Grammar, Usage, & Mechanics
Skillbook

Level K

Perfection Learning®
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CHAPTER 2  The Sentence Base  

Identifying Sentence Patterns

◆ Write the sentence pattern that each sentence follows. Use the following abbreviations.

- S-V (subject-verb)
- S-V-O (subject-verb-object)
- S-V-I-O (subject-verb-indirect object-direct object)
- S-V-N (subject-verb-predicate nominative)
- S-V-A (subject-verb-predicate adjective)

1. My aunt gave us tickets to a porpoise show at the aquarium.

2. The intelligence of porpoises is exceptional.

3. As a result, they are spectacular performers.

4. Trainers throw balls to the porpoises.

5. The porpoises also jump through hoops.

6. One porpoise does a full flip in mid-air.

7. Another rings a bell 25 feet above the surface of the water.

8. The secret in training porpoises is hard work.

9. The trainers give porpoises fish as a reward.

10. The audience gives the porpoises loud and appreciative applause at the end of a show.
Diagramming Sentences

In each of the following sentences, underline each subject once and each verb or verb phrase twice. Then label each complement using the following abbreviations. If the subject is an understood you, insert you with an insert mark (^) where it belongs and underline it.

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

1. Do you like bugs?
2. You can visit a very unusual zoo.
3. Insects, bugs, and spiders live there.
5. We considered the guide unusual but brave.
6. The kitchen contained 30,000 roaches!
7. Some roaches were huge and ugly.
8. Watch out!
9. We walked away very quickly.
10. The best exhibits were the ant farm and the termite colony.
Using Subjunctive Mood

The subjunctive mood is used to express 1) a condition contrary to fact that begins with words such as if, as if, or as though; 2) a wish; and 3) a command or a request after the word that.

◆ Underline the verb in parentheses that expresses the subjunctive mood in each sentence.

1. If I (was, were) you, I would apply for the job.
2. I wish I (was, were) qualified for the position.
3. I would feel as if I (was, were) extremely successful.
4. We suggest that he (is, be) hired for the job.
5. Kathy wishes she (was, were) employed too.
6. If he (was, were) more ambitious, he would succeed in his job.
7. My older brother recommends that Sandy (takes, take) the written test.
8. If he (was, were) more experienced, I would hire him.
9. I wish I (was, were) the boss.
10. The boss suggested that I (am, be) given a raise.
CHAPTER 5  Using Verbs  (pages 84–107)

Writing Sentences in Subjunctive Mood

◆ Finish the following sentences, using the subjunctive mood.

1. I suggest that _________________________________________________________

2. She wishes that _________________________________________________________

3. If I were you ___________________________________________________________

4. My teacher demands that ______________________________________________

5. If I won the lottery _____________________________________________________

6. I wish my sentences __________________________________________________

7. Far be it from me to __________________________________________________

8. If I had a plane ticket __________________________________________________

9. I conclude that ________________________________________________________

10. We requested that ____________________________________________________
CHAPTER 6 Using Pronouns

Determining Pronouns

A predicate nominative follows a linking verb and identifies, renames, or explains the subject.

◆ Underline the correct predicate nominative in parentheses. Tip: turn the sentence around in your head, making the predicate nominative the subject.

1. The passengers in this row are she and (I, me).
2. The flight attendants were Sally and (them, they).
3. The girl sitting by the window is (her, she).
4. Sitting in first-class cabin were (he, him) and (she, her).
5. The first passengers off the plane were (us, we).

◆ Underline the correct form of the pronoun in parentheses.

6. Susan and (he, him) are planning a trip to Santa Fe.
7. (We, Us) neighbors will meet them there for the holiday weekend.
8. The other friends asked to go along were Brenda and (her, she).
9. The most experienced travelers, Mark and (I, me), will choose the hotel.
10. Neither (he, him) nor (me, I) had ever visited Santa Fe.
11. Anna and (they, them) want to meet us early at the departure gate.
12. (Us, We) friends enjoy traveling together to new destinations.
13. (Her, She) and (I, me) do not like flying on small airplanes at all.
14. The people in that cab must have been (they, them).
A Writer’s Glossary of Usage  (pages 156–175)

Editing for Correct Usage

◆ Underline the words that are used incorrectly in the following paragraphs and write the corrections above them.

1. This here is only the beginning of a year that offers many challenges.

   Guidance counselors theirselves are greatly involved in ensuring that students don’t just set back and neglect to sign up for important tests. They monitor these types of problems by sending out notices and by calling students individually into there offices. Of special importance are seniors, particularly those in danger of failing. After the effort the counselors exert, it is disheartening for them to learn that one of their students through away chances for graduation through negligence.

2. Yet theirs more than one problem with which counselors must deal.

   Sometimes they experience an overwhelming feeling of responsibility as they deal with issues concerning drugs, family, and peers. One innovative program in recent years has been the peer counseling program, who features students acting as counselors for other students. Guidance counselors often help set the standards; and than, after training, the peer counselors act as mediators between students who are having problems with one another.