A. Grammar

Chapter 3 – Parts of Speech Overview (TB pp. 49-70, WB pp. 45-64)

3a. Key Terms
Directions: Match each definition with its proper key term below.

<table>
<thead>
<tr>
<th></th>
<th>A. verb</th>
<th>B. main verb</th>
<th>C. helping verb</th>
<th>D. verb phrase</th>
<th>E. action verb</th>
<th>F. linking verb</th>
<th>G. adverb</th>
<th>H. adjective</th>
<th>I. preposition</th>
<th>J. object of the prep.</th>
<th>K. prepositional phrase</th>
<th>L. conjunction</th>
<th>M. interjection</th>
<th>N. coordinating</th>
<th>O. correlative conjunction</th>
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1) G a word that modifies a verb, an adjective, or another ____.
2) K the preposition, its object, and any modifiers of the object
3) D the main verb and all its helping verbs
4) E expresses either physical or mental action
5) F connects the subject to a word or word group that identifies or describes the subject
6) A expresses action or a state of being
7) I shows the relationship between a noun or a pronoun and another word in the sentence
8) J the noun or pronoun within a prepositional phrase that serves as an object
9) L a word that joins words or groups of words
10) H a word that modifies a noun or pronoun
11) M a word that expresses emotion
12) B the central verb in a sentence
13) C a verb that “helps” another main verb
14) N FANBOYS
15) O Either/or, neither/nor, both/and, etc.

3b. Identifying Prepositions
Directions: Underline the prepositions in the following sentences. Put (parentheses) around the prepositional phrases. Circle the object of the preposition.

16) I placed the lawn mower (in a corner) (of the garage).
17) During the spring, I visit flower shows.
18) A man (from the IRS) called my father (at home).
19) She finally agreed (in spite of her original protests).
20) Father is not terribly worried (about them).
21) From the meeting, we strolled (into the restaurant).
22) We listened intently (throughout the manager’s presentation).
23) A group (of students) demonstrated (in front of the building).
24) As of this morning, the game was cancelled.
25) The book is (underneath the pillow) (near the headboard).

3c. Preposition or Adverb?
Directions: Write “P” for preposition or “A” for adverb.

26) P She peered across the pond.
27) A I was finally through after hours of work.
28) A Travel along this road for seven miles.
29) A Does he think he can walk past?
30) P Behind the bookcase is a passageway.
31) P A crowd gathered near the celebrity.
32) A Walk around to see if you can spot Jim.
33) A I tried to look underneath.
34) P I casually strolled through the exit.
35) P Around our house, we always have flowers.
3d. Conjunctions
Directions: Underline the conjunction in each sentence. Decide whether the conjunction is coordinating or correlative. Write “COO” for coordinating and “COR” for correlative.

36) **COO** Jina knows this area, **so** she will lead the expedition.
37) **COR** The children are **not only** tired **but also** cranky.
38) **COO** Kelly repeated the caller’s number **and** wrote it on the pad.
39) **COR** Either Brian **or** Joe will deliver the furniture.
40) **COR** Becky wondered **whether** she should go **or** stay home.
41) **COO** We wanted to go sledding, **but** the snow was not deep.
42) **COR** Both the actor **and** the director were exhausted by the end.
43) **COO** I pressed the button, **but** the elevator did not stop.
44) **COR** **Neither** strawberries **nor** raspberries are in season.
45) **COO** Lightning struck the tree, **yet** it remained standing.

3e. Interjections
Directions: Underline the interjection from each sentence. Label each one strong or mild.

46) **MILD** Say, isn’t Helen pitching today?  
47) **STRONG** Hooray! Cheryl gets to bat first!  
48) **MILD** Well, the team is in good shape.  
49) **STRONG** Wow! Look at Ginny’s pitch!  
50) **STRONG** Hey! That pitch should have been a strike!

Chapter 4 – The Phrase and the Clause (TB pp. 74-103, WB pp. 69-89)

4a. Key Terms
Directions: Match each definition with its proper key term below.

A. phrase  E. independent clause  I. simple sentence  L. compound-complex  
B. adverb phrase  F. subordinate clause  J. compound sentence  
C. adverb phrase  G. adjective clause  K. complex sentence  
D. clause  H. adverb clause

51) I has one independent clause and no subordinate clauses  
52) A group of related words that is used as a single part of speech; does not contain both a subject and a verb  
53) C a prepositional phrase that is used to modify a verb, an adjective, or an adverb  
54) K contains one or more independent clause and at least one subordinate clause  
55) L a sentence with two or more independent clauses and at least one subordinate clause  
56) D word group that contains a verb and its subject; can be used as sentence or as part of a sentence  
57) B a prepositional phrase that modifies a noun or pronoun  
58) G a subordinate clause that modifies a noun or pronoun  
59) H a subordinate clause that modifies a verb, an adjective, or an adverb  
60) J two or more independent clauses, joined by a comma and a conjunction or a semicolon  
61) F does not express a complete thought; cannot stand by itself as a complete sentence  
62) E expresses a complete thought; can stand by itself as a sentence

4b. Prepositional Phrases
Directions: Put parentheses around each prepositional phrase. Draw an arrow to what it modifies.

63) He lived (with his parents, brothers, and sisters.)  
64) (In 1962) he established the National Farm Workers Association.  
65) People (in this small Mexican American community) were worried and frightened.
4c. Adjective and Adverb Phrases
Directions: Put parentheses around the prepositional phrase in each sentence. On the line provided, identify each phrase by writing ADJ for adjective phrase or ADV for adverb phrase.

66) **ADJ** A professor (from the university) will be the next guest speaker.
67) **ADV** Just take a little (off the top.)
68) **ADV** A cat was napping (on the car’s hood.)
69) **ADJ** Where did Jared find the information (about political cartoonists?)
70) **ADV** Turn left (at the next stop sign.)
71) **ADV** Nick heard and then saw three helicopters fly (over his house.)
72) **ADJ** The first (of the band’s five albums) is Stacy’s favorite.
73) **ADV** (After the party) we all cleaned the house.

4d. Phrase or Clause?
Directions: Identify each word group by writing C for clause or P for phrase on the line.

74) **P** about rocks
75) **C** James and I are running
76) **P** was followed
77) **C** although cookies are delicious
78) **C** we enjoy living near town
79) **P** in Joseph’s construction site

4e. Subordinate and Independent Clauses
Directions: Identify the underlined clause with I for independent or S for subordinate on the line to the left.

80) **S** When you pack the dishes, be sure to use enough padding.
81) **I** Some can hold their breath for up to two hours, but whales still must come to the surface to breathe.
82) **I** The ball went though the hoop just as the buzzer sounded.
83) **S** The book that April was waiting for is available now.
84) **I** *Mark Twain*, which was a riverboat term meaning “twelve feet,” was the pen name of Samuel Clemens.
85) **S** If those plants aren’t covered tonight, the frost may kill them.
86) **S** A bird picked the crocodile’s teeth clean while the crocodile sat patiently with its mouth open.
87) **S** Because a storm was predicted, the fair was postponed.
88) **S** The play, which the students had rehearsed for six weeks, was a huge success.

4f. Adjective and Adverb Clauses
Directions: Underline the subordinate clause in each sentence. On the line provided, identify each clause by writing ADJ for adjective clause or ADV for adverb clause.

89) **ADJ** The movie theater *that is being built on this site* should open in the fall.
90) **ADV** If Mother calls, please give her this message.
91) **ADV** Did you scream *when the monster was finally shown*?
92) **ADJ** Algebra, *which was already Cal’s favorite class*, was getting even more interesting.
93) **ADJ** Jenni set the ball to Teresa, *who slammed it down for a point*.
94) **ADV** This car is hard to start *if the temperature is below freezing*.
95) **ADJ** The robin *that nests in our backyard* just laid its eggs.
96) **ADV** *Wherever Maria goes*, her new kitten wants to follow.
### Simple, Compound, and Complex Sentences

**Directions:** Put parentheses around prepositional phrases. Write “S” over subjects. Write “V” over verbs. Circle any subordinate conjunctions. Then, identify each type of sentence—S for simple, CD for compound, or CX for complex.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Type</th>
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<tbody>
<tr>
<td>97) My arm is better, but it is still quite stiff.</td>
<td>CD</td>
</tr>
<tr>
<td>98) Katya and her mother washed the windows and dusted the furniture.</td>
<td>S</td>
</tr>
<tr>
<td>99) In the future, I will be more cautious on the soccer field.</td>
<td>S</td>
</tr>
<tr>
<td>100) Jeremy, whose singing voice amazed us all, will star in the school musical.</td>
<td>CX</td>
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<tr>
<td>101) The running back had to run from the first yard line to the fifty yard line.</td>
<td>S</td>
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<tr>
<td>102) The doors of the old barn were ajar and he pushed them.</td>
<td>CD</td>
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<tr>
<td>103) Jim has worked for Dunder Mifflin since the day that he graduated from college.</td>
<td>CX</td>
</tr>
<tr>
<td>104) While working together, Jim and Pam fell in love and were married.</td>
<td>CX</td>
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</tbody>
</table>

**Directions:** Combine each of the following word groups into the type of sentence indicated in parentheses. You may need to add words. Use correct capitalization and punctuation.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Type</th>
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<tbody>
<tr>
<td>105) Franklin was assigned to a group / Mario was assigned to the same group / Vince was assigned to the same group (simple sentence)</td>
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<tr>
<td>106) Franklin spent summers on a farm / Mario agreed to study nineteenth-century farm life / Vince agreed to study nineteenth-century farm life (compound sentence)</td>
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<tr>
<td>107) Mario looked in the history section / Vince looked in the history section / Franklin checked the reference books (complex sentence)</td>
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<tr>
<td>108) we found many descriptions / we found many drawings / we could not find many photographs (complex sentence)</td>
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</tbody>
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### Chapter 5 – Complements

**TB pp. 74-103, WB pp. 94-106**

**5a. Key Terms**

**Directions:** Match each definition with its proper key term below.

<table>
<thead>
<tr>
<th>Key Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>A. complement</td>
<td>a noun, pronoun, or word group that usually comes between the verb and the direct object; tells to whom or to what or for whom or for what the action of the verb is done</td>
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<tr>
<td>B. direct object</td>
<td>a word or word group that completes the meaning of a verb</td>
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<tr>
<td>C. indirect object</td>
<td>an adjective that is in the predicate and that describes the subject</td>
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<tr>
<td>D. subject complement</td>
<td>a noun, pronoun, or word group that tells who or what receives the action of the verb</td>
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<tr>
<td>E. predicate nominative</td>
<td>A word or pronoun, or word group that identifies or describes the subject</td>
</tr>
<tr>
<td>F. predicate adjective</td>
<td>a word or word group that is in the predicate and that identifies the subject or refers to it</td>
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</tbody>
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<thead>
<tr>
<th>Number</th>
<th>Key Term</th>
<th>Definition</th>
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<tr>
<td>109) C</td>
<td>complement</td>
<td>a noun, pronoun, or word group that usually comes between the verb and the direct object; tells to whom or to what or for whom or for what the action of the verb is done</td>
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<td>110) F</td>
<td>predicate adjective</td>
<td>an adjective that is in the predicate and that describes the subject</td>
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<tr>
<td>111) B</td>
<td>direct object</td>
<td>a noun, pronoun, or word group that tells who or what receives the action of the verb</td>
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<tr>
<td>112) A</td>
<td>complement</td>
<td>a word or word group that completes the meaning of a verb</td>
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<td>113) D</td>
<td>subject complement</td>
<td>a word or word group that in the predicate and that identifies or describes the subject</td>
</tr>
<tr>
<td>114) E</td>
<td>predicate nominative</td>
<td>a word or word group that is in the predicate and that identifies the subject or refers to it</td>
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</tbody>
</table>
5b. Direct Objects vs. Indirect Objects
Directions: Identify each underlined word as a direct object or an indirect object. Write “DO” for direct and “IO” for indirect. Label subjects, verbs, and prepositional phrases.

115) DO A store clerk gave my sister and me some postcards and stamps.
116) IO We gave the visitors a map of the wildlife park.
117) IO The park workers sent us information about the animals.
118) DO The director mailed my family a membership packet before the trip.
119) DO Please don’t feed the birds popcorn or chips.
120) IO They offered my sister and brother free train rides.
121) IO My sister mailed our grandmother a postcard.
122) DO We sent her our application.

5c. Predicate Nominatives vs. Predicate Adjectives
Directions: In each of the following sentences, identify the underlined word by writing PN if the word is a predicate nominative or PA if the word is a predicate adjective on the line to the left. If a word is neither a PN nor a PA, write N for neither. Label subjects, verbs, and prepositional phrases.

123) PN Captain William Kidd became a pirate.
124) PA This fresh milk tastes cold and creamy.
125) PN Will this poodle be a loyal pet?
126) N Dad makes delicious blueberry muffins.
127) PA The small village looked peaceful in the moonlight.
128) N That evergreen tree has long, sharp needles.
129) PN Wasn’t Thomas Edison a talented inventor?
130) PA We were tired and hungry after raking the leaves.

5d. Complements: Direct Objects, Indirect Objects, Predicate Nominatives, and Predicate Adjectives
Directions: In each of the following sentences, identify the underlined word by writing DO if the word is a direct object, IO if the word is an indirect object, PN if the word is a predicate nominative or PA if the word is a predicate adjective on the line to the left. Label all subjects, verbs, and prepositional phrases.

131) PA The kitchen felt warm and cozy.
132) DO My aunt bought Ricardo and me two tickets to a play.
133) PN Two popular sports in the United States are football and baseball.
134) PN Collecting coins has been my hobby for several years.
135) IO Will you give me a ride to the stadium?
136) DO The workers have painted the fence and the barn.
137) PN The first two speakers were Harold and she.
138) DO Karen has passed the sandwiches to Earl.
139) IO Grandma has told us many stories about the history of our family.
140) DO My new sweater has pink and green stripes.
Chapter 6 – Agreement (TB pp. 124-140, WB pp. 111-127)

6a. Plural vs. Singular
Directions: In each of the following sentences, the verb agrees with its subject. On the line before each sentence, write S if the subject and verb are singular or P if the subject and verb are plural.

141) S There’s a green coat in the closet.
142) S An after-school snack is in the fridge.
143) P Jay and Jon have been working.
144) S Here’s your ticket to the game.
145) S All of the water leaked onto the floor.
146) S Most of the beach has been cleaned.
147) P Jeff’s plans don’t make sense to us.
148) P They have been cheering for the team.
149) P A girl and two boys were sharing a taxi.
150) S A letter is on the table.
151) S Texas is the best state in the U.S.A.

6b. Subject-Verb Agreement
Directions: Underline or highlight the subject in each of the following sentences. Then, underline the form of the verb in parentheses that agrees with the subject.

152) Most of my work (is, are) finished.
153) Our trip to the western states (begins, begin) tomorrow.
154) Either his grandparents or his father (comes, come) from Japan.
155) Either the Germans or the Italians (is, are) playing soccer tomorrow.
156) (There’s, There are) two big trucks parked out front.
157) Songs from the movie (has, have) been on my mind all day.
158) Lucia and Marcus (lives, live) on a farm.

6c. Pronoun-Antecedent Agreement
Directions: Underline or highlight the pronoun or pronouns that agree with the antecedent.

159) Is anyone carrying (his or her, their) backpack?
160) Health clubs offer many benefits to (its, their) members.
161) A club can expand when (its, their) membership increases.
162) Can each of the swimmers find (his or her, their) goggles?
163) A child can use (his or her, their) imagination in the park.
164) My mother brings (her, their) imagination in the park.
165) Neither of the fountains has (its, their) water turned on yet.
166) Does anyone know how the park got (its, their) name?

6d. Agreement, Part 1
Directions: Underline the subject in each of the following sentences. Then, underline the form of the verb in parentheses that agrees with the subject.

167) The bowl of strawberries (looks, look) delicious.
168) Members of the club (writes, write) stories for the newspaper.
169) Two cars and a bus (was, were) stopped at the traffic light.
170) Some of the dancers (is, are) in the show.
171) Most of the apartment (needs, need) cleaning.
172) The play about the gods and goddesses of Greece (opens, open) today.
173) Everybody in the two competing schools (was, were) eager for the game.
6e. Agreement, Part 2
Directions: Underline or highlight the word or word group in parentheses that correctly completes the sentence (you do not need to indentify the subject!).

174) *(Has, Have)* everybody finished the chapter?

175) *(Has, Have)* any of the milk spilled?

176) None of the kittens *(has, have)* been adopted yet.

177) Some of the color *(has, have)* faded.

178) A few of the students *(knows, know)* computer programming.

179) *(There’s, There are)* two reasons for my opinion.

180) Her uncle *(doesn’t, don’t)* have a driver’s license.

B. Editing/Revision

1. Capitalization/Directions: Correct the following sentences for *capitalization* errors (double-underline).

187) We especially enjoyed the *Washington* monument and the *Lincoln* memorial.

188) My sister met two *British* exchange students at one of the museums; they enjoyed the *World War II* exhibit.

189) My parents took us to see president Kennedy’s grave at *Arlington National* cemetery.

190) Are you waiting to see dr. gomez or her nurse?

191) I told my mom and dad that I wanted to be an astronaut when I came back from *Space Camp.*

2a. Punctuation/Directions: Insert periods, question marks, and exclamation marks where they are needed.

192) We’re inviting mrs. geyer to the concert. 197) Maybe mr. goldman will lend you some money.

193) What a talented person she is. 198) Please sit down.

194) Her appointment is with dr. j. peterson. 199) Ted now lives on sunset ave in st louis.

195) Let’s go to the ymca. 200) Ed gave me six copies of *National Geographic.*

196) It’s my party, and I’ll cry if I want to cry.

2b. Punctuation/Directions: Underline the words that should be printed in italics (see wb p. 260).

200) Ed gave me six copies of *National Geographic.* 204) The train *Star* runs from Chicago to Dallas.

201) Is there a travel section in the *Miami Herald?* 205) In what year did the *Titanic* sink?

202) *Fog Warning* was painted by Winslow Homer. 206) Who wrote the play *Romeo and Juliet?*

203) *Up* is one of my favorite movies. 207) Judy Garland starred in *The Wizard of Oz.*

3. Quotation Marks/Directions: Add quotation marks where they are needed.

208) Alice asked me, “Have you already read the assignment?” said Lewis.

209) Then Mr. O’riley said, “Let’s make a model of the catapult,” continued Enrico.

210) Victor said, “Why don’t we all pitch in? We can finish the project early if we all work together.”

211) “I used to have a bicycle just like this one,” said Sara.

212) “It’s such a gloomy day. Do you want to stay inside and play a board game?” asked Thomas.
4. **Commas/Directions**: Add commas where they are needed.

213) One of my neighbors, Nancy Moore, is a reference librarian at the public library.
214) She helps people find information, shows students how to use reference books, and leads tours.
215) When she first started working at the library, she catalogued and shelved books.
216) Nancy says that modern librarians, especially reference librarians, need good computer skills.
217) When Nancy is away from the reference desk, she is usually helping someone with the computers.
218) Nancy’s job has changed over the years, yet she still enjoys being a librarian.

5. **Apostrophes/Directions**: In each of the following sentences, decide whether the underlined word is correct as written. Above each incorrect word, rewrite the word correctly. If it is already correct, write C above it.

219) I can’t believe you left so early!  
220) The dogs’ tails were wagging happily.  
221) Jesse wakes up at six o’clock each day.  
222) The kitten cleaned its whiskers. C  
223) Camping isn’t everyone’s idea of a good time.  
224) Do you spell Connecticut with two n’s?  
225) Let’s try to concentrate on our work.  
226) We’re going to Six Flags today.  
227) You go right, and I’ll go left.  
228) The roses in the garden bloomed early.  
229) How old was he in 99?  
230) Have you picked up all the children’s toys?

6. **Comparative and Superlative Forms/Directions**: Underline the correct form of the adj. or adv. in parentheses.

231) This is the (worse, worst) cold I’ve had all year.
232) If you try (harder, hardest) the next time, you’ll be more successful.
233) You will need to mix the eggs into the dough (better, best) before you put in the vanilla.
234) Was that summer the (warmer, warmest) on record?
235) The corn in those fields appears (taller, tallest) than it was last year.
236) The exhibit of gems and minerals was the (more interesting, most interesting) of all.
237) She was (happier, happiest) when the puppy came home than her sister was.
238) I wish the weather were (most predictable, more predictable) than it is.

7. **Organizing/Structuring Paragraphs/Directions**: Read each paragraph below. Each contains one sentence that doesn’t belong. When you find it, draw a line under it.

(1a) The hummingbird is like a helicopter. (b) It can fly up. (c) It can fly down. (d) It can fly forward and backward. (e) It can even hover in one place. (f) Just as the rotors of the helicopter spin very fast, the wings of a hummingbird flap over eighty times in one second. (g) Hummingbirds can barely walk.

(2a) My little brother drives me crazy. (b) He has red hair and blue eyes. (c) Whenever I have a friend over, he wants to play with us. (d) When I need to do homework, he races through the house like a fire engine. (e) When my family goes for a ride in the car, he has to sit by the window. (f) Talking on the phone when he’s around is a real challenge. (g) He always wants to say “hello.” (h) When I complain, Mom and Dad always take his side—“After all, he’s only four years old.” (i) I can’t wait until he’s five!

(3a) Morse Code is an international code for transmitting messages by wire or radio using signals of short and long duration. (b) Short signals are called “dots” and long signals, “dashes.” (c) The code was originated by Samuel Morse for use on his telegraph. (d) The letters SOS (three short signals, three long signals, three short signals) are an international distress signal. (e) By radio telephone the distress call is “Mayday.”