

Write AHEAD

SkillsBook

Grade 10



Write Ahead Skillsbook

Proofreading Activities

Marking Punctuation

Commas in Compound Sentences	3
Commas with Interruptions and Direct Address	4
Commas with Addresses, Dates, and Numbers	5
Commas to Separate Adjectives	6
Commas with Introductory Phrases and Clauses	7
Commas with Appositives and Explanatory Phrases	8
Commas and Semicolons in a Series	9
Commas with Nonrestrictive Phrases and Clauses 1 and 2	10
Comma Review 1 and 2	12
Semicolons	14
Colons	15
Hyphens	16
Dashes	17
Punctuating Dialogue 1 and 2	18
Punctuating Titles 1 and 2	20
Apostrophes to Form Contractions	22
Apostrophes to Form Singular Possessives	23
Apostrophes to Form Plural Possessives	24
Apostrophe Review	25
Punctuation Review 1 and 2	26

Editing for Mechanics

Capitalization 1 and 2	28
Plurals 1 and 2	30
Using Abbreviations	32
Using Numbers	33
Mechanics Review	34

Commonly Misused Words

Using the Right Word 1, 2, 3, and 4	35
-------------------------------------	----

Sentence Activities

Sentence Basics

Basic Sentence Patterns 1 and 2	41
Simple Sentences	43
Compound Sentences	44
Complex Sentences	45
Kinds of Sentences 1 and 2	46
Sentence Review 1	48
Simple Subjects and Predicates 1 and 2	49
Complete Subjects and Predicates	51
Compound Subjects and Predicates	52
Subject and Predicate Review	53
Sentence Agreement 1, 2, and 3	54
Sentence Agreement Review	57
Sentence Review	58

Sentence Problems

Sentence Fragments 1 and 2	59
Run-On Sentences and Comma Splices	61
Rambling Sentences	62
Sentence Errors Review 1 and 2	63
Double Subjects	65
Double Negatives	66
Pronoun-Antecedent Agreement 1 and 2	67
Misplaced Modifiers	69
Confusing Pronoun Reference	70
Pronoun Shifts	71
Sentence Problems Review 1 and 2	72

Sentence Combining

Using Key Words	74
Using a Series of Words or Phrases	75
Using Phrases	76
Using Compound Subjects and Predicates	77
Using Coordinating Conjunctions 1 and 2	78
Using Subordinating Conjunctions 1 and 2	80
Using Relative Pronouns 1 and 2	82
Sentence Combining Review	84

Parts of Speech Activities

Nouns

Proper and Common, Concrete and Abstract Nouns	87
Singular, Plural, and Collective Nouns	88
Count and Noncount Nouns	89
Uses of Nouns 1 and 2	90
Using Specific Nouns	92
Noun Review	93
Pronouns and Antecedents 1 and 2	94
Uses of Pronouns	96
Indefinite Pronouns	97
Pronoun Review	98

Verbs

Action Verbs	99
Linking Verbs	100
Helping Verbs	101
Modal Verbs	102
Transitive and Intransitive Verbs	103
Verb Review 1	104
Simple Verb Tenses	105
Perfect Verb Tenses	106
Irregular Verbs 1 and 2	107
Verbals	109
Two-Word Verbs	110
Active and Passive Verb Forms	111
Using Vivid Verbs	112
Verb Review 2	113

Adjectives

Articles	114
Proper and Common Adjectives	115
Predicate Adjectives	116
Demonstrative and Indefinite Adjectives	117
Forms of Adjectives	118
Adjective Review	119

Adverbs

Types of Adverbs	120
Forms of Adverbs	121
Using Specific Adverbs	122
Adverb Review	123

Interjections

Using Interjections	124
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Prepositions

Using Prepositions	125
Prepositional Phrases	126
Preposition Review	127

Conjunctions

Coordinating Conjunctions	128
Correlative Conjunctions	129
Subordinating Conjunctions 1 and 2	130
Conjunction Review	132
Parts of Speech Review 1 and 2	133

Simple Sentences

Proofreader's
Guide
530

A simple sentence is an independent clause that expresses one complete thought.

I shot hoops all morning.

(This sentence has a simple subject, “I,” and a simple verb, “shot.”)

LeBron and I shot hoops all morning and then walked home.

(This sentence has a compound subject, “LeBron” and “I,” and a compound verb, “shot” and “walked.”)

Directions

In each of the following sentences, underline the subjects with one line and the verbs with two lines. The subjects may be simple or compound, and the verbs may be simple or compound.

1. Ms. Jordan is our English teacher.
2. She stayed home this morning.
3. Miss Rodriquez, our substitute teacher, just graduated from college.
4. She called our names and marked the attendance sheet.
5. William's name was called first.
6. Romero and William both said, “Here.”
7. After roll call, Miss Rodriquez looked at the plan book and gave the assignment.
8. Sean could not understand the assignment.
9. Kanisha wanted to talk for the rest of the hour.
10. Phil and Don asked for passes to the rest room.
11. Miss Rodriquez smiled sweetly and said nothing.
12. Phil, Don, Kanisha, Romero, and Sean got the message and began their work.
13. Substitute teaching can be a tough job.
14. My friends and I will be nicer to “subs” from now on.

Next Step: Write two simple sentences about your experiences with substitute teachers. Then underline the subjects once and the verbs twice.

Complex Sentences

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530

A complex sentence has one independent clause and one or more dependent clauses. (Dependent clauses begin with subordinating conjunctions like *since*, *although*, *when*, *after*, and *because* or with relative pronouns like *who*, *which*, and *that*.)

Although soccer had a slow start in the United States, it has become very popular.
(The dependent clause begins with “although”; the independent clause begins with “it.”)

While the United States Women’s National Team has often won the World Cup, the men’s team is still seeking its first championship.
(The dependent clause begins with “While,” and the independent clause begins with “the.”)

Directions

In each of the following sentences, circle the subordinating conjunction that begins the dependent clause.

1. Because more and more immigrants turned to baseball in the 1890s, soccer continued its struggle to be accepted.
2. Although semiprofessional soccer leagues were formed as an off-season alternative to baseball, they didn’t make money and often collapsed after a year.
3. Though colleges didn’t offer the sport until the late 1950s, United States soccer teams competed in the 1904 Olympics.
4. Colleges began developing soccer programs in the 1970s when youth interest in soccer began to grow.
5. Though soccer is popular among athletes, fans in America still prefer other sports.
6. Soccer may become a more popular fan sport when millions of today’s soccer players become spectators themselves.

Next Step: Write two complex sentences about a sport that you think should be more popular. Make sure to use subordinating conjunctions to begin your dependent clauses.

Using Specific Nouns

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Guide
533–534

Use specific nouns to make your writing more interesting and give your readers a clear picture of what you want to say. Look at the following sample chart.

General	More Specific	Most Specific
food	fruit	grapes
activity	sport	basketball
people	characters	muggles

Directions

In the spaces provided, write a more specific and a most specific noun to replace the general noun (and article) underlined in each sentence. You may use compound nouns.

1. Mrs. Miller takes her animal with her wherever she goes.

2. Next month, my family will camp at a park for our vacation.

3. Noelle plays an instrument in the marching band.

4. My mother enjoys growing plants in her windowsill garden.

5. Let's play a game at the party.

6. Francisco drove his new car to pick up Erlana.

7. Corinne bought some clothes at the new mall.

8. We really enjoyed the movie.

Action Verbs

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541

Action verbs tell what the subject is doing, has already done, or will do in the future.

In 1993, construction workers **discovered** something incredible in San Diego.

They **found** a full collection of bones, teeth, and tusks from a mastodon.

Directions

Circle the action verbs in the sentences below. Some sentences have more than one action verb. (Do not circle helping or modal verbs.)

1. For many years, the mastodon skeleton remained underground.
2. Archaeologists heard about the construction workers' discovery.
3. They looked closely at the bones and dug in the surrounding areas.
4. Next to the mastodon skeleton, archaeologists saw the remains of human tools.
5. They studied the relationship between the tools and the bones.
6. They questioned the age of the mastodon bones and conducted chemical tests on them.
7. More than two decades later, archaeologists concluded that the mastodon bones were up to 130,000 years old.
8. Researchers also spotted markings on the mastodon bones from human tools, and some think that the tools are as old as the skeleton.
9. The findings stunned researchers because most people thought humans came to America much later than 100,000 years ago.
10. Other researchers deny that the tools are as old as the bones.
11. These experts still argue about the real age of the tools.

Next Step: Write two sentences about a different kind of archaeological discovery (Egyptian pyramids, Mayan civilization, ancient China). Use action verbs in your sentences.

Linking Verbs

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541

Linking verbs are a special group of verbs that express a state of being (*is, seems, becomes*) or a quality relating to the five senses (*looks, feels, smells, tastes, sounds*).

Linking Verbs: *am, is, are, was, were, be, being, been, seems, become, appear, feel, look, taste, smell, sound*

A linking verb may link the subject to another noun or to an adjective in the sentence.

The ugly duckling **became** a swan. ("Became" links "duckling" to the predicate noun "swan.")

Sue **feels** bad today. ("Feels" links "Sue" to the adjective "bad.")

Directions

Circle each linking verb below. Then draw an arrow from the subject to the noun or adjective to which it is linked.

1. I feel bad about what happened in our cooking class.
2. It was no one's fault, really.
3. The recipe sounded difficult, but it was actually quite simple.
4. The cookies smelled great, and they tasted wonderful.
5. The problem became obvious later.
6. Sue seemed okay at first, but then her stomach became very upset.
7. Sue's face looked positively green.
8. "I don't feel well!" she moaned.
9. Suddenly the cookies no longer seemed appetizing to anyone.

Next Step: Write two sentences about a cooking experience (yours or someone else's) that didn't turn out so well. Include linking verbs in your sentences.

Parts of Speech Review 1

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Guide
532-557

This activity will help you review the eight parts of speech: nouns, pronouns, verbs, adjectives, adverbs, interjections, prepositions, and conjunctions.

Directions

Label the part of speech for each underlined word.

Noun (N)

Verb (V)

Adverb (ADV)

Preposition (P)

Pronoun (PRO)

Adjective (ADJ)

Interjection (I)

Conjunction (C)

1 You might think of fear as simply an unpleasant emotion, but it is more than that.

2 Fear is a survival system that allowed the first humans to promptly take action in the
3 face of danger. When the brain becomes aware of a threat, it begins a series of mental
4 and physical reactions that prepare the body to overcome the danger.

5 The physical signs of fear include a racing heart, trembling, and goose bumps.
6 Another place fear shows itself is in the stomach. The nerves that make you feel a little
7 sick to your stomach when you're afraid are part of the nervous system, which controls
8 activity in the digestive system. The nervous system directs glands to release chemicals
9 and muscles to contract when necessary for digestion. With 100 million nerves, this
10 system is as complex as the spinal cord.

11 When a person is frightened, the nervous system receives a stress signal from the
12 brain. The brain is saying, "Hey! Prepare the body for danger!" One way it does this is
13 by emptying the stomach, which is a nice way of saying that you throw up. Ugh!
14 Fortunately, the physical symptoms of fear usually go away as quickly as they come.