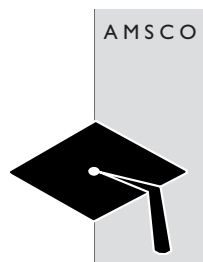


# GRAMMAR IN PRACTICE

## A Foundation

Lesli J. Favor, Ph.D.



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# About the Author

**Lesli J. Favor** loves grammar! She began her career in education as a writing tutor at the University of Texas at Arlington. After earning her BA in English there, she earned her MA and Ph.D. at the University of North Texas. While there, she taught courses in composition and literature. Afterward, she was assistant professor of English at Sul Ross State University-Rio Grande College. Now, as an educational writer, she is the author of fourteen books for young adult readers and students. She lives in the Seattle area with her husband, two dogs, and a horse.

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*for Kathryn Rogers,  
grammar goddess*



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## INTRODUCTION

# How to Use This Book —and Why

A thorough understanding of grammar and the mechanics of writing is one of the pillars of a solid education. It prepares you for success in college, careers, and daily life. For this reason, now more than ever, students are being asked to demonstrate proficiency in grammar, usage, and composition. State tests, the SAT, and the ACT will measure your ability to recognize and correct errors in grammar and mechanics. These tests as well as your classroom assignments require that you write clear, correct sentences and paragraphs, both in isolation and in essay format.

This is the first in a series of books that offers instruction, review, and practice in the basics of grammar, mechanics, and composition. The concepts build on one another, from the parts of speech through paragraph composition, so that when you complete the final book, you will have the tools necessary to assemble polished compositions. Specifically, this book covers the parts of speech, grammar rules, punctuation, capitalization, and spelling. *Grammar in Practice: Usage* offers expanded instruction on grammar, common usage errors, and using different kinds of sentences. *Grammar in Practice: Sentences and Paragraphs*, shows you how to pull together your grammar and usage skills to write strong, engaging sentences and paragraphs.

Here in *Grammar in Practice: A Foundation* you will find a variety of lessons, features, and activities:

- **Instructional sections:** Short, easy to read sections introduce and explain key concepts, complete with definitions, explanations, and examples. Your teacher may skip sections you already know well and return for review to sections that were especially helpful or important.
- **Activities:** Many brief workbook-style exercises let you practice applying lesson concepts. Literature-based exercises require critical analysis of specific points of grammar, mechanics, or style in an excerpt.
- **Composition Hints:** These features offer tips and techniques for applying rules and for developing your personal style in writing.
- **ESL Focus:** These features explain points of grammar and usage that can be particularly challenging to non-native English speakers.
- **Writing Applications:** To help you integrate the grammar and usage concepts you learn, you'll often be asked to write and revise sentences and paragraphs, occasionally working with a classmate.
- **Games and Puzzles:** Throughout the book you will find crossword puzzles, word-search puzzles, word jumbles, and other word games that will reinforce what you're learning. They offer a fun yet challenging way to approach grammar. Depending on the puzzle, your teacher may have you work in pairs or may provide hints or word lists derived from the teacher's manual.
- **Real-World Applications:** These assignments at the end of each lesson group let you explore how people use grammar, mechanics, and sentences in the real world, outside classroom walls. With them, you'll have the opportunity to showcase your strengths while incorporating your individual style and creativity. Many of them feature technology applications.
- **Test Practice:** Each lesson group concludes with a practice test covering only the material in those lessons. Additionally, the book concludes with a comprehensive test covering major concepts in the book. Most tests are multiple choice and are modeled after state-proficiency and standardized tests you will take in order to graduate or apply to colleges.

With so much variety, this book is an invaluable tool. Your teacher can pick and choose lessons, work through from beginning to end, or have you use the book as a homework resource. However you and your teacher decide to use it, you'll find your skills in grammar and mechanics growing sharper. Continue with the rest of the series, and you will be able to write interesting and effective compositions with confidence and flair.

Lesli J. Favor, Ph.D.  
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Auditi Chakravarty  
*Editor*





# Compound Verbs



A **compound verb** consists of two or more verbs of the same subject connected by *and*, *or*, or *but*.

The artist sketched *and* painted.

S.                    COMPOUND VERB

The verb *sketched* tells what the subject *artist* did.

The verb *painted* tells what else the subject *artist* did.

These two verbs of the same subject, connected by *and*, are the compound verb *sketched and painted*.

Here are more examples of compound verbs.

Nicholas wrote, revised, *and* polished the essay.

S.                    COMPOUND VERB

Each morning, the athlete runs *or* swims laps.

S.                    COMPOUND VERB

The radio works *but* has a lot of static.

S.                    COMPOUND VERB

## ACTIVITY 1

---

**Underline the compound verb in each sentence. Then circle the connecting word.**

### Sample:

All spring, weeds sprouted, grew, and thrived in my yard.

1. Ella found and trapped the rat.
2. Desperately, he begged, borrowed, or stole the necessary money.
3. All night, thunder boomed and rumbled overhead.
4. On the street, Ms. Garret smiled but walked on by me.
5. Francine, either eat or leave the table.

Often, the parts of a compound verb are separated by other words in the predicate. Do not be distracted by these other words when you identify the compound verb.

I studied the Civil War *and* wrote a report on it.

(The compound verb is *studied and wrote*.)

Each weekend I went to the library *or* surfed the Internet.

(The compound verb is *went or surfed*.)

## ACTIVITY 2

---

Write the compound verb of each sentence on the line provided. Include the connecting word.

**Sample:**

Susie King Taylor was fourteen years old and lived in Georgia.

*was and lived*

---

1. Susie was a slave but soon gained freedom.  

---
2. In July 1863, Susie met Clara Barton and assisted this nurse.  

---
3. Union soldiers marched to Georgia, attacked Fort Pulaski, and freed Susie's family.  

---
4. Many former slaves joined the Union Army or aided the soldiers.  

---
5. Young Susie fed soldiers, cleaned wounds, and washed uniforms.  

---

Compound verbs may include verb phrases.

Grandpa *will shop* for gifts or *bake* the fruitcake.

(The compound verb is *will shop or bake*.)

Compound verbs may be separated by other words in a question or when the adverb *not* is used.

*Will* Grandpa *shop* for gifts or *bake* the fruitcake?

(The compound verb is *Will shop or bake*.)

Grandpa *won't shop* for gifts or *bake* the fruitcake.

(To find the verb, separate the contraction into the words *will not*. The adverb *not* is not part of the verb. The compound verb is *will shop or bake*.)

The understood subject *you* can have a compound verb.

*Give* me liberty or *give* me death!

(The compound verb is *Give or give*.)

When there are more than two verbs in a compound verb, place a comma after each one except the last.

The traveler *has bought* a ticket, *boarded* the train, and *found* a seat.

(The compound verb is *has bought, boarded, and found*.)

## ACTIVITY 3

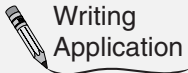
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In each sentence, underline each verb in the compound verb.

**Samples:**

- a. Weren't you buying lumber and building a bookcase today?
- b. Please watch the children but don't feed them sweets.

1. In the ice rink, the skater has been leaping and twirling.
2. Fortunately, no one was hurt or injured in the accident.
3. This eggplant should be washed, sliced, and baked with cheese.
4. Help me trim the hedge, or go somewhere else.
5. Didn't Rudy call Leon and talk about basketball tryouts?
6. The tomatoes should have tasted delicious but tasted overripe instead.
7. You may collect food donations, record the donations, or box them up.
8. The sedan should have been washed and waxed yesterday.
9. Have your teachers called or spoken with your parents this year?
10. Bring me the can of pink paint but don't step in that spill.



### Using Compound Verbs

On a sheet of paper, make a list of **ten** verbs. Group them in related pairs, such as *snore, sleep* or *smile, wave*. With your teacher's approval, exchange papers with a classmate. Using the verbs your classmate listed, write **five** sentences that each have a compound verb. Share the results with your classmate.

### Composition Hint

A common error in writing is unnecessary repetition of the subject.

*Kim* sat down. *Kim* tuned the guitar. *Kim* selected sheet music. (three *Kims*)

With a compound verb, we can avoid such repetition.

*Kim* sat down, tuned the guitar, and selected sheet music. (one *Kim*)

ACTIVITY 4

---

Combine each group of sentences into one sentence. Use a compound verb to eliminate repetition of the subject.

**Samples:**

- a. Didn't Madelyn clean her room? Didn't Madelyn clean her room or sweep  
Didn't Madelyn sweep the floor? the floor?
- b. Sparky can sit. Sparky can sit, shake hands, and fetch.  
Sparky can shake hands.  
Sparky can fetch.

1. I love expensive clothes. \_\_\_\_\_  
I can't afford them. \_\_\_\_\_
2. My brother can repair clocks. \_\_\_\_\_  
My brother can install a doorbell. \_\_\_\_\_
3. Have you ever spotted a UFO? \_\_\_\_\_  
Have you ever seen an alien? \_\_\_\_\_
4. The elephant is filling her trunk with water. \_\_\_\_\_  
The elephant is spraying her back. \_\_\_\_\_
5. Frida loves jazz. \_\_\_\_\_  
Frida tolerates rap. \_\_\_\_\_  
Frida hates country and western. \_\_\_\_\_
6. The Colorado River has risen. \_\_\_\_\_  
The Colorado River has overflowed its banks. \_\_\_\_\_
7. A swarm of ants found the dead bug. \_\_\_\_\_  
A swarm of ants picked it apart. \_\_\_\_\_  
A swarm of ants stored the food. \_\_\_\_\_
8. Can't you tutor me in math? \_\_\_\_\_  
Can't you give me some tips? \_\_\_\_\_
9. Do parakeets sing all day? \_\_\_\_\_  
Do parakeets rest all day? \_\_\_\_\_

10. Tony will crack open the coconut.

Tony will drain the milk.

Tony will pry out the meat.

---

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QUESTION: May a sentence have both a compound subject and a compound verb?

ANSWER: Yes. Here is an example:

Patricia and Max wrote and illustrated a storybook.

COMPOUND SUBJECT      COMPOUND VERB

Do foxes or coyotes sometimes hunt and eat rabbits?

C.V. COMPOUND SUBJECT      COMPOUND VERB

## ACTIVITY 5

---

In each sentence, underline the subject once and underline the verb twice. Be sure to watch for compound subjects and predicates. The first sentence is completed for you as a sample.

Today in America, women can vote, own property, and go to college. However, these rights have not always been a fact of life. In the early 1800s, girls and women received little education. Colleges and universities normally would not admit them. Certainly, no female of any age could vote. Land, houses, and other property were normally held in men's names. Fathers, husbands, and brothers controlled these possessions for "their women."

Some women and men didn't agree with this state of affairs. Two women in particular fought for women's rights. In 1848, Elizabeth Cady Stanton and Lucretia Mott planned and organized the first women's rights convention. It was held in Seneca Falls, New York, in July 1848.

At the meeting, supporters and critics of women's rights came together. Energetically, they discussed social, civil, and religious rights of women. The discussions and debates inspired similar meetings across the country. For fifty years, Stanton led the campaign for women's rights in America. She died in 1902. In 1920, women finally were granted suffrage (the right to vote).

## Using Compound Subjects and Compound Verbs

What is one right or privilege you *wish* you had, but don't have? Perhaps this right is denied you by family rules, school rules, city laws, or another authority.

On a separate sheet of paper, write a paragraph of at least **seven** sentences, explaining the right you wish you had, why it is denied you, and what, if anything, you could do to change matters. Use at least one compound subject and one compound verb. In each sentence, underline the subject once and the verb twice.

### Verbs, Nouns, and Pronouns

It's time to take a break from traditional grammar exercises. The following activities ask you to explore how people use verbs, nouns, and pronouns in the real world, outside your classroom walls. Which activity sparks your interest? Choose an activity to complete; then, with your teacher's approval, share the results with your classmates. Have a good time!

---

#### The Spice of Life

Variety is the spice of life. When it comes to discussing sports, a variety of **verbs** can add a lot of flavor. Watch a sporting event and then write up the event in one page or less. Underline each verb. Now add the spice. In a thesaurus, find alternatives for overused or bland verbs. For example, does one team *win*, or does it *trounce* the competition? Add the new "spicy" verbs to your write-up. Show both versions to a friend or your classmates and ask which is more powerful.

---

#### Game Show Host

Host a trivia game for your class. Choose five categories (famous cities, musicians, U.S. states, etc.). On index cards, write short descriptions of two examples from each category using **pronouns** and **common nouns** instead of **proper nouns**. At the bottom of each card, for your eyes only, write the proper noun being described. Divide your class into small groups. Announce each category and read a description from that category. The first group to guess the proper noun wins a point. The group that accumulates the most points wins.

---

#### "Mailman" or "Mail Carrier"?

Some **nouns** are considered sexist—that is, they exclude women by their very structure, as in fireman and mankind. Likewise, some uses of **pronouns** are considered sexist, such as using *he* to refer to an antecedent that could mean *he* or *she*. What is your opinion of so-called sexist language? Why do you think it's considered inappropriate? Give examples of sexist language and explain if and/or how you would revise each example.

---

#### Time Capsule

Make a time capsule to open in ten years. Include small mementos, photos, and a summary of life today. To write the summary, make a list of **common nouns**. Then expand on each common noun by listing related **proper nouns** that are significant today. Seal everything in a shoe box or other container, with a note on the lid stating when it is to be opened.



---

## Surfing for Knowledge

Choose to work with one of the following: (1) subjects and predicates, (2) verbs, (3) nouns, or (4) pronouns and antecedents. Your task? Survey five educational sites on the Internet that relate to your topic. Evaluate each site for accuracy, clarity, thoroughness, and one or two other qualities of your choice. Type up a report listing the Web sites and your evaluation of each. Be sure to state what visitors to each site can expect to learn. With your teacher's approval, post your report in the classroom, or pass out copies.