

# Grammar Practice

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## 10.3 Action Verbs

### Key Information

**Action verbs** describe physical or mental action.

jog  
smile  
point

think  
worry

**Transitive verbs** are action verbs followed by words that answer *what?* or *whom?*

Jack **made** his own wedding cake. [The words *wedding cake* follow the transitive verb *made* and answer the question *made what?*]

**Intransitive verbs** are also action verbs, but they are not followed by words that answer *what?* or *whom?*

Condors **live** in the Andes. [The intransitive verb *live* is followed by the words in the Andes, which tell where, not what or whom.]

### A. Identifying Transitive and Intransitive Verbs

The following excerpt is from *The Waves*, a novel by British writer Virginia Woolf. Write whether each of the boldface action verbs in the excerpt is transitive (*T*) or intransitive (*I*). If the verb is transitive, underline the word or words following it that answer the question *what?* or *whom?*

### Literature Model

The light <sup>T</sup>**struck** upon the trees in the garden, making one leaf transparent and then another. One bird <sup>T</sup>**chirped** high up; there was a pause; another chirped lower down. The sun <sup>T</sup>**sharpened** the walls of the house, and <sup>T</sup>**rested** like the tip of a fan upon a white blind and <sup>T</sup>**made** a blue fingerprint of shadow under the leaf by the bedroom window. The blind <sup>T</sup>**stirred** slightly, but all within was dim and unsubstantial. The birds <sup>T</sup>**sang** their blank melody outside. . . .

The waves <sup>T</sup>**broke** and <sup>T</sup>**spread** their waters swiftly over the shore. One after another they <sup>T</sup>**massed** themselves and <sup>T</sup>**fell**; the spray <sup>T</sup>**tossed** itself back with the energy of their fall.

Virginia Woolf, *The Waves*

### B. Using Transitive and Intransitive Verbs

Write five sentences about yourself. Identify each action verb you use as transitive (*T*) or intransitive (*I*). *Sentences will vary.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# Grammar Book In A Page

**Lester Kaufman, Jane Straus**



## Grammar Book In A Page:

*The Blue Book of Grammar and Punctuation* Lester Kaufman, Jane Straus, 2021-05-04 The bestselling workbook and grammar guide revised and updated Hailed as one of the best books around for teaching grammar The Blue Book of Grammar and Punctuation includes easy to understand rules abundant examples dozens of reproducible quizzes and pre and post tests to help teach grammar to middle and high schoolers college students ESL students homeschoolers and more This concise entertaining workbook makes learning English grammar and usage simple and fun This updated 12th edition reflects the latest updates to English usage and grammar and includes answers to all reproducible quizzes to facilitate self assessment and learning Clear and concise with easy to follow explanations offering just the facts on English grammar punctuation and usage Fully updated to reflect the latest rules along with even more quizzes and pre and post tests to help teach grammar Ideal for students from seventh grade through adulthood in the US and abroad For anyone who wants to understand the major rules and subtle guidelines of English grammar and usage The Blue Book of Grammar and Punctuation offers comprehensive straightforward instruction

Basic English Grammar Book 1 Annie Seaton, Y.H. Mew, 2007-09-01 This two book series was written specifically for English language learners and covers all the basic grammar topics for beginners Contains clear and concise explanations of the rules and illustrates them with numerous examples The Did You Know and Grammar Help notes add further to the understanding of basic grammar These books will give English language learners a clear understanding of core grammar skills and help lay a strong foundation for good English Each book includes 150 pages plus a grammar examples and instruction Topics include nouns pronouns adjectives verbs and tenses subject verb agreement adverbs prepositions conjunctions interjections sentences punctuation Recommended for grades 3 to 6

Blending Language Skills Simplified: Vocabulary, Grammar, and Writing (Book C, Grade 3) Judith Hennemuth Sweeney, 2021-06-04 The Blending Language Skills Simplified series helps students identify and practice their grammar with skill specific activities Students using this eBook will gain a practical knowledge of standard speech patterns increase self esteem upon successful completion and improve their performance on the grammar and usage sections of standardized tests Lessons include invaluable features such as off the page interactive activities parent involvement ideas and journal writing suggestions Answers are provided at the back of the book Book C is Grade 3

Parliamentary Papers Great Britain. Parliament. House of Commons, 1856

*Reports* Commissioners of National Education in Ireland, 1854

**Relax, It's Just English** Brett Vanderburg, 2024-01-05 You don't get better at English by filling in blanks in grammar exercises Business English is just a marketing term Books and dictionaries teach you words most people never use If is just a regular word with no special grammar If you can read this description you can speak and write like a native English speaker and you don't need to memorize Business English phrases and do hundreds of grammar exercises to do it Relax It's Just English will show you that you already know most of the vocabulary and grammar you need to speak and write better English There are no

exercises and you won't find hundreds of rules and exceptions. Over 28 chapters you will learn shortcuts through some of the trickiest and most important parts of using English all in a fun and easy to read style designed to take some of the pain out of learning the language. Writing work emails, managing tenses and using the word if are all covered in a simpler, more realistic way than most students of English have heard before, and many other overlooked topics are given needed attention. Perhaps most importantly, you'll unlearn some unnecessary rules you've been taught over the years. Less stress, more authentic language. Relax, it's just English.

*The Book Buyer's Manual* G.P. Putnam (Firm), 1852

*Resources and Lesson Plans for Teaching Art & Design Students* Z. Smith, 2023-06-13

Are you supporting international students of creative disciplines to develop their English language skills? Perhaps you are teaching on a preparatory college course or maybe you need some original ideas on themes such as plastic waste and upcycling for your teenage learners. When it comes to published materials to help develop language skills for international students on English for academic purposes, EAP courses, they are often rather dry and too limited for developing the ability of art design students to switch deftly between concrete and abstract ideas. This book provides content for up to 50 lessons. It covers the fundamentals of communicating in higher education contexts and introduces many original and relevant topics with recurring emphases on sustainability and student-centeredness. The material can be used face to face and/or online and can be flexibly supplemented according to need.

*The Navajo Sound System* J.M. McDonough, 2012-12-06

The Navajo language is spoken by the Navajo people who live in the Navajo Nation located in Arizona and New Mexico in the southwestern United States. The Navajo language belongs to the Southern or Apachean branch of the Athabaskan language family. Athabaskan languages are closely related by their shared morphological structure; these languages have a productive and extensive inflectional morphology. The Northern Athabaskan languages are primarily spoken by people indigenous to the subarctic stretches of North America. Related Apachean languages are the Athabaskan languages of the Southwest: Chiricahua, Jicarilla, White Mountain, and Mescalero Apache. While many other languages like English have benefited from decades of research on their sound and speech systems, instrumental analyses of indigenous languages are relatively rare. There is a great deal of work to do before a chapter on the acoustics of Navajo, comparable to the standard acoustic description of English, can be produced. The kind of detailed phonetic description required for instance to synthesize natural sounding speech or to provide a background for clinical studies in a language is well beyond the scope of a single study, but it is necessary to begin this greater work with a fundamental description of the sounds and supra-segmental structure of the language. In keeping with this, the goal of this project is to provide a baseline description of the phonetic structure of Navajo as it is spoken on the Navajo reservation today to provide a foundation for further work on the language.

Public Documents of the State of Wisconsin Wisconsin, 1870

**The 1st-5th Reader** William Torrey Harris, 1885

*Key to the First Greek Book* Clarence Willard Gleason, Clarence Stone Atherton, 1897

**Challenges of Second and Foreign Language Education in a Globalized World** Mirosław Pawlak, Anna

Mystkowska-Wiertelak,2017-09-07 This edited collection brings together papers by eminent scholars who attempt to demonstrate how challenges can most successfully be ameliorated with an eye to enhancing the effectiveness of the processes of language teaching and learning In Part One emphasis is placed on challenges that second language education has to face both those more general dealing with language policy issues and those more specific concerned with instructional options in the language classroom Part Two focuses on challenges involved in researching the processes of teaching and learning in the second and foreign languages classroom both with respect to research methodology and efforts to tap some variables impinging upon the effects of instruction Finally Part Three is devoted to challenges involved in second and foreign language teacher education the quality of which to a large extent determines the outcomes of second language education in any educational context

**The School Review** ,1906      **The Leaflet** ,1901      **Origin and Development of the High School in New England Before 1865** Emit Duncan Grizzell,1923      Assess in One Page Or Less Cynthia Gunderson,2005

**Biennial Report of the Superintendent of Public Instruction of Kentucky** Kentucky. Department of Education,1907

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