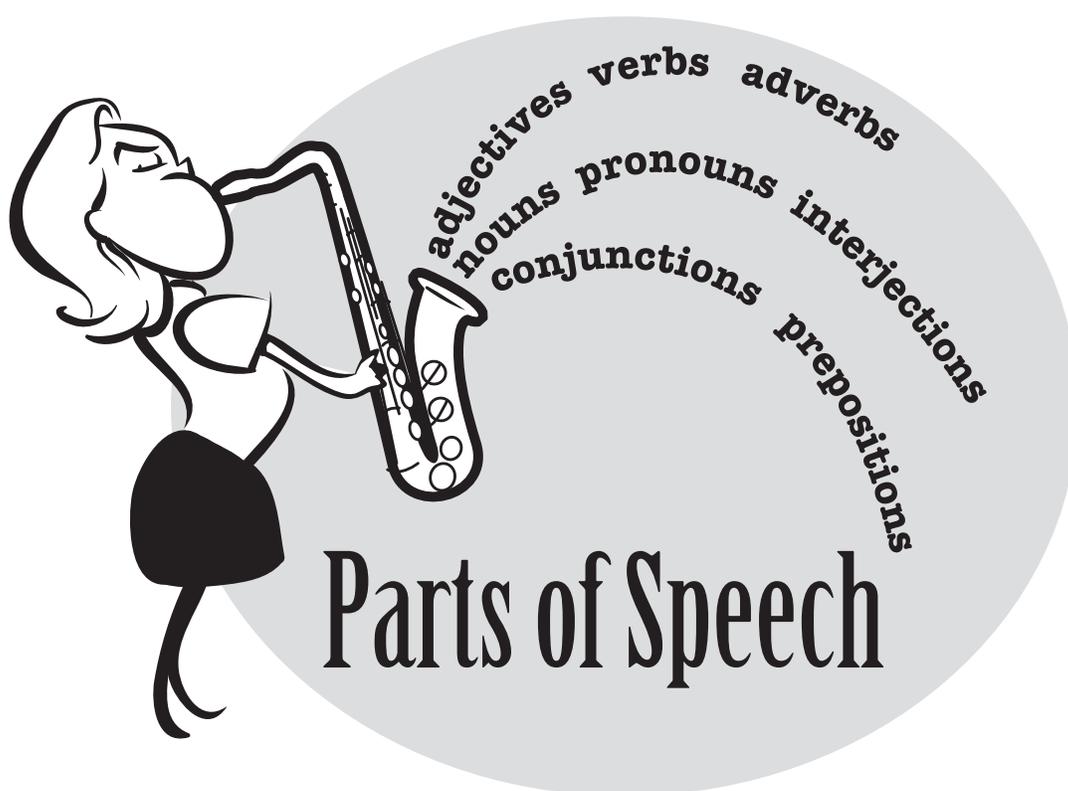

Grammar on the Go!



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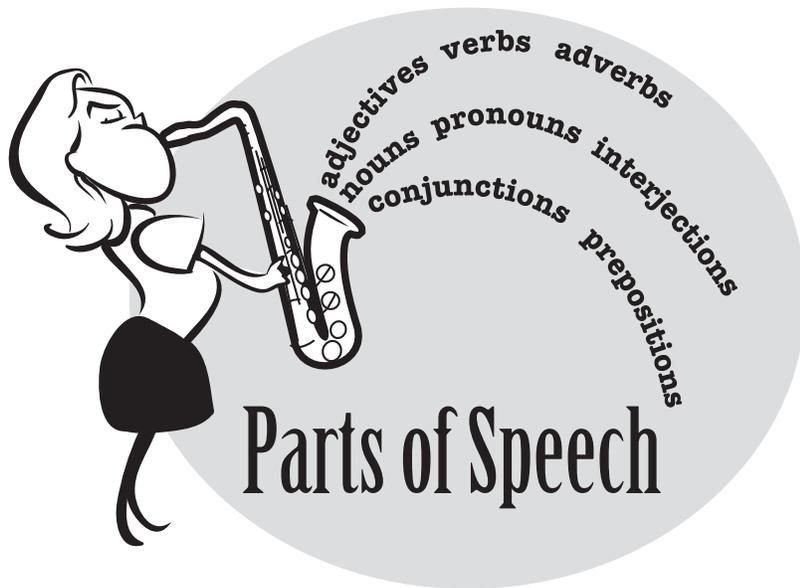
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Grammar on the Go!

The words in our language can be divided into eight main categories, depending on the job they do in a sentence. Some words have multiple functions and can be used in more than one way.

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NOUNS

Nouns come in all shapes and sizes: they name persons, places, or things.

Person: Harry, Mrs. Smith, friend, author
Place: Fort St. John, Hogwarts, home, farm
Thing: soccer, apple, horse, sailboat

Common and Proper Nouns

<p>A common noun is the general name of a person, place, or thing. Common nouns are not capitalized.</p>	<p>A proper noun is the specific name of a person, place, or thing. Proper nouns are capitalized.</p>
<p>mall teacher lake friends rock band city</p>	<p>West Edmonton Mall Mr. Singh Lake Superior Samantha, Jason, Aldo The Rolling Stones Vancouver</p>

Notice that sometimes “things” are **concrete**, meaning you can see, hear, taste, smell, or touch them. Examples include rocks, desks, papers, and mountains.

Other “things” can be **abstract**, meaning that you cannot see, hear, taste, smell, or touch them. These “things” are more like ideas or concepts, such as love, hate, war, and time.

Identifying Common Nouns

Circle the common nouns in the following sentences.

1. The ships are in the harbour.
2. The Albertans have oil.
3. The library contains many books.
4. Our principal patrols the hallway.
5. Mary lost her watch.
6. The students went to the movie.
7. The dog was vicious.
8. My doctor has a new office.
9. The gardener cut my lawn and flowers.
10. The concert is at the coliseum.

Common and Proper Nouns

Identify the nouns from the following sentences and state whether each is a common noun or a proper noun. Use the abbreviation **(cn)** to indicate a common noun and **(pn)** to indicate a proper noun. The first one is done for you.

Kamloops is hot in the summer.

Kamloops: **pn**

summer: **cn**

1. Regina is a small city.

2. Ottawa has warm, humid summers and frosty, cold winters.

3. We were fascinated by the view of the waterfall.

4. New Brunswick prides itself on being a bilingual province.

5. The BC Lions have had a good season.

Collective Nouns

Collective nouns name persons, places, or things as if they were one person, place, or thing.

A **flock of birds** means many birds or several birds together.

A **herd of cows** means many cows.

A **cast of characters** means a group of actors in a play or movie.

A **team** means several players together.

A **chain of islands** means a group of islands that are close together geographically.

Concrete and Abstract Nouns

Concrete nouns—you can see, hear, taste, touch, or smell.

skateboard
fish
Rocky Mountains
fog
shoes

Abstract nouns—you cannot see, hear, taste, touch, or smell.

love
anger
energy
excitement
distance

Concrete and Abstract Nouns

Identify each of these nouns as concrete or abstract. Circle the correct answer.

1. **hope** concrete abstract
2. **truck** concrete abstract
3. **sidewalk** concrete abstract
4. **happiness** concrete abstract
5. **love** concrete abstract
6. **calendar** concrete abstract
7. **age** concrete abstract
8. **sand** concrete abstract

Singular and Plural Nouns

A **singular noun** names one person, place, or thing. A **plural noun** names more than one person, place, or thing. To form the plural of most nouns, add an “s.” These are called regular nouns.

Singular Noun	Plural Noun
rabbit	rabb its
car	car s
mp3 player	mp3 playe rs
computer	comput ers

Sometimes, we have to **add** more than an “s” or change the form of the noun to make it plural. Check the dictionary when you aren’t sure.

There are instances where an “es” is added, including

- when a word ends in a hissing sound, such as **s, z, x, ch, sh**
- words that end in a consonant and then **y**
- some words that end in **f** or **fe**
- some words that end in **o**

Singular Noun	Plural Noun
lunch	lunch es
French fry	French fri es
tomato	tomato es
leaf	leave s

Some plural nouns change more than their endings. Compare these singular and plural nouns. You’ll probably understand why these are called **irregular** nouns.

Singular Noun	Plural Noun
goose	geese
foot	feet
man	men
tooth	teeth

Note that some nouns do not change their form in the plural, such as tuna, Haida, sheep.

Singular and Plural Nouns

Circle the correct plural form for each of these singular nouns.

1. **mouse** (mouses, mice, meese)
2. **train** (trains, traini, traines)
3. **moose** (mooses, moose, meese)
4. **box** (boxes, boxes, box)
5. **wolf** (wolfs, wolves, wolfes)
6. **candy** (candys, candy's, candies)
7. **salmon** (salmons, salmon, salmonis)
8. **child** (chilides, childs, children)

Compound Nouns

Compound nouns contain combinations of two or more words. The last word usually identifies the person or object of focus and the first word identifies the type of object or person of focus. Together, the word combination functions as a noun.

What type	Object or Person	Compound Noun
high	school	high school
alarm	clock	alarm clock
bed	room	bedroom
soft	ware	software

Compound nouns may be written in different ways:

As one word: **motorcycle**

As two words joined with a hyphen: **dry-cleaning**

As two separate words: **printer cartridge**

Because there are no clear rules about how compound nouns should be combined, be sure to check the dictionary to see how you should write the nouns.



Compound Nouns

Rewrite the following word groupings so they are joined correctly either as one word, two words, or two or more words joined with a hyphen, or as two separate words. You may need to consult a dictionary.

1. play ground: _____

2. row boat: _____

3. drive in: _____

4. police officer: _____

5. brother in law: _____

6. driver's license: _____

7. rain fall: _____

8. girl friend: _____

9. heli skiing: _____

10. get away: _____

Culminating Noun Activity

Circle the answer that best identifies the noun type that appears before the bracket.

Snowboarding is one of my favourite activities (**singular**, plural, proper) in winter. Every Saturday (**common**, plural, proper) I wake up very early in the morning. Either my dad or my sister (**concrete**, abstract, proper) drives me to Grouse Mountain (**common**, plural, proper) for a day of snowboarding. Usually, my friends are already in the line (**common**, proper, plural) for the chairlift before I arrive. We board for two hours before we go to the lodge for a hot chocolate and a quick bite (**plural**, proper, singular) to eat. Then, it's back to the mountain for another few hours of exhilarating fun (**concrete**, abstract, proper). I am always saddened when the sun comes out in spring and the snow (**abstract**, concrete, plural) begins to melt.

PRONOUNS

Pronouns are words that are used in place of nouns or to show possession. Several types of pronouns will be introduced in this section.

Personal	Intensive	Interrogative	Indefinite
Relative	Reflexive	Demonstrative	Possessive

Personal Pronouns

The most common type of pronoun.

A **subject pronoun** functions as the subject of a sentence. The subject identifies **who** or **what** is doing the action in each sentence.

He had an accident.

It wasn't his fault.

We ran home.

An **object pronoun** is used after an action verb or in a prepositional phrase. It identifies **who** or **what** receives the action in the sentence.

She called **me** and told **us** the news.

He said he was going to call **her**.

I will call the rest of **them**.

	Subject Pronouns		Object Pronouns	
	Singular	Plural	Singular	Plural
First Person	I	We	Me	Us
Second Person	You	You	You	You
Third Person	He, She, It	They	Him, Her, It	Them

Pronouns

Circle the personal pronouns in each of these sentences.

1. We are going with them.
2. I sent it to you.
3. She is writing to me.
4. I saw you at the party.
5. You will find the papers inside of the drawer.
6. It was very quiet and I was still.
7. She walked us to the door.
8. We played against them three games in a row,
and they won each time.
9. You should give it to him.

Relative Pronouns

Relative pronouns connect one part of a sentence with a word in another part of a sentence.

Common relative pronouns are: **who, whom, that, which, whoever, whomever.**

Any student **who** wants to join our music group should see Carlos.

Intensive and Reflexive Pronouns

Adding the suffixes **self** or **selves** to the personal pronoun form intensive and reflexive pronouns. Although they are spelled the same, they have different roles and locations in the sentence

myself	yourself	himself	herself
itself	oneself	ourselves	yourselves
themselves			

An **intensive pronoun** “intensifies” or amplifies a noun or a pronoun. These pronouns come right after the noun. An intensive pronoun is not essential to the meaning of a sentence. Without it, the sentence would still be complete. Read these sentences—with and without the intensive pronoun—even without the intensive pronoun, the sentences still make complete sense.

The dress **itself** was little more than a scarf with a belt.

The actor **himself** is coming to our school.

I **myself** did not want to attend the festival, but it was important to my spouse.

Reflexive pronouns refer back to a noun already mentioned. In a sentence, they always follow the verb. These pronouns are essential to the sentence because without them, the meaning of the sentence would be unclear.

It was embarrassing to explain how **I’d** given **myself** a black eye.

All the **members** of the team felt proud of **themselves**.

Intensive, Reflexive, and Personal Pronouns

Circle the correct intensive, reflexive, or personal pronoun from the choices provided.

Sometimes I ask (**me**, **myself**, **I**) who dreamed up English. It's as if some scholars locked (**them**, **themselves**, **themselves**) in a room and tried to invent the hardest language they could. When I try to think about agreement and person and gender, I get (**them**, **themselves**, **themselves**) confused. I know this wouldn't be so difficult if I'd just think about what the pronouns mean—what (**they**, **them**, **themselves**) stand for in the sentence. I tell my brain, "Give (**me**, **myself**, **I**) the secret to understanding this!" The trickiest part for me is probably having confidence in (**me**, **myself**, **oneself**). I know that my teacher and (**me**, **myself**, **I**) will get this figured out. And I'm sure that, if I keep practising, I'll be able to get the correct answers by (**me**, **myself**, **oneself**).

Interrogative Pronouns

Interrogative pronouns introduce questions.

who whom whose what which

What was that? (pronoun suggesting some **thing**)

Who did it? (pronoun suggesting some **person**)

Which was it? (pronoun suggesting some **thing**)

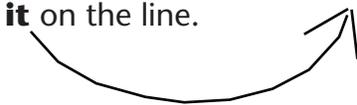
Demonstrative Pronouns

Demonstrative pronouns draw our focus to a particular person, place, or thing.

this that these those

When using demonstrative pronouns, be sure that they **agree** with their **antecedent** in number. An **antecedent** is the word that the pronoun in the sentence refers to or is a substitute for.

You can tell when you've hooked a **fish** because you can feel **it** on the line.



In the above sentence, the word **it** refers to **fish**. Because **fish** comes first, we say **fish** is the **antecedent** of the pronoun **it**. (The pronoun **it** replaces **fish**; they are both singular, so they agree.)

Rules



1. Pronouns must agree with antecedents in number.

People need to be proud of **their** accomplishments.

2. Pronouns must agree with antecedents in gender.

A **woman** needs to be proud of **her** accomplishments.



In cases where the gender of the antecedent is unclear, you may use both the masculine and feminine pronouns:

A **student** should always study before **he** or **she** writes an exam.

Demonstrative Pronouns

Put a check mark beside the sentence that uses the demonstrative pronoun correctly.

1. (a) These here bananas are not what I asked for.
- (b) These bananas are not what I asked for.

2. (a) I wanted some ripe ones, not these green ones.
- (b) I wanted some ripe ones, not this green ones.

3. (a) Do you have any others besides them here?
- (b) Do you have any others besides these here?

4. (a) Blake yelled to his sister, "Give one to me."
- (b) Blake yelled to his sister, "Give me that one."

5. (a) All of these kind seem way too expensive.
- (b) All of these kinds seem way too expensive.

6. (a) Maybe I'll have to buy those apples instead.
- (b) Maybe I'll have to buy those there apples instead.

7. (a) At least those apples look ripe enough to eat.
- (b) At least them apples look ripe enough to eat.

8. (a) Those kind were not what I really wanted.
- (b) That kind was not what I really wanted.

Indefinite Pronouns

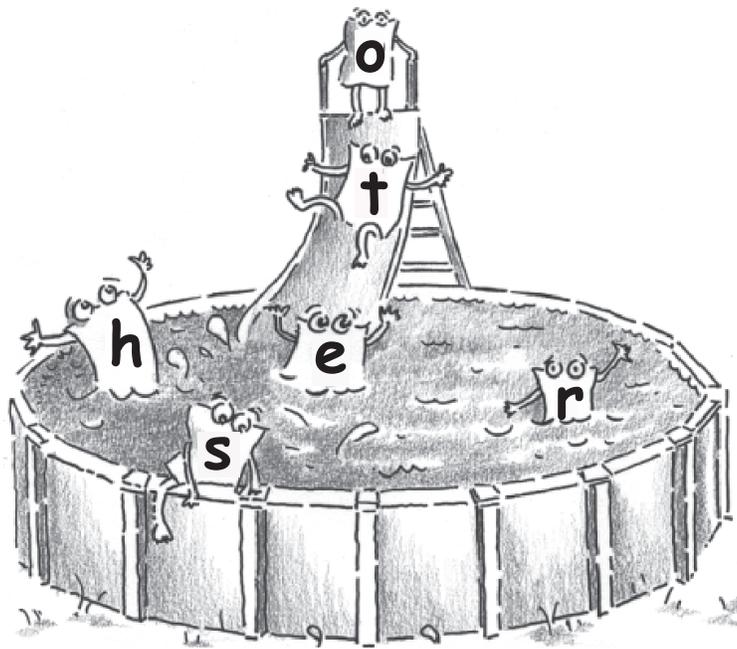
Indefinite pronouns refer in a general way to people or places or things.

Singular		Plural
anybody	everyone	many
anyone	nobody	both
anything	no one	few
anywhere	somebody	several
each	someone	others
either	something	

Someone is coming.

Anywhere would be better than here.

Many are called, but **few** are chosen.



Indefinite Pronouns

Circle the indefinite pronoun. Then underline the verb form which correctly agrees.

Each of my teachers (**give gives**) homework almost every night. I guess most of them (**think thinks**) that I live to do assignments. When it comes to my friends, all (**agree agrees**) that we should get a night off sometime. Of my teachers, only two (**understand understands**) that our time is important too. Both never (**give gives**) homework on Friday. And at least a few (**is are**) kind enough to spare us when winter holiday comes. Everyone in class (**is are**) happy when there isn't any homework. Besides, I don't think anyone (**love loves**) to stay home and do marking.

Possessive Pronouns

A **possessive pronoun** shows possession or ownership (belonging to someone or something).

Possessive pronouns that modify a noun

Possessive Pronouns	Singular	Plural
First Person	My	Our
Second Person	Your	Your
Third Person	His, Her, Its	Their

Kai finished **his** dinner by six.

Possessive pronouns that stand alone

Possessive Pronouns	Singular	Plural
First Person	Mine	Ours
Second Person	Yours	Yours
Third Person	His, Hers, Its	Theirs

The idea to go to the movies after dinner was **his**.

***whose** is not a possessive pronoun

Pronouns and Antecedents

Circle the pronouns and underline their antecedents in these sentences. Note: not all pronouns have antecedents.

1. Our track and field meet was larger than theirs.
2. Melissa's artwork was more original than mine.
3. The book belongs to Mr. and Mrs. Morris; it is theirs.
4. I ate my lunch already, but Owen is saving his for later.
5. Our telephone is out of order, but hers is working.
6. Monica's computer is a Mac, but ours is a PC.
7. We gave them our address, and they gave us theirs.
8. My pen is not working. Can I borrow yours?
9. The two-year-old exclaimed, "You cannot have any candies! These are all mine!"
10. These math books are different. Mine has a red cover and yours doesn't.

Antecedent Agreement

The following sentences are incorrect because the pronouns do not agree with their antecedents. Write a new correct version of each sentence in the space provided. You may have to change the form of the verb as well.

1. The library loaned the school all their books.

2. The team broke every record, so they were given a prize.

3. The school placed first in their district.

4. The teacher told each of the boys to make their report brief.

5. A woman likes to have a car they can be proud of.

6. If a person wants to go shopping on this tour, all they have to do is let the leader know.

7. When a child plays with matches, they often get burned.

8. We explained to my uncle that an overweight, bearded, eighty-four-year-old man would only make a fool of themselves wearing a tutu and performing in the ballet.

Pronoun Identification

A pronoun in each sentence appears in **bold** font. Circle the antecedent of each pronoun. Be careful—one of these antecedents appears **after** the pronoun that replaces it!

Last week, when Sandy went shopping, **she** lost her wallet. She looked in her purse, but **it** was empty, except for a comb and a pack of gum. At least the gum looked tasty, so she decided to have a piece of **it**. She sat on a bench in the mall, but found that **it** was wet. Now her jeans were soaked, and she knew she had to change **them**. Luckily, she was near a store where she'd just tried on some clothes, so she went back to **it**. Amazingly, when she went into the change room, she recognized it as the **one** she'd already been in. Even better, looking under the pieces of clothing there, she spotted **it**: her missing wallet!

Final Pronouns Activity

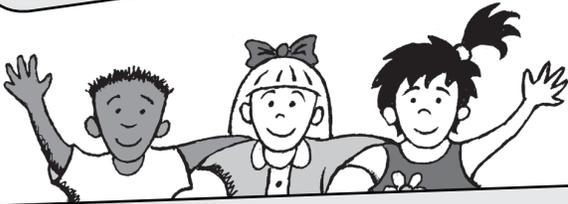
Circle the best answer: a, b, or c.

1. It can be fun to talk to older people about what life was like when they were younger.

- (a) This sentence is correct. Don't change anything.
- (b) It can be fun to talk to older people about what life was like when they were younger.
- (c) It can be fun to talk to older people about what life was like when they themselves were younger.

2. It's hard for you or I to think about what the world must have been like.

- (a) This sentence is correct. Don't change anything.
- (b) It's hard for you or me to think about what the world must have been like.
- (c) It's hard for you or myself to think about what the world must have been like.



3. My great-aunt loves to tell stories about her when she was young.

- (a) This sentence is correct. Don't change anything.
- (b) My great-aunt herself loves to tell stories about herself when she was young.
- (c) My great-aunt loves to tell stories about herself when she was young.

4. Her brothers, Fred and Daniel, drove themselves everywhere on a tractor.

- (a) This sentence is correct. Don't change anything.
- (b) Her brothers, Fred and Daniel, drove themselves everywhere on a tractor.
- (c) Her brothers, Fred and Daniel, drove themselves everywhere on a tractor.

5. She remembers riding with themselves on the tractor to a dance.

- (a) This sentence is correct. Don't change anything.
- (b) She remembers riding with them on the tractor to a dance.
- (c) She remembers riding with themselves on the tractor to a dance.

6. She herself never learned to drive—neither a tractor nor a car.

- (a) This sentence is correct. Don't change anything.
- (b) She never learned to drive herself—not a tractor nor a car herself.
- (c) She never learned to drive herself—not a tractor nor a car.

7. My sister Louise and me asked her to sing us a song from back then.

- (a) This sentence is correct. Don't change anything.
- (b) My sister Louise and myself asked her to sing us a song from back then.
- (c) My sister Louise and I asked her to sing us a song from back then.

8. We were surprised that she could remember all the words when she sang to Louise and me.

- (a) This sentence is correct. Don't change anything.
- (b) We were surprised that she could remember all the words when she sang to Louise and myself.
- (c) We were surprised that she could remember all the words when she sang to Louise and I.

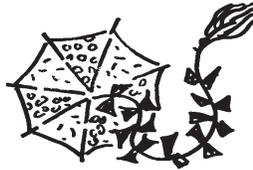
ADJECTIVES

Adjectives are words that describe a noun—person, place, or thing.

To find an adjective, locate words near nouns that answer the following questions: **how many, whose, what kind, which one?**

The **red** kite flew in the wind.

Red is an adjective because it tells which one (the red one).



The **tall, silly** giraffe caught the eyes of all the children.

Tall and **silly** are adjectives because they tell which giraffe. They describe the giraffe.

Types of Adjectives

Descriptive adjectives provide details to nouns and pronouns and answer **what kind, what's it like?**

small bird (What kind of bird? **A small one.**)

wet towel (What's the towel like? **It's wet.**)

creepy movie (What's the movie like? **It's creepy.**)

Descriptive Adjectives

Circle the descriptive adjectives in the following sentences.

1. Have you planned to buy brown shoes?
2. Charlemagne is a beautiful horse.
3. She cooks the best hamburgers.
4. English is my favourite course in school.
5. Caspar sailed the small boat on the calm lake.
6. Bob is a wonderful swimmer.
7. Genevieve is the best athlete on the team.
8. She gave Monica a pink shirt and blue jeans.
9. The new car has bucket seats and red upholstery.
10. Beth is the brightest girl in the room.

Limiting Adjectives

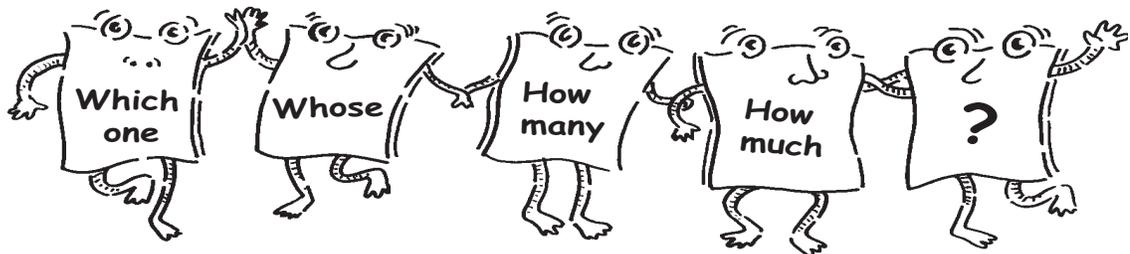
Limiting adjectives set limits and point out **which one**, **whose**, **how many**, and **how much**.

this house	(Which house? This one.)
my shoes	(Whose shoes? My shoes.)
fourteen giraffes	(How many giraffes? Fourteen.)
more water	(How much water? More.)

Articles

Articles are a kind of adjective that introduces a noun. Articles come in two varieties:

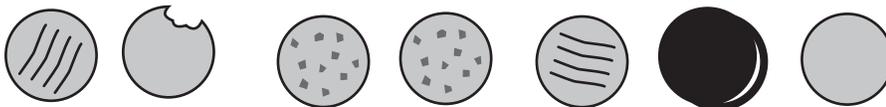
Definite Article (the)	Indefinite Articles (a, an)
introduces a specific noun	introduce a general noun
the telephone the elephant the hour the helicopter	a telephone an elephant an hour a helicopter



Limiting Adjectives

Circle the limiting adjectives and underline the articles in the following sentences.

1. She accidentally broke the child's toy.
2. Where they are going is anybody's guess.
3. Everyone's watch must be removed before jumping into a pool.
4. I found someone's towel on the beach.
5. A person's work is never done.
6. The car is his prize.
7. She gave me her car.
8. His dog is standing outside.
9. Those cookies that were on the counter have disappeared.
10. Ten bees flew out of the hive.



Proper Adjectives

Proper adjectives come from proper nouns and are capitalized, but they function in sentences as adjectives.

They went to **Jim's** house.

They went to the **Royal Victoria** Museum for the afternoon.

I went to a **Chinese** restaurant for dinner.

Proper Adjectives

Circle the proper adjectives in the following sentences.

1. Sylvia's locker was filled with garbage.
2. Earl's Restaurant is in China Town.
3. The Canadian flag flies over the Parliament Buildings in Ottawa.
4. Guillaume's car cost a thousand dollars. Toyota cars are very expensive.
5. Mary's essay was almost identical to Nancy's essay.
6. If England's laws were harsh, then Russia's laws must have been unbearable.
7. MacDonald's restaurant serves inexpensive food.

Compound Adjectives

Compound adjectives contain two or more words. Compound adjectives may be written as one word, two words, or two or more words that may be separated by a hyphen. Check your dictionary if you are unsure of how to write a compound adjective.

runaway horse

science fiction novel

snow-white blanket

Forms of Adjectives

Positive: No comparison	Comparative: Two things are compared	Superlative: Three or more things are compared
big happy wonderful	bigger happier more wonderful (Adjectives with three or more syllables change their form by adding the word "more.") (Most) cannot be used in the comparative)	biggest happiest most wonderful (Adjectives with three or more syllables change their form by adding the word "most.") (More) cannot be used in the superlative)

Irregular Adjective Forms

Irregular adjectives form the comparative and superlative forms in other ways. You may be surprised to learn that you already know how to use these!

Positive:	Comparative:	Superlative:
bad many few	worse more less	worst most least

Adjectives of Comparison

Convert each adjective below into the comparative form. Then, place the adjectives into the correct place in the chart below.

straight
busy
amazing
humorous
easy

heavy
white
expensive
educated
short

thick
funny
careful
happy
cheap

----- + er	-----y = i + er	more + -----

Identify the Adjectives

Circle the best adjective for the choices provided in each sentence.

Martine found the (**more**, **most**, **mostest**) adorable puppy. It was wrapped in the (**filthy**, **filthier**, **filthiest**) blanket she had ever seen. She wondered who could abandon such a (**small**, **smaller**, **smallest**) creature. She made (**a**, **an**, **the**) honest effort to find the owners. She asked (**their**, **his**, **her**) neighbours and friends. She wondered what would make the (**good**, **better**, **best**) pet for her family—a puppy or a kitten. At last, it came to her—the (**difficult**, **difficultest**, **most difficult**) decision she'd ever made: she gave the (**littlest**, **most little**, **little**) puppy to her aunt who lived in the country.

Find the Adjectives

Circle all the adjectives in the following sentences. Remember to look for articles as well!

1. Fred is an eager beaver.
2. Have you planned to buy red shoes?
3. Charlemagne was a runaway horse.
4. She cooks the best hamburgers.
5. English is my favourite course in school.
6. Energetic people talk in a fascinating manner.
7. I saw a tender and romantic movie.
8. Caspar sailed the small boat on the calm lake.
9. Did you notice his bright eyes and his brown face?
10. Genevieve is the best athlete on the baseball team.
11. Grendel is a twenty-one-year-old cat.
12. Did you see the thick book on the counter?

VERBS

Verbs express actions or link two words.

The dog **swam**. (action = **swam**)

I **am** upset about what happened. (**am** links the words I and **upset**).

Action Verbs

Action verbs are words that tell what is being done in a sentence.



The dog **barked**. (What did the dog do? It **barked**.)

I **thought** about it. (What did you do? You **thought** about it.)

Action Verbs

Circle the action verbs in the following sentences.

1. People watch television.
2. I fear snakes.
3. The policeman arrested the purse-snatcher.
4. I hate liver and onions.
5. I ate all the cookies in the cookie jar last night.
6. Who visited the library last week?
7. Listen to your teacher!
8. Carla read three novels last month.
9. The old train rumbled along the tracks.
10. Henry VIII married Anne Boleyn in 1533.

Helping Verbs

Helping verbs help the main verb do its job. We can change the meaning of what we say by using helping verbs.

I **might** help you.

I **won't** help you.

Helping verbs can also help the main verb show time.

They **are** cleaning the garage. (Present)

They **were** cleaning the garage all weekend. (Past)

They **will** clean the garage again next weekend. (Future)



Some helping verbs are:

is, are, was, were,
am, been
has, have, had
do, does, did
should, would, could
will, shall
can, could
may, might, must

More than one helping verb may go with a verb.

They **should have** left before us.

We **may have** won a prize.

A group of verbs, which together form the verb in the sentence, is called a **verb phrase**. In the previous sentences, **should have left** and **may have won** are verb phrases.

Helping Verbs

Circle the helping verbs in each of these sentences. In some sentences, there may be more than one helping verb.

1. I will arrive late.
2. Bill could have run faster.
3. We can see your problem.
4. I must have had the flu last week.
5. I must have made a mistake.
6. Shall we visit your grandmother today?
7. He has gone out with his friends for the evening.
8. They should win the tournament if they play as a team.
9. They have lost their way.
10. We must succeed on this assignment.

Linking Verbs

Linking verbs link the subject of a sentence to a noun or an adjective. Forms of the verb **to be** are the most common linking verbs.

The **food** was spicy.

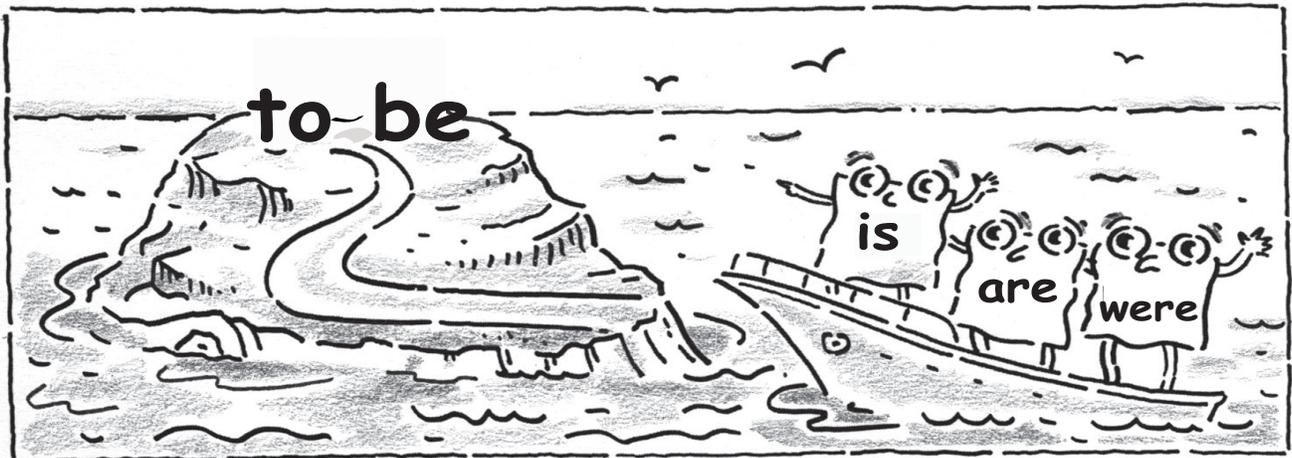
The apple **tasted** good.

HINT: If you can substitute a form of the verb **to be** (e.g. is, are, were) in the sentence, the action verb is a linking verb.

Those black clouds **are** threatening.

Common Linking Verbs

be	seem
being	become
been	were
is	was
am	are



Linking Verbs

Circle the linking verb in each of these sentences.

1. The sky was blue.
2. He became the new team captain.
3. I am the oldest in the family.
4. That smells delicious.
5. Wayne Gretzky was a great hockey player.
6. I am a good skier.
7. That looks really old.
8. Gasoline is expensive.
9. That sounds complicated.
10. That idea seems interesting to me.

Regular Forms of Verbs

Most verbs are **regular verbs**. To form the past tense of a regular verb, add an **ed** or **d**.

Present	Past
walk	walked
ski	skied
dance	danced
type	typed

Irregular Forms of Verbs

Some verbs are irregular and form the past tense in different ways. If you can't remember the past tense of an irregular verb, check the dictionary.

Present	Past
are	were
bring	brought
catch	caught
come	came
eat	ate
fall	fell
go	went
know	knew

Singular and Plural Forms of Verbs

Use a singular verb when the subject of your sentence is singular.

The monkey **likes** bananas dipped in chocolate.

Use a plural verb when the subject of your sentence is plural.

The monkeys **like** bananas dipped in chocolate.

Watch for phrases starting with prepositions such as **of**, **with**, and **in**. Be sure your verb agrees with the actual subject and not the object of the preposition.

Incorrect:
One of the bananas **are**
brown.

Correct:
One of the bananas **is**
brown.

The subject is **one** so the verb form should be **is**.

Singular and Plural Verbs

Circle the correct form of the verb in each of the following sentences.

When I arrived in Whistler Saturday evening, I noticed that many people (**was** **were**) walking around the village. Some of the tourists (**was** **were**) speaking languages other than English. One of the tourists (**was** **were**) speaking many languages. I guess she (**was** **were**) a tour guide of some sort. Many of the tourists (**was** **were**) looking at the top of the mountain as she spoke. I (**was** **were**) curious what she was telling them.



ADVERBS

Adverbs describe verbs, adjectives, and other adverbs. Most adverbs add details about **how, where, when, how often,** and **to what extent.** They spice up your writing, making it more precise and interesting.

Adverbs can describe verbs:

Malik ran **slowly**. (How did Malik run? He ran **slowly**.)

He walked **dejectedly**. (He walked how? **Dejectedly**.)

Adverbs can describe adjectives:

The **extremely** old man drove a **very** fast car. (How old is the man? **Extremely** old. How fast is the car? **Very** fast.)

The butterfly was **amazingly** bright. (How bright was it? **Amazingly**.)

Adverbs can describe other adverbs:

Malik ran **especially** quickly when he heard the gorilla behind him. (How quickly did Malik run? **Especially** quickly.)

He walked **terribly slowly**. (How slowly? **Terribly**.)

Forms of Adverbs of Manner (how)

Adverbs of manner tell us how something happens:

completely *quickly* *fast* *loudly*

Adverbs of Manner

Circle the adverb of manner that indicates **how**.

1. The crowd cheered its team wildly.
2. Violently, the waves battered the boat.
3. Absentmindedly, he put his pen away.
4. Swiftly and silently the hawk swooped down.
5. The pilot confidently landed the aircraft.
6. The attack came unexpectedly yesterday.
7. Angrily, he pushed the child aside.
8. He writes well.
9. That picture is a remarkably accurate copy.
10. The following day, the sun shone brightly.

Forms of Adverbs of Place (where)

Adverbs of place tell us where an incident happens.

anywhere down up there nowhere

Adverbs of Place

Circle the adverb that indicates where.

1. The school is nearby.
2. I left him here.
3. I went there for a holiday.
4. He has come far on his journey.
5. I will go anywhere you suggest.
6. The delivery man put the package here.
7. He went away.

Forms of Adverbs of Time (when)

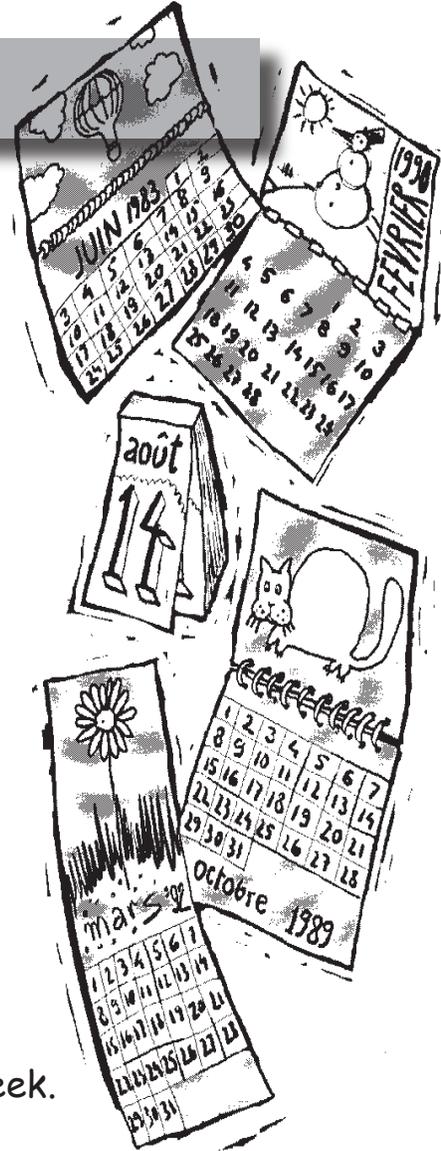
Adverbs of time tell us when an action happened.

now yesterday today tomorrow next morning

Adverbs of Time

Circle the adverbs that answer when.

1. Soon the fighting will cease.
2. I will be absent from French class tomorrow.
3. I saw Bill the other day.
4. Lately I have felt wonderful.
5. Christmas comes next week.
6. I will see you tonight.
7. I finished my essay last night.
8. I gave you the invitation last week.
9. Yesterday, the teacher gave back our essays.



Forms of Adverbs of Frequency (how often)

Adverbs of frequency indicate approximately how many times something happens.

sometimes never always often regularly seldom

Adverbs of Frequency

Circle the adverbs that indicate **how often**.

1. Gradually, it appeared again.
2. I never tell lies.
3. She often goes to the library after school.
4. You should floss your teeth every day.
5. It's okay to eat junk food once in a while.
6. Miko rarely fails a test.
7. I seldom pay attention to such reports.
8. He has always been a bright student.

Forms of Adverbs of Degree (to what extent)

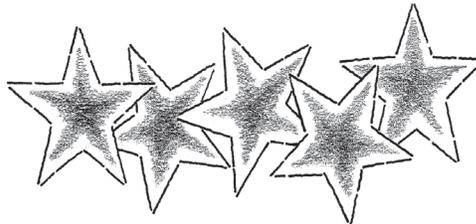
Adverbs of degree tell us about the intensity or the degree of an action, an adjective or another adverb (usually adverbs of manner).

very really quite enough almost extremely

Adverbs of Degree

Circle the adverbs that indicate the intensity or degree of an action, an adjective, or another adverb.

1. The bomb squad opened the box very carefully.
2. The trainer spoke quite sharply to his dog.
3. He closed the door very quickly.
4. The major was too tired to greet the visitors.
5. He plays the guitar exceedingly well.



Comparing With Adverbs

Positive or regular form: no comparison.	Comparative: two actions are compared.	Superlative: three or more actions are compared.
early frequently	earlier more frequently Add an er to one-syllable adverbs or more or less in front of longer adverbs	earliest most frequent Add est to one-syllable adverbs or most or least before longer adverbs

Irregular adjectives use different words to make comparisons.

Positive	Comparative	Superlative
well badly	better worse	best worst



Forms of Adverbs

Fill in the blanks with the appropriate adverb form.

Positive	Comparative	Superlative
_____	faster	_____
badly	_____	worst
_____	more complete	_____
well	_____	_____
_____	_____	soonest
_____	more	_____

CONJUNCTIONS

A **conjunction** is a connecting word. It can link words, phrases, or clauses.

Do you prefer red **or** blue?

The dog was smelly **and** walked with a limp.

Coordinate Conjunctions

Coordinate conjunctions join parts of a sentence of equal importance.

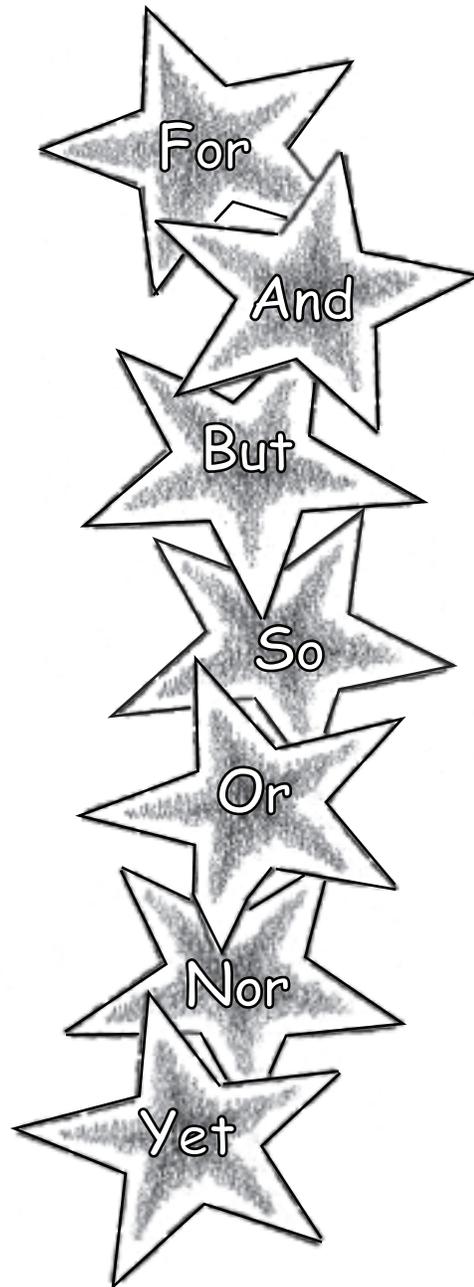
And, but, and or are the most common coordinate conjunctions.

Arfy raced down the street, through the gate, **and** into his doghouse.

You can have a bowl of cereal **or** a pile of pancakes.

She forgot to study, **but** she passed the test.

Use the acronym FABSONY to help remember the seven coordinate conjunctions



Coordinate Conjunctions

Circle the coordinate conjunction in each of these sentences.

1. The dog **and** the cat fought.
2. His uncle wants a bike **or** a scooter.
3. She is smart **but** lazy.
4. Quickly **but** quietly, the job was done.
5. His alarm didn't go off, **so** he missed the plane.
6. Is the man an optimist **or** a pessimist?

6

Correlative Conjunctions

Correlative conjunctions join parts of sentences in pairs.

either . . . or

neither . . . nor

not only . . . but (also)

whether . . . or

both . . . and

just . . . as

Both my younger brother **and** my oldest sister have brown eyes.

Either you'll clean your room, **or** you'll stay home.

Subordinate Conjunctions

Subordinate conjunctions join parts of the sentence that are not of the same importance. One part (or clause) of the sentence is independent and can stand as a sentence on its own. It is called an independent clause.

The other part (or clause) of the sentence is dependent and cannot stand as a sentence on its own. The subordinate conjunction makes it dependent or subordinate to the independent clause. In the sentence:

The runner tripped
and fell after she
crossed the finish line.

After is the subordinate conjunction. **After she crossed the finish line** is the dependent or subordinate clause. It cannot stand on its own as a sentence. It needs the other independent clause to make sense. **After** joins the two clauses.

Common Subordinate Conjunctions

although	after
while	before
when	if
during	



Subordinate Conjunctions

Circle the subordinate conjunction, and underline the subordinate clause in the sentence.

1. When the moon is full, the night is clear.
2. The class waited until the teacher arrived.
3. Although the tire blew out, Mary maintained control.
4. The house that Jack built is tumbling down.
5. Employees who have been with the company for five years will receive a bonus.
6. Although the storm clouds hung oppressively low, the officials refused to cancel the race.
7. While walking along the beach at Tofino, I discovered a dried-up starfish.
8. If I thought I could be in a band, I'd learn to play the drums.
9. Unless I earn some money, I won't be able to go to the concert.
10. Before I can travel out of the country, I have to get a passport.

Identify the Conjunction

Decide which function each conjunction serves:

(a) coordinate; (b) correlative; or (c) subordinate. Write your answer, 'a', 'b', or 'c', in the box provided.

1. **When** Sam went to his grandparents' house, he thought he was going for a holiday.

2. His bus arrived on Saturday morning, **and** his grandmother picked him up at the station.

3. The ride to their place was long, **yet** the places they passed were interesting.

4. His grandmother seemed to know everything—**not only** the names of the towns, **but also** of the mountains and rivers they saw.

5. She chatted almost non-stop **until** they pulled into the driveway.

6. Sam's grandfather didn't stop what he was doing, **but** he called to Sam to come and lend a hand.

7. **After** they'd finished raking the leaves, Sam's grandfather offered him a choice of what to do next.

8. It was easy to decide **whether** to empty the cat box **or** go dig some worms for fishing.

PREPOSITIONS

Prepositions are words that show the relationship of a noun or pronoun to another word, especially a relationship of place or time.

I stood **beside** the car.
Pascal went **after** breakfast.

Common Prepositions

Here are some common prepositions. Notice that some are compound (made up of more than one word).

about	because of	for	on account of	until
above	behind	from	out	up
according to	below	in	over	upon
across	beneath	inside	past	with
after	beside	instead of	since	within
against	between	into	through	without
along	beyond	like	throughout	
along with	by	near	to	
among	concerning	next to	toward	
around	despite	of	towards	
at	down	off	under	
before	during	on	underneath	

Prepositional Phrases

Prepositions usually introduce (or begin) phrases. These phrases are called **prepositional phrases**.

Prepositional phrases do not have subjects or verbs.

The noun or pronoun at the end of the prepositional phrase is the **object** of the preposition.

in the house
on the table
around the corner

in the **house**.

Select the Preposition

Choose a preposition from the list and write it in the space provided in the following paragraph. You may use a preposition more than once.

across on
for through
in upon
near with
to

Once _____ a time, there were three little chickens who lived _____ a house _____ the woods. One day, the first one suggested, "Who would like to go _____ a swim?"

So they walked _____ the road and found a hole _____ the wall _____ a rich man's house. Through or near the hole, they saw a pool. The second one said, "Race you _____ the pool!"

The third one yelled, "Last one _____ is a rotten egg!"

Identify the Preposition

Underline the prepositional phrases in the following sentences. It will be easier if you find the preposition first.

Thinking about summer is one of my favourite things. I love thinking about those lazy mornings when I can sleep late, and dreaming of all those sunny afternoons. My friends always like swimming at the lake, and afterwards, riding our bikes down the dunes. But I guess it can't always be summer, with its hot sun. If it were hot all year long, what would I do with my skis?

INTERJECTIONS

Interjections are power-packed words or phrases. They express strong feelings, often of excitement, shock or disgust. Both ordinary words and phrases and “made-up” words can be interjections.

No!
Yes!
No way!

Yuck!
Boop!
Oof!

Punctuating Interjections

Interjections are attention-getters that usually appear at the beginning of a sentence or can stand alone. Use a comma or exclamation mark to set off interjections.

Use a comma to separate a milder interjection from the rest of the sentence. Don't capitalize the word that follows.

Use an exclamation mark to separate a strong interjection from the rest of the sentence. Capitalize the word that follows.

Hey, that's my jacket
you're wearing!

Oops! But I thought it was
mine.

Interjections

Place a comma or an exclamation mark in the blanks below.

Oh boy___ when I got out of bed this morning, I realized today's the day of my French exam. Did I remember to study? Not___

Okay___ I said to myself, it might help to look over my verb lists. I can do that while I eat a bowl of my favourite cereal. Mmm___

Amazingly, as I scanned the verbs, most of them seemed to make sense. Wow___ Everything except the past tense seemed pretty easy. I thought maybe the cereal contained some new ingredient that was making me feel smarter. If it did, all right___

But hey___ as soon I got to school, I heard that my French teacher was sick. That meant we wouldn't have the exam after all. Maybe I'll do even better tomorrow. Whew___

Grammar on the Go!

Answer Key

Parts of Speech

Identifying Common Nouns

p.4

1. The (ships) are in the (harbour).
2. The Albertans have (oil).
3. The (library) contains many (books).
4. Our (principal) patrols the (hallway).
5. Mary lost her (watch).
6. The (students) went to the (movie).
7. The (dog) was vicious.
8. My (doctor) has a new (office).
9. The (gardener) cut my (lawn) and (flowers).
10. The (concert) is at the (coliseum).

Common and Proper Nouns

p.5

1. Regina: pn
city: cn
1. Ottawa: pn
summers: cn
winters: cn
2. view: cn
waterfall: cn
3. New Brunswick: pn
province: cn
4. BC Lions: pn
season: cn

Concrete and Abstract Nouns p.7

1. hope	concrete	abstract
2. truck	concrete	abstract
3. sidewalk	concrete	abstract
4. happiness	concrete	abstract
5. love	concrete	abstract
6. calendar	concrete	abstract
7. age	concrete	abstract
8. sand	concrete	abstract

Singular and Plural Nouns p.9

1. mouse (mouses, mice meese)
2. train (trains traini, traines)
3. moose (mooses, moose meese)
4. box (boxs, boxes box)
5. wolf (wolfs, wolves wolfes)
6. candy (candys, candy's, candies)
7. salmon (salmons, salmon salmonis)
8. child (childes, childs, children)

Compound Nouns p.11

1. playground
2. rowboat
3. drive-in
4. police officer
5. brother-in-law
6. driver's license
7. rainfall
8. girlfriend
9. heli-skiing
10. getaway

Culminating Noun Activity

p.12

Snowboarding is one of my favourite **activities** (singular, plural proper) in winter. Every **Saturday** (common, plural, proper) I wake up very early in the morning. Either my dad or my **sister** (concrete abstract, proper) drives me to **Grouse Mountain** (common, plural, proper) for a day of snowboarding. Usually, my friends are already in the **line** (common proper, plural) for the chairlift before I arrive. We board for two hours before we go to the lodge for a hot chocolate and a quick **bite** (plural, proper, singular) to eat. Then, it's back to the mountain for another few hours of exhilarating **fun** (concrete, abstract proper). I am always saddened when the sun comes out in spring and the **snow** (abstract, concrete plural) begins to melt.

Pronouns

p.14

1. We are going with them.
2. I sent it to you.
3. She is writing to me.
4. I saw you at the party.
5. You will find the papers inside of the drawer.
6. It was very quiet and I was still.
7. She walked us to the door.
8. We played against them three games in a row, and they won each time.
9. You should give it to him.

Intensive and Reflexive Pronouns p.16

Sometimes I ask (me, myself) I) who dreamed up English. It's as if some scholars locked (them, themselves) in a room and tried to invent the hardest language they could. When I try to think about agreement and person and gender, I get (them themselves, themselves) confused. I know this wouldn't be so difficult if I'd just think about what the pronouns mean—what (they) them, themselves) stand for in the sentence. I tell my brain, "Give (me) myself, I) the secret to understanding this!" The trickiest part for me is probably having confidence in (me, myself) oneself). I know that my teacher and (me, myself, I) will get this figured out. And I'm sure that, if I keep practising, I'll be able to get the correct answers by (me, myself) oneself).

Demonstrative Pronouns p.19

1. (b) These bananas are not what I asked for.
2. (a) I wanted some ripe ones, not these green ones.
3. (b) Do you have any others besides these here?
4. (b) Blake yelled to his sister, "Give me that one."
5. (b) All of these kinds seem way too expensive.
6. (a) Maybe I'll have to buy those apples instead.
7. (a) At least those apples look ripe enough to eat.
8. (b) That kind was not what I really wanted.

Indefinite Pronouns

p.22

(Each) of my teachers give/gives homework almost every night. I guess (most) of them think/thinks that I live to do assignments. When it comes to my friends, (all) agree/agrees that we should get a night off sometime. Of my teachers, only (two) understand/understands that our time is important too. (Both) never give/gives homework on Friday. And at least a (few) is/are kind enough to spare us when winter holiday comes. (Everyone) in class is/are happy when there isn't any homework. Besides, I don't think (anyone) love/loves to stay home and do marking?

Pronouns and Antecedents

p.24

1. Our track and field meet was larger than (theirs).
2. Melissa's artwork was more original than (mine).
3. The book belongs to Mr. and Mrs. Morris; (it) is (theirs).
4. (I) ate my lunch already, but Owen is saving (his) for later.
5. Our telephone is out of order, but (hers) is working.
6. Monica's computer is a Mac, but (ours) is a PC.
7. (We) gave them our address, and (they) gave (us) (theirs).
8. My pen is not working. Can (I) borrow (yours)?
9. The two-year-old exclaimed, "(You) cannot have any candies! (These) are all (mine)!"
10. These math books are different. (Mine) has a red cover, and (yours) doesn't.

Antecedent Agreement

p.25

1. The library loaned the school all **its** books.
2. The team broke every record, so **it** was given a prize.
3. The school placed first in **its** district.
4. The teacher told each of the boys to make **his** report brief.
5. A woman likes to have a car **she** can be proud of.
6. If a person wants to go shopping on this tour, all **he or she** has to do is let the leader know.
7. When a child plays with matches, **he or she** often gets burned.
8. We explained to my uncle that an overweight, bearded, eighty-four-year-old man would only make a fool of **himself** wearing a tutu and performing in the ballet.

Pronoun Identification

p.27

Last week, when (Sandy) went shopping, **she** lost her wallet. She looked in her (purse), but **it** was empty, except for a comb and a pack of gum. At least the (gum) looked tasty, so she decided to have a piece of **it**. She sat on a (bench) in the mall, but found that **it** was wet. Now her (jeans) were soaked, and she knew she had to change **them**. Luckily, she was near a (store) where she'd just tried on some clothes, so she went back to **it**. Amazingly, when she went into the (change room), she recognized **it** as the one she'd already been in. Even better, looking under the pieces of clothing there, she spotted **it**: her missing (wallet)!

Final Pronouns Activity

p.28

1. (a) This sentence is correct. Don't change anything.
2. (b) It's hard for you or me to think about what the world must have been like.
3. (c) My great-aunt loves to tell stories about herself when she was young.
4. (c) Her brothers, Fred and Daniel, drove themselves everywhere on a tractor.
5. (b) She remembers riding with them on the tractor to a dance.
6. (a) This sentence is correct. Don't change anything.
7. (c) My sister Louise and I asked her to sing us a song from back then.
8. (a) This sentence is correct. Don't change anything.

Descriptive Adjectives

p.32

1. Have you planned to buy brown shoes?
2. Charlemagne is a beautiful horse.
3. She cooks the best hamburgers.
4. English is my favourite course in school.
5. Caspar sailed the small boat on the calm lake.
6. Bob is a wonderful swimmer.
7. Genevieve is the best athlete on the team.
8. She gave Monica a pink shirt and blue jeans.
9. The new car has bucket seats and red upholstery.
10. Beth is the brightest girl in the room.

Limiting Adjectives

p.32

1. She accidentally broke the (child's) toy.
2. Where they are going is (anybody's) guess.
3. (Everyone's) watch must be removed before jumping into a pool.
4. I found (someone's) towel on the beach.
5. A (person's) work is never done.
6. The car is (his) prize.
7. She gave me (her) car.
8. (Whose) dog is standing outside?
9. (Those) cookies that were on the counter have disappeared.
10. (Ten) bees flew out of the hive.

Proper Adjectives

p.35

1. (Sylvia's) locker was filled with garbage.
2. (Earl's) Restaurant is in (China) Town.
3. The (Canadian) flag flies over the (Parliament) Buildings in Ottawa.
4. (Guillaume's) car cost a thousand dollars. (Toyota) cars are very expensive.
5. (Mary's) essay was almost identical to (Nancy's) essay.
6. If (England's) laws were harsh, then (Russia's) laws must have been unbearable.
7. (MacDonald's) restaurant serves inexpensive food.

Adjectives of Comparison

p.37

straighter	heavier	more amazing
thicker	busier	more humorous
whiter	funnier	more expensive
shorter	happier	more educated
cheaper	easier	more careful

Identify the Adjectives

p.38

Martine found the (more, **most**) mostest) adorable puppy. It was wrapped in the (filthy, filthier, **filthiest**) blanket she had ever seen. She wondered who could abandon such a (**small**) smaller, smallest) creature. She made (a, **an**) the) honest effort to find the owners. She asked (their, his, **her**) neighbours and friends. She wondered what would make the (good, **better**) best) pet for her family—a puppy or a kitten. At last, it came to her—the (difficult, difficultest, **most difficult**) decision she'd ever made: she gave the (littlest, most little, **little**) puppy to her aunt who lived in the country.

Find the Adjectives

p.39

1. Fred is (**an**) **eager**) beaver.
2. Have you planned on buying (**red**) shoes?
3. Charlemagne was (**a**) **runaway**) horse.
4. She cooks (**the**) **best**) hamburgers.
5. English is (**my**) **favourite**) course in school.
6. (**Energetic**) people talk in (**a**) **fascinating**) manner.
7. I saw (**a**) **tender**) and (**romantic**) movie.
8. Caspar sailed (**the**) **small**) boat on (**the**) **calm**) lake.
9. Did you notice (**his**) **bright**) eyes and (**his**) **brown**) face?
10. Genevieve is (**the**) **best**) athlete on (**the**) **baseball**) team.
11. Grendel is (**a**) **twenty-one-year-old**) cat.
12. Did you see (**the**) **thick**) book on (**the**) counter?

Action Verbs

p.42

1. People **watch** television.
2. I **fear** snakes.
3. The policeman **arrested** the purse-snatcher.
4. I **hate** liver and onions.
5. I **ate** all the cookies in the cookie jar last night.
6. Who **visited** the library last week?
7. **Listen** to your teacher!
8. Carla **read** three novels last month.
9. The old train **rumbled** along the tracks.
10. Henry VIII **married** Anne Boleyn in 1533.

Helping Verbs

p.44

1. I **will** arrive late.
2. Bill **could have** run faster.
3. We **can see** your problem.
4. I **must have** had the flu last week.
5. I **must have** made a mistake.
6. **Shall** we visit your grandmother today?
7. He **has** gone out with his friends for the evening.
8. They **should** win the tournament if they play as a team.
9. They **have** lost their way.
10. We **must** succeed on this assignment.

Linking Verbs

p.46

1. The sky **(was)** blue.
2. He **(became)** the new team captain.
3. I **(am)** the oldest in the family.
4. That **(smells)** delicious.
5. Wayne Gretzky **(was)** a great hockey player.
6. I **(am)** a good skier.
7. That **(looks)** really old.
8. Gasoline **(is)** expensive.
9. That **(sounds)** complicated.
10. That idea **(seems)** interesting to me.

Singular and Plural Verbs

p.48

When I arrived in Whistler Saturday evening, I noticed that many people (was / **(were)**) walking around the village. Some of the tourists (was / **(were)**) speaking languages other than English. One of the tourists (**(was)** / were) speaking many languages. I guess she (**(was)** / were) a tour guide of some sort. Many of the tourists (was / **(were)**) looking at the top of the mountain as she spoke. I (**(was)** / were) curious what she was telling them.

Adverbs of Manner

p.50

1. The crowd cheered its team **wildly**.
2. **Violently** the waves battered the boat.
3. **Absentmindedly** he put his pen away.
4. **Swiftly** and **silently** the hawk swooped down.
5. The pilot **confidently** landed the aircraft.
6. The attack came **unexpectedly** yesterday.
7. **Angrily** he pushed the child aside.
8. He writes **well**.
9. That picture is a **remarkably** accurate copy.
10. The following day, the sun shone **brightly**.

Adverbs of Place

p.51

1. The school is **nearby**.
2. I left him **here**.
3. I went **there** for a holiday.
4. He has come **far** on his journey.
5. I will go **anywhere** you suggest.
6. The delivery man put the package **here**.
7. He went **away**.

Adverbs of Time

p.52

1. (Soon) the fighting will cease.
2. I will be absent from French class (tomorrow).
3. I saw Bill (the other day).
4. (Lately,) I have felt wonderful.
5. Christmas comes (next week).
6. I will see you (tonight).
7. I finished my essay (last night).
8. I gave you the invitation (last week).
9. (Yesterday,) the teacher gave back our essays.

Adverbs of Frequency

p.53

1. Gradually, it appeared (again).
2. I (never) tell lies.
3. She (often) goes to the library after school.
4. You should floss your teeth (every day).
5. It's okay to eat junk food (once in a while).
6. Miko (rarely) fails a test.
7. I (seldom) pay attention to such reports.
8. He has (always) been a bright student.

Adverbs of Degree

p.54

1. The bomb squad opened the box **(very)** carefully.
2. The trainer spoke **(quite)** sharply to his dog.
3. He closed the door **(very)** quickly.
4. The mayor was **(too)** tired to greet the visitors.
5. He plays the guitar **(exceedingly)** well.

Forms of Adverbs

p.56

Positive	Comparative	Superlative
Fast	faster	fastest
badly	worse	worst
complete	more complete	most complete
well	better	best
soon	sooner	soonest
much	more	most

Coordinate Conjunctions

p.59

1. The dog **(and)** the cat fought.
2. His uncle wants a bike **(or)** a scooter.
3. She is smart **(but)** lazy.
4. Quickly **(but)** quietly, the job was done.
5. His alarm didn't go off, **(so)** he missed the plane.
6. Is the man an optimist **(or)** a pessimist?

Subordinate Conjunctions

p.61

1. When the moon is full, the night is clear.
2. The class waited until the teacher arrived.
3. Although the tire blew out, Mary maintained control.
4. The house that Jack built is tumbling down.
5. Employees who have been with the company for five years will receive a bonus.
6. Although the storm clouds hung oppressively low, the officials refused to cancel the race.
7. While walking along the beach at Tofino, I discovered a dried-up starfish.
8. If I thought I could be in a band, I'd learn to play the drums.
9. Unless I earn some money, I won't be able to go to the concert.
10. Before I can travel out of the country, I have to get a passport.

Identify the Conjunction

p.62

1. (C) subordinate
2. (A) coordinate
3. (A) coordinate
4. (B) correlative
5. (C) subordinate
6. (A) coordinate
7. (C) subordinate
8. (B) correlative

Select the Preposition

p.64

Once upon a time, there were three little chickens who lived near or in a house in or near the woods. One day, the first one suggested, "Who would like to go for a swim?"

So they walked across or to the road and found a hole in or through the wall of a rich man's house. Through or near the hole, they saw a pool.

The second one said, "Race you to or across the pool!"

The third one yelled, "Last one in is a rotten egg!"

Identify the Preposition

p.65

Thinking about summer is one of my favourite things. I love thinking about those lazy mornings when I can sleep late, and dreaming of all those sunny afternoons. My friends always like swimming at the lake, and afterwards, riding our bikes down the dunes. But I guess it can't always be summer, with its hot sun. If it were hot all year long, what would I do with my skis?

Interjections

p.68

Oh **boy**, when I got out of bed this morning, I realized today's the day of my French exam. Did I remember to study?
Not!

Okay, I said to myself, it might help to look over my verb lists. I can do that while I eat a bowl of my favourite cereal.
Mmm!

Amazingly, as I scanned the verbs, most of them seemed to make sense. **Wow!** Everything except the past tense seemed pretty easy. I thought maybe the cereal contained some new ingredient that was making me feel smarter. If it did, all **right!**

But **hey**, as soon I got to school, I heard that my French teacher was sick. That meant we wouldn't have the exam after all. Maybe I'll do even better tomorrow. **Whew!**