

Bienvenido a Español 1

Dear Nazareth Academy Spanish 1 Student,

Welcome to your journey into a new and exciting entrance into World Languages, specifically Spanish. In Spanish 1, there are no prerequisites or requirement for previous knowledge in Spanish itself. However, practice with some key English grammar in this packet will be very helpful as a basis for comparison to enhance learning Spanish language skills. This packet will also help to reinforce your primary language as well. I look forward to guiding you in your Spanish communication pursuits.

Please read the packet information, follow instructions, and complete all activities and exercises. This will be due in the first week back at school!

Have a great Summer and I am excited to meet you at the beginning of the school year.

Dr. Dorothy Burdziak

Name _____

1.1 Nouns: words that name persons, places, things, or ideas.

“Everything that you can see and touch and many things that are invisible are named by a noun.”

Some examples of nouns:

Persons/ Animals

John

Ashley

boy

puppy

Places

Idaho

school

bakery

home

Things

notebook

noise

cookie

sandwich

Ideas

fairness

honesty

hunger

love

Exercise 1

Directions: Circle the nouns in the following sentences.

1. Adam walked carefully along the rocks.
2. The boy felt his courage leave him as he heard a noise in the dark.
3. My family still misses my great-aunt who died two years ago.
4. The landlord gave me a key that lets me into the building.
5. A flock of geese flew by the Empire State Building.
6. The cookies made the entire house smell quite delicious.
7. The boy's parents genuinely appreciated his honesty.
8. The puppy barked loudly at the cat and chased it around the house.
9. The loss of innocence is a major theme in the novel *Speak*.
10. The mom felt rather sad as she watched her oldest son go to college.

1.2 Pronouns: words that take the place of a noun or other pronoun.

Pronouns can be personal, possessive, indefinite, demonstrative, interrogative, or reflexive.

Some examples of pronouns:

<u>Personal</u>	<u>Possessive</u>	<u>Indefinite</u>	<u>Demonstrative</u>
I	my	some	this
him	his	anything	that
us	our	everybody	those
<u>Interrogative</u>		<u>Reflexive/ Intensive</u>	
Who?		myself	
What?		himself	
Which?		themselves	

Exercise 2

Directions: Circle the pronouns in the following sentences.

1. He walked carefully along the rocks.
2. The boy felt his courage leave him as he heard a noise in the dark.
3. We still miss my great-aunt who died two years ago.
4. The landlord gave me a key that lets me into the building.
5. Which building did the flock of geese fly by?
6. The cookies made it smell quite delicious.
7. The boy's parents genuinely appreciated his honesty.
8. The puppy barked loudly at the cat and chased it around the house.
9. Which novel are we reading in class?
10. The mom felt rather sad as she watched her oldest son go to college.

1.3 Adjectives: give information about the nouns they modify.

Whenever you describe a noun (a person, animal, place, or thing), you use an adjective to do so.

Some examples of adjectives:

Articles- Definite and Indefinite

the
this
an
a

Proper Adjectives

Mexican
Republican
Shakespearean
European

Normal Adjectives

yellow
silly
funny
clumsy

Exercise 3

Directions: Circle the adjectives in the following sentences.

1. Adam walked carefully along the rocky shore.
2. The boy felt his courage leave him as he heard a loud noise in the dark.
3. My family still misses my great-aunt who died two years ago.
4. The landlord gave me a key that lets me into this building.
5. A flock of geese flew by the tall building.
6. The cinnamon cookies made the house smell quite delicious.
7. His parents genuinely appreciated his honest response.
8. The cute puppy barked loudly at the cat and chased it around the house.
9. The loss of innocence is a major theme in the novel *Speak*.
10. The mom felt rather sad as she watched her oldest son go to college.

1.4 Verbs: express action or a state of being.

There are three types of verbs: linking verbs, helping verbs, and action verbs.

Some examples of verbs:

<u>Action Verbs</u>	<u>Linking Verbs</u>	<u>Helping Verbs</u>
jump	is	can
skipped	was	might
walked	feel	should
flew	grow	is
wrote	seem	have

Exercise 4

Directions: Circle the verbs in the following sentences.

1. Adam walked carefully along the rocks.
2. The boy felt his courage leave him as he heard a noise in the dark.
3. My family still misses my great-aunt who died two years ago.
4. The landlord gave me a key that lets me into the building.
5. A flock of geese flew by the Empire State Building.
6. The cookies made the entire house smell quite delicious.
7. The boy's parents genuinely appreciated his honesty.
8. The puppy barked loudly at the cat and chased it around the house.
9. The loss of innocence is a major theme in the novel *Speak*.
10. The mom felt rather sad as she watched her oldest son go to college.

1.5 Adverbs: tell more about verbs, adjectives, and other adverbs.

Adverbs often end in *-ly*, but **not always!** It is easier to spot an adverb by looking at what information it gives. Adverbs tell *when, where, how, and to what extent*.

Some examples of adverbs:

Modifying a verb: She ran quickly. He smiled brightly. She called yesterday.

Modifying an adjective: It was a very sunny day. She is an extremely smart girl.

Modifying another adverb: She ran rather quickly. He smiled very brightly.

Exercise 5

Directions: Circle the adverb in the following sentences.

1. Adam walked carefully along the rocks.
2. The boy felt his courage quickly leave him as he heard a noise in the dark.
3. My family still misses my great-aunt who died suddenly two years ago.
4. The landlord almost gave me a key that lets me into the building.
5. A flock of geese flew gracefully by the Empire State Building.
6. The cookies made the entire house smell quite delicious.
7. The boy's parents genuinely appreciated his honesty.
8. The puppy barked quite loudly at the cat and chased it around the house.
9. The novel *Speak* often explores the theme of innocence lost.
10. The mom felt rather sad as she tearfully watched her oldest son go to college.

1.6 Prepositions: precede a noun phrase or pronoun in a sentence.

The word preposition (pre-position) actually describes its place in a sentence: in a position preceding (or before) a noun or pronoun. A preposition will **always** have a noun following it, either immediately or with adjectives, to form a prepositional phrase.

Some examples of prepositions:

Simple

down
over
to
off
in

Compound

instead of
because of
out of
in addition to
due to

Exercise 6

Directions: Circle the prepositional phrases in the following sentences, then underline the preposition.

1. Adam walked carefully along the rocks.
2. The boy felt his courage leave him as he heard a noise in the dark.
3. My family still misses my great-aunt who died during the war.
4. The landlord gave me a key that lets me into the building.
5. A flock of geese flew by the Empire State Building.
6. The cookies made the entire house smell quite delicious before dessert.
7. The boy's parents genuinely appreciated his honesty in addition to his bravery.
8. The puppy barked loudly at the cat and chased it around the house.
9. The loss of innocence is a major theme in the novel *Speak*.
10. The mom felt rather sad as she watched her oldest son go to college.

1.7 Conjunctions: connect words or groups of words.

Some common conjunctions are: *and, or, but, nor, so, and yet*.

Some examples of conjunctions:

Joining words: I like cake and ice cream. Do you like cake or ice cream?

Joining groups of words: They like brownies, but I do not.

I'll meet you after school so we can study.

Exercise 7

Directions: Circle the conjunctions in the following sentences.

1. Adam walked carefully along the rocks but decided to stop once his foot was cut.
2. The boy felt his strength leave him, but kept his courage.
3. My family misses my great-aunt but not my great-uncle.
4. The landlord gave me a key that lets me into the building but not into the storage room.
5. It was either a flock of geese or seagulls that flew by the Empire State Building.
6. The cookies made the entire house smell quite delicious, but the cabbage made it stink.
7. The boy's parents genuinely appreciated his honesty and bravery.
8. The puppy barked loudly at the cat and chased it around the house.
9. Trees and mountains are major symbols in the novel *Speak*.
10. The mom felt rather sad as she watched her oldest son leave her house and go to college.

1.8 Interjections: express mild or strong emotion.

Some examples of interjections:

Cool!
Well, . . .
Ugh.
Wow!

Yo!
Hey!
Ouch!

Exercise 8

Directions: Add interjections to the following sentences.

1. _____! I cut my foot!
2. _____! Where are you going?
3. _____, I hate grammar homework.
4. _____, Let's just get it done with so we can pass the test this time.

1.9 Identifying Parts of Speech

Exercise 9

Directions: Identify the underlined parts of speech in the following sentences.

Ouch! That is Amanda Smith. She is the girl who clumsily tripped up the stairs and fell.

1

2

3

4

5

6

7

8

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____

Name: _____

Parts of Speech

For each sentence, label the underlined word(s) using the following parts of speech:

- | | |
|------------|----------------|
| a. Noun | e. Adjective |
| b. Pronoun | f. Preposition |
| c. Verb | g. Conjunction |
| d. Adverb | |

1. Ab Soul performed at a concert in New York last night.
2. Washington D.C. is full of exciting night clubs.
3. Devon quickly avoided the spitball coming toward his face.
4. Darryl took the Amtrak train to visit his cousins for a few days.
5. The test we took this week was both boring and long.
6. My teacher yelled at me for wearing ripped jeans to school.
7. I quietly took my phone out of my purse so I could text my friend.

Grammar Cheat Sheet

Abstract nouns

A noun which describes an idea, characteristic or quality such as *pride, courage, imagination, truth, danger, or happiness.*

Adjectives

A word which describes or changes a noun or pronoun. E.g. *blue, pink, big, small, tall, short, brilliant, confident, shy, notorious, difficult.*

Adverbs

A word which describes or changes an adjective, verb or word group. Usually ends with 'ly'. E.g. *quickly, slowly, funnily, sneakily, loudly, rapidly, well.* Also, words that describe place and time. E.g. *yesterday, today, then, there, away.*

Collective nouns

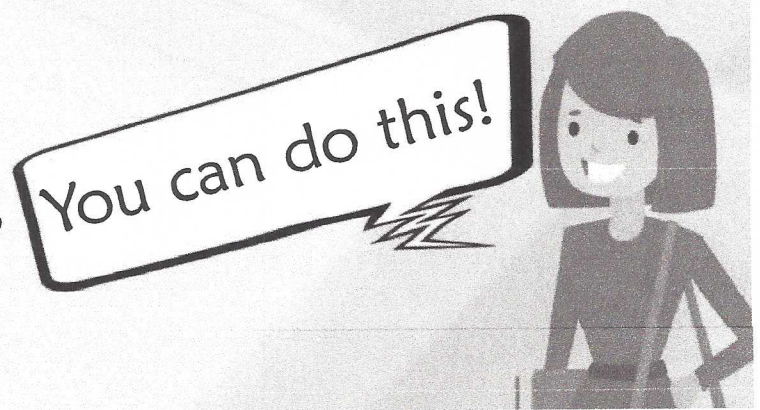
Are names for a collection or number of people, things or animals. E.g. *herd, pack, bunch, band, pride, flock.*

Compound nouns

A noun made from two or more words. E.g. 'air' and 'plane' become 'airplane'. Other examples include *sunflower, weatherman, keyboard, dishwasher, popcorn, supermarket.*

Contractions

A word or phrase that has been shortened by dropping one or more of its letters. E.g. 'is not' to 'isn't'. Others include *aren't, I'm, he's, they're, didn't.*



Definite article

The word 'the'. It is used before a noun to describe it as something specific. E.g. **the** house, **the** teacher, **the** idea, **the** thought.

Indefinite article

The word 'a' or 'an'. It is used before a noun to describe it as something non-specific. E.g. **a** car, **a** person, **an** apple, **an** octopus.

Modal verb

A type of verb that 'helps' another verb. They can show possibility, ability, permission, request, order, obligation or necessity. They include: *can, could, may, might, must, shall, should, will and would*.

Noun

A word which represents a person (*pilot*), a place (*cinema*), a thing (*laptop*), a quality (*laziness*) or a place in time (*tomorrow*).

Proper noun

A noun which represents something unique. These nouns begin with a capital letter. E.g. *Spain, Paul, London, McDonald's, Jupiter*.

Punctuation

The marks used to separate and clarify meaning in a sentence. These include full stops/periods (.), commas (,), exclamation marks (!), colons (:), semi-colons (;), apostrophes ('), question marks (?).

Superlative

A word used to describe the highest level of a quality. E.g. *best, worst, biggest, smallest, most beautiful, smartest, most intelligent*.

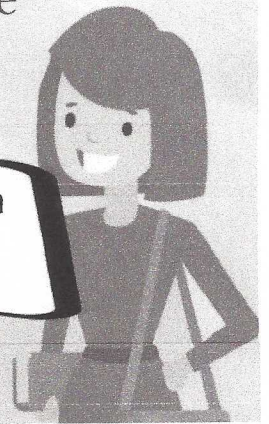
Verb

A 'doing' word which shows action or state of being. E.g. *do, run, jump, think, tell, walk, imagine, have, look*.

Grammar Cheat Sheet - Practice

- | | |
|-----------------------|--|
| 1. Abstract nouns | a) describes or changes a noun or pronoun. E.g. 'blue'. |
| 2. Adjectives | b) the word 'the'. |
| 3. Adverbs | c) The word 'a' or 'an'. |
| 4. Collective nouns | d) describes an idea, characteristic or quality such as 'pride'. |
| 5. Compound nouns | e) names for a collection or number of people, things or animals. E.g. <i>herd</i> , |
| 6. Contractions | f) word or phrase that has been shortened by dropping one or more of its letters. |
| 7. Definite article | g) 'doing' word which shows action or state of being. |
| 8. Indefinite article | h) describes or changes an adjective, verb or word group. Usually ends with 'ly'. |
| 9. Modal verb | i) verb that 'helps' another verb. |
| 10. Noun | j) marks used to separate and clarify meaning in a sentence. |
| 11. Proper noun | k) noun made from two or more words. |
| 12. Punctuation | l) word used to describe the highest level of a quality. |
| 13. Superlative | m) noun which represents something unique. |
| 14. Verb | n) word which represents a person, place, a thing, quality or place in time |

Match the grammar terms with their correct definitions



Parts of Speech Practice

Name _____ Period _____

1. Prepositions—a word that shows the relationship between words in a sentence.

Practice #1: How many prepositions can you find in the paragraph below that describes a professor's desk? Hint: There are 32!

You can sit before the desk (or in front of the desk). The professor can sit on the desk (when he's being informal) or behind the desk, and then his feet are under the desk or beneath the desk. He can stand beside the desk (meaning next to the desk), before the desk, between the desk and you, or even on the desk (if he's really strange). If he's clumsy, he can bump into the desk or try to walk through the desk (and stuff would fall off the desk). Passing his hands over the desk or resting his elbows upon the desk, he often looks across the desk and speaks of the desk or concerning the desk as if there were nothing else like the desk. Because he thinks of nothing except the desk, sometimes you wonder about the desk, what's in the desk, what he paid for the desk, and if he could live without the desk. You can walk toward the desk, to the desk, around the desk, by the desk, and even past the desk while he sits at the desk or leans against the desk.

Practice #2: Unnecessary Prepositions

In everyday speech, we fall into some bad habits, using prepositions where they are not necessary. It would be a good idea to eliminate these words altogether, but we must be especially careful not to use them in formal, academic prose. HINT: Avoid using two prepositions in a row. Avoid ending a sentence (even questions) with a preposition.

Directions: Delete the following unnecessary prepositions.

- She met up with the new coach in the hallway.
- The book fell off of the desk.
- He threw the book out of the window.
- She wouldn't let the cat inside of the house.
- Where did they go to?
- Where is your college at?

2. Nouns—a person, place, or thing; be aware of nouns that are not typical “common” nouns but are perhaps “abstract” nouns. Also note the common endings for nouns that might be in the “abstract” category: organization, misconception, weirdness, statehood, government, democracy, philistinism, realtor, tenacity, violinist. Proper nouns—names of people, places, and things—are capitalized.

Practice #1—How many nouns can you find in this song? (NOTE: There 32, including the title.)

My Favorite Things (*with apologies to Oscar Hammerstein II*)
Raindrops on roses and whiskers on kittens
Bright copper kettles and warm woolen mittens
Brown paper packages tied up with strings
These are a few of my favorite nouns
Cream colored ponies and crisp apple streudels
Doorbells and sleigh bells and schnitzel with noodles
Wild geese that fly with the moon on their wings
These are a few of my favorite nouns

Girls in white dresses with blue satin sashes
Snowflakes that stay on my nose and eyelashes
Silver white winters that melt into springs
These are a few of my favorite nouns
When the dog bites
When the bee stings
When I'm feeling sad
I simply remember my favorite nouns
And then I don't feel so bad.

3. Pronouns—a word that replaces a noun

Practice #1—See if you can identify all the pronouns in the following passage. Hint: There are 13 pronouns.

from “The Masque of the Red Death” by Edgar Allan Poe

But the Prince Prospero was happy and dauntless and sagacious. When his dominions were half depopulated, he summoned to his presence a thousand hale and light-hearted friends from among the knights and dames of his court, and with these retired to the deep seclusion of one of his castellated abbeys. This was an extensive and magnificent structure, the creation of the prince's own eccentric yet august taste. A strong and lofty wall girdled it in. This wall had gates of iron. The courtiers, having entered, brought furnaces and massy hammers and welded the bolts. They resolved to leave means neither of ingress or egress to the sudden impulses of despair or of frenzy from within. The abbey was amply provisioned. With such precautions the courtiers might bid defiance to contagion. The external world could take care of itself. In the meantime it was folly to grieve, or to think. The prince had provided all the appliances of pleasure. There were buffoons, there were improvisatori, there were ballet-dancers, there were musicians, there was Beauty, there was wine. All these and security were within. Without was the "Red Death."

Practice #2—Types of Pronouns

Directions: Match each pronoun with its type by writing the letter of the type on the line next to the pronoun(s).

- a. personal pronoun—the most common type to replace a noun
- b. demonstrative—nouns that point to something (2 are plural and 2 are singular; 2 refer to things close at hand; 2 refer to things far away)
- c. indefinite pronouns—words that leave in doubt exactly who and sometimes how many
- d. relative pronouns—relative groups of words to a noun; many of these are also interrogative pronouns because they are used to ask a question
- e. reflexive pronouns—used to refer back to an adjacent pronoun; shows emphasis

- 1. _____ who, whom
- 2. _____ he, she, it, we
- 3. _____ whichever, whatever
- 4. _____ myself, yourself
- 5. _____ him, her, it, us
- 6. _____ my, me, I, mine
- 7. _____ ourselves, himself
- 8. _____ his, hers, its, your
- 9. _____ this, that
- 10. _____ these, those

4. Verbs—words that show action or state of being; divided by time of action (verb tenses)

Practice #1—Identify all the verbs in the following passage. HINT: There are 15. Be aware of verb phrases (verbs that are composed of more than one word—these are a helping verb or two plus the main verb).

from “The Most Dangerous Game” by Richard Connell

Rainsford sprang up and moved quickly to the rail, mystified. He strained his eyes in the direction from which the reports had come, but it was like trying to see through a blanket. He leaped upon the rail and balanced himself there, to get greater elevation; his pipe, striking a rope, was knocked from his mouth. He lunged for it; a short, hoarse cry came from his lips as he realized he had reached too far and had lost his balance. The cry was pinched off short as the blood-warm waters of the Caribbean Sea dosed over his head.

Practice #2—Identify each verb as an action verb or a state of being verb (a verb that indicates who or what something is and does not show action). Write an “A” on the line by each action verb and an “S” for each state of being verb.

_____ is	_____ works	_____ are	_____ seems
_____ sat	_____ was	_____ knock	_____ were

5. Interjections—words that show strong emotion or gives a sharp command. Interjections are typically ONE word and are followed by an exclamation mark. Some interjections that show softer emotion, are followed by a comma and then the rest of the sentence.

Practice #1—Identify the following interjections and punctuate each sentence correctly.

- Wow I won the lottery
- Oh I don't know about that
- Get out
- No you shouldn't have done that
- Fire Get out of the building
- Ouch That sure did hurt

6. Adjectives—words that describe or modify a noun (person, place, or thing). Proper adjectives, like proper nouns, are capitalized.

Practice #1—Identify all the adjectives in the following paragraph. HINT: There 42 adjectives. There are also 17 participles (words that look like verbs but describe and are thus adjectives.)

He remembered yet the East India Tea House at the Fair, the sandalwood, the turbans, and the robes, the cool interior and the smell of India tea; and he had felt now the nostalgic thrill of dew-wet mornings in Spring, the cherry scent, the cool clarion earth, the wet loaminess of the garden, the pungent breakfast smells and the floating snow of blossoms. He knew the inchoate sharp excitement of hot dandelions in young earth; in July, of watermelons bedded in sweet hay, inside a farmer's covered wagon; of cantaloupe and crated peaches; and the scent of orange rind, bitter-sweet, before a fire of coals. He knew the good male smell of his father's sitting-room; of the smooth worn leather sofa, with the gaping horse-hair rent; of the blistered varnished wood

PRONOUNS

PERSONAL

OBJECT

POSSESSIVE

REFLEXIVE

**I - YOU - HE -
SHE - IT - WE -
YOU - THEY**

1. ____ love you, dad! I love you, too, Annie.
2. This is Mrs Smith. ____ is our teacher and ____ like her a lot!
3. Peter and Joe are 12. ____ are both in the same class.
4. My brother is very annoying. ____ is always teasing me!
5. Mum, Dad, ____ are the best parents in the world.
6. I have two sisters. ____ are studying at university now.
7. Tom and I are in the school football team. ____ have training every Monday.
8. My dog is very naughty. ____ bites my slippers!
9. Alex, ____ are very nervous today. Is there any problem, darling?
10. Diane is coming for the weekend. ____ arrives at 8:30
11. My parents are very understanding. ____ always listen to me and ____ trust them.

**ME - YOU - HIM -
HER - IT - US -
YOU - THEM**

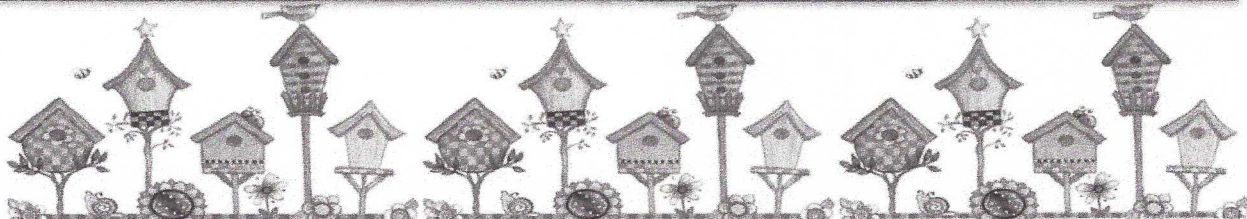
1. Is this parcel for ____? Yes, it arrived this morning.
2. That boy is very naughty. I don't like ____
3. Sara's birthday is on Friday. I bought a present for ____.
4. Sam and Amy's wedding anniversary is tomorrow. I'll call ____.
5. You and your sister are really helpful. I thank ____ both for your effort.
6. The children are very silent. I'll check on ____
7. Mr Talbot gives ____ a lot of homework. We are very busy.
8. Hey! Give ____ that ball, please. We are playing football.
9. Give ____ your phone number and I'll call ____ tomorrow.
10. Peter wanted my phone number, so I gave ____ to ____.
11. I don't have your calculator. Jack took ____
12. Where are Jai and Sally? Can you call ____, please?

**MINE - YOURS -
HIS - HERS - ITS -
OURS - YOURS -
THEIRS**

1. Is this book ____, Tom? Yes, I think it's ____.
2. Is this Lisbeth's notebook? No, it's not _____. It's Peter's.
3. Are those your bicycles? Yes, those are _____.
4. Hey! Don't touch that pen. It's _____
5. My brother says these toys are _____, but I'm sure they are _____!
6. My sister says this sweater is not _____, so it must be my mother's.
7. Peter and Tom collect stamps, so those must be _____
8. We do not have any sweaters here, so those aren't _____.
9. The cat has its toys under the table. Look! that plastic mouse over there is _____.
10. Do these crayons belong to you, boys? Yes, they are _____
11. That cheat sheet is not _____. I swear!

**MYSELF -
YOURSELF -
HIMSELF -
HERSELF - ITSELF
- OURSELVES -
YOURSELVES -
THEMSELVES**

1. Look at this wardrobe. Isn't it great? I did it _____
2. My sister built the model plane by _____
3. The children hurt _____ while they were playing in the garden.
4. John taught _____ to type last summer.
5. We burnt _____ while we were building the fire.
6. You must have enjoyed _____ at the campsite!
7. The book speaks for _____. Its message is so clear!
8. He's very conceited. He speaks about _____ all the time.
9. They built _____ a house on a tree and they were playing there all summer.
10. I was so stupid, I would have kicked _____!



NAME: _____ PER: _____ DATE: _____

DIRECT AND INDIRECT OBJECTS

An **object** in grammar is a part of a sentence, and often part of the predicate (the part of a sentence or clause containing a verb and stating something about the subject). It refers to someone or something involved in the subject's "performance" of the verb. It is what the verb is being done to. As an example, the following sentence is given:

- Leila wrote the poem.
- "Leila" is the subject, the doer or performer,
- "wrote" is a verb that refers to the action,
- "the poem" is the object involved in the action.

PART 1: DIRECT OBJECTS

Directions: Draw two lines under the action verb. Circle the direct object.

A **direct object** answers the question "what?" or "whom?"

- Examples:
- David repaired **his car** → **his car** is the **direct object** of the verb *repaired*. (What did David repair?)
- He invited **Mary** to the party → **Mary** is the **direct object** of the verb *invited*. (Whom did he invite?)

1. The teacher stopped the fight on the playground.
2. Jason bought the cool sports car last week.
3. Computers use electricity even if they are hibernating.
4. The soldier fired a gun at the enemy.
5. The kitten batted the ball of yarn around the room.

PART 2: INDIRECT OBJECTS

Directions: Draw two lines under the action verb. Circle the indirect object.

An **indirect object** answers the question "to whom?", "for whom?", "for what?"...

- An indirect object is the recipient of the direct object, or an otherwise affected participant in the event. There must be a direct object for an indirect object to be placed in a sentence. In other words an indirect object cannot exist without a direct object.
- Examples:
- They sent him a postcard - **him** is the **indirect object** of the verb *sent*. (To whom did they send a postcard?)
- He bought his son a bike - **his son** is the **indirect object** of the verb *bought*. (For whom did he buy a bike?)

6. Her husband gave her a diamond ring for their anniversary.
7. The students showed their teacher the injured bird on the playground.
8. I bought Tommy lunch last week.
9. The instructor gave the class their new assignment.
10. Please give me the answer to the problem.

NAME: _____ PER: _____ DATE: _____

PART 3: DIRECT AND INDIRECT OBJECTS

Directions: Write the direct and indirect objects from each sentence on the designated line.

1. Mr. Martin wrote me a funny note on my midterm exam.

Direct: _____

Indirect: _____

2. Christian will save Jeremy a place at the dinner table.

Direct: _____

Indirect: _____

3. Ryan promised his mother a phone call if he was going to arrive home late.

Direct: _____

Indirect: _____

4. Brooke asked Mr. Davis an important question, but didn't get a good answer.

Direct: _____

Indirect: _____

5. We are offering you a chance to change your life for the better.

Direct: _____

Indirect: _____

6. The new highway lane has saved drivers hours of trouble every year.

Direct: _____

Indirect: _____

7. Gasoline gives the truck the energy it needs to carry a heavy load.

Direct: _____

Indirect: _____

8. The old man showed the scientist an unusual rock from his backyard.

Direct: _____

Indirect: _____

9. The higher energy rates are costing the city residents a great deal.

Direct: _____

Indirect: _____

10. The two leaders pledged each other their cooperation.

Direct: _____

Indirect: _____