

AMERICAN FORK HIGH SCHOOL ENGLISH

SOPHOMORE HONORS

SUMMER PACKET

American Fork High School
Sophomore Honors English Summer Project
Selytina/Beeson

Welcome!

The AFHS English Honors/AP program maintains a legacy of excellence in language arts. We are glad to have you aboard, and we look forward to exploring American Literature with you—narratives, novels, poetry, essays, and philosophies spanning the past 350+ years.

Because it is important to be able to express ideas and feelings clearly and creatively, we will develop communication skills in various forms—focusing on both oral and written rhetoric, with special emphasis on essay writing.

In order for you to be better prepared for the work you will explore next year, you will need to complete a summer project. This project includes two general tasks:

- You are expected to read Ray Bradbury's *Fahrenheit 451* during the summer break. Purchase your own copy or check one out from the library. No copies will be distributed from the high school (sorry!).
- Print off this packet and complete all grammar exercises before school begins. Notice the grammar packet includes four sections: (1) Parts of Speech, (2) The Sentence, (3) Clauses, and (4) Punctuation. The material will be reviewed in class the first two weeks. A test will then be given to determine your understanding. Please write your answers neatly in this packet, and do your best to apply your mind to understanding. You are the one responsible for learning the material, so although you are encouraged to work with others on this project, your oral and written assessments will be individual. Learn the concepts. Be prepared to ask and answer questions regarding the content. Also, be ready to hand in your completed packet on the first day of class.

The project will involve about twenty hours of work—including the reading assignment. Don't dig that hole called procrastination (a hole some students don't mind digging). Begin early. Pace yourself. Read and study a little bit every day. Please bring your copy of *Fahrenheit 451* the first day, and be ready to discuss! A test will also be given on this awesome book sometime in the first two weeks of school.

Good luck! Have a great summer.

Mrs. Selytina and Mr. Beeson

Summer Reading for Sophomore Honors

Please obtain a copy of Ray Bradbury's *Fahrenheit 451* and read it sometime in the late summer before school starts. We will discuss the book during the first few class periods, followed by an exam within the first two weeks. It is a quick read about a futuristic society where the people have lost the ability to think of themselves. Most members of that society became apathetic and lazy. Their values revolved around entertainment and immediate pleasure.

Bradbury wrote it as a warning to us.

When you have finished the book and before you arrive at AFHS for your sophomore year, *ponder* the following questions and quotations from the text:

- *Is freedom more important than safety?*
- *How much power can or should a government have?*
- *What power do individuals have against the government?*
- "There must be something in books, things we can't imagine, to make a woman stay in a burning house; there must be something there. You don't stay for nothing."
- Ray Bradbury, *Fahrenheit 451*, Part 1
- "What traitors books can be! You think they're backing you up, and they turn on you. Others can use them, too, and there you are, lost in the middle of the moor, in a great welter of nouns and verbs and adjectives."
- Ray Bradbury, *Fahrenheit 451*, Part 2
- "We need not to be let alone. We need to be really bothered once in a while. How long is it since you were really bothered? About something important, about something real?" - Ray Bradbury, *Fahrenheit 451*, Part 1
- "Somewhere the saving and putting away had to begin again and someone had to do the saving and keeping, one way or another, in books, in records, in people's heads, any way at all so long as it was safe, free from moths, silver-fish, rust and dry-rot, and men with matches." - Ray Bradbury, *Fahrenheit 451*, Part 3

Table of Contents

Part One: Parts of Speech

Nouns	6
Pronouns	8
Adjectives	9
Verbs	11
Adverbs	14
Prepositions & Prepositional Phrases	18
Conjunctions	21
Conjunctive Adverbs	22
Interjections	24

Part Two: The Sentence

Sentence Types	26
Subject / Predicate	26
Complements	29
a. Direct Objects	
b. Indirect Objects	
c. Predicate Adjectives	
d. Predicate Nominatives	

Part Three: Clauses

Main Clauses / Subordinating Clauses	34
Sentence Fragments	35
Run-on Sentences	36

Punctuation

Capitalization / Dash / Colon.	38
Comma.	39
Parentheses.	40
Question Mark / Quotation Mark.	41
Semicolon.	42

Part One: PARTS OF SPEECH

Definition of **Noun**: A naming word that gives a title to a person, place, thing, or abstract idea. Nouns can be concrete or abstract.

Examples of Concrete Nouns: house, dog, France, rabbit, door, moose, flock, tulip, movie, limousine, Mr. Beeson, storm, button, Dr. Seuss, phone, brooch, London, eye

Examples of Abstract Nouns: hope, apathy, trouble, joy, panic, dismay, happiness, paradox, time, mood, comfort, sympathy, enthusiasm, excitement, giddiness, knowledge

Exercise 1. Rename each of the following common nouns—making them into proper nouns.

- Example: nursery rhyme → Twinkle, Twinkle, Little Star .
1. novel → _____
 2. mountain → _____
 3. car → _____
 4. war → _____
 5. lake → _____
 6. school → _____
 7. state → _____
 8. ocean → _____
 9. politician → _____
 10. magazine → _____

Exercise 2. Underline all of the nouns in the following paragraph then list them below. Treat as single nouns all capitalized names of more than one word.

At the beginning of the Age of Exploration, Portuguese navigators set their course to the south. Their heads were full of Marco Polo's tales of Cathay, and they bore commissions from the sovereign to find an eastern waterway to that fabled place. When they reached the Pillars of Hercules, they did not sail into the Mediterranean as their ancestors had done. Instead, they sailed on, groping down the huge, dark, and unknown bulk of Africa. Months passed and the men dreaded coming to the edge of the earth, where great tides would such them over. Therefore, at the end of the day, they would put ashore on that deserted coast and offer prayers of thanks for having been preserved from disaster. They also build towering cairns of rock to show seamen who would follow them that, so far, the way was sage. Later, fast ships from all busy ports of Europe passed down that coast on their way to the Cape of Good Hope and wondered at the purpose of those lonely towers.

Your list of nouns: _____

Exercise 3. There are 24 nouns in the following paragraph. List them in order.

Amber is the petrified resin of ancient forests of evergreens. In ancient times, trading routes wound across Europe northward to the Baltic, where the precious material was mined. The action of the waves sometimes cut deeply into the layers of blue clay in which the amber had lain for centuries. Floating to the surface, the amber was then carried by the surf to the shore, where the inhabitants found and collected it. Sometimes, they found preserved in the glassy, yellowish substance strange insects that had inhabited the forests a million years before.

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1. Definition of **Pronoun**: A word or words that take the place of a noun or proper noun in a sentence. There are five kinds of pronouns:

A.	<u>Personal Pronouns</u>	<u>Singular</u>	<u>Plural</u>
	First Person	<i>I, my, mine, me</i>	<i>we, our, ours, us</i>
	Second Person	<i>you, your, yours</i>	<i>you, your, yours</i>
	Third Person	<i>he, his, him, it, its, she, her, hers they, their, theirs, them</i>	

B. Interrogative Pronouns (These are used in questions.)
Who? Whose? What? Whom? Which?

C. Demonstrative Pronouns (These are used to point out a specific person or thing.)
This That These Those

D. Reflexive Pronouns (These are the –self, -selves form of personal pronouns.)
myself yourself himself herself itself ourselves yourselves themselves

E. Indefinite Pronouns (These do not refer to a definite person or thing.)

<i>all</i>	<i>each</i>	<i>more</i>	<i>one</i>	<i>another</i>	<i>either</i>
<i>most</i>	<i>other</i>	<i>any</i>	<i>everybody</i>	<i>much</i>	<i>several</i>
<i>anybody</i>	<i>everyone</i>	<i>neither</i>	<i>some</i>	<i>anyone</i>	<i>everything</i>
<i>nobody</i>	<i>somebody</i>	<i>anything</i>	<i>few</i>	<i>none</i>	<i>someone</i>
<i>both</i>	<i>many</i>	<i>no one</i>	<i>such</i>		

Exercise 1. In the following paragraph you should find 25 pronouns. List the first 24 of them in order, below.

Everyone enjoys going to the amusement park, and some of us really love it. Our group decided to try the roller coaster, although some of the girls raised objections to this. One of the pitchmen called out, "Hurry! Hurry! Step up, all of you, for the most thrilling ride in the park. Many will find it exciting; others will find it the experience of their lives." Some of us were a little scared, but we soon decided to buy our tickets and try it. When we ended the ride, everyone who could still talk agreed this was the ride of his life.

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3. Definition of **Adjective**: A type of word that modifies, changes, enhances and makes nouns or pronouns more precise. Adjectives give your nouns color, sound, movement and emotion.

Examples: bashful, big, innocent, mad, injured, wrong, shaggy, our, little, some, much blue, light, loud, burly, hard, slow, incredible, fantastic, portable, sympathetic, joyous

An adjective may modify a noun or pronoun by telling *what kind* (**new** hair, **good** ideas, **warm** weather); *which one* (**this** hat, **that** car); or *how many* (**two** boys, **many** people). The most frequently used adjective are **a**, **an**, and **the**. These are often referred to as *articles*.

Exercise 1. In the following paragraph the adjective (except **a**, **an**, and **the**) are printed in **bold italics**. List the adjectives in the order they appear; after each one, write the word it modifies.

Dad drove us up and down the **busy** street for **twenty** minutes. The day was **hot**, and Dad was **impatient**. From the **back** seat we looked around, trying to find an **empty** spot to park the car. We learned the location of **every** hydrant and bus stop.

Finally, we saw **two** men climb into a **green** jeep just ahead of us. Our **sudden** yell nearly scared Dad into a **head-on** collision with a **huge** truck. In **anxious** suspense, we waited until, to our **great** relief, the jeep pulled out. Dad summoned his **last** bit of strength to back the **long** car into the **short** space left by the jeep. His task was **difficult** and took **several** minutes. After the **tiresome** hunt in the **stuffy** car, we crawled out into the **hot** sunlight to start our shopping. Then we saw the **dreadful** sign which had been hidden by a **large** station wagon: "Post Office. Five-Minute Parking."

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Pronoun . . . or Adjective?

Some words may be used either as adjectives or as pronouns (*this, which, each*, etc.). To tell them apart, you must keep in mind what function they play in the sentence.

Adjective modify nouns, while pronouns take the place of nouns. In the first sentence in each pair below, the **bolded** word is used as a pronoun. In the second sentence, the **bolded** word is used as an adjective. Notice that a noun must follow immediately if the word is used as an adjective.

Pronoun: **That** is the stupidest mascot in the world.

Adjective: **That** lightning bolt is supposed to represent the sound of thunder.

Pronoun: **Some** are slender, swift-moving Arabians.

Adjective: **Some** horses are slender, swift-moving Arabians.

Pronoun: Do you want **this**?

Adjective: Do you want **this** ticket to the Vampire Weekend concert?

Exercise 1. List the numbered, italicized words below next to the corresponding number. After each word, tell whether it was used as an adjective or a pronoun.

Brown trout, (1) *which* were imported into (2) *this* country in the nineteenth century, are unlike the brook trout (3) *that* we find in the ice-cold streams of Maine. (4) *These* native trout are brilliantly colored. The rainbow trout, (5) *another* Native American species, is found in the far West. (6) *Many* streams are now so impure that the native brook trout cannot live in (7) *them*. Consequently, (8) *many* have been stocked with brown trout, (9) *which* do not seem to mind warm water. (10) *Both* kinds of trout are splendid game fish, and (11) *both* will readily take a dry fly if (12) *it* looks to (13) *them* like a natural insect. (14) *Many* experts tie flies so small that two dozen of (15) *them* may easily be put into a thimble.

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| 2. | 7. | 12. |
| 3. | 8. | 13. |
| 4. | 9. | 14. |
| 5. | 10. | 15. |

4. Definition of a **Verb**: A word that expresses action, existence, or condition.

A. Action Verb

These express action that can be seen: *come, go, tell, walk*

They also express actions that can't be seen: *think, believe, consider*

B. Linking Verb

These join the subject of a sentence with a word or expression that identifies or describes the subject. The most common linking verb is *be* in all its forms: *am, is, are, was, were, will be, has been, was being*

Other Common Linking Verbs

appear	grow	seem	stay
become	look	smell	taste
feel	remain	sound	

C. Helping Verbs

These work with the main verb to express **action** or **being**. Commonly used helping verbs are *will, shall, have, has, had, can, may, might, do, does, did, must, ought, should, would*, and the forms of the verb *be*.

Examples

A new fuel tank **has been designed**.

Ray **will drive** the car.

Did he **clean** the *Taylor Summit Band* CD?

Ben's guitar **should have been tuned** last week.

D. The Verb Phrase

A verb frequently has one or more helping verbs. The verb and the helping verbs make up a unit called the *verb phrase*.

Exercise 1. Create a sentence that will include the following:

1. A sentence with an action verb.
2. A sentence with a verb phrase which includes two helping verbs and one linking verb.
3. A sentence with two helping verbs and one action verb.

Exercise 2. Study each bolded/italicized verb in this paragraph. Tell whether it is an action verb or a linking verb or a verb phrase that includes helping verbs and linking or action verbs.

(1) Situated on the banks of the Nile in Egypt, the ruins at Karnak **are** some of the most impressive sights in the world. (2) The largest **is** the Great Temple of Ammon. (3) Its immense size is astonishing to people who **know** little about the scale of Egyptian architecture. (4) If you **should follow** the avenue of sphinxes which leads to the main entrance, you **would be amazed** at the 142-foot-high gateway. (5) The ceiling of the temple **is** extremely high—more than 76 feet above the floor. (6) The central columns that **support** the stone roof **are** enormous. (7) The surfaces of the columns **are decorated** with low relief carvings, and despite the passage of time, which **has erased** some of the rich coloring, many of the columns still **retain** their bright shades. (8) Even an amateur engineer **can appreciate** the tremendous effort which **must have gone** into the completion of this temple. (9) We now **know** that inclined planes, combined with levers and blocking, **enabled** the ancient Egyptians to raise the large stones. (10) Nevertheless, the temple **seems** an incredible undertaking.

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Exercise 3. A verb is usually a linking verb if you can replace it with a form of *be*—the new sentence should have about the same meaning as the original.

The verb in each of the following sentences is underlined. Write *action* on the line if the underlined verb is an action verb. Write *linking* if the underlined verb is a linking verb, then rewrite each sentence that contains a linking verb, replacing the verb with an appropriate form of *be*.

Examples: (1) She grows roses. **Action** (2) The sky grew dark. **Linking** The sky was dark.

1. The Cavemen won the game. _____

2. Mr. Beeson appears uncomfortable in his new socks. _____

3. The cement feels rough to the touch. _____

4. The campers felt the soggy ground beneath the tent. _____

5. Gina feels energetic today. _____

6. Your haircut looks wonderful. _____

7. Cautiously, the caveman looked around the corner. _____

8. The singer's voice sounded clear and strong. _____

9. The class never grew tired of Mr. Beeson's jokes. _____

10. The cook sounded the dinner bell. _____

5. Definition of **Adverb**: A word that changes, modifies, limits and intensifies verbs, adjectives, or other adverbs. Adverbs point out the manner, time, place, cause, or degree of things. Adverbs also answer questions such as how, when, where, or how much. (Most people remember adverbs as words that often end in “ly”.)

Examples: quickly, very, stubbornly, once, loudly, too, daily, eternally, silently, rather, primly, here, hesitantly, quite, primly, late, softly, exuberantly, there, most, enough

The boy walked **there**. (*Where*)

The boy walked **then**. (*When*)

The boy walked **slowly**. (*How*)

The boy walked **far**. (*To what extent*)

Exercise 1. Underline all verbs found in the sentences below. There are ten adverbs modifying some of the verbs. Circle them. Then list the ten adverbs and after each one write the verb that it modifies.

The Hungarian Crown of Saint Stephen is fascinating because the crown has again and again disappeared and reappeared throughout the last nine hundred years. In its turbulent history, it has been secretly hidden in a cushion, secretly disguised as a baby’s bowl, and abruptly seized by the Russians before it landed safely in the United States. The crown, which is beautifully decorated with rough-cut stones and enamel inlays, has a tilted cross on the top, but no one knows positively whether this was an accident or part of the original design. What we do know definitely is that, in order to become king of Hungary, one had to gain possession of the crown. This fact accounts for the many intrigues connected with the crown.

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Exercise 2. Write two different sentences with adverbs that will modify each of the following verbs. (Do not change the verb tense, please.)

1. march

A)

B)

2. talked

A)

B)

3. fell

A)

B)

4. learns

A)

B)

5. wrote

A)

B)

Sometimes an adverb modifies an adjective.

Example: It was a **bitterly** cold day. (The adverb “bitterly” is telling how cold—modifying the adjective cold.)

Mr. Beeson was a **deeply** thoughtful man. (The adverb “deeply” modifies the adjective “thoughtful”.)

Note: Probably the most frequently used adverb is the word *very*. See the exercises on the next page to practice more adverb skills.

Exercise 3. In each of the following sentences there is an adverb modifying an adjective. Underline the adjective and circle the adverb.

1. A very long wagon train started out from Denver.
2. Both oxen and mules were used to pull the unusually large wagon.
3. The trail through the mountains was fairly hazardous.
4. A moderately hard rain could turn the trail into a swamp.
5. When the trail was too muddy, the heavier wagons became mired.

Exercise 4. Find and circle the twenty adverbs found in the following paragraphs. Remember what questions an adverb can answer and what part of speech it can modify. After you have found them, list them after the appropriate number on your paper. After each adverb, (1) write the word that it modifies, and (2) tell whether it is a verb, adjective, or adverb.

Although people often say that bread is the staff of life, few know much about bread, except that it can be easily purchased in the grocery store. Nobody knows when the first seeds of grasses were ground, mixed with water, and baked into bread; but remains of the Swiss Lake Dwellers positively prove that man was already baking bread in prehistoric times. Egyptian art clearly depicts the planting, harvesting, and baking of grain. Somehow the Egyptians discovered that allowing wheat dough to ferment produced an unusually light loaf, and they soon learned to build ovens in which they could cook the bread properly.

Flat breads, usually made from barley, oats, or rye, were the fare of the common people in the European world until the seventeenth century. White bread was extremely expensive and was rarely eaten, except by the nobility. Although acorn cakes are still eaten in primitive areas of the world, we do not ordinarily consider crushed acorns as the ideal ingredient for bread.

Until improvements in the methods of milling flour were made, it was almost impossible to obtain the fine grade of flour used in the white bread we now eat. The early baker diligently ground his grain by hand, but the resulting flour was fairly coarse and produced an extremely dark and rough loaf. Early stone mills, which were powered by donkeys or water, seldom produced anything but a gritty flour; finely ground wheat became a reality only recently when steel rollers made a fine grinding possible.



Answers to Exercise 4:

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6. Definition of **Preposition**: A word or words that show the relationship between a noun or pronoun and some other word or phrase in a sentence.

Prepositions are important because they point out different relationships. Notice in the examples below how the prepositions in **bold** show three different relationships between *hill* and *strolled* and between *corner* and *car*.

He strolled **over** the hill.

He owns the car **at** the corner.

He strolled **down** the hill.

He owns the car **near** the corner.

He strolled **up** the hill.

He owns the car **around** the corner.

A preposition always introduces a phrase. The noun or pronoun that ends a prepositional phrase is the **object** of the preposition which introduces the phrase. In the preceding examples, the objects of the prepositions are *hill* and *corner*.

Commonly use prepositions

aboard	below	for	past
about	beneath	from	since
above	beside	in	through
across	besides	inside	to
after	between	into	toward
against	beyond	like	under
along	but	near	underneath
among	by	off	up
around	concerning	on	upon
at	down	onto	with
before	during	outside within	
behind	except	over	without

Note: The same word may serve different purposes, depending on its use in a sentence.

Example: The soldiers marched **past**. (adverb)

The soldiers marched **past** the president. (preposition)

Exercise 1. Underline all of the prepositions in the sentences below.

1. In tennis a game begins with a serve, which many players consider the most important stroke in the game.
2. The ball is tossed into the air and is hit flat or with spin over the net into the opponent's service box.
3. After the return of the serve, the players trade shots, each trying to move the other around the court.
4. The play ends when one player fails to hit the ball over the net within the boundary lines of the tennis court on one bounce.
5. A player must not hit the ball beyond the baseline or into the net or miss two serves in a row.
6. A good player hits the ball past the other player or over the other player's head.
7. The best players can hit the tennis ball to any spot in the court; for them, the "feel" of the ball against the racket strings is second nature.
8. Among the most prestigious tennis championships, after Wimbledon in southeast England, is the U.S. Open.
9. Since 1978, the U.S. Open has been held at Flushing Meadows, New York; previously it was held for many years at Forest Hills, New York.
10. During a big point in a late-round match of an important tournament in front of thousands of spectators, total silence reigns despite the number of people present.

Exercise 2. In the spaces below, write five original sentences about your years in elementary school. Be sure each sentence includes at least one preposition per sentence. Circle the preposition.

1.

2.

3.

4.

5.

The exercise below offers a method for distinguishing between different kinds of prepositional phrases. An adverb phrase that modifies a verb usually *can* be moved elsewhere in the sentence. A phrase used as an adjective usually *cannot* be moved.

Exercise 3. One prepositional phrase is underlined in each of the nine sentences below. If the prepositional phrase modifies a verb, write *adverb* on the line. Then re write the sentence, putting the phrase in a different position in the sentence. If the prepositional phrase modifies a noun, write *adjective* on the line.

Example: At midnight the plane arrived. *adverb* *The plane arrived at midnight.*
The house in the country is large. *adjective*

1. My sketch of the seashore turned out well.

2. Until yesterday I had never seen a porcupine.

3. We can have a snack after class.

4. We just read an essay by David Foster Wallace.

5. In this century there have been two world wars.

6. The picture on the wall looks like it was created by the graffiti artist known as *Tasty*.

7. Before lunch Gina scheduled the Scottish castle for the wedding.

8. The patients waited for three hours.

9. Did you see that house with the ceramic leprechauns?

7. Definition of **Conjunction**: A word or words that create a connection between words or groups of words. Conjunctions bring together elements of thought, words, phrases, sentences, and paragraphs. Conjunctions denote equality of relationship between the ideas they join, telling you which idea has more importance or urgency.

In the following examples, the conjunctions are in bold and the words they join are underlined.

Examples: He had three hamburgers **and** a quart of milk for lunch.
 You may buy your lunch here **or** bring it from home.
 I saw Brad Pitt **but** he didn't see me.

There are three kinds of conjunctions: **coordinating**, **correlative**, and **subordinating**.

Coordinating Conjunctions join words or groups of words that have equal grammatical weight. An easy way to remember coordinating conjunctions is to think of the word FANBOYS:

For And Nor But Or Yet So

Example: Sam **and** Gina are talking about Scotland. (Sam and Gina are proper nouns that serve the same grammatical purpose—serving in a compound subject.)

Correlative Conjunctions work in pairs to join words of equal weight.

both . . . and not only . . . but also either . . . or neither . . . nor whether . . . or

Example: Neither Lydia nor I can go to the game tonight.

Subordinating Conjunctions join clauses in such a way to make one grammatically dependent on the other. A subordinating conjunction introduces a subordinate or dependent clause—one that cannot stand alone as a sentence.

TIME	CAUSE + EFFECT	OPPOSITION	CONDITION
after	because	although	if
before	since	though	unless
when	now that	even though	only if
while	as	whereas	whether or not
since	in order that	while	even if
until	so		in case (that)

Example: Although I wanted to go, I didn't. ("Although" is functioning as a subordinating conjunction.)

Conjunctive Adverbs a.k.a. **Adverbial Conjunctions** clarify the relationship between clauses of equal weight in a sentence.

Example: I had little time; therefore, I did not go.

Notice in the example above, the word “therefore” is (1) functioning as a conjunction by joining two independent clauses, and (2) functioning as an adverb by answering the “cause” from one idea to the other.

Exercise 1. List the coordinating and correlative conjunctions in the following paragraph.

(1) Once, Nantucket and New Bedford were home ports of great whaling fleets. (2) Nantucket was the first whaling port in New England, but New Bedford soon became larger and more important. (3) Whaling channeled tremendous profits into these ports, but the golden days of whaling ended about the time of the Civil War. (4) The men on a whaling ship could not count on receiving regular wages or a pay check. (5) Both the captain and the crew worked on a profit-sharing basis. (6) Each man received a share of the profits of the trip, and the size of the share depended on the importance of his job. (7) Naturally, the captain’s portion was the largest and was usually about one tenth of the total.

1.

4.

7.

2.

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Exercise 2. In each of the following items, a conjunctive adverb appears in the second sentence. First, underline the conjunctive adverb. Then, rewrite the second sentence, repositioning the conjunctive adverb at the beginning of the sentence. Be sure to use a comma after the conjunctive adverb.

Example: Adrian is a terrific actor. He, however, lacks confidence.

However, he lacks confidence.

1. The weather is cool tonight. I think, therefore, we should take jackets.

2. Our car broke down. We, consequently, had to take the train.

3. New York is cold in the winter. North Dakota is colder, however.

4. We will not have a quiz on Monday. We, furthermore, will not have a quiz at all.

5. One of our aquariums has a slow leak. We must, therefore, repair it.

6. The governor is popular. I hope, nevertheless, that he will not be reelected.

7. The fire alarm rang. The people, subsequently, poured out of the building.

8. I waited too long to begin my work. I have, therefore, learned a lesson.

9. The proposed law is harsh. It should, nonetheless, be passed.

10. A report said the road would be repaved. The state, moreover, would pay for the job.

8. Definition of **Interjection**: A word or words that express emotion or excitement. Interjections often appear at the beginning of a sentence, usually followed by an exclamation point or a comma. Interjections introduce *emotion* to a sentence.

Examples: Alas, Mercy, Well, Sure, Wow, Hey, Oh no, Ah, Goodness

Example Sentence: **Oh**, he'll win the race. **Goodness!** Perhaps he won't!

Exercise 1. Underline the conjunctions, conjunctive adverbs, and interjections in the following seven sentences. Above the underlined word, label it as follows:

Coordinating conjunction = (Coor. C.)

Correlative conjunction = (Corr. C.)

Subordinating conjunction = (Sub. C.)

Conjunctive adverb = (Conj. Adv.)

Interjection = (Int.)

1. About 270 million people in 103 countries are presently infected with malaria; furthermore, though estimates are crude, the World Health Organization believes that between 1 million and 2 million people die each year of the disease.
2. Although drugs derived from quinine have long been used to treat malaria, they are becoming increasingly unreliable because the parasites that cause malaria are becoming resistant to quinine.
3. Alas, unless new treatments are found soon, many people currently infected will die of the fatal fevers the disease can cause, since no other treatment is in widespread use.
4. Either scientists will have to discover new drugs or they will have to rely on an infusion of wormwood leaves in water that traditional Chinese healers have used for 2,000 years to treat malaria.
5. If preliminary reports from Asia are born out, the ancient remedy may one day be the treatment of choice for the disease.
6. Although one form of a drug derived from the wormwood is now being used in China and trials of another have begun in Vietnam, work is just beginning on toxicity tests; consequently, studies of effectiveness are several years away, and cheers could be premature.
7. Until the drug has been formally tested and approved for use, it cannot be used to treat patients in much of the world, darn it; nevertheless, scientists are not only cautious but also optimistic.

Part Two: THE SENTENCE

TYPES OF SENTENCES

Declarative - A declarative sentence **makes a statement**. A declarative sentence ends with a period.

Example: *The house will be built on a hill.*

Interrogative - An interrogative sentence **asks a question**. An interrogative sentence ends with a question mark.

Example: *How did you find the card?*

Exclamatory - An exclamatory sentence **shows strong feeling**. An exclamatory sentence ends with an exclamation mark.

Example: *The monster is attacking!*

Imperative - An imperative sentence **gives a command**.

Example: *Cheryl, try the other door.*

NOTE: Sometimes the subject of an imperative sentence (you) is understood.

Example: *Look in the closet. (You, look in the closet.)*

PARTS OF A SENTENCE

A sentence is a group of words that contains a subject and a verb expressing a complete thought. A sentence consists of two parts:

- a. The subject
- b. The predicate

THE SUBJECT is the part of a sentence about which something is being said.

THE PREDICATE is the part of the sentence that says something about the subject.

Because the subject may appear at almost any point in the sentence, you will find it easier to locate the subject if you pick out the verb first. Example:

On the television show LOST, the leaders are carefully chosen.

The verb is “are chosen.” Now ask yourself, *who or what was chosen?* Your answer is “leaders”; therefore, “leaders” is the subject. Look at another example:

Into the house rushed the dog.

In this sentence, the verb is “rushed.” Ask yourself *who or what rushed?* Your answer is “dog”; hence, “dog” is the subject.

Exercise 1. In the following sentences, draw one line under each verb and circle the subject.

1. Basketball is Ricardo's favorite sport.
2. Jake studies German.
3. Time passed quickly.
4. The sirens woke us in the dead of night.
5. I asked for a car for my birthday.

A compound subject has two or more simple subjects that are joined by a conjunction. Compound subjects share the same verb. A compound predicate has two or more verbs or verb phrases that are joined by a conjunction and share the same subject. Examples:

Pennies, nickels, and dimes filled the jar. (compound subject)

He peeled and ate the banana. (compound predicate)

Remember: the subject can be found almost anywhere in the sentence. But note that it is **never in a prepositional phrase**. In interrogative sentences (sentences that ask a question) the subject usually follows the verb. Again, the key to finding the subject is to first find the verb, then ask, "Who or what performed the action?"

Exercise 2. Draw a vertical line between the subject and the predicate. Write "S" above the subject and "V" above the verb. All of the sentences below have either a compound subject or a compound predicate.

1. You and Gina have the best parts in the play.
2. Sam wrote the letter and mailed it to Scotland.
3. Grandma Anne sews our clothes and knits our sweaters.
4. The photographer took the photos then developed them himself.

5. Andy and the puppy ran toward the garden.

The subject comes before the predicate in most sentences. To add emphasis, you can write a sentence in inverted order.

Exercise 3. After each of the following sentences, write *inverted* if the sentence is written in inverted order; write *normal* if the sentence is written in normal order. For each sentence written in normal word order, check your answer by rewriting the sentence without the underlined prepositional phrase.

Examples: Across the field galloped the horses. *Inverted*

Into the meadow the three foxes ran. *Normal* *The three foxes ran.*

1. From high above swooped an eagle.

2. Into the tangled weeds the fish swam.

3. Below the sink lies a pool of water.

4. In the early hours the train departed.

5. Into the trash can went all my hard work.

6. Before me were formidable walls of stone.

7. Near the city limits the traffic thins out.

8. Around midnight the shopkeeper finally locked the front door.

9. Into the stillness came a mighty blast from the locomotive's horn.

10. Into every good essay goes a great deal of effort.

COMPLEMENTS

A complement is a word or group of words that modify nouns, pronouns, verbs, or verb phrases. There are five kinds of complements:

1. Direct Objects are complements that answer the questions “what?” and “whom?” after an action verb.

Example: *Buzz snarfed down the cookies. (Buzz snarfed “what?” The cookies.)*

2. Indirect Objects are complements that answer these questions after an action verb: “to whom?” “for whom?” “to what?” “for what?”; The indirect object is often used right before the direct object and does **not** follow a preposition.

Example: *Eliza gave Claire a bottle of lotion. (Eliza gave a bottle of lotion “to whom?” Claire.)*

3. Subject Complements follow a subject and a linking verb and identifies or describes the subject. The subject may be linked to a noun (sometimes called a predicate noun or predicate nominative); to a pronoun (sometimes called a predicate pronoun or predicate nominative); or to an adjective (sometimes called a predicate adjective).

Examples: *The dog is a mongrel. (predicate noun)*

I am he. (predicate pronoun)

The roads are treacherous tonight. (predicate adjective)



“Some say I shouldn’t be so picky, which is why I’m not going to stop seeing you for ending a sentence with a preposition.”

Exercise 1. Underline the direct object in each of the following sentences. Some sentences have more than one direct object.

1. Many famous people throughout history have kept unusual and preposterous pets.
2. Napoleon's wife Josephine dressed an orangutan in dinner clothes.
3. Charles V of France built houses and jeweled cages for his feathered pets.
4. Augustus Caesar of Rome once entertained a raven.
5. In his wedding procession, the Holy Roman Emperor Frederick II included camels, monkeys, and leopards.

Exercise 2. Underline the indirect object in each of the following sentences. Some sentences have more than one indirect object.

1. People give their friends gifts on some holidays.
2. Children write their grandparents thank-you letters for gifts.
3. Many children bring their teachers small gifts.
4. Some parents leave children money under their pillows for lost teeth.
5. Some people send friends and relatives flowers or plants on holidays.
6. No one should give children small pets as gifts.
7. Colorful decorations offer ordinary rooms a festive look.
8. Thanksgiving gives turkey farmers the greatest part of their annual income.
9. Rich holiday food can give party-goers indigestion.
10. Hectic holidays give some people feelings of mental and physical exhaustion.

Exercise 3. Circle each direct object and underline each indirect object.

1. She gave the museum a rare sculpture.
2. Did Tracy give you her tickets?
3. John left Angela a message.
4. The candidate gave voters a chance for questions.
5. The librarians gave Jackson a book.
6. I gave the clerk a ten-dollar bill.

7. Has CJ told Jarod and Sam his plans?
8. The college awarded my sister a full scholarship.
9. Ben made Rachel and me a batch of cookies.
10. Amy's mom bought her a new sweater.
11. David wouldn't tell me his secret recipe for Pandora's Panini bread.
12. Tommy sold Ray his car.
13. The police officer gave him a ticket for speeding
14. I gave Billy a copy of the periodic table.
15. Allan told Kevin his ideas for the English project.

Exercise 4. In the spaces below, write five facts about your family and/or family history. Be sure to correctly include the complement in **bold** above each line. Draw a line from the **bolded complement** to its place in the sentence.

1. **Direct object**

2. **Predicate nominative**

3. **Indirect object**

4. **Predicate adjective**

5. **Direct object and Indirect object**

Exercise 5. Follow the directions in parentheses to correctly complete the missing ideas below.

1. (Use a predicate adjective.)

The art of face-painting is _____.

2. (Use a predicate adjective.)

After a heavy rain our basement always feels _____.

3. (Use a predicate nominative.)

The kangaroos of Australia are _____.

4. (Use a predicate adjective.)

Some of the remarks he makes seem _____.

5. (Use a predicate nominative.)

Lions, tigers, jaguars, and cheetahs are big _____.

6. (Use a predicate noun.)

Whenever David thinks of New York he remembers _____.

7. (Use a predicate adjective.)

Scrambled eggs and sausage make my clothes smell _____.

8. (Use a predicate adjective.)

After an intense run on the treadmill, my throat is _____.

9. (Use a predicate pronoun.)

The party last Friday left Chelsea with feelings for _____.

10. (Use a predicate noun)

I'm telling you, I hate those. I really, really want _____.

Exercise 6. For each of the following sentences that contains an object complement, underline that complement. Then rewrite the sentence, inserting *to be* before the object complement. Write *no object complement* after each sentence that does not contain an object complement.

Example: The club appointed me treasurer. *The club appointed me to be treasurer.*
The bread Howard baked tastes good. no object complement

1. The referee named Evander the winner.

2. Surprisingly the voters elected me governor.

3. Did you appoint John my guardian?

4. They thought Sammy a fine comedian.

5. Mother considers your behavior inappropriate.

6. I prefer my hot chocolate in a mug.

7. The student body appointed you president.

8. I told the painter we want the house blue.

9. Christie washes her car on the lawn.

10. The writer published a controversial novel.

CLAUSES

An **independent clause** is a main clause with a subject and a predicate that can stand alone as a sentence.

A **dependent clause** also has a subject and a predicate, but it cannot stand alone. This type of clause is called a subordinate clause.

Look at the following exercise. It provides a way to distinguish between a main clause and a subordinate clause. Take the clause out of the sentence. If the clause can stand as a grammatically complete sentence, it is a main clause. If it cannot, it is a subordinate clause.

Exercise 1. Each clause in the following sentences is underline. Write *main* above each main clause, and write *subordinate* above each subordinate clause. Then rewrite each main clause as a separate sentence to show that it can stand alone.

Example:

main

main

The storm blew down the sign, but we will rehang it tomorrow.

The storm blew down the sign. We will rehang it tomorrow.

subordinate

main

Before we can go anywhere, we have to fix the flat tire.

We have to fix the flat tire.

1. A massive rock tumbled down the hill, but it caused no damage.

2. After lunch is over, we should go back to work.

3. This green comforter will look nice in my bedroom, which is painted florescent green.

4. Clarence studied his scriptures, yet he failed to learn the vital life-lessons.

5. Tom felt an urge to call home when he became lonely.

6. The wind is blowing hard; the sky is a perfect blue.

7. Because the weather was bad, we canceled our fishing trip.
-

SENTENCE FRAGMENTS

In general, avoid sentence fragments in your writing. A **sentence fragment** is an error that occurs when an incomplete sentence is punctuated as though it were a complete sentence.

Look for three things when reviewing your work to detect sentence fragments. First, check for a group of words without a subject. Then look for a group of words without a verb, especially a group that includes a verbal rather than a main verb. Finally, check to see that a subordinate clause is not punctuated as though it were a complete sentence.

Examples: *Because she could not understand what he had said. (fragment)*
 Because she could not understand what he had said, she asked him to speak more slowly. (sentence)

Exercise 1. Write whether each of the following sentences is a sentence fragment or a complete sentence. If the sentence is a fragment, fix it by rewriting it in a correct fashion.

1. The United States dollar, with its universal acceptability and trusted design. _____

2. Is the most counterfeited currency in the world. _____

3. When the United States Secret Service was created to curtail counterfeiters. _____

4. At that time, bogus bills amounted to almost one third of the nation's currency. _____

5. Which posed a serious risk to the country's economic stability. _____

6. The Philadelphia Eagles. Are favorites in the Super Bowl. _____

7. The Los Angeles Lakers were the ones. Who scored the most points. _____

8. The Jazz leading 50-45 at halftime. _____

Exercise 2. In each item below, the underlined words are an adjective clause punctuated as if it were a complete sentence. Correct the underlined fragment by combining it with the complete sentence. Remember to use a comma to set off the adjective clause.

Example: Juliette spoke with Mr. Beeson. Who is her teacher.
Juliette spoke with Mr. Beeson, who is her teacher.

1. Our nation needs to stamp out illiteracy. Which affects many people.

2. Sandra called her mother. Who is visiting friends in Cedar City.

3. See whether you can find Akeem. Who should be upstairs.

RUN-ON SENTENCES

A comma splice is a run-on sentence that occurs when two main clauses are separated by *only* a comma. Practice avoiding comma splices below.

Exercise 1. Rewrite each of the following run-on sentences. Fix the comma splice by taking out the comma and combining the two sentences by (1) replacing the comma with a period, (2) replacing the comma with a semicolon, or (3) adding a coordinating conjunction.

1. My brother went to prison, we are worried about him. _____

2. I became very cold, I had to put on a jacket. _____

3. A hush fell over the crowd, the stillness was electrifying. _____

4. My sister's plane seats seven, she bought it on EBay. _____

5. My favorite show is LOST, our television is broken. _____

PUNCTUATION

Review the list of rules on the following pages. We will be learning, discussing, and incorporating the rules in our writing throughout the year.

Remember: You will reference this packet throughout the year. Please write neatly.

CAPITAL LETTERS

1. Capitalize the first word of every sentence.
2. Capitalize the days of the week, months of the year, and holidays.
3. Capitalize proper names, abbreviations of proper names, and proper adjectives (Hollywood stars, British statesman).
4. Capitalize important events and documents.
5. Capitalize the principal words in the titles of books or magazines and (almost always) the first word of every line of poetry.

THE DASH

1. The dash marks a sudden change in the sentence. It is used when a sentence is suddenly broken off.
Example: *Sarah Worden—you know, the shy, little girl with freckles—is now a politician.*

Your sentence: _____

2. The dash may be used in place of the comma where emphasis is desired.

Example: *Then he served her the only food she really hates—cabbage.*

Your sentence: _____

COLONS

1. Use a colon after the salutation of a business letter.

Example: *Dear Mr. Brown:*

I cannot attend the corporate party on August 7, 2009.

Your sentence: _____

2. Use a colon between the hours, minutes, and seconds of a number indicating time.

Example: *When was the last time you saw 11:11 on a digital clock?*

Your sentence: _____

3. Use a colon at the end of a sentence to emphasize another word, phrase or clause.

Example: *Sean saved his money for one reason: dating.*

Your sentence: _____

4. Use a colon to introduce a list.

Example: *When Sarah goes camping she takes the following: pork, soda, and matches.*

Your sentence: _____

5. Use a colon between a title and a subtitle, chapter and verse, and volume and page.
Example: *The scripture Acts 17:29 gives me hope, while you get your inspiration from one of the Star Wars books entitled Darth Bane: Path of Destruction.*

Your sentence: _____

6. Use a colon before an announcement, instruction or directive:
Example: *Beware: the swamp is full of crocodiles.*

Your sentence: _____

COMMA

1. Use a comma between two independent clauses that are joined by a conjunction.
Example: *Movies with Brad Pitt are great, but Brad Pitt is more than a pretty face*

Your sentence: _____

2. Use a comma to separate adjectives that modify the same noun.
Example: *Claire should not have let the wet, muddy dog into the house.*

Your sentence: _____

3. Use commas to separate parenthetical or interrupting elements within a sentence.
Example: *The best pizzas, regardless of ingredients, are cooked in brick ovens.*

Your sentence: _____

4. Use commas to set off appositives (refers to the same person or thing).
Example: *My mother-in-law, Janet, eats at my house every other Sunday.*

Your sentence: _____

5. Use commas to separate individual words, phrases or clauses in a series.
Example: *Jason's dad told him to finish his homework, lock the doors, and go to bed.*

Your sentence: _____

6. Use a comma after an introductory phrase or clause.
Example: *After lunch, Ben ordered two more sandwiches to take back to the office.*

Your sentence: _____

7. Use commas to set off items in a date.

Example: *I arrived home from Scotland on August 20, 1992.*

Your sentence: _____

8. Use commas to set off items in an address.

Example: *Anacortes, Washington, is a small city with a hospital and a town drunk.*

Your sentence: _____

9. Use commas to set off the speaker's exact words from the rest of the sentence.

Example: *The young scouter sniffed and said, "It smells like marshmallows and potato chips in here."*

Your sentence: _____

10. Use commas to set off mild interjections.

Example: *Wow, Jack thought I called him an idiot when I left the house this morning.*

Your sentence: _____

11. Use commas to separate numerals in large numbers.

Example: *Most nutritional information uses a 2,000 calorie diet as a benchmark.*

Your sentence: _____

12. Use a comma in a direct address.

Example: *Adrian, remember to take your driver's license to the airport!*

Your sentence: _____

PARENTHESES

1. Use parentheses to enclose explanatory or added material that interrupts the normal sentence flow. When needed, special punctuation like question marks and exclamation marks are placed within the parentheses.

Example: *My dad pointed out (as always, at the worst possible time) that I was wrong.*

Your sentence: _____

2. Use parentheses when clarifying a written number.

Example: *Before ordering the Mongolian Beef, Buzz ordered three (3) large glasses of milk.*

Your sentence: _____

3. Parentheses enclose numbers and letters that divide items in a sentence.

Example: *My dog needs to (a) sleep on the floor, (b) go for long walks, and (c) bathe.*

Your sentence: _____

NOTE: *The Grammar Bible* by Michael Strumpf states: “The punctuation for **parenthetical** items remains within the parentheses. Punctuate the primary portion of the sentence as if the parenthetical portion were not there.”

Example: *My older brothers (Ned, Boris, and George) are really into polo.*

Example: *My Aunt Louise (who goes nowhere without her cats, feathered hats, and teapots) is coming for an extended visit.*

QUESTION MARK

1. Place a question mark at the end of a direct question.

Example: Does anyone really like eggplant?

Your sentence: _____

2. Use question marks within parentheses to show uncertainty.

Example: Claire said she slept at the aardvark(?) when the fireworks exploded.

Your sentence: _____

3. Question marks appear **inside** quotation marks if they are part of the quotation.

Example: Grandma Janet asked, “Well, if I don’t make it, who’ll make the salad?”

Your sentence: _____

If they are not part of the quotation, they appear outside the quotation marks.

Example: Did Grandma Janet say, “I’ll make the salad”?

Your sentence: _____

QUOTATION MARKS

1. Use quotation marks to show someone’s exact words (quotations or dialogue).

Example: “The situation on the ball field is tricky,” whispered Mr. Ingersoll.

Your sentence: _____

2. Use quotation marks to emphasize unique words, distinguish words used in a unique way, or to indicate that a word is unfamiliar.

Example: *Whenever the “cousins” come over, they insist on eating all the food.*

Your sentence: _____

3. Use quotation marks to set off referenced titles such as essays, short stories, short poems, songs, articles in periodicals, etc.

Example: *Roald Dahl’s “Lamb to the Slaughter” is a far cry from his book Matilda.*

Your sentence: _____

NOTE: Placement of other punctuation marks in conjunction with quotation marks:

Commas and periods always go inside quotation marks.

Semicolons and colons always go outside the quotation marks.

Question marks, exclamation marks, and dashes go inside quotation marks when they are part of the quotation, and outside when they do not.

SEMICOLONS

1. Use a semicolon to join two independent clauses.

Example: *Finding Nemo was a great show; the best character was Dora.*

Your sentence: _____

2. Use a semicolon before a conjunctive adverb (also, besides, however, instead, meanwhile, then, and therefore) when the adverb connects two independent clauses.

Example: *Jack considers it his job to protect the cookies; meanwhile, Eliza considers it hers to eat them.*

Your sentence: _____

3. Use a semicolon to separate groups of words or items in a series that already contain commas.

Example: *August 7, 1971; August 12, 2004; and August 16, 1969 are special dates to me.*

Your sentence: _____