



Name: _____

Identifying Adverbs IV

Read the following story. Circle every single-word adverb the author uses. Remember that adverbs can modify a verb or adjective, or they can show comparison.

Lilly-Ann and Roger had absolutely no ideas about what they should get Mommy for her birthday. Suddenly, Lilly-Ann discovered some very inspiring chocolate chips in the snack cupboard. "I am an expert cupcake baker," said Lilly-Ann, completely confident that she was telling her brother the truth. Roger was only four years old, but Lilly-Ann thought he would make a perfectly fine cupcake assistant anyway. They discussed what to put into the cupcakes. They finally decided on chocolate chips, apples, maple syrup, and some yummy, gummy candy. Mommy would be so happy!

They left their blinds open so they would wake up early the next morning to the brightly shining sun. They snuck quietly to the kitchen and began carefully collecting ingredients. Lilly-Ann knew that flour, milk, eggs, and sugar were definitely needed. However, she wasn't quite sure how much of each she needed. She found some yeast, which she thought should also go into the batter. She mixed the flour, milk, eggs, and sugar until the batter looked about right. She tried to use the egg beater very carefully. Some batter landed on the refrigerator, microwave, oven, sink, and floor anyway. She then added a gigantically large helping of chocolate chips, apples, maple syrup, gummy candy, and yeast.

Lilly-Ann left Roger to stir these totally with a big fork so that the candy wouldn't clog the mixer. She checked that Mommy and Daddy were still sleeping soundly. When she returned, she found Roger sitting nervously in the corner of the kitchen. The big glob of batter was rapidly growing! It was beginning to slide messily down the sides of the bowl. "Too much yeast!" she said. She quickly pulled out the biggest bowl she could find for the growing batter. "Oh well! More cupcakes!" she said happily.

When the mixture finally stopped growing, they began seriously glopping spoonfuls of the stuff into the cupcake trays. It was around that time that Lilly-Ann remembered that she was six years old. She was strictly forbidden to use the oven by herself. "Oh well!" she said hopelessly, and went to wake up Mommy.

Name: _____

Adjective or Adverb? Playing Sports...



Directions: Choose the pair of words that best completes each sentence. Remember, **adjectives modify nouns** and pronouns and **adverbs modify verbs, adjectives, and other adverbs**.

- Paul crept _____ off first base while keeping a _____ eye on the other team's pitcher.
 - slowly, steadily
 - slow, steady
 - slowly, steady
 - slow, steadily
- The other players wondered how Diego could be so _____ yet defend the goal so _____.
 - calm, fierce
 - calm, fiercely
 - calmly, fierce
 - calmly, fiercely
- Deja swung _____ at the curveball as it flew _____ over the plate.
 - wild, gentle
 - wild, gently
 - wildly, gentle
 - wildly, gently
- Ryan slid _____ and _____ into second base but was tagged out.
 - bold, reckless
 - bold, recklessly
 - boldly, reckless
 - boldly, recklessly
- Raven dove _____ and made a _____ catch.
 - deft, miraculous
 - deft, miraculously
 - deftly, miraculous
 - deftly, miraculously
- A _____ wind stirred the _____ grass of the abandoned soccer field.
 - cool, lush
 - cool, lushly
 - coolly, lush
 - coolly, lushly
- Deja grunted _____ as she swung the _____ baseball bat.
 - noisy, heavy
 - noisy, heavily
 - noisily, heavy
 - noisily, heavily

8. Jeff rested his _____ hands on his knees and panted _____.
a) large, rapid
b) large, rapidly
c) largely, rapid
d) largely, rapidly
9. Vince kicked the soccer ball _____ into air and while Diego crept _____ toward the goal.
a) high, sneaky
b) high, sneakily
c) high, sneaky
d) highly, sneakily
10. Zeke gave a _____ head fake and then made a _____ cut around the defender.
a) quick, crazy
b) quick, crazily
c) quickly, crazy
d) quickly, crazily
11. Paul is not only a _____ goalie, he is also a fearsome forward.
a) real, good
b) real, well
c) really, well
d) really, good
12. Juan was too _____ to chase another foul ball through the _____ bushes.
a) tired, dense
b) tired, densely
c) tiredly, dense
d) tiredly, densely
13. Raven slid _____ onto home base and kicked up a _____ dirt cloud around the catcher.
a) brave, dusty
b) brave, dustily
c) bravely, dusty
d) bravely, dustily
14. The sun shined _____ in Ryan's eyes as he chased the fly ball _____.
a) bright, careful
b) bright, carefully
c) brightly, careful
d) brightly, carefully
15. Coach Kent warned his players _____ about being _____ to practice.
a) stern, late
b) sternly, late
c) stern, lately
d) sternly, lately
16. Deja sang the anthem _____ for the _____ fans at the start of the game.
a) beautiful, happy
b) beautiful, happily
c) beautifully, happy
d) beautifully, happily

17. Vince chased the foul ball _____ through the _____ outfield.
- a) eager, sunny b) eager, sunnily
- c) eagerly, sunny d) eagerly, sunnily
18. Despite a lack of school spirit on the campus, Paul wore the _____ uniform _____.
- a) tight, proud b) tightly, proud
- c) tight, proudly d) tightly, proudly
19. Deja lent her _____ shin guards to her _____ friend Raven, who had forgotten hers in her locker.
- a) old, good b) old, goodly
- c) oldly, good d) oldly, goodly
20. The _____ soccer uniforms fit _____ on Raven.
- a) new, odd b) new, oddly
- c) newly, odd d) newly, oddly
21. Juan asked _____ if he could pitch in the _____ game, but Coach Kent had already submitted his roster.
- a) nice, next b) nicely, nextly
- c) nice, nextly d) nicely, next
22. Vince wanted to play in the game _____, but he got a _____ grade in science class, which made him ineligible.
- a) bad, bad b) badly, bad
- c) bad, badly d) badly, badly
23. Diego was _____ about the wellbeing of his team.
- a) serious, worried b) serious, worriedly
- c) seriously, worried d) seriously, worriedly
24. Jeff smiled _____ as he drove the ball past the _____ defenders.
- a) crooked, confused b) crookedly, confusedly
- c) crookedly, confused d) crooked, confusedly
25. Jeff dribbles _____ but he can't shoot _____.
- a) good, accurate b) good, accurately
- c) well, accurate d) well, accurately

Nouns – Proper and Common

- A proper noun is a noun that represents a unique entity (James Edwards, England, The University of North Carolina). Proper nouns are usually capitalized.
- A common noun is a noun that represents a class of things.

Example: Maria has a cat named Boo Kitty.



In this example, “Maria” and “Boo Kitty” are proper nouns because they represent a unique entity. There is only one Maria, and only one Boo Kitty being referenced. Cat is a common noun because it represents a class of animal. There are thousands of cats in the world.

Directions: Circle the proper nouns in the box below.

Elephant	India	Jazz	Baseball	New York
Dr. Williams	Home	School	The Olympics	Tennis

Directions: Underline the proper nouns and circle the common nouns in the following sentences.

- 1) The house is in Africa.
- 2) The Ford truck is missing one door.
- 3) I am from Belize.
- 4) Jaime lives at 108 Spring St.
- 5) Monaco is an expensive city.
- 6) The Bulls won the game last night.
- 7) Basketball is so fun.
- 8) “Mrs. Peach needed to know my phone number,” said Juan.
- 9) Alamance Community College is a nice school.
- 10) Birds are my favorite animals.

Directions: Use the proper nouns in the box below to make two sentences.

Mt. McKinley	Old River	China	Mr. Anderson
Thomas	Colorado	Jupiter	Nike

- 1) _____
- 2) _____

Directions: Now make your one sentences using proper and common nouns.

- 1) _____
- 2) _____

Object Pronouns

Name: _____

An object pronoun is used in place of a person or thing that is acted upon or receives the action of the verb in a sentence.



Person	Object Pronouns – Singular	Object Pronouns - Plural
1 st (speaking)	Me	Us
2 nd (being spoken to)	You	You
3 rd (being spoken about)	Him/Her/It	Them

Complete each sentence with the appropriate pronoun.

- (Joe, Scott, and Bob) The waiter brought out three plates of food for _____
- (My Aunt Jane) My brother and I wrote thank you letters to _____
- (Nick and I) The science teacher gave a bottle rocket to _____
- (The neighbor's car) The mechanic from the garage went to work on _____
- (Jenny and Fatima) My parents bought \$25 gift certificates for _____
- (The little old lady) I carried in the bags of groceries to help _____
- (Adam's grandfather) Adam carefully painted a special portrait of _____
- (The blue notebook) Samantha quickly wrote down all her notes in _____
- (The pens and pencils) I bought a new zippered pouch at the store for _____
- (Your Uncle Peter) Sally expertly danced her tap dance routine for _____
- (The Andersons) We got a letter in our mailbox that belongs to _____
- (Amanda Sanderson) Andrew went shopping and bought a ring for _____
- (The boy wearing red) The soccer goalie kicked the soccer ball to _____
- (The small girl) The waitress handed the ice cream cone to _____
- (Your parents) You couldn't wait to show the report card to _____
- (The green apple) The kitchen store sells a special tool to cut _____
- (The sweet oranges) I learned to make a delicious recipe that uses _____
- (Sally and Jeff) Before we go to the movies, I should call _____
- (You and I) Peter and Jason will cook dinner tonight for _____
- (Timothy Johnson) Sylvia put on an apron and baked cookies for _____
- (The city of Tokyo) We looked everywhere on the map for _____
- (Melanie and Susan) A package from the book store arrived for _____
- (My friend, Susannah) I think she knows the answer, so I will go ask _____
- (Your parents and I) All of the neighbors threw a surprise party for _____
- (Our cousin Kenny) Aunt Alexia mailed a suitcase to our house for _____

Name: _____ Date: _____ Group: _____

Grammar Test

8 Parts of Speech

Final Score: _____ / 100

Nouns and Pronouns

5 Points Each (20)

Directions: For each sentence, box the nouns and underline the pronouns.

1. He saw a tiger at the zoo.
2. His cousin went with him to school.
3. I like candy and broccoli.
4. The lightning bolt hit the tree.

Verbs

5 Points Each (20)

Directions: For each sentence, circle the action AND helping verbs.

1. Will you be at the game?
2. My sister played with her friend.
3. Students should study for tests.
4. Mr. Lonergan spoke to us and told us the rules.

Adjectives and Adverbs

5 Points Each (15)

Directions: For each sentence, squiggle under the describing word and draw an arrow to the word it describes. Write "Adj" or "Adv" above the word to label it correctly.

1. The pretty horse ran wildly across the green field.
2. My grandmother cooks delicious food.
3. Silently kick me the soccer ball.

Turn Over →

Sentence Marking

5 Points Each (15)

Directions: For each sentence, mark every word with the appropriate marking. Box nouns, underline pronouns, circle verbs, and squiggle and arrow adjectives and adverbs.

1. The orange cat and the black cat sat quietly near me.
2. She ran to the little store.
3. Cinderella lost her glass shoe.

CHALLENGE: Mark the following sentences with all eight parts of speech.

Worth +2 each

Say can you see by the dawn's early light?

Correcting Mistakes in Sentences

Each of the sentences below have mistakes in them. There may be spelling, punctuation, capitalization, or grammar errors. Rewrite each sentence so that it is correct.

1. If Janie calls tonite, tell them I'm not home.
2. Not for the world woud I go to the top of the Brooklyn bridge.
3. He run quick to secon base.
4. Noone wanted too be with he at luch.
5. The horse had jump over the streem when the wolve caught it.
6. Chilren should listen to her parents like his sister done.
7. Its not important what people looks like, its how he acts.
8. Lance's parents decided that he could go but he could only stay an hour.

WORKSHEET 1

Identifying Sentences and Sentence Fragments
(Rule 8 a)

Exercise A Decide whether each of the following word groups is a sentence or a sentence fragment. *Remember:* A sentence contains a subject and a verb and expresses a complete thought. If the word group is a sentence, write *S* on the line provided. If it is a sentence fragment, write *F*.

EXAMPLES F 1. Because canoeing can be dangerous.

 S 2. A canoeist should learn proper technique and safety rules.

- _____ 1. Taking a canoe trip in Canada.
- _____ 2. Sufficient food for a week's journey.
- _____ 3. Others had camped there before us.
- _____ 4. Ashes indicated the place.
- _____ 5. Where their fire had been.
- _____ 6. How clearly was the trail marked?
- _____ 7. An Ojibwa village at the end of the trail.
- _____ 8. The group spent the morning together.
- _____ 9. Talking over plans for the afternoon.
- _____ 10. As we rounded a bend in the river.
- _____ 11. Could you hear the noise of the waterfall?
- _____ 12. Before you could see it.
- _____ 13. We could not paddle against the wind unless the guide helped us.
- _____ 14. The wind blowing spray over us.
- _____ 15. Drenched to the skin.
- _____ 16. The rapids in the river were occasional hazards.
- _____ 17. The excitement of shooting the rapids.
- _____ 18. We steered and balanced carefully.
- _____ 19. Around boulders in the stream.
- _____ 20. Deciding whether to go through the rapids or portage the canoe around them.
- _____ 21. On our knees in the canoe, we became painfully cramped.
- _____ 22. There was no chance, however, to stretch our legs.
- _____ 23. From the beginning of the rapids to the end.

Continued 

- _____ 24. Grazing the side of the canoe on rounded boulders.
- _____ 25. After we had taken a swim in the calm water beyond the rapids.

Exercise B Decide whether each of the following groups of words is a sentence or a sentence fragment. If the word group is a sentence, underline the subject once and the verb twice, and write *S* for sentence on the line provided. If the subject *you* is understood, write *you* in parentheses at the end of the item. If the word group is a sentence fragment, write *F* for fragment.

EXAMPLES *S* 1. The director is looking for talented, hard-working performers.

 F 2. Kneeling near the edge of the stage.

 S 3. Raise the curtain. (*you*)

- _____ 1. The audience moved by his dramatic performance.
- _____ 2. Mrs. Linares, the director of this classic tragedy.
- _____ 3. Near the end of the first act.
- _____ 4. Was playing the part of Lady Macbeth.
- _____ 5. Walking aimlessly about and rubbing her hands.
- _____ 6. At the final curtain came a loud burst of applause.
- _____ 7. The actors staying in character during five curtain calls.
- _____ 8. The most successful performance of the season.
- _____ 9. What is the director planning next?
- _____ 10. In the spring she will direct the well-known musical *West Side Story*.
- _____ 11. That story based on *Romeo and Juliet*?
- _____ 12. Are you interested in musicals?
- _____ 13. Hoping for the role of Bernardo?
- _____ 14. Practice the part now, and memorize the lines in time for the audition.
- _____ 15. Who will play Maria?
- _____ 16. A production of the play on public television.
- _____ 17. The necessity of a good cast.
- _____ 18. Although many of the songs from *West Side Story* have become famous.
- _____ 19. The performers must act, sing, and dance well.
- _____ 20. A very difficult and trying task for inexperienced actors.