

# GrammarForge — Flashcards

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## How to use these cards

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**Fold** each sheet down the middle line so the answers are hidden. Read the **question** on the left, say your answer out loud, then **unfold** to check the right side. Testing yourself — then checking — is one of the most powerful ways to remember. Get one wrong? That's the best kind of practice: try it again tomorrow.

*Want real flashcards? Cut along the fold line and the rows into cards — question on one side, answer on the other.*

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### GrammarForge — Flashcards

How to use these cards

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Keep going

Keep exploring online

# 1. parts-of-speech

| ⌕ Question (fold →)                                                                                                                 | Answer                                                                                                                                                                                                                                                                            |
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| Add an adjective to improve this sentence: 'The cat climbed the tree.'                                                              | <b>The striped cat climbed the tall tree.</b> — 'Striped' (describing cat) and 'tall' (describing tree) are adjectives. 'Quickly' is an adverb, 'yesterday' is a time word, and adding another verb does not add an adjective.                                                    |
| A classmate says, 'All words ending in -ly are adverbs, never adjectives.' Is this correct?                                         | <b>No. Some -ly words are adjectives, like 'friendly' or 'lovely.'</b> — While many -ly words are adverbs (quickly, slowly), words like 'friendly,' 'lovely,' and 'lonely' are adjectives. You can test this: 'a friendly neighbor' uses 'friendly' to describe a noun.           |
| In 'Grandmother baked warm cookies for the neighbors,' what part of speech is 'warm'?                                               | <b>Adjective</b> — 'Warm' describes the cookies (a noun), making it an adjective. Note that 'warm' can also be a verb in other sentences (e.g., 'warm the soup'), but here it modifies a noun.                                                                                    |
| Read: 'The rusty gate creaked loudly.' Which word is both an adjective and provides a sensory detail?                               | <b>rusty</b> — 'Rusty' is an adjective that describes 'gate' and appeals to sight and touch. 'Loudly' is an adverb modifying 'creaked.' 'Creaked' is a verb.                                                                                                                      |
| In 'The frozen pond cracked under the heavy weight,' which words are adjectives and which are nouns?                                | <b>Adjectives: frozen, heavy; Nouns: pond, weight</b> — 'Frozen' describes 'pond' and 'heavy' describes 'weight,' making them adjective-noun pairs. 'Cracked' is the verb (action) in this sentence.                                                                              |
| Identify the verb in: 'Every morning, Kenji stretches before school.'                                                               | <b>stretches</b> — 'Stretches' is the action Kenji performs, making it the verb. 'Morning,' 'Kenji,' and 'school' are all nouns.                                                                                                                                                  |
| Choose the sentence where every underlined word is labeled correctly: noun (N), verb (V), adjective (A).                            | <b>The brave(A) firefighter(N) rescued(V) two kittens.</b> — 'Brave' describes the firefighter (adjective), 'firefighter' names a person (noun), and 'rescued' shows an action (verb). The other options mislabel at least one word.                                              |
| How many nouns are in this sentence? 'The children played games in the park.'                                                       | <b>Three: children, games, park</b> — 'Children' (people), 'games' (things), and 'park' (place) are all nouns. 'The' is an article, 'played' is a verb, and 'in' is a preposition.                                                                                                |
| In the sentence 'The curious fox jumped over the fence,' which word is an adjective?                                                | <b>curious</b> — 'Curious' describes the fox, making it an adjective. 'Fox' and 'fence' are nouns (things). 'Jumped' is a verb (action).                                                                                                                                          |
| Compare: 'Sofia ran.' vs. 'Energetic Sofia ran swiftly.' Which parts of speech were added in the second sentence?                   | <b>An adjective and an adverb</b> — 'Energetic' is an adjective (describes the noun 'Sofia') and 'swiftly' is an adverb (describes the verb 'ran'). No new nouns or verbs were added.                                                                                             |
| Which word in this sentence is a verb? 'Aisha painted a beautiful mural on the wall.'                                               | <b>painted</b> — 'Painted' is the action Aisha performed. 'Aisha' is a proper noun, 'mural' is a common noun, and 'beautiful' is an adjective describing the mural.                                                                                                               |
| In 'The old bridge collapsed during the storm,' the word 'old' is an adjective. What would happen to the meaning if you removed it? | <b>You would lose information about the bridge's condition.</b> — Removing 'old' keeps the sentence grammatically correct ('The bridge collapsed during the storm'), but you lose the detail about the bridge's age and condition. Adjectives add meaning but are often optional. |
| Which option adds a verb to complete this sentence? 'The                                                                            | <b>performed</b> — 'Performed' is a verb showing the musicians' action.                                                                                                                                                                                                           |

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| musicians __ a lively song at the festival.'                                                                                                         | 'Beautiful' is an adjective, 'festival' is a noun, and 'loudly' is an adverb.                                                                                                                                                                                                                          |
| Fill in the blank with the correct part of speech: 'The __ river flowed through the valley.' We need an adjective.                                   | <b>winding</b> — 'Winding' is an adjective describing the river. 'River' is a noun, 'flowed' is a verb, and 'quickly' is an adverb (it would modify 'flowed,' not 'river').                                                                                                                            |
| A student writes: 'The flower pretty bloomed in spring.' What is wrong, and how should the adjective be repositioned?                                | <b>Move 'pretty' before 'flower': 'The pretty flower bloomed in spring.'</b> — In standard English, adjectives typically come before the noun they modify. 'The pretty flower bloomed in spring' places the adjective correctly. Changing to 'prettily' makes it an adverb, which changes the meaning. |
| Which sentence best uses strong, specific verbs instead of weak ones?                                                                                | <b>The hawk swooped toward the field.</b> — 'Swooped' is a specific, vivid verb that paints a clear picture of the hawk's movement. 'Went,' 'was going,' and 'moved' are vague and do not capture the hawk's flying style.                                                                             |
| In the sentence 'The tall sunflowers swayed gently,' what part of speech is 'tall'?                                                                  | <b>Adjective</b> — 'Tall' describes the sunflowers (a noun), so it is an adjective. An adverb would describe a verb, adjective, or another adverb. 'Gently' is the adverb here.                                                                                                                        |
| Which sentence uses 'play' as a noun rather than a verb?                                                                                             | <b>We saw a play at the theater.</b> — In 'We saw a play at the theater,' 'play' names a thing (a performance), so it is a noun. In the other sentences, 'play' describes an action.                                                                                                                   |
| Write a sentence about a storm using at least one strong verb and one vivid adjective. Which of these best meets that goal?                          | <b>Jagged lightning split the darkened sky.</b> — 'Jagged' (adjective) vividly describes the lightning, and 'split' (verb) is a strong, specific action. The other sentences use weak, vague language like 'was bad,' 'a lot,' and 'happening.'                                                        |
| Why is 'happiness' classified as a noun?                                                                                                             | <b>It names a feeling or idea.</b> — 'Happiness' is an abstract noun because it names a feeling. Words that describe people are adjectives, and words that show actions are verbs.                                                                                                                     |
| Which sentence correctly uses 'light' as a verb?                                                                                                     | <b>Please light the candle carefully.</b> — In 'Please light the candle,' 'light' is a verb meaning to ignite. In the other sentences, 'light' is a noun (a source of illumination) or an adjective (describing blue or something not heavy).                                                          |
| Rewrite this sentence replacing the adjective with a different one: 'The enormous dog sat on the porch.'                                             | <b>The tiny dog sat on the porch.</b> — 'Enormous' is the adjective, and replacing it with 'tiny' keeps the sentence structure correct. The other options break grammar rules by misplacing words or turning the adjective into an adverb.                                                             |
| Read both sentences. Which uses more effective adjectives? A: 'The good dog did a nice trick.' B: 'The golden retriever performed a dazzling trick.' | <b>Sentence B uses more specific, vivid adjectives.</b> — Sentence B is more effective because 'golden' and 'dazzling' are specific and vivid. 'Good' and 'nice' are vague and overused. Strong writing uses precise adjectives.                                                                       |
| How does the word 'run' function differently in these two sentences? A: 'I run every day.' B: 'The run was three miles long.'                        | <b>In A it is a verb; in B it is a noun.</b> — In sentence A, 'run' is an action the speaker performs (verb). In sentence B, 'the run' refers to a thing (noun) that can be measured. Many English words function as different parts of speech depending on context.                                   |
| Which word in this sentence is a noun? 'Courage helped Marcus speak up.'                                                                             | <b>Both courage and Marcus</b> — 'Courage' is an abstract noun (an idea), and 'Marcus' is a proper noun (a person). 'Helped' and 'speak' are verbs.                                                                                                                                                    |

## 2. parts-of-speech

| ⌕ Question (fold →)                                                                                                             | Answer                                                                                                                                                                                                                                                                       |
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| Explain the difference between 'its' and 'it's' in these sentences: A: 'The dog wagged its tail.' B: 'It's raining outside.'    | <b>'Its' shows possession; 'it's' is a contraction of 'it is.'</b> — 'Its' (no apostrophe) is a possessive pronoun like his or her. 'It's' (with apostrophe) is a contraction of 'it is' or 'it has.' Test by expanding: if 'it is' works, use 'it's.'                       |
| Replace the repeated noun with the correct pronoun: 'Grandma baked a pie, and Grandma shared Grandma's pie with the neighbors.' | <b>Grandma baked a pie, and she shared it with the neighbors.</b> — 'She' replaces Grandma as the subject, and 'it' replaces 'Grandma's pie' as the object. The other options misuse pronoun cases (subject/object/possessive).                                              |
| What is the antecedent of 'she' in this sentence? 'Maria finished her homework, and then she went outside.'                     | <b>Maria</b> — 'She' refers back to 'Maria,' making Maria the antecedent. 'Homework' and 'outside' are not people, and 'her' is another pronoun, not the antecedent.                                                                                                         |
| Fix the pronoun error: 'When a student finishes the test, they should turn it in.' (formal writing)                             | <b>When students finish the test, they should turn it in.</b> — Making the subject plural ('students') allows 'they' to agree naturally. 'It' does not refer to a person, 'we' and 'you' change the meaning entirely.                                                        |
| In this sentence, which pronoun has an unclear antecedent? 'When Mei put the vase on the shelf, it broke.'                      | <b>'It' is unclear -- did the vase or the shelf break?</b> — 'It' could refer to either the vase or the shelf. A clearer version: 'When Mei put the vase on the shelf, the vase broke.' Always check that pronouns have clear, unambiguous antecedents.                      |
| What type of pronoun is 'myself' in the sentence 'I made the costume myself'?                                                   | <b>Reflexive pronoun</b> — 'Myself' is a reflexive pronoun because it refers back to the subject 'I.' Possessive pronouns show ownership (my, mine). Subject pronouns replace the subject (I, he, she).                                                                      |
| Which revision correctly fixes the pronoun-antecedent agreement error? Original: 'Every musician brought their instrument.'     | <b>All the musicians brought their instruments.</b> — Making the subject plural ('All the musicians') lets 'their' agree. 'Its' is for things, not people. 'Your' and 'we' change the meaning entirely.                                                                      |
| Evaluate this sentence for pronoun use: 'Between you and I, the test was easy.' Is it correct?                                  | <b>No. After 'between,' use object pronouns: 'between you and me.'</b> — 'Between' is a preposition and requires object pronouns. 'Me' is the object pronoun; 'I' is the subject pronoun. This is a common hypercorrection -- people use 'I' thinking it sounds more formal. |
| What error pattern do these sentences share? 'A doctor must care about his patients.' 'A nurse should follow his training.'     | <b>They assume all doctors and nurses are male.</b> — Using 'his' for all doctors and nurses excludes people of other genders. More inclusive options: 'Doctors must care about their patients' or 'A doctor must care about his or her patients.'                           |
| Choose the sentence with no pronoun errors.                                                                                     | <b>The hikers packed their bags and headed to the trail.</b> — 'Their' is the correct possessive pronoun for the plural 'hikers.' 'There' indicates a place, 'they're' is a contraction of 'they are,' and 'its' is singular and typically for objects or animals.           |
| Rewrite this passage to fix all pronoun problems: 'Tanya and Ling went to the store. She bought bread.'                         | <b>Tanya and Ling went to the store. Tanya bought bread, and Ling got juice. Then they went home.</b> — The original passage is unclear because 'she' could refer to either girl. The correct revision names each person for                                                 |

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| She also got juice. Then she went home.'                                                                                                                   | clarity and uses 'they' when both are acting together. The other options misuse pronoun cases.                                                                                                                                                                                                                          |
| Which sentence has correct pronoun-antecedent agreement?                                                                                                   | <b>The girls finished their project early.</b> — 'Girls' is plural, so the pronoun must also be plural: 'their.' 'Her' and 'its' are singular, and 'she' is a subject pronoun, not a possessive one.                                                                                                                    |
| A student writes: 'Me and Carlos went to the park.' Is this correct in formal writing, and how would you fix it?                                           | <b>No. Use 'Carlos and I went to the park.'</b> — 'I' is the correct subject pronoun. Also, it is polite to name the other person first: 'Carlos and I.' 'Myself' is a reflexive pronoun and should not replace 'I' as a subject.                                                                                       |
| Read: 'Jamal told Kwame that he would help with the project.' Why is this sentence unclear?                                                                | <b>It is unclear whether 'he' refers to Jamal or Kwame.</b> — The pronoun 'he' could refer to either Jamal or Kwame, making the sentence ambiguous. A clearer version: 'Jamal told Kwame that Jamal would help with the project.'                                                                                       |
| In 'The team celebrated because they won the championship,' what is the antecedent of 'they'?                                                              | <b>team</b> — 'They' refers back to 'team.' Collective nouns like 'team' often use plural pronouns when the sentence emphasizes the group members acting together.                                                                                                                                                      |
| Compare these two sentences: A: 'The dog chased the cat until it got tired.' B: 'The dog chased the cat until the dog got tired.' Which is better and why? | <b>Sentence B is clearer because it specifies who got tired.</b> — In sentence A, 'it' could refer to either the dog or the cat. Sentence B is clearer because it names 'the dog' directly. Clarity is more important than brevity when pronouns create ambiguity.                                                      |
| Choose the correct pronoun: 'Neither Rosa nor her sisters forgot __ lunches.'                                                                              | <b>their</b> — When 'neither...nor' joins antecedents, the pronoun agrees with the nearer one. 'Sisters' is plural and closer, so 'their' is correct. 'Her' and 'his' are singular, and 'its' does not match people.                                                                                                    |
| Which sentence uses the correct subject pronoun?                                                                                                           | <b>She and I walked to the library.</b> — 'She' and 'I' are both subject pronouns. Test by removing one: 'I walked to the library' (correct) vs. 'Me walked to the library' (incorrect). 'Her' and 'me' are object pronouns.                                                                                            |
| Complete the sentence with the correct pronoun: 'The birds built __ nest high in the oak tree.'                                                            | <b>their</b> — 'Their' is a possessive pronoun matching the plural antecedent 'birds.' 'There' indicates a place, 'they're' is a contraction of 'they are,' and 'its' is singular.                                                                                                                                      |
| Which sentence correctly uses a reflexive pronoun?                                                                                                         | <b>Lena taught herself to play the guitar.</b> — In 'Lena taught herself,' the subject (Lena) and the object (herself) are the same person, which is when reflexive pronouns are used. The other sentences misuse reflexive pronouns where subject or object pronouns are needed.                                       |
| Select the sentence that uses object pronouns correctly.                                                                                                   | <b>The coach chose Priya and me for the relay.</b> — 'Me' is the correct object pronoun after the verb 'chose.' Test by removing the other person: 'The coach chose me' (correct). 'I' is a subject pronoun, 'myself' is reflexive (used only when the subject and object are the same), and 'we' is a subject pronoun. |
| Why do we use 'who' instead of 'which' in this sentence? 'The girl who won the race smiled.'                                                               | <b>'Who' is used for people; 'which' is used for things.</b> — 'Who' is a relative pronoun used for people, while 'which' is used for things and animals. Since 'girl' is a person, 'who' is the correct choice.                                                                                                        |
| Why is this sentence incorrect? 'Each student must bring their own lunch.'                                                                                 | <b>The pronoun 'their' is plural, but 'each student' is singular.</b> — In formal writing, 'each student' is singular, so traditionally the pronoun should match in number (his or her). Note that 'their' as a singular pronoun is increasingly accepted in everyday English, but formal grammar tests often expect    |

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|                                                                                                                                                                    | singular agreement.                                                                                                                                                                                                                                        |
| Read this paragraph: 'Amir went to the store. He bought apples. He also got milk. He paid at the counter.'<br>What problem does this paragraph have with pronouns? | <b>Overusing 'he' makes the writing repetitive.</b> — Starting every sentence with 'He' makes the writing monotonous. A better version would vary the structure: 'Amir went to the store, where he bought apples and milk. After paying at the counter...' |
| Which pronoun correctly replaces the underlined noun? 'Deshawn gave <u>Deshawn's</u> pencil to the teacher.'                                                       | <b>his</b> — 'His' is a possessive pronoun showing the pencil belongs to Deshawn. 'Him' is an object pronoun, 'he' is a subject pronoun, and 'them' does not match a singular antecedent.                                                                  |

### 3. sentence-structure

| ⌂ Question (fold →)                                                                                                  | Answer                                                                                                                                                                                                                                                                                                                                                         |
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| Explain why 'The news is on at six' is correct, even though 'news' ends in 's.'                                      | <b>'News' is an uncountable noun and always takes a singular verb.</b> — 'News' is an uncountable noun that is always singular, despite ending in 's.' Other examples include 'mathematics,' 'physics,' and 'economics.' These all take singular verbs.                                                                                                        |
| A student writes: 'Each of the players are warming up.' Identify and explain the error.                              | <b>'Each' is singular, so the verb should be 'is warming up.'</b> — 'Each' is the subject and it is always singular, requiring 'is.' The prepositional phrase 'of the players' tricks many writers into using a plural verb, but it is not the subject.                                                                                                        |
| Which sentence has correct subject-verb agreement?                                                                   | <b>The dogs in the yard bark every morning.</b> — 'Dogs' (plural) takes 'bark' (plural verb). 'Barks' matches a singular subject. 'Barking' alone is not a complete verb, and 'is barking' uses a singular helper verb with a plural subject.                                                                                                                  |
| Why is the verb 'are' incorrect in this sentence? 'The box of chocolates are on the table.'                          | <b>The subject is 'box' (singular), not 'chocolates.'</b> — The subject is 'box' (singular), not 'chocolates.' The prepositional phrase 'of chocolates' is a modifier and does not change the subject. The correct sentence is 'The box of chocolates is on the table.'                                                                                        |
| Which sentence demonstrates correct agreement with a compound subject joined by 'and'?                               | <b>Rice and beans make a complete protein.</b> — When two subjects are joined by 'and,' they form a plural compound subject requiring a plural verb. 'Rice and beans make' is correct. 'Makes,' 'is,' and 'has made' are all singular verb forms.                                                                                                              |
| Choose the correct verb: 'Neither the teacher nor the students __ ready for the fire drill.'                         | <b>were</b> — When 'neither...nor' joins subjects, the verb agrees with the closer one. 'Students' (plural) is closer, so 'were' (plural) is correct. 'Was,' 'is,' and 'has been' are singular.                                                                                                                                                                |
| What is the rule for subject-verb agreement?                                                                         | <b>A singular subject takes a singular verb; a plural subject takes a plural verb.</b> — The fundamental rule is that subjects and verbs must agree in number. Singular subjects pair with singular verbs (she writes), and plural subjects pair with plural verbs (they write).                                                                               |
| Choose the correct verb: 'Every one of the cupcakes __ decorated with sprinkles.'                                    | <b>was</b> — 'Every one' is singular (each individual cupcake), so it takes the singular verb 'was.' 'Of the cupcakes' is a prepositional phrase that does not change the singular subject.                                                                                                                                                                    |
| Compare: A: 'The team is winning the game.' B: 'The team are arguing with each other.' Why might both be acceptable? | <b>In A, the team acts as a unit (singular). In B, members act individually (plural).</b> — Collective nouns can take singular verbs when the group acts as a unit ('the team is winning') or plural verbs when members act individually ('the team are arguing'). Note that American English favors singular, while British English more readily uses plural. |
| Analyze this sentence: 'There was many reasons to celebrate.' What is the agreement error?                           | <b>'Reasons' is plural, so the verb should be 'were,' not 'was.'</b> — In inverted sentences starting with 'there,' the real subject follows the verb. 'Reasons' (plural) requires 'were.' 'There' is not the subject; it is an expletive (placeholder).                                                                                                       |
| Complete correctly: 'The                                                                                             |                                                                                                                                                                                                                                                                                                                                                                |

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| scissors on the counter __ sharp.'                                                                              | <b>are</b> — 'Scissors' is always plural (like pants, glasses, and binoculars), so it takes the plural verb 'are.' 'On the counter' is a prepositional phrase.                                                                                                              |
| Which indefinite pronoun takes a singular verb: 'everyone,' 'both,' or 'many'?                                  | <b>everyone</b> — 'Everyone' is always singular ('everyone is' not 'everyone are'). 'Both' and 'many' are always plural ('both are,' 'many were').                                                                                                                          |
| In 'Here come the buses,' why is 'come' correct instead of 'comes'?                                             | <b>The subject is 'buses' (plural), not 'here.'</b> — When a sentence begins with 'here' or 'there,' the subject follows the verb. 'Buses' (plural) is the real subject, requiring the plural verb 'come.' 'Here' is an adverb, not a subject.                              |
| A peer writes: 'Mathematics are my best subject.' Should you suggest a change?                                  | <b>Yes. 'Mathematics' is singular: 'Mathematics is my best subject.'</b> — Nouns ending in -ics that name academic fields (mathematics, physics, economics) are singular and take singular verbs, despite appearing plural.                                                 |
| Create a sentence using 'each' as the subject with correct subject-verb agreement. Which is correct?            | <b>Each of the volunteers has signed the form.</b> — 'Each' is an indefinite pronoun that is always singular, requiring the singular verb 'has.' 'Of the volunteers' is a prepositional phrase that does not affect the verb agreement.                                     |
| Select the correct form: 'Either the cat or the dogs __ responsible for the mess.'                              | <b>are</b> — When 'either...or' connects subjects of different number, the verb agrees with the nearer one. 'Dogs' (plural) is closer, so 'are' is correct.                                                                                                                 |
| Which is correct? 'Ten dollars __ enough for lunch.'                                                            | <b>is</b> — When an amount of money, time, or distance is considered as one unit, it takes a singular verb. 'Ten dollars' is a single sum, so 'is' is correct.                                                                                                              |
| Correct the following: 'There's three apples on the counter.'                                                   | <b>There are three apples on the counter.</b> — 'There's' means 'there is' (singular), but the subject 'apples' is plural, requiring 'there are.' This is a very common error in casual speech.                                                                             |
| Choose the correct verb: 'Half of the pizza __ eaten.'                                                          | <b>was</b> — Fractions and percentages agree with the noun in the prepositional phrase. 'Pizza' is singular, so 'was' is correct. Compare: 'Half of the pizzas were eaten' (plural noun).                                                                                   |
| Which sentence correctly handles a title as a subject? 'The Chronicles of Narnia __ one of my favorite series.' | <b>is</b> — Titles of books, movies, and organizations are treated as singular, even if they contain plural words. 'The Chronicles of Narnia' is one series, so 'is' is correct.                                                                                            |
| Fix this sentence: 'The group of scientists have published their findings.'                                     | <b>The group of scientists has published its findings.</b> — 'Group' is a collective noun and the true subject (singular). It takes the singular verb 'has' and pronoun 'its.' 'Of scientists' is a prepositional phrase modifying 'group.'                                 |
| Why does this sentence need 'have' instead of 'has'? 'Both of the students __ finished the exam.'               | <b>'Both' is always plural, so it requires 'have.'</b> — 'Both' always takes a plural verb because it refers to two things. 'Have' is the plural form. Singular verbs like 'has' go with singular subjects (she has, he has).                                               |
| Why does this sentence sound awkward? 'The flock of geese fly south every                                       | <b>'Flock' is the subject (singular), so the verb should be 'flies.'</b> — 'Flock' is the subject (singular collective noun), and 'of geese' is a prepositional phrase. The flock acts as one unit, so 'flies' is correct. This is a common agreement error with collective |



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| winter.'                                                                                 | nouns.                                                                                                                                                                                                                                                                                |
| Choose the correct verb:<br>'Some of the cake __ left over.'                             | <b>was</b> — When 'some' refers to an uncountable noun ('cake'), it takes a singular verb ('was'). If 'some' referred to a countable plural noun ('some of the cakes were'), it would take a plural verb.                                                                             |
| Evaluate: 'Not only the captain but also the players was disappointed.' Is this correct? | <b>No. 'Players' is the nearer subject (plural), so use 'were.'</b> — With 'not only...but also,' the verb agrees with the subject closer to it. 'Players' (plural) is closer, requiring 'were.' The correct sentence: 'Not only the captain but also the players were disappointed.' |

## 4. sentence-structure

| ⌕ Question (fold →)                                                                                                                                                              | Answer                                                                                                                                                                                                                                                                                                                                                                                           |
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| Create a compound-complex sentence from these ideas: 'The power went out. We lit candles. We were scared of the dark.'                                                           | <b>Although we were scared of the dark, the power went out, so we lit candles.</b> — This compound-complex sentence has a dependent clause ('Although we were scared of the dark') and two independent clauses joined by 'so.' The other options are run-ons, comma splices, or fragments.                                                                                                       |
| Combine into a complex sentence: 'The game was canceled. It was raining heavily.'                                                                                                | <b>The game was canceled because it was raining heavily.</b> — 'Because' is a subordinating conjunction that creates a dependent clause, forming a complex sentence. Option A is compound (uses 'and'). Option B is a comma splice. Option C is a fragment + sentence.                                                                                                                           |
| What are the seven coordinating conjunctions (FANBOYS)?                                                                                                                          | <b>For, And, Nor, But, Or, Yet, So</b> — FANBOYS: For, And, Nor, But, Or, Yet, So. These conjunctions join independent clauses in compound sentences. 'Because' and 'since' are subordinating conjunctions.                                                                                                                                                                                      |
| Which of these is a simple sentence?                                                                                                                                             | <b>The talented young pianist performed at the concert.</b> — A simple sentence has one independent clause with one subject-verb pair. Despite being long, 'The talented young pianist performed at the concert' has only one clause. The others have two clauses each.                                                                                                                          |
| Identify the sentence type and explain why: 'The power went out, so we lit candles and told stories.'                                                                            | <b>Compound: two independent clauses joined by 'so.'</b> — 'So' is a coordinating conjunction joining two independent clauses. The second clause ('we lit candles and told stories') has a compound predicate (two verbs sharing one subject) but counts as one clause.                                                                                                                          |
| What kind of sentence is this? 'The rain stopped, and the sun came out.'                                                                                                         | <b>Compound sentence</b> — This sentence has two independent clauses ('The rain stopped' and 'the sun came out') joined by the coordinating conjunction 'and,' making it a compound sentence.                                                                                                                                                                                                    |
| In the sentence 'When the bell rings, the students line up,' which is the dependent clause?                                                                                      | <b>When the bell rings</b> — 'When the bell rings' is a dependent clause because it starts with the subordinating conjunction 'when' and cannot stand alone. 'The students line up' is the independent clause.                                                                                                                                                                                   |
| Explain the difference between a compound sentence and two simple sentences side by side.                                                                                        | <b>A compound sentence connects two related ideas with a conjunction; two simple sentences do not show the relationship.</b> — A compound sentence uses a conjunction to show how two ideas relate (contrast, addition, cause-effect). 'It rained, but we played outside' shows contrast. Two separate sentences ('It rained. We played outside.') leave the connection for the reader to infer. |
| How does 'although' change the relationship between clauses compared to 'and'? Compare: A: 'It was cold, and we went outside.' B: 'Although it was cold, we went outside.'       | <b>'Although' shows contrast and makes one clause dependent; 'and' simply adds two equal ideas.</b> — 'Although' creates contrast and surprise -- we went outside despite the cold. 'And' just adds two facts without showing the unexpected nature of the choice. Conjunction choice shapes meaning.                                                                                            |
| What is the effect of combining these into a complex sentence? Simple: 'Rosa Parks refused to give up her seat. She was arrested.' Complex: 'After Rosa Parks refused to give up | <b>The complex version shows the time sequence and cause-effect more clearly.</b> — 'After' explicitly signals that the refusal happened first and led to the arrest. The simple sentences leave the reader to infer the sequence. Sentence combining adds precision and flow.                                                                                                                   |

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| her seat, she was arrested.'                                                                                                  |                                                                                                                                                                                                                                                                                                              |
| Why might a writer choose short, simple sentences instead of longer compound or complex ones?                                 | <b>Short sentences create emphasis, urgency, or dramatic impact.</b> — Short, simple sentences can create tension, urgency, or emphasis. 'The door opened. The room was empty. She gasped.' Good writers vary sentence length and type for effect.                                                           |
| Which sentence type would best show a contrast between two equally important ideas?                                           | <b>A compound sentence with 'but' or 'yet'</b> — A compound sentence gives equal weight to both clauses. Using 'but' or 'yet' specifically signals contrast. A complex sentence with 'although' makes one idea subordinate to the other.                                                                     |
| Which sentence is compound-complex?                                                                                           | <b>Although it was cold, we went hiking, and we enjoyed the view.</b> — This sentence has a dependent clause ('Although it was cold') and two independent clauses ('we went hiking' and 'we enjoyed the view'). The others are simple, complex, or compound only.                                            |
| Analyze this paragraph: 'I woke up. I ate breakfast. I went to school. I sat in class.' What structural problem does it have? | <b>It uses only simple sentences, making the writing choppy and monotonous.</b> — Using only short, simple sentences creates a choppy, monotonous rhythm. Mixing in compound and complex sentences would improve flow: 'After I woke up and ate breakfast, I went to school and sat in class.'               |
| Which subordinating conjunction shows a cause-effect relationship?                                                            | <b>because</b> — 'Because' introduces a reason or cause. 'Although' shows contrast, 'while' shows time or contrast, and 'unless' shows a condition.                                                                                                                                                          |
| Which sentence correctly uses a semicolon to form a compound sentence?                                                        | <b>The trail was steep; however, the hikers kept climbing.</b> — A semicolon can join two independent clauses, especially with a conjunctive adverb like 'however.' The pattern is: clause; however, clause. The other options misplace semicolons or omit needed punctuation.                               |
| What makes a sentence 'complex'?                                                                                              | <b>It has one independent clause and at least one dependent clause.</b> — A complex sentence combines one independent clause (can stand alone) with one or more dependent clauses (cannot stand alone). Dependent clauses often start with subordinating conjunctions like 'because,' 'although,' or 'when.' |
| Combine these simple sentences into a compound sentence: 'Tomoko practiced violin. She also did her math homework.'           | <b>Tomoko practiced violin, and she also did her math homework.</b> — A compound sentence joins two independent clauses with a comma and a coordinating conjunction. The second option is a comma splice (missing conjunction). The third uses 'although,' making it complex instead of compound.            |
| Why does a comma follow the dependent clause in 'After we ate dinner, we watched a movie'?                                    | <b>When a dependent clause comes first, a comma separates it from the independent clause.</b> — When a dependent clause begins the sentence, a comma separates it from the independent clause. Reversed order usually does not need a comma: 'We watched a movie after we ate dinner.'                       |
| Add a dependent clause to make this complex: 'We stayed inside.'                                                              | <b>We stayed inside because the storm was too dangerous.</b> — 'Because the storm was too dangerous' is a dependent clause beginning with the subordinating conjunction 'because.' The other options create a compound sentence, a comma splice, or two separate sentences.                                  |
| Evaluate: Is 'Running through the park on a sunny afternoon' a sentence, a fragment, or a clause?                             | <b>A fragment -- it has no subject performing a finite verb.</b> — This is a fragment because it lacks a subject performing a finite (complete) verb. 'Running' is a participle, not a finite verb. To fix: 'She was running through                                                                         |

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|                                                                                                                                                    | the park on a sunny afternoon.'                                                                                                                                                                                                                                                                                            |
| Rewrite as a complex sentence:<br>'Devon wanted to go swimming. The pool was closed.'                                                              | <b>Although Devon wanted to go swimming, the pool was closed.</b> — 'Although' is a subordinating conjunction creating a dependent clause, forming a complex sentence. The other options create a comma splice, a run-on, or a compound sentence (using 'but').                                                            |
| A classmate writes: 'The volcano erupted, lava flowed down the mountain.' What error is this, and how would you fix it?                            | <b>It is a comma splice. Fix: 'The volcano erupted, and lava flowed down the mountain.'</b> — This is a comma splice: two independent clauses joined by only a comma. Fix by adding a conjunction ('and'), using a semicolon, or making two sentences. Removing the comma would create a run-on.                           |
| Which revision best improves this choppy paragraph? 'Amara studied for the test. She felt confident. She finished early. She checked her answers.' | <b>Because Amara studied for the test, she felt confident. She finished early and checked her answers.</b> — The correct revision uses a complex sentence (showing cause-effect with 'because') and a compound predicate. The other options create comma splices, excessive use of 'and,' or make the writing even choppy. |
| Why is 'Because she studied hard' not a complete sentence?                                                                                         | <b>It is a dependent clause that cannot stand alone.</b> — Although it has a subject and verb, the subordinating conjunction 'because' makes it a dependent clause. It needs an independent clause to complete the thought: 'Because she studied hard, she passed the test.'                                               |

## 5. punctuation

| ⌕ Question (fold →)                                                                                                | Answer                                                                                                                                                                                                                                                                                                        |
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| Insert commas in this sentence with a direct address: 'Please sit down everyone and open your books.'              | <b>Please sit down, everyone, and open your books.</b> — 'Everyone' is a direct address (the speaker is talking to them). Direct addresses are set off by commas on both sides when they appear in the middle of a sentence.                                                                                  |
| Which sentence uses a semicolon correctly?                                                                         | <b>The test was postponed; the teacher was absent.</b> — A semicolon joins two independent clauses. 'Because the teacher was absent' is a dependent clause (cannot follow a semicolon). A semicolon before 'and' is redundant -- use a comma instead.                                                         |
| Why is a semicolon better than a comma in 'The museum was crowded; we decided to visit the park instead'?          | <b>A semicolon correctly joins two independent clauses; a comma alone would create a comma splice.</b> — Both clauses are independent sentences. Joining them with only a comma creates a comma splice error. A semicolon properly connects them, showing they are closely related.                           |
| Add commas where needed: 'After the long tiring hike we set up camp near the river.'                               | <b>After the long, tiring hike, we set up camp near the river.</b> — A comma separates the coordinate adjectives 'long' and 'tiring' (they independently describe 'hike'). Another comma follows the introductory prepositional phrase before the main clause.                                                |
| What comma error appears in this sentence? 'The tall, oak tree shaded the yard.'                                   | <b>No comma between 'tall' and 'oak' -- they are not coordinate adjectives.</b> — 'Tall' and 'oak' are not coordinate adjectives -- 'oak' tells you the type of tree and cannot be reordered with 'tall.' Coordinate adjectives (which take commas) can be swapped and sound natural with 'and' between them. |
| A student writes: 'I like to read, I also enjoy writing.' What punctuation fix would you recommend?                | <b>Replace the comma with a semicolon: 'I like to read; I also enjoy writing.'</b> — This is a comma splice. Fix with a semicolon ('I like to read; I also enjoy writing'), a conjunction ('I like to read, and I also enjoy writing'), or two sentences.                                                     |
| When should you NOT use a comma before 'and'?                                                                      | <b>When 'and' connects two words or phrases, not two independent clauses.</b> — In 'I like cats and dogs,' 'and' just connects two nouns -- no comma needed. A comma before 'and' is used when joining two independent clauses: 'I like cats, and she likes dogs.'                                            |
| Which sentence correctly uses a semicolon with a conjunctive adverb?                                               | <b>The recipe seemed simple; nevertheless, the cake burned.</b> — The correct pattern with conjunctive adverbs (however, nevertheless, therefore, etc.) is: independent clause + semicolon + conjunctive adverb + comma + independent clause.                                                                 |
| Analyze this sentence: 'We visited Paris, France, London, England, and Rome, Italy.' Why are there so many commas? | <b>Commas separate both the cities from their countries and the items in the list.</b> — This sentence is technically correct but confusing. When list items contain internal commas, semicolons between items improve clarity: 'We visited Paris, France; London, England; and Rome, Italy.'                 |
| Where should commas go in this list? 'She packed shirts pants shoes and a jacket.'                                 | <b>She packed shirts, pants, shoes, and a jacket.</b> — Commas separate items in a list: shirts, pants, shoes, and a jacket. Each item gets a comma after it. Note: the comma before 'and' (called the serial comma) is widely recommended for clarity, though some style guides omit it.                     |
|                                                                                                                    | <b>To join two closely related independent clauses without a conjunction —</b>                                                                                                                                                                                                                                |

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| What is a semicolon used for?                                                                                                                   | A semicolon joins two independent clauses that are closely related in meaning: 'The sun set; the stars appeared.' A colon introduces lists. A question mark ends questions.                                                                                                                                                                                         |
| Identify the comma error: 'Although, the weather was nice we stayed indoors.'                                                                   | <b>The comma should be after 'nice,' not after 'although.'</b> <b>Correct: 'Although the weather was nice, we stayed indoors.'</b> — The comma separates the dependent clause from the independent clause. The entire dependent clause is 'Although the weather was nice,' so the comma belongs after 'nice,' not after 'although.'                                 |
| Evaluate this sentence: 'My favorite cities are: Portland, Austin, and Denver.' Is the colon used correctly?                                    | <b>No. Remove the colon -- a colon should not follow 'are' in this structure.</b> — A colon should follow a complete independent clause. 'My favorite cities are' is incomplete. Correct: 'My favorite cities are Portland, Austin, and Denver' (no colon) or 'I have three favorite cities: Portland, Austin, and Denver.'                                         |
| A peer asks: 'Do I always need a comma before and in a list?' What would you say?                                                               | <b>The serial comma is recommended for clarity but some style guides omit it. Use it consistently either way.</b> — The serial (Oxford) comma before 'and' in a list is recommended by many style guides (AP, Chicago) for clarity, but some (AP news style) omit it. What matters most is consistency within your writing. The serial comma can prevent ambiguity. |
| When do you use a comma before a coordinating conjunction?                                                                                      | <b>When it joins two independent clauses</b> — A comma before a coordinating conjunction is needed when it joins two independent clauses (compound sentence). You do not need a comma when 'and' just connects words or phrases: 'She sang and danced.'                                                                                                             |
| Add commas to set off the appositive: 'My dog Biscuit loves to chase squirrels.'                                                                | <b>My dog, Biscuit, loves to chase squirrels.</b> — 'Biscuit' is an appositive renaming 'my dog.' If you have only one dog, the name is nonessential information and gets commas on both sides. Note: if you have multiple dogs, 'Biscuit' identifies which one and would not need commas.                                                                          |
| Explain why 'Let's eat Grandma' and 'Let's eat, Grandma' mean very different things.                                                            | <b>The comma shows you are talking to Grandma, not eating her.</b> — The comma creates a direct address: you are speaking to Grandma. Without it, 'Grandma' becomes what you are eating. This classic example shows how commas change meaning dramatically.                                                                                                         |
| Create a sentence that correctly uses both a comma and a semicolon. Which example does this?                                                    | <b>After the concert ended, we were exhausted; however, we stayed for the encore.</b> — The comma follows the introductory dependent clause ('After the concert ended'). The semicolon correctly precedes the conjunctive adverb 'however,' which is followed by a comma before the final independent clause.                                                       |
| Compare: A: 'The students who studied passed the test.' B: 'The students, who studied, passed the test.' How does the comma change the meaning? | <b>A: Only those who studied passed. B: All students studied, and all passed.</b> — Without commas (A), 'who studied' is essential -- it identifies which students passed. With commas (B), 'who studied' is extra information about all the students. This is one of the most important comma rules in English.                                                    |
| Which sentence uses commas correctly around a nonessential clause?                                                                              | <b>My brother, who lives in Seattle, is visiting next week.</b> — 'Who lives in Seattle' is nonessential information (you could remove it and the sentence still makes sense). Nonessential clauses need commas on both sides. Note: if you have multiple brothers, 'who lives in Seattle' might be essential to identify which one, and commas would be omitted.   |
| Punctuate this compound sentence: 'Marcus wanted to ride his bike but the tire was flat.'                                                       | <b>Marcus wanted to ride his bike, but the tire was flat.</b> — In a compound sentence, the comma goes before the coordinating conjunction: 'bike, but the tire.' A semicolon before 'but' is redundant since 'but' is already a conjunction.                                                                                                                       |

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| Which sentence uses a comma correctly after an introductory word?                                                                                                   | <b>However, the experiment did not go as planned.</b> — When 'however' begins a sentence, a comma follows it. The other options either omit the comma or misplace it within the sentence.                                                                                                                                              |
| Why is a comma needed in 'Before the movie started, we bought popcorn'?                                                                                             | <b>A comma follows an introductory dependent clause.</b> — When a dependent clause ('Before the movie started') comes before the independent clause, a comma separates them. If reversed ('We bought popcorn before the movie started'), no comma is typically needed.                                                                 |
| Punctuate this sentence using a semicolon for a complex list: 'The team includes Nia from Atlanta Georgia Marcus from Tulsa Oklahoma and Jin from Portland Oregon.' | <b>The team includes Nia from Atlanta, Georgia; Marcus from Tulsa, Oklahoma; and Jin from Portland, Oregon.</b> — When list items contain commas (city, state), semicolons separate the items for clarity. Commas go between city and state; semicolons separate each person-location group.                                           |
| What is an appositive, and why does it need commas? Example: 'My neighbor, Dr. Patel, is a dentist.'                                                                | <b>An appositive renames or defines a nearby noun. Commas set it off because it adds extra, nonessential information.</b> — An appositive is a noun phrase that renames another noun. When it provides extra (nonessential) information, commas set it off. Without 'Dr. Patel,' the sentence still works: 'My neighbor is a dentist.' |

## 6. punctuation

| ⌘ Question (fold →)                                                                                           | Answer                                                                                                                                                                                                                                                                                         |
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| Which shows joint possession correctly? 'The project belongs to Kai and Mia.'                                 | <b>Kai and Mia's project</b> — When two people share ownership of the same thing, only the last name gets the apostrophe: 'Kai and Mia's project.' If they each had separate projects: 'Kai's and Mia's projects.'                                                                             |
| Fix the error: 'The dog wagged it's tail happily.'                                                            | <b>The dog wagged its tail happily.</b> — The tail belongs to the dog, so you need the possessive 'its' (no apostrophe). 'It's' means 'it is,' which does not make sense here: 'The dog wagged it is tail' is nonsensical.                                                                     |
| What is the difference between 'they're,' 'their,' and 'there'?                                               | <b>'They're' = they are. 'Their' = belonging to them. 'There' = a place.</b> — 'They're' is a contraction of 'they are.' 'Their' is a possessive pronoun (their house). 'There' indicates a location (over there). Test by expanding the contraction to see if the sentence still makes sense. |
| Which sentence demonstrates correct use of an apostrophe in a contraction and a possessive?                   | <b>It's clear that the team's strategy is working.</b> — 'It's' correctly contracts 'it is.' 'Team's' correctly shows the strategy belongs to the team. Each apostrophe serves a different purpose in the same sentence.                                                                       |
| How do you show possession for a singular noun ending in 's'? Example: 'the dress belonging to the princess.' | <b>the princess's dress</b> — For singular nouns ending in 's,' most style guides recommend adding apostrophe + s: 'the princess's dress.' Note that adding just an apostrophe ('princess' dress') is accepted by some guides. Both are used, but 's is more common.                           |
| Is this correct? 'The Smith's are coming to dinner.'                                                          | <b>No. The plural of a family name does not use an apostrophe: 'The Smiths are coming.'</b> — 'The Smiths' is a simple plural (the Smith family). No apostrophe needed. 'The Smiths' house' would show possession. This is one of the most common apostrophe errors in everyday writing.       |
| Explain the difference between 'its' and 'it's.'                                                              | <b>'Its' is possessive (belonging to it). 'It's' is a contraction of 'it is' or 'it has.'</b> — 'Its' (no apostrophe) is possessive, like 'his' or 'her.' 'It's' (with apostrophe) always means 'it is' or 'it has.' This is one of the most common errors in English.                         |
| What does the apostrophe show in 'the dog's bone'?                                                            | <b>Possession -- the bone belongs to the dog.</b> — In 'the dog's bone,' the apostrophe + s shows that the bone belongs to the dog. This is a possessive, not a contraction or a plural.                                                                                                       |
| Why is 'the cats' toys' correct when referring to toys belonging to multiple cats?                            | <b>For regular plurals ending in s, place the apostrophe after the s.</b> — For regular plurals ending in 's' (cats, dogs, students), add just an apostrophe after the s to show possession: cats' toys. 'Cat's toys' would mean one cat owns the toys.                                        |
| A classmate writes: 'Their going to there house with they're dog.' How many errors are there?                 | <b>Three errors. Correct: 'They're going to their house with their dog.'</b> — 'Their' should be 'they're' (they are going). 'There' should be 'their' (belonging to them). 'They're' should be 'their' (belonging to them). All three their/there/they're uses are swapped.                   |
| Analyze the difference: 'the teacher's lounge' vs. 'the                                                       | <b>'Teacher's lounge' = one teacher's space. 'Teachers' lounge' = a lounge for multiple teachers.</b> — Apostrophe placement distinguishes singular from plural                                                                                                                                |



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| teachers' lounge.' When would you use each?                                                         | possession. 'Teacher's' = one teacher. 'Teachers' = multiple teachers. In practice, a school lounge is shared, so 'teachers' lounge' is more common.                                                                                                                                                  |
| Evaluate this sign: 'Visitor's must check in at the front desk.' Is it correct?                     | <b>No. 'Visitors' is a simple plural and should not have an apostrophe.</b> — 'Visitors' here is a simple plural (multiple visitors), not a possessive. Remove the apostrophe: 'Visitors must check in at the front desk.' Apostrophes do not make plurals.                                           |
| In 'who's' vs. 'whose,' which one is a contraction?                                                 | <b>'Who's' is the contraction of 'who is' or 'who has.'</b> — 'Who's' = who is/who has (contraction). 'Whose' = belonging to whom (possessive). Test: 'Who is coming?' = 'Who's coming?' vs. 'Whose jacket is this?' (possession).                                                                    |
| Write the possessive form: 'The garden that belongs to my parents.'                                 | <b>my parents' garden</b> — 'Parents' is a regular plural ending in s. For plural possessive, add just an apostrophe: 'parents' garden.' 'Parent's' would mean one parent. 'Parents's' is not standard.                                                                                               |
| Create a sentence that uses both a contraction and a possessive correctly. Which example does this? | <b>We can't find Javier's backpack anywhere.</b> — 'Can't' correctly contracts 'cannot' (contraction), and 'Javier's' correctly shows the backpack belongs to Javier (possessive). The other options omit or misplace apostrophes.                                                                    |
| Fix the error: 'Three student's completed the assignment early.'                                    | <b>Three students completed the assignment early.</b> — The apostrophe is incorrectly used to form a plural. 'Students' (no apostrophe) is the simple plural. Apostrophes show possession or contraction -- never use them just to make a noun plural.                                                |
| Which sentence uses the apostrophe correctly?                                                       | <b>The teacher's desk was covered with papers.</b> — 'Teacher's' correctly shows one teacher owns the desk. 'Teachers desk' is missing the apostrophe. 'Paper's' incorrectly puts an apostrophe in a simple plural. 'Teachers' would mean multiple teachers share one desk.                           |
| Write the correct contraction for 'we have': 'We __ been waiting for an hour.'                      | <b>We've</b> — 'We've' contracts 'we have' -- the apostrophe replaces the 'ha.' Contractions always use an apostrophe to show where letters were removed.                                                                                                                                             |
| Choose the correct form: 'The __ room is down the hall.' (The room belongs to the women.)           | <b>women's</b> — 'Women' is already plural and does not end in 's,' so add apostrophe + s: 'women's.' The same rule applies to children's, people's, and mice's.                                                                                                                                      |
| Choose the correct sentence: The __ jackets are in the closet. (The jackets belong to the boys.)    | <b>boys'</b> — 'Boys' is already plural. To show possession for a plural noun ending in s, add just an apostrophe: boys'. 'Boy's' means one boy. 'Boys's' is not standard English.                                                                                                                    |
| Examine: 'In the 1990's, music changed a lot.' Is the apostrophe in '1990's' correct?               | <b>The apostrophe is unnecessary. The standard form is '1990s.'</b> — '1990s' is a plural (the years of that decade), not a possessive. No apostrophe is needed. The same applies to other decades: the 1960s, the 2000s. Some older style guides accepted the apostrophe, but modern usage omits it. |
| What two words make up the contraction 'didn't'?                                                    | <b>did not</b> — 'Didn't' is a contraction of 'did not.' The apostrophe replaces the 'o' in 'not.' 'Don't' = do not, 'doesn't' = does not.                                                                                                                                                            |
| Why is 'your's' always wrong?                                                                       | <b>Possessive pronouns (yours, his, hers, ours, theirs) never use apostrophes.</b> — Possessive pronouns already show ownership without apostrophes: yours, his, hers, its, ours, theirs. Adding an apostrophe is always incorrect for these words. Only nouns use apostrophes for possession.        |
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| <p>A store sign reads 'Fresh Apple's \$2/lb.' What is wrong?</p>                                             | <p><b>The apostrophe is incorrect. Plurals do not use apostrophes: 'Fresh Apples \$2/lb.'</b> — This is a common error called the 'greengrocer's apostrophe' -- using an apostrophe to form a plural. 'Apples' is just a plural noun and needs no apostrophe. Apostrophes are for possession and contractions only.</p> |
| <p>Where does the apostrophe go to show possession by more than one child? 'The __ playground was busy.'</p> | <p><b>children's</b> — 'Children' is an irregular plural that does not end in 's,' so you add apostrophe + s: 'children's.' This follows the rule: if the plural does not end in 's,' add 's.</p>                                                                                                                       |

## 7. usage

| ⌕ Question (fold →)                                                                                            | Answer                                                                                                                                                                                                                                                                                                                                        |
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| Fix the tense shift: 'Omar studied for hours, and then he goes to bed exhausted.'                              | <b>Omar studied for hours, and then he went to bed exhausted. —</b> Both actions (studying and going to bed) occurred in the past. 'Studied' and 'went' are both past tense. 'Goes' is present tense, creating an inconsistent shift.                                                                                                         |
| Explain why 'was running' and 'ran' describe different kinds of past actions.                                  | <b>'Was running' (past progressive) shows an ongoing action. 'Ran' (simple past) shows a completed action. —</b> 'Was running' (past progressive) emphasizes the action was in progress: 'She was running when it started to rain.' 'Ran' (simple past) presents the action as a completed event: 'She ran five miles.'                       |
| What is the difference between 'I ate lunch' and 'I have eaten lunch'?                                         | <b>'I ate' states a completed past action. 'I have eaten' connects that past action to the present moment. —</b> 'I ate lunch' (simple past) just states a fact about the past. 'I have eaten lunch' (present perfect) connects the past action to the present -- you are no longer hungry. The choice depends on what you want to emphasize. |
| Why do we use present tense when discussing literature? Example: 'In the novel, Scout learns about injustice.' | <b>The literary present tense treats the events of a story as always happening. —</b> The literary present tense treats story events as perpetually occurring: every time someone reads the book, Scout 'learns' about injustice. This is a convention in academic writing about literature.                                                  |
| Why is this sentence awkward? 'She walked to the store and buys some milk.'                                    | <b>It shifts from past tense ('walked') to present tense ('buys') without reason. —</b> 'Walked' (past) and 'buys' (present) create an inconsistent tense shift. Since both actions happen at the same time, both should be in the same tense: 'walked and bought' or 'walks and buys.'                                                       |
| Complete with the correct tense: 'She has been studying French __ she was ten years old.'                      | <b>since —</b> 'Since' marks when the ongoing action began. Present perfect progressive ('has been studying') + 'since' shows an action that started in the past and continues now. 'For' works with durations ('for five years'), not specific starting points.                                                                              |
| A peer writes: 'Abraham Lincoln was born in 1809. He is the 16th president.' Is the tense shift correct?       | <b>No. Lincoln is no longer president. It should be 'He was the 16th president.' —</b> Lincoln is no longer president and is no longer alive, so 'was' is correct. Present tense ('is') would imply he currently holds the office. Historical biographical facts use past tense.                                                              |
| Rewrite in present tense: 'The explorers crossed the river and set up camp.'                                   | <b>The explorers cross the river and set up camp. —</b> 'Cross' is the present tense of 'crossed.' 'Set up' stays the same because 'set' has an identical past and present form. The other options use participles, future, or past perfect tense.                                                                                            |
| Fix the error: 'After the concert ended, the crowd has cheered for five minutes.'                              | <b>After the concert ended, the crowd cheered for five minutes. —</b> Both actions (ending and cheering) are completed past events in sequence. 'Cheered' (simple past) matches 'ended.' 'Has cheered' (present perfect) implies a connection to the present, which does not fit this past-tense narrative.                                   |
| Evaluate: 'Scientists discovered the                                                                           | <b>Yes. Past tense for the discovery, present perfect for the ongoing impact. —</b> This is a well-crafted tense shift. 'Discovered' (simple past)                                                                                                                                                                                            |

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| vaccine in 1955. It has saved millions of lives since then.' Is this tense shift appropriate?                                                                                                | marks a completed event. 'Has saved' (present perfect) shows the vaccine's impact began in the past and continues now. The shift reflects the actual timeline.                                                                                                                                                         |
| What does 'verb tense consistency' mean?                                                                                                                                                     | <b>Using the same tense throughout a passage unless there is a reason to shift.</b> — Verb tense consistency means maintaining the same tense throughout a piece of writing. Shifts should only occur when the time frame genuinely changes (e.g., describing a past event and then its future impact).                |
| Read this paragraph: 'The knight enters the forest. He drew his sword. A wolf appears.' Identify the tense consistency problem.                                                              | <b>The paragraph mixes present ('enters,' 'appears') and past ('drew') tense.</b> — 'Enters' (present), 'drew' (past), and 'appears' (present) create an inconsistent mix. Fix: 'enters...draws...appears' (all present) or 'entered...drew...appeared' (all past).                                                    |
| Which correctly uses past perfect to show sequence? 'The train __ before we reached the station.'                                                                                            | <b>had left</b> — 'Had left' (past perfect) shows the train's departure happened before 'we reached' (simple past). Past perfect establishes the earlier of two past events.                                                                                                                                           |
| When is it acceptable to shift verb tense in a paragraph?                                                                                                                                    | <b>When the time frame genuinely changes, like describing a past event and its future effects.</b> — Tense shifts are acceptable when the time frame changes: 'The ancient Egyptians built (past) the pyramids. Today, millions of tourists visit (present) them each year.' The shift reflects a real change in time. |
| What are the three basic verb tenses in English?                                                                                                                                             | <b>Past, present, and future</b> — The three basic tenses are past (happened before), present (happening now), and future (will happen). Each has simple, progressive, and perfect forms.                                                                                                                              |
| Rewrite this paragraph with consistent past tense: 'The explorers set out at dawn. They are crossing a desert. By noon, they found an oasis.'                                                | <b>The explorers set out at dawn. They crossed a desert. By noon, they found an oasis.</b> — 'Set out' (past), 'crossed' (past), and 'found' (past) create consistent past tense. 'Are crossing' was the inconsistent present progressive that needed to be changed.                                                   |
| Which sentence correctly uses the future tense?                                                                                                                                              | <b>The team will practice after school tomorrow.</b> — 'Will practice' correctly pairs with 'tomorrow' (future time). 'Practiced' is past, 'has practiced' is present perfect, and while 'practices' can describe a scheduled future event in some contexts, 'will practice' is the clearest future tense.             |
| Which sentence uses the past tense correctly?                                                                                                                                                | <b>Fatima walked to the library after school.</b> — 'Walked' is the simple past tense of 'walk.' 'Walks' is present, 'will walk' is future, and 'is walking' is present progressive.                                                                                                                                   |
| Compare these two passages. Which maintains better tense consistency? A: 'Maya walked to school. She sees a rainbow. She smiled.' B: 'Maya walked to school. She saw a rainbow. She smiled.' | <b>Passage B -- all verbs are in past tense.</b> — Passage B uses past tense consistently: 'walked,' 'saw,' 'smiled.' Passage A shifts to present ('sees') in the middle. Since all actions happen in the same past time frame, B is correct.                                                                          |
| Which verb is in the present perfect tense?                                                                                                                                                  | <b>has completed</b> — 'Has completed' is present perfect (has/have + past participle). 'Completed' is simple past, 'will complete' is simple future, and 'is completing' is present progressive.                                                                                                                      |
| A student's story reads: 'The dragon flew over the village and breathes fire on the                                                                                                          | <b>Yes. Change 'breathes' to 'breathed' to match the past tense of 'flew.'</b> — 'Flew' (past) and 'breathes' (present) create an inconsistent                                                                                                                                                                         |

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| houses.' Should you advise a change?                                                                                                               | shift. Since both actions occur simultaneously in the narrative, they should share a tense: 'flew...and breathed' or 'flies...and breathes.'                                                                                                                                                                 |
| Fix the tense error: 'By the time we arrived, the movie already starts.'                                                                           | <b>By the time we arrived, the movie had already started.</b> — The past perfect ('had started') is needed because the movie's start happened before the arrival. Past perfect shows an action completed before another past action. 'Starts' (present) does not match the past timeframe.                   |
| In this passage, is the tense shift intentional or an error? 'The volcano erupted in 1883. Today, scientists study its effects on global climate.' | <b>Intentional -- the shift reflects a real change from past event to present study.</b> — The shift from past ('erupted') to present ('study') is intentional because the timeline changes. The eruption is a historical event; the scientific study is ongoing. This is a purposeful, logical tense shift. |
| Analyze: 'If I was a bird, I would fly south.' Is 'was' correct here?                                                                              | <b>In formal writing, use 'were' for hypothetical situations: 'If I were a bird.'</b> — The subjunctive mood uses 'were' for all subjects in hypothetical or unreal conditions: 'If I were,' 'If she were,' 'If he were.' While 'was' is common in informal speech, 'were' is preferred in formal writing.   |
| Choose the correct verb to maintain tense consistency: 'Every morning, Liam wakes up early, __ breakfast, and rides his bike to school.'           | <b>eats</b> — The sentence uses present tense ('wakes,' 'rides') to describe a daily routine. 'Eats' maintains present tense consistency. 'Ate' (past), 'will eat' (future), and 'had eaten' (past perfect) would break consistency.                                                                         |

## 8. usage

| ⌘ Question (fold →)                                                                               | Answer                                                                                                                                                                                                                                                                                                                                                    |
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| Fill in the blank: 'The weather today is much _ than yesterday.'                                  | <b>worse</b> — 'Worse' is the comparative form (comparing two things). 'Worst' is the superlative (three or more). 'Worser' and 'more worse' are double comparatives and are not standard English.                                                                                                                                                        |
| Evaluate this sentence: 'The team's moral was high after the victory.' Is 'moral' the right word? | <b>No. 'Morale' (spirit/confidence) is needed. 'Moral' means a lesson or ethical principle.</b> — 'Morale' (pronounced mor-AL) means spirit or confidence. 'Moral' (pronounced MOR-ul) means an ethical lesson or principle. The team's morale was high after the victory.                                                                                |
| Which sentence uses 'principal' correctly?                                                        | <b>The principal announced a new school policy.</b> — 'Principal' refers to a school leader or means 'main/primary.' 'Principle' is a rule or belief. Memory trick: the principal is your pal.                                                                                                                                                            |
| Why does context matter when choosing between 'affect' and 'effect'?                              | <b>Both words relate to influence, but one is typically a verb and the other a noun.</b> — 'Affect' is usually a verb (to influence): 'Pollution affects health.' 'Effect' is usually a noun (a result): 'Pollution has an effect on health.' Context tells you which one fits: check whether you need a verb or a noun.                                  |
| Explain the difference between 'whose' and 'who's' in context.                                    | <b>'Whose' is possessive (belonging to whom). 'Who's' is a contraction of 'who is.'</b> — 'Whose' asks about ownership: 'Whose jacket is this?' 'Who's' = who is: 'Who's coming to the party?' Test by expanding: if 'who is' works, use 'who's.'                                                                                                         |
| Explain the difference between 'farther' and 'further.'                                           | <b>'Farther' refers to physical distance. 'Further' refers to degree or extent.</b> — 'Farther' is for measurable physical distance: 'We drove farther north.' 'Further' is for abstract extent: 'Let us discuss this further.' Tip: 'farther' has 'far' (distance) in it.                                                                                |
| What is the difference between 'loose' and 'lose'?                                                | <b>'Loose' means not tight. 'Lose' means to misplace or fail to win.</b> — 'Loose' (adjective) means not tight: 'a loose knot.' 'Lose' (verb) means to misplace or not win: 'Do not lose your keys.' Pronunciation helps: loose = /lu:s/, lose = /lu:z/.                                                                                                  |
| What is the difference between 'accept' and 'except'?                                             | <b>'Accept' means to receive. 'Except' means excluding or other than.</b> — 'Accept' (verb) means to receive or agree to: 'I accept the award.' 'Except' (preposition) means excluding: 'Everyone came except Maya.' The starting letters help: accept/acquire vs. except/exclude.                                                                        |
| Why are 'lie' and 'lay' so often confused?                                                        | <b>The past tense of 'lie' is 'lay,' which is also the present tense of a different word.</b> — 'Lie' means to recline (no object needed): 'I lie down.' Its past tense is 'lay': 'I lay down yesterday.' Separately, 'lay' means to put something down (needs an object): 'Lay the book on the table.' The overlap in forms causes widespread confusion. |
| Select the correct word: 'We walked _ the bridge to get to the park.'                             | <b>across</b> — 'Across' is the correct preposition. 'Acrossed' and 'acrost' are nonstandard forms sometimes heard in speech but incorrect in writing. 'A cross' means a religious or plus-shaped symbol.                                                                                                                                                 |
| Select the correct word: 'The team needs to _ a strategy before the tournament.'                  | <b>devise</b> — 'Devise' is a verb meaning to plan or create a strategy. 'Device' is a noun meaning a tool or gadget. The sentence structure 'needs to _' requires a base verb.                                                                                                                                                                           |
| Is this sentence correct? 'The                                                                    | <b>No. Use 'number' for countable things. 'Amount' is for uncountable things.</b>                                                                                                                                                                                                                                                                         |

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| amount of students in the class has grown.' Evaluate the word 'amount.'                                                                   | — 'Number' is for countable items (students, books, apples). 'Amount' is for uncountable things (water, money, time). Correct: 'The number of students has grown.' Similarly: 'fewer students' (countable) vs. 'less water' (uncountable).                                                                                 |
| Analyze the error pattern: 'He lead the team to victory last year.' What word is confused?                                                | <b>'Lead' (rhymes with 'reed') is present tense. The past tense is 'led.'</b> — The past tense of 'lead' (to guide) is 'led,' not 'lead.' The confusion arises because 'lead' (the metal) is pronounced like 'led.' Correct: 'He led the team to victory last year.'                                                       |
| Fill in the blank: 'Everyone finished the project __ Tomoko, who was absent.'                                                             | <b>except</b> — 'Except' means excluding: everyone but Tomoko finished. 'Accept' means to receive. 'Expect' means to anticipate. 'Exempt' means freed from a requirement.                                                                                                                                                  |
| Choose the correct words to complete this passage: 'The __ said the award would __ every student. The positive __ was clear immediately.' | <b>principal...affect...effect</b> — 'Principal' (school leader) said the award would 'affect' (verb: influence) every student. The positive 'effect' (noun: result) was clear. This passage uses three commonly confused word pairs correctly.                                                                            |
| Choose correctly: 'The __ of the experiment surprised the researchers.'                                                                   | <b>results</b> — 'Results' is a noun meaning outcomes. 'Affects' is a verb, 'effecting' is a gerund/participle, and 'affection' means fondness -- none fit the meaning of experimental outcomes.                                                                                                                           |
| Choose the correct word: 'Mia gave good __ about studying for the test.'                                                                  | <b>advice</b> — 'Advice' is the noun (a recommendation): 'good advice.' 'Advise' is the verb (to recommend): 'I advise you to study.' 'Advised' and 'advices' are not standard forms.                                                                                                                                      |
| Why is 'I could of done better' incorrect?                                                                                                | <b>'Could of' is a mishearing of 'could have.' The correct form is 'could have' or 'could've.'</b> — 'Could of' is a common error caused by the spoken contraction 'could've' (could have) sounding like 'could of.' The correct forms are 'could have' or 'could've.' The same applies to 'should have' and 'would have.' |
| Choose the correct word: 'The new law will __ all students in the district.'                                                              | <b>affect</b> — 'Affect' is the verb meaning to influence. The sentence structure 'will' requires a base verb. 'Effect' is a noun (unless used as a verb meaning 'to bring about,' which is rare and formal).                                                                                                              |
| Compare: 'The dessert was delicious' vs. 'The desert was hot.' What is the key difference between these two words?                        | <b>'Dessert' (two s's) is a sweet food. 'Desert' (one s) is a dry, sandy landscape.</b> — 'Dessert' (two s's, stress on second syllable) is a sweet treat. 'Desert' (one s, stress on first syllable) is an arid landscape. Mnemonic: you want two servings of dessert (two s's).                                          |
| Which sentence uses 'affect' correctly?                                                                                                   | <b>The cold weather will affect the crops this season.</b> — 'Affect' is a verb meaning to influence: 'The weather will affect the crops.' In the other sentences, 'effect' (noun) is needed: 'a big effect,' 'the effect of.' A helpful mnemonic: Affect = Action (verb), Effect = End result (noun).                     |
| Choose correctly: 'The __ of the movie was unexpected.'                                                                                   | <b>climax</b> — 'Climax' is the peak or turning point of a story. 'Climate' refers to long-term weather patterns. 'Climb' means to ascend. 'Climbax' is not a word.                                                                                                                                                        |
| A classmate writes: 'I should of went to the store before it closed.' How many word-choice errors are there?                              | <b>Two: 'of' should be 'have,' and 'went' should be 'gone.'</b> — Two errors: 'of' should be 'have' (should have), and 'went' should be 'gone' (past participle after 'have'). Correct: 'I should have gone to the store before it closed.'                                                                                |
| Analyze: 'The new policy will effect change in the community.' Is 'effect' used correctly here?                                           | <b>Yes. 'Effect' as a verb means 'to bring about.' This is a correct but rare usage.</b> — 'Effect' as a verb means 'to bring about or cause': 'effect change,' 'effect a cure.' This is correct but uncommon. Most of the time, 'affect' is the verb and 'effect' is the noun.                                            |

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| <p>Choose the correct word: 'I would rather read _ watch television.'</p> | <p><b>than</b> — 'Than' is used for comparisons: 'rather read than watch.' 'Then' indicates time or sequence: 'First I read, then I watched TV.'</p> |
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## 9. sentence-structure

| ⌕ Question (fold →)                                                                                                                                          | Answer                                                                                                                                                                                                                                                                                                                                                    |
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| Evaluate: 'She is not only a talented musician but also excels at mathematics.' Is the parallelism correct?                                                  | <b>No. 'Not only' introduces a noun phrase but 'but also' introduces a verb. Fix: 'not only a talented musician but also an excellent mathematician.'</b> — 'Not only a talented musician' (noun phrase) should pair with 'but also an excellent mathematician' (noun phrase). 'Excels at mathematics' is a verb phrase that breaks the parallel pattern. |
| Compare: A: 'She was intelligent, funny, and had a lot of courage.' B: 'She was intelligent, funny, and courageous.' Which has better parallelism and why?   | <b>B -- all three items are adjectives following 'was,' creating clean parallelism.</b> — B uses three adjectives ('intelligent, funny, and courageous') that all follow 'was.' A breaks parallelism with 'had a lot of courage' (verb phrase) after two adjectives. Even though A conveys the same meaning, B is more elegant.                           |
| Analyze the parallelism in this job description: 'Responsibilities include managing the team, developing new products, and budget oversight.' What is wrong? | <b>The first two items are gerund phrases, but the third is a noun phrase. Change to 'overseeing the budget.'</b> — 'Managing' and 'developing' are gerunds, but 'budget oversight' is a noun phrase. Parallel version: 'managing the team, developing new products, and overseeing the budget' (all gerund phrases).                                     |
| A classmate writes: 'The candidate promised to lower taxes, creating more jobs, and improve schools.' Is this good writing?                                  | <b>No. Mix of infinitive ('to lower'), gerund ('creating'), and infinitive ('improve'). Fix: 'to lower taxes, create more jobs, and improve schools.'</b> — 'Promised to' sets up infinitive phrases. All three items should be base verbs: 'to lower taxes, create more jobs, and improve schools.' 'Creating' breaks the parallel infinitive pattern.   |
| Analyze why this sentence is awkward: 'The new policy is both unfair to workers and it costs the company too much money.'                                    | <b>After 'both' is an adjective phrase, but after 'and' is a clause. They should match in form.</b> — 'Both unfair to workers' (adjective phrase) does not match 'it costs the company too much money' (clause). Fix: 'The new policy is both unfair to workers and costly to the company' (both adjective phrases).                                      |
| Which paired conjunction requires parallel structure: 'because,' 'although,' or 'either...or'?                                                               | <b>either...or</b> — 'Either...or' is a correlative conjunction that requires parallel elements: 'Either study the notes or review the textbook' (both verb phrases). 'Because' and 'although' are subordinating conjunctions that do not have this requirement.                                                                                          |
| Which sentence uses parallel structure correctly?                                                                                                            | <b>She enjoys reading, writing, and painting.</b> — 'Reading, writing, and painting' are all gerunds (-ing form), creating perfect parallelism. The other options mix infinitives, gerunds, and past participles.                                                                                                                                         |
| Evaluate this thesis statement: 'Social media is harmful because it reduces attention spans, promotes cyberbullying, and mental health.'                     | <b>The third item is a noun, not a verb phrase. Fix: 'damages mental health' to match the pattern.</b> — 'Reduces attention spans' and 'promotes cyberbullying' are verb phrases. 'Mental health' is just a noun -- it does not show how social media is harmful. Fix: 'reduces attention spans, promotes cyberbullying, and damages mental health.'      |
| Rewrite with parallel structure: 'To succeed in school, you need determination, studying regularly, and being organized.'                                    | <b>To succeed in school, you need determination, regular study habits, and organization.</b> — 'Determination,' 'regular study habits,' and 'organization' are all noun phrases, creating parallel structure. The original mixed a noun, a gerund phrase, and a gerund phrase with different patterns.                                                    |
| Which sentence correctly uses                                                                                                                                | <b>The project was both challenging and rewarding.</b> — 'Both challenging and                                                                                                                                                                                                                                                                            |

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| parallel structure with 'both...and'?                                                                                                                            | rewarding' pairs two adjectives, creating parallelism. The other options misplace 'both' or mix an adjective with a noun, breaking the parallel pattern.                                                                                                                                                                                                                 |
| What type of parallelism does Martin Luther King Jr. use in 'I have a dream that one day this nation will rise up... I have a dream that...'?                    | <b>Anaphora -- repeating the same phrase at the beginning of successive clauses for emphasis.</b> — Anaphora is the repetition of a word or phrase at the beginning of successive clauses. 'I have a dream that...' creates powerful parallelism through repetition, building emotional intensity. This is parallelism used as a rhetorical device.                      |
| Fix: 'Not only did she win the race, but also receiving a scholarship.'                                                                                          | <b>Not only did she win the race, but she also received a scholarship.</b> — After 'not only' is a clause ('did she win the race'), so after 'but also' should also be a clause ('she also received a scholarship'). 'Receiving' (gerund) does not match the clause pattern.                                                                                             |
| Why is 'to boldly go' an example of a split infinitive, and how does it relate to parallel structure?                                                            | <b>An adverb splits 'to' and 'go.'</b> While not always wrong, it can disrupt parallel infinitives. — 'To boldly go' splits the infinitive 'to go' with the adverb 'boldly.' Split infinitives are widely accepted in modern English. However, in parallel lists, mixing split and unsplit infinitives ('to boldly go, to seek, and to explore') can feel unbalanced.    |
| Write a sentence about teamwork using parallel structure with three gerund phrases. Which example is correct?                                                    | <b>Effective teamwork involves listening to others, sharing responsibilities, and supporting one another.</b> — 'Listening to others,' 'sharing responsibilities,' and 'supporting one another' are all gerund phrases with the same structure. The other options mix infinitives, nouns, and different forms.                                                           |
| In the phrase 'not only...but also,' what must be parallel?                                                                                                      | <b>The elements that follow each part of the paired conjunction.</b> — With correlative conjunctions, the grammatical structure after the first conjunction must match the structure after the second: 'not only intelligent but also hardworking' (both adjectives).                                                                                                    |
| Fix the faulty parallelism: 'The recipe calls for chopping onions, dicing tomatoes, and you should mince the garlic.'                                            | <b>The recipe calls for chopping onions, dicing tomatoes, and mincing garlic.</b> — 'Chopping,' 'dicing,' and 'mincing' are all gerund phrases, creating perfect parallelism. The original breaks the pattern with a clause ('you should mince').                                                                                                                        |
| How does faulty parallelism affect the meaning of 'She likes swimming in the ocean, hiking in the mountains, and cities'?                                        | <b>The last item ('cities') breaks the pattern of activity + location, making it unclear.</b> — 'Swimming in the ocean' and 'hiking in the mountains' follow the pattern of gerund + location. 'Cities' breaks this pattern. A parallel version: 'swimming in the ocean, hiking in the mountains, and exploring cities.'                                                 |
| Correct the parallelism: 'Either you must study tonight or failing the test tomorrow.'                                                                           | <b>Either you must study tonight or you must accept failing the test tomorrow.</b> — The elements after 'either' and 'or' must match. 'You must study tonight' (clause) needs a matching clause: 'you must accept failing.' Alternatively: 'You must either study tonight or fail the test tomorrow' (two verb phrases).                                                 |
| Identify the parallelism error in: 'The scholarship is awarded to students who demonstrate academic excellence, community involvement, and who show leadership.' | <b>The third item adds 'who show' unnecessarily. Parallel: 'who demonstrate academic excellence, community involvement, and leadership.'</b> — The three items should all be objects of 'demonstrate': academic excellence, community involvement, and leadership. Adding 'who show' before the third item breaks the parallel pattern established by 'who demonstrate.' |
| What is parallel structure in writing?                                                                                                                           | <b>Using the same grammatical form for items in a list or paired elements.</b> — Parallel structure means using the same grammatical form for items that serve the same function. For example: 'running, swimming, and biking' (all gerunds)                                                                                                                             |

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|                                                                                                                                        | rather than 'running, to swim, and biking.'                                                                                                                                                                                                                                                                                                                      |
| Explain what is wrong with: 'The coach told the players to warm up, stretching, and that they should run laps.'                        | <b>The three items mix an infinitive, a gerund, and a clause -- they should all match.</b> — The list mixes three forms: infinitive ('to warm up'), gerund ('stretching'), and noun clause ('that they should run'). Fix: 'to warm up, to stretch, and to run laps' (all infinitives).                                                                           |
| Make this sentence parallel: 'The teacher asked us to read the chapter, write a summary, and that we should prepare for a discussion.' | <b>The teacher asked us to read the chapter, write a summary, and prepare for a discussion.</b> — 'To read,' 'write,' and 'prepare' all share the initial 'to,' making them parallel infinitive phrases. The original breaks the pattern with 'that we should prepare' (a clause instead of an infinitive).                                                      |
| Why does parallel structure make writing clearer?                                                                                      | <b>Matching patterns help readers process and compare ideas more easily.</b> — Parallel structure creates rhythm and clarity. When items share a grammatical form, readers can focus on content rather than decoding different structures. It also emphasizes that items are equal in importance.                                                                |
| Fix the faulty parallelism in this comparison: 'Running a marathon is harder than to ride a bicycle.'                                  | <b>Running a marathon is harder than riding a bicycle.</b> — Comparisons need parallel forms: 'running...is harder than...riding' (both gerunds). Mixing 'running' (gerund) with 'to ride' (infinitive) breaks parallelism. 'To run...is harder than to ride' would also be parallel.                                                                            |
| Analyze this famous sentence: 'I came, I saw, I conquered.' Why is the parallelism effective?                                          | <b>Three short clauses with identical structure (subject + past tense verb) create a powerful rhythm.</b> — Julius Caesar's 'I came, I saw, I conquered' uses tricolon (three parallel elements). The identical structure (subject + past tense verb) creates rhythm and momentum, conveying swift, decisive action. This is parallelism as a rhetorical device. |

## 10. sentence-structure

| ⌕ Question (fold →)                                                                                                                                       | Answer                                                                                                                                                                                                                                                                                                                                             |
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| Which word is commonly misplaced: 'only,' 'very,' or 'the'?                                                                                               | <b>only</b> — 'Only' is one of the most frequently misplaced modifiers. Its position changes meaning: 'Only she ate the cake' (no one else ate it), 'She only ate the cake' (she did nothing else with it), 'She ate only the cake' (nothing else was eaten).                                                                                      |
| Correct: 'We saw a deer driving through the national park.'                                                                                               | <b>Driving through the national park, we saw a deer.</b> — 'Driving through the national park' seems to modify 'deer.' Moving the modifier to the beginning and placing 'we' as the subject makes it clear: we were driving, and we saw a deer.                                                                                                    |
| Fix the misplaced modifier: 'Priya almost finished all of her homework.'                                                                                  | <b>Priya finished almost all of her homework.</b> — 'Priya almost finished' means she nearly finished but did not. 'Priya finished almost all' means she completed most of it. If the intended meaning is that most homework was done, 'almost' should modify 'all.'                                                                               |
| Write a corrected version of: 'To improve your grades, homework must be completed on time.'                                                               | <b>To improve your grades, you must complete homework on time.</b> — 'To improve your grades' must modify the person doing the improving. Homework cannot improve your grades -- you can. Making 'you' the subject fixes the dangling modifier.                                                                                                    |
| Correct the dangling modifier: 'Having studied all night, the test seemed easy.'                                                                          | <b>Having studied all night, Kwame found the test easy.</b> — 'Having studied all night' must modify the person who studied. Make that person the subject: 'Having studied all night, Kwame found the test easy.' This clearly shows Kwame studied and Kwame found it easy.                                                                        |
| Fix the dangling modifier: 'While eating breakfast, the bus arrived.'                                                                                     | <b>While I was eating breakfast, the bus arrived.</b> — 'While eating breakfast' implies the bus was eating. Fix by adding the subject to the modifier: 'While I was eating breakfast, the bus arrived.' Now it is clear who was eating.                                                                                                           |
| Fix the dangling modifier: 'Tired and hungry, the campsite was a welcome sight.'                                                                          | <b>Tired and hungry, we found the campsite to be a welcome sight.</b> — 'Tired and hungry' describes people, not the campsite. Fix by making the people the subject: 'Tired and hungry, we found the campsite to be a welcome sight.' The modifier now correctly describes 'we.'                                                                   |
| Explain why 'Walking through the park, the flowers were beautiful' has a dangling modifier.                                                               | <b>The flowers were not walking. The person walking is missing from the sentence.</b> — 'Walking through the park' is a participial phrase that should modify the subject of the main clause. Since 'the flowers' is the subject, the sentence implies the flowers were walking. Fix: 'Walking through the park, I noticed the beautiful flowers.' |
| How does the position of 'almost' change meaning? Compare: 'He almost drove the car into every mailbox' vs. 'He drove the car into almost every mailbox.' | <b>The first means he nearly hit them but did not. The second means he actually hit most of them.</b> — In 'almost drove,' he nearly drove into them (but did not). In 'almost every,' he hit most of them. The position of 'almost' completely changes what it modifies and thus the meaning.                                                     |
| What is a squinting modifier?                                                                                                                             | <b>A modifier placed between two words, making it unclear which one it modifies.</b> — A squinting modifier is ambiguously placed between two elements: 'Students who study often score well.' Does 'often' modify 'study' (they study frequently) or 'score' (they frequently score well)? Move it for clarity.                                   |
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| Explain the difference between these two sentences: A: 'The woman walked her dog in high heels.' B: 'The woman in high heels walked her dog.'                           | <b>A makes it sound like the dog wears high heels. B clearly describes the woman.</b> — In A, 'in high heels' is closest to 'her dog,' creating the absurd image of a dog wearing heels. In B, 'in high heels' is directly after 'woman,' clearly describing her. Placement next to the right noun eliminates confusion.                                                                              |
| A student writes: 'Born in Mexico, her paintings reflect her cultural heritage.' Is this a dangling modifier?                                                           | <b>Yes. 'Born in Mexico' cannot modify 'paintings.' Fix: 'Born in Mexico, she creates paintings that reflect her cultural heritage.'</b> — 'Born in Mexico' must modify a person, but the subject is 'paintings.' The person is missing. Fix by making the person the subject: 'Born in Mexico, she creates paintings that reflect her cultural heritage.'                                            |
| Analyze: 'Students who practice regularly improve their skills.' Now compare: 'Students who regularly practice improve their skills.' Is there a meaningful difference? | <b>No meaningful difference. Both clearly show that regular practice leads to improvement.</b> — In both versions, 'regularly' unambiguously modifies 'practice.' This example shows that not every modifier placement variation creates a problem. Modifier errors matter most when they create genuine ambiguity or absurdity.                                                                      |
| What is a dangling modifier?                                                                                                                                            | <b>A modifier that does not clearly refer to any word in the sentence.</b> — A dangling modifier has no clear word to modify in the sentence: 'Running to school, my backpack fell.' (The backpack was not running.) The intended subject (the person) is missing.                                                                                                                                    |
| Fix this sentence: 'She only drinks water at meals.'                                                                                                                    | <b>She drinks only water at meals.</b> — If the intended meaning is 'nothing but water,' then 'only' should modify 'water': 'She drinks only water at meals.' Note that 'She drinks water only at meals' would mean she drinks water at no other time.                                                                                                                                                |
| Where should modifiers generally be placed in a sentence?                                                                                                               | <b>As close as possible to the word they modify.</b> — Modifiers should be placed as close as possible to the word they describe. Distance between a modifier and its target creates ambiguity or unintended meaning.                                                                                                                                                                                 |
| Identify all modifier problems: 'Covered in chocolate, Maria gave the strawberries to her friends on a silver platter.'                                                 | <b>Two problems: 'Covered in chocolate' seems to modify Maria, and 'on a silver platter' seems to modify friends.</b> — 'Covered in chocolate' modifies 'Maria' (but should modify strawberries), and 'on a silver platter' modifies 'friends' (but should describe how the strawberries were served). Fix: 'Maria gave her friends the chocolate-covered strawberries arranged on a silver platter.' |
| Analyze: 'The professor spoke to the student with a stern expression.' What is the ambiguity?                                                                           | <b>'With a stern expression' could modify the professor (who spoke sternly) or the student (who looked stern).</b> — 'With a stern expression' is a squinting modifier -- it could describe the professor's expression while speaking or the student's expression. Fix: 'With a stern expression, the professor spoke to the student' or 'The professor spoke to the stern-faced student.'            |
| Evaluate this real headline: 'Police help dog bite victim.' What modifier creates the ambiguity?                                                                        | <b>Without hyphens, 'dog bite' could mean police help a dog to bite a victim, or police help a dog-bite victim.</b> — Without a hyphen, 'dog bite victim' is ambiguous: 'help [dog] [bite victim]' or 'help [dog-bite victim].' A hyphen ('dog-bite victim') or rewording ('victim of a dog bite') eliminates ambiguity. This shows how modifier placement affects meaning even in short phrases.     |
| Rewrite to fix the misplaced modifier: 'The teacher handed out tests to the students covered in red ink.'                                                               | <b>The teacher handed out tests covered in red ink to the students.</b> — 'Covered in red ink' should be next to 'tests,' not 'students.' Moving the modifier directly after 'tests' clarifies that the tests (not the students) have red ink on them.                                                                                                                                                |
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| Why is 'After rotting in the cellar for weeks, my sister brought up the potatoes' funny?                                       | <b>The modifier 'rotting in the cellar' seems to describe 'my sister' instead of 'the potatoes.'</b> — The participial phrase 'rotting in the cellar for weeks' appears to modify 'my sister' (the subject), creating the absurd image of a sister rotting. Fix: 'My sister brought up the potatoes that had been rotting in the cellar for weeks.' |
| What makes this sentence unclear? 'The dog bit the mail carrier that was foaming at the mouth.'                                | <b>'That was foaming at the mouth' seems to describe the mail carrier instead of the dog.</b> — The relative clause 'that was foaming at the mouth' is nearest to 'mail carrier,' implying the carrier was foaming. Fix: 'The dog that was foaming at the mouth bit the mail carrier.'                                                              |
| What is a misplaced modifier?                                                                                                  | <b>A word or phrase placed too far from the word it describes, causing confusion.</b> — A misplaced modifier is a word or phrase that is positioned too far from the word it modifies, causing the sentence to be confusing or unintentionally humorous: 'She served cake to the guests on paper plates' -- the guests are not on paper plates.     |
| Analyze this advertisement: 'New! Chocolate cake mix for people with no artificial ingredients!' What modifier is misplaced?   | <b>'With no artificial ingredients' seems to modify 'people' instead of 'cake mix.'</b> — 'With no artificial ingredients' is placed next to 'people,' humorously suggesting the people contain no artificial ingredients. Fix: 'New! Chocolate cake mix with no artificial ingredients -- perfect for everyone!'                                   |
| Evaluate: 'The committee decided to only accept applications from local residents.' Could the placement of 'only' be improved? | <b>Yes. Move 'only' next to what it modifies: 'to accept applications only from local residents.'</b> — 'To only accept' suggests accepting is the only thing they do. 'To accept only from local residents' clearly limits the source. In formal writing, place 'only' directly before what it restricts.                                          |

## 11. parts-of-speech

| ⌕ Question (fold →)                                                                                                                                                        | Answer                                                                                                                                                                                                                                                                                                                                                    |
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| Add a dependent clause to make this complex: 'We stayed inside.'                                                                                                           | <b>We stayed inside because the storm was too dangerous.</b> — 'Because the storm was too dangerous' is a dependent clause beginning with the subordinating conjunction 'because.' The other options create a compound sentence, a comma splice, or two separate sentences.                                                                               |
| What comma error appears in this sentence? 'The tall, oak tree shaded the yard.'                                                                                           | <b>No comma between 'tall' and 'oak' -- they are not coordinate adjectives.</b> — 'Tall' and 'oak' are not coordinate adjectives -- 'oak' tells you the type of tree and cannot be reordered with 'tall.' Coordinate adjectives (which take commas) can be swapped and sound natural with 'and' between them.                                             |
| Combine into a complex sentence: 'The game was canceled. It was raining heavily.'                                                                                          | <b>The game was canceled because it was raining heavily.</b> — 'Because' is a subordinating conjunction that creates a dependent clause, forming a complex sentence. Option A is compound (uses 'and'). Option B is a comma splice. Option C is a fragment + sentence.                                                                                    |
| Why are 'lie' and 'lay' so often confused?                                                                                                                                 | <b>The past tense of 'lie' is 'lay,' which is also the present tense of a different word.</b> — 'Lie' means to recline (no object needed): 'I lie down.' Its past tense is 'lay': 'I lay down yesterday.' Separately, 'lay' means to put something down (needs an object): 'Lay the book on the table.' The overlap in forms causes widespread confusion. |
| In 'who's' vs. 'whose,' which one is a contraction?                                                                                                                        | <b>'Who's' is the contraction of 'who is' or 'who has.'</b> — 'Who's' = who is/who has (contraction). 'Whose' = belonging to whom (possessive). Test: 'Who is coming?' = 'Who's coming?' vs. 'Whose jacket is this?' (possession).                                                                                                                        |
| Why is a semicolon better than a comma in 'The museum was crowded; we decided to visit the park instead'?                                                                  | <b>A semicolon correctly joins two independent clauses; a comma alone would create a comma splice.</b> — Both clauses are independent sentences. Joining them with only a comma creates a comma splice error. A semicolon properly connects them, showing they are closely related.                                                                       |
| How does 'although' change the relationship between clauses compared to 'and'? Compare: A: 'It was cold, and we went outside.' B: 'Although it was cold, we went outside.' | <b>'Although' shows contrast and makes one clause dependent; 'and' simply adds two equal ideas.</b> — 'Although' creates contrast and surprise -- we went outside despite the cold. 'And' just adds two facts without showing the unexpected nature of the choice. Conjunction choice shapes meaning.                                                     |
| Compare: 'Sofia ran.' vs. 'Energetic Sofia ran swiftly.' Which parts of speech were added in the second sentence?                                                          | <b>An adjective and an adverb</b> — 'Energetic' is an adjective (describes the noun 'Sofia') and 'swiftly' is an adverb (describes the verb 'ran'). No new nouns or verbs were added.                                                                                                                                                                     |
| A classmate writes: 'I should of went to the store before it closed.' How many word-choice errors are there?                                                               | <b>Two: 'of' should be 'have,' and 'went' should be 'gone.'</b> — Two errors: 'of' should be 'have' (should have), and 'went' should be 'gone' (past participle after 'have'). Correct: 'I should have gone to the store before it closed.'                                                                                                               |
| Which word in this sentence is a verb? 'Aisha painted a beautiful mural on the wall.'                                                                                      | <b>painted</b> — 'Painted' is the action Aisha performed. 'Aisha' is a proper noun, 'mural' is a common noun, and 'beautiful' is an adjective describing the mural.                                                                                                                                                                                       |



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| What error pattern do these sentences share? 'A doctor must care about his patients.' 'A nurse should follow his training.'        | <b>They assume all doctors and nurses are male.</b> — Using 'his' for all doctors and nurses excludes people of other genders. More inclusive options: 'Doctors must care about their patients' or 'A doctor must care about his or her patients.'                                                                |
| Choose the sentence with no pronoun errors.                                                                                        | <b>The hikers packed their bags and headed to the trail.</b> — 'Their' is the correct possessive pronoun for the plural 'hikers.' 'There' indicates a place, 'they're' is a contraction of 'they are,' and 'its' is singular and typically for objects or animals.                                                |
| Select the correct word: 'We walked __ the bridge to get to the park.'                                                             | <b>across</b> — 'Across' is the correct preposition. 'Acrossed' and 'acrost' are nonstandard forms sometimes heard in speech but incorrect in writing. 'A cross' means a religious or plus-shaped symbol.                                                                                                         |
| When do you use a comma before a coordinating conjunction?                                                                         | <b>When it joins two independent clauses</b> — A comma before a coordinating conjunction is needed when it joins two independent clauses (compound sentence). You do not need a comma when 'and' just connects words or phrases: 'She sang and danced.'                                                           |
| Read: 'Jamal told Kwame that he would help with the project.' Why is this sentence unclear?                                        | <b>It is unclear whether 'he' refers to Jamal or Kwame.</b> — The pronoun 'he' could refer to either Jamal or Kwame, making the sentence ambiguous. A clearer version: 'Jamal told Kwame that Jamal would help with the project.'                                                                                 |
| Which option adds a verb to complete this sentence? 'The musicians __ a lively song at the festival.'                              | <b>performed</b> — 'Performed' is a verb showing the musicians' action. 'Beautiful' is an adjective, 'festival' is a noun, and 'loudly' is an adverb.                                                                                                                                                             |
| Which sentence correctly uses the future tense?                                                                                    | <b>The team will practice after school tomorrow.</b> — 'Will practice' correctly pairs with 'tomorrow' (future time). 'Practiced' is past, 'has practiced' is present perfect, and while 'practices' can describe a scheduled future event in some contexts, 'will practice' is the clearest future tense.        |
| In the sentence 'The tall sunflowers swayed gently,' what part of speech is 'tall'?                                                | <b>Adjective</b> — 'Tall' describes the sunflowers (a noun), so it is an adjective. An adverb would describe a verb, adjective, or another adverb. 'Gently' is the adverb here.                                                                                                                                   |
| Explain why 'Let's eat Grandma' and 'Let's eat, Grandma' mean very different things.                                               | <b>The comma shows you are talking to Grandma, not eating her.</b> — The comma creates a direct address: you are speaking to Grandma. Without it, 'Grandma' becomes what you are eating. This classic example shows how commas change meaning dramatically.                                                       |
| Complete the sentence with the correct pronoun: 'The birds built __ nest high in the oak tree.'                                    | <b>their</b> — 'Their' is a possessive pronoun matching the plural antecedent 'birds.' 'There' indicates a place, 'they're' is a contraction of 'they are,' and 'its' is singular.                                                                                                                                |
| What two words make up the contraction 'didn't'?                                                                                   | <b>did not</b> — 'Didn't' is a contraction of 'did not.' The apostrophe replaces the 'o' in 'not.' 'Don't' = do not, 'doesn't' = does not.                                                                                                                                                                        |
| Evaluate: 'Scientists discovered the vaccine in 1955. It has saved millions of lives since then.' Is this tense shift appropriate? | <b>Yes. Past tense for the discovery, present perfect for the ongoing impact.</b> — This is a well-crafted tense shift. 'Discovered' (simple past) marks a completed event. 'Has saved' (present perfect) shows the vaccine's impact began in the past and continues now. The shift reflects the actual timeline. |
| A student's story reads: 'The dragon flew over the village and breathes fire on the houses.' Should you advise a                   | <b>Yes. Change 'breathes' to 'breathed' to match the past tense of 'flew.'</b> — 'Flew' (past) and 'breathes' (present) create an inconsistent shift. Since both actions occur simultaneously in the narrative, they should share a                                                                               |



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| change?                                                                           | tense: 'flew...and breathed' or 'flies...and breathes.'                                                                                                                                                                                                                                                                                  |
| Why is this sentence incorrect? 'Each student must bring their own lunch.'        | <b>The pronoun 'their' is plural, but 'each student' is singular.</b> — In formal writing, 'each student' is singular, so traditionally the pronoun should match in number (his or her). Note that 'their' as a singular pronoun is increasingly accepted in everyday English, but formal grammar tests often expect singular agreement. |
| Fix the error: 'After the concert ended, the crowd has cheered for five minutes.' | <b>After the concert ended, the crowd cheered for five minutes.</b> — Both actions (ending and cheering) are completed past events in sequence. 'Cheered' (simple past) matches 'ended.' 'Has cheered' (present perfect) implies a connection to the present, which does not fit this past-tense narrative.                              |

## 12. parts-of-speech

| ⌕ Question (fold →)                                                                                      | Answer                                                                                                                                                                                                                                                                                                                       |
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| Punctuate this compound sentence: 'Marcus wanted to ride his bike but the tire was flat.'                | <b>Marcus wanted to ride his bike, but the tire was flat.</b> — In a compound sentence, the comma goes before the coordinating conjunction: 'bike, but the tire.' A semicolon before 'but' is redundant since 'but' is already a conjunction.                                                                                |
| Choose the correct word: 'Mia gave good __ about studying for the test.'                                 | <b>advice</b> — 'Advice' is the noun (a recommendation): 'good advice.' 'Advise' is the verb (to recommend): 'I advise you to study.' 'Advised' and 'advices' are not standard forms.                                                                                                                                        |
| A classmate says, 'All words ending in -ly are adverbs, never adjectives.' Is this correct?              | <b>No. Some -ly words are adjectives, like 'friendly' or 'lovely.'</b> — While many -ly words are adverbs (quickly, slowly), words like 'friendly,' 'lovely,' and 'lonely' are adjectives. You can test this: 'a friendly neighbor' uses 'friendly' to describe a noun.                                                      |
| In 'Grandmother baked warm cookies for the neighbors,' what part of speech is 'warm'?                    | <b>Adjective</b> — 'Warm' describes the cookies (a noun), making it an adjective. Note that 'warm' can also be a verb in other sentences (e.g., 'warm the soup'), but here it modifies a noun.                                                                                                                               |
| Identify the sentence type and explain why: 'The power went out, so we lit candles and told stories.'    | <b>Compound: two independent clauses joined by 'so.'</b> — 'So' is a coordinating conjunction joining two independent clauses. The second clause ('we lit candles and told stories') has a compound predicate (two verbs sharing one subject) but counts as one clause.                                                      |
| Which sentence demonstrates correct use of an apostrophe in a contraction and a possessive?              | <b>It's clear that the team's strategy is working.</b> — 'It's' correctly contracts 'it is.' 'Team's' correctly shows the strategy belongs to the team. Each apostrophe serves a different purpose in the same sentence.                                                                                                     |
| Choose correctly: 'The __ of the experiment surprised the researchers.'                                  | <b>results</b> — 'Results' is a noun meaning outcomes. 'Affects' is a verb, 'effecting' is a gerund/participle, and 'affection' means fondness -- none fit the meaning of experimental outcomes.                                                                                                                             |
| Choose the sentence where every underlined word is labeled correctly: noun (N), verb (V), adjective (A). | <b>The brave(A) firefighter(N) rescued(V) two kittens.</b> — 'Brave' describes the firefighter (adjective), 'firefighter' names a person (noun), and 'rescued' shows an action (verb). The other options mislabel at least one word.                                                                                         |
| Analyze the error pattern: 'He lead the team to victory last year.' What word is confused?               | <b>'Lead' (rhymes with 'reed') is present tense. The past tense is 'led.'</b> — The past tense of 'lead' (to guide) is 'led,' not 'lead.' The confusion arises because 'lead' (the metal) is pronounced like 'led.' Correct: 'He led the team to victory last year.'                                                         |
| Is this sentence correct? 'The amount of students in the class has grown.' Evaluate the word 'amount.'   | <b>No. Use 'number' for countable things. 'Amount' is for uncountable things.</b> — 'Number' is for countable items (students, books, apples). 'Amount' is for uncountable things (water, money, time). Correct: 'The number of students has grown.' Similarly: 'fewer students' (countable) vs. 'less water' (uncountable). |
| Why does this sentence sound awkward? 'The flock of geese fly south every winter.'                       | <b>'Flock' is the subject (singular), so the verb should be 'flies.'</b> — 'Flock' is the subject (singular collective noun), and 'of geese' is a prepositional phrase. The flock acts as one unit, so 'flies' is correct. This is a common agreement error with collective nouns.                                           |
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| Evaluate this sentence for pronoun use: 'Between you and I, the test was easy.' Is it correct?                                                             | <b>No. After 'between,' use object pronouns: 'between you and me.'</b> — 'Between' is a preposition and requires object pronouns. 'Me' is the object pronoun; 'I' is the subject pronoun. This is a common hypercorrection -- people use 'I' thinking it sounds more formal.                               |
| Analyze: 'If I was a bird, I would fly south.' Is 'was' correct here?                                                                                      | <b>In formal writing, use 'were' for hypothetical situations: 'If I were a bird.'</b> — The subjunctive mood uses 'were' for all subjects in hypothetical or unreal conditions: 'If I were,' 'If she were,' 'If he were.' While 'was' is common in informal speech, 'were' is preferred in formal writing. |
| How do you show possession for a singular noun ending in 's'?<br>Example: 'the dress belonging to the princess.'                                           | <b>the princess's dress</b> — For singular nouns ending in 's,' most style guides recommend adding apostrophe + s: 'the princess's dress.' Note that adding just an apostrophe ('princess' dress') is accepted by some guides. Both are used, but 's is more common.                                       |
| Why is 'the cats' toys' correct when referring to toys belonging to multiple cats?                                                                         | <b>For regular plurals ending in s, place the apostrophe after the s.</b> — For regular plurals ending in 's' (cats, dogs, students), add just an apostrophe after the s to show possession: cats' toys. 'Cat's toys' would mean one cat owns the toys.                                                    |
| Choose the correct verb: 'Neither the teacher nor the students __ ready for the fire drill.'                                                               | <b>were</b> — When 'neither...nor' joins subjects, the verb agrees with the closer one. 'Students' (plural) is closer, so 'were' (plural) is correct. 'Was,' 'is,' and 'has been' are singular.                                                                                                            |
| Compare these two sentences: A: 'The dog chased the cat until it got tired.' B: 'The dog chased the cat until the dog got tired.' Which is better and why? | <b>Sentence B is clearer because it specifies who got tired.</b> — In sentence A, 'it' could refer to either the dog or the cat. Sentence B is clearer because it names 'the dog' directly. Clarity is more important than brevity when pronouns create ambiguity.                                         |
| Write a sentence about a storm using at least one strong verb and one vivid adjective. Which of these best meets that goal?                                | <b>Jagged lightning split the darkened sky.</b> — 'Jagged' (adjective) vividly describes the lightning, and 'split' (verb) is a strong, specific action. The other sentences use weak, vague language like 'was bad,' 'a lot,' and 'happening.'                                                            |
| Examine: 'In the 1990's, music changed a lot.' Is the apostrophe in '1990's' correct?                                                                      | <b>The apostrophe is unnecessary. The standard form is '1990s.'</b> — '1990s' is a plural (the years of that decade), not a possessive. No apostrophe is needed. The same applies to other decades: the 1960s, the 2000s. Some older style guides accepted the apostrophe, but modern usage omits it.      |
| Read both sentences. Which uses more effective adjectives? A: 'The good dog did a nice trick.' B: 'The golden retriever performed a dazzling trick.'       | <b>Sentence B uses more specific, vivid adjectives.</b> — Sentence B is more effective because 'golden' and 'dazzling' are specific and vivid. 'Good' and 'nice' are vague and overused. Strong writing uses precise adjectives.                                                                           |
| Why do we use present tense when discussing literature? Example: 'In the novel, Scout learns about injustice.'                                             | <b>The literary present tense treats the events of a story as always happening.</b> — The literary present tense treats story events as perpetually occurring: every time someone reads the book, Scout 'learns' about injustice. This is a convention in academic writing about literature.               |
| How does the word 'run' function differently in these two sentences? A: 'I run every day.' B: 'The run was three miles long.'                              | <b>In A it is a verb; in B it is a noun.</b> — In sentence A, 'run' is an action the speaker performs (verb). In sentence B, 'the run' refers to a thing (noun) that can be measured. Many English words function as different parts of speech depending on context.                                       |
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| Fix the tense error: 'By the time we arrived, the movie already starts.'                                                                        | <b>By the time we arrived, the movie had already started.</b> — The past perfect ('had started') is needed because the movie's start happened before the arrival. Past perfect shows an action completed before another past action. 'Starts' (present) does not match the past timeframe.                       |
| Choose the correct form: 'The __ room is down the hall.' (The room belongs to the women.)                                                       | <b>women's</b> — 'Women' is already plural and does not end in 's,' so add apostrophe + s: 'women's.' The same rule applies to children's, people's, and mice's.                                                                                                                                                 |
| Compare: A: 'The students who studied passed the test.' B: 'The students, who studied, passed the test.' How does the comma change the meaning? | <b>A: Only those who studied passed. B: All students studied, and all passed.</b> — Without commas (A), 'who studied' is essential -- it identifies which students passed. With commas (B), 'who studied' is extra information about all the students. This is one of the most important comma rules in English. |

## 13. parts-of-speech

| ⌕ Question (fold →)                                                                                                                                | Answer                                                                                                                                                                                                                                                                                                                                        |
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| In this passage, is the tense shift intentional or an error? 'The volcano erupted in 1883. Today, scientists study its effects on global climate.' | <b>Intentional -- the shift reflects a real change from past event to present study.</b> — The shift from past ('erupted') to present ('study') is intentional because the timeline changes. The eruption is a historical event; the scientific study is ongoing. This is a purposeful, logical tense shift.                                  |
| What is the difference between 'I ate lunch' and 'I have eaten lunch'?                                                                             | <b>'I ate' states a completed past action. 'I have eaten' connects that past action to the present moment.</b> — 'I ate lunch' (simple past) just states a fact about the past. 'I have eaten lunch' (present perfect) connects the past action to the present -- you are no longer hungry. The choice depends on what you want to emphasize. |
| Create a compound-complex sentence from these ideas: 'The power went out. We lit candles. We were scared of the dark.'                             | <b>Although we were scared of the dark, the power went out, so we lit candles.</b> — This compound-complex sentence has a dependent clause ('Although we were scared of the dark') and two independent clauses joined by 'so.' The other options are run-ons, comma splices, or fragments.                                                    |
| Which of these is a simple sentence?                                                                                                               | <b>The talented young pianist performed at the concert.</b> — A simple sentence has one independent clause with one subject-verb pair. Despite being long, 'The talented young pianist performed at the concert' has only one clause. The others have two clauses each.                                                                       |
| How many nouns are in this sentence? 'The children played games in the park.'                                                                      | <b>Three: children, games, park</b> — 'Children' (people), 'games' (things), and 'park' (place) are all nouns. 'The' is an article, 'played' is a verb, and 'in' is a preposition.                                                                                                                                                            |
| What is the antecedent of 'she' in this sentence? 'Maria finished her homework, and then she went outside.'                                        | <b>Maria</b> — 'She' refers back to 'Maria,' making Maria the antecedent. 'Homework' and 'outside' are not people, and 'her' is another pronoun, not the antecedent.                                                                                                                                                                          |
| Which sentence has correct subject-verb agreement?                                                                                                 | <b>The dogs in the yard bark every morning.</b> — 'Dogs' (plural) takes 'bark' (plural verb). 'Barks' matches a singular subject. 'Barking' alone is not a complete verb, and 'is barking' uses a singular helper verb with a plural subject.                                                                                                 |
| Where does the apostrophe go to show possession by more than one child? 'The __ playground was busy.'                                              | <b>children's</b> — 'Children' is an irregular plural that does not end in 's,' so you add apostrophe + s: 'children's.' This follows the rule: if the plural does not end in 's,' add 's.                                                                                                                                                    |
| Where should commas go in this list? 'She packed shirts pants shoes and a jacket.'                                                                 | <b>She packed shirts, pants, shoes, and a jacket.</b> — Commas separate items in a list: shirts, pants, shoes, and a jacket. Each item gets a comma after it. Note: the comma before 'and' (called the serial comma) is widely recommended for clarity, though some style guides omit it.                                                     |
| Fill in the blank: 'Everyone finished the project __ Tomoko, who was absent.'                                                                      | <b>except</b> — 'Except' means excluding: everyone but Tomoko finished. 'Accept' means to receive. 'Expect' means to anticipate. 'Exempt' means freed from a requirement.                                                                                                                                                                     |
| Why does context matter when choosing between 'affect' and                                                                                         | <b>Both words relate to influence, but one is typically a verb and the other a noun.</b> — 'Affect' is usually a verb (to influence): 'Pollution affects health.' 'Effect' is usually a noun (a result): 'Pollution has an effect on health.' Context                                                                                         |

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| 'effect'?                                                                                                             | tells you which one fits: check whether you need a verb or a noun.                                                                                                                                                                                                                                                      |
| What does the apostrophe show in 'the dog's bone'?                                                                    | <b>Possession -- the bone belongs to the dog.</b> — In 'the dog's bone,' the apostrophe + s shows that the bone belongs to the dog. This is a possessive, not a contraction or a plural.                                                                                                                                |
| What is the difference between 'they're,' 'their,' and 'there'?                                                       | <b>'They're' = they are. 'Their' = belonging to them. 'There' = a place.</b> — 'They're' is a contraction of 'they are.' 'Their' is a possessive pronoun (their house). 'There' indicates a location (over there). Test by expanding the contraction to see if the sentence still makes sense.                          |
| Fill in the blank with the correct part of speech: 'The __ river flowed through the valley.' We need an adjective.    | <b>winding</b> — 'Winding' is an adjective describing the river. 'River' is a noun, 'flowed' is a verb, and 'quickly' is an adverb (it would modify 'flowed,' not 'river').                                                                                                                                             |
| A student writes: 'The flower pretty bloomed in spring.' What is wrong, and how should the adjective be repositioned? | <b>Move 'pretty' before 'flower': 'The pretty flower bloomed in spring.'</b> — In standard English, adjectives typically come before the noun they modify. 'The pretty flower bloomed in spring' places the adjective correctly. Changing to 'prettily' makes it an adverb, which changes the meaning.                  |
| Fix the error: 'Three student's completed the assignment early.'                                                      | <b>Three students completed the assignment early.</b> — The apostrophe is incorrectly used to form a plural. 'Students' (no apostrophe) is the simple plural. Apostrophes show possession or contraction -- never use them just to make a noun plural.                                                                  |
| Which sentence best uses strong, specific verbs instead of weak ones?                                                 | <b>The hawk swooped toward the field.</b> — 'Swooped' is a specific, vivid verb that paints a clear picture of the hawk's movement. 'Went,' 'was going,' and 'moved' are vague and do not capture the hawk's flying style.                                                                                              |
| Which is correct? 'Ten dollars __ enough for lunch.'                                                                  | <b>is</b> — When an amount of money, time, or distance is considered as one unit, it takes a singular verb. 'Ten dollars' is a single sum, so 'is' is correct.                                                                                                                                                          |
| Which sentence uses the correct subject pronoun?                                                                      | <b>She and I walked to the library.</b> — 'She' and 'I' are both subject pronouns. Test by removing one: 'I walked to the library' (correct) vs. 'Me walked to the library' (incorrect). 'Her' and 'me' are object pronouns.                                                                                            |
| Select the sentence that uses object pronouns correctly.                                                              | <b>The coach chose Priya and me for the relay.</b> — 'Me' is the correct object pronoun after the verb 'chose.' Test by removing the other person: 'The coach chose me' (correct). 'I' is a subject pronoun, 'myself' is reflexive (used only when the subject and object are the same), and 'we' is a subject pronoun. |
| Evaluate this sentence: 'The team's moral was high after the victory.' Is 'moral' the right word?                     | <b>No. 'Morale' (spirit/confidence) is needed. 'Moral' means a lesson or ethical principle.</b> — 'Morale' (pronounced mor-AL) means spirit or confidence. 'Moral' (pronounced MOR-ul) means an ethical lesson or principle. The team's morale was high after the victory.                                              |
| Rewrite this sentence replacing the adjective with a different one: 'The enormous dog sat on the porch.'              | <b>The tiny dog sat on the porch.</b> — 'Enormous' is the adjective, and replacing it with 'tiny' keeps the sentence structure correct. The other options break grammar rules by misplacing words or turning the adjective into an adverb.                                                                              |
| A student writes: 'I like to read, I also enjoy writing.' What punctuation fix would you recommend?                   | <b>Replace the comma with a semicolon: 'I like to read; I also enjoy writing.'</b> — This is a comma splice. Fix with a semicolon ('I like to read; I also enjoy writing'), a conjunction ('I like to read, and I also enjoy writing'), or two sentences.                                                               |

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| <p>Which sentence correctly uses a semicolon to form a compound sentence?</p>                                                                                              | <p><b>The trail was steep; however, the hikers kept climbing.</b> — A semicolon can join two independent clauses, especially with a conjunctive adverb like 'however.' The pattern is: clause; however, clause. The other options misplace semicolons or omit needed punctuation.</p> |
| <p>Read this paragraph: 'Amir went to the store. He bought apples. He also got milk. He paid at the counter.'<br/>What problem does this paragraph have with pronouns?</p> | <p><b>Overusing 'he' makes the writing repetitive.</b> — Starting every sentence with 'He' makes the writing monotonous. A better version would vary the structure: 'Amir went to the store, where he bought apples and milk. After paying at the counter...'</p>                     |

## 14. parts-of-speech

| ⌕ Question (fold →)                                                                                                                                                                          | Answer                                                                                                                                                                                                                                                                                                               |
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| Add an adjective to improve this sentence: 'The cat climbed the tree.'                                                                                                                       | <b>The striped cat climbed the tall tree.</b> — 'Striped' (describing cat) and 'tall' (describing tree) are adjectives. 'Quickly' is an adverb, 'yesterday' is a time word, and adding another verb does not add an adjective.                                                                                       |
| Fill in the blank: 'The weather today is much __ than yesterday.'                                                                                                                            | <b>worse</b> — 'Worse' is the comparative form (comparing two things). 'Worst' is the superlative (three or more). 'Worser' and 'more worse' are double comparatives and are not standard English.                                                                                                                   |
| Explain the difference between 'its' and 'it's' in these sentences: A: 'The dog wagged its tail.' B: 'It's raining outside.'                                                                 | <b>'Its' shows possession; 'it's' is a contraction of 'it is.'</b> — 'Its' (no apostrophe) is a possessive pronoun like his or her. 'It's' (with apostrophe) is a contraction of 'it is' or 'it has.' Test by expanding: if 'it is' works, use 'it's.'                                                               |
| Which sentence uses 'principal' correctly?                                                                                                                                                   | <b>The principal announced a new school policy.</b> — 'Principal' refers to a school leader or means 'main/primary.' 'Principle' is a rule or belief. Memory trick: the principal is your pal.                                                                                                                       |
| Analyze the difference: 'the teacher's lounge' vs. 'the teachers' lounge.' When would you use each?                                                                                          | <b>'Teacher's lounge' = one teacher's space. 'Teachers' lounge' = a lounge for multiple teachers.</b> — Apostrophe placement distinguishes singular from plural possession. 'Teacher's' = one teacher. 'Teachers' = multiple teachers. In practice, a school lounge is shared, so 'teachers' lounge' is more common. |
| Choose the correct word: 'The new law will __ all students in the district.'                                                                                                                 | <b>affect</b> — 'Affect' is the verb meaning to influence. The sentence structure 'will ' requires a base verb. 'Effect' is a noun (unless used as a verb meaning 'to bring about,' which is rare and formal).                                                                                                       |
| Choose the correct word: 'I would rather read __ watch television.'                                                                                                                          | <b>than</b> — 'Than' is used for comparisons: 'rather read than watch.' 'Then' indicates time or sequence: 'First I read, then I watched TV.'                                                                                                                                                                        |
| In the sentence 'The curious fox jumped over the fence,' which word is an adjective?                                                                                                         | <b>curious</b> — 'Curious' describes the fox, making it an adjective. 'Fox' and 'fence' are nouns (things). 'Jumped' is a verb (action).                                                                                                                                                                             |
| Compare these two passages. Which maintains better tense consistency? A: 'Maya walked to school. She sees a rainbow. She smiled.' B: 'Maya walked to school. She saw a rainbow. She smiled.' | <b>Passage B -- all verbs are in past tense.</b> — Passage B uses past tense consistently: 'walked,' 'saw,' 'smiled.' Passage A shifts to present ('sees') in the middle. Since all actions happen in the same past time frame, B is correct.                                                                        |
| Evaluate this sign: 'Visitor's must check in at the front desk.' Is it correct?                                                                                                              | <b>No. 'Visitors' is a simple plural and should not have an apostrophe.</b> — 'Visitors' here is a simple plural (multiple visitors), not a possessive. Remove the apostrophe: 'Visitors must check in at the front desk.' Apostrophes do not make plurals.                                                          |
| Which sentence correctly uses a semicolon with a conjunctive adverb?                                                                                                                         | <b>The recipe seemed simple; nevertheless, the cake burned.</b> — The correct pattern with conjunctive adverbs (however, nevertheless, therefore, etc.) is: independent clause + semicolon + conjunctive adverb + comma + independent clause.                                                                        |
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| Add commas where needed: 'After the long tiring hike we set up camp near the river.'                                                          | <b>After the long, tiring hike, we set up camp near the river.</b> — A comma separates the coordinate adjectives 'long' and 'tiring' (they independently describe 'hike'). Another comma follows the introductory prepositional phrase before the main clause.                                                                                                    |
| Which sentence uses 'affect' correctly?                                                                                                       | <b>The cold weather will affect the crops this season.</b> — 'Affect' is a verb meaning to influence: 'The weather will affect the crops.' In the other sentences, 'effect' (noun) is needed: 'a big effect,' 'the effect of.' A helpful mnemonic: Affect = Action (verb), Effect = End result (noun).                                                            |
| What does 'verb tense consistency' mean?                                                                                                      | <b>Using the same tense throughout a passage unless there is a reason to shift.</b> — Verb tense consistency means maintaining the same tense throughout a piece of writing. Shifts should only occur when the time frame genuinely changes (e.g., describing a past event and then its future impact).                                                           |
| What is the rule for subject-verb agreement?                                                                                                  | <b>A singular subject takes a singular verb; a plural subject takes a plural verb.</b> — The fundamental rule is that subjects and verbs must agree in number. Singular subjects pair with singular verbs (she writes), and plural subjects pair with plural verbs (they write).                                                                                  |
| Which sentence uses commas correctly around a nonessential clause?                                                                            | <b>My brother, who lives in Seattle, is visiting next week.</b> — 'Who lives in Seattle' is nonessential information (you could remove it and the sentence still makes sense). Nonessential clauses need commas on both sides. Note: if you have multiple brothers, 'who lives in Seattle' might be essential to identify which one, and commas would be omitted. |
| Is this correct? 'The Smith's are coming to dinner.'                                                                                          | <b>No. The plural of a family name does not use an apostrophe: 'The Smiths are coming.'</b> — 'The Smiths' is a simple plural (the Smith family). No apostrophe needed. 'The Smiths' house' would show possession. This is one of the most common apostrophe errors in everyday writing.                                                                          |
| Fix the error: 'The dog wagged it's tail happily.'                                                                                            | <b>The dog wagged its tail happily.</b> — The tail belongs to the dog, so you need the possessive 'its' (no apostrophe). 'It's' means 'it is,' which does not make sense here: 'The dog wagged it is tail' is nonsensical.                                                                                                                                        |
| Which sentence correctly uses a reflexive pronoun?                                                                                            | <b>Lena taught herself to play the guitar.</b> — In 'Lena taught herself,' the subject (Lena) and the object (herself) are the same person, which is when reflexive pronouns are used. The other sentences misuse reflexive pronouns where subject or object pronouns are needed.                                                                                 |
| Which sentence correctly uses 'light' as a verb?                                                                                              | <b>Please light the candle carefully.</b> — In 'Please light the candle,' 'light' is a verb meaning to ignite. In the other sentences, 'light' is a noun (a source of illumination) or an adjective (describing blue or something not heavy).                                                                                                                     |
| Rewrite this paragraph with consistent past tense: 'The explorers set out at dawn. They are crossing a desert. By noon, they found an oasis.' | <b>The explorers set out at dawn. They crossed a desert. By noon, they found an oasis.</b> — 'Set out' (past), 'crossed' (past), and 'found' (past) create consistent past tense. 'Are crossing' was the inconsistent present progressive that needed to be changed.                                                                                              |
| When should you NOT use a comma before 'and'?                                                                                                 | <b>When 'and' connects two words or phrases, not two independent clauses.</b> — In 'I like cats and dogs,' 'and' just connects two nouns -- no comma needed. A comma before 'and' is used when joining two independent clauses: 'I like cats, and she likes dogs.'                                                                                                |
| Which pronoun correctly replaces the                                                                                                          | <b>his</b> — 'His' is a possessive pronoun showing the pencil belongs to                                                                                                                                                                                                                                                                                          |

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| underlined noun? 'Deshawn gave<br>Deshawn's pencil to the teacher.'                                                             | Deshawn. 'Him' is an object pronoun, 'he' is a subject pronoun, and 'them' does not match a singular antecedent.                                                                                                                                                                                             |
| Read this paragraph: 'The knight enters the forest. He drew his sword. A wolf appears.' Identify the tense consistency problem. | <b>The paragraph mixes present ('enters,' 'appears') and past ('drew') tense.</b> — 'Enters' (present), 'drew' (past), and 'appears' (present) create an inconsistent mix. Fix: 'enters...draws...appears' (all present) or 'entered...drew...appeared' (all past).                                          |
| What makes a sentence 'complex'?                                                                                                | <b>It has one independent clause and at least one dependent clause.</b> — A complex sentence combines one independent clause (can stand alone) with one or more dependent clauses (cannot stand alone). Dependent clauses often start with subordinating conjunctions like 'because,' 'although,' or 'when.' |

## 15. parts-of-speech

| ⌕ Question (fold →)                                                                                                                             | Answer                                                                                                                                                                                                                                                                                                                      |
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| Why is 'I could of done better' incorrect?                                                                                                      | <b>'Could of' is a mishearing of 'could have.' The correct form is 'could have' or 'could've.'</b> — 'Could of' is a common error caused by the spoken contraction 'could've' (could have) sounding like 'could of.' The correct forms are 'could have' or 'could've.' The same applies to 'should have' and 'would have.'  |
| In 'The frozen pond cracked under the heavy weight,' which words are adjectives and which are nouns?                                            | <b>Adjectives: frozen, heavy; Nouns: pond, weight</b> — 'Frozen' describes 'pond' and 'heavy' describes 'weight,' making them adjective-noun pairs. 'Cracked' is the verb (action) in this sentence.                                                                                                                        |
| What are the seven coordinating conjunctions (FANBOYS)?                                                                                         | <b>For, And, Nor, But, Or, Yet, So</b> — FANBOYS: For, And, Nor, But, Or, Yet, So. These conjunctions join independent clauses in compound sentences. 'Because' and 'since' are subordinating conjunctions.                                                                                                                 |
| In this sentence, which pronoun has an unclear antecedent? 'When Mei put the vase on the shelf, it broke.'                                      | <b>'It' is unclear -- did the vase or the shelf break?</b> — 'It' could refer to either the vase or the shelf. A clearer version: 'When Mei put the vase on the shelf, the vase broke.' Always check that pronouns have clear, unambiguous antecedents.                                                                     |
| Choose the correct verb to maintain tense consistency: 'Every morning, Liam wakes up early, __ breakfast, and rides his bike to school.'        | <b>eats</b> — The sentence uses present tense ('wakes,' 'rides') to describe a daily routine. 'Eats' maintains present tense consistency. 'Ate' (past), 'will eat' (future), and 'had eaten' (past perfect) would break consistency.                                                                                        |
| What type of pronoun is 'myself' in the sentence 'I made the costume myself'?                                                                   | <b>Reflexive pronoun</b> — 'Myself' is a reflexive pronoun because it refers back to the subject 'I.' Possessive pronouns show ownership (my, mine). Subject pronouns replace the subject (I, he, she).                                                                                                                     |
| When is it acceptable to shift verb tense in a paragraph?                                                                                       | <b>When the time frame genuinely changes, like describing a past event and its future effects.</b> — Tense shifts are acceptable when the time frame changes: 'The ancient Egyptians built (past) the pyramids. Today, millions of tourists visit (present) them each year.' The shift reflects a real change in time.      |
| Which sentence demonstrates correct agreement with a compound subject joined by 'and'?                                                          | <b>Rice and beans make a complete protein.</b> — When two subjects are joined by 'and,' they form a plural compound subject requiring a plural verb. 'Rice and beans make' is correct. 'Makes,' 'is,' and 'has made' are all singular verb forms.                                                                           |
| Rewrite this passage to fix all pronoun problems: 'Tanya and Ling went to the store. She bought bread. She also got juice. Then she went home.' | <b>Tanya and Ling went to the store. Tanya bought bread, and Ling got juice. Then they went home.</b> — The original passage is unclear because 'she' could refer to either girl. The correct revision names each person for clarity and uses 'they' when both are acting together. The other options misuse pronoun cases. |
| Which sentence has correct pronoun-antecedent agreement?                                                                                        | <b>The girls finished their project early.</b> — 'Girls' is plural, so the pronoun must also be plural: 'their.' 'Her' and 'its' are singular, and 'she' is a subject pronoun, not a possessive one.                                                                                                                        |
| Select the correct word: 'The team needs to __ a strategy before the                                                                            | <b>devise</b> — 'Devise' is a verb meaning to plan or create a strategy. 'Device' is a noun meaning a tool or gadget. The sentence structure 'needs to __' requires a                                                                                                                                                       |

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| tournament.'                                                                                    | base verb.                                                                                                                                                                                                                                                                                                       |
| What are the three basic verb tenses in English?                                                | <b>Past, present, and future</b> — The three basic tenses are past (happened before), present (happening now), and future (will happen). Each has simple, progressive, and perfect forms.                                                                                                                        |
| Write the correct contraction for 'we have': 'We __ been waiting for an hour.'                  | <b>We've</b> — 'We've' contracts 'we have' -- the apostrophe replaces the 'ha.' Contractions always use an apostrophe to show where letters were removed.                                                                                                                                                        |
| Which sentence uses the past tense correctly?                                                   | <b>Fatima walked to the library after school.</b> — 'Walked' is the simple past tense of 'walk.' 'Walks' is present, 'will walk' is future, and 'is walking' is present progressive.                                                                                                                             |
| Write the possessive form: 'The garden that belongs to my parents.'                             | <b>my parents' garden</b> — 'Parents' is a regular plural ending in s. For plural possessive, add just an apostrophe: 'parents' garden.' 'Parent's' would mean one parent. 'Parents's' is not standard.                                                                                                          |
| Choose the correct pronoun: 'Neither Rosa nor her sisters forgot __ lunches.'                   | <b>their</b> — When 'neither...nor' joins antecedents, the pronoun agrees with the nearer one. 'Sisters' is plural and closer, so 'their' is correct. 'Her' and 'his' are singular, and 'its' does not match people.                                                                                             |
| Analyze: 'The new policy will effect change in the community.' Is 'effect' used correctly here? | <b>Yes. 'Effect' as a verb means 'to bring about.' This is a correct but rare usage.</b> — 'Effect' as a verb means 'to bring about or cause': 'effect change,' 'effect a cure.' This is correct but uncommon. Most of the time, 'affect' is the verb and 'effect' is the noun.                                  |
| A store sign reads 'Fresh Apple's \$2/lb.' What is wrong?                                       | <b>The apostrophe is incorrect. Plurals do not use apostrophes: 'Fresh Apples \$2/lb.'</b> — This is a common error called the 'greengrocer's apostrophe' -- using an apostrophe to form a plural. 'Apples' is just a plural noun and needs no apostrophe. Apostrophes are for possession and contractions only. |
| Which sentence uses 'play' as a noun rather than a verb?                                        | <b>We saw a play at the theater.</b> — In 'We saw a play at the theater,' 'play' names a thing (a performance), so it is a noun. In the other sentences, 'play' describes an action.                                                                                                                             |
| Why is 'Because she studied hard' not a complete sentence?                                      | <b>It is a dependent clause that cannot stand alone.</b> — Although it has a subject and verb, the subordinating conjunction 'because' makes it a dependent clause. It needs an independent clause to complete the thought: 'Because she studied hard, she passed the test.'                                     |
| Which indefinite pronoun takes a singular verb: 'everyone,' 'both,' or 'many'?                  | <b>everyone</b> — 'Everyone' is always singular ('everyone is' not 'everyone are'). 'Both' and 'many' are always plural ('both are,' 'many were').                                                                                                                                                               |
| Explain the difference between 'its' and 'it's.'                                                | <b>'Its' is possessive (belonging to it). 'It's' is a contraction of 'it is' or 'it has.'</b> — 'Its' (no apostrophe) is possessive, like 'his' or 'her.' 'It's' (with apostrophe) always means 'it is' or 'it has.' This is one of the most common errors in English.                                           |
| Create a sentence that correctly uses both a comma and a semicolon. Which example does this?    | <b>After the concert ended, we were exhausted; however, we stayed for the encore.</b> — The comma follows the introductory dependent clause ('After the concert ended'). The semicolon correctly precedes the conjunctive adverb 'however,' which is followed by a comma before the final independent clause.    |
| Fix this sentence: 'The group of scientists have published their findings.'                     | <b>The group of scientists has published its findings.</b> — 'Group' is a collective noun and the true subject (singular). It takes the singular verb 'has' and pronoun 'its.' 'Of scientists' is a prepositional phrase modifying 'group.'                                                                      |

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| <p>Which shows joint possession correctly? 'The project belongs to Kai and Mia.'</p> | <p><b>Kai and Mia's project</b> — When two people share ownership of the same thing, only the last name gets the apostrophe: 'Kai and Mia's project.' If they each had separate projects: 'Kai's and Mia's projects.'</p> |
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## 16. parts-of-speech

| ⌕ Question (fold →)                                                                                                             | Answer                                                                                                                                                                                                                                                                                                                                 |
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| Add commas to set off the appositive: 'My dog Biscuit loves to chase squirrels.'                                                | <b>My dog, Biscuit, loves to chase squirrels.</b> — 'Biscuit' is an appositive renaming 'my dog.' If you have only one dog, the name is nonessential information and gets commas on both sides. Note: if you have multiple dogs, 'Biscuit' identifies which one and would not need commas.                                             |
| Which sentence correctly handles a title as a subject? 'The Chronicles of Narnia __ one of my favorite series.'                 | <b>is</b> — Titles of books, movies, and organizations are treated as singular, even if they contain plural words. 'The Chronicles of Narnia' is one series, so 'is' is correct.                                                                                                                                                       |
| Which correctly uses past perfect to show sequence? 'The train __ before we reached the station.'                               | <b>had left</b> — 'Had left' (past perfect) shows the train's departure happened before 'we reached' (simple past). Past perfect establishes the earlier of two past events.                                                                                                                                                           |
| Why does this sentence need 'have' instead of 'has'? 'Both of the students __ finished the exam.'                               | <b>'Both' is always plural, so it requires 'have.'</b> — 'Both' always takes a plural verb because it refers to two things. 'Have' is the plural form. Singular verbs like 'has' go with singular subjects (she has, he has).                                                                                                          |
| Replace the repeated noun with the correct pronoun: 'Grandma baked a pie, and Grandma shared Grandma's pie with the neighbors.' | <b>Grandma baked a pie, and she shared it with the neighbors.</b> — 'She' replaces Grandma as the subject, and 'it' replaces 'Grandma's pie' as the object. The other options misuse pronoun cases (subject/object/possessive).                                                                                                        |
| Correct the following: 'There's three apples on the counter.'                                                                   | <b>There are three apples on the counter.</b> — 'There's' means 'there is' (singular), but the subject 'apples' is plural, requiring 'there are.' This is a very common error in casual speech.                                                                                                                                        |
| Insert commas in this sentence with a direct address: 'Please sit down everyone and open your books.'                           | <b>Please sit down, everyone, and open your books.</b> — 'Everyone' is a direct address (the speaker is talking to them). Direct addresses are set off by commas on both sides when they appear in the middle of a sentence.                                                                                                           |
| Evaluate this sentence: 'My favorite cities are: Portland, Austin, and Denver.' Is the colon used correctly?                    | <b>No. Remove the colon -- a colon should not follow 'are' in this structure.</b> — A colon should follow a complete independent clause. 'My favorite cities are' is incomplete. Correct: 'My favorite cities are Portland, Austin, and Denver' (no colon) or 'I have three favorite cities: Portland, Austin, and Denver.'            |
| What is an appositive, and why does it need commas? Example: 'My neighbor, Dr. Patel, is a dentist.'                            | <b>An appositive renames or defines a nearby noun. Commas set it off because it adds extra, nonessential information.</b> — An appositive is a noun phrase that renames another noun. When it provides extra (nonessential) information, commas set it off. Without 'Dr. Patel,' the sentence still works: 'My neighbor is a dentist.' |
| Why is this sentence awkward? 'She walked to the store and buys some milk.'                                                     | <b>It shifts from past tense ('walked') to present tense ('buys') without reason.</b> — 'Walked' (past) and 'buys' (present) create an inconsistent tense shift. Since both actions happen at the same time, both should be in the same tense: 'walked and bought' or 'walks and buys.'                                                |
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| In 'Here come the buses,' why is 'come' correct instead of 'comes'?                                                                 | <b>The subject is 'buses' (plural), not 'here.'</b> — When a sentence begins with 'here' or 'there,' the subject follows the verb. 'Buses' (plural) is the real subject, requiring the plural verb 'come.' 'Here' is an adverb, not a subject.                                                                                                                      |
| Analyze this paragraph: 'I woke up. I ate breakfast. I went to school. I sat in class.' What structural problem does it have?       | <b>It uses only simple sentences, making the writing choppy and monotonous.</b> — Using only short, simple sentences creates a choppy, monotonous rhythm. Mixing in compound and complex sentences would improve flow: 'After I woke up and ate breakfast, I went to school and sat in class.'                                                                      |
| A student writes: 'Me and Carlos went to the park.' Is this correct in formal writing, and how would you fix it?                    | <b>No. Use 'Carlos and I went to the park.'</b> — 'I' is the correct subject pronoun. Also, it is polite to name the other person first: 'Carlos and I.' 'Myself' is a reflexive pronoun and should not replace 'I' as a subject.                                                                                                                                   |
| A student writes: 'Each of the players are warming up.' Identify and explain the error.                                             | <b>'Each' is singular, so the verb should be 'is warming up.'</b> — 'Each' is the subject and it is always singular, requiring 'is.' The prepositional phrase 'of the players' tricks many writers into using a plural verb, but it is not the subject.                                                                                                             |
| In 'The old bridge collapsed during the storm,' the word 'old' is an adjective. What would happen to the meaning if you removed it? | <b>You would lose information about the bridge's condition.</b> — Removing 'old' keeps the sentence grammatically correct ('The bridge collapsed during the storm'), but you lose the detail about the bridge's age and condition. Adjectives add meaning but are often optional.                                                                                   |
| A peer asks: 'Do I always need a comma before and in a list?' What would you say?                                                   | <b>The serial comma is recommended for clarity but some style guides omit it. Use it consistently either way.</b> — The serial (Oxford) comma before 'and' in a list is recommended by many style guides (AP, Chicago) for clarity, but some (AP news style) omit it. What matters most is consistency within your writing. The serial comma can prevent ambiguity. |
| In 'The team celebrated because they won the championship,' what is the antecedent of 'they'?                                       | <b>team</b> — 'They' refers back to 'team.' Collective nouns like 'team' often use plural pronouns when the sentence emphasizes the group members acting together.                                                                                                                                                                                                  |
| Explain the difference between 'whose' and 'who's' in context.                                                                      | <b>'Whose' is possessive (belonging to whom). 'Who's' is a contraction of 'who is.'</b> — 'Whose' asks about ownership: 'Whose jacket is this?' 'Who's' = who is: 'Who's coming to the party?' Test by expanding: if 'who is' works, use 'who's.'                                                                                                                   |
| Why is the verb 'are' incorrect in this sentence? 'The box of chocolates are on the table.'                                         | <b>The subject is 'box' (singular), not 'chocolates.'</b> — The subject is 'box' (singular), not 'chocolates.' The prepositional phrase 'of chocolates' is a modifier and does not change the subject. The correct sentence is 'The box of chocolates is on the table.'                                                                                             |
| Identify the comma error: 'Although, the weather was nice we stayed indoors.'                                                       | <b>The comma should be after 'nice,' not after 'although.' Correct: 'Although the weather was nice, we stayed indoors.'</b> — The comma separates the dependent clause from the independent clause. The entire dependent clause is 'Although the weather was nice,' so the comma belongs after 'nice,' not after 'although.'                                        |
| Create a sentence using 'each' as the subject with correct subject-verb agreement. Which is correct?                                | <b>Each of the volunteers has signed the form.</b> — 'Each' is an indefinite pronoun that is always singular, requiring the singular verb 'has.' 'Of the volunteers' is a prepositional phrase that does not affect the verb agreement.                                                                                                                             |
|                                                                                                                                     | <b>The teacher's desk was covered with papers.</b> — 'Teacher's' correctly shows one                                                                                                                                                                                                                                                                                |

|                                                                                               |                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Which sentence uses the apostrophe correctly?                                                 | teacher owns the desk. 'Teachers desk' is missing the apostrophe. 'Paper's' incorrectly puts an apostrophe in a simple plural. 'Teachers'" would mean multiple teachers share one desk.                                                                                      |
| Why is 'happiness' classified as a noun?                                                      | <b>It names a feeling or idea.</b> — 'Happiness' is an abstract noun because it names a feeling. Words that describe people are adjectives, and words that show actions are verbs.                                                                                           |
| Analyze this sentence: 'There was many reasons to celebrate.' What is the agreement error?    | <b>'Reasons' is plural, so the verb should be 'were,' not 'was.'</b> — In inverted sentences starting with 'there,' the real subject follows the verb. 'Reasons' (plural) requires 'were.' 'There' is not the subject; it is an expletive (placeholder).                     |
| A classmate writes: 'Their going to there house with they're dog.' How many errors are there? | <b>Three errors. Correct: 'They're going to their house with their dog.'</b> — 'Their' should be 'they're' (they are going). 'There' should be 'their' (belonging to them). 'They're' should be 'their' (belonging to them). All three their/there/they're uses are swapped. |



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