

Grammar Lesson One: The Parts of Speech

Grammar Lessons and copies of all worksheets are available on the class website at www.pagefarm.net.

Supply a definition for each of the following.

Preposition (prep.):

Noun (n.):

Pronoun (p.):

Adjective (adj.):

Verb (v.):

Adverb (adv.):

Clause (cl.):

Indicate the part of speech of each of the underlined words in each of the following sentences. Use the abbreviations indicated above for each part of speech.

1. Jack jumped into the car.
2. Janet looked at the pretty picture.
3. Peter quickly came when his mother called him.

4. Rick was late for dinner.
5. Samantha was happy when she saw the red cardinal perched on her porch.
6. Pierre went to bed early.
7. The cow jumped over the moon.
8. He looks like a well man.
9. The cat fell down the extremely deep well.
10. She skates very well.

Underline each phrase in the following sentences.

Example: The darkness fell and the town slept.

11. The sun rose and the sun set.
12. The moon rose and the dogs howled.
13. I may not pass since I failed that test.
14. Jason saved more money than I saved.
15. Jane didn't touch the vase, for her mother had told her not to.

Grammar Lesson Two: Prepositions

A *preposition* is a word used to show the relation of a noun or pronoun to some other word in the sentence. It *positions* the noun relative to the other words.

The following words are commonly used as prepositions:

aboard	between	over
about	beyond	past
above	but (meaning <i>except</i>)	since
across	by	through
after	concerning	throughout
against	down	to
along	during	toward(s)
amid	except	under
among	for	underneath
around	from	until
as	in	up
at	into	upon
before	like	with
behind	near	within
below	of	without
beneath	off	
beside(s)	on	

Commonly used prepositions of two words:

according to
because of
contrary to
instead of
together with

Sometimes the word “to” is a preposition, sometimes it is part of an infinitive verb. If it is followed by a noun, it is a preposition, whereas if it is followed by a verb, it is part of the infinitive verb form. Examine the examples below:

I went to the store.

Here *to* is a preposition because it introduces the noun *store*.

I went to buy some things.

Here *to* is not a preposition because it is part of a verb (it helps form the infinitive); it does not introduce a noun or pronoun.

A preposition is always used with a noun or a pronoun to form a prepositional phrase. The preposition introduces the phrase and, therefore, connects it to the remainder of the sentence. A preposition can have no other use in a sentence. Prepositions are sometimes confused with adverbs and conjunctions. You can distinguish between a preposition and an adverb because a preposition always has an object, while an adverb never has an object:

We drove around town.

In this sentence *around* is a preposition because it introduces the relationship of *town*.

We drove around.

In this sentence *around* is not a preposition because it does not introduce a noun or pronoun.

Directions: Underline the prepositions in the following sentences and circle their object or objects. (A prepositional phrase may have more than one object.) Place parentheses around each prepositional phrase. There may not be a preposition in every sentence.

1. We walked over the mountain.
2. Bobby came over.
3. I will go after noon.
4. I wanted to go to the library.
5. I hoped to find a book there.

6. I sent invitations to Mary, Helen, and Jack.
7. I went to the store to buy some milk.
8. I have a paper to write.
9. The team will not practice because of the rain.
10. Grain crops like wheat are grown widely in the Midwest.
11. English is used by a quarter of the people in the world.
12. A pale, cobwebby moon shone through the trees.
13. Grandpa dozed quietly with his feet on the rail.
14. The colors of the sunset were captured in the puddle of dirty water.
15. Near the edge of the marsh a solitary blackbird perched on a cattail.
16. The hull of the ship was hidden by a towering breaker.
17. During the first lap of the race, Tom ran rather slowly behind the others.
18. At the signal every diver on the ship jumped quickly into the water.
19. Baby gulls walk awkwardly because of their big feet and small wings.
20. Over the river and through the woods, to grandmother's house we go.

Lesson Three: The Function of Nouns in a Sentence

- A **subject** is that which initiates an action; in other words, who or what is initiating whatever is being done.
 - Example: *The postman left Harry a letter.*
- A **predicate noun** is normally placed after the verb: it answers the question *what?* or *who?* and it refers to or renames the subject of the sentence. Predicate nouns can only follow linking verbs.
 - Example: *The king was a tyrant.*
- A **direct object** is a noun that directly receives the action expressed by the verb.
 - Example: *The postman left Harry a letter.*
- An **indirect object** is a noun in the predicate that usually tells *to whom* or *for whom* the action of the verb is done. It most often precedes the direct object.
 - Example: *The postman left Harry a letter.*
- A noun that is part of a prepositional phrase is an **object of the preposition**:
 - Example: *The bird is in the tree.*
- An **appositive** is a word or group of words which means the same thing as the noun it follows. Usually it identifies or explains the noun. An appositive is **not** connected to the subject by a linking verb.
 - Example: *Tom Walker, a foolish man, sold his soul to the devil.*
- A noun is used in **direct address** when it names the person being addressed in the sentence.
 - Example: *Mary, wash the dishes!*

The Process

1. Identify all prepositional phrases and remove them from the sentence.
 - If the noun is in the prepositional phrase it is an **object of the preposition**.
 2. Find the verb.
 - Action or Linking? → If linking, is the noun a **predicate noun**?
 3. Who/ what does the verb? This is the **subject**.
 4. Ask the following question: "What was {insert verb here}?" The answer to this question is the **direct object**.
 5. To who/for whom was the verb done? This is the **Indirect Object**.
- Does the noun in question directly follow another noun (no linking verb) and rename the noun? This is an **appositive**.
 - Is the noun the name of somebody who is being addressed? This is a noun in **direct address**.

Exercises

In each of the following sentences, identify all nouns and indicate the role of each noun in the sentence using the following abbreviations: subject of the verb (S), predicate noun (PN), direct object (DO), indirect object (IO), object of a preposition (OP), appositive (APP), or in direct address (DA). Place parentheses around prepositional phrases.

1. Happiness brings peace and contentment to all mankind.
2. Little Bo Peep lost her sheep.
3. John placed the pencil on the desk.
4. The mean, old dog chased the mailman around the block.
5. The government sent the flooded town financial assistance.
6. Peter was the quarterback on the football team.
7. In the pool before the sunrise, Deborah swam fifty laps.
8. Placido guessed the answer to the question.
9. The gardener rested the old rake beside the white picket fence.
10. Billy's teacher Mrs. Calloway never assigns homework over the weekend.
11. The correct answer to the problem is seventeen.
12. The boy in trouble was Jake's cousin.
13. After a rocky start, Cliff grasped the essential concepts in the grammar unit.
14. I am the person in charge.
15. In American law, justice applies to all members of society equally.
16. Kate sent a letter to her mother-in-law.
17. The Peterson's only son, Rusty, ran away with the circus.
18. Mrs. Smith sent her son a box of oatmeal cookies.
19. The answer, Pamela, is ten.

20. Rebecca gave Simon the measles.
21. At 11:55, the mysterious girl ran toward her pumpkin-colored convertible.
22. Pierre baked the loaf to perfection.
23. Linda was the mother of the child.
24. The student gave her teacher a shiny, red, organically grown apple.
25. With all due respect, ma'am, I am allergic to peanut butter.
26. The story, my dear listeners, is a complete lie.
27. The mailman delivered the package to the reclusive neighbor.
28. Our language adopted the words garage, panache, and fanfare from French.
29. The surrealist painter, Salvador Dali, painted many strange paintings.
30. Felicia thought about the future constantly.
31. Sue was the student at the top of the class.
32. The philanthropist gave the museum one million dollars.

Lesson Four: Sentence Diagramming

Review of Lesson Three:

- A **subject** is that which initiates an action; in other words, who or what is initiating whatever is being done.
 - Example: *The postman left Harry a letter.*
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 - Example: *The king was a tyrant.*
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 - Example: *The postman left Harry a letter.*
- A noun that is part of a prepositional phrase is an **object of the preposition**:
 - Example: *The bird is in the tree.*
- An **appositive** is a word or group of words which means the same thing as the noun it follows. Usually it identifies or explains the noun. An appositive is **not** connected to the subject by a linking verb.
 - Example: *Tom Walker, a foolish man, sold his soul to the devil.*
- A noun is used in **direct address** when it names the person being addressed in the sentence.
 - Example: *Mary, wash the dishes!*

The Process

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5. To who/for whom was the verb done? This is the **Indirect Object**.
 - Does the noun in question directly follow another noun (no linking verb) and rename the noun? This is an **appositive**.
 - Is the noun the name of somebody who is being addressed? This is a noun in **direct address**.

Notes

Please take notes on how to diagram each of the following parts of a sentence here:

Subject and Verb

Modifiers – adjectives and adverbs

Direct object

Prepositional phrase

Indirect object

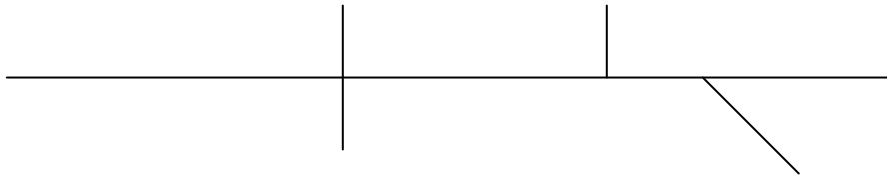
Predicate noun

Appositive

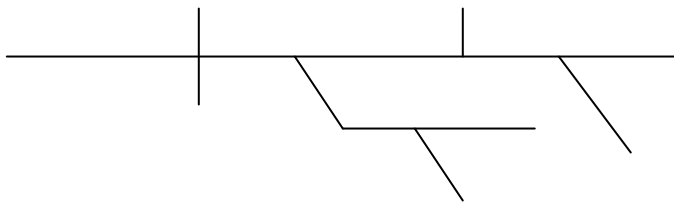
Exercises

In each of the following sentences, identify all nouns, verbs, prepositions, and modifiers (adjectives and adverbs). Indicate the role of each noun in the sentence using the following abbreviations: subject of the verb (S), predicate noun (PN), direct object (DO), indirect object (IO), object of a preposition (OP), appositive (APP), or in direct address (DA). Place parentheses around prepositional phrases. When you have done this, diagram each sentence.

1. Little Bo Peep lost her sheep.



2. John placed the pencil on the desk.



3. The government sent the flooded town financial assistance.

4. Peter was the quarterback on the football team.

5. Billy's teacher Mrs. Calloway never assigns homework over the weekend.

6. The correct answer to the problem is seventeen.

7. I am the person in charge.

8. The Peterson's only son, Rusty, ran away with the circus.

9. Rebecca gave Simon the measles.

10. Felicia thought about the future constantly.

Lesson Five: Personal Pronoun Agreement – Case

Fill out the following chart with the correct form of personal pronoun.

Use when pronoun is:			
	Nominative Case Singular	Objective Case Singular	Possessive Case Singular
<i>First Person</i>			
<i>Second Person</i>			
<i>Third Person</i>			
	Nominative Case Plural	Objective Case Plural	Possessive Case Plural
<i>First Person</i>			
<i>Second Person</i>			
<i>Third Person</i>			

A few more notes about pronoun agreement. This information should be memorized for the quiz:

- Possessive case forms of pronouns are always adjectives in a sentence.
- The form of pronouns followed by an appositive is not affected by the appositive. Try removing the appositive to make it easier to determine what form to use.
 - Example: _____ *sophomores have a difficult life.* (We, Us) By removing the appositive (*sophomores*) it is easy to see that the correct answer should be We (*sophomores*) *have a tough life.*
- Predicate pronouns are always in the nominative case.
- Use the nominative case form after *than* or *as*.

Directions: For each of the following sentences, write proper form of the pronoun in the blank space. Also indicate the function of the pronoun in the sentence or clause: *subject, direct object, indirect object, object of the preposition, or predicate pronoun.*

1. The graceful ballerina was _____ ? (she, her)
2. The principal choose Inez and _____ for the committee. (she, her)
3. _____ novices capsized the boat immediately. (We, Us)
4. He accused Roger and _____ of not helping with the cooking. (I, me)
5. He sent _____ boys to the gym. (we, us)
6. He yelled at Beth and _____. (I, me)
7. I saw _____ and her friends at the beach on Saturday. (she, her)
8. Irving and _____ defeated their opponents at tennis. (he, him)
9. The candidate said, "There is only one candidate with executive experience, and that is _____ ." (me, I)¹
10. The decision lies between you and _____. (I, me)
11. The doctor and _____ scheduled a new appointment. (she, her)

¹ Actual quote from the 2000 presidential debates

12. The team consisted of _____ five players. (we, us)
13. They met Jim and _____ (I, me) at the park.
14. We asked his brother and _____ about their trip. (he, him)
15. Who is it? It is _____. (she, her)
16. _____ boys went to the football game. (We, Us)
17. They can speak Latin as well as _____. (we, us)
18. Jasper is a better man than _____. (I, me)

For the following practice questions from the Sentence Correction section of the SAT, choose the letter that corresponds to the underlined error.

19. The other delegates [A] and him [B] immediately [C] accepted the resolution drafted [D] by the neutral states. No error [E]
20. The report Alexander is discussing [A], a report prepared jointly by he [B] and the committee, does not take into account [C] the socioeconomic status of those interviewed [D]. No error. [E]
21. Apparently impressed with [A] our plans, the foundation awarded Carlos and I [B] a grant to establish [C] a network of community centers throughout [D] the city. No error. [E]

Lesson Six: Pronoun Agreement – Number

A few more notes about pronoun agreement. This information should be memorized for the quiz:

- The words *another, anybody, anyone, anything, each, either, everybody, everyone, everything, little, much, neither, nobody, no one, nothing, one, other, somebody, someone, and something* are always singular, and are referred to with a singular pronoun.
- The words *both, few, many, others, and several* are always plural.
- The words *all, any, more, most, none, and some* may be either singular or plural, depending on the context.
- Two or more singular antecedents joined by *or* or *nor* should be referred to by a singular pronoun.
- Two or more antecedents joined by *and* should be referred to by a plural pronoun.

Directions: For each of the following sentences, write proper form of the pronoun in the blank space. You should also draw an arrow from the pronoun back to its antecedent.

1. Each of the planes kept _____ place in the formation. (its, their)
2. Judy or Corinne brought a bathing suit with _____ to the party. (her, them)
3. Every police officer did _____ duty. (his, their)
4. Everyone in the club cast _____ vote in the election. (her, their)
5. Everyone insisted on having _____ own way. (her, their)
6. Neither boy did _____ best. (his, their)
7. Several of the girls brought _____ repair manuals. (her, their)

8. The captain and the sergeant have _____ wits about _____ .
(his/him, their/them)
9. Every one of the club members paid _____ dues. (their, his)
10. Each person involved had a letter placed in _____ files. (their, her)
11. None of the students scored well on _____ test. (their, his)
12. All the players on the team contributed _____ best effort. (their, her)
13. Anyone of us who had _____ lunch money stolen would have done the same thing. (their, his)
14. Each of the cars had _____ windows broken by the hailstones. (their, its)
15. Kerrie or Kay will be onstage to receive _____ award. (their, her)

Answer each of the following questions by circling the correct pronoun in parentheses.

16. During early rehearsals, an actor may forget (his or her, their) lines.
17. The Washington team was opportunistic; (it, they) took advantage of every break.
18. A person needs to see (his or her, their) dentist twice a year.
19. The committee members put (its, their) signatures on the document.
20. If any one of the sisters needs a ride, (she, they) can call me.
21. When someone has been drinking, (he or she, they) may drive poorly.
22. If the board of directors controls the company, (it, they) may vote for a raise.

23. Neither the pilot nor the attendants gave (his or her, their) opinion about the mishap.
24. Each of these companies had (its, their) books audited.
25. Some of the china has lost (its, their) luster.
26. One of the students must give (his or her, their) oral report tomorrow.
27. Everybody was hoping to have (his or her, their) lottery number picked.
28. If anyone doesn't like the music I'm playing, (he or she, they) can go somewhere else.
29. Each member of the committee must submit (their, his) response in writing.
30. Neither of the girls knew that (her, their) teacher had seen the police report.
31. Either of the boys may take (his, their) seat in the front of the room.
32. One of my friends must bring (his or her, their) tapes to the party.
33. Everyone should take (his or her, their) work seriously.
34. Since it was cold and windy, the boys had to wear (his or her, their) caps.
35. Sara and Jen had to finish their homework before (she, they) could go to the movies.
36. In the first-day confusion, neither of the teachers could find (his or her, their) classroom.

For the following practice questions from the Sentence Correction section of the SAT, choose the letter that corresponds to the underlined error.

37. After [A] hours of futile debate, the committee has decided to postpone [B] further discussion of the resolution [C] until their [D] next meeting. No error [E]
38. Either [A] Philip or Joe will always finish [B] their [C] trigonometry homework [D] in class. No error [E]
39. Even though [A] only parts of clay vessels may be [B] recovered, these pottery shards are invaluable to [C] the archaeologist because it is [D] virtually indestructible. No error [E]

Lesson Seven: The Relative Pronouns

Nominative Case	Objective Case	Possessive Case

The process for determining the correct form of the relative pronoun to use in a sentence is as follows:

- Identify the subordinate clause (also sometimes called the *dependent clause*). Remember that a subordinate clause contains a subject and a verb but cannot stand by itself as a sentence.
- Determine how the pronoun is used in the subordinate clause – as *subject, predicate pronoun, direct object, indirect object, or object of preposition*. Remember that an object of the preposition will not always come immediately after the preposition: in some cases it may come before the preposition. Remember also that the case form of the relative pronoun is not affected by any word outside the subordinate clause.
- Use the nominative form (*who, whoever*) when the pronoun is the subject of the subordinate clause or a predicate pronoun in the clause, and the objective form (*whom, whomever*) when the pronoun is an object in the subordinate clause.

Example: “The girl _____ (who, whom) wins this race will move on to the semifinals.”

- The subordinate clause is (*who, whom*) *wins this race*. The independent clause is “The girl will move on to the semifinals.”
- The relative pronoun is the subject of the verb *wins* in the clause.
- The nominative form, *who*, is correct because it is the subject of the clause: “The girl who wins this race will move on to the semifinals.”

In each of the following sentences, place parentheses around the subordinate clause and write *who* or *whom* in the space provided. Starred problems are especially difficult.

1. I know _____ is coming.
2. Jake is the boy _____ I saw.
3. She is the one _____ I remember.
4. One should vote for the student _____ works hardest.
5. The writer _____ submits the best fiction will be published in the literary magazine.
6. The officer _____ the neighbor spoke with is patrolling the streets. *
7. We found out _____ the man was.
8. The artist _____ the judges nominated is showing her work at the gallery.
9. Every suspect _____ was in the area will be questioned.
10. It is hard to pass an unbiased judgment on anyone _____ has been a close friend since you entered school.
11. She is a girl _____ we all know and trust.
12. I wish I knew _____ you were thinking of. *
13. The police have never discovered _____ the thief was.
14. As an orator, he is a man _____ can present our point clearly.
15. If you know _____ owns this book, please give it to him. *
16. The sudden-death overtime will decide _____ the winner is.
17. There is a girl _____ will be a success.
18. The class officers must be people _____ we can rely on. *
19. He is one of those boys _____ everyone likes.

In each of the following sentences, place parentheses around the subordinate clause and supply the correct form of the relative pronoun (*who, whom, whoever, whomever*) to fill in the blanks. Starred problems are especially difficult.

20. Everyone _____ I invited accepted my invitation.
21. The men _____ the president appointed felt highly honored.
22. The President interviewed _____ was sent to him.
23. The agency investigates anyone _____ is suspected of treason.
24. Anyone _____ he disapproves of is in great danger.
25. Jack is the only one _____ I told the story to. *
26. I am not sure _____ he is.
27. Did anyone know _____ you were talking about? *

Write *that* or *which* in the blank spaces provided. If the subordinate clause is non-restrictive (using a *which*) bracket it with commas.

28. Nobody likes a dog _____ bites.
29. Buster's bulldog _____ has one white ear won best in show.
30. The dog _____ won the best of show was Buster's bulldog.
31. The answer _____ I don't know is one _____ will prove difficult for my classmates, too, I am sure.

Grammar Lesson Eight: Verb Forms

Fill in the missing spaces on the following chart:

Infinitive	Present	Present Participle	Past	Past Participle
to break	break	breaking	broke	broken
to skip				
			came	
				fallen
		shrinking		
	speak			
		drinking		
			stole	
	bring			
		playing		
	throw			
		talking		
				frozen
	write			
	take			

Determine if the following underlined verbs are active verbs or linking verbs in each sentence. Write L for linking or A for action above each verb.

1. Jane is wiser than John.
2. Jane looked interested in the lesson.
3. John looked at Jane with contempt.
4. John felt bad about his comments.
5. Jane felt the bruise on her shin.
6. The principal appeared in the doorway.
7. The students appeared to be learning.
8. The food smelled bad, and Jane smelled it and decided to go to lunch elsewhere.
9. Jane tasted the soup and realized it tasted too salty.

Underline the verb or entire verb phrase in each of the following sentences. Ignoring the helping or auxiliary words, identify the form of the main verb or verbal in each phrase. Write present, present participle, past, or past participle above each word.

present participle

Example: It is snowing in the mountains.

10. I have walked to school all year.
11. I play at the playground after school.
12. I played there yesterday, too.
13. I am swimming across the lake.
14. Jack has frozen his fingertips at the bus stop.

Lesson Seven: Comma Rules

Worksheet One

Punctuate these sentences as best you can, inserting commas or semi-colons where necessary. After you have put in punctuation marks, you will be asked to articulate a rule for why you have used each one.

1. Andrew Mark and Eric all play on the varsity basketball team.
2. Jane was disappointed in her performance she was never-the-less a gracious loser.
3. Though Jane was disappointed in her performance she was a gracious loser.
4. Jason who is the youngest in the family was born August 12 1988.
5. It was a hot windy day but I still spent the afternoon working in the garden.
6. When she asked if he was hungry Joe replied "I'm starved."
7. I planted shade evergreen and flowering trees short tall and medium shrubs and red yellow and white roses.

Stop here – **do not** turn the page!

Basic Rules for Using Commas and Semi-Colons

Comma Rules

1. Use a comma before the conjunction (but, or, yet, so, for, and, nor) that joins the two independent clauses in a compound sentence.

I like working outside, and I also enjoy reading.

He got out of school early, so he took a nap.

2. Use a comma after relatively lengthy introductory phrases or dependent (subordinate) clauses. It is important to note that a comma should not be used when the clause or phrase comes at the end of the sentence as illustrated by the third example.

In order to be successful, one must learn to write well.

After she learned the rules for using commas, her grades improved.

Her grades improved after she learned to use commas correctly.

3. Use commas to separate items in a series. Be sure to insert a comma before the conjunction that precedes the last item unless your teacher or style manual specifically tells you to exclude them.

Amy ordered two hamburgers, a Coke, and a large order of fries.

4. Use commas before and after non-essential elements (parts of the sentence providing information that is not essential in order to understand its meaning).

Horace Mann Elementary, which is the smallest school in the district, enrolls only 160 students.

5. Use commas between coordinate adjectives (of equal importance) that modify the same noun. Do not separate adjectives of unequal importance. A good way to determine if the adjectives are of equal importance is to reverse them in the sentence. If the sentence does not read well after the reversal, do not use a comma between them. The second example below clearly illustrates this point. Reversing the adjectives (blue big eyes or red bright hair) simply doesn't work!

By the end of the game, the field was a slippery, wet mess.

Her big blue eyes and bright red hair made her strikingly beautiful.

6. Use commas to separate the elements of dates and places.

The date was June 12, 1999.

He was born in St. Cloud, Minnesota.

7. Use a comma before a direct quotation. Also, as shown in the example, commas (and periods as well) go inside the quotation marks.

When asked if he had studied for the test, Paul replied, "Only a little," and his grade showed it!

8. Use commas before and after words and phrases like however and never the less that serve as interrupters.

Adam did not like math. He was, however, very successful in his math classes.

Semi-Colon Rules

1. Use a semi-colon in place of the comma and conjunction to separate the two independent clauses in a compound sentence.

I like working outside; I also enjoy reading.

2. Use a semi-colon before the conjunctive adverb (such as however and therefore) that joins two independent clauses. Be sure to put a comma after the conjunctive adverb.

I like working outside; however, I also enjoy reading.

3. Use semi-colons to separate elements in a series if they contain internal punctuation.

On his fishing trip, Jeff caught rainbow, brook, and lake trout; large-mouth, small mouth, and white bass; and a few northern pike.

Worksheet Two

Now that you are familiar with the basic rules of comma and semi-colon use, complete the following worksheet. Please also put the number of the rule (from above) that necessitates each comma or semi-colon you put in.

1. Although Erica was exhausted after her cross-country meet she never the less got up early the next morning.
2. Robin wanted to stay however she knew her parents would not like it if she did.
3. Heather enrolled in calculus French history and AP English.
4. Mr. Thomas glanced at Mike who appeared to be sleeping and said "I sure hope I'm not keeping any of you up past your bedtimes."
5. The Silver Maple is a tall graceful tree but its wood is soft and it is susceptible to wind damage.
6. During the last three summers Juan has worked at Burger King Wendy's and Sears.
7. Kendra never liked dogs she preferred to own a cat.
8. Nick who was trying to pretend he didn't care became so flustered that his bright red face gave away his true feelings.