



## Comma Practice Questions

1. For the Thanksgiving reunion, relatives were sitting in the dining room, on the porch, and in the carport.

- A. Thanksgiving, reunion
- B. Were, sitting
- C. Porch and
- D. No error

2. Lydia seems to be a kind, considerate girl.

- A. Seems, to
- B. Considerate, girl
- C. Kind considerate
- D. No error

3. This fishing pole Nathan, has seen better days.

- A. Pole, Nathan,
- B. Has, seen
- C. Nathan,
- D. No error

4. My cousin has moved to 56 Central Street Narragansett, Rhode Island 02882.

- A. Has moved,
- B. Central Street,
- C. 56, Central
- D. No error

5. The badger, a shy animal sometimes makes friends with a coyote.

- A. Sometimes, makes
- B. Friends, with
- C. A shy animal,
- D. No error

### Answer Key

- 1. D
- 2. D
- 3. A
- 4. B
- 5. C

## Noun Practice Questions

Please select the answer choice *that identifies the noun* in the sentence.

1. It will take all of your energy and will to be able to walk again.

- A. Take
- B. All
- C. Yours
- D. Energy

2. The works of many great poets have been placed on reserve.

- A. Many
- B. Great
- C. Placed
- D. Reserve

3. The Brooklyn Bridge was opened in 1883.

- A. Bridge
- B. Was
- C. Opened
- D. In

4. Sparta and Athens were enemies during the Peloponnesian War.

- A. And
- B. Were
- C. During
- D. War

5. Sharks and lampreys are not true fish because their skeletons are made of cartilage rather than bone.

- A. True
- B. Because
- C. There
- D. Bone

### Answer Key

- |      |      |
|------|------|
| 1. D | 4. D |
| 2. D | 5. D |
| 3. A |      |

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## Verb Practice Questions

Please select the answer choice that identifies the verb in the sentence.

1. The interior temperatures of even the coolest stars are measured in millions of degrees.

- A. Coolest
- B. Of even
- C. Are measured
- D. In millions

2. Thomas Edison tried many filaments for his incandescent lamp.

- A. Many
- B. For his
- C. Filaments
- D. Tried

3. Jill sets the plates on the table.

- A. The
- B. Plates
- C. Table
- D. Sets

4. The child's balloon was slowly rising into the sky.

- A. Rising
- B. Slowly
- C. Into
- D. Balloon

5. The shoes were still lying where Ethan had left them.

- A. Still
- B. Were
- C. Them
- D. Shoes

Answer Key

- 1. C
- 2. D
- 3. D
- 4. A
- 5. B

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## Sentence Correction Practice Questions

1. If the books have been cataloged last week, why haven't they been placed on the shelf?

- A. have been cataloged
- B. would have been cataloged
- C. was cataloged
- D. were cataloged
- E. had been cataloged

2. Jessica Mitford wrote *The American Way of Death*, a best-selling book, that led eventually to an official investigation of the funeral industry.

- A. that led eventually
- B. that had led eventually
- C. that eventually led
- D. which led eventually
- E. who eventually led

3. *Sabotage* came from the French *saboteur*, which means "to clatter with wooden shoes (sabots)."

- A. which means " to
- B. which means, " to
- C. that means "to
- D. that means- "to
- E. that means, "to

4. In studying an assignment it is wise to read it over quickly at first, than see the major points, and finally outline the material.

- A. first, than
- B. first: then
- C. first-then
- D. first, then
- E. first-than

5. To judge the Tidy City contest, we picked an uninterested party.

- A. picked an uninterested party.
- B. picked an interested party!
- C. picked a disinterested party.
- D. are in the process of picking an uninterested party.
- E. picked an disinterested party.

6. Linda decides they had better scam before the killers find them.

- A. had better scam
- B. had better leave
- C. should hurry and scam

- D. could hurry and leave
- E. had better get out

7. I really dug the character of Brutus.

- A. dug
- B. thought about
- C. thought of
- D. admired
- E. gazed at

8. Once upon a point a time, a small person named Little Red Riding Hood initiated plans for the preparation, delivery and transportation of foodstuffs to her Grandmother.

- A. and transportation of foodstuffs to her Grandmother.
- B. and transportation of food stuffs to her Grandmother.
- C. and transportation of food supplies to her Grandmother.
- D. and transportation of foodstuffs to her grandmother.
- E. and, transportation of food supplies to her grand mother.

9. The setting of a story affects the story's plot.

- A. effects the story's plot
- B. effects the stories plot
- C. affect the story's plot
- D. affects the story's plot
- E. affects the story's plots

10. Arctic trees are scrubbiest than trees in milder climates.

- A. scrubbiest than trees
- B. scrubrier then trees
- C. scrubbiest than are trees
- D. scrubrier than are trees
- E. scrubrier than trees

#### Answer Key

- 1. D
- 2. D
- 3. A
- 4. D
- 5. C
- 6. B
- 7. D
- 8. D
- 9. D
- 10. E

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## Sentence Flow Practice Questions

1. \_\_\_\_\_ of the rainbow were \_\_\_\_\_ against the bright blue sky.

- A. Textures, Clear
- B. Hues, Vivid
- C. Alabaster, Bright
- D. Line, Dark
- E. Hues, Dark

2. The president has a \_\_\_\_\_ of \_\_\_\_\_ around him when he makes public appearances.

- A. Catalyst, Individuals
- B. Barrier, Contrast
- C. Hedge, Protection
- D. Derrick, Protection
- E. Derrick, Limits

3. A small selection of terms was found at the back of the textbook. It was a

- A. Glossary
- B. Preface
- C. Diction
- D. Kefir
- E. Prefece

4. The horror movie frightened the children. It was

- A. Melancholy
- B. Dramatic
- C. Ghastly
- D. Tragedy
- E. Comedic

5. The books subject matter was \_\_\_\_\_ to the \_\_\_\_\_, and it did not sell.

- A. Attractive, Masses
- B. Limited, People
- C. Loathsome, Masses
- D. Colorful, Individual
- E. Colorful, Massess

#### Answer Key

- 1. B
- 2. C
- 3. A
- 4. C
- 5. C

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# How to Use English Punctuation Correctly

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## End your sentences with a period, question mark, or exclamation point.

Use the period to denote the end of a statement. The period ( . ) is one of the most commonly used punctuation marks.

*The accessibility of the computer has increased tremendously over the past several years.*

The question mark ( ? ), used at the end of a sentence, suggests an interrogatory remark or inquiry.

*What has humanity done about the growing concern of global warming?*

The exclamation point ( ! ) suggests excitement or emphasis in a sentence.

*I can't believe how difficult the exam was!*

## Use the double quotation mark and apostrophe for different purposes.

The double quotation ( " ) encloses a direct quotation, whether made by a person or taken from a piece of literature.

*"I can't wait to see him perform!" John exclaimed.*

*According to the article, the value of the dollar in developing nations is "strongly influenced by its aesthetic value, rather than its face value."*

The apostrophe ( ' ) has a variety of uses.

Use the apostrophe together with the letter **s** to indicate possession. Be aware of the difference in using an apostrophe with singular or plural nouns. A singular noun will use **'s**, whereas the plural version of that singular noun will use **s'**. Also, be mindful of nouns that

are always considered to be plural, such as *children* and *people* — here, you should use **'s**.

Be aware of pronouns that are already possessive and do not require apostrophes, such as *hers* and *its* (*it's* is used only for the contractions of *it is* and *it has*). *Their* is possessive without apostrophe or **s**.

*The hamster's water tube needs to be refilled.*

A singular noun with possession.

*In the pet store, the hamsters' bedding needed to be changed.*

A pluralized singular noun with possession.

*These children's test scores are the highest in the nation.*

A plural noun with possession.

*Friends of hers explained it's her idea, not theirs, to refill the hamster's water tube and change its bedding.*

Possessive pronouns (*hers*, *theirs*, *its*), contraction of *it is*, and a singular noun with possession.

Use the apostrophe to combine two words to make a contraction. For example, *cannot* becomes *can't*, *you are* becomes *you're*, and *they have* becomes *they've*. Be sure to use correctly possessive pronoun *your* and contraction *you're* — it is one of the \_\_most common mistakes\_\_ to confuse them!

Use the apostrophe within a regular quotation to indicate a quotation within a quotation.

*Ali said, "Anna told me, 'I wasn't sure if you wanted to come!'"*

Note that an apostrophe is not used with *s* to make a plural noun from a singular. This is a very common mistake and should be avoided.

**CORRECT** - apple → apples

**INCORRECT** - apple → apple's

## Indicate a break or pause within a sentence with the comma ( , ).

This is another commonly used punctuation mark. There are several instances where you might use a comma.

Use the comma when there is a break within a sentence that **adds information to the subject**.

*Bill Gates, **CEO of Microsoft**, is the developer of the operating system known as Windows.*

Use the comma when denoting a series. This is a set of **three or more** "list" items within a sentence. Many writers omit the last comma as "and" is also a connective ("The basket contained apples, bananas and oranges.").

*The fruit basket contained **apples, bananas, and oranges**.*

*The computer store was filled with **video games, computer hardware and other electronic paraphernalia**.*

Use a comma if your subject has **two or more adjectives describing it**. This is somewhat similar to a series, except that it is **incorrect** to place a comma after the final adjective.

**CORRECT** - *The **powerful, resonating** sound caught our attention.*

**INCORRECT** - *The powerful, resonating, sound caught our attention.*

Use a comma when referring to a **city and state**. It is also necessary to use a comma to separate the city and state from the rest of the sentence.

*I am originally from **Vernal, UT**.*

***Los Angeles, CA**, is one of the largest cities in the United States.*

Use a comma to separate an introductory phrase from the rest of the sentence. An **introductory phrase** briefly introduces the sentence, but is not part of the sentence's subject.

***After the show**, John and I went out to dinner.*

***On the back of my couch**, my cat's claws have slowly been carving a large hole.*

Use the comma to separate two independent clauses. Having two independent clauses in a sentence simply means that you can split the sentence into two. If your sentence contains two independent clauses that are separated by a conjunction (such as **and, as, but, for, nor, so, or yet**), place a **comma before the conjunction**.

*Ryan went to the beach yesterday, **but** he forgot his sunscreen.*

*Water bills usually rise during the summer, **as** people are thirstier during hot and humid days.*

Use a comma when making a direct address. When calling one's attention by name, **separate the person's name** and the rest of the statement with a comma. Note that this kind of comma is used rarely in writing, because this is something that we do normally while speaking.

***Amber**, could you come here for a moment?*

Use a comma to separate direct quotations. A comma should come after the **last word before a quotation that is being introduced**. It is not necessary to use a

comma in an indirect quote. A comma is usually **not necessary** if you are **not quoting an entire statement**.

A direct quotation.

*While I was at his house, John **asked**, "Do you want anything to eat?"*

An indirect quotation that does not require a comma.

*According to the client, the lawyer was **"lazy and incompetent."***

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## How to Use Grammar Correctly

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### GOOD vs. WELL

In casual speech, we frequently have to choose between the adjective **good** and the adverb **well**. When modifying a verb, use the adverb **well**.

*He swims **well**.*

*He knows only too **well** who the murderer is.*

When using a verb that has to do with the **five senses**, you want to use the adjective instead.

*How are you? I'm feeling **good**, thank you.*

*After a bath, the baby smells so **good**.*

*Even after my careful paint job, this room doesn't look **good**.*

### LESS vs. FEWER

When talking about **countable** things, we use the word **fewer**. When talking about measureable quantities that we **cannot count**, we use the word **less**.

*She had **fewer** chores, but she also had **less** energy.*

### ME, MYSELF AND I

An easy way to determine whether you should refer to yourself is to just ~~take the other person out~~ of the sentence.

*~~"Steve and I~~ went to the store."*

If you remove **Steve**, you now have a choice between "Me went to the store," "Myself went to the store," or "**I went to the store.**"

Use the pronoun "me" when you are the direct object of the sentence. In other words, someone else will perform the action to, or for, you. For example, "me" is the direct object of the sentence

***"If you have concerns, please call Greg or me."***

In this case, you are asking someone to call you, so they are performing an action to you. If this is difficult to determine, just remove **Greg** from the sentence. Without **Greg** in the sentence, it feels very natural to use "me."

No one other than you can do anything to yourself.

Here are some examples:

*I want to drive **myself** today.*

*I'll clean the house **myself**.*

I bought dinner for ~~Grace and~~ **myself**.

If you are confused by the introduction of another person, remove Grace from the sentence and you will see that “myself” is correct.

### WHO vs. WHOM

“**WHOM**” is used when it is the object. It often follows the word, “**to**”, “**with**”, “**for**” Whom is receiving action. An easy way to remember also is by trying to answer the question with either HE or HIM. If it is **HE**, use **WHO**. If it is **HIM**, use **WHOM**. You can remember because both HIM and WHOM end with the letter M.

WHO = HE		
<i>Who has the key?</i>	→	Does <b>he</b> have the key?
WHOM = HIM		
<i>To whom did you give the key?</i>	→	Did you give the key to <b>him</b> ?
<i>To whom shall I give the prize?</i>	→	Shall I give the prize to <b>him</b> ?

## How to Use the Parts of Speech Correctly

Parts of Speech	Brief Definition	Rules/Example:																														
Noun	Person, place or thing																															
Pronoun	<p>Replaces a noun and is used to refer to a person place or thing.</p> <table border="1"> <thead> <tr> <th></th> <th>Singular Pronoun</th> <th>Plural Pronoun</th> </tr> </thead> <tbody> <tr> <td>First-person</td> <td>I, Me, Mine</td> <td>We, Us, Our, Ours</td> </tr> <tr> <td>Second-person</td> <td>You</td> <td>Your, Yours</td> </tr> <tr> <td>Third-person</td> <td>He, She, It, Him, Her, Hers, His, Its</td> <td>They, Them, Theirs</td> </tr> </tbody> </table>		Singular Pronoun	Plural Pronoun	First-person	I, Me, Mine	We, Us, Our, Ours	Second-person	You	Your, Yours	Third-person	He, She, It, Him, Her, Hers, His, Its	They, Them, Theirs	<p><b>Rule 1: Indefinite Pronouns</b></p> <p>ALWAYS used with singular pronoun (Does the word have <b>one, body, each, thing</b> in it? YES? The word is <b>singular</b>)</p> <table border="1"> <tbody> <tr> <td>Any<b>one</b></td> <td><b>Each</b></td> <td><b>Either</b></td> </tr> <tr> <td><b>Every</b></td> <td><b>Neither</b></td> <td><b>None</b></td> </tr> <tr> <td>No <b>one</b></td> <td><b>One</b></td> <td>Some<b>one</b></td> </tr> <tr> <td>Some<b>thing</b></td> <td>Any<b>body</b></td> <td>Any<b>thing</b></td> </tr> <tr> <td>Every<b>body</b></td> <td>Every<b>one</b></td> <td>Every<b>thing</b></td> </tr> <tr> <td>No<b>body</b></td> <td>No<b>thing</b></td> <td>Some<b>body</b></td> </tr> </tbody> </table> <p><b>Correct:</b> <i>Each student showed <b>his or her</b> passport when entering the country.</i></p> <p><b>Incorrect:</b> <i>Each student showed <b>their</b> passport when entering the country.</i></p> <p><b>Rule 2:</b> When the words <b>or</b> or <b>nor</b> link singular nouns, a singular noun should be used.</p> <p><b>Correct:</b> <i><b>Neither</b> John <b>nor</b> Peter showed <b>their</b> passport.</i></p> <p><b>Incorrect:</b> <i><b>Neither</b> John <b>nor</b> Peter showed <b>his</b> passport.</i></p>	Any <b>one</b>	<b>Each</b>	<b>Either</b>	<b>Every</b>	<b>Neither</b>	<b>None</b>	No <b>one</b>	<b>One</b>	Some <b>one</b>	Some <b>thing</b>	Any <b>body</b>	Any <b>thing</b>	Every <b>body</b>	Every <b>one</b>	Every <b>thing</b>	No <b>body</b>	No <b>thing</b>	Some <b>body</b>
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		<p><b>Rule 3:</b> When the word <b>and</b> links multiple nouns, use a plural pronoun.</p> <p><b>Correct:</b> John <b>and</b> Peter had <b>their</b> picture taken for <b>their</b> passport.</p> <p><b>Incorrect:</b> John <b>and</b> Peter had <b>his</b> picture taken for <b>his</b> passport.</p> <p><b>Rule 4:</b> When <b>and</b>, <b>or</b>, or <b>nor</b> link a singular and plural noun, use a <b>plural</b> pronoun. Place the singular noun before the plural noun to avoid awkward phrasing.</p> <p><b>Correct:</b> The mascot <b>and</b> the fans raised <b>their</b> voices.</p> <p><b>Incorrect:</b> The mascot <b>and</b> the fans raised <b>his</b> voice.</p> <p><b>Correct Phrasing:</b> The mascot and the fans raised their voices.</p> <p><b>Awkward Phrasing:</b> The fans and the mascot raised their voice.</p> <p><b>Rule 5:</b> <b>Collective</b> nouns should use <b>singular</b> pronouns.</p> <p><b>Correct:</b> The <b>company</b> uses the talents of <b>its</b> employees properly.</p> <p><b>Incorrect:</b> The <b>company</b> uses the talents of <b>their</b> employees properly.</p>
Verb	A <b>verb</b> shows action or state of being of the subject	<p>The <b>agent</b> <b>closed</b> the sale.</p> <p>The <b>cat</b> <b>lay</b> motionless.</p>
Adjective	An <b>adjective</b> describes a noun or adverb. Answers the questions: Which? What kind? How many?	The <b>dog</b> is <b>loud</b> .
Article	An <b>article</b> identifies nouns.  "a" = indefinite article (not a specific object, one of a number of the same objects) Use "a" when the next word begins with a	<p>She has <b>a</b> <b>dog</b>.</p> <p>I work in <b>a</b> <b>factory</b>.</p>



	<p>consonant.</p> <p><b>“an”</b> = indefinite article (not a specific object, one of a number of the same objects) Use “an” when the next word begins with a vowel (a,e,i,o,u).</p> <p><b>“the”</b> = definite article (a <u>specific object</u> that both the person speaking and the listener know)</p> <p>The first time you speak of something use <b>“a</b> or <b>an”</b>, the next time you repeat that object use <b>“the”</b>.</p>	<p><i>Can I have <b>an</b> <u>apple</u>?</i></p> <p><i>She is <b>an</b> <u>English</u> teacher.</i></p> <p><i><b>The</b> <u>car</u> over there is fast.</i></p> <p><i><b>The</b> <u>teacher</u> is very good, isn't he?</i></p> <p><i>I live in <b>a</b> house. <b>The</b> house is quite old and has four bedrooms.</i></p> <p><i>I ate in <b>a</b> Chinese restaurant. <b>The</b> restaurant was very good.</i></p>
<b>Adverb</b>	<p><b>Describes a verb</b> and often ends in <b>“ly”</b>. <i>Answers the questions: How? When? Where?</i></p>	<p><i>The dog <b>barks</b> <u>loudly</u>.</i></p> <p><i>The test was <b>extremely</b> <u>difficult</u>.</i></p>
<b>Preposition</b>	<p>A <b>preposition</b> is a word that shows the relationship between a noun or a pronoun and another word in the sentence. The example shows the relationship between the dog and the bed. One way to think of prepositions is to remember that they <b>indicate location</b>.</p>	<p><i>My <b>dog</b> is <b>on</b> the <b>bed</b>.</i></p> <p><i>My <b>dog</b> is <b>under</b> the <b>bed</b>.</i></p>
<b>Conjunctions</b>	<p><b>Conjunctions</b> are words that join other words, phrases or clauses.</p> <p><b>Coordinating conjunctions</b> are conjunctions which <u>connect two equal parts</u> of a sentence. The most common ones are and, or, but, and so.</p> <p><b>“and”</b> is used to <u>join or add</u> words together.</p> <p><b>“or”</b> is used to show <u>choice or possibilities</u></p> <p><b>“but”</b> is used to show <u>opposite or conflicting ideas</u></p> <p><b>“so”</b> is used to show <u>result</u> as in the sentence</p>	<p><i>Bob <b>and</b> Dan are friends.</i></p> <p><i>He will drive <b>or</b> fly.</i></p> <p><i>It is early <b>but</b> we can go.</i></p> <p><i>They <u>ate</u> <b>and</b> <u>drank</u>.</i></p> <p><i>He will be here on <u>Monday</u> <b>or</b> <u>Tuesday</u>.</i></p> <p><i>She is <u>small</u> <b>but</b> <u>strong</u>.</i></p> <p><i>I was tired <b>so</b> I went to sleep.</i></p>

<b>Interjections</b>	Words that express <b>emotion</b> or <b>surprise</b>	<b>Hey!</b> Get off that floor!  <b>Oh,</b> that is a surprise.  <b>Good!</b> Now we can move on.

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## How to Use Types of Sentences Correctly

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The subject of a sentence identifies who or what the sentence is about. Like a sentence itself, a subject can be simple, consisting of a noun or pronoun, or complex, consisting of a noun or pronoun with additional modifiers. The rules below will help you identify the subject of a sentence whether simple or complex.

**Rule 1:** To locate any subject in a sentence, ask who or what, insert the verb, and finish the question.

The **children** enjoy playing different sports.

**Question:** Who or what enjoys playing different sports?

**Answer/Simple Subject:** **Children**

**Rule 2:** Complex subjects are nouns or pronouns with additional modifiers that further clarify the subject. To identify complex subjects, use the same process as explained in rule one.

The **children who were late to school** were playing soccer.

**Question:** Who or what were playing soccer?

**Answer/Complex Subject:** **The children who were late to school.**

**Rule 3:** Compound subjects have two simple subjects that are joined by a coordinating conjunction: or or and. Use the same sample question procedure to identify the compound subject.

The **table and chairs** were moved to the new classroom.

**Question:** Who or what were moved to the new classroom?

**Answer/Compound Subject:** **The table and chairs.**

**Rule 4:** Compound-Complex subjects have two simple subjects with additional modifiers that further clarify the subjects. Use the same question procedure to identify compound-complex subjects.

The **table and chairs that remained in the old classroom** were moved to the new classroom.

**Question:** Who or what were moved to the new classroom?

**Answer/Compound-Complex Subject:** **The table and chairs that remained in the old classroom.**