

GRAMMAR PRACTICE

READY FOR ANYTHING!

Direct Objects of Verbs

A **direct object** is the person or thing (noun or pronoun) that receives the action named by an action verb. To find the direct object in a sentence, follow these steps:

1. **Identify the simple subject of the sentence.**

Example: The noisy **children** chased the dog around the yard.
The simple subject is *children*.

2. **Identify the action verb that tells what the subject is doing.**

Example: The noisy **children** chased the dog around the yard.
The action verb is *chased*.

3. **Create a question as shown below.**

Simple subject + action verb + whom or what?

For the example sentence above, you would create this question:
Children chased *whom or what?* (Answer: *the dog*)

The answer to the question is the direct object. In the example sentence above, the direct object of the action verb *chased*, is *the dog*.

Sometimes an action verb has more than one direct object.

Example: Lars helped the dog and the cat.

Lars helped the dog and the cat.

In the example sentence above, the direct objects are *the dog* and *the cat*.

helps.

An action verb can also have a direct object and an indirect object.

Example: The musician played the piano for the audience.

Musicians played the piano for the audience.

The sentence has no direct object.

Example: The musician played the piano for the audience.

Musicians played the piano for the audience.

In this version of the sentence, the direct object is *the piano* and the indirect object is *the audience*.

Adjective or Adverb?

Some words can be used as an adjective or an adverb. Look at the examples below.

Example 1: We publish our newsletter **weekly**.
Yesterday, I made my **weekly** trip to the grocery store.

In the first sentence, *weekly* is an adverb describing the noun trip. In the second sentence, *weekly* is an adjective describing the noun trip.

Example 2: Thomas is the **most** reliable person I know.
Most people feel that there are too many commercials on TV.

In the first sentence, *most* is an adjective describing the adjective reliable. (Remember that adverbs can describe verbs, adjectives, and other adverbs.) In the second sentence, *most* is an adjective describing the noun people.

Below are more words that can be used as an adjective or an adverb.
early late hard high fast low

Decide whether the underlined word is used as an **adjective** or **adverb**. Then **complete** the next sentence.

Example: This paper is suitable for use in most printers.
Most is an adjective describing the noun printers.

a) Lorenza gave the most convincing reasons to support her opinion.
Most is an _____ describing the _____.

b) The panther hunched low to the ground as it stalked its prey.
Low is an _____ describing the _____.

c) You'll need to take an early train if you want to arrive by noon.
Early is an _____ describing the _____.

Includes:

- Parts of Speech
- Verb Tenses
- Punctuation
- Proofreading Activities
- Grammar Quizzes

Contents

Sentences

Types of Sentences	2
Complete Subjects and Complete Predicates.	5
More About Complete Subjects and Complete Predicates	9
Simple Subjects and Simple Predicates	11
Compound Subjects and Compound Predicates.	14
Sentences Review Quiz	16

Nouns and Pronouns

Common Nouns and Proper Nouns	18
Possessive Pronouns	21
Reflexive and Intensive Pronouns	22
Indefinite Pronouns.	24
Singular and Plural Indefinite Pronouns	27
Pronouns and Antecedents	29
Identifying Unclear Antecedents	32
Correcting Unclear Antecedents	33
Avoiding Pairs of Pronouns	36
Nouns and Pronouns Review Quiz.	38

Number and Gender Agreement

Pronoun–Antecedent Agreement: Number.	40
Compound Antecedents: Number Agreement	42
Pronoun–Antecedent Agreement: Gender	43
Number and Gender Agreement Review Quiz	45

Adjectives and Adverbs

Adjective or Noun?	47
What Can Adverbs Describe?	49
Adjective or Adverb?	52
Adjectives and Adverbs Review Quiz	54

Verbs

Action Verbs and Linking Verbs	57
More Linking Verbs.	59
Direct Objects of Verbs.	61
Indirect Objects of Verbs	63
Verbs Review Quiz.	65

Punctuation

Punctuating Dialogue	68
Using Commas.	70
Using Colons and Semicolons	73
Punctuation Review Quiz	75

Common Problems

What's the Correct Word?	77
Write the Correct Word.	80
Double Negatives	82
Identifying Errors	84
Correcting Errors: "Disaster Cake".	86

Vocabulary

Vocabulary List 1	88
Vocabulary List 1: Review	90
Vocabulary List 2	91
Vocabulary List 2: Review	93
Vocabulary List 3	94
Vocabulary List 3: Review	96
Vocabulary List 4	97
Vocabulary List 4: Review	99
Vocabulary List 5	100
Vocabulary List 5: Review	102
Grammar Review Test	103
Achievement Awards	109
Answers	110

Types of Sentences

There are four types of sentences:

- **declarative sentences**
- **imperative sentences**
- **exclamatory sentences**
- **interrogative sentences**

A **declarative sentence** makes a statement that communicates information or ideas. Use a period at the end of a declarative sentence.

*Examples: Dinosaurs became extinct about 65 million years ago.
Amanda and Todd crept silently down the dark hallway.
I like volleyball, but basketball is my favorite sport.
It takes years of training to become an astronaut.*

An **imperative sentence** gives a command or makes a request. Use a period at the end of an imperative sentence.

*Examples: Wait for the traffic light to change before you cross the street.
Please take your boots off when you come into the house.
Stir the mixture until all ingredients are combined.
Calmly leave the building as soon as you hear the fire alarm.*

An **exclamatory sentence** expresses any strong emotion. Use an exclamation point at the end of an exclamatory sentence.

*Examples: Our boat is sinking!
We won the game!
Today is the worst day of my life!
You're dripping paint everywhere!*

An **interrogative sentence** asks a question. Use a question mark at the end of an interrogative sentence.

*Examples: Has anyone seen my math notebook?
Are you sure you remembered to lock the front door?
Is it raining outside?
You're going on vacation next week, aren't you?*

Types of Sentences (continued)

Identify the sentence type, and add the correct **punctuation mark** at the end of each sentence.

a) Turn off the computer before you unplug it

Sentence type: _____

b) Why would you ask such a ridiculous question

Sentence type: _____

c) You'd better not get close to that rattlesnake

Sentence type: _____

d) The phone was ringing, but I didn't answer it

Sentence type: _____

e) Please hand in your assignments by next Tuesday

Sentence type: _____

f) We did the right thing, didn't we

Sentence type: _____

g) There's an angry bear right behind you

Sentence type: _____

Types of Sentences (continued)

h) I read several good books by this author

Sentence type: _____

i) How long did it take police to catch the criminal

Sentence type: _____

j) Don't forget that it's your turn to clean the bathroom

Sentence type: _____

k) That tall boy is the fastest runner on the track team

Sentence type: _____

l) How many times have you read that book

Sentence type: _____

m) You need to run or you'll be late for school

Sentence type: _____

n) Please help me set the table for supper

Sentence type: _____

o) What kind of dog do you have

Sentence type: _____

Complete Subjects and Complete Predicates

There are two parts to a sentence. These parts are called the **complete subject** and the **complete predicate**.

Complete Subject

The complete subject contains all the words that tell **who or what** the sentence is about. In the examples below, the complete subject is in bold.

*Example: **A brown squirrel** ran along the fence.*

This sentence is about a squirrel. The complete subject contains **all** the words that tell about the squirrel.

*Example: **The house with the green roof** caught fire last week.*

This sentence is about a house. The complete subject contains **all** the words that tell about the house.

Complete Predicate

The **complete predicate** includes the **verb** and **all** the words that tell about what happened in the sentence. In the examples below, the complete predicate is underlined.

Example: Fluffy clouds drifted across the sky.

The verb in this sentence is *drifted*. The other underlined words help to tell about what happened in the sentence.

Example: Mr. and Mrs. Ramirez wait patiently for the rain to stop.

The verb in this sentence is *wait*. The other underlined words help to tell about what happened in the sentence.

Every word in a sentence will be part the complete subject **or** part of the complete predicate. In the examples below, the complete subject is in bold, and the complete predicate is underlined.

*Examples: **A man wearing sunglasses and a black coat** knocked on our door yesterday.*

***The willow trees in the backyard** swayed back and forth in the wind.*

***All the players on my baseball team** came to the practice last Tuesday.*

Complete Subjects and Complete Predicates (continued)

1. In each sentence, **underline** all the words in the **complete subject**.

- a) Colorful fireworks exploded in the night sky.
- b) The hungry lion pounced on the antelope.
- c) The passengers on the train showed their tickets to the conductor.
- d) The loud barking of the dog next door woke me up early this morning.
- e) My mischievous cousins from Detroit played a trick on me.
- f) That part of the movie was so scary I had to cover my eyes.
- g) The roaring race car sped around the track.
- h) Hundreds of excited people attended the concert.
- i) Her beautiful wavy hair looked perfect on picture day.

2. In each sentence, **underline** all the words in the **complete predicate**.

- a) The pilot flew the plane right across the Atlantic Ocean.
- b) The snake slithered into the shade under a rock.
- c) The lovely colors of the rainbow made me feel happy.
- d) The flashing lights of the police car reflected off the windows of the houses.
- e) The new couch in the family room folds out into a bed.
- f) In the winter many people ski in the mountains.
- g) The colorful fall leaves tumbled and twirled in the wind.
- h) The herd of sheep moved quickly around the field in one large group.
- i) The variety store in our neighborhood closes down at the end of this week.

Complete Subjects and Complete Predicates (continued)

3. In each sentence, draw a **vertical line** between the **complete subject** and the **complete predicate**.

Example: The woman's new engagement ring | sparkled in the bright light.

- a) The children wear sunscreen on sunny days.
- b) My friend Patricia sings in the school choir with me.
- c) The long scarf with yellow polka dots keeps me warm on cold days.
- d) The captain of our volleyball team sprained her ankle last week.
- e) The last two chapters in the book describe a number of important inventions.
- f) A goal in the final minutes of the game made our team the champions.

4. Identify whether the bold part of each sentence is the **complete subject** or the **complete predicate**. Circle **CS** for the complete subject or **CP** for the complete predicate.

- a) **Hundreds of runners** ran in the marathon this weekend. **CS** **CP**
- b) The striped orange cat **sleeps for hours in the sunshine.** **CS** **CP**
- c) My Uncle Troy **lent me his skis for our trip.** **CS** **CP**
- d) **The tiny maple key** took ten years to grow into a tall tree. **CS** **CP**
- e) **My left foot** hurt badly after I fell off the swing. **CS** **CP**
- f) Our German shepherd puppy **learned to roll over today.** **CS** **CP**
- g) My family **is moving to a new town next spring.** **CS** **CP**
- h) **Everyone says my Aunt Shelley** has a green thumb. **CS** **CP**
- i) Seven skinny snakes **slithered slightly south of the slope.** **CS** **CP**

Complete Subjects and Complete Predicates (continued)

Complete Subjects

Remember that words describing who or what the sentence is about are part of the complete subject. In the examples on this page, the complete subject is in bold, and the complete predicate is underlined.

*Example: **Mrs. Gordon, the school principal**, came to our classroom this morning.*

The words *the school principal* describe the person the sentence is about, so these words are part of the complete subject.

Complete Predicates

Sometimes a helping verb is used with the main verb in a sentence. The helping verb is part of the complete predicate. Some examples of helping verbs are shown below.

am, is, are, were, be, been **The noisy children** were playing outside my window.

have, has, had **My grandfather** has planted tulips in his garden.

do, does, did **My baby sister** does cry often.

can, could **This old tree** could fall down during a storm.

may, might **A deep cut** may need stitches.

will, would **The thick fog** will disappear soon.

should, must **All drivers** must stop at a red light.

Sometimes more than one helping verb is used with the main verb.

*Examples: **The busy student** must have finished her homework by now.*

***Both of my brothers** have been taking swimming lessons all summer.*

Watch for adverbs that come before the verb in the complete predicate.

*Example: **My best friend** usually walks to school with me in the mornings.*

The adverb *usually* describes the verb *walks*, so *usually* is part of the complete predicate.

*Example: **The grocery store across the street** always closes at 9:00 p.m. on Fridays.*

The adverb *always* describes the verb *closes*, so *always* is part of the complete predicate.

More About Complete Subjects and Complete Predicates

1. In each sentence, **underline** all the words in the **complete subject**.

- a) Mr. Gibbons, the owner of the house across the street, has put in a swimming pool.
- b) The number of wild giraffes in the world decreases with each passing year.
- c) This charm bracelet, a gift from my parents, came with two charms on it.
- d) Thousands of communication satellites in space orbit around Earth.
- e) This historic building, once a post office, needs renovation.
- f) People who never trust others are often not trustworthy themselves.
- g) Some baby spiders hatch from eggs in the springtime.
- h) This ruby, from a mine in Franklin, North Carolina, is a very deep shade of red.
- i) The idea of the world's tallest mountain tempted the man to climb Mount Everest.

2. In each sentence, **underline** all the words in the **complete predicate**.

- a) A team of scientists recently discovered the bones of a huge prehistoric snake.
- b) A parking lot downtown may become the site of a new shopping mall.
- c) A huge asteroid has been spotted near the outer edge of our solar system.
- d) The elderly woman with two grocery bags cautiously walked along the icy sidewalk.
- e) The sun gradually rose above the snow-covered mountaintops.
- f) A large red bump came up on the girl's forehead where the ball hit her.
- g) What I like to do best on my birthday is see a movie with my whole family.
- h) Many people believe being kind to others is a way to be kind to yourself.

More About Complete Subjects and Complete Predicates (continued)

3. In each sentence, draw a **vertical line** between the **complete subject** and the **complete predicate**.

Example: My family doctor | usually listens to my heartbeat.

- a) The results of the scientists' experiments were extremely disappointing.
- b) Medical researchers may soon discover cures for a number of diseases.
- c) Aunt Selma, my favorite aunt, sometimes stays with us for a week or two.
- d) The grass on our lawn has been turning brown from lack of rain.
- e) Miguel, my best friend since kindergarten, will be turning 12 next Thursday.
- f) Trisha, our curly black poodle, gave birth to six puppies on Monday.
- g) Seven out of ten people research products online before buying them at a store.
- h) Most people in North America enjoy eating fresh apples.
4. Identify whether the bold part of each sentence is the **complete subject** or the **complete predicate**. Circle **CS** for the complete subject or **CP** for the complete predicate.
- a) **My older sister Lynn** studied very hard for her big test on Friday. **CS** **CP**
- b) Five shiny black crows **sat in our tree and cawed loudly**. **CS** **CP**
- c) **On our front walkway, hundreds of ants** were eating a goldfish cracker. **CS** **CP**
- d) The leftover rice Terry's mom had **was made into cheesy rice patties for our lunch**. **CS** **CP**
- e) **On Saturday, my family and I** are going shopping for new shoes. **CS** **CP**
- f) My computer screen **has been acting strangely for days**. **CS** **CP**
- g) A yummy fruit salad **can be made from apples, bananas, oranges, and grapes**.
CS **CP**
- h) **Fifteen minutes ago, my mother** woke me up to get ready for school. **CS** **CP**

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