



AP Language

Summer Assignment

Name



2026

2026 Summer Assignment

AP Language and Composition

Welcome to AP Language and Composition!

Join Google Classroom: **igtjbo3w**

I am excited to begin this journey with you and look forward to an engaging, challenging, and rewarding year of reading, writing, and thinking together. This letter will give you a clear understanding of the expectations for this AP-level course and what you can look forward to as we explore the power of language.

Expectations for AP Students

As a student in an Advanced Placement (AP) class, you are enrolled in a college-level course with college-level expectations. This means:

- **Independence and Responsibility:** You are expected to manage your time effectively, keep up with reading and assignments, and advocate for your own learning.
- **Active Participation:** Be prepared to engage in thoughtful discussions, ask questions, and contribute to a supportive academic community.
- **Consistent Effort:** Success in this course requires regular practice in reading and writing. Stay organized, complete assignments on time, and revise your work as needed.
- **Resilience and Growth:** This course is challenging by design. Mistakes and setbacks are part of the process. Be open to feedback and committed to improving your skills.

Taking an AP course shows colleges and universities that you are willing to take on rigorous academic challenges—so take pride in the commitment you’ve made!

About AP Language and Composition

AP Language and Composition focuses on analyzing and crafting arguments through nonfiction texts. The goal is to help you become a skilled reader and an effective writer in a variety of rhetorical contexts.

You will:

- Read a wide range of nonfiction works including essays, speeches, letters, journalism, memoirs, and more.
- Study rhetorical strategies and analyze how writers use language to achieve purpose and persuade audiences.
- Practice writing in different modes—narrative, expository, analytical, and argumentative—with a strong emphasis on developing voice, structure, and evidence-based reasoning.
- Prepare for the AP exam in May, which includes multiple-choice questions on rhetorical analysis and three essays: a synthesis, a rhetorical analysis, and an argument.

Above all, this course is about learning to think critically and communicate clearly—skills that will serve you well far beyond the classroom.

AP Language & Composition: Summer 2026

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2. **Skill Building: Summer Grammar Review Workbook**
 - *Introduction: Consistent practice for correctness.*
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- The THAW Framework
- *Reading for Choice, Not Comprehension.*
- *The "Why" of Annotation.*

4. Application: Thomas Jefferson's the *Declaration of Independence*

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Summer 2026 Completion Guide

A Suggested 8-Week Timetable

This guide uses a "Slow & Steady" approach, requiring consistent work on the **Grammar Workbook** while sequentially building analytical skills.

Week	Primary Analytical Focus	Secondary Skill Focus (Workload)
Week 1	Introduction: Read the Welcome, Annotation Guide, and Syllabus. Understand the expectations for AP Lang.	Grammar Workbook: Pages 1–3 (Noun/Pronoun review). <i>Goal: Just standard workbook completion.</i>
Week 2	Start TYFA (Offense): Read <i>Thank You for Arguing</i> (Chapters 1–5). Answer the related guiding questions on your workspace.	Grammar Workbook: Pages 4–6 (Verb/VerbTense review).
Week 3	TYFA (Ethos/Pathos/Logos): Read TYFA (Chapters 6–11). These are the pillars. Focus on definitions in your notes.	Grammar Workbook: Pages 7–9 (Adjective/Adverb/Modifiers).
Week 4	TYFA (The Detailed Work): Read TYFA (Chapters 12–19). Finish reading and note-taking. Pay attention to specific figures (like parallelism or rule of three).	Grammar Workbook: Pages 10–13 (Sentence Structure review).
Week 5	Declaration Intro & Setup: Read the "Introduction to THAW" so you know how to structure your final analysis. Open the <i>Declaration</i> digital file.	Grammar Workbook: Pages 14–17 (Punctuation Review Part 1).
Week 6	Declaration THAW Entry #1: Transcribe your first Quote #1 into your workspace. Begin your THAW analysis, focusing on connecting TYFA concepts (e.g., <i>emotional diction</i>).	Grammar Workbook: Pages 18–21 (Punctuation Review Part 2).

Week	Primary Analytical Focus	Secondary Skill Focus (Workload)
Week 7	<p>Declaration THAW Entry #2: Complete your second THAW entry. Generate deep, interpretive (Level 2) questions (Why did Jefferson use that specific phrase choice here?). Generate at least one Global (Level 3) question.</p>	<p>Grammar Workbook: Pages 22–24 (Common Grammatical Errors).</p>
Week 8	<p>Final Synthesis & Assemble: Write the final Synthesis Essay prompt, combining insights from TYFA and the Declaration. Check all annotations against the Success Criteria.</p>	<p>Grammar Workbook: Pages 25–29 (Final Grammar Review). Workbook is now complete.</p>

Success Tip for Students

- **The TYFA Questions:** These are due when you finish the book. Do not skip them, as they will build your evidence bank for the Declaration analysis.
- **The THAW Margin Notes:** You cannot do these until you have finished *Thank You for Arguing*. When you annotate the Declaration, you must use the terms from the book to identify the author's choices.
- **Grammar:** Consistency is key. Completing 3 pages a week will make the 29-page total feel effortless by August.

Part 1: *Thank You for Arguing* (TYFA) by Jay Heinrichs



Scan for Book - Thank You For Arguing

After reading and annotating TYFA, complete the following short writing assignments:

Personal Mission Statement: In exactly four sentences, write your personal constitution: a statement of the person you want to be; however, write it strictly in terms of the values you embody. Do not write specifics, such as goals achieved, specific actions, or others' perceptions of you. Be prepared to share with the class.

Word Ethos: Pick a word and tell us about its ethos to you. Consider mundane words (e.g. "bored", "authority", etc.) as well as more unusual words (e.g. "frothy", "kerfuffle", "imbroglio", "peccadillo", "mania", "melee", etc.). The student's response should be a minimum of 150 words.

Word Ethos Exemplar: "Diligence"

To me, the word "diligence" possesses a strong ethos

because it perfectly balances Aristotle's three categories of character. Unlike flashier words like "brilliance" or "genius," which can feel elitist or self-serving, "diligence" projects a sense of disinterest. It doesn't promise a shortcut to fame or a selfish win; instead, it implies a selfless, steady commitment to the task at hand regardless of who is watching. It suggests the speaker isn't trying to "sell" me something, but is rather dedicated to the process itself. Furthermore, "diligence" carries a heavy weight of virtue. In our culture, we value the "grind" and the moral integrity of someone who sees a job through to the end. When I hear the word, I immediately trust the "character" of the sentence because it aligns with the tradition of the work ethic. Finally, it radiates practical wisdom. A "diligent" person isn't just a dreamer; they are someone with the competence and experience to know that real results require incremental, disciplined effort. The word doesn't just sound smart—it sounds *capable*. It is a word I respect because it doesn't demand my attention through volume, but earns my trust through its quiet, sturdy reliability.

Study Guide

Know the answers to these for the book test. The format will be multiple choice.

Introduction

What does the quote before the introduction mean?

Chapter 1 - Open Your Eyes

1. Define rhetoric
2. Know the history of rhetorical study on pages 4-5

Chapter 2 - Set Your Goals

1. What is the difference between fighting and arguing?
2. What does persuasion try to do?
3. What is a deliberative argument? (Hint: you'll

have to use some context clues to build your definition)

4. Why should you only “concede a point that will not damage your case/argument irreparably”?
5. What are Cicero’s 3 goals for persuading people?
6. How does “changing the mood” help your argument?

Chapter 3 - Control the Tense

1. What are the three types of issues established by Aristotle? Why are knowing these important?
2. Why is it important to establish what core issue you are arguing about?
3. How can changing the test (past, present, and future) help you be more successful?
4. What is the purpose of forensic, demonstrative, and deliberative rhetoric?
5. What type of rhetoric is the “rhetoric of choice”? Why?

Chapter 4 - Soften Them Up

1. What is an argument by logic (logos), character (ethos), and emotion (pathos)?

<p>2. Why is concession the most powerful tool of logos?</p> <p>3. How does “align[ing] yourself with your listener’s pathos” help you in an argument?</p>	
<p>Chapter 5 - Get Them to Like You</p> <p>1. What components make up your decorum?</p> <p>2. Why must you change your decorum based on your audience’s expectations?</p>	
<p>Chapter 6 - Make Them Listen</p> <p>1. Identify and define the “three essential qualities of persuasive ethos.”</p>	
<p>Chapter 7 - Use Your Craft</p> <p>1. What is practical wisdom?</p> <p>2. Why is practical wisdom important to building one’s ethos?</p>	

Chapter 8 - Show You Care

1. Why is ethos more important than any other aspect of rhetoric?
2. How can *dubitatio* function in an argument?

Chapter 9 - Control the Mood

1. According to Aristotle, where do emotions come from? Is this an accurate statement? Why?
2. Why is a “detailed narrative” the best way to change the mood of your audience?
3. Understand the statement: “When you argue emotionally, speak simply.”
4. What is the problem with humor?
5. What is an unannounced emotion?

Chapter 10 - Turn the Volume Down

1. Why is the passive voice so useful?
2. How might you use the backfire technique in an argument?

Chapter 11 - Gain the High Ground

1. Why must you keep the motivation of your audience in mind when trying to persuade them?
2. What is “rhetorical commonplace?” Explain.

Chapter 12 - Persuade on Your Terms

1. Understand definition/redefinition.
2. Why must you as a “persuader” identify commonplace words?
3. What tense is best when addressing values? Why?

Chapter 13 - Control the Argument

1. What is a syllogism?
2. What is an enthymeme?
3. Know the difference between inductive and deductive logic.
4. What keyword easily identifies the proof in an argument?

<p>Chapter14-Spot Fallacies</p> <ol style="list-style-type: none">1. What are four questions that can help you determine if there is a fallacy in an argument? How can you use these in everyday life?2. What are the three identifiers associated with logical fallacies?3. Understand: The False Comparison, The Bad Example, Ignorance of Proof, Tautology4. Understand the following devices:<ol style="list-style-type: none">a. Many questionsb. False dilemmac. Complex caused. The red herringe. Straw manf. Slippery slope	
<p>Chapter 15 - Call a Foul</p> <ol style="list-style-type: none">1. What is the purpose of an argument?2. Explain the Fallacy of Power3. Explain the Foul: Wrong Tense; Explain the Foul: "The Right Way"4. Explain <i>innuendo</i>, <i>the threat</i>, and <i>utter stupidity</i>.	

<p>Chapter 16 - Know Whom to Trust</p> <ol style="list-style-type: none">1. When in an argument, and ethos is used, what is the first thing to look for to determine if ethos is accurate? How could this be applied to your life?2. Explain, define, and give an example of “virtue” according to Aristotle.3. Explain the quote from Aristotle: “There’s virtue in moderatio	
<p>Chapter 17 - Find the Sweet Spot</p> <ol style="list-style-type: none">1. Explain “practical wisdom” <i>orpbronesis</i>.2. What is the most important trait of practical wisdom? Why?3. What are the steps to evaluating ethos?	
<p>Chapter 18 - Deal with a Bully</p> <ol style="list-style-type: none">1. How can you personally benefit from a bully?	

<p>Chapter 19 - Get Instant Cleverness</p> <ol style="list-style-type: none">1. What are schemes?2. Define metonymy and synecdoche.3. Understand chiasmus, antithesis, and litotes.4. Why should one use the <i>simplest figures of thought</i> in a serious argument?	

Part 3: Summer Reading Synthesis (TYFA & The Declaration)

Objective: Apply the concepts from Jay Heinrichs' *Thank You for Arguing* (TFA) to analyze how Thomas Jefferson creates a persuasive argument for revolution.

Step 1: TFA Terminology Check

Before you begin annotating the *Declaration of Independence*, remind yourself of these key concepts from your reading. As you read Jefferson's text, you will be searching for these tools:

1. **Ethos (The Preamble):** How does Jefferson establish the **credibility** and character of the colonists? Why does he mention a "*decent respect for the opinions of mankind*"?
2. **Logos (The Grievances):** What is the **structure** of Jefferson's logical argument? How does he use a list of "facts" to build an unarguable case against the King? Look for **syllogisms** (the "if/then" structure).
3. **Pathos (Word Choice/Diction):** Where does Jefferson use **emotionally charged language** to make the audience feel anger towards the King or sympathy for the colonists (e.g., "*barbarous ages*," "*despotism*," "*brethren*")?

Part 2: Handwritten THAW Exercise (Two Quotes)

Objective: Systematically analyze two chosen quotes from the *Declaration* using the THAW (Thoughts, Highlight, Ask, Words) method on the lined paper provided in your packet.

Setup Your Page

1. **Header:** Write the document title (**The Declaration of Independence**) and date at the top.
2. **Left Column (TFA Connection):** Draw a vertical line to create a label margin on the left (approx. 2.5 inches). Use this column only for labeling your **THAW** steps and connecting them to **TYFA tools** (e.g., *Pathos Analysis, Logos Structure*).
3. **Main Page:** This is for your handwritten quote transcription and analysis.

The Exercise Steps (Complete Twice)

T = Thoughts (Rhetorical Analysis)

- **Identify a TFA Tool:** Choose a specific tool from *Thank You for Arguing* (e.g., *diction, rule of three, parallelism, emotional appeal*) that Jefferson uses in this quote. Use the leftmost column to label it.
- **Explain the Effect:** *Why* did Jefferson choose this tool? How does it help him achieve his **purpose** of persuading the audience (e.g., potential allies or the King)?

H = Highlight (Annotation)

- **Transcribe:** Handwrite your chosen quote exactly as it appears.
- **Isolate Key Phrases:** Draw boxes or circles around specific "power words."
- **Connect to Margins:** Draw arrows from your isolation marks to the margin and offer a deep-dive reason why that specific phrase is crucial (e.g., '*Self-evident*' *cuts off debate*; '*unalienable*' *means 'cannot be taken'*).

A = Ask Questions (Three Levels)

- **Level 1 (Basic):** A factual question answered directly in the text.
- **Level 2 (Interpretive):** A "how" or "why" question that requires inference from textual evidence.
- **Level 3 (Global):** A big-picture question about human nature, justice, or power that goes beyond the text.

W = Words to Know

- **Define:** AP Lang is a vocabulary-heavy course. Identify and define **one** challenging academic or historical word from the quote. Example targets: *unalienable*, *despotism*, *consanguinity*, *transient*.

Scoring Standards (The Success Criteria)

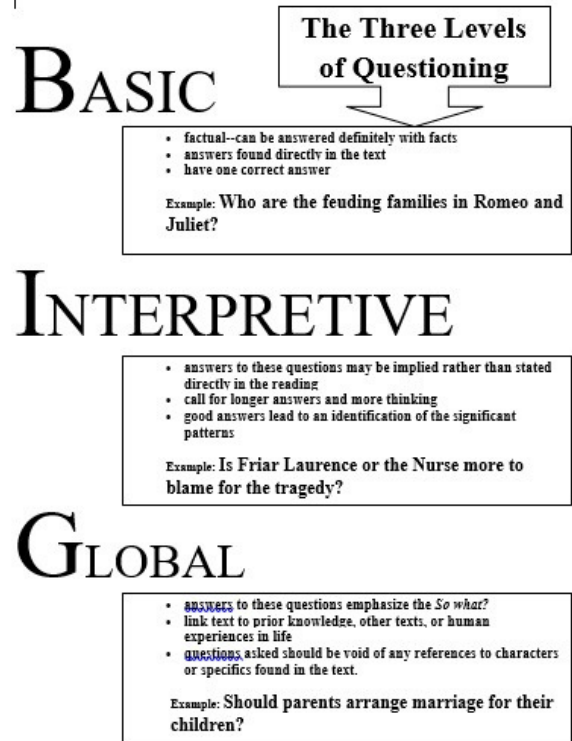
To earn a score of **3 (Exceeds Expectations)**, your complete exercise must:

- Feature **multiple notes** (6+) in the margins that go beyond reaction to actual rhetorical analysis.
- Correctly **identify TFA strategies** (e.g., parallelism, ethos).
- Include all **three levels of questioning**.
- Accurately define complex **vocabulary**.

Annotating the Text?

Make sure you have the following:

T	Thoughts <ul style="list-style-type: none"> • Comments • Connections to the Real-World! • Connections to other Texts! • Identifying and explaining LITERARY DEVICES and/or RHETORICAL DEVICES used by the author
H	Highlighting and/or Underlining <ul style="list-style-type: none"> • Highlight or underlining key ideas, phrases, or vocabulary (identify arguments and evidence provided) • Include a side note in the margin that offers a reason as to why it's important
A	Ask Questions <ul style="list-style-type: none"> • Write down questions you have about the text • Questions include: <ul style="list-style-type: none"> ○ Level 1: Easy, on-the-surface questions, the answer can be found in the text. ○ Level 2: Questions that have no definitive answer, but should have textual support or reasoning; Draw inferences ○ Level 3: Questions that focus on universal or global themes, the human condition, etc.
W	Words to know <ul style="list-style-type: none"> • Identify and define vocabulary that is unknown and/or significant to the text.



Entry #1, Quote #1

by everyone; in every case

"It's a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife. However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families, that he is considered the rightful property of some one or other of their daughters." (ch. 1, p. 1)

Again and Again: Austen continuously brings up marriage and wealth, setting the tone for the novel (miscommunication, love, and gossip)

Nothing needed to be known of the man other than his wealth for his status and acceptability to be established in a community.

As the time wealthy men didn't need women, women needed them for wealth and status

Does money still make this much power upon people's lives and choices?

having a legitimate right to property, position or status

How would such views on marriage be seen today? By men? By women?

Entry #1, Quote #2

Contrast and contradiction: across her and disregarded her status as opposed to Mr. Darcy. Bingley although associated with Darcy and pitiful or "suck up"

"Oh! She is the most beautiful creature ever beheld! But there is one of her sisters sitting down just behind you, who is very pretty, and I dare say very agreeable. [...] which do you mean?" and turning round he looked for a moment at Elizabeth, full catching her eye, he withdrew his own and coldly said: "She is tolerable, but not handsome enough to tempt me; I am in no humour at present to give consequence to young ladies who are slighted by other men. You had better return to your partner and enjoy her smile for you are wasting your time with me." (ch. 3, p. 5)

Mr. Darcy's first impression to Elizabeth, this starts their love/hate relationship and causes not only Elizabeth but her entire family to think poorly of Mr. Darcy. (he immediately shows his pride and arrogance).

Does Mr. Darcy really mean the things he's said (he looks at her slightly with a calm face & then turns around)

Darcy is referring to the fact that Elizabeth is being ignored by all the men present and showing that he's proud that he doesn't care and contributing to Elizabeth's mutual pain of being unwanted.

Again and Again: Darcy's pride and extreme class-consciousness appears throughout the novel, this blinds him and prevents him from seeing Elizabeth as she is. ignored or passed over

What impacts can first impressions have upon a relationship?

Passage #1 The Sky is Everywhere by Jandy Nelson

T: thoughts Context: Lennie Walker has recently lost her sister Bailey Walker. She takes the death of her only sister very hard, since they were very close.

H: highlight

A: ask

W: unknown words

T: The setting is very contradicting to how Lennie is feeling, she is feeling depressed - while in contrast the garden is blooming with beauty and joy.

"I turtle up, tucking my knees to my chest and resting my head in the crevice between them. My eyes move from the wisteria cascading down the trellis to the several parties of daffodils gossiping in the breeze to the (Indisputable) fact that springtime has shoved at its raincoat today and is just prancing around - it makes me queasy, like the world has already forgotten what's happened to us."

→ A: Did the author experience the loss of a loved one?

→ w: unable to be challenged or denied

→ w: uneasy

T: This text reveals character development because it shows what Lennie is experiencing after the death of her sister. She is experiencing a stage of grief, which is depression.

← world has already forgotten what's happened to us.

(pg. 18)

→ Setting: The setting the story is taking place in for this passage is Lennie's grandma's garden.

Section 1

Scoring Guide for Annotations

Scoring Element	3	2	1	0
1. Notes in the margin	<ul style="list-style-type: none"> The text includes at least 6 notes in the margin, ranging from paraphrasing/reaction to the text, to commenting on the text, and to evaluating it. AP: Identifies and explains the function of multiple and varying literary devices and/or rhetorical strategies present. Analysis shows depth and critical thinking. 	<ul style="list-style-type: none"> The text includes between 2-5 notes in the margin; The notes might miss paraphrasing, commenting on the text, or evaluating it. AP: Identifies and tries to explain the function of one or two literary devices and/or rhetorical strategies present. May be redundant or a definition of the device/strategy. 	<ul style="list-style-type: none"> The text includes less than 2 notes in the margin; The notes significantly miss paraphrasing, commenting on the text, or evaluating it. AP: Identifies literary devices and/or rhetorical strategies in the text. Choice of devices/strategies is redundant, limited, or basic. Little to no attempt at explaining the function of the device/strategy. 	Not present
2. Underlining, circling, or highlighting passages, and Post-it notes near selected passages	<ul style="list-style-type: none"> Present in all quotes/passages They highlight the passages that really stand out Are brief and specific 	<ul style="list-style-type: none"> Present in some of the quotes Might include insignificant details Some highlighted portions are too long 	<ul style="list-style-type: none"> Missing in most quotes Include mostly random passages The highlighted portions are extremely long Highlighting may be present without any relevant annotations. 	Not present
3. Questions	<ul style="list-style-type: none"> There are at least 3 questions relating to the text; The types of questions vary- see <i>endnote 1</i> 	<ul style="list-style-type: none"> There are 2 questions; The questions are within the same type 	<ul style="list-style-type: none"> There is one question only; The question is irrelevant to the text 	Not present
4. Vocabulary	<ul style="list-style-type: none"> At least 6 vocabulary words are looked up and defined at the end/in the margins of the quotes--see <i>endnote 2</i> 	<ul style="list-style-type: none"> Between 4-5 vocabulary words are looked up and defined at the end/in the margins of the quotes 	<ul style="list-style-type: none"> Between 1-3 vocabulary words are looked up and defined at the end/in the margins of the quotes 	Not present
<p>1. Types of questions:</p> <ul style="list-style-type: none"> Basic: Level 1: The answer can be found in the text (Think WHAT, WHEN, WHO questions) <ul style="list-style-type: none"> E.g.: "When does Jane begin regretting her decision?" Interpretive: Level 2: The question has no definitive answer; any answer is correct as long as it is backed up with textual support (Think HOW and WHY questions) <ul style="list-style-type: none"> E.g.: Why is Ann depressed? Global/Universal: Level 3: The question refers to all people, situations, human condition, etc. The question does not use any character's name and its answer is a possible theme <ul style="list-style-type: none"> E.g.: Where do people find comfort when they are old? How do people cope with loneliness? Is marriage a mental trap? <p>2. Vocabulary: If the quotes/text you chose do not contain any problematic vocabulary, you need to select any 6 words from the section of the book your entry belongs to and define those words.</p>				

(Circle "self-evident")
Diction choice. Jefferson makes rights seem undeniable, not debated.

(Circle "unalienable")
Ethos. Appeals to nature/God-given, not government-given.

(Circle "Life, Liberty...")
Rule of three. Memorability and completeness. Logos appeal.

(Circle "consent of the governed")
Power shift. Crucial to argument: people are ultimate source of authority. This connects directly to popular sovereignty.

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are cersity, Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed..."

THAW ANALYSIS

T: Thoughts - Context / Connection: This line is famous. It grounds US identity. Jefferson uses 'that...' repetition (parallelism!) to build a logical case. The connection is to Locke's natural rights, but Jefferson swaps 'property' for 'happiness' (Pathos!).

H: Highlight / Transcription (See above annotations and arrows to margin)
- Notes: 'self-evident' cuts off debate; 'unalienable' means 'cannot be taken'.
(Circle 'unalienable' and write definition)
- Word to Know: Unalienable - Incapable of being alienated, surrendered, or transferred.

A: Ask Questions (3 Levels)
- Level 1 (Basic): What are the three rights? Life, Liberty, Happiness.
- Level 2 (Interpretive): Why did Jefferson include 'pursuit of happiness' instead of 'property'?
- Level 3 (Global): Can any rights truly be unalienable if different governments define them differently?

W: Words to Know - Define 'unalienable' above in Highlight section. Also, defined 'endowed' with pencil to side: to provide with a quality, ability, or asset.

"endowed" to provide to side: with a quality, or ability, or asset.



On July 2, 1776, after months of deliberation and while directing battle in the colonies and Canada, the Second Continental Congress voted to declare the “united States of America” separate and independent from Britain. On July 4, the Congress approved the final wording of the Declaration, written primarily by Thomas Jefferson. Copies were immediately printed and distributed throughout the colonies and the continental troops. On July 9, with the approval of the last colony, New York, the Declaration became the “unanimous Declaration of the thirteen united States of America.” On August 2, 1776, the printed Declaration was signed by most of the congressional delegates, the final signature affixed in 1781 by the New Hampshire delegate.

DECLARATION OF INDEPENDENCE

IN CONGRESS, July 4, 1776.

The unanimous Declaration of the thirteen united States of America

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature’s God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.¹

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.²

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¹ Jefferson based much of the Declaration’s text on his preamble to the Virginia constitution and on Virginia’s Declaration of Rights (composed by George Mason), both written in June 1776. Scholars still debate the relative influence on Jefferson from other documents, including Locke’s 1689 treatises on government, yet it is clear that the Enlightenment concepts of “natural law” and the “natural rights of mankind” found an early forceful expression in the 1776 declaration of the “thirteen united States of America.”

² Twenty-seven grievances are given, many in vague or overstated language for the purpose of persuasion and dramatic intensity. All relate to Britain’s increase of imperial control after the French and Indian War (1754-1763), which ended the relative autonomy long valued by the colonies.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the meantime exposed to all the dangers of invasion from without, and convulsions within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

1 Colonial laws had to be approved by the British monarch, and Parliament could ban colonial initiatives. For example, the king blocked several colonies' attempts to tax the slave trade, and Parliament banned colonies from printing their own paper money, which colonists felt was essential to their commercial vitality.

2 In several instances, the king instructed royal governors to block pending colonial legislation. At times, months or years would pass before the king addressed a colonial enactment, if ever.

3 The British officials feared large legislative bodies as parochial and democratic, so they sought to restrict their growth. This restriction left many new frontier communities poorly represented in their colonial assemblies.

4 In retribution for their resistance to British authority, the assemblies of Massachusetts, Virginia, and South Carolina were ordered for periods of time to convene at a site other than their normal meeting places where all their critical papers and records were kept.

5 By 1776, nearly all the colonial assemblies had been dissolved at some point, for weeks or months, due to their stands against British authority.

6 With their assemblies dissolved and unable to elect new representatives, colonists were in effect without local government.

7 King George III considered limiting emigration to the colonies of non-British Europeans, especially Germans, partly because they would not bring with them a traditional allegiance to the Crown. Americans, however, valued the increase of independent settlers (rather than of freed prisoners from British jails). In addition, the king in 1763 had virtually banned American settlement in the Ohio River Valley, a region long coveted by the expanding colonies (the ban was lifted in 1768).

8 From 1773 to 1776 North Carolina had no superior courts due to a stalemate between its assembly and the governor over the assembly's insistence on allowing "attachments" (similar to garnishment) to seize British debtors' property, a practice banned by Parliament.

9 In 1767 the king removed one essential power of the colonies—paying the salaries of royal officials. Without the "power of the purse," the assemblies could wield little influence over governors, judges, customs commissioners, and other British officials.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.

10 Of the new offices created after 1763, the most unpopular were the British customs agents (tax collectors) who arrived in 1767 with expanded authority to conduct searches of ships and warehouses for goods smuggled into the colonies (a practice, long ignored by Britain, to avoid British import taxes). [**The 1789 Bill of Rights bans “unreasonable searches and seizures” (Fourth Amendment).**]

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

11 In 1768 the first British troops sent to the colonies for the sole purpose of enforcing British authority arrived in Boston. The escalating hostility led to the Boston Massacre of 1770 and other violent confrontations.

He has affected to render the Military independent of and superior to the Civil power.

12 In 1774 the British appointed a general, Thomas Gage, to double as the civil governor of Massachusetts. This offended the Patriots, who wanted a strict separation of the military and civil authority. [**The U.S. Constitution assigns the role of commander-in-chief of the military forces to a civil official, the President.**]

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

13 After 1763, the king assented to laws of Parliament that many colonists considered illegitimate, coercive, and punitive (“pretend legislation”), one creating a new colonial Board of Trade (a “jurisdiction foreign to our Constitution”) that enforced new trade laws and taxes.

For Quartering large bodies of armed troops among us:

14 In 1764 Parliament required the colonial assemblies to provide funds for food, drink, provisions, and housing (in unoccupied buildings) for British troops in America. [**The 1789 Bill of Rights places strict limits on the government’s authority to house soldiers in private dwellings (Third Amendment).**]

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

15 In 1774 Parliament authorized that British soldiers accused of murder could be sent to Britain for trial instead of being tried in America with a jury of colonists.

For cutting off our Trade with all parts of the world:

16 In 1774, Parliament closed the port of Boston and in 1775, with the outbreak of war, ordered the total blockade of American shipping.



original Declaration of Independence
National Archives, Washington, DC

one of many broadside editions
printed in July 1776

the 1823 engraving by William J. Stone
(most frequently reproduced version)

For imposing Taxes on us without our Consent:

17 "Taxation without representation" became a rallying cry against British rule. In 1765 Parliament began imposing direct taxes on the colonies, which had no elected representation in Parliament. [***In the U.S. Constitution, money-related bills must begin in the House of Representatives which is directly elected by the people (as is the Senate since 1913, when the 17 Amendment ended senatorial election by state legislatures).***]

For depriving us in many cases, of the benefits of Trial by Jury:

18 New colonial courts created in 1768 provided for trials of accused smugglers with no jury the judge alone delivering the verdict thus removing a right long valued by British subjects. [***The 1789 Bill of Rights guarantees trial by jury and other due process rights.***]

For transporting us beyond Seas to be tried for pretended offences

19 In 1772, after colonists attacked the *Gaspée*, a British ship patrolling for smugglers, Parliament held that Americans suspected of crimes against the Crown could be transported to Britain for trial. [***The 1789 Bill of Rights guarantees that an accused's trial be held "in the state and district" where the crime was committed.***]

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

20 In 1774, Parliament allowed French civil law and official religion (Roman Catholicism) to be maintained in Quebec, Canada, and extended its boundaries to include the Ohio River Valley. The Patriots disliked Catholicism as an authoritarian faith, and they resented the loss of western lands to a province that lacked an elected assembly.

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

21 In 1774 Parliament revoked the 1691 charter for the colonial government of Massachusetts. That unilateral revocation infuriated the Patriots as a complete centralization of power in the hands of Parliament.

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

22 In 1766, on the same day Parliament repealed the Stamp Act, it passed the Declaratory Act, sternly reminding the colonies that it held supreme authority to legislate for them "in all cases whatsoever."

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

23 By waging war on the colonies, the king rescinded his promise to protect his subjects and renounced his authority to govern them.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

24 Since the Battle of Lexington and Concord in April 1775 (over a year before the Declaration of Independence was adopted), the British had destroyed Norfolk, Virginia, Charlestown, Massachusetts, and Falmouth, Massachusetts (now Portland, Maine).

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy [treachery] scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

25 King George III arranged with German princes to send soldiers to fight for Britain in the Revolution, a move deeply resented by Patriots fighting for independence. Up to 30,000 "Hessian mercenaries" fought in the war.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

26 With the outbreak of war in 1775, Britain permitted the "impressment" of Americans on captured ships, whereby they were forced to serve in the British navy against the Patriots.

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of

27 In late 1775 the governor of Virginia offered freedom to slaves who would fight with the British, leading to numerous rumors of British-incited slave revolts

our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

(*domestic insurrections*) in the southern colonies. Royal governors also incited Indian attacks on back-country settlers.

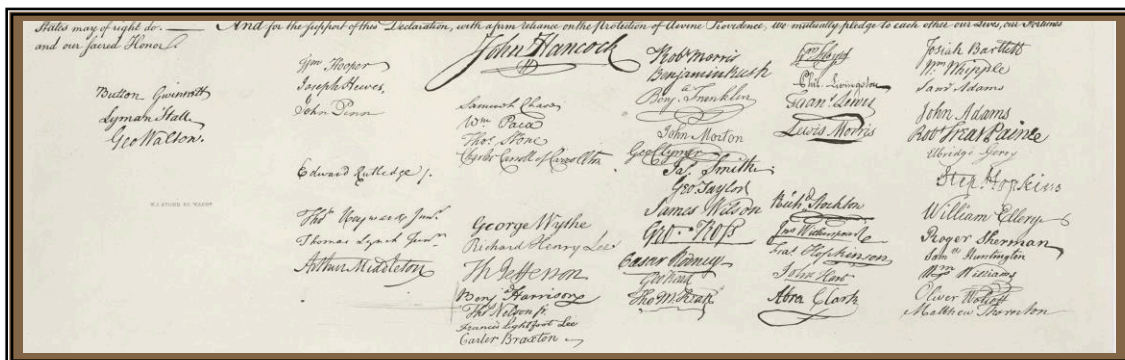
In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

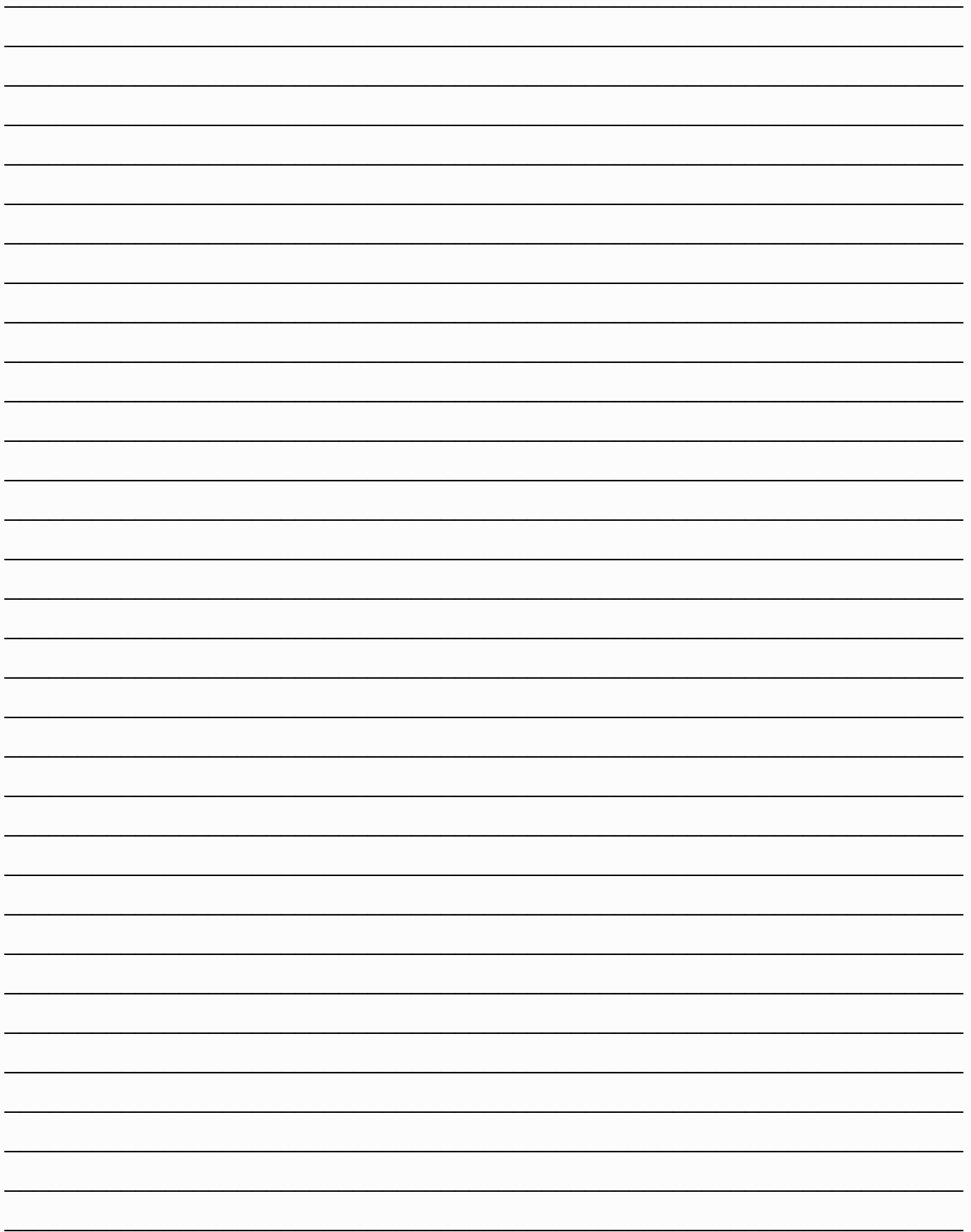
Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

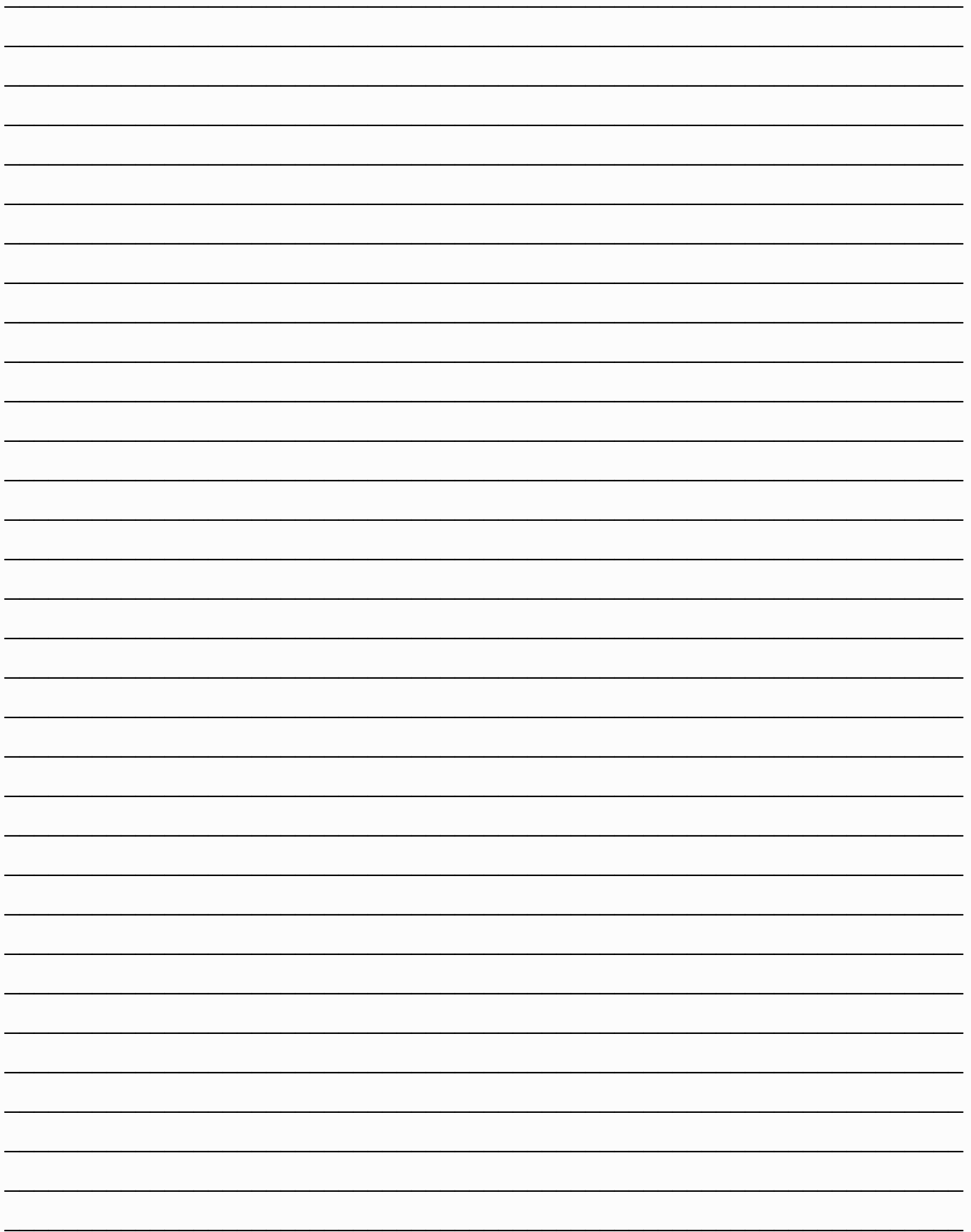
We, therefore, *the representatives of the* united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

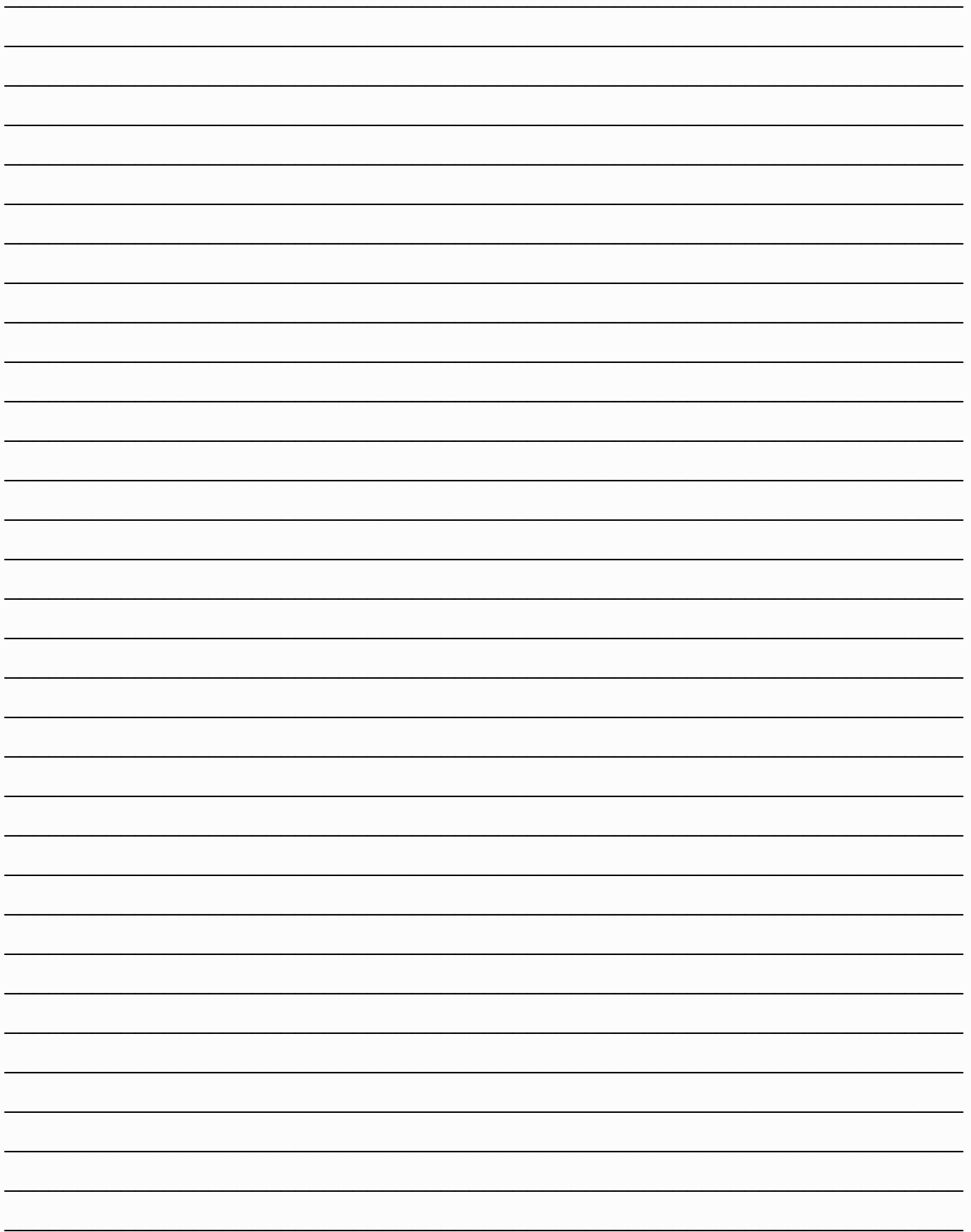
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| [GEORGIA]
Button Gwinnett
Lyman Hall
George Walton | [MARYLAND]
Samuel Chase
William Paca
Thomas Stone
Charles Carroll
of Carrollton | [PENNSYLVANIA]
Robert Morris
Benjamin Rush
Benjamin Franklin
John Morton
George Clymer
James Smith
George Taylor
James Wilson
George Ross | [NEW YORK]
William Floyd
Philip Livingston
Francis Lewis
Lewis Morris | [MASSACHUSETTS]
John Hancock*
Samuel Adams
John Adams
Robert Treat Paine
Elbridge Gerry |
| [NORTH CAROLINA]
William Hooper
Joseph Hewes
John Penn | [VIRGINIA]
George Wythe
Richard Henry Lee
Thomas Jefferson
Benjamin Harrison
Thomas Nelson, Jr.
Francis Lightfoot Lee
Carter Braxton | [DELAWARE]
Caesar Rodney
George Read
Thomas McKean | [NEW JERSEY]
Richard Stockton
John Witherspoon
Francis Hopkinson
John Hart
Abraham Clark | [RHODE ISLAND]
Stephen Hopkins
William Ellery |
| [SOUTH CAROLINA]
Edward Rutledge
Thomas Heyward, Jr.
Thomas Lynch, Jr.
Arthur Middleton | | | [NEW HAMPSHIRE]
Josiah Bartlett
William Whipple | [CONNECTICUT]
Roger Sherman
Samuel Huntington
William Williams
Oliver Wolcott |
| | | | | [NEW HAMPSHIRE]
Matthew Thornton |

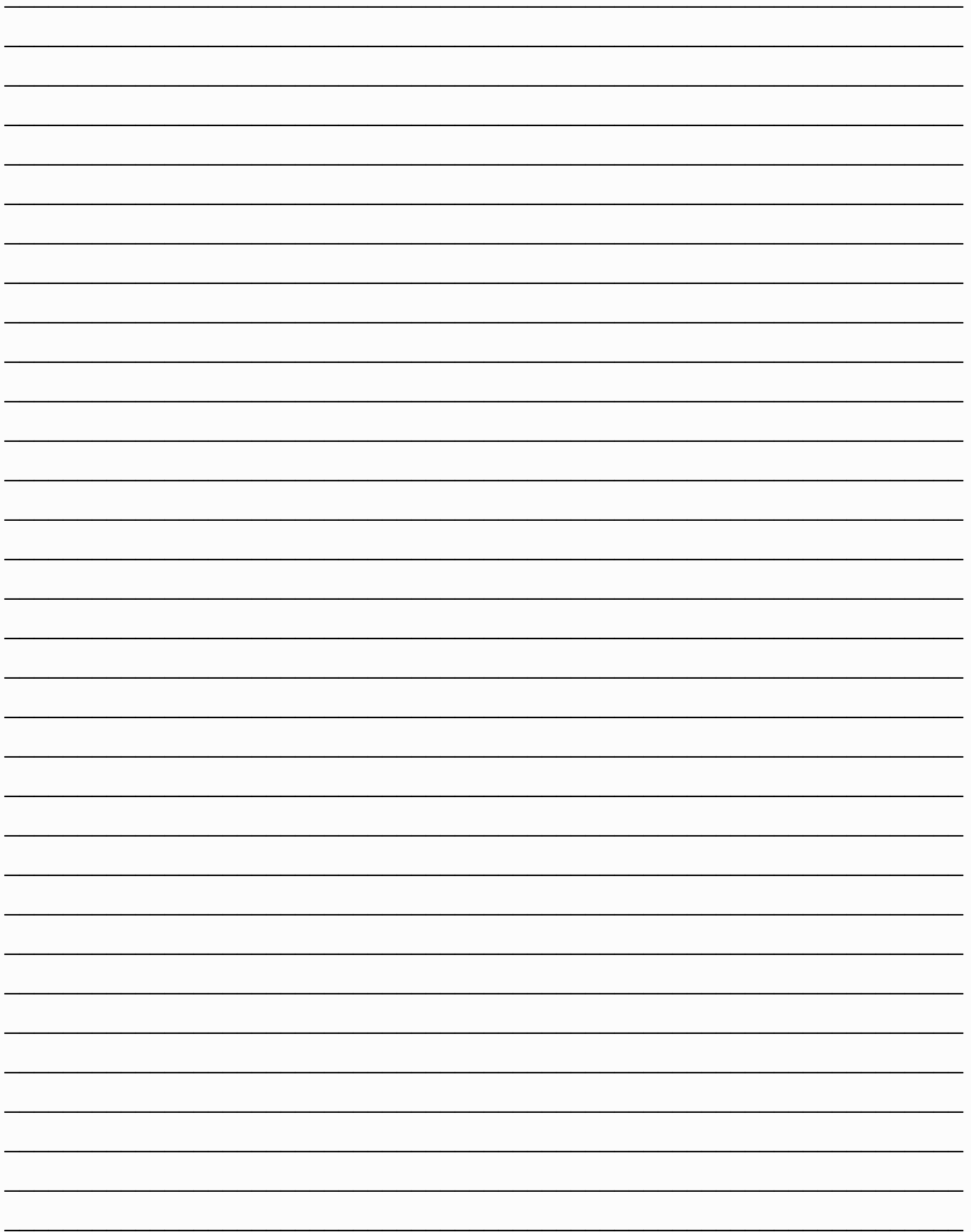
*As president of the Congress, Hancock signed first, at top center.

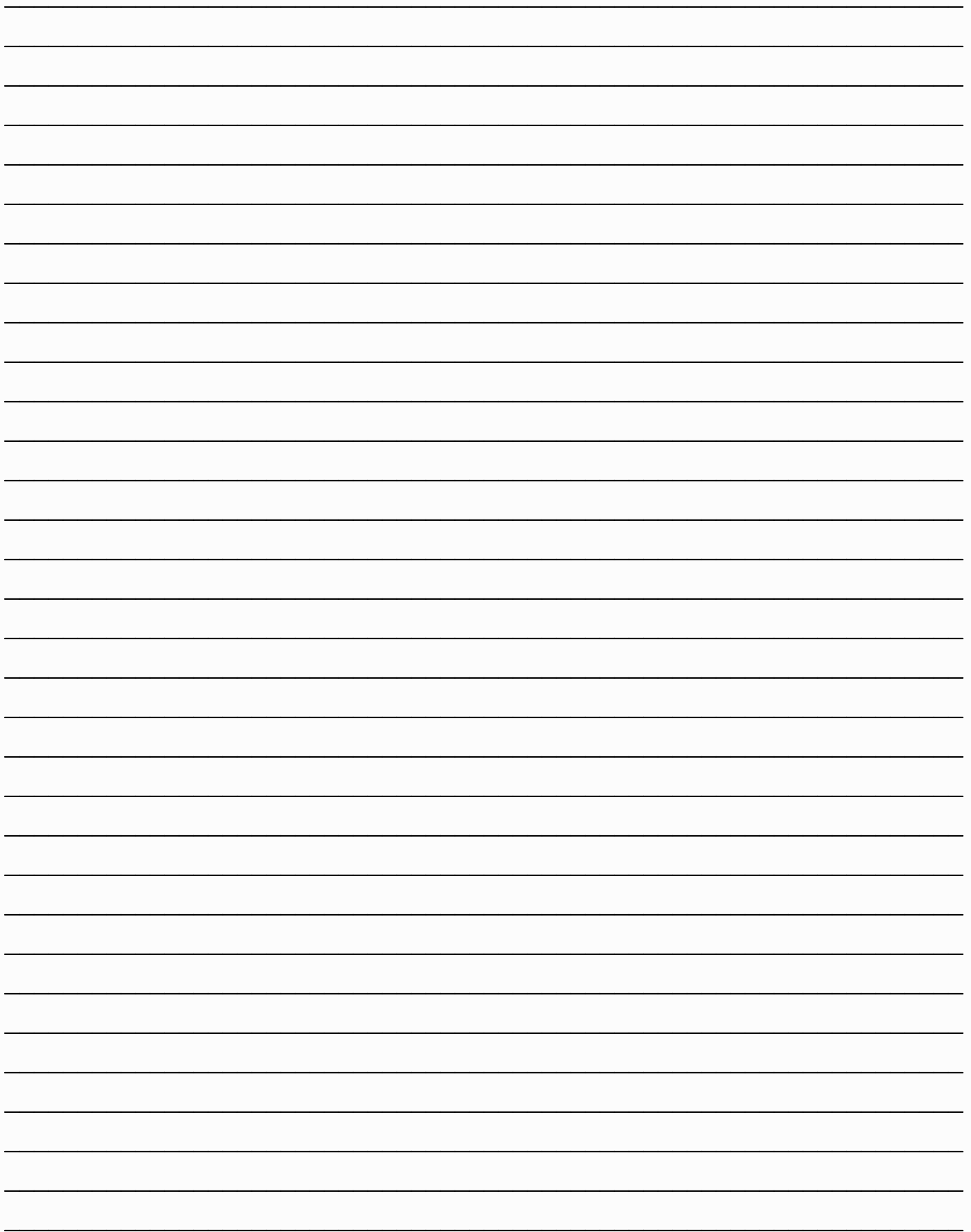


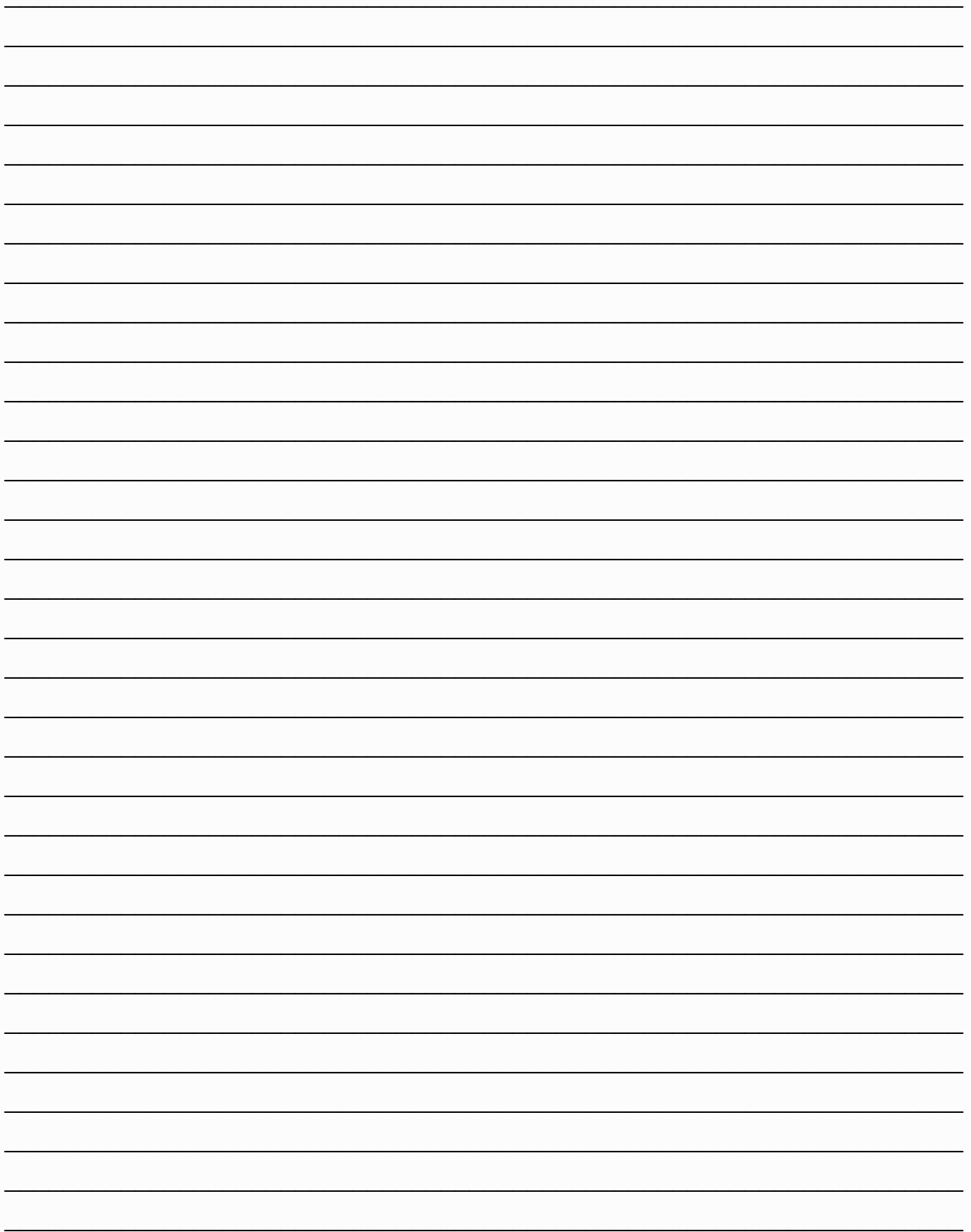












1 NOUNS

A noun is the part of speech that names a person, a place, a thing, or an idea.

There are different types of nouns. See the examples below.

Common Noun	any one of a class of people, places, things, or ideas	sister, state, hour
Proper Noun	specific person, place, thing, or idea (usually capitalized)	Maria, San Francisco, Wednesday
Concrete Noun	something you can see, touch, taste, hear, or smell	couch, pizza, whistling, perfume
Abstract Noun	something you can't perceive through your senses	anger, peace, success

PRACTICE A Identifying Nouns

Read each sentence. Then, underline all the nouns in each sentence.

Example: Her friend was driving that car.

Answer: Her friend was driving that car. car

- | | |
|--|---|
| 1. The ball is in the grass. | 6. Jamal went to the library. |
| 2. Please go to the store for milk. | 7. Your group will make the poster. |
| 3. Dinner is in the oven. | 8. Success requires hard work. |
| 4. Call your friend to get the assignment. | 9. My family visited the beach on Sunday. |
| 5. The weather in Phoenix is hot in July. | 10. The dishes are in the cabinet above the sink. |

PRACTICE B Labeling Nouns

Read each sentence. Then, on the line provided, identify whether each underlined noun is (1) common or proper and (2) concrete or abstract.

Example: Dad is making dinner.

Answer: Dad — proper, concrete; dinner — common, concrete

- Your bravery was very impressive. _____
- Grandpa went to the garage. _____
- Please finish your homework. _____
- My cousin lives in Chicago. _____
- An old house needs a lot of maintenance. _____
- My bicycle gives me the freedom to explore our neighborhood. _____
- My belief is that Sam will be fine. _____
- Have you read Hamlet by Shakespeare? _____
- His understanding grew all week. _____
- No river is as inspiring as the Mississippi. _____

2 PRONOUNS

Apronoun is a word that stands for a noun or another pronoun.

Pronouns get their meaning from the words they stand for. These words are called the pronouns' *antecedents*. This chart shows several common types of pronouns.

Personal Pronouns	refer to the person speaking, the person spoken to, or the person, place, thing, or idea spoken about	I, me, we, us, you, it, he, him, she, her, they, them
Possessive Pronouns	indicate ownership or possession	my, mine, our, ours, your, yours, its, his, her, hers, their, theirs
Reflexive Pronouns	end in -self or -selves and indicate that someone or something in the sentence acts for or on itself	myself, ourselves, yourself, yourselves, itself, himself, herself, themselves
Intensive Pronouns	end in -self or -selves and add emphasis to a noun or pronoun in the sentence	

PRACTICE A Identifying Pronouns and Antecedents

Read each sentence. Then, write the pronoun and its antecedent.

Example: Did Keisha forget her wallet?

Answer: pronoun: her; antecedent: Keisha

1. Issa just completed her first marathon. _____
2. When the car started, it made a rattling sound. _____
3. Ahmed displayed his artwork with pride. _____
 . After Zoe graduated from college, she began law school. _____
4. Nicholas left right after his lesson. _____
 . The plane circled the runway before it landed. _____

5 PRACTICE B Identifying Possessive, Reflexive, and Intensive Pronouns

Read each sentence. Then, write the pronoun and label it possessive, reflexive, or intensive.

Example: After he ate dinner, Demarcus began studying.

Answer: he—personal

- | | |
|---|--|
| 1. Lela gave herself a pat on the back.
_____ | 6. Mrs. Ortiz repainted the room herself.
_____ |
| 2. Emily went to her appointment.
_____ | 7. Ryan did the laundry himself.
_____ |
| 3. Felix himself spoke to the group.
_____ | 8. The house seems to make its own mess.
_____ |
| 4. Madison forgot to charge her phone.
_____ | 9. Elijah always takes his time.
_____ |
| 5. Olivia poured herself a glass of juice.
_____ | 10. Kira and Seth themselves organized the event.
_____ |

3 ACTION VERBS AND LINKING VERBS

A verb is a word or a group of words that describes an action, a condition, an occurrence, or a state of being.

There are different types of verbs. See the examples below.

Action Verb	tells what action someone or something is performing	go: goes, is going, went, has gone run: runs, is running, ran, has run fly: flies, is flying, flew, has flown learn: learns, is learning, learned, has learned
Linking Verb	connects a subject with a noun, a pronoun, or an adjective that identifies or describes it	be: am, is, are, is being, was, were, has been feel: feels, is feeling, felt, has felt become: becomes, is becoming, became, has become

PRACTICE A Identifying Action Verbs

Read each sentence. Underline the action verb.

Example: His daughter worries about him.

Answer: His daughter worries about him.

- 1 Penny writes songs.
- . Jose watches a lot of movies.
- 2 The family ate at a picnic table.
- . Carla's daughter works as a mechanic.
- 3 Amir shops for groceries every Wednesday.

PRACTICE B Identifying Linking Verbs

Read each sentence. Underline the linking verb.

Example: Morgan is a kind person.

Answer: Morgan is a kind person.

- 1 Jin is their youngest child.
- . Matt has become a talented photographer.
- 2 Your parents seem so proud of you.
- . Kwame feels a little chilly.
- 3 Sarah looks eager and determined.

PRACTICE C Distinguishing Between Action Verbs and Linking Verbs

Underline the verbs in the following sentences. Then, write whether each verb is an action verb or a linking verb.

Example: Isabella felt tired after the long day.

Answer: Isabella felt tired after the long day. linking verb

- 1 Sofia studied for the math exam. _____
- . Their business won an award. _____
- 2 Aaron seemed surprised about the result. _____
- . Farah is a published author. _____
- 3 The basketball team went on a camping trip. _____
- . _____
- 4 _____
- . _____
- 5 _____
- . _____

4 TRANSITIVE AND INTRANSITIVE VERBS

A transitive verb is a verb that has a direct object. An intransitive verb is a verb that does not have a direct object.

The word that receives the action of a transitive verb is called the *direct object*. You can determine whether a verb has a direct object by asking *Whom?* or *What?* after the verb.

Transitive: The boy lost his jacket. (Lost *what?* his jacket)

Intransitive: The baby cried loudly. (Cried *what?* [no answer])

PRACTICE A Identifying Transitive Verbs and Their Objects

Read each sentence. Then, underline the verb and circle the direct object.

Example: Darnell shoveled snow after the storm.

Answer: Darnell shoveled snow after the storm.

- | | |
|--|---|
| 1. Kwon saw Tyler at the grocery store. | 6. Camila rode her skateboard to school. |
| 2. Wendy posted new pictures of her family. | 7. Arjun assisted his grandfather. |
| 3. Mr. Kim bought a ticket for his daughter. | 8. The icy roads caused accidents. |
| 4. Antonio got a new job. | 9. Kody knew the answers to that test. |
| 5. Elise took her medicine on time. | 10. Amanda helped her sister with the chores. |

PRACTICE B Distinguishing Between Transitive Verbs and Intransitive Verbs

Read each sentence. Then, write the action verb, and label it transitive or intransitive.

Example: Miguel added milk to the cake batter.

Answer: added — transitive

1. Mr. Svita confirmed his son's plans. _____
2. That building towers over all the others. _____
3. Dennis walks for exercise. _____
4. John babysits his cousins after school. _____
5. Alberto admires that musician. _____
6. The weather ruined our plans. _____
7. This computer drive stores several thousand files. _____
8. Taran grew incredibly in one year. _____
9. Her lessons start at nine in the morning. _____
10. The toddler fell while running. _____

5 VERB PHRASES

Averbphraseconsistsof a main verb and one or more helping verbs.

Helping verbs are added before the main verb to form a verb phrase. For example, in the sentence "I will be arriving at school on time," *will* and *be* are helping verbs, and *arriving* is the main verb.

Common helping verbs are shown below.

Forms of be	am, is, has been, was being, will be, will have been, should be, had been, might have been
Other Helping Verbs	do, does, did, have, has, had, shall, should, will, would, can, could, may, might, must

PRACTICE A Recognizing Verb Phrases

Read each sentence. Then, write the verb phrase in it.

Example: She is interested in nutrition.

Answer: is interested

1. Beth is blogging about the news. _____
2. His cousin is studying law. _____
3. Karma was living next door. _____
4. The car is running on fumes. _____
5. I am planning for vacation. _____
6. The weather has been getting colder. _____
7. Nestor is talking on the phone. _____
8. Grandma is shopping for new curtains. _____
9. Her mail was piling up. _____
10. Stephanie has been trying to learn Chinese. _____

PRACTICE B Identifying Helping Verbs and Main Verbs

Read each sentence. Circle each main verb, and underline all helping verbs.

Example: I have been wondering about travel.

Answer: I have been wondering about travel.

- | | |
|---|---|
| 1. Mr. Ruiz is making a documentary. | 6. Dave has been fostering a dog. |
| 2. Yusuf is building a bookcase. | 7. Michelle is using common sense. |
| 3. The newspaper has been reporting on the war. | 8. Luis is planning for college. |
| 4. You do like ice cream, right? | 9. The police were working double shifts. |
| 5. Terra is going to band practice. | 10. Mr. Nguyen has won awards for his poetry. |

6 ADJECTIVES

An adjective is a word used to describe a noun or a pronoun or to give it a more specific meaning.

An adjective answers one of four questions about a noun or a pronoun: *What kind? Which one? How many? How much?* See the examples below. Note that a noun may be used as an adjective, as in the first example.

flower gardens	What kind of gardens? (flower)
that lesson	Which lesson? (that)
sixty-seven years	How many years? (sixty-seven)
boundless energy	How much energy? (boundless)

PRACTICE A Identifying Adjectives

Read the sentences below. Then, underline the adjective or adjectives in each sentence. Remember that articles (a, an, the) and possessive pronouns (such as my and your) are adjectives, too!

Example: Those complicated recipes don't interest me.

Answer: Those complicated recipes don't interest me.

- | | |
|------------------------------------|---|
| 1. Some colds really drag on. | 6. That big dog is named Teddy. |
| 2. Tamara loves old rap music. | 7. Susan makes the best apple pie. |
| 3. Noah wore a gray hat. | 8. The poet described a ruined cottage. |
| 4. Most Italian food is wonderful. | 9. Medieval architecture fascinates me. |
| 5. Timothy found an antique coin. | 10. Riding my bike is my favorite activity. |

PRACTICE B Identifying Nouns Used as Adjectives

Read each sentence. Then, write the noun or nouns used as an adjective.

Example: Emma went to the science lab.

Answer: science

- The sports car sparkled in the sunshine. _____
- Jacque skips guitar practice on Wednesdays. _____
- We used wheat bread to make the sandwiches. _____
- Dr. Weston is a bone expert. _____
- The apple juice is in the fridge. _____
- The gravel road needs work. _____
- The can label contains nutrition information. _____
- My grandma uses unscented laundry soap. _____
- My uncle is a truck driver. _____
- The governor discussed traffic issues. _____

7 ADVERBS

An adverb is a word that modifies a verb, an adjective, or another adverb.

When an adverb modifies a verb, it will answer one of the following questions: *Where? When? In what way? To what extent?* When an adverb modifies an adjective or another adverb, it will answer the question *To what extent?* See the examples below.

Where?	The book is <u>here</u> .
When?	Jacob <u>never</u> walked the dog.
In what way?	Brianna <u>kindly</u> offered to help.
To what extent?	They <u>completely</u> lost track of time.

PRACTICE A Recognizing Adverbs

Read each sentence. Then, write the adverb in each sentence.

Example: Lucia seldom goes on social media.

Answer: seldom

1. Mrs. Farrar always recycles. _____
2. Joshua accidentally broke the glass. _____
3. Brittany drives carefully. _____
4. We enjoy eating slowly. _____
5. Tashi is learning English quickly. _____
6. The toddler often feels frustrated. _____
7. Jana solved the math problem easily. _____
8. I often donate to the shelter. _____
9. Oscar opened the gift carefully. _____
10. Sam vaguely remembers his childhood. _____

PRACTICE B Identifying Adverbs and the Words They Modify

Read each sentence. Then, write the adverb and the word or words it modifies.

Example: Gophers live underground.

Answer: underground— live

1. Rose smiled gratefully. _____
2. I finally finished the project. _____
3. The sun shines everywhere. _____
4. Mr. Gutiérrez carefully arranged the flowers. _____
5. The weather is especially cold for this time of year. _____
6. Pikes Peak is a really beautiful mountain. _____
7. I try to cure my colds naturally. _____
8. The speaker nervously cleared his throat. _____
9. Aisha responded enthusiastically to the job offer. _____
10. The celebration occurs annually. _____

8 PREPOSITIONS AND PREPOSITIONAL PHRASES

A preposition relates the noun or pronoun that appears with it to another word in the sentence.

A prepositional phrase is a group of words that includes a preposition and a noun or pronoun, as well as any modifiers.

Prepositions show relationships that involve location, direction, time, cause, or possession. Some prepositions consist of more than one word. Here are some common prepositions:

about, above, across, across from, against, along, among, around, at, because of, before, behind, below, beneath, beside, between, by, down, during, for, from, in, in front of, into, near, of, off, on, on top of, onto, over, through, to, toward, under, upon, with, within, without

Prepositions come at the beginnings of prepositional phrases. A *prepositional phrase* includes a preposition, a noun or pronoun that is called the *object of the preposition*, and any word or words that modify the noun or pronoun.

PRACTICE A Identifying Prepositions and Prepositional Phrases

Read each sentence. Then, write the prepositional phrase and underline the preposition.

Example: The boy sat on his dad's shoulders.

Answer: on his dad's shoulders

1. Put the apples in the refrigerator. _____
2. The top of the car is faded. _____
3. School starts at eight. _____
4. I saw an elk in the mountains. _____
5. He polished the wood with oil. _____
6. Marie used to live in Georgia. _____
7. Your shoes are under your bed. _____
8. Angel dreams about flying. _____
9. He sent a package to his mother. _____
10. Nina left her books on the table. _____

PRACTICE B Identifying Prepositions and Their Objects

Read each sentence. Then, underline the preposition, and circle the object of the preposition.

Example: Penny swam across the lake.

Answer: Penny swam across the lake.

- | | |
|---|--|
| 1. The movie begins at 9:00 pm. | 6. The bee buzzed among the flowers. |
| 2. Our dog sat under the table. | 7. Mateo is the son of a teacher. |
| 3. The air smells fresh after the rain. | 8. The bear trampled through the brush. |
| 4. Jaime strolled toward the beach. | 9. Ang likes extra frosting on his cake. |
| 5. The squirrel jumped into the air. | 10. Never ride a bike without a helmet. |

9 CONJUNCTIONS

A conjunction is a word used to connect words or groups of words.

There are three main kinds of conjunctions: *coordinating*, *correlative*, and *subordinating*.

<p>A coordinating conjunction joins grammatically equivalent elements, such as two nouns or two independent clauses. There are only seven coordinating conjunctions, listed to the right.</p>	<p>and, but, for, nor, or, so, yet</p>
<p>A correlative conjunction is used in pairs and joins grammatically equivalent elements. There are only five pairs of correlative conjunctions, listed to the right.</p>	<p>both...and; either...or; neither...nor; not only...but also; whether...or</p>
<p>A subordinating conjunction introduces a dependent, or subordinate, clause. There are many different subordinating conjunctions; this chart shows some of the most common ones.</p>	<p>after, because, before, although, as if, as long as, so that, whenever, when, where, as though, in order that, while</p>

PRACTICE A Identifying Conjunctions

Read the following sentences. Then, underline the conjunctions. If a sentence has a pair of correlative conjunctions, remember to underline both parts.

Example: DeShaun plans to study either math or science.

Answer: DeShaun plans to study either math or science.

- | | |
|--|--|
| <p>1. After you eat dinner, you may have some dessert.</p> <p>2. We will eat either soup or sandwiches.</p> <p>3. Before I go to bed, I need to finish my homework.</p> <p>4. Would you rather rake or mow?</p> <p>5. After you wash the outside of the car, please vacuum the inside.</p> | <p>6. When I eat heavy food, I feel tired.</p> <p>7. Both Erin and Shawn are on the tennis team.</p> <p>8. Dawn can take ballet or tap.</p> <p>9. Because she wants to stay healthy, my grandmother lifts weights.</p> <p>10. The driveway gets dangerous when it snows.</p> |
|--|--|

PRACTICE B Identifying Types of Conjunctions

Read each sentence below. Then, write the conjunction or pair of conjunctions from each sentence, and label it coordinating, correlative, or subordinating.

Example: Although I don't like homework, I love good grades.

Answer: Although—subordinating

- 1 I need to finish my chores, or I will get grounded. _____
- . Luis is tired but willing to help. _____
2. Whenever we go to the skatepark, we have fun. _____
- 4 As long as you work hard, you will succeed. _____
- . Taylor will either cook dinner or wash the dishes. _____
- 5 You must have both tape and glue for this project. _____
- .
- 6 _____
- .

10 INTERJECTIONS

An interjection is a word or group of words that expresses feeling or emotion and functions independently of a sentence.

Interjections are different from most other words because they do not have a grammatical connection to other words in a sentence. Some common interjections are shown in the table below.

ah	dear	hey	oh	well
aha	goodbye	hello	ouch	whew
alas	goodness	hurray	psst	wow

PRACTICE A Identifying Interjections

Underline the interjection in each item below.

Example: Hey! It's great to see you!

Answer: Hey! It's great to see you!

1. Ahem. Can everybody hear me?
2. By the way, I think you look great!
3. Wow! What a great play!
4. Aw, what a cute puppy!
5. Psst, did you hear that last part?
6. Hurray! Lidia and Kyle are here!
7. Ouch! I shut my thumb in the door.
8. Attention! Flight 1016 to Boston has been delayed.
9. Yikes! That's expensive!
10. What? I don't believe that for a minute.

PRACTICE B Supplying Interjections

Circle the interjection that shows the feeling expressed in the sentence.

Example: (Yuck! / Yum!) This is delicious!

Answer: (Yuck! / Yum!)

1. (Awesome! / Alas,) I finally found my phone!
2. (Whew! / Oh no!) I think I caught a cold.
3. (Yikes! / Great!) That's wonderful news!
4. (Phew! / Oops!) I just spilled my coffee.
5. (Uh-oh, / Hurray,) we forgot to pack the beach towels!
6. (Whoa! / Yippee!) That was a close one!
7. (Argh, / Ahh,) it feels great to finally be on vacation.
8. (Whew, / Meh,) I didn't think the movie was very good.
9. (Ah, / Ahem,) don't worry about it.
10. (Phew! / Oops!) We just made it on time!

11 IDENTIFYING PARTS OF SPEECH

The way a word is used in a sentence determines its part of speech.

A word's job (or part of speech) in one sentence can be different from its job (or part of speech) in another sentence. Consider the information in the table below.

Noun	a word that names a person, a place, a thing, or an idea	The <u>boy</u> threw the <u>ball</u> .
Pronoun	a word that stands for a noun or another pronoun	<u>He</u> threw the ball.
Verb	a word showing an action, a condition, or a state of being	The boy <u>threw</u> the ball.
Adjective	a word that modifies (or describes) a noun or a pronoun	The <u>tall</u> boy threw the ball.
Adverb	a word that modifies a verb, an adjective, or another adverb	The boy <u>skillfully</u> threw the ball.
Preposition	a word that relates a noun or pronoun that appears with it to another word	The boy threw the ball <u>toward</u> his dad.
Conjunction	a word that connects words or groups of words	The boy threw the ball, <u>and</u> his dad caught it.
Interjection	a word that expresses emotion	<u>Wow!</u> He threw the ball far!

PRACTICE A Identifying Parts of Speech: Nouns, Pronouns, Verbs, Adjectives, and Adverbs

Read each sentence. Then, identify whether the underlined word is a noun, a pronoun, a verb, an adjective, or an adverb.

Example: She took a walk on her break.

Answer: She <u>took</u> a walk on her break.	nou	pronou	<u>verb</u>	adjective	adverb
1 <u>He</u> works hard all day.	n	n	verb	adjective	adverb
• Miette <u>takes</u> singing lessons.	nou	pronou	verb	adjective	adverb
2 Connie works in a <u>restaurant</u> .	n	n	verb	adjective	adverb
• Alejandro likes <u>stand-up</u> comedy.	nou	pronou	verb	adjective	adverb
3 The moon is shining <u>dimly</u> .	n	n	verb	adjective	adverb
•	nou	pronou			

PRACTICE B Identifying Parts of Speech: Prepositions, Conjunctions, and Interjections

Read each sentence. Then, identify whether the underlined word is a preposition, a conjunction, or an interjection.

Example: The sun moves toward the west.

Answer: The sun moves <u>toward</u> the west.	nou	pronou	<u>preposition</u>	conjunction	interjection
1 Put your homework <u>on</u> my desk.	nou	pronou	preposition	conjunction	interjection
• <u>Ugh!</u> I think I'm getting a cold.	nou	pronou	preposition	conjunction	interjection
2 We just talked <u>about</u> old times.	nou	pronou	preposition	conjunction	interjection
4 Do you prefer brown <u>or</u> white gravy?	nou	pronou	preposition	conjunction	interjection
• Meme <u>and</u> Evie are her daughters.	nou	pronou	preposition	conjunction	interjection
5					
•					

12 SUBJECTS AND PREDICATES

Every complete sentence has two main parts: a subject and a predicate.

The *complete subject* of a sentence consists of a noun or a pronoun (known as the *simple subject*) plus all of its modifiers. These words tell *whom* or *what* the sentence is about. The *complete predicate* of a sentence consists of a verb or a verb phrase (known as the *simple predicate*) plus all of its objects, complements, and modifiers. These words tell what the subject of the sentence is or does.

The following chart shows the complete subjects and complete predicates of three example sentences. In each example, the simple subject and the simple predicate are underlined.

Complete Subjects	Complete Predicates
The <u>glass</u> of juice	<u>is sitting</u> on the table next to the couch.
The <u>very sick</u> fox	<u>stayed in</u> its den all day.
My geology <u>paper</u>	<u>will be submitted</u> right after class.
_____	_____

PRACTICE A Identifying Simple Subjects

In each sentence below, the complete subject is underlined. Circle the simple subject (which will be part of the underlined section).

Example: The students in the gym began to stretch.

Answer: The students in the gym began to stretch.

- The boy with the green shirt spilled his juice.
- The kitten in the basket cried for its mother.
- The books on the top shelf haven't been read.
- The car needs a tune-up.
- The bikes in the garage need to be repaired.
- Roberto's watch sat on the table.
- The party that we planned never happened.
- The football players prepared for practice.
- Their ambitious dream was to be state champions.
- Their fans knew they could win.

PRACTICE B Identifying Simple Predicates

In each sentence below, the complete predicate is underlined. Circle the simple predicate (which will be part of the underlined section).

Example: Henry lifted the heavy package onto the counter.

Answer: Henry lifted the heavy package onto the counter.

- Romeo's roses will make her smile.
- The rocky, steep hillside rose above us.
- Susan prepared dinner for the family last night.
- The dishes in the sink were washed after supper.
- Anthony waited before beginning his work.
- The cheerleader cheered for the excited crowd.
- Sophia placed all the chairs on the back porch.
- The chef prepared his various ingredients.
- The team finished its practice.
- The turtle retracts its head into its shell.

Writing and Speaking Application

Write four sentences, and underline the simple subject and simple predicate in each. Read your sentences to a partner, who should listen for and name the simple subject and the simple predicate in each sentence. Then, switch roles with your partner.

13 FRAGMENTS

A fragment is a group of words that lacks a subject, a predicate, or both. It does not express a complete unit of thought.

Fragments are not usually used in writing because they might not be understood. Fragments can be corrected by adding the parts that are needed to make a complete thought. See the examples in the table below.

Fragments	Complete Sentences
the frog with warts	The frog with warts plopped into the pond. (added a predicate)
live in those woods	Beautiful elk live in those woods. (added a subject)

PRACTICE A Distinguishing Sentences and Fragments

Each item below is punctuated as if it were a sentence, but some of the items are fragments. Read each item, and write whether it is a sentence or a fragment.

Example: The student who loves homework.

Answer: fragment

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|---------------------------------------|-------------------------------------|
| 1. Was starting homework. _____ | 6. Is an important step. _____ |
| 2. Swimming is fun. _____ | 7. I love to celebrate. _____ |
| 3. Easier with practice. _____ | 8. Was difficult to imagine. _____ |
| 4. Eduardo took the test again. _____ | 9. Isaac finished with pride. _____ |
| 5. He hoped for. _____ | 10. Sonya quickly sat down. _____ |

PRACTICE B Fixing Fragments

Read each fragment below. Then, use each fragment in a sentence.

Example: on the table

Answer: I left the dishes sitting on the table.

1. the lovable dog _____
2. fell loudly on the floor _____
3. the beautiful view _____
4. sat down on the chair _____
5. jumping over the fence _____
6. the creaky old swing _____
7. his best friend _____
8. the neatest trick _____
9. the computer keyboard _____
10. the first day of school _____

14 SUBJECTS IN DECLARATIVE SENTENCES BEGINNING WITH *HERE* OR *THERE*

Here and there are never the subject of a sentence.

When the word *here* or *there* begins a declarative sentence, it is usually an adverb that modifies the verb by pointing out where something is located. Usually, a sentence beginning with *here* or *there* is inverted (with the subject following the verb). If you rearrange the sentence in subject-verb order, you can more easily identify the subject of the sentence. In each of the examples shown below, the subject is underlined, and the verb is set in boldface.

Sentences Beginning With Here or There	Sentences Rearranged in Subject-Verb Order
Here is your <u>backpack</u> .	Your <u>backpack</u> is here.
There is a <u>crack</u> in the foundation.	A <u>crack</u> is in the foundation.

PRACTICE A Rearranging Sentences Beginning With *Here* or *There*

Read each sentence below. Then, rearrange it so that it is written in subject-verb order.

Example: There is sugar in the bowl.

Answer: Sugar is in the bowl.

1. There are clouds in the sky. _____
2. There is snow on the ground. _____
3. Here is the calculator for the math test. _____
4. There are some people talking. _____
5. There is a sock in the dryer. _____
6. Here are the answers. _____
7. Here is the order for your new books. _____
8. There are coins in the dish. _____
9. There is a guitar in the case. _____
10. Here is an apple pie. _____

PRACTICE B Identifying Subjects and Verbs in Sentences Beginning With *Here* or *There*

Read each sentence. Then, underline the subject and circle the verb.

Example: There is a knot in the rope.

Answer: There is a knot in the rope.

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|--|---|
| 1. There is a car in the garage. | 6. Here is your backpack. |
| 2. There are many trees in my yard. | 7. There are some people in the pool. |
| 3. Here is your package. | 8. Here is the material for your project. |
| 4. There is a glass in the cabinet. | 9. There are several pots on the stove. |
| 5. There are excuses for your absence. | 10. Here is your football. |

15 SUBJECTS IN INTERROGATIVE SENTENCES

In an interrogative sentence, the subject often follows the verb.

Interrogative sentences are questions. Some interrogative sentences use subject-verb order, but usually they are inverted (verb-subject). To help locate the subject, rearrange interrogative sentences into subject-verb order. Consider the examples in the table below, which show the subject underlined and the verb(s) in boldface.

Interrogative Sentences	Rearranged in Subject-Verb Order
Is the <u>library</u> open on Sunday?	The <u>library</u> is open on Sunday?
Did you borrow my book?	<u>You</u> did borrow my book?
<u>Where</u> is the party?	The <u>party</u> is where?

PRACTICE A Rearranging Interrogative Sentences

Read each sentence below. Then, rearrange each sentence so that it is written in subject-verb order.

Example: Where is the museum?

Answer: The museum is where?

1. What are you thinking? _____
2. Where is the party? _____
3. Are you feeling upset? _____
4. What is the solution to this problem? _____
5. Are they expecting us this evening? _____
6. Why are sunsets better in Florida? _____
7. Are you going to the beach with your family? _____
8. When should I put the casserole in the oven? _____
9. How did you manage that job? _____
10. Why are you feeling grouchy? _____

PRACTICE B Identifying Subjects and Verbs in Interrogative Sentences

Read each sentence. Then, circle the subject of the sentence and underline the verb(s). Some of the sentences have both a main verb and a helping verb.

Example: Why are you whispering?

Answer: Why are you whispering?

- | | |
|--|--|
| 1. Why did your mom say no? | 6. Are you buying new shoes? |
| 2. How can I change your mind? | 7. Why is Zoe leaving early? |
| 3. Why do you like that swimming pool? | 8. Will your brother be at the party? |
| 4. Why did Lee call his uncle? | 9. What do you think? |
| 5. Where is your dad? | 10. How is Anita's friend feeling now? |

16 SUBJECTS IN IMPERATIVE SENTENCES

In an imperative sentence, the subject is understood to be **you**.

The subject of an imperative sentence is usually implied instead of being specifically stated. Consider the examples in the table below.

Imperative Sentences	Sentences With You Added
First, do your homework.	First, [you] do your homework.
After school, come directly home.	After school, [you] come directly home.
Clean the kitchen, please.	[You] clean the kitchen, please.

PRACTICE A Rewriting Imperative Sentences to Include **You**

Read each sentence below. Then, rewrite it to include its subject, you.

Example: Take a nap after lunch.

Answer: You take a nap after lunch.

1. Later, watch a movie. _____
2. Relax on the sofa. _____
3. By tomorrow, finish all your work. _____
4. Make the bed after you get up. _____
5. Watch the children. _____
6. Paint the picture with watercolors. _____
7. Finish the game, please. _____
8. Decide which book to read. _____
9. Feed the cat. _____
10. Tell me later. _____

PRACTICE B Writing Imperative Sentences

On the lines below, write imperative sentences that have the implied subject you.

Example: Always wear a seatbelt when you are driving.

1. _____
2. _____
3. _____
4. _____
5. _____

17 SUBJECTS IN EXCLAMATORY SENTENCES

In an exclamatory sentence, part of the complete predicate comes before the subject and the verb.

The term *exclamation* is often used to describe any sentence that expresses strong emotion and ends with an exclamation point. However, a true *exclamatory* (or *exclamative*) *sentence* is one that begins with *What* or *How* and has a particular form: Part of the complete predicate, such as the direct object or the subject complement, comes before the subject and the verb.

To locate the subject of an exclamatory sentence, rearrange the sentence in subject-predicate order. Either omit the word *how* or *what*, or try replacing it with the word *so* or *such*. Consider the examples in this chart, in which the subjects are underlined and the verbs appear in boldface.

Form	Example	Rearranged in Subject-Predicate Order
Begins With	How beautiful your eyes	
Begins With How	_____ are!	Your <u>eyes</u> are [so] beautiful!
What	What beautiful eyes <u>you</u> have !	<u>You</u> have [such] beautiful eyes!

PRACTICE A Identifying Subjects and Verbs in Exclamatory Sentences

Read each sentence below. Underline the subject of each sentence, and circle the verb or verb phrase.

Example: What an exciting trip you had!

Answer: What an exciting trip you had!

- How masterfully that violinist plays!
- What a moving speech the veteran delivered!
- How devious your plan sounds!
- What a lifelike portrait you have drawn!
- How ominously those clouds gather!
- What a delightful meal we just shared!

PRACTICE B Writing Exclamatory Sentences

On each line below, write an exclamatory sentence. Underline the subject of each sentence, and circle the verb.

Example: How hilarious that movie was!

- _____
- _____
- _____
- _____
- _____

18 DIRECT OBJECTS

A direct object is a noun, a pronoun, or a group of words acting as a noun that receives the action of a transitive verb.

Direct objects complete the meaning of action verbs by telling *who* or *what* receives the action. Verbs that have direct objects are called **transitive verbs**; they *transfer* their action onto direct objects. Some verbs are **intransitive**, meaning nothing receives the action of the verb, and the questions *Who(m)?* and *What?* cannot be answered.

Sentence	Question to Ask	Direct Object? Transitive or Intransitive?
She makes cookies for her friends.		
Fish can breathe through their gills.	She makes whom or what ?	cookies; transitive
Sam hugged his mother.	Fish can breathe whom or what ?	[no answer]; intransitive
	Sam hugged whom or what ?	mother; transitive

PRACTICE A Identifying Direct Objects

The sentences below have transitive verbs, so each verb has a direct object. Read each sentence and underline its direct object.

Example: Susan asked a question.

Answer: Susan asked a question.

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|---|--|
| 1. Sam burnt the toast. | 6. The children played games at the party. |
| 2. Joseph needs a notebook. | 7. I have a minute. |
| 3. The boys played baseball. | 8. Did you take your vitamins? |
| 4. The teacher graded our homework. | 9. The pilot flew the airplane. |
| 5. He removed the pictures from the wall. | 10. The wrestler is lifting weights. |

PRACTICE B Identifying Sentences With Direct Objects

Read each sentence below. Then, on the line provided, write Yes if the sentence has a direct object, or write No if it does not have a direct object.

Example: Diego painted many murals.

Answer: Diego painted many murals. Yes

- 1 Jacob worries too much. _____
- . I sank the boat in the river. _____
- 2 Rainbows thrill Santiago. _____
- . Josie craves frozen yogurt. _____
- 3 Martina's school just opened. _____
- . The jury finally arrived. _____
- 4 _____
- . _____
- 5 _____
- . _____
- 6 _____
- . _____

19 INDIRECT OBJECTS

An indirect object is a noun or a pronoun that appears with a direct object and tells to whom, to what, for whom, or for what a transitive verb's action is done.

Only sentences with direct objects can have indirect objects. To locate an indirect object, ask questions such as those shown in the table below. Notice that the second example does not have a direct object, so it cannot have an indirect object.

Sentence	Question to Ask	Direct or Indirect Object
Juan reads his sister a story.	1. Reads <i>whom</i> or <i>what</i> ?	story (direct object)
	2. Reads a story <i>to whom, to what, for whom, or for what</i> ?	sister (indirect object)
She works quickly.	1. Works <i>whom</i> or <i>what</i> ?	[no answer; no direct or indirect object]
Mia gave her mom a kiss on the cheek.	1. Gave <i>whom</i> or <i>what</i> ?	kiss (direct object)
	2. Gave a kiss <i>to whom, to what, for whom, or for what</i> ?	mom (indirect object)

PRACTICE A Identifying Direct Objects and Indirect Objects

Read each sentence below. Then, underline the direct object, and circle the indirect object. Use the chart above to help you ask the necessary questions.

Example: He gave his dad a hug.

Answer: He gave his dad a hug.

1. He gave his friend some documents.
2. Carlos brought his brother an apple.
3. Jennifer gave her husband a gift.
4. I asked my partner a question.
5. They saved their friend a seat.
6. Emily served her mother dinner.
7. Melinda showed her husband a picture.
8. She sent the president a letter.
9. They bought their team a new ball.
10. The banker handed me a check.

PRACTICE B Identifying Sentences With Indirect Objects

Read each sentence below. If a sentence does not have an indirect object, write No on the line next to it. If a sentence does have an indirect object, write Yes.

Example: Koto served his wife breakfast.

Answer: Koto served his wife breakfast. Yes

- 1 Ms. Velasquez served Adam some punch. _____
- . I asked the manager a question. _____
- 2 Cynthia gave me an award. _____
- . The boys discovered a hidden treasure. _____
- 3 Bill's dad ate the pizza. _____
- . Poncho showed his friend a painting _____
- 4 Maria gave me some advice. _____
- . Mr. Kim gave a final speech. _____

- 5 _____
- . _____
- 6 _____
- . _____
- 7 _____
- . _____

20 OBJECT COMPLEMENTS

An object complement is an adjective or a noun that appears with a direct object and describes or renames it.

An object complement almost always follows a direct object. Object complements occur only with such verbs as *appoint, call, consider, declare, deem, elect, find, judge, label, make, name, select, and think*. The words *to be* (or forms of the verb *to be*) are often understood before an object complement.

The parents found the performance [to be] enchanting.
subject verb direct object object complement

PRACTICE A Identifying Object Complements

Read each sentence. Then, underline its object complement.

Example: The conductor appointed Karl leader of the orchestra.

Answer: The conductor appointed Karl leader of the orchestra.

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|---|--|
| 1. Greg declared the grade outstanding. | 6. Carol considers her grandchild a joy. |
| 2. The club thought its leader remarkable. | 7. The peppermint tea made my throat better. |
| 3. The principal considered the teacher fabulous. | 8. Diego declared my work flawless. |
| 4. My mother calls me a peacemaker. | 9. Justin thought the suggestion helpful. |
| 5. The people elected Mrs. Chang mayor. | 10. The patient considers the treatment a miracle. |

PRACTICE B Completing Sentences With Object Complements

Read each sentence below. Then, fill in the blank with an object complement.

Example: The captain judged the ship _____.

Answer: The captain judged the ship seaworthy.

1. We thought the movie _____.
2. The official judged the play _____.
3. Wilma thought the child _____.
4. The students elected Rosa _____.
5. Mr. Kwan thought the book _____.
6. My father called my car _____.
7. The professor declared the performance _____.
8. Lea thought the building _____.
9. They found the views _____.
10. Grandpa called my gift _____.

21 SUBJECT COMPLEMENTS

A subject complement is a noun, a pronoun, or an adjective that appears after a linking verb and gives more information about the subject. There are two kinds of subject complements:

A **predicate nominative** is a noun or a pronoun that appears after a linking verb and names or identifies the subject of the sentence: *Joseph is a programmer.*

A **predicate adjective** is an adjective that appears after a linking verb and describes the subject of the sentence: *The weather is warm.*

Some sentences contain compound subject complements: *Joseph is a programmer and a father.*

PRACTICE A Identifying Subject Complements

Read each sentence. Then, underline the subject complement or complements in each sentence.

Example: Your sister is sweet and kind.

Answer: Your sister is sweet and kind.

- | | |
|--------------------------------------|---------------------------------------|
| 1. Emily seems brilliant. | 6. My brother is a dentist. |
| 2. Cathy is a grandmother. | 7. That dessert was decadent. |
| 3. Her sister is leader of the band. | 8. Santiago is a volunteer. |
| 4. The highway is dry and safe. | 9. The weather report is frightening. |
| 5. The boy's hair looks great. | 10. The ceiling is white. |

PRACTICE B Identifying Predicate Nominatives and Predicate Adjectives

Read each sentence. Then, underline each subject complement. On the line provided, write whether each subject complement is a predicate nominative or a predicate adjective.

Example: My mom is an architect.

Answer: My mom is an architect. predicate nominative

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|--|
| 1. She is a professional dancer. _____ |
| 2. Julian is funny and smart. _____ |
| 3. His suit looks stylish. _____ |
| 4. Aya is a lawyer. _____ |
| 5. My sister is the state gymnastics champion. _____ |
| 6. Desert nights are cold. _____ |
| 7. The painting is enormous. _____ |
| 8. Mrs. Ramirez is a veteran. _____ |
| 9. The pizza is hot and delicious. _____ |
| 10. Michelle's daughter is a student. _____ |

22 PREPOSITIONAL PHRASES

A prepositional phrase (such as behind the house) includes a preposition, a noun or a pronoun (called the object of the preposition), and any word or words that modify the noun or pronoun.

Prepositional phrases can act as adjectives (in which case they are called **adjectival phrases**), or they can act as adverbs (in which case they are called **adverbial phrases**).

Prepositional Phrase Type	Function	Answers the Question	Example
Adjectival Phrase	modifies a noun or a pronoun	<i>What kind?</i> or <i>Which one?</i>	The man in the red coat held the door open. (<i>Which</i> man?)
Adverbial Phrase	modifies a verb, an adjective, or an adverb	<i>Where? Why? When? In what way?</i> or <i>To what extent?</i>	The cat hid <u>under the bed</u> . (Hid <i>where?</i>)

PRACTICE A Identifying Prepositional Phrases

Read each sentence below. Then, underline the prepositional phrase.

Example: John bounced on the trampoline.

Answer: John bounced on the trampoline.

1. They raced through the house.
2. Martina needs time for reflection.
3. We built a fire at the campground.
4. Mindy put her backpack in the car.
5. Sierra made popcorn in the microwave.
6. George delivered pizzas around town.
7. Melissa answers phone calls at her office.
8. Jessie sent a letter to her friend.
9. The kids swim at the beach.
10. Kahlil did skateboard tricks at the park.

PRACTICE B Identifying Adjectival and Adverbial Phrases

Read each sentence below. Then, indicate whether the underlined prepositional phrase is an adjectival phrase or an adverbial phrase by circling the correct answer.

Example: I paddled down the river.

Answer: I paddled down the river.

- | | | |
|---|---|--|
| <p>1 I need a case for <u>my guitar</u>.</p> <p>. Dad served dessert <u>after family dinner</u>.</p> <p>2 Brandon practiced <u>before the big game</u>.</p> <p>. Mom adopted the puppy <u>with floppy ears</u>.</p> <p>3 We watched a movie <u>about space flight</u>.</p> <p>.</p> <p>4</p> <p>.</p> | <p>Adjectival phrase</p> <p>Adjectival phrase</p> <p>Adjectival phrase</p> <p>Adjectival phrase</p> <p>Adjectival phrase</p> <p>Adjectival phrase</p> | <p><u>Adverbial phrase</u></p> <p>Adverbial phrase</p> <p>Adverbial phrase</p> <p>Adverbial phrase</p> <p>Adverbial phrase</p> <p>Adverbial phrase</p> |
|---|---|--|

23 APPOSITIVES AND APPOSITIVE PHRASES

An appositive is a noun or a pronoun that appears next to another noun or pronoun and identifies, renames, or explains it. An appositive phrase consists of an appositive plus all of its modifiers.

- An appositive or an appositive phrase usually comes right after the word it modifies.
- When an appositive or an appositive phrase is **nonessential**, or can be removed without altering the basic meaning of the sentence, it is set off with commas. When an appositive or an appositive phrase is **essential** to the meaning of the sentence, commas are not used.
- An appositive or an appositive phrase is a great way to combine two short, choppy sentences into one more-effective sentence. In the example below, two sentences are combined into one sentence that includes an appositive phrase (underlined).

Original: Sue's car is an old station wagon. Sue's car cannot handle icy roads.

Revised: Sue's car, an old station wagon, cannot handle icy roads.

PRACTICE A Identifying Appositive Phrases

Read the following sentences. Then, underline the appositive phrase in each sentence.

Example: Jason, the fastest runner, got sick before the meet.

Answer: Jason, the fastest runner, got sick before the meet.

1. Ella, the most experienced engineer, was chosen to lead the project.
2. Tomorrow, the first Monday of the month, is the last day to enroll.
3. Sarah, my cousin from Denver, plays in a band.
4. My decision, a tough choice to make, was to quit the team.
5. Owen, a talented chef, changed the menu.
6. Rowing, a grueling sport, is easy for Rachel.
7. The hikers, a group of virtual strangers, pushed toward the summit.
8. Marco, a longtime volunteer, liked to help people.
9. Miguel's dog, a collie named Sparta, played in the yard.
10. Bill, a very funny guy, kept us laughing the whole time.

PRACTICE B Combining Sentences Using Appositives and Appositive Phrases

Read the pairs of sentences below. Then, combine the two short, choppy sentences into one more-effective sentence by using an appositive or an appositive phrase.

Example: My team needs more practice. My team is called the Mustangs.

Answer: My team, the Mustangs, needs more practice.

1 That snake is a python. That snake crawled under a rock. _____

. The store by my house is open. The store is called the Veggie Market. _____

2 My sister is a lifeguard. My sister saved a boy's life. _____

. Maria loves drawing. Maria is John's best friend. _____

3 _____

. _____

4 _____

. _____

24 VERBALS AND VERBAL PHRASES

Averbal is a word that is formed from a verb but that acts as a different part of speech (a noun, an adjective, or an adverb). A verbal phrase consists of a verbal plus all of its modifiers, objects, or complements.

- Three types of verbals (all of which can form verbal phrases) are *participles*, *gerunds*, and *infinitives*. This lesson focuses on participles and participial phrases.
- A **participle** is a type of verbal that acts as an adjective, modifying a noun or a pronoun. The **present participle** of a verb (such as *walking* or *having*) always ends in *-ing*. The **past participle of a regular verb** (such as *defeated*) always ends in *-ed*; the **past participle of an irregular verb** (such as *burnt*, *written*, or *done*) often ends in *-d*, *-t*, *-n*, *-en*, or *-ne*.
- A **participial phrase** (which also acts as an adjective) consists of a participle plus all of its modifiers, objects, or complements. In each of the following examples, the participle appears in boldface, the participial phrase is underlined, and the phrase's function is indicated in parentheses:

*He was baffled by the extremely **confusing** rules.* (modifies the noun *rules*)

***Written** many years ago, they no longer seemed relevant.* (modifies the pronoun *they*)

PRACTICE A Identifying Participial Phrases

Read each sentence. Then, underline the participial phrase.

Example: Pierre, relieved by his grade, walked home with a smile.

Answer: Pierre, relieved by his grade, walked home with a smile.

1 Energized by the warm weather, the children ran to the park.

2 Gifts created by hand are often the most thoughtful.

3 Our newly arrived guests rang the front doorbell.

4 That painting, made by my friend Steven, is my favorite.

5 The students, tired from their work, asked for a break.

6 Walking through the house at night, I stubbed my toe.

4 PRACTICE B Distinguishing Participles and Verbs

Read each sentence below. On the line provided, indicate whether the underlined word or words are (1) a verb (expressing the main action in a clause) or (2) a participial phrase (acting as an adjective).

Example: The postal employee delivered my mail.

Answer: verb

1 Heated by coal, the house was cozy all winter. _____

• The food, left on the counter, was too cold to eat. _____

2 The flowers thrilled Diana. _____

• Staring at the pizza, Dad was hoping to eat soon. _____

3 _____

• _____

4 _____

• _____

25 INDEPENDENT AND SUBORDINATE CLAUSES

A clause is a group of words that contains a subject and a verb.

- An **independent clause** (also called a *main clause*) can stand by itself as a complete sentence. Every sentence must contain at least one independent clause.
- A **subordinate clause** (also called a *dependent clause*) has a subject and a verb, but it cannot stand alone as a complete sentence.

Owen is new to running, but he hopes to run a marathon someday.

independent clause

independent clause

Although Owen is new to running, he hopes to run a marathon someday.

subordinate clause

independent clause

PRACTICE A Distinguishing Independent and Subordinate Clauses

Read each sentence. Then, circle either independent or subordinate, depending upon whether the underlined section is an independent clause or a subordinate clause.

Example: Dad said I could go if I checked with Mom first.

Answer: Dad said I could go if I checked with Mom first.

independent

subordinate

1 Miguel loves the computer that he's seen on TV.

independent

subordinate

• I like texting, but I'm trying to cut back.

independent

subordinate

2 My sister, who loves traveling, is flying to Greece.

independent

subordinate

• After the water begins to boil, add the pasta.

independent

subordinate

3 Devon is social, while Mia is more private.

independent

subordinate

• That car is fast, and it handles well.

independent

subordinate

4

PRACTICE B Combining Sentences Using Independent and Subordinate Clauses

Read each sentence pair below. On the line provided, combine the two sentences to form one sentence.

For two of your sentences, make one clause subordinate (as shown in Example 1). For the other two sentences, let both clauses remain independent (as shown in Example 2).

Example 1: He doesn't like homework. He does it every night.

Answer: Although he doesn't like homework, he does it every night.

Example 2: Jeanie was in a hurry. She didn't make mistakes.

Answer: Jeanie was in a hurry, but she didn't make mistakes.

1 The car was in bad shape. The car made the trip. _____

• The cake was delicious. It was made from scratch. _____

2 Tommy was tired. He went to school. _____

• The sun was very bright. I wore sunglasses. _____

3

•

4

•

26 ADJECTIVAL CLAUSES

An adjectival clause is a type of subordinate clause that acts as an adjective. It modifies a noun or a pronoun in another clause by telling what kind or which one.

- An **adjectival clause** (also called a *relative clause*) cannot stand alone—in other words, it is a type of subordinate clause that must be connected to an independent clause.
- An adjectival clause usually begins with a **relative pronoun** (such as *who, whom, whose, which, or that*). It may also begin with a **relative adverb** (such as *when* or *where*).

Example: The car that had been ticketed was towed away. (The underlined adjectival clause answers the question *Which one?*)

PRACTICE A Identifying Adjectival Clauses

Read the following sentences. Then, underline the adjectival clause in each sentence.

Example: My tool set, which I've had for years, was a gift from my parents.

Answer: My tool set, which I've had for years, was a gift from my parents.

- 1 The hat that you left outside is ruined.
• The new student, whom we'd been waiting to meet, finally arrived.
- 2 The teacher whom they all loved dearly was preparing to retire.
• I gave Ethan my old bike, which I never used.

³PRACTICE B Writing Sentences With Adjectival Clauses

Read the sentences below. Rewrite each sentence by correctly placing the adjectival clause, which appears in parentheses.

Example: The pencil had no lead. (that Jerrod bought)

Answer: The pencil that Jerrod bought had no lead.

1. The TV is huge. (that we bought yesterday)

2. Maria fell. (who had been mountain biking on a challenging trail)

3. Zoe solved a math problem. (that was complex and difficult)

4. Samuel arrived home covered in mud. (who is a farmer)

27 RESTRICTIVE VS. NONRESTRICTIVE ADJECTIVAL CLAUSES

An adjectival clause may be either restrictive or nonrestrictive.

- A **restrictive** (or **essential**) **adjectival clause** contains information that is essential to the meaning of the sentence. Removing it would create ambiguity, cause confusion, or change the sentence's meaning. A restrictive adjectival clause should *not* be set off with a comma or commas.

EXAMPLE: The most famous poet who spent her life in Amherst is Emily Dickinson.

(The underlined adjectival clause is essential to the sentence's meaning, so it is not set off with commas. If the clause were removed, the sentence "The most famous poet ... is Emily Dickinson" would have a different meaning and might not necessarily be true.)

- A **nonrestrictive** (or **nonessential**) **adjectival clause** contains information that is not essential to the meaning of the sentence. Removing it from the sentence would not fundamentally alter the sentence's meaning. A nonrestrictive adjectival clause *should* be set off with a comma or commas.

EXAMPLE: Emily Dickinson, who spent her life in Amherst, is beloved for her poetry.

(The underlined adjectival clause provides useful information, but removing it would not fundamentally alter the sentence's meaning, so it should be set off with commas.)

- The relative pronouns *who*, *whom*, and *whose* can be used to introduce both types of adjectival clauses. In general, *that* should be used to introduce a restrictive adjectival clause, whereas *which* should be used to introduce a nonrestrictive adjectival clause.

PRACTICE A Distinguishing Restrictive and Nonrestrictive Adjectival Clauses

Read each sentence. Underline the adjectival clause in the sentence. Then, on the line provided, write whether the adjectival clause is restrictive or nonrestrictive.

Example: The team that won the championship is from Center City.

Answer: The team that won the championship is from Center City. restrictive

- 1 My phone, which needs a new battery, is going to die. _____
- Lucia, who is a full-time student and has a job, is always busy. _____
- 2 The man who is standing in the checkout line is my math teacher. _____
- The team that lost is from Miami. _____

3 PRACTICE B Writing and Punctuating Adjectival Clauses

Read each pair of sentences. On the line provided, combine the sentences into one sentence by using an adjectival clause. Include commas only when appropriate.

Example: I bite my nails. My nails are very short.

Answer: I bite my nails, which are very short.

- 1 That man is a salesman. That man is friendly. _____
- You told the joke this morning. The joke was your funniest yet.
2 _____
3. This assignment is very difficult. This assignment counts for half of our grade.

4. Rae is a lawyer. Rae has a young daughter. _____

28 ADVERBIAL CLAUSES

An adverbial clause is a subordinate clause that acts as an adverb. It modifies a verb, an adjective, or an adverb in another clause by telling where, when, in what way, to what extent, under what condition, or why.

An adverbial clause begins with a subordinating conjunction and contains a subject and a verb. This chart shows some common subordinating conjunctions. Note that some subordinating conjunctions consist of more than one word.

after	as long as	if	though	whenever
although	because	since	unless	where
as	before	so that	until	wherever
as if	even though	than	when	while

Like adjectival clauses, adverbial clauses can be used to combine the information from two sentences into one sentence that shows the relationship between the ideas. In the example below, the adverbial clause is underlined.

Example: You are going out for groceries. You should also pick up the dry cleaning.

As long as you are going out for groceries, you should also pick up the dry cleaning.

PRACTICE A Identifying How Adverbial Clauses Function

Read each sentence. Then, circle the verb or verb phrase that is modified by the underlined adverbial clause.

Example: Whenever I think of you, I smile.

Answer: Whenever I think of you, I smile.

- I will go when I finish my homework.
- As long as you work hard, you will earn a passing grade.
- When you finish your painting, I would love to see it.
- Kiera fixed the car even though she was busy that day.
- Whenever I'm bored, I read.
- I slept late because I needed the rest.

PRACTICE B Combining Sentences Using Adverbial Clauses

Read the sentences below. Then, combine each pair of sentences into one sentence by using the subordinating conjunction in parentheses.

Example: You want to reach your full potential. Do your best work. (if)

Answer: If you want to reach your full potential, do your best work.

- You may have dessert. You eat your dinner. (after)

- You've done a good job. You will be rewarded. (Since)

- You were sleeping. Mrs. Ramirez called. (while)

- I run fast. My cheeks turn red. (when)

29 NOUN CLAUSES

A noun clause is a subordinate clause that acts as a noun. In a sentence, a noun clause may act as a subject, a direct object, a predicate nominative, an object of a preposition, or an appositive.

Sometimes, noun clauses can be difficult to identify because they begin with the same introductory words that can be used to begin other types of clauses and phrases (words such as *that, which, who, whom, whose, how, if, what, whatever, where, when, whether, and why*). You can test whether a clause is a noun clause by replacing the clause with *it, that thing, or that person*. If the sentence still sounds correct, you probably replaced a noun clause.

Notice that the underlined clause in the example below is a noun clause that is acting as the subject of the sentence. You can replace the clause with *it*, and the sentence still sounds correct.

Example: Whatever Bailey does makes me laugh.

PRACTICE A Identifying Noun Clauses

Read the following sentences. Then, underline the noun clause in each sentence.

Example: She told me that I was funny.

Answer: She told me that I was funny.

- | | |
|---|---|
| 1. What I had for breakfast tasted great. | 6. Mira explained why she made her decision. |
| 2. The best plan, that we stick together, was completely ignored. | 7. She told me which one she wanted. |
| 3. Whoever thought of this idea must be a genius. | 8. I'll pick whoever is best qualified. |
| 4. I couldn't believe what she was saying. | 9. I don't understand why the earth spins. |
| 5. Why you want to hike in the cold is beyond me. | 10. I finally understood that Oscar needed my help. |

PRACTICE B Distinguishing Adjectival Clauses and Noun Clauses

Some of the clauses underlined below are adjectival clauses (they describe a noun). Others are noun clauses (they take the place of a noun). Read each sentence. Then, write whether the underlined clause is a noun clause or an adjectival clause.

Example: I wanted the bike that had purple fenders.

Answer: adjectival clause

1. Whatever you need will be given to you. _____
2. My greatest wish, which I now realize was foolish, was to leave my hometown. _____
3. She needed the book that I gave her. _____
4. That you truly care about him is obvious to me. _____
5. Tell me what you want to eat, and I will order it for you. _____
6. _____
7. _____
8. _____
9. _____
10. _____



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