

GRAMMAR WORKOUT

28 Lessons, Exercises, and Activities to Jump-Start Your Writing

STUDENT ACTIVITY TEXT

Catherine DePino, Ed.D

J. WESTON
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To the Student

Grammar Workout will help you learn all the grammar you need to know. With this knowledge, you'll speak and write with ease. Short explanations and fun exercises will help jump-start your language skills. You'll soon be a pro with both oral and written English.

What You'll Need to Get Started

Before you start your grammar workout, you'll need some basic equipment. You'll need a portfolio for storing your assignments and projects. Be creative with your portfolio. You can use a manila envelope or a large folder with pockets. You might use a scrapbook or a three-ring binder. You could also use a large gift bag. Make your portfolio special by decorating it with markers and glitter. Add drawings, photographs, or cartoons that you like.

You'll record class notes in a slim notebook. Choose one that fits into your portfolio. Buy a stack of lined paper for your writing assignments. You'll also need a highlighter and colored markers. You'll use these in class and for your homework assignments.

You can also use your portfolio for storing other things. Make room for parent-teacher and student-teacher forms. These forms will make it easy for you and your parent or guardian to keep in touch with your teacher about your work.

Your Learning Style

As you use this book, think about the ways you learn best. Is memorizing an easy way for you to learn? If not, there are other methods you can try. Suppose you have a long list of terms or words to study. First, think about *why* you're learning the list. *See* how the words in the list are used in the examples. *Listen* to all examples discussed in class. *Use* the words in your own examples. By *understanding* and *using* the words in the list, you might learn them faster than if you had memorized the list. You might also remember them longer.

Grammar Workout helps you learn quickly and painlessly in many ways. You will learn with the entire class and in groups. You will work on your own and with a partner. Sometimes you and your partner will e-mail each other for help with writing. A large part of this program is talking about good grammar. This book will help you feel at ease using grammar in writing and speaking.

Grading Your Work

After some homework assignments, you'll find a rubric. The rubric gives you a set of standards for grading the assignment. Use the rubric as a guide to score a piece of writing. Look at the standards in the rubric. Then look at the writing. What is your

overall impression? Would you give the writing a 1, 2, or 3 based on the points in the rubric? *Before you write*, look at the rubric. It will help you know what you need to do to write a great essay or story. Use the rubric to check your work *after you write*. It will give you ideas for revising what you have written.

You will also use the rubrics with your partner or group. You will score and edit each other's papers. The rubrics will help you learn what makes good writing. They will also help you learn how good writing differs from fair or poor writing. You will even create your own rubrics for some assignments. Your teacher will also use the rubrics to grade your revised papers.

Rubrics help you improve as a writer. They tell you what the standards are for each assignment. They show you exactly what you need to do to reach top form. You can then work hard to meet those standards.

Summary

To sum it up, *Grammar Workout* helps you work your grammar muscles. First, it walks you through the different parts of speech. Then it picks up the pace by showing you types of sentences. Lastly, it helps you break through the finish line with sentences that are blooper-free. You won't have to wonder if you've used the correct punctuation. You'll know if you've written a run-on sentence. Like a coach, *Grammar Workout* will push you to the limits so that you reach peak form.

The most important thing you need to succeed in this course is *you*. Bring your special talents to these assignments. Be creative. Push yourself until you reach your goals. Become the best speaker and writer you can be. Enjoy your workout!

Unit 1:

Spring into Action with Verbs

Lesson 1: Action Verbs



- An action verb shows physical or mental action.
-



Think About It: Action Verbs

Every sentence needs a verb to make it complete. There are two main types of verbs: action verbs and linking verbs. **Action verbs** show action you create with your body or your mind. We also call this physical or mental action.

EXAMPLES

Action you create with your body:

I *jumped* up in the air to make the basket.

Action you create with your mind:

I *know* the answer to your question.



Writing Connection: Using strong action verbs gives your writing power and energy. Using ordinary verbs makes your writing lifeless and boring. Picture the action, and then think of the perfect verb to describe it.

EXAMPLES

Ordinary Verb: The frisky pony **jumped** over the fence.

Strong Action Verb: The frisky pony **leaped** over the fence.

Ordinary Verb: The peacock **walked** around the zoo.

Strong Action Verb: The peacock **strutted** around the zoo.



Picture It

Read the story below. Highlight all of the action words in the story. (These action words are all listed in the Word Bank.) Remember, action verbs can show action you create with your body or your mind.

A Test to Remember

Word Bank

start	answered	shouted	pointed
studied	gave	shook	show
growled	jumped	run	sleep
worked	do	handed	
said	wanted	passed	

Yesterday Ms. Crabtree gave us an impossible math test. The night before the test, I couldn't sleep. The day of the test, my stomach growled and my hands shook. I wanted to run from my desk. The girl in front of me passed me the test paper.

Ms. Crabtree pointed to the clock. "Start now."

I had studied hard. Now it was time to show what I could do. Before long, I had answered all the questions but one. The next day the teacher handed me my paper. "You have worked hard. Your grade is a 90," she said. I jumped in the air and shouted. I felt proud and tall.





Practice

Choose an action verb from the Word Bank to complete the story below.
Score 10 points for each correct answer. **Score** _____

Gorilla Sundae

Word Bank

pay	ate	tasted	order	feed
take	threw	drove	shared	share

1. After school Tanya and Jim _____ to the Super Scoop Ice Cream Parlor.
2. They _____ a Super Fudge Banana Split.
3. Tanya only _____ a bit of the whipped cream and cherries because she wasn't very hungry.
4. Jim _____ all of the ice cream and hot fudge.
5. Tanya _____ the banana into a brown bag.
6. "I'll _____ it to my pet gorilla," she said.
7. "I'll _____ the banana home and eat it later," Jim said.
8. "Then I'll _____ my gorilla his own Super Fudge Banana Split," Tanya said.
9. "Forget that, Tanya. I will _____ the banana with your gorilla," Jim said.
10. "I refuse to _____ for a Super Fudge Banana Split for your pet gorilla.



More Practice

Choose the strong action verb that fits best in each sentence. Circle the letter in front of the action verb you choose to fill in the blank. Score 10 points for each correct answer. **Score** _____

1. José and Linda _____ home from school. They couldn't wait to go to the amusement park.
 - (a) walked
 - (b) raced
 - (c) strolled
2. Mom met them at the door. "Let's go before it rains," she _____.
 - (a) urged
 - (b) said
 - (c) whispered
3. When they reached the park, Linda _____ the Thunderbolt for their first ride.
 - (a) liked
 - (b) chose
 - (c) parked
4. The roller coaster dipped and _____ around the sharp corners.
 - (a) slipped
 - (b) moved
 - (c) swerved
5. "Let's ride the Ferris wheel next," José said. When they got to the top, their seat _____ back and forth.
 - (a) rocked
 - (b) rolled
 - (c) jumped
6. Mom liked the bumper cars best. When she crashed into José's car, he quickly _____ his wheel.
 - (a) touched
 - (b) moved
 - (c) turned
7. Next, José and Linda rode the merry-go-round. The horses' heads _____ up and down.
 - (a) hopped
 - (b) bobbed
 - (c) jumped
8. Mom laughed when a pile of fake snakes _____ at them in the fun house.
 - (a) hissed
 - (b) laughed
 - (c) looked
9. "Let's go on the pirate ship for our last ride," José said. The pirate ship _____ from side to side. So did Linda, José, and Mom.
 - (a) growled
 - (b) flew
 - (c) swayed
10. As the family left the park, a bolt of lightning _____ across the sky, and it started to rain. "We made it just in time," Mom said as they raced to the car.
 - (a) ran
 - (b) flashed
 - (c) slid

Lesson 2: Run-on Sentences



- A **run-on sentence** runs two sentences together as if they were a single thought.



Think About It

Run-on sentences are the opposite of fragments. A fragment doesn't say enough. A **run-on sentence** says too much. It rambles on and on until you want to scream, "Stop!" When you run two separate sentences together, you've written a run-on sentence.

There are two types of run-on sentences. One type has no punctuation between the complete thoughts. The most common type, called a comma splice, has a comma between the complete thought.

EXAMPLE

No Punctuation Between Complete Thoughts: Omar ran after his runaway dog he finally caught up with him at the dog pound.

Corrected Sentence: Omar ran after his runaway dog. He finally caught up with him at the dog pound.

EXAMPLE

Comma Splice (Comma Between the Complete Thoughts): Mr. Rugby's toupee fell off in the middle of science class, he calmly picked it up and continued talking about the frog we were dissecting.

Corrected Sentence: Mr. Rugby's toupee fell off in the middle of science class. He calmly picked it up and continued talking about the frog we were dissecting.

WAYS TO CORRECT RUN-ON SENTENCES:**1. Write two separate sentences.**

Run-on Sentence: Talia baked her friend a birthday cake it flopped when she did cartwheels in the kitchen.

Corrected Sentence: Talia baked her friend a birthday cake. It flopped when she did cartwheels in the kitchen.

2. Join the two separate sentences with a coordinating conjunction.

Talia baked her friend a birthday cake, *but* it flopped when she did cartwheels in the kitchen.

3. Use a semicolon in place of the conjunction *but* if the clauses are closely related in thought. Talia baked her friend a birthday cake; it flopped when she did cartwheels in the kitchen.**4. Use a dependent clause opener.** You might want to change some words around and use a dependent clause opener to start your sentence: *When Talia did cartwheels in the kitchen*, her friend's birthday cake flopped. You can also use a dependent clause at the end of a sentence. *Her friend's birthday cake flopped when Talia did cartwheels in the kitchen.*



Picture It

At the end of each line, write *S* for sentence and *R* for run-on. For each run-on sentence, underline the word in the sentence that marks the beginning of the run-on.

EXAMPLE

1. Shayna won an award in the science fair for her project about the human brain. S
2. Marco came to this country from a small village, he made friends quickly and enjoys living in America. R

Be Proud of Your Name

1. "What's in a name?" Mr. Yamamoto, my teacher, asked. _____
2. "Plenty," Leila said. "I have a friend named Ebenezer, everybody calls him Scrooge." _____
3. "You're saying that a name can help or hurt you," Mr. Yamamoto said. _____
4. "Yes," Leila said. "I named my Rottweiler *Meatball* she's never forgiven me for it. _____
5. "Is anyone here happy to have an unusual name?" the teacher asked. _____
6. "I like my name nobody here has a name like mine," Parnell said. _____
7. "My name is Algonquin for 'chief,' it's different and it makes me stand out in a crowd," said Annawon. _____
8. "My name means 'pretty,' it makes me feel pretty and I like that," said Bonita. _____
9. "My name means 'slender.' It makes me think twice when I'm tempted to pig out on fast food," Kaylee said. _____
10. "Be proud of your name. Every name is different every name has a meaning." said Mr. Yamamoto. _____





Practice

Follow the directions to make the run-on sentences complete sentences.

Write your sentences in the space below the run-on.

1. **Use a coordinating conjunction:**

Carmen dislikes heights she wants to become a pilot.

2. **Use a semicolon:**

Eisa sang the spiritual with great emotion, the audience gave her a standing ovation.

3. **Write two separate sentences:**

The coach told Irina to jump over the hurdles to his surprise she walked under them.

4. **Use a dependent clause opener (add a word):**

Matthew fell during the race, he quickly got up and started running again.

5. **Use a semicolon:**

Dad called us in for dinner, he was making spare ribs and potato salad.

6. **Use a dependent clause opener:**

Lamar's comedy routine was so hilarious, Ms. Williams nearly fell out of her chair laughing.

7. **Write two separate sentences:**

Natasha took her float out into the ocean she glided back to shore on the high, smooth wave.

8. **Use a dependent clause at the end of the sentence:** Sarita made a colorful necklace for her grandmother she wanted to give her a special gift.

9. **Use a dependent clause opener:**

Duane went treasure hunting on the beach, he found five dollars, a starfish, and a mysterious crystal.

10. **Write two separate sentences:**

Mario race-walked to school he arrived in time for the final bell.



Homework

Persuasive Essay

Write a three-paragraph (five to eight sentences each) persuasive essay on a current news issue. Convince your reader that your position on the issue is a good one. Check to see that you haven't written any run-on sentences. Use the space below for your outline.

Scoring Rubric

<p>1. Top form (You're a champ!) Uses at least six strong action verbs Contains no run-on sentences Writes excellent focus statement Supports focus statement with facts and examples Presents both sides of issue Writes paragraphs that have a beginning, middle, and end Makes no spelling errors</p>	<p>2. Fair (Keep trying!) Uses at least five strong action verbs Contains no run-on sentences Writes good focus statement Supports focus statement with facts and examples Presents both sides of issue Writes paragraphs that have a beginning, middle, and end Makes no more than two spelling errors</p>	<p>3. Needs improvement (Don't give up! You can do it!) Uses fewer than five strong action verbs Contains one or more run-on sentences Writes fair-to-poor focus statement Does not support focus statement with facts and examples Does not present both sides of issue Writes paragraphs that do not have a distinct beginning, middle, and end Makes more than two spelling errors</p>
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