



# Grammar Packet

## Worksheets and Assignments

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# Grammar

## Subjects, Verbs, and Objects

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## **Subjects, Verbs, and Objects**

In order to attain subject-verb agreement, noun-pronoun agreement, parallelism, and other syntactical structures, students must first be able to identify subjects, verbs, and objects within sentences! This two-page grammar worksheet begins with an explanation of these parts of speech, followed by two different tasks for students: identification of these parts within provided sentences and a fill-in-the-blank exercise. An answer key is included. The worksheets on prepositional phrases and adverbial phrases are suggested follow-ups, as each requires identification of subjects, verbs, and objects in more grammatically complex sentences.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Subjects, Verbs, and Objects

- Subjects and objects are always nouns, so they are people, places, animals, things, and events.
- Verbs are actions.
- Every sentence must have a subject and a verb.
- Not every sentence has an object.
- The subject does the action.
- The object has the action done to it.

**Directions:** Underline the verbs, write S above the subjects, and write O above the objects in the following sentences.

- 1) The cat chased the mouse.
- 2) Henry drove his new car.
- 3) William lost his toothbrush.
- 4) I sneezed.
- 5) My son rode his bicycle to school.
- 6) Henry drove to the playground.
- 7) Sophie traveled along the side of the highway.
- 8) Sophie traveled the country last summer.
- 9) I drank the juice and the coffee this morning.
- 10) He ran over the bridge.
- 11) She bought the dress from her favorite store.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Subjects, Verbs, and Objects

**Directions:** Fill in the blanks with subjects, verbs, and objects. Then identify all subjects, verbs, and objects by placing an S, V, or O above each.

- 1) The \_\_\_\_\_ chased the mouse.
- 2) \_\_\_\_\_ ran to the store.
- 3) \_\_\_\_\_ bought that chair on sale.
- 4) Sam rescued \_\_\_\_\_ from the river.
- 5) David drank \_\_\_\_\_ every morning.
- 6) The students studied \_\_\_\_\_ yesterday.
- 7) My older brother \_\_\_\_\_ his coffee.
- 8) His sister \_\_\_\_\_ her book at the bus stop before school.
- 9) Vanessa \_\_\_\_\_ at the store.
- 10) Erica \_\_\_\_\_.
- 11) The old lady \_\_\_\_\_.
- 12) \_\_\_\_\_ the puppy.
- 13) \_\_\_\_\_ ate \_\_\_\_\_.
- 14) \_\_\_\_\_.

Find a long sentence in a book or magazine and write it below, then underline the verbs, and identify the subjects and objects:



## Subjects, Verbs, and Objects – Answer Key

- Subjects and objects are always nouns, so they are people, places, animals, things, and events.
- Verbs are actions.
- Every sentence must have a subject and a verb.
- Not every sentence has an object.
- The subject does the action.
- The object has the action done to it.

**Directions:** Underline the verbs, write S above the subjects, and write O above the objects in the following sentences.

- 1) The cat chased the mouse. S: cat, O: mouse
- 2) Henry drove his new car. S: Henry, O: car
- 3) William lost his toothbrush. S: William, O: toothbrush
- 4) I sneezed. S: I
- 5) My son rode his bicycle to school. S: son, O: bicycle
- 6) Henry drove to the playground. S: Henry
- 7) Sophie traveled along the side of the highway. S: Sophie
- 8) Sophie traveled the country last summer. S: Sophie, O: country
- 9) I drank the juice and the coffee this morning. S: I, O: juice, coffee
- 10) He ran over the bridge. S: He
- 11) She bought the dress from her favorite store. S: She, O: dress



## Subjects, Verbs, and Objects – Answer Key

**Directions:** Fill in the blanks with subjects, verbs, and objects. **Examples are given.**

Then identify all subjects, verbs, and objects by placing an S, V, or O above each.

- 1) The cat chased the mouse. S: cat, V: chased, O: mouse
- 2) Harvey ran to the store. S: Harvey, V: ran
- 3) Miranda bought that chair on sale. S: Miranda, V: bought, O: chair
- 4) Sam rescued the struggling puppy from the river. S: Sam, V: rescued, O: puppy
- 5) David drank a milkshake every morning. S: David, V: drank, O: milkshake
- 6) The students studied philosophy yesterday. S: students, V: studied, O: philosophy
- 7) My older brother sipped his coffee. S: brother, V: sipped, O: coffee
- 8) His sister read her book at the bus stop before school. S: sister, V: read, O: book
- 9) Vanessa worked at the store. S: Vanessa, V: worked
- 10) Erica sold gold and silver jewelry. S: Erica, V: sold, O: jewelry
- 11) The old lady ran the Boston Marathon. S: lady, V: ran, O: Boston Marathon
- 12) My next-door neighbor found the puppy. S: neighbor, V: found, O: puppy
- 13) His British cousin ate all the jelly sandwiches. S: cousin, V: ate, O: sandwiches
- 14) Your bikini will shrink in the dryer. S: bikini, V: will shrink

Find a long sentence in a book or magazine and write it below, then underline the verbs, and identify the subjects and objects:

Eight people from her class were also starting their freshman year at Arizona State University, but she was currently friends with only two of them. S: people, O: year, S: she, O: friends







# Grammar

**Subjects, Verbs, Objects  
Prepositional Phrases**

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## **Subjects, Verbs, Objects and Prepositional Phrases**

Most of my high school students don't know what a preposition is. And the truth is that in order to maintain subject-verb agreement, they have to know how to locate the subject and its corresponding verb. In complex sentences, identifying and subsequently disregarding the prepositional phrases is an effective way to help locate the subjects and verbs. This skill is important for writing sophisticated and grammatically correct sentences. This two-page worksheet teaches students how to spot and omit prepositional phrases by first identifying prepositions, and then challenges them to find subjects, verbs, and objects in the leftover "core" of the sentences.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Prepositional Phrases

The following are prepositions:

to	from	with	without	on top of
by	off	inside	outside	in front of
of	over	next to	among	in back of
at	into	below	beneath	behind
on	across	against	between	near to
in	above	around	through	far from
for	under	along	within	beyond

Prepositions begin **prepositional phrases**.

**Directions:** Fill in the blanks below.

### preposition

### prepositional phrases

to

to the river's bank

for

for the children

with

with all good intentions

under

under the shiny bridge

from

\_\_\_\_\_

\_\_\_\_\_

through the tunnel

\_\_\_\_\_

\_\_\_\_\_

around

\_\_\_\_\_

\_\_\_\_\_

behind the barn

\_\_\_\_\_

\_\_\_\_\_

without

\_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

## Subjects, Verbs, Objects and Prepositional Phrases

Put parentheses ( ) around the **prepositional phrases**:

- 1) George followed her to the ends of the Earth.
- 2) Under the bridge Sara found a giant rat.
- 3) In the beginning of time the Earth was covered by lava.
- 4) He walked from the water tower to the river's edge.
- 5) He walked the streets at night.
- 6) I discovered at the end of the trail a beaver's dam.
- 7) She looked in her new cookbook for the perfect recipe for her brother's birthday dinner.
- 8) From the Midtown Tunnel to the Queens/Long Island border, the Long Island Expressway is completely backed up.
- 9) In the parking lot she explained the basic plot of the movie.
- 10) Over the next ten years I will return all your money.

Now go back and with a dark marker **black out all the prepositional phrases**.

What's left is the "core" of the sentence. This is where you'll find the subjects, verbs, and objects. Go back, **underline the verbs**, and put **S** above the **subjects** and **O** above the **objects**.





## Prepositional Phrases – Answer Key

The following are prepositions:

to	from	with	without	on top of
by	off	inside	outside	in front of
of	over	next to	among	in back of
at	into	below	beneath	behind
on	across	against	between	near to
in	above	around	through	far from
for	under	along	within	beyond

Prepositions begin **prepositional phrases**.

**Directions:** Fill in the blanks below.

### preposition

to

for

with

under

from

through

between

around

behind

outside

without

### prepositional phrases

to the river's bank

for the children

with all good intentions

under the shiny bridge

from the grocery store

through the tunnel

between you and me

around the corner

behind the barn

outside my picture window

without all the bells and whistles

Note: Students can choose any preposition when both columns are blank.



## Subjects, Verbs, Objects and Prepositional Phrases— Answer Key

Put parentheses ( ) around the **prepositional phrases**:

- 1) George followed her (to the ends) (of the Earth). S: George, O: her
- 2) (Under the bridge) Sara found a giant rat. S: Sara, O: rat
- 3) (In the beginning) (of time) the Earth was covered (by lava). S: earth
- 4) He walked (from the water tower) (to the river's edge). S: He
- 5) He walked the streets (at night). S: He, O: streets
- 6) I discovered (at the end) (of the trail) a beaver's dam. S: I, O: dam
- 7) She looked (in her new cookbook) (for the perfect recipe) (for her brother's birthday dinner). S: She
- 8) (From the Midtown Tunnel) (to the Queens/Long Island border), the Long Island Expressway is completely backed up. S: Long Island Expressway
- 9) (In the parking lot) she explained the basic plot (of the movie). S: she, O: plot
- 10) (Over the next ten years) I will return all your money. S: I, O: money

Now go back and with a dark marker **black out all the prepositional phrases**.

What's left is the “core” of the sentence, where you'll find the subjects, verbs, and objects. Go back, **underline the verbs**, and put **S** above the subjects and **O** above the **objects**.





# Grammar

## Subjects, Verbs, Objects Adverbial Phrases

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## **Subjects, Verbs, Objects and Adverbial Phrases**

A follow-up to *Subjects, Verbs, Objects and Prepositional Phrases*, this two-page worksheet continues to teach students how to locate subjects, verbs, and objects within the “core” of sentences by first finding and omitting the adverbial phrases within those sentences. Identifying subjects, verbs, and objects is essential to achieving subject-verb agreement, noun-pronoun agreement, and overall syntactic accuracy. I have found that many of my students have received little or no instruction in adverbial phrases. This worksheet lends easily to the teaching of these grammatical structures and includes an answer key.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Subjects, Verbs, Objects and Adverbial Phrases

Adverbial phrases function as adverbs and answer the questions: when, where, why or how an action happens. Here are some adverbs that begin adverbial phrases:

if	when	because	before	after	although
as	that	since	unless	until	though
so	while	where	often	'til	rarely
instead	sometimes	whenever	with	without	perhaps

Examples of adverbial phrases:

**If he calls** she will bring home the soup.

I have to go to the store **because my refrigerator's empty**.

**Until Sue hears her mom's voice** she won't relax.

Pam goes to work **so that she can pay her rent**.

**Since the limousine is so expensive** I need to borrow \$40.

Put parentheses around the adverbial phrases in the following sentences:

- 1) I'll call Tom if I can find my cell phone.
- 2) As soon as I can I'll walk around the corner.
- 3) He won't go unless Samantha's going to be there.
- 4) Jim gets nervous whenever he has to sing in public.
- 5) He walked the streets at night after the rain ended.
- 6) I discovered while walking to work a beaver's dam.
- 7) For the experiment to work, you must follow the directions  
whenever you come across them exactly.
- 8) Whenever my dad takes me to lunch he always treats me.
- 9) I'll be ready as soon as I can find my bright red shoes.

Now, go back to your sentences and look at what's left after you omit all adverbial phrases. Whatever is left over is the "core" of the sentence. Look in this "core" to find the subject, the verb, and, if included, the object. Label them **S**, **V**, and **O**.



## Subjects, Verbs, Objects and Adverbial Phrases— Answer Key

Adverbial phrases function as adverbs and answer the questions: when, where, why or how an action happens. Here are some adverbs that begin adverbial phrases:

if	when	because	before	after	although
as	that	since	unless	until	though
so	while	where	often	'til	rarely
instead	sometimes	whenever	with	without	perhaps

Examples of adverbial phrases:

**If he calls** she will bring home the soup.

I have to go to the store **because my refrigerator's empty**.

**Until Sue hears her mom's voice** she won't relax.

Pam goes to work **so that she can pay her rent**.

**Since the limousine is so expensive** I need to borrow \$40.

Put parentheses around the adverbial phrases in the following sentences:

- 1) I'll call Tom (*if I can find my cell phone*). S: I, V: will call, O: Tom
- 2) (*As soon as I can*) I'll walk around the corner. S: I, V: will walk
- 3) He won't go (*unless Samantha's going to be there*). S: He, V: won't go
- 4) Jim gets nervous (*whenever he has to sing in public*). S: Jim, V: gets
- 5) He walked the streets at night (*after the rain ended*). S: He, V: walked, O: streets
- 6) I discovered (*while walking to work*) a beaver's dam. S: I, V: discovered, O: dam
- 7) (*For the experiment to work*), you must follow the directions (whenever you come across them) exactly. S: you, V: must follow, O: directions
- 8) (*Whenever my dad takes me to lunch*) he always treats me. S: he, V: treats, O: me
- 9) I'll be ready (*as soon as I can find my bright red shoes*). S: I, V: will be

Now, go back to your sentences and look at what's left after you omit all adverbial phrases. Whatever is left over is the "core" of the sentence. Look in this "core" to find the subject, the verb, and, if included, the object. Label them **S**, **V**, and **O**.

**Note:** When I do this worksheet with my students, we place the S's, V's, and O's directly above the subjects, verbs, and objects.







# Grammar

## Verb Tense

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## **Verb Tense**

So many of my students have difficulty keeping their verb tenses consistent when writing essays or summaries. This two-page worksheet improves students' awareness of verb tense and gives them practice maintaining verb tense consistency. It starts with a discussion and examples of verb tense, followed by three different tasks: forming infinitive verbs into past, present, and future tenses; identifying the tenses of given verbs; and finally, correcting verbs' tenses within sentences.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Verb Tense

Make sure you are using the correct verb tense.

The three most common verb tenses are **present**, **past**, and **future**.

If you see a verb and you're not sure what tense it is, you can "test it out" by putting the following words in front of it to see which one sounds right:

For present tense use **Every day**

For past tense use **Yesterday**

For future tense use **Tomorrow**

### Examples:

(present) Every day I eat an apple.

Every day he walks to work.

(past) Yesterday I ate an apple.

Yesterday they walked up the street.

(future) Tomorrow I will eat an apple.

Tomorrow I will walk four miles.

**Directions:** Write the following verbs in the three tenses.

present

past

future

to predict

to drink

to be

**Directions:** Identify the following verbs' tenses as present (pr), past (pa), or future (f).

will find \_\_\_\_ found \_\_\_\_ drank \_\_\_\_ drinks \_\_\_\_ take \_\_\_\_

yelled \_\_\_\_ forget \_\_\_\_ will calculate \_\_\_\_ gave \_\_\_\_ goes \_\_\_\_

said \_\_\_\_ will hope \_\_\_\_ amuse \_\_\_\_ swam \_\_\_\_ generated \_\_\_\_

had \_\_\_\_ was \_\_\_\_ will be \_\_\_\_ is \_\_\_\_ were \_\_\_\_





**Directions:** Change the underlined verbs to the correct tense.

- 1) If there is one thing that we will learn in the 1990's about basking in the sun, it is that the sun's rays can cause irreversible damage leading to cancer.
- 2) Already convinced that she wins the beauty pageant, the young girl acted like a star to the great annoyance of the other contestants and the judges.
- 3) While those who choreographed the piece felt frustrated with the performance, the dancers themselves feel most satisfied with their routine.
- 4) Before she moves away from the ocean, Denise enjoys many lazy days lounging on the beach, watching the waves, and soaking up the sun.
- 5) Thirty years after the lawn shop was opened in Sturgeon Square, the business had to be shut down when much of the inventory is demolished by torrential rains and flooding.
- 6) Because she will be traveling when her home was burglarized, Sandy is determined to hire someone to watch her house when she leaves town on future business trips.
- 7) Squids are mistakenly believed to be unintelligent because they will be portrayed in movies as dumb and aggressive; in reality, however, they were highly intelligent and are aggressive only when threatened.
- 8) The issue of whether homeopathic remedies actually cure illness or simply reduced symptoms is still being investigated.



## Verb Tense—Answer Key

Make sure you are using the correct verb tense.

The three most common verb tenses are **present**, **past**, and **future**.

If you see a verb and you're not sure what tense it is, you can "test it out" by putting the following words in front of it to see which one sounds right:

For present tense use **Every day**

For past tense use **Yesterday**

For future tense use **Tomorrow**

### Examples:

(present) Every day I eat an apple.

Every day he walks to work.

(past) Yesterday I ate an apple.

Yesterday they walked up the street.

(future) Tomorrow I will eat an apple.

Tomorrow I will walk four miles.

**Directions:** Write the following verbs in the 3 tenses.

	<u>present</u>	<u>past</u>	<u>future</u>
to predict	predict	predicted	will predict
to drink	drink	drank	will drink
to be (for "I")	am	was	will be

**Directions:** Identify the following verbs' tenses as present (pr), past (pa), or future (f).

will find <u>f</u>	found <u>pa</u>	drank <u>pa</u>	drinks <u>pr</u>	take <u>pr</u>
yelled <u>pa</u>	forget <u>pr</u>	will calculate <u>f</u>	gave <u>pa</u>	goes <u>pr</u>
said <u>pa</u>	will hope <u>f</u>	amuse <u>pr</u>	swam <u>pa</u>	generated <u>pa</u>
had <u>pa</u>	was <u>pa</u>	will be <u>f</u>	is <u>pr</u>	were <u>pa</u>



**Directions:** Change the underlined verbs to the correct tense.

- 1) If there is one thing that we learned in the 1990's about basking in the sun, it is that the sun's rays can cause irreversible damage leading to cancer.
- 2) Already convinced that she won the beauty pageant, the young girl acted like a star to the great annoyance of the other contestants and the judges.
- 3) While those who choreographed the piece felt frustrated with the performance, the dancers themselves felt most satisfied with their routine.
- 4) Before she moves away from the ocean, Denise will enjoy many lazy days lounging on the beach, watching the waves, and soaking up the sun.
- 5) Thirty years after the lawn shop was opened in Sturgeon Square, the business had to be shut down when much of the inventory was demolished by torrential rains and flooding.
- 6) Because she was traveling when her home was burglarized, Sandy is determined to hire someone to watch her house when she leaves town on future business trips.
- 7) Squids are mistakenly believed to be unintelligent because they are portrayed in movies as dumb and aggressive; in reality, however, they are highly intelligent and are aggressive only when threatened.
- 8) The issue of whether homeopathic remedies actually cure illness or simply reduce symptoms is still being investigated.





# Grammar

## Noun-Pronoun Agreement

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## Noun-Pronoun Agreement

Anyone who wants to write complex, grammatically correct essays or pass the grammar section of the SAT or ACT must master noun-pronoun agreement. In order to attain accurate syntax, students must match nouns to nouns and nouns to pronouns in terms of singularity vs. plurality. Students, therefore, must first be able to identify subjects and objects—a skill worked on in the *Subjects, Verbs, and Objects*, *Prepositional Phrases*, and *Adverbial Phrases* worksheets. They must also be able to classify nouns and pronouns as singular or plural. This grammar worksheet begins by providing an explanation of three different types of pronouns (those serving as subjects, those serving as objects, and those showing possession), followed by a task requiring students to identify nouns and pronouns as singular or plural, and ending with a task requiring students to match nouns and their corresponding nouns or pronouns in terms of singularity or plurality. An answer key is included.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Noun-Noun and Noun-Pronoun Agreement

**Nouns** can be singular or plural.

**Pronouns** are words used to refer to nouns and can also be singular or plural.

Pronouns as subjects: I, you, he, she, it, they, we, this, that, those, these

**Examples:** I ate the apple.

She drove the car.

You wrote the letter.

Pronouns as objects: me, you, him, her, it, them, us, this, that, those, these

**Examples:** Sara taught us.

The dog bit me.

Rainy days depress him.

Henry ran to them.

Possessive pronouns tell to whom or to what something belongs.

Possessive pronouns: my, mine, your, yours, his, her, hers, its, their, theirs, our, ours

**Examples:** Give me his coat.

That notebook is hers.

Sam sees your car.

**Directions:** Identify the following nouns and pronouns as singular (S) or plural (P)

women \_\_\_\_ mechanic \_\_\_\_ they \_\_\_\_ each \_\_\_\_ we \_\_\_\_

you \_\_\_\_ fungi \_\_\_\_ curriculum \_\_\_\_ galaxy \_\_\_\_ us \_\_\_\_

assignments \_\_\_\_ your professors \_\_\_\_ Susan and I \_\_\_\_ swimmers \_\_\_\_

his \_\_\_\_ medicine \_\_\_\_ her pockets \_\_\_\_ their work \_\_\_\_ them \_\_\_\_

everyone \_\_\_\_ language \_\_\_\_ her happiness \_\_\_\_ it \_\_\_\_ my cats \_\_\_\_



**Directions:** Find the corresponding nouns and pronouns and make sure they match in terms of singularity and plurality.

- 1) The company had no organic dyes originally; they used extracts from various kinds of succulents to make dyes for their pottery.
- 2) The legitimacy of the museum exhibition featuring several paintings of landscapes was called into question when another museum's curator discovered that it was all made in Japan.
- 3) The garment, designed by one of the Greek artists who followed Alexander the Great on their quest to conquer surrounding countries, demonstrates a classic Grecian aesthetic.
- 4) The college professor, when questioned by a reporter, proposed the notion that attending graduate school may make young poets liable to become an unimaginative sluggard.
- 5) The local shopkeeper and his partner, Robert, agreed completely on how to run the store until he attended a workshop for small business owners and discovered a variety of strategies for increasing sales.
- 6) Few arguments grow as heated as that which flare up among immediate and extended relatives around the dinner table during the holidays.
- 7) Initially the prairie dogs all seemed identical, yet after several weeks of observation the scientists discovered that each had their own distinct mannerisms and personality.
- 8) Both Hector and Peter left the philosophy department and decided to become a psychologist after reading about Abraham Maslow's famous hierarchy of needs.
- 9) Anyone who suffers from serious food allergies will have trouble controlling the severe reactions that they experience after eating certain foods.
- 10) An ICU nurse typically works long shifts, because they are responsible for overseeing the care of seriously ill patients.



# Noun-Noun and Noun-Pronoun Agreement Answer Key

**Nouns** can be singular or plural.

**Pronouns** are words used to refer to nouns and can also be singular or plural.

Pronouns as subjects: I, you, he, she, it, they, we, this, that, those, these

**Examples:** I ate the apple.

She drove the car.

You wrote the letter.

Pronouns as objects: me, you, him, her, it, them, us, this, that, those, these

Examples: Sara taught us.

The dog bit me.

Rainy days depress him.

Henry ran to them.

**Possessive pronouns** tell to whom or to what something belongs.

Possessive pronouns: my, mine, your, yours, his, her, hers, its, their, theirs, our, ours

**Examples:** Give me his coat.

That notebook is hers.

Sam sees your car.

**Directions:** Identify the following nouns and pronouns as singular (S) or plural (P)

women P      mechanic S      they P      each S      we P

you S or P      fungi P      curriculum S      galaxy S      us P

assignments P      your professors P      Susan and I P      swimmers P

his S      medicine S      her pockets P      their work S      them P

everyone S      language S      her happiness S      it S      my cats P



**Directions:** Find the corresponding nouns and pronouns and make sure they match in terms of singularity and plurality. The correct nouns and pronouns are in parentheses.

**Note:** Students can attain noun-noun and noun-pronoun agreement within the following sentences in a variety of ways: by rewriting the sentences, by crossing out nouns and pronouns and writing the correct forms above, or orally. You will see that sometimes the difficulty lies not with determining if a noun is singular or plural but with figuring out which noun matches which pronoun or other noun.

- 1) The **company** (singular) had no organic dyes originally; **they** (it) used extracts from various kinds of succulents to make dyes for **their** (its) pottery.
- 2) The legitimacy of the museum exhibition featuring several **paintings** (plural) of landscapes was called into question when another museum's curator discovered that **it** (they) **was** (were) all made in Japan.
- 3) The garment, designed by one of the Greek artists who followed **Alexander the Great** (singular) on **their** (his) quest to conquer surrounding countries, demonstrates a classic Grecian aesthetic.
- 4) The college professor, when questioned by a reporter, proposed the notion that attending graduate school may make young **poets** (plural) liable to become **an unimaginative sluggard** (unimaginative sluggards).
- 5) **The local shopkeeper and his partner, Robert** (plural), agreed completely on how to run the store until **he** (they) attended a workshop for small business owners and discovered a variety of strategies for increasing sales.
- 6) Few **arguments** (plural) grow as heated as **that** (those) which flare up among immediate and extended relatives around the dinner table during the holidays.
- 7) Initially the prairie dogs all seemed identical, yet after several weeks of observation the scientists discovered that **each** (singular) had **their** (its) own distinct mannerisms and personality.
- 8) **Both Hector and Peter** (plural) left the philosophy department and decided to become **a psychologist** (psychologists) after reading about Abraham Maslow's famous hierarchy of needs.
- 9) **Anyone** (singular) who suffers from serious food allergies will have trouble controlling the severe reactions that **they** (she) experience(s) after eating certain foods. **Note:** appropriate pronouns to use when referring to a person (when the gender is unknown) include "he", "she", or "he or she".
- 10) An ICU **nurse** (singular) typically works long shifts, because **they** (he) **are** (is) responsible for overseeing the care of seriously ill patients.





# Grammar

## Subject-Verb Agreement

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## Subject-Verb Agreement

All students, not just language impaired students, struggle to some degree with subject-verb agreement. But in order to attain accurate syntax, students must match subjects to their corresponding verbs in terms of singularity vs. plurality. Students, therefore, must first be able to identify subjects and their corresponding verbs: a skill worked on in the *Subjects, Verbs, and Objects*, *Prepositional Phrases*, and *Adverbial Phrases* worksheets. They must also be able to classify subjects as singular or plural. The first *Subject-Verb Agreement* worksheet works directly on all these skills. The remaining *Subject-Verb Agreement* worksheets address two types of instances that increase the level of difficulty: collective nouns and verbs that precede their corresponding subjects. Answer keys are included.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Subject-Verb Agreement

Subjects are nouns or pronouns that do something (i.e., they go with verbs).

**Singular** nouns need **singular** verbs and **plural** nouns need **plural** verbs.

Examples of nouns and pronouns:

**Singular:** bird boy train man child I it stimulus report hypothesis

**Plural:** birds boys trains men children we they stimuli reports hypotheses

**Directions:** Identify the following nouns and pronouns as singular (S) or plural (P).

women \_\_\_\_\_ architect \_\_\_\_\_ no one \_\_\_\_\_ each \_\_\_\_\_ we \_\_\_\_\_

you \_\_\_\_\_ fungi \_\_\_\_\_ curriculum \_\_\_\_\_ galaxy \_\_\_\_\_ constellation \_\_\_\_\_

homework \_\_\_\_\_ professors \_\_\_\_\_ Susan and I \_\_\_\_\_ swimming \_\_\_\_\_

progress \_\_\_\_\_ medicine \_\_\_\_\_ organization's policy \_\_\_\_\_ they \_\_\_\_\_

computer programs \_\_\_\_\_ language \_\_\_\_\_ sheep \_\_\_\_\_ fish \_\_\_\_\_ it \_\_\_\_\_

**Directions:** Fix the verb so that it matches the subject/noun.

- 1) Known for their displays of wealth and exclusivity, the stores of Park Avenue in Manhattan showcases merchandise from many of the world's most exclusive stores.
- 2) Social inequality, a philosophy of enlightenment, and a financial crisis was important factors leading to the origins of the French Revolution.
- 3) The reporter was sure that the government's admittance of the terrible conditions in the African countries were calculated to reduce possible actions taken by other governments.



- 4) Although the speakers for the convention has not been determined, it is likely that the convention organizers planned to have several important experts in the field speak about their current research.
- 5) The journals of Jane Austen, an author of exceptional talent and wit, was mostly hidden or destroyed by her well-intentioned family who wanted to steadfastly protect her privacy.
- 6) Learning to eat healthful foods in appropriate portion sizes are very important to people trying to not only lose weight but also maintain their weight loss.
- 7) Megatsunamis, which can rise to more than one hundred feet in height, is caused by large-scale coastal landslides and can do much more damage than smaller tsunamis.
- 8) The work of some rock bands, including the Beatles, the Doors, and the Rolling Stones, never lose its authenticity and importance to the field of music, even fifty years later.
- 9) Those who criticize socialized medicine state that the benefits of the system is overshadowed by the fact that it assigns a huge financial burden on the average taxpayer.
- 10) One hurdle that many entrepreneurs must overcome are designing competitive products while manufacturing them at a low enough cost that enables them to continue charging prices considered affordable by the general public.



## Subject-Verb Agreement—Answer Key

Subjects are nouns or pronouns that do something (i.e., they go with verbs).

**Singular** nouns need **singular** verbs and **plural** nouns need **plural** verbs.

Examples of nouns and pronouns:

**Singular:** bird boy train man child I it stimulus report hypothesis

**Plural:** birds boys trains men children we they stimuli reports hypotheses

**Directions:** Identify the following nouns and pronouns as singular (S) or plural (P).

women: P architect: S no one: S each: S we: P

you: S/P fungi: P curriculum: S galaxy: S constellation: S

homework: S professors: P Susan and I: P swimming: S

progress: S medicine: S organization's policy: S they: P

computer programs: P language: S sheep: S/P fish: S/P it: S

**Directions:** Fix the verb so that it matches the subject/noun.

- 1) Known for their displays of wealth and exclusivity, the stores of Park Avenue in Manhattan **showcase** merchandise from many of the world's most exclusive stores.
- 2) Social inequality, a philosophy of enlightenment, and a financial crisis **were** important factors leading to the origins of the French Revolution.
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Name \_\_\_\_\_

Date \_\_\_\_\_

## Subject-Verb Agreement – Collective Nouns

Subjects are nouns or pronouns that do something (i.e., they go with verbs).

**Singular** subjects need **singular** verbs and **plural** subjects need **plural** verbs.

Some nouns seem like they are plural, but they are singular.

They are called “**collective nouns**”.

### Examples:

army      assembly      audience      class      club      committee  
company      crowd      gang      group      public      team      collection

### What do these nouns have in common?

**Directions:** Fix the verbs so that they match their collective noun subjects.

- 1) The town of Port Washington have fervently embraced the new law requiring all homes to have white picket fences.
- 2) The entire crop of tangerines, except for one orchard standing at the foot of the mountain, were destroyed by a late spring frost that arrived in April and lasted for two days.
- 3) The couple, by purchasing all the Halloween decorations on November 1st for the following year, were able to save an enormous amount of money to spend on refreshments and costumes for the biggest Halloween bash ever.
- 4) That collection of owls of all different sizes are incredibly impressive.
- 5) The number of phone calls received by the town mayor after the destruction caused by the giant rats emphasize the public’s growing fear of those rodents.



## Subject-Verb Agreement – Collective Nouns Answer Key

Subjects are nouns or pronouns that do something (ie. they go with verbs).

**Singular** subjects need **singular** verbs and **plural** subjects need **plural** verbs.

Some nouns seem like they are plural, but they are singular.

They are called “**collective nouns**”.

### Examples:

army      assembly      audience      class      club      committee  
company      crowd      gang      group      public      team      collection

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- 5) The number of phone calls received by the town mayor after the destruction caused by the giant rats **emphasizes** the public's growing fear of those rodents.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Subject-Verb Agreement—Verb before Subject

Subjects are nouns or pronouns that do something (i.e., they go with verbs).

**Singular** subjects need **singular** verbs and **plural** subjects need **plural** verbs, so first you have to find the subject.

Subjects are almost always followed by their verbs, but . . .

**Sometimes subjects come after their verbs in sentences.**

### Examples:

Once in a lifetime comes an opportunity like this. *This means the same as “an opportunity like this comes once in a lifetime”.*

At the top of the hill stands the oldest oak tree in the county. *What does this mean?*

On the top floor lived a very disagreeable accountant. *What does this mean?*

**Directions:** First find the subject, and then fix the verbs so that they match their subject/noun in terms of singularity and plurality.

- 1) In the middle of the street is rows of trees with beautiful pink, purple, and white blossoms flowering fully by the first of May.
- 2) There is so many different ways to wear the scarf I gave you for your birthday, yet I've never seen you wear it.
- 3) Inside the piggy bank is eight dollars in dimes and twenty dollars in quarters, giving you just enough to buy your Dad that jacket he's been wanting.
- 4) Equally appreciated by Dr. Stark's students was his caring, his warmth, and his captivating lecture style, which made him a particularly sought-after professor.
- 5) At the edge of the stream is the beautiful rocks that shine like emeralds, and I plan to glue them to my tabletop at home.



## Subject-Verb Agreement—Verb before Subject Answer Key

Subjects are nouns or pronouns that do something (i.e., they go with verbs).

**Singular** subjects need **singular** verbs and **plural** subjects need **plural** verbs, so first you have to find the subject.

Subjects are almost always followed by their verbs, but . . .

**Sometimes subjects come after their verbs in sentences.**

### Examples:

Once in a lifetime comes an opportunity like this. *This means the same as “an opportunity like this comes once in a lifetime”.*

At the top of the hill stands the oldest oak tree in the county. *What does this mean?*

**The oldest oak tree in the county stands at the top of the hill.**

On the top floor lived a very disagreeable accountant. *What does this mean?*

**A very disagreeable accountant lived on the top floor.**

**Directions:** First find the subject, and then fix the verbs so that they match their subject/noun in terms of singularity and plurality

- 1) In the middle of the street **are** rows of trees with beautiful pink, purple, and white blossoms flowering fully by the first of May.
- 2) There **are** so many different ways to wear the scarf I gave you for your birthday, yet I’ve never seen you wear it.
- 3) Inside the piggy bank **are** eight dollars in dimes and twenty dollars in quarters, giving you just enough to buy your Dad that jacket he’s been wanting.
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- 5) At the edge of the stream **are** the beautiful rocks that shine like emeralds, and I plan to glue them to my tabletop at home.







# Grammar

## Parallelism

Available in the format below:



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## Parallelism

One of the most common grammar mistakes I see in my high school students' writing involves parallelism. Students must learn to write using parallelism when listing or contrasting components of their content.

This two-page worksheet effectively works on that skill by providing an explanation and examples of parallelism for both lists and contrasts, followed by tasks for both that require students to modify grammatical structures within sentences in order to achieve parallelism. Sentences paraphrased from actual SAT practice sentences are used in order to prepare students for higher-level grammar expectations.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Parallelism

Parallelism refers to keeping grammatical structures consistent. One situation where you need to keep your grammatical structures consistent is listing components.

### Examples:

**At the grocery store I bought apples, oranges, and bananas.**

(noun, noun, noun)

**On the weekends I like to go swimming, biking, and hiking.**

(-ing verb, -ing verb, -ing verb)

**Last summer I swam at my community pool, biked to my friend's house, and hiked up our town's highest mountain.**

(past tense verb + location, past tense verb + location, past tense verb + location)

You will see that when you don't keep listed grammatical structures consistent your sentence can sound awkward:

**On the weekends I like to go swimming, biking, and I hike.**

Another situation where you need to keep grammatical structures consistent is contrasting ideas/statements. Contrasts are set up by words or phrases such as "either/or", "neither/nor", "this/that", "for/against", "not only/but also".

### Examples:

**The track meet was not only an exciting challenge but also a fun experience.**

(article + adjective + noun, article + adjective + noun)

**Neither running the track nor swimming laps appealed to Mary.**

(-ing verb + noun, -ing verb + noun)



**Directions:** Make the listed components (parts) of the following sentences have parallelism.

- 1) Failing to find work on Broadway, the young choreographer supported himself by choreographing music videos, cabaret shows, and he also did some opera dance sequences.
- 2) Brushing your teeth regularly is one way to avoid cavities. If you don't eat sweets is another way.
- 3) Every time you set out on a hike, you should check that you have packed enough food, brought ample first-aid equipment, and to make sure you have a map of the area in which you'll be hiking.
- 4) Two things contribute to the excellent flavor of Sheila's pasta: the fresh ingredients and the way she pays special attention to the timing.
- 5) Advised by the best physical therapists in the city, the clinic director learned to admit, treat, and to release patients in a timely and comprehensive manner.

**Directions:** Make the contrasted components of the following sentences have parallelism.

- 1) Natural scientists have demonstrated that light can appear not only in waveform but also as particle form, depending upon the conditions under which it is observed.
- 2) Educators worry that more young people vote for the winner of the TV show American Idol than in the presidential election.
- 3) Many American knitters find it easier to hold a ball of yarn in their right hand and not by holding it in their left hand in the manner of continental knitters.



## Parallelism—Answer Key

Parallelism refers to keeping grammatical structures consistent. One situation where you need to keep your grammatical structures consistent is making lists.

Examples:

At the grocery store I bought apples, oranges, and bananas.

(noun, noun, noun)

On the weekends I like to go swimming, biking, and hiking.

(-ing verb, -ing verb, -ing verb)

Last summer I swam at my community pool, biked to my friend's house, and hiked up our town's highest mountain.

(past tense verb + location, past tense verb + location, past tense verb + location)

You will see that when you don't keep listed grammatical structures consistent your sentence can sound awkward:

On the weekends I like to go swimming, biking, and I hike.

**Note:** At this point, teachers can ask students to come up with more examples of sentences that contain lists.

Another situation where you need to keep grammatical structures consistent is contrasting ideas/statements. Contrasts are set up by words or phrases such as "either/or", "neither/nor", "this/that", "for/against", "not only/but also".

Examples:

**The track meet was not only an exciting challenge but also a fun experience.**

(article + adjective + noun, article + adjective + noun)

**Neither running the track nor swimming laps appealed to Mary.**

(-ing verb + noun, -ing verb + noun)

**Note:** At this point, teachers can ask students to come up with more examples of sentences that contain contrasts.





**Directions:** Make the listed components (parts) of the following sentences have parallelism.

**Note:** Students can attain parallelism in a variety of ways: by rewriting the sentences, by crossing out and writing the correct forms above, or orally. Shown below are corrected and rewritten sentences. For some sentences parallelism can be attained correctly in more than one way.

- 1) Failing to find work on Broadway, the young choreographer supported himself by choreographing music videos, cabaret shows, and opera dance sequences.
- 2) Brushing your teeth regularly is one way to avoid cavities. Resisting sweets is another way.
- 3) Every time you set out on a hike, you should check that you have packed enough food, brought ample first-aid equipment, and made sure you have a map of the area in which you'll be hiking.
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- 3) Many American knitters find it easier to hold a ball of yarn in their right hand than in their left hand in the manner of continental knitters.





# Grammar

## Adjectives and Adverbs

Available in the format below:



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## **Descriptive Writing: Adjectives and Adverbs**

Descriptiveness is essential to good writing. This four-page worksheet begins with a clear discussion of descriptive writing and the use of adjectives, followed by an exercise requiring students to insert adjectives from a given list into various sentences. It goes on to discuss the use of adverbs, followed by examples and various tasks involving the use of different types of adverbs and the flexibility of their placement within sentences. The variety and comprehensiveness of the explanations, examples, and exercises provide students with enough practice to send them on their way toward using adjectives and adverbs to significantly increase the descriptiveness of their writing!

Name \_\_\_\_\_

Date \_\_\_\_\_

## Descriptive Writing: Using Adjectives and Adverbs

When you write, it's important to be descriptive. Descriptive stories, summaries, analyses, and persuasive essays are more interesting, thereby holding your reader's attention, and provide a clearer picture for your reader.

Using adjectives is a great way to be descriptive. Adjectives describe nouns and give a much more interesting and specific "picture" of people, places, animals, things, events, and concepts. Compare the two tables below:

a table

an old, worn-out, giant wooden table

**Directions:** Choose one or two of the following adjectives and fit them into each sentence below.

beautiful	ugly	sweet	sour	old	new
broken	shiny	tall	short	fast	slow
square	smooth	clear	interesting	boring	sharp
funny	terrible	fresh	sleek	sad	peculiar
relaxing	nutty	shy	tiny	gentle	scary

- 1) All my friends gathered at the park on the weekend.
- 2) His sister arrived at the airport after her vacation at the beach.
- 3) I like to eat ice cream when I do my homework.
- 4) Henry took the train from his house in the suburbs into the city.
- 5) The squirrel finally found the nut he had buried in the backyard.
- 6) My teacher taught us all about the War of 1812.
- 7) Her coworker read the book throughout the morning.
- 8) The girl in the sandbox played with toys yesterday afternoon.
- 9) People always surround that water fountain near the receptionist.
- 10) In July the cheetah cubs learned how to hunt their prey.



Using adverbs is another great way to be descriptive. Adverbs can describe adjectives or other adverbs, but most often they are used to describe verbs. They can answer the question of how something is done.

**Examples:** How does Sally swim? She swims quickly.  
How does Tom respond to emails? He responds to emails efficiently.

**Note:** *Adverbs that describe verbs frequently end in “ly”, but not always.*

**Also:** *Adverbs can be placed in different spots in a sentence without changing the meaning of the sentence.*

**Example:** The boy hesitantly approached the desk.  
The boy approached the desk hesitantly.

**Directions:** Choose adverbs from the following list and fit one into each sentence below to describe the verbs.

quickly	slowly	easily	severely	excitedly	hesitantly
rudely	kindly	sweetly	sadly	happily	angrily
patiently	impatiently	carefully	cautiously	recklessly	confidently
reluctantly	secretly	loudly	quietly	proudly	seriously
well	better	further	more	less	sometimes

- 1) All my friends gathered at the park on the weekend.
- 2) His sister arrived at the airport after her vacation at the beach.
- 3) Anthony hid his mother’s birthday present under his bed.
- 4) Her coworker read the last few pages of her beloved novel late at night.
- 5) Mark worked in the seafood department of the local store.
- 6) Brittany left Pennsylvania to be closer to her family.
- 7) Skeeter ran after the mouse that showed up in our kitchen.
- 8) The teacher worked all weekend on his lesson plans.





There are many adverbs that describe how often an action occurs. Using these adverbs is another way to be more specific, thereby providing your reader with a more detailed description.

**Directions:** Choose adverbs from the following list and fit one into each sentence below to give your reader an idea of the frequency of an action.

incessantly      frequently      always      usually      often      regularly  
sometimes      rarely      never      infrequently      occasionally  
once in a blue moon      at the drop of a hat      hardly ever      seldom

- 1) I like to eat ice cream when I do my homework.
- 2) My brother-in-law travels to Alaska in the summer to go fishing.
- 3) Jessie reads historical fiction.
- 4) The health department checks on every school in the five boroughs.
- 5) Bad things happen to good people.
- 6) In New York people are packed like sardines into subway cars.
- 7) My family watches Bob's Burgers together.
- 8) I love to walk through the haunted houses at amusement parks.
- 9) In the winter my friend Ryan and I go ice-skating at our local pond.
- 10) Henry hates to go on long car trips because he gets carsick.

**Directions:** Now write your own sentence using the following frequency adverbs.

- 1) (occasionally) \_\_\_\_\_  
\_\_\_\_\_
- 2) (never) \_\_\_\_\_  
\_\_\_\_\_



- 3) (rarely) \_\_\_\_\_  
\_\_\_\_\_
- 4) (frequently) \_\_\_\_\_  
\_\_\_\_\_
- 5) (incessantly) \_\_\_\_\_  
\_\_\_\_\_

**Directions:** After circling the frequency adverb, say the following sentences out loud, moving the adverb to a different place in the sentence.

- 1) Occasionally my little sister is able to hold her breath underwater.
- 2) Time can often heal a broken heart.
- 3) My mom can usually bring out the best in me.
- 4) Thomas, who sits next to me in math class, incessantly smacks his gum.
- 5) Frequently, I find my mind wandering during sociology class.
- 6) He never can see the forest for the trees.
- 7) The Supreme Court often makes controversial decisions.
- 8) I will rarely discover that my brother was intentionally being unkind.
- 9) Sometimes Susan spends more money at the mall than she meant to.
- 10) Once in a blue moon I'll indulge in an ice cream sundae.





# Grammar

## Passive and Active Voice

Available in the format below:



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## **Passive and Active Voice**

Using the active voice is such an important skill for strong and effective writing. Unfortunately, very few students seem to know about the difference between passive and active voice. This worksheet begins with a clear explanation and discussion of active and passive voice, and follows with two brief exercises, the first requiring the identification of voice and the second requiring the transformation of voice within sentences from passive to active while retaining all the meaning. An answer key is included.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Passive/Active Voice

Sentences are characterized as being “passive” or “active”.

We say they are “in passive voice” or “in active voice”.

In active voice, something is doing something to something. Examples of active voice:

The dog chased the cat.

I swallow the pill every day.

Lucy finished the marathon.

In passive voice, something is having something done to it. Examples of passive voice:

The cat was chased by the dog.

The pill is swallowed by me every day.

The marathon was finished by Lucy.

Why is it important to identify whether a sentence is in the passive or active voice?

It's important because most of the time you should write in the active voice! Active voice sentences make your writing sound strong.

Of course, sometimes using passive voice sentences is the better choice. For example, the first sentence on this worksheet could be characterized as passive. The active version: “Being passive or active characterizes sentences” sounds awkward.

But most of the time: write in the active voice!

**Directions:** Identify the following sentences as passive (P) or active (A).

\_\_\_\_\_ The boy was followed by the goat.

\_\_\_\_\_ The goat followed the boy.

\_\_\_\_\_ The bee stung the baby.

\_\_\_\_\_ My cat always scratches our dining room table.

\_\_\_\_\_ When I was little, my brothers tickled me every chance they got.

\_\_\_\_\_ The next song will be sung by a newcomer to our stage.

\_\_\_\_\_ I finished all the homework that my teachers assigned me.

\_\_\_\_\_ We ate every cookie in the house.

\_\_\_\_\_ Feta cheese, pita, hummus, and pears were the foods always bought by Henry.

**Directions:** Change the following sentences from passive to active without losing or changing the meaning.

All the balls were thrown by the girl. \_\_\_\_\_

The table was cut in half by that man. \_\_\_\_\_

My favorite book was written by Margaret Atwood. \_\_\_\_\_

A little mouse was let go by the kind lion. \_\_\_\_\_

My heart was broken by a smooth talker. \_\_\_\_\_





## Passive/Active Voice—Answer Key

Sentences are characterized as being “passive” or “active”.

We say they are “in passive voice” or “in active voice”.

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But most of the time: **write in the active voice!**

**Directions:** Identify the following sentences as passive (P) or active (A).

  P   The boy was followed by the goat.

  A   The goat followed the boy.

  A   The bee stung the baby.

  A   My cat always scratches our dining room table.

  A   When I was little, my brothers tickled me every chance they got.

  P   The next song will be sung by a newcomer to our stage.

  A   I finished all the homework that my teachers assigned me.

  A   We ate every cookie in the house.

  P   Feta cheese, pita, hummus, and pears were the foods always bought by Henry.

**Directions:** Change the following sentences from passive to active without losing or changing the meaning.

All the balls were thrown by the girl.     The girl threw all the balls.

The table was cut in half by that man.     That man cut the table in half.

My favorite book was written by Margaret Atwood.     Margaret Atwood wrote my favorite book.

A little mouse was let go by the kind lion.     The kind lion let a little mouse go.

My heart was broken by a smooth talker.     A smooth talker broke my heart.





# Grammar

## Perspective Consistency

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## **Perspective Consistency**

One of the most common mistakes I see in my students' writing, especially in their persuasive essays, is perspective inconsistency. They will start off writing to the general "you", such as in "roller coasters give you a feeling of fun", and then switch to "one", such as in "because one's body releases endorphins", and may switch again to "we", as in "and that is why we love roller coasters!" This activity works directly on perspective consistency by requiring students to choose a perspective, and then stick to it by modifying a given essay. After students make their modifications in writing and we have reviewed their word choices, I like to give them extra practice by having them read the essay aloud, changing nouns, pronouns, and verbs accordingly, after choosing a second perspective.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Perspective Consistency

It is important to keep your perspective consistent in your writing. Switching perspectives is one of the most common writing mistakes. When writing a persuasive essay, decide which perspective you want to use. **Then stick to it.**

**Directions:** The following persuasive essay has inconsistent perspectives. Choose one of the perspectives below. Then cross out all nouns or pronouns inconsistent with the perspective you've chosen and replace them with consistent nouns and pronouns.

(**Note:** also change corresponding verbs and nouns as needed.)

(**Also:** keep the first two sentences intact as they provide background facts preceding any opinions.)

- I, me, my, mine, myself
- you, your, yours, yourself, (yourselves--if implying the general "you")
- teenagers, they, their, theirs, them, themselves
- teenagers, we, our, ours, us, ourselves

A new technology, Global Positioning System (GPS), which allows parents to track down their children, has caused a little controversy. Using GPS, parents would be able to pinpoint their kids' location, sometimes without the kid even knowing. This new technology has caused a controversy because teenagers may not want to have your parents tracking oneself like some escaped pet, and it may make you feel that one's parents may not completely trust you. But your parents may feel that it is by all means necessary, as the parents may think it could help them if I was lost or in some sort of danger.

There is an old saying that goes "it's better to be safe than sorry", which may apply to the use of tracking devices in teens' cell phones. You may feel like it is an invasion of privacy, but what if, for example, one was kidnapped, lost, or stuck in a bad part of a town? All of those situations are much bigger problems than just having my parents knowing where I am. Your parents will be able to help you if one finds oneself in any of those situations.



One must consider how one's parents may feel about having no idea where you are. Some may say that using a GPS to track my whereabouts is spying, and that it shows that your parents don't trust you, but one must also consider that perhaps you're not so trustworthy in the first place. I may be going to a place where my parents told me not to go, a place where you may be in danger. If one is going out and your parents are expecting you to call by a certain time, and you don't, and one isn't responding to calls or text messages, then my parents could use the tracking device to find out where I am.

Another advantage of having a tracking device in my cell phone involves peer pressure. If, for example, your friends are pressuring you to go somewhere you don't want to go to do something that one doesn't want to do, I could just say "I can't because my parents are tracking me through my cell phone". One could avoid looking "uncool" or "afraid" by using the excuse that you can't go only because your parents would find out. Teenagers will often respect the "I'll get in trouble with my parents" excuse.

Finally, if you're not going anywhere you're not supposed to be, than why would one mind one's parents knowing where one is? There are several important advantages to my parents using a GPS to track me, and my safety is chief among them. Who knows—maybe when one is an adult and has elderly parents who are at risk, you will want to track your parents using a GPS to make sure they stay safe!





## Perspective Consistency—Answer Key

**Answer Sample:** Perspective of teenagers, they, their, theirs, them, themselves

A new technology, Global Positioning System (GPS), which allows parents to track down their children, has caused a little controversy. Using GPS, parents would be able to pinpoint their kids' location, sometimes without the kid even knowing. This new technology has caused a controversy because teenagers may not want to have **their (your)** parents tracking **them (oneself)** like some escaped pet, and it may make **them (you)** feel that **their (one's)** parents may not completely trust **them (you)**. But **their (your)** parents may feel that it is by all means necessary, as the parents may think it could help them if **their teenager (I)** was lost or in some sort of danger.

There is an old saying that goes “it’s better to be safe than sorry”, which may apply to the use of tracking devices in teens’ cell phones. **Teenagers (You)** may feel like it is an invasion of privacy, but what if, for example, **they were (one was)** kidnapped, lost, or stuck in a bad part of a town? All of those situations are much bigger problems than just having **their (my)** parents knowing where **they are (I am)**. **Their (Your)** parents will be able to help **them (you)** if they find **themselves (one finds oneself)** in any of those situations.

**Teenagers (One)** must consider how **their (one's)** parents may feel about having no idea where **they (you)** are. Some may say that using a GPS to track **teenagers' (my)** whereabouts is spying, and that it shows that **their (your)** parents don't trust **them (you)**, but **they (one)** must also consider that perhaps **they're (you're)** not so trustworthy in the first place. **They (I)** may be going to a place where **their (my)** parents told **them (me)** not to go, a place where **they (you)** may be in danger. If **teenagers are (one is)** going out and **their (your)** parents are expecting **them (you)** to call by a certain time, and **they (you)** don't, and **they aren't (one isn't)** responding to calls or text messages, then **their (my)** parents could use the tracking device to find out where **they are (I am)**.



Another advantage of having a tracking device in **their (my)** cell phones involves peer pressure. If, for example, **their (your)** friends are pressuring **them (you)** to go somewhere **they (you)** don't want to go to do something that **they don't (one doesn't)** want to do, **they (I)** could just say "I can't because my parents are tracking me through my cell phone". **Teenagers (One)** could avoid looking "uncool" or "afraid" by using the excuse that **they (you)** can't go only because **their (your)** parents would find out. **Other teenagers** will often respect the "I'll get in trouble with my parents" excuse. *(Note: I have found most of my students do not understand the main idea of this paragraph. I always check to make sure they've understood the point made before moving on.)*

Finally, if **teenagers are (you're)** not going anywhere **they're (you're)** not supposed to be, than why would **they (one)** mind **their (one's)** parents knowing where **they are (one is)**? There are several important advantages to **their (my)** parents using a GPS to track **them (me)**, and **their (my)** safety is chief among them. Who knows—maybe when **they are adults (one is an adult)** and **have (has)** elderly parents who are at risk, **they (you)** will want to track **their (your)** parents using a GPS to make sure **their parents (they)** stay safe!

