



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.

Introduction to Prepositions

Answers:

- 1) The mouse ran across the room.
- 2) The chair is beside the table.
- 3) I am at the University of North Carolina.
- 4) The crocodile is under the water.
- 5) We are in English class.
- 6) The stoplight hangs above the street.
- 7) The children are running around the room as fast as they can.
- 8) My cat jumped onto the table.
- 9) When you sing, sound comes out of your mouth.
- 10) The river runs over the rocks.

Mild and Strong Interjections

An interjection is a word or phrase that expresses emotion or feeling, gives a command or fills a silence. Some interjections show only a little emotion. These are called mild interjections. Other interjections show more emotion. These are called strong interjections. Many times, the type of interjection is determined by the context of the sentence.

Mild and strong interjections are punctuated differently. Mild interjections are set off from the main sentence by commas. Strong interjections use exclamation points.

Example 1:

Whee! This is a fun roller coaster!

In this example, *whee* is a strong interjection.

Example 2:

Well, it's the best I could do.

In this example, *well* is a mild interjection.

Part I: Circle the interjection and identify the type of interjection in the following sentences. Write *mild* in the blank for mild interjections. Write *strong* in the blank for strong interjections.

- Wow! That was an amazing play. _____ **strong**
- We were uh, going to call you. _____ **mild**
- Our team won Yea! _____ **strong**
- Ouch! I stepped on a thorn! _____ **strong**
- No, there is no homework tonight. _____ **mild**
- Do you want to go with us, eh? _____ **mild**

Part 2: Write one sentence using a mild interjection and one sentence using a strong interjection. Do not use any of the interjections used above.

- Student's choice.**
- Student's choice.**

Adjective or Adverb Test 1 - Playing Sports | Answer Key

1. **C**
2. **B**
3. **D**
4. **D**
5. **C**
6. **A**
7. **C**
8. **B**
9. **B**
10. **A**
11. **D**
12. **A**
13. **C**
14. **D**
15. **B**
16. **C**
17. **C**
18. **C**
19. **A**
20. **B**
21. **D**
22. **B**
23. **C**
24. **C**
25. **D**
26. **D**
27. **D**
28. **B**
29. **A**
30. **C**

Nouns – Proper and Common

Directions: Circle the proper nouns in the box below.

Elephant	India	Jazz	Baseball	New York
Dr. Willimas	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.

Object Pronouns

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

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.

Student's answers may vary; examples of correct answers:

1. If Janie calls tonite, tell them I'm not home.

If Janie calls tonight, tell her I'm not home.

2. Not for the world woud I go to the top of the Brooklyn bridge.

Not for the world would I go to the top of the Brooklyn Bridge.

3. He run quick to secon base.

He ran quickly to second base.

4. Noone wanted too be with he at luch.

No one wanted to be with him at lunch.

5. The horse had jump over the stroom when the wolve caught it.

The horse had jumped over the stream when the wolf caught it.

6. Chilren should listen to her parents like his sister done.

Children should listen to their parents like his sister did.

7. Its not important what people looks like, its how he acts.

It's not important what people look like, it's how they act.

8. Lance's parents decided that he could go but he could only stay an hour.

Lance's parents decided that he could go, but he could only stay an hour.

Worksheet 1**Identifying Sentences and Sentence Fragments****Exercise A**

- | | |
|-------|-------|
| 1. F | 14. F |
| 2. F | 15. F |
| 3. S | 16. S |
| 4. S | 17. F |
| 5. F | 18. S |
| 6. S | 19. F |
| 7. F | 20. F |
| 8. S | 21. S |
| 9. F | 22. S |
| 10. F | 23. F |
| 11. S | 24. F |
| 12. F | 25. F |
| 13. S | |

Exercise B

1. F
2. F
3. F
4. F
5. F
6. S—burst—came
7. F
8. F
9. S—director—is planning
10. S—she—will direct
11. F
12. S—you—Are interested
13. F
14. S—(you)—Practice; (you)—memorize
15. S—Who—will play
16. F
17. F
18. F
19. S—performers—must act, sing, dance
20. F

Worksheet 2**Identifying and Using Subjects and Predicates****Exercise A**

1. I frequently daydream about the future.
2. The achievements of scientists will change our lives.
3. Education will undoubtedly benefit from scientific progress.
4. Teaching machines may someday replace classroom lectures.
5. Software programs have already taught important facts to students.
6. Hypnotism could revolutionize teaching procedures.
7. Some other speculations are even more interesting.
8. Scientists may one day be able to freeze a person alive.
9. This person might be revived after decades of the deep-freeze treatment.
10. Today's science fiction often becomes tomorrow's reality.

Exercise B (*Answers will vary.*)

1. Our political science club decided to have an international luncheon in honor of United Nations Day.
2. The government teachers decorated their classroom with flags from other countries.
3. Many friends and relatives attended the luncheon.
4. One of our club members brought some crisp banana chips.
5. Souvlaki and other food from Greece were contributed by a Greek restaurant.

Worksheet 3**Identifying the Simple Subject and the Simple Predicate****Exercise A** (*The first item in a pair is the simple subject. The second item is the simple predicate, or verb.*)

1. pipe—was
2. town—did adopt
3. space—was
4. night—brought
5. town—was awakened

► Answers

1. b. Lesson 2
2. c. Lesson 2
3. a. Lesson 2
4. a. Lesson 3
5. d. Lesson 3
6. a. Lesson 3
7. c. Lesson 4
8. d. Lesson 4
9. b. Lesson 4
10. d. Lesson 5
11. c. Lesson 5
12. c. Lesson 6
13. d. Lesson 6
14. a. Lesson 7
15. b. Lesson 7
16. c. Lesson 7
17. a. Lesson 7
18. d. Lesson 8
19. b. Lesson 8
20. c. Lesson 8
21. b. Lesson 9
22. a. Lesson 9
23. b. Lesson 9
24. a. Lesson 9
25. a. Lesson 9
26. a. Lesson 10
27. b. Lesson 10
28. a. Lesson 10
29. b. Lesson 11
30. a. Lesson 11
31. b. Lesson 11
32. b. Lesson 11
33. b. Lesson 11
34. d. Lesson 12
35. a. Lesson 12
36. c. Lesson 12
37. c. Lesson 12
38. b. Lesson 12
39. a. Lesson 13
40. b. Lesson 13
41. a. Lesson 14
42. d. Lesson 14
43. c. Lesson 14
44. c. Lesson 14
45. d. Lesson 15
46. a. Lesson 16
47. a. Lesson 17
48. d. Lesson 18
49. c. Lesson 19
50. b. Lesson 19