from which plastics are made, are increasingly expensive.

F. Negative adjective clauses ("there are hardly") which are connected to negative independent clauses ("won't agree") are especially challenging for readers. Note that some negatives, such as "hardly," are not always recognized as negatives.
Example: Compared to what people thought before, there are hardly any that won't agree about the dangers of severe concussions.

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.

___1. The woman the boss fired already has a new job.

___2. Mom taught me which saw to use to cut the straps that had to be removed and how to use it.

___3. Parents whose only focus in life is their children often learn after the children leave the nest that unlike other couples they should have spent more time focusing on each other.

___4. The ring that I know was the one which has the inscription inside whose author was Ken.

___5. The boy, whom you don't know, was never the student his parents had hoped he would be.

___6. The bed, upon which sits my cat, differs from the one that you showed me.

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Revise It!

Directions: Fill in the sentence kernels. Next, expand them to clarify each confusing sentence.

1. The woman the boss fired already has a new job.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

2. Mom taught me which saw to use to cut the straps that had to be removed and how to use it.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

3. Parents whose only focus in life is their children often learn after the children leave the nest that unlike other couples they should have spent more time focusing on each other.

Kernel It! _____ | _____ | _____

Expand It! _____

_____

4. The ring that I know was the one which has the inscription inside whose author was Ken.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

5. The boy, whom you don't know, was never the student his parents had hoped he would be.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

6. The bed, upon which sits my cat, differs from the one that you showed me.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

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Explain It!

Adjective clauses can confuse the reader.

A. The pronouns, *whom* and *whose*, are rarely used in everyday speech and readers may be confused by their usage.
   Example: The man whom we know and his friend whose letter we received just arrived.
B. Using other grammatical structures after adjective clauses may confuse readers.
   Example: The breeder sent the puppy that the children played with to their home.
C. When the pronouns referring to people (*who, whom, that*) change within a sentence, the reader can be confused about the subject that the adjective clause modifies.
   Example: The woman that stays at home to raise her children is the one whom I know.
D. More than one adjective clause interrupting the sentence subject and its verb creates attention problems for the reader.
   Example: The tool that is used most often by those who best understand its function is the chain saw.
E. When the pronoun beginning a second adjective clause in the same sentence is implied (suggested) the reader may be confused.
   Example: Her parents who always supported her Olympic dreams and set aside money in a savings account for future training enjoyed watching their daughter perform.
F. Adjective clauses which have double negatives within the same adjective clause are especially difficult to understand.
   Example: Most people, who don't think that it's never going to happen, are still unprepared for climate change.

Directions: Fill in the sentence kernels. Next, expand them to clarify each confusing sentence.

___7. The gifts which we opened were from a woman whom we hardly know.

___8. Our math teacher, who claimed that proofs can never be unproven, was wrong.

___9. The first responder who arrived on the scene earlier than the others ran around to the back of the house to investigate.

___10. People that avoid getting mad and those who live nearby are the ones with whom I associate.

___11. The teacher who helped the child in class and tutored her in math went on maternity leave.

___12. The cookies that Dad makes and whose recipe I use get rave reviews.

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Revise It!

Directions: Fill in the sentence kernels. Next, expand them to clarify each confusing sentence.

7. The gifts which we opened were from a woman whom we hardly know.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

8. Our math teacher, who claimed that proofs can never be unproven, was wrong.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

9. The first responder who arrived on the scene earlier than the others ran around to the back of the house to investigate.

Kernel It! _____ | _____ | _____

Expand It! _____

_____

10. People that avoid getting mad and those who live nearby are the ones with whom I associate.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

11. The teacher who helped the child in class and tutored her in math went on maternity leave.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

12. The cookies that Dad makes and whose recipe I use get rave reviews.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

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Create It! ♥♥♥

Directions: Write fortune cookie adjective clause fortunes, beginning with *who, whom, whose, which, that,* and the base form of a verb + "__ed," "__d," "__t," or "__en" ending.



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Adverb Clauses

Learn It!

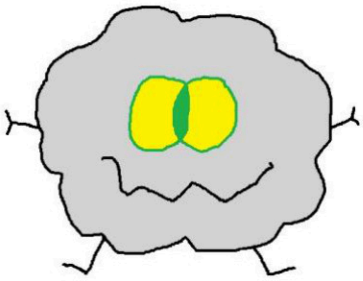
Remember that an *independent clause* has a noun and its connected verb that stands *on its own* as a simple sentence. A *dependent clause* has a noun and its connected verb that does *not* stand *on its own* as a complete thought. It *depends* upon its connection an independent clause. The dependent clause is less important to the meaning of the sentence than its connected independent clause. Together, the dependent and independent clauses form a complex sentence.

An adverb clause is a dependent clause. The adverb clause acts as an adverb to modify (identify, define, add to, limit, or describe) a verb, adjective, or another adverb in the connected independent clause by answering one or more of these questions: What degree? How? Where? or When? Additionally, adverb clauses frequently answer a Why? question.

The adverb clause can begin a sentence, come in the middle of a sentence to interrupt the independent clause, or end a sentence. It always begins with a *subordinate conjunction*. The prefix, *sub,* means *under* in *subordinate,* and it signals the reader that the adverb clause which follows is *under the authority* of its connected independent clause. The adverb clause certainly contributes meaning, but the independent clause is the most important thought of the sentence.

In this memory trick, the AAAWWUBBIS letters stand for the most frequently-used subordinate conjunctions. These subordinate conjunctions focus on the How? When? and Why? questions.

The AAAWWUBBIS*
Subordinate Conjunctions



After, Although, As, When, While,
Until, Because, Before, If, Since

*Credit Jeff Anderson for the AAAWWUBBIS memory trick.

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Examples beginning with the AAAWWUBBIS Subordinate Conjunctions:

After, **A**lthough, **A**s, **W**hen, **W**hile, **U**ntil, **B**ecause, **B**efore, **I**f, **S**ince

After I finished dinner, I did the dishes.
She did not pass the test, **a**lthough she had studied.
As the player practiced, she improved her skills.
I was at the river, **w**hen the dam broke.
While the band played, the children sat quietly.
The band played **u**ntil the wedding couple left.
The students, **b**ecause they had a substitute teacher, did not behave well.
Before the parents arrived, the children had a party.
That disease, **i**f not controlled, could spread quickly.
It should come as no surprise, **s**ince I already warned them.

Notice that an adverb clause is set off from independent clauses with commas unless the adverb clause ends the sentence.

Identify It!

Directions: Fill in the blanks with the correct **AAAWWUBBIS** letter that matches the subordinate conjunction in each sentence. Letters may be used more than once. Also, insert commas where they are needed.

___1. It took nine hours to drive there although they did stop for lunch.

___2. “It’s not right if you want to know what I think and you care about justice,” she said.

___3. Hans said, “Before we go to my mother’s house we need to talk.”

___4. While he didn’t approve Mel did not state his objections.

___5. I didn’t feel horribly bad about John losing his money since I had warned him in advance.

___6. Please don’t start the car until I’m ready to leave.

___7. When Linda lets us help her we will gladly assist.

___8. Zoey gave us all a gift because she is always thoughtful and we brought her flowers.

___9. Can you wait to discuss this matter after we leave?

___10. As the world turns so time passes.

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Explain It!

Adverb clauses can confuse the reader.

A. Many times readers get confused about the meaning of a complex sentence, because the adverb clause may seem to contradict the thought of the independent clause.
Example: Despite the fact that she could be mean (the adverb clause), she was more than often quite nice (the independent clause).
B. Readers often think that "unless" means *if;* however, *unless* actually has a negative meaning, not a conditional meaning.
Example: I won't approve the design unless you make the background green.
C. Readers frequently don't understand that *although* is a subordinating conjunction which signals a contrast.
Example: Although our teacher was always kind, she was also always friendly.
D. Reversible sentences which include reasons are more difficult to understand when the subordinate conjunction, "because," begins a negative adverb clause.
Example: Andrew didn't help the homeless in his city because he was kind-hearted.
E. More than one adverb clause interrupting the sentence subject and its verb creates attention problems for the reader.
Example: The Department of Labor, when the number of available jobs decreases in areas where there is already high unemployment, understands that people suffer.
F. Imperative (command) independent clauses which don't specifically connect to the meaning of the adverb clause are difficult to understand.
Example: Jump out of a plane; climb a mountain; and tour the world while you still can.
G. In adverb clauses, adverbs should modify the nearest verb, adverb, or adjective. Adverbs or adverb phrases which *dangle* on their own confuse readers.
Example: Upon entering the surgeon's office, a skeleton caught my attention.

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.

___1. Michelle acted selfishly among her friends even though she once shared her lunch with me.

___2. Because they did not leave that evening, they stayed for dinner.

___3. You won't get any dessert unless you sincerely apologize to your sister.

___4. Whenever you are seated in a plane, there may be turbulence, so keep seatbelts fastened.

___5. Far away from the hospital drove the ambulance and its two paramedics.

___6. What the President of the United States, when the nation is in crisis and if television time is available, says is listened to by other world leaders.

___7. She wailed and moaned, crying uncontrollably, although she never knew who the injured football player was.

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Revise It!

Directions: Fill in the sentence kernels. Next, expand them to clarify each confusing sentence.

1. Michelle acted selfishly among her friends even though she once shared her lunch with me.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

2. Because they did not leave that evening, they stayed for dinner.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

3. You won't get any dessert unless you sincerely apologize to your sister.

Kernel It! _____ | _____ | _____

Expand It! _____

_____

4. Whenever you are seated in a plane, there may be turbulence, so keep seatbelts fastened.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

5. Far away from the hospital drove the ambulance and its two paramedics.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

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6. What the President of the United States, when the nation is in crisis and if television time is available, says is listened to by other world leaders.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

7. She wailed and moaned, crying uncontrollably, although she never knew who the injured football player was.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

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Learn It! ■



With the **Bud is wise, but hot! AAA WWW** memory trick, the letters stand for the most common 29 subordinate conjunctions.

Another function of the adverb clause is to express the *conditional mood.* Although simple conditional sentences use *could, would, may,* and *might* to signal what *might take place* if certain conditions are met, the subordinate conjunctions can signal what *will take place* if the conditions are met.

Simple sentence can't express *if—then* and *cause—effect* relationships, but complex sentences with adverb clauses certainly can do so.

Examples:
Before I let you go to the party, I want to know more about the host.
She won't go unless you do.
If I give her the money, she won't have to work for it.
Darren will agree to the purchase after he reads the details of the contract.

Conditional sentences may also use subordinate conjunctions to signal a prediction, doubt, regret, guess, or a wish. Often, the subordinate conjunction, *that,* is used following these nouns or synonyms. The writer may choose to delete *that* if the sentence sounds better, but this subordinate conjunction is still implied (suggested).

Examples:
I'm sure she will like it once she tries it.
Whether Ivy will go to the movies or not, I don't know.
Although Linda seems prepared, she may not have practiced enough.
I so regret that I wasn't able to attend the funeral.
or
I'm so sorry I wasn't able to attend the funeral.

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Identify It!

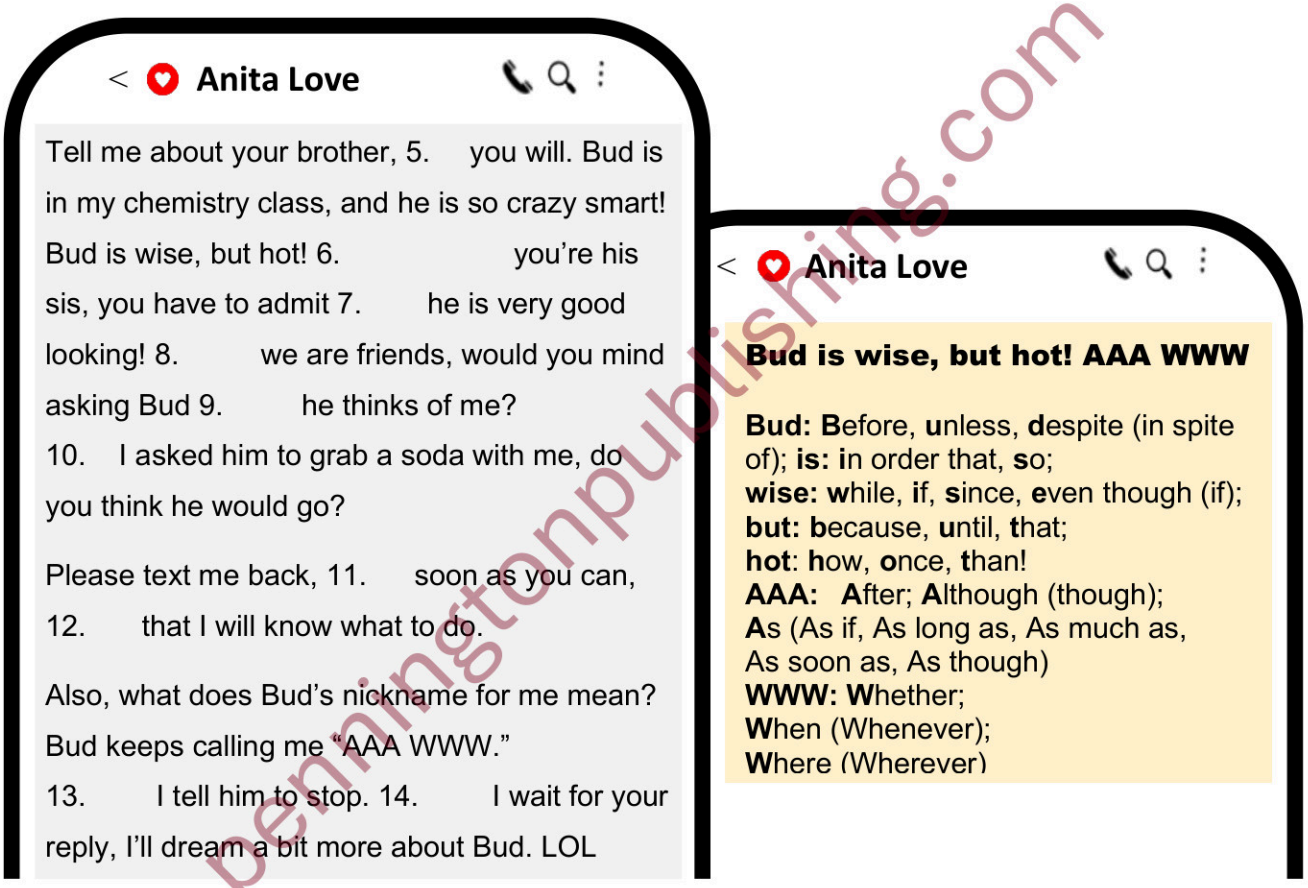
Directions: Write the the subordinate conjunctions which best begin the adverb clauses in the numbered blanks below the phones.

1. _____ the fact that Kit was Bud's sister, she never really understood

2. _____ smart her brother was. Bud never showed Kit his grades in school,

3. _____ she always bragged to him about hers.

Kit received a text from her friend 4. _____ she was walking home. It said,



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1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

7. _____ 8. _____ 9. _____

10. _____ 11. _____ 12. _____

13. _____ 14. _____

Explain It!

Adverb clauses can confuse the reader.

A. Although adverb clauses are less important to the meaning of sentences than independent clauses, clauses placed at the beginning of sentences may emphasize some words.
Example: Ice cream you certainly won't get if you don't do as I say.
B. Readers understand complex sentences with clear subordinating conjunctions that *show* the relationships between ideas much better that short simple sentences which *imply* (suggest) their relationships.
Examples: We could not sit down. The benches had wet paint.
C. Reversible sentences with cause-effect relationships are more difficult to understand when the subordinate conjunction, "because," begins the last clause in the sentence.
Example: She could hear music and laughing at the neighbor's because she went outside.
D. Many subordinate conjunctions signal contrast, such as *unless, despite, in spite of, even though, although, whether*. If the contrast is not clear, the sentence can be confusing.
Example: In spite of the girl's strange reaction, the boys continued to tease her.
E. When the helping verb, "had," is placed before the subject, the adverb clause becomes a conditional statement or a hypothesis that needs to be proven. The following independent clause may state a prediction or fact. These options may confuse readers.
Example: Had Cal known where the gold was hidden, he would have told me where to dig.
F. Sometimes adverb clauses imply (suggest) the noun or pronoun and verb. Readers must mentally insert what is missing as they read. If a pronoun reference in the independent clause connects to what is implied, the sentence can be especially confusing.
Example: When within striking distance, the frog thrusts out its tongue to snag it.
G. The independent clause is expected to include the most important information of the sentence, and the dependent clause usually includes what is less important. When the levels of importance are switched, the sentence can be confusing.
Example: The batter may put the bat on the ball though he strikes out 50% of the time.

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.

___1. They all placed fresh-cut flowers on her grave, when she died.

___2. Had you been more careful while you conducted the experiment, your conclusions might be better supported.

___3. If inside during an earthquake, stand in interior doorways until it is over.

___4. When dangerous surf conditions exist, you shouldn't swim in the ocean.

___5. Whether she finishes her dinner or she works on her homework, Sharon can't decide.

___6. She bought it on sale. It was not what she wanted.

___7. The children did not sleep much because they had a sleepover.

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Revise It!

Directions: Fill in the sentence kernels. Next, expand them to clarify each confusing sentence.

1. They all placed fresh-cut flowers on her grave, when she died.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

2. Had you been more careful while you conducted the experiment, your conclusions might be better supported.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

3. If inside during an earthquake, stand in interior doorways until it is over.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

4. When dangerous surf conditions exist, you shouldn't swim in the ocean.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

5. Whether she finishes her dinner or she works on her homework, Sharon can't decide.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

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6. She bought it on sale. It was not what she wanted.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

7. The children did not sleep much because they had a sleepover.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

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Create It! ♥♥♥

Directions: Here's your chance to be a sports radio broadcaster! Call the action for an event, race, or series of plays, using adverb clauses at the beginning, middle, and end of complex sentences. Include a variety of relationships and subordinating conjunctions between the dependent clauses.







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Noun and 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 (a, an, the)	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 (a, an, the)	Action
counter (the)	is
man (the)	says
legs	disappear
arms	disappear
body (the)	disappears
head (the)	demands
nothing	is
guy	should have quit

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Noun and Subject Answers

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.”

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Verb and Simple 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.

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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

3. The party interesting and third strange grade hosted class exciting
The third grade hosted the interesting, strange, and exciting party.

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

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

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

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

A 4. Those detailed 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, insomnious nights haunted Professor Zorba.

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

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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).
11. (Anyone, Few) walk home alone.
12. (Many, Everybody) dance to that music.
13. (Both, Everyone) plays basketball.

__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.

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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	later
afternoon	even	More	often	less	excited
first	cautiously	time	out	loud	now
around	when	quickly	away	surprisingly	sympathetically
bright	red	slowly	off	Finally	joyfully

B 1. Amanda walked slowly, carefully, and hesitatingly down the street.

C 2. You are hardy, but you hardly ever do any of the hard work.

D 3. However, don't not go to the party.

A 4. I barely ever even noticed her hair.

1. Run very fast to first base.
2. My older brother eats really hurriedly his food.
3. The kitchen faucet flowed slowly, and the sound was becoming extremely annoying.
4. Across the table in the lunch room, the boy looked at me continually without looking away.
5. My teacher smiled pleasantly and then started laughing uncontrollably with no self-control.

B 1. Thick hamburgers were slowly fried, and thin pork chops were grilled quickly.

A 2. She very seldom desperately wanted to buy a new dress.

D 3. The skydiver threw open unexpectedly the door of the plane.

C 4. The police promised a quick, yet complete and public, review of the controversial case.

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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.

Directions: Highlight the paired conjunctions in the following sentences.

1. Either you are for me or you are against me.
2. Bring as many friends as you can to the party.
3. No sooner did she arrive than she had to leave.
4. Both chocolate and strawberry pies are good.
5. Not only was she cruel, but she was also mean.
6. Whether or not Sam is right, doesn't matter.
7. Neither you nor your sister is right about this.
8. As quickly as they finished, they began again.
9. Their play was such a success that the audience gave them a standing ovation.
10. I would rather be right than wrong.

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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.

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Preposition Answers

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 routed for her team.

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

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Complement Answers

1. After dinner, we played cards.

Kernel It! _____ | _____ | _____

2. She played me beautiful songs.

Kernel It! _____ | _____ | me | _____

3. They were Tom and Ryn.

Kernel It! _____ | _____ | _____

4. Louisa and Rowan seem kind.

Kernel It! _____ | _____ | _____

5. To them Asher blew kisses.

Kernel It! _____ | _____ | _____ | to them.

B 1. Tim stopped falsely accusing what turned out to be an innocent man of a serious crime.

D 2. In bed, reading that book, all day long he stayed.

C 3. His sister started before I did her math homework.

A 4. The birthday party was a true celebration of the day he was born.

E 5. Mark and Louise they showed their completed sculptures.

Discuss each of these answer options, noting the position and composition of the complements.

6. He himself is ready or He is ready himself or Is he ready himself?

7. We elected her treasurer.

8. They did it all by themselves or They themselves did it all.

9. I found the cranky boys or The cranky boys I found or Cranky, I found the boys.

10. We starved ourselves for the party or For the party we starved ourselves or Ourselves we starved for the party or For the party ourselves we starved.

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Complement Answers

A 1. I defended the old man from the cruel robbers that morning by the docks.

B 2. A perfect picnic site my parents found for Labor Day.

E 3. Their grandparents bought him a skateboard and her a bike for Christmas.

C 4. I myself saw him give himself that cookie I had saved for myself.

D 5. Fred knew the reasons why his parents borrowed the car and when they planned to return it.

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Types of Sentence and Mood Answers

1. question

2. exclamation

3. command

4. statement

5. conditional

B 1. Isn't she lovely.

A 2. You might as well finish the dip because you've dipped the same chip five times.

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

C 4. Depending upon the situation, it may be this or it may be that, but it all depends.

E 5. Over 70% favor stricter laws about drunk driving, correct?

1. These lecture notes are used by Mai.

2. The gift for her mother she bought or The gift she bought for her mother or
The gift for her mother was bought by her or The gift was bought by her for her mother

3. Hot dogs and hamburgers were cooked by Dad.

B 1. Her clothes appeared freshly laundered and folded.

D 2. The diners in the restaurant were applauded by the award-winning chef.

A 3. A message was sent by the judges and creators of the contest to both winners and losers.

G 4. The couch was thoroughly searched for lost coins, and the back of the drawer, too.

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Noun Phrases

1. The Grand Canyon in Arizona impresses visitors.	Subject ☐	Object ☐
2. The two-hour movie was an amazing production.	Subject ☐	Object ☐
3. They lent Phillip and Mary their brand new bicycles.	Subject ☐	Object ☐
4. They and Jermaine played basketball.	Subject ☐	Object ☐
5. Everyone saw Ronald in the pool.	Subject ☐	Object ☐
6. I texted the whole group my message.	Subject ☐	Object ☐
7. The two debate captains are Felix and I.	Subject ☐	Object ☐
8. The old amusement park burned down.	Subject ☐	Object ☐
9. That one is my tissue box.	Subject ☐	Object ☐
10. Give Jody and him the unused portion.	Subject ☐	Object ☐

_C_ 1. The curious alien beings in their spaceships explored Antarctica in the dead of winter.

_B_ 2. The healing of his wounds required daily cleaning and changing the dressing.

_B_ 3. The author wrote her letters every week.

_C_ 1. Rowan loves sports which are thrilling.

_D_ 2. The movie usher Mr. Tilman showed us our seats.

_F_ 3. “His swimming,” says Asher “is great.”

_G_ 4. The wind’s whistling through the trees sounded like rain.

_A_ 5. Talking softly calmed the frightened children.

_E_ 6. The crowd loved Chuckles, the birthday party clown.

_H_ 7. Napping under the boardwalk always relaxes me.

_B_ 8. Luis’ loud laughing woke up everyone.

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Noun Phrases

C 1. Kicking the ball into the goal was finally accomplished by Josie and her friends.

A 2. Writing always was her dream.

B 3. The actress helped a young woman, the one we spoke about, get into show business.

A 1. To see the final ending, each individual must pay a separate fee.

B 2. Never put food waste into the recyclables garbage.

B 3. Jim had a rock solid answer for every question.

C 4. The demonstration of his power scared Ronald and Hermione.

A 5. The true facts are that the end result would not have changed.

C 6. No one expected such an emotional reaction.

A 1. "As far as I'm concerned, that's past history," she said.

C 2. The healing of his wounds required daily cleaning and changing the dressing.

B 3. The little statuette was of a small size.

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Adjective Phrases

1. Angry

2. sweeter

3. dirtiest

4. dirtiest

5. most surprising

6. less comfortable

7. least worthy

8. more cautious

9. wonderfully fresh

10. hopeful

_A_ 1. Matthew gave Mitchell, his best friend and business partner, his share of the business.

_B_ 2. Hide and seek they played until midnight in the park.

_C_ 3. The worst proposal of the bunch was the horrible idea presented by the doctor.

1. Defeated by his challenger, he lost the tournament.

2. Poorly behaved, the child drove his teacher to insanity.

3. Quickly caught, the bank robbers went to jail.

4. Finally started at her bedtime, Mary's homework was done by midnight.

5. Handed over the trophy, Belinda held it for three years.

6. Dropped and broken, the jar of salsa I had to replace.

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Adjective Phrases

D 1. Having never really considered her a close friend, she won't be invited to the party.

A 2. Yolanda prefers fresh and tasty, sweet but not too sweet, strawberries.

C 3. The excitable, playful, dog, wearing a furry collar, jumped up on the helpless old man.

B 4. Melanie in evening gown, standing alone in the corner of the ballroom, abandoned by her date, looked like an old Roman statue, lifeless and cold.

1. Their toys spread out all over the floor

2. speaking slowly and clearly

3. losing the championship

4. her emotions completely unleashed

5. Asking for help

B 1. Disappointed in her job and worrying about the future, Nell was unhappy and depressed.

A 2. Fired from your job, your car became your home.

D 3. Slipping and sliding down the hill, Joseph turned skiing into a life or death sport.

C 4. Your home built of stone and brick, many neighbors felt it resembled a castle.

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Adverb Phrases

Tom walked slowly, thinking carefully about the choice he and his parents had recently made. The bell rang, he quietly entered the Room 22 at his new school.

Tom's parents had made the difficult decision that switching to a new school would help Tom make new friends. At his old school, Tom had been bullied constantly by a group of boys in his class. Tom's teachers and the principal had tried hard to stop the bullying, but even with their best efforts, they couldn't completely protect Tom. Quite reluctantly, Tom and his parents eventually decided to switch schools in the middle of the year.

Transferring into a new school in the middle of the year is challenging. It's difficult to make new friends. The students at the new school already had created friendship groups, and unfortunately Tom was not welcomed at all. Tom's new teachers encouraged some of their students to invite Tom to eat with them at lunch and they willingly did so. But, soon thereafter Tom was left alone. At least, Tom wasn't bullied at his new school, but Tom was certainly lonely.

Two weeks after Tom started his new school, another boy transferred into the school. Tom boldly gathered up his courage and told the new boy that he was new, too. That day, Tom and the new boy happily ate lunch together and played a quick game of basketball with some of the other kids. Tom and his new friend got to know some of the other students and had a great time at their new school. Although not easy, fitting into a new school can work out just fine.

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__A__ 1. Her poor performance in the finals largely negated her achievements during the season.

__B__ 2. Harry remembered a while later that he had left his phone.

__C__ 3. Most convincingly, Seth won the MVP award for his volleyball team.

Adverb Phrases

1. Soon after the movie, the couple decided to drive quickly to the restaurant.

2. Trey made every effort to lose honorably.

3. The naughty child attempted to ruin our game.

4. The sports cars raced incredibly fast through the winding streets of Monte Carlo.

5. To arrive here yesterday, I took the early train.

6. No one could hear her, so she had to shout louder and louder.

7. Down by the river she hiked.

_C_ 1. Luis insisted that she must help to without complaining wash the dishes.

_A_ 2. Behind the cabinet lived two white mice and their nest of babies.

_B_ 3. Children enjoy watching fun cartoons each day before breakfast.

1. The pitcher could be the one "thrown high and inside to the batter."

2. The woman could be the one "filled with crushed ice."

3. Marvin could have been hoping "later that night."

4. The fans could have been the ones "beaten by the worst team in the league."

5. The chair could be the one to have arrived "at the finish line completely exhausted."

6. The ride could have been the one to be "forced to leave without saying "Good-bye."

7. The book could be the one "seeing the movie."

8. The party could have been the one "filled with layers of chocolate and strawberries."

_A_ 1. Walking into the garage, the smell disgusted me.

_C_ 2. Children riding bikes with their friends later than usual do their homework.

_B_ 3. Lazily and slowly strutting into the room was the housecat.

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Verb Phrases: Helping, Linking, and the Progressive Tense

1. Marci will always help if she is asked.

2. Louis had mostly left the decisions to his sister.

3. She did know the difference between right and wrong.

4. Martha already thinks that we could finish on our own.

5. I soon became the boss of the company.

C 1. The motorcycle she had had had had its tires slashed.

B 2. The bright student did frequently, but not every time, know the answer questions.

E 3. Boxed into the ropes, the challenger boxed his way back into the center of the ring.

F 4. The authors have scared children throughout their horror stories.

A 5. Have they sometimes late at night complained about noises in their closets?

D 6. The child completely misrepresented what the teacher said to her.

G 7. They stayed close and stayed in town to see each other often.

1. Larry is enjoying the beautiful sunsets at the beach.

2. They are expecting a lot of money for their used car.

3. We are hoping that you could join us for dinner.

4. Phoebe was listening to the teacher as she works.

5. I was running down the street to the end of the block when I see my friend.

6. Nina and Berta were giving money to help those in need during the holiday season.

7. We will be running the mile in P.E. today.

8. I will be thinking of you as you celebrate your birthday.

9. Tanya and Darla will be watching the movie tonight.

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Verb Phrases: Helping, Linking, and the Progressive Tense

C 1. I am normally willing to listen to her arguments, but she is mostly ignoring my answers.

G 2. The boys were racing their remote control cars later after lunch, but the batteries ran out.

D 3. His inconsistent responses were making it easier for the opposing debate team to win.

H 4. When they arrived, the neighbors were helping them move their furniture.

A 5. Challenging and fun, the video games were exciting each player though they lagged a bit.

F 6. Was not your teacher the one on the playground who blew the whistle?

B 7. The rock climbing was luring the adventurer to test her limits.

E 8. Were both teams competing in the track and field event or was only your team doing so?

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Verb Phrases: Perfect and Perfect Progressive Verb Tenses

1. The class has already started.

2. This weekend's game has canceled.

3. They have shared their feelings about riding skateboards without helmets.

4. Esmerelda had developed a fantastic web site.

5. The ladies had reunited in the same place to continue their friendship once every year.

6. The storm had threatened to strike since last night.

7. We will have ridden our bikes along the coast.

8. They will have seen three busses pass their house in ten more minutes.

9. You will have told three stories in front of the class by the end of this year.

__D__ 1. The board has given a pessimistic response to their proposal.

__F__ 2. They have ended their business relationship once and for all.

__A__ 3. Printed, the document has passed through many hands and many have reviewed its pages.

__E__ 4. The police officers had arrested the accused burglar right now in the parking lot.

__C__ 5. Has not Jaime heard about the dance recital?

__B__ 6. Will Jimmy and Rodrigo have seen the final artwork before it is displayed?

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Verb Phrases: Perfect and Perfect Progressive Verb Tenses

1. We have been riding our bikes all day, but we haven't yet arrived at our destination.

2. George has been living in that apartment for only six months.

3. Greta and I have been waiting for our ride for over an hour.

4. Mitch had been climbing up that mountain the entire morning.

5. I had been waiting for you six hours by then.

6. Since receiving my paycheck, I had been spending every dollar I earned.

7. That dog will have been barking all night long and most of the morning.

8. By the time this problem will have been solved, I helped you for three hours.

9. Nancy will have not been feeling well for her entire pregnancy.

_A_ 1. We have been waiting for you when you came to our house.

_J_ 2. Martha will have been contradicting everything I've been saying by the time we ZOOM at noon.

_F_ 3. Memorizing and practicing, the students had been saying the definitions out loud.

_B_ 4. The pouring rain had ended our game.

_G_ 5. Riding the chair lift up the mountain has been challenging because getting off the chair without falling is hard to do.

_I_ 6. Not only will John have been sleeping for ten hours, he will also not have been feeding the pets he was hired to pet sit.

_H_ 7. The broken pipes really won't have actually to my mind been the worst problems of that weekend.

_C_ 8. It had been snowing after the thunderstorm finally stopped.

_E_ 9. The high schoolers have been studying all night and early this morning.

_D_ 10. The play will have been completed earlier than many had expected.

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Infinitives as Nouns, Adjectives, and Adverbs

1. He attempts to listen to all directions before beginning a task.

2. Kyle helped to take out the trash.

3. I want to participate if I can.

4. To fit the last puzzle piece she had to trim the edges of the piece.

5. To sing and to dance well takes years of practice.

6. I know that to train for a long distance run it takes patience and commitment.

7. Lance gave permission to use his photograph for the project.

_B_ 1. Lisa stated, "To have been completely, without exception, rejected by my peers crushed my willingness to suggest new ideas."

_A_ 2. "To never accept help is just as bad as to not take advice," my aunt said.

_C_ 3. The counselor helped father see the wisdom of providing choices for his children.

1. Yance wants to be watching the game this evening.

2. To have been completed, the bridge construction would have to have been started years ago.

3. Admittedly, to have been singing in the contest would have pleased them.

4. To be expecting change immediately may be expecting too much from the child.

5. Carol needs to have been admired by more than one fan on her tour.

6. I know that to train for a long distance run it takes patience and commitment.

7. If I must join the organization, to be working for the poor would be my first choice of an assignment.

_B_ 1. To be watching football games all day would be a dubious pastime for the professor.

_C_ 2. To have finally understood from your own experience how to be willing in all circumstances to honor your parents is, from my point of view, a major accomplishment.

_A_ 3. To not have tried could never have been considered an option to be chosen.

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Noun Clauses

1. How I did that was simply a miracle.

2. What the parents wanted to do was unclear to me.

3. Where everyone went was unknown to me.

4. Whichever way they turn will be the best direction.

5. Whomever you choose will always be supported by the class.

6. The fact that David was the tallest was not the main reason he was chosen.

B 1. Our knowledge that an object in motion will continue until met with an equal or greater force was tested in our experiment.

D 2. How the tree loses its leaves in the fall is exactly what deciduous plants do.

A 3. Where the bottle with the message would land after years of floating in the Pacific Ocean was anyone's guess.

C 4. How the child hit the bullseye once was more remarkable than how the child missed the bullseye forty times.

1. "I want you to know what all the noise is about."

2. I'm sure she will order whatever you recommend.

3. I hope we are going to wherever the chef has suggested for dinner.

4. Her only weakness was that she hesitated when given the signal to begin.

5. We asked whose pencil is was and if we could borrow it.

6. We will soon understand who may be ready to help.

7. I already said I would take it home.

8. With whatever paint you choose, we can decorate the room.

A 1. Whoever likes my drawings and how I drew them at the Fine Institute for Young Artists is the kind of friend I want.

B 2. Whenever she bakes in the morning, the smell from the oven tempts whomever is near the kitchen.

C 3. The woman I know sold me the purse everyone needs when I go out shopping.

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Adjective Clauses

1. I knew it would be the one that I had identified.

2. The man, whose watch is gold, asked me for help.

3. Mr. Langston, who lives across the street, says he is a Martian.

4. I just finished the second test, which is much harder than the first test.

5. The metal shed, heated by the rays of the summer sun, made the tools inside too hot to use.

6. The tree house, designed by a structural engineer, survived the tornado.

B 1. The woman the boss fired already has a new job.

E 2. Mom taught me which saw to use to cut the straps that had to be removed and how to use it.

C 3. Parents whose only focus in life is their children often learn after the children leave the nest that unlike other couples they should have spent more time focusing on each other.

A 4. The ring that I know was the one which has the inscription inside whose author was Ken.

F 5. The boy, whom you don't know, was never the student his parents had hoped he would be.

E 6. The bed, upon which sits my cat, differs from the one that you showed me.

A 7. The gifts which we opened were from a woman whom we hardly know.

F 8. Our math teacher, who claimed that proofs can never be unproven, was wrong.

B 9. The first responder who arrived on the scene earlier than the others ran around to the back of the house to investigate.

C 10. People that avoid getting mad and those who live nearby are the ones with whom I associate.

F 11. The teacher who helped the child in class and tutored her in math went on maternity leave.

D 12. The cookies that Dad makes and whose recipe I use get rave reviews.

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Adverb Clauses

_A_ 1. It took nine hours to drive there although they did stop for lunch.

_I_ 2. “It’s not right, if you want to know what I think, and you care about justice,” she said.

_B_ 3. Hans said, “Before we go to my mother’s house, we need to talk.”

_W_ 4. While he didn’t approve, Mel did not state his objections.

_S_ 5. I didn’t feel horribly bad about John losing his money since I had warned him in advance.

_U_ 6. Please don’t start the car until I’m ready to leave.

_W_ 7. When Linda lets us help her, we will gladly assist.

_B_ 8. Zoey gave us all a gift, because she is always thoughtful, and we brought her flowers.

_A_ 9. Can you wait to discuss this matter after we leave?

_A_ 10. As the world turns, so time passes.

_A_ 1. Michelle acted selfishly among her friends even though she once shared her lunch with me.

_D_ 2. Because they did not leave that evening, they stayed for dinner.

_B_ 3. You won’t get any dessert unless you sincerely apologize to your sister.

_F_ 4. Whenever you are seated in a plane, there may be turbulence, so keep seatbelts fastened.

_G_ 5. Far away from the hospital drove the ambulance and its two paramedics.

_E_ 6. What the President of the United States, when the nation is in crisis and if television time is available, says is listened to by other world leaders.

_C_ 7. She wailed and moaned, crying uncontrollably, although she never knew who the injured football player was.

Note that the subordinate conjunctions in the text messages will vary. Discuss the options with your students.

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Adverb Clauses

G 1. They all placed fresh-cut flowers on her grave, when she died.

E 2. Had you been more careful while you conducted the experiment, your conclusions might be better supported.

F 3. If inside during an earthquake, stand in interior doorways until it is over.

A 4. When dangerous surf conditions exist, you shouldn't swim in the ocean.

D 5. Whether she finishes her dinner or she works on her homework, Sharon can't decide.

B 6. She bought it on sale. It was not what she wanted.

C 7. The children did not sleep much because they had a sleepover.

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