Grammar, Usage, & Mechanics

Skillbook

Level L

Perfection Learning®
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CHAPTER 2  The Sentence Base  (pages 30–47)

Using Sentence Patterns

Have you ever wondered how food is canned or how the ancient Egyptians built the pyramids? Brainstorm for a list of How? questions you would like answered, and then choose one question. Research the answer on the Internet or in reference books at school or in the media center. Take notes on the information you find that will answer your question, and then organize your details in a logical order. Write a topic sentence for your paragraph. Then write the first draft of an expository paragraph that answers the How? question you chose. As you revise and edit your paragraph, make certain it includes a variety of sentence patterns. Then write a final copy.
CHAPTER 2 The Sentence Base (pages 30–47)

Diagramming Sentences

◆ Underline each subject once and each verb twice in the following sentences. Then label each complement using the following abbreviations.

direct object = DO               predicate nominative = PN
indirect object = IO             predicate adjective = PA
objective complement = OC

1. Would you be an astronaut?

2. The first American astronauts were Abe and Miss Baker.

3. These very brave astronauts were monkeys!

4. They gave scientists important information.

5. Space travel could be safe and reliable.

6. The space shuttle has been a really huge success.

7. NASA named the first shuttle Columbia.

8. Shuttles quite often carry many astronauts and large cargo.

9. Astronauts now successfully repair satellites.

10. Tell us more.
CHAPTER 3 Phrases  (pages 48–65)

Identifying Phrases

◆ Underline each phrase in the following paragraph. Then label each phrase PREP for prepositional, APP for appositive, PART for participial, GER for gerund, or INF for infinitive.

Early Will

Little is known about the early life of William Shakespeare, the playwright.

There are, however, many legends like these. Abandoning his family to pursue a more carefree life, Shakespeare became a soldier, lawyer, or teacher. Joining an acting troupe, Shakespeare left his home in Stratford-upon-Avon and went to London. Shakespeare, having stolen Sir Thomas Lucy’s deer, left his birthplace to avoid prosecution. Little or no proof exists, though, to support these legends.
CHAPTER 3 Phrases (pages 48–65)

Using Phrases

◆ Write five sentences that follow the directions below. (The sentences may come in any order.) Write about a topic of your choice or why you enjoy speaking up in class or why you fear public speaking.

◆ Write a sentence that . . .
  1. includes at least two prepositional phrases.
  2. includes an appositive phrase.
  3. includes an introductory participial phrase.
  4. includes a gerund phrase.
  5. includes an infinitive phrase.

◆ Underline and label each phrase. Then check for correct punctuation in each sentence.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
CHAPTER 4 Clauses  (pages 66–83)

Recognizing Run-on Sentences

A run-on sentence is two or more sentences that are written as one sentence and are separated by a comma or no mark of punctuation at all.

◆ Label each group of words as RO for run-on sentence or S for sentence.

1. Many plants have poisonous leaves or fruits, these cause skin irritation or sickness.

2. The belladonna has a beautiful name and poisonous berries, it is also called deadly nightshade.

3. Holly, commonly used for holiday decoration, has poisonous leaves and berries.

4. Another seasonal flower, the lily of the valley, has berries too; these should not be eaten by anyone either.

5. Many people love rhubarb pie, they do not know that rhubarb leaves should not be eaten.

6. Like most people, I cannot touch poison ivy; it gives me a rash.

7. Digitalis is a plant used in some medicines; the leaves are poisonous when eaten.

8. As a child I learned not to touch the nettle; I learned the hard way.

9. Children and pets don't know the dangers of poisonous plants; some will innocently eat them and become sick or die.

10. English ivy foliage is not poisonous, but the berries are.
CHAPTER 4  Clauses  (pages 66–83)

Correcting Run-on Sentences

◆ Rewrite the run-on sentences you identified in the preceding exercise as separate sentences, compound sentences, or complex sentences. Use conjunctions and punctuation as needed.

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

4. ____________________________________________________________

5. ____________________________________________________________

6. ____________________________________________________________

7. ____________________________________________________________

8. ____________________________________________________________
CHAPTER 4 Clauses (pages 66–83)

Diagramming Sentences

◆ For the following sentences, underline each subject once and each verb twice. Then put parentheses around each subordinate clause and label it ADV for adverb, ADJ for adjective, or N for noun.

1. An earthquake begins when underground rocks move.

2. This movement creates waves of energy which travel up to the surface.

3. Because earthquakes often cause severe damage, architects now can build earthquake-proof buildings.

4. Thousands of earthquakes occur during a year, but only a few are large ones.

5. What scientists still cannot do is predict earthquakes.