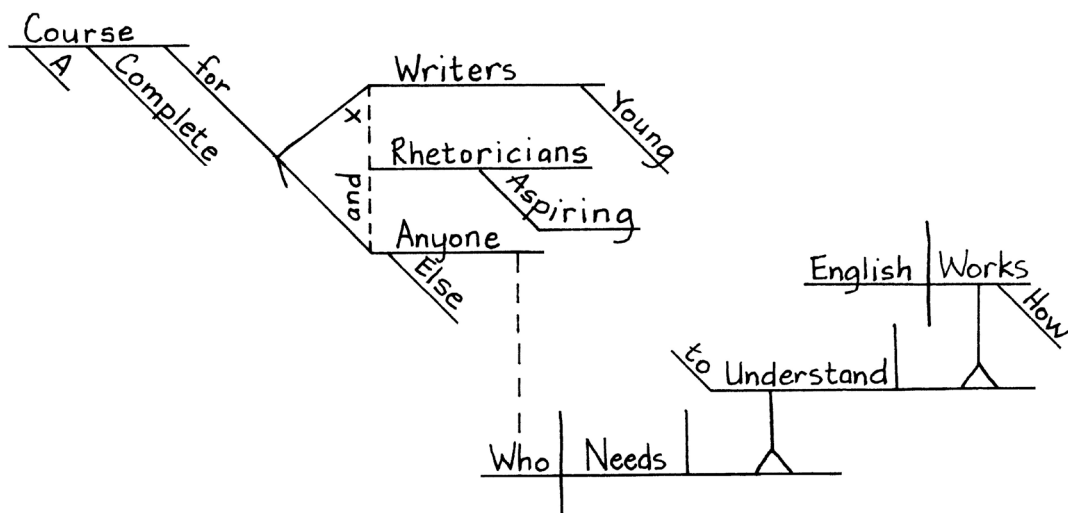


GRAMMAR FOR THE WELL-TRAINED MIND

PURPLE WORKBOOK - REVISED EDITION -



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FOREWORD

Welcome to *Grammar for the Well-Trained Mind*!

This innovative grammar program will take you from basic definitions (“A noun is the name of a person, place, thing, or idea”) all the way through detailed analysis of complex sentence structure. Once you complete it, you’ll have all the skills needed for the study of advanced rhetoric—persuasive speech and sophisticated writing.

WHAT MAKES UP THE FULL PROGRAM

Each year of study in *Grammar for the Well-Trained Mind* requires three books.

The nonconsumable *Core Instructor Text* is used for each year of study. It contains scripted dialogue for the instructor, all rules and examples, and teaching notes that thoroughly explain ambiguities and difficulties.

There are four *Student Workbooks* with accompanying *Keys*. Each consumable workbook provides a full course of exercises and assignments. Each corresponding key gives complete, thoroughly explained answers. Your goal is to complete all four *Workbooks* before the student finishes high school. (See *How the Program Works*, below.)

Two optional reference books are also available. All rules and definitions, with accompanying examples, have been assembled into a handy reference book, *The Grammar Guidebook*. This handbook will serve the student for all four years of study—and will continue to be useful as the student moves through advanced high school writing, into college composition, and beyond. In addition, all diagramming rules covered in the course are summarized in *The Diagramming Dictionary: A Complete Reference Tool for Young Writers, Aspiring Rhetoricians, and Anyone Else Who Needs to Understand How to Diagram English Sentences*.

HOW THE PROGRAM WORKS (FOR THE STUDENT)

Language learning has three elements.

First: You have to understand and memorize *rules*. We call this “prescriptive learning”—grasping the explicit principles that govern the English language and committing them to memory. *Grammar for the Well-Trained Mind* presents, explains, and drills all of the essential rules of the English language. Each year, the student reviews and repeats these rules.

Second: You need *examples* of every rule and principle (“descriptive learning”). Without examples, rules remain abstract. When you memorize the rule “Subjunctive verbs express situations that are unreal, wished for, or uncertain,” you also need to memorize the example “I would not say such things if I were you!” Each year, the student reviews and repeats the same examples to illustrate each rule.

Third: You need *practice*. Although the four workbooks repeat the same rules and examples, each contains a completely new set of exercises and writing assignments, along with a *Key* providing complete answers.

The combination of *repetition* (the same rules and examples each year) and *innovation* (brand-new practice materials in every workbook) will lead you to complete mastery of the English language.

HOW TO USE GRAMMAR FOR THE WELL-TRAINED MIND

When you first use the program, begin with the *Core Instructor Text* and any one of the *Workbooks* with its accompanying *Key* (*Purple, Red, Blue, or Yellow*). Keep *The Grammar Guidebook* and *The Diagramming Dictionary* on hand for reference.

During this first year, you won't necessarily grasp every principle thoroughly. Simply go through the dialogue with your instructor, complete the exercises, check the answers, and discuss any mistakes.

You may need more than one year to complete your first *Workbook*; the exercises increase in complexity and difficulty from Week 20 on. That's absolutely fine. Feel free to take as much time as necessary to finish this workbook.

When your first *Workbook* is completed, you and your instructor will go back to the beginning of the *Core Instructor Text* and start over, this time using a *Workbook/Key* combination of a different color. You'll go over the same dialogue, the same rules, and the same examples—with an entirely fresh set of exercises. This combination of repeated information along with new and challenging exercises will truly begin to build your competence in the English language.

Follow this same procedure for the third and fourth years of study, using workbooks of the remaining two colors, along with their matching keys.

Regular reviews are built into the program. Every three weeks, take some extra time to do the exercises reviewing what was covered in the three weeks before. After Week 27, the reviews double in scope: twelve exercises review the material all the way back to the beginning of the course. These reviews, beginning with Review 9, become one week's work each. During review weeks, try to do three exercises per day, and then go back and review the rules and principles of any exercise in which you miss two or more sentences/examples.

WHICH WORKBOOK?

Because each workbook makes use of the same rules and examples, you may use any one of the four workbooks during your first year in the program. It is highly recommended, however, that you then go back and finish the earlier workbooks as well. The program is designed to take *at least* four years, no matter where you begin.

IMPORTANT PRINCIPLES OF LEARNING

As you study, keep the following in mind.

- Language is a rich, complicated tapestry. It is occasionally logical, and sometimes irrational. Mastering its complexities takes time and patience. Don't expect to master—or even completely understand—every principle the first time through. Repetition and practice will eventually bring clarity. Be diligent—don't abandon the curriculum because of frustration! But accept occasional confusion as a natural part of learning. If you don't understand subjunctives the first time through, for example, accept it, move on, and then repeat the following year. Eventually, the concepts will come into focus.
- Always ask for help if you need it. This isn't a test. It's a learning process.
- From Week 19 (halfway through the course) on, you are encouraged to read sentences out loud. Reading out loud is an important part of evaluating your own writing. Follow the directions—don't ignore them and read silently.
- Take as long as you need to finish each lesson. As noted above, it's perfectly acceptable to take more than one year to finish a workbook (particularly the first time through). The earlier lessons are shorter and simpler; they increase in both complexity and length as the book goes on. But especially in the later lessons, don't worry if you need to divide a lesson over two days, or take more than one week to complete a week's worth of lessons. In subsequent years, you'll go much more quickly through the earlier lessons, giving you time to stop and concentrate on areas of challenge later on.

ABOUT DIAGRAMMING

Grammar for the Well-Trained Mind uses diagramming exercises throughout.

Diagramming is a learning process. Think of the diagrams as experimental projects, not tests. Attempt the diagram, look at the answer, and then try to figure out why any differences exist. Expect these assignments—particularly in the second half of the book—to be challenging. Ask for help when you need it. Always diagram with a pencil (or on a whiteboard or blackboard), and expect to erase and redo constantly.

Also remember that diagramming is not an exact science! If you can explain clearly why you've made a particular choice, the diagram might be correct even if the key differs. To quote a 1914 grammar text: "Many constructions are peculiar, idiomatic, and do not lend themselves readily to any arrangement of lines" (Alma Blount and Clark S. Northup, *An English Grammar for Use in High and Normal Schools and in Colleges*).



WEEK 1

Introduction to Nouns and Adjectives

— LESSON 1 —

Introduction to Nouns Concrete and Abstract Nouns

A noun names a person, place, thing, or idea.

Concrete nouns can be observed with our senses. Abstract nouns cannot.

Exercise 1A: Abstract and Concrete Nouns

Decide whether the underlined nouns are abstract or concrete. Above each noun, write *A* for abstract or *C* for concrete. If you have difficulty, ask yourself: Can this noun be touched, seen, or experienced with another one of the senses? If so, it is a concrete noun. If not, it is abstract.

All that glitters is not gold. (English and Spanish)

Forget injuries; never forget kindness. (Chinese)

Study the past if you would define the future. (Chinese)

We learn little from victory, much from defeat. (Japanese)

The shrimp that falls asleep gets carried away by the current. (Spanish)

He who conquers his anger has conquered an enemy. (German)

The oldest trees often bear the sweetest fruit. (German)

Pride is no substitute for a dinner. (Ethiopian)

A leaky house can fool the sun, but it can't fool the rain. (Haitian)

Exercise 1B: Abstract Nouns

Each row contains two abstract nouns and one concrete noun. Find the concrete noun and cross it out.

hunger	thirst	bread
delight	frosting	pleasure
confusion	victory	torch
shock	fear	monster
guard	sadness	tranquility
self-control	boredom	mob

— LESSON 2 —

Introduction to Adjectives

Descriptive Adjectives, **Abstract Nouns**

Formation of Abstract Nouns from Descriptive Adjectives

An adjective modifies a noun or pronoun.

Adjectives tell what kind, which one, how many, and whose.

Descriptive adjectives tell what kind.

A descriptive adjective becomes an abstract noun when you add *-ness* to it.

cheerful	cheerfulness
grumpy	grumpiness

Exercise 2A: Descriptive Adjectives, Concrete Nouns, and Abstract Nouns

Decide whether the underlined words are concrete nouns, abstract nouns, or descriptive adjectives. Above each, write *DA* for descriptive adjective, *CN* for concrete noun, or *AN* for abstract noun.

The cowardly lion wished for courage.

The shy tinman wished for love.

The silly scarecrow wished for intelligence.

The lost little girl wished for the power to go home.

The Yellow Brick Road led through a field of crimson poppies.

The travelers were overcome with sleepiness when they smelled the flowers.

Exercise 2B: Turning Descriptive Adjectives into Abstract Nouns

Change each descriptive adjective to an abstract noun by adding the suffix *-ness*. Write the abstract noun in the blank beside the descriptive adjective. Remember this rule: **When you add the suffix *-ness* to a word ending in *-y*, the *y* changes to *i*.** (For example, *grumpy* becomes *grumpiness*.)

sad	_____
truthful	_____
effective	_____
ugly	_____
silly	_____
sluggish	_____
eager	_____
bulky	_____

Exercise 2C: Color Names

Underline all the color words in the following paragraph. Then write *A* for adjective or *N* for noun above each underlined color word. If you are not sure, ask yourself, “[Color name] *what?*” If you can answer that question, you have found a noun that the color describes. That means the color is an adjective.

Rachel held her sister Dana’s hand as they walked up the turquoise path into the yellow candy store. Candy of every imaginable flavor covered the walls. Dana immediately headed to the magenta jellybeans. Rachel laughed; Dana’s favorite color was magenta, and she always wanted magenta clothes and notebooks for school. Rachel raced over to

the bright red strawberries covered in white chocolate. Right next to the strawberries were green bonbons. She usually liked green, but this trip was not about color. It was about taste!

— LESSON 3 —

Common and Proper Nouns Capitalization and Punctuation of Proper Nouns

**A common noun is a name common to many persons, places, things, or ideas.
A proper noun is the special, particular name for a person, place, thing, or idea.
Proper nouns always begin with capital letters.**

Capitalization Rules

1. Capitalize the proper names of persons, places, things, and animals.

boy	Peter
store	Baskin-Robbins
book	<i>Little Women</i>
horse	Black Beauty
sea	Sea of Galilee
port	Port of Los Angeles
island	Isle of Skye

2. Capitalize the names of holidays.

Memorial Day
Christmas
Independence Day
Day of the Dead

3. Capitalize the names of deities.

Minerva (ancient Rome)
Hwanin (ancient Korea)
God (Christianity and Judaism)
Allah (Islam)
Gitche Manitou or Great Spirit (Native American—Algonquin)

4. Capitalize the days of the week and the months of the year, but not the seasons.

Monday	January	winter
Tuesday	April	spring
Friday	August	summer
Sunday	October	fall

5. Capitalize the first, last, and other important words in titles of books, magazines, newspapers, movies, television series, stories, poems, and songs.

book	<i>Alice's Adventures in Wonderland</i>
magazine	<i>National Geographic</i>
newspaper	<i>The Chicago Tribune</i>
movie	<i>A River Runs Through It</i>
television series	<i>The Waltons</i>
television show	"The Chicken Thief"
story	"The Visit of the Magi"
poem	"The Night Before Christmas"
song	"Joy to the World"
chapter in a book	"The End of the Story"

6. Capitalize and italicize the names of ships, trains, and planes.

ship	<i>Titanic</i>
train	<i>The Orient Express</i>
plane	<i>The Spirit of St. Louis</i>

Exercise 3A: Capitalizing Proper Nouns

Write a proper noun for each of the following common nouns. Don't forget to capitalize all of the important words of the proper noun. Underline the names of the book and movie you choose, to show that those names should be in italics if they were typed.

Common Noun	Proper Noun
friend	_____
book	_____
movie	_____
store	_____
city	_____
holiday	_____

Exercise 3B: Proper Names and Titles

On your own paper, rewrite the following sentences properly. Capitalize and punctuate all names and titles correctly. If you are using a word processing program, italicize where needed; if you are writing by hand, underline in order to show italics.

I just finished reading the secret garden.

My uncle subscribes to the magazine time.

My favorite campfire song is bingo.

The sinking of the titanic was a terrible disaster.

Lewis Carroll's poem jabberwocky has many made-up words.

Exercise 3C: Proofreading for Proper Nouns

In the following sentences from *The Story of the World, Volume 3*, by Susan Wise Bauer, indicate which proper nouns should be capitalized by underlining the first letter of the noun three times. This is the proper proofreader mark for *capitalize*. The first word in the first sentence is done for you.

But not very many europeans traveled to russia, and those who settled in russia lived apart from the russians, in special colonies for foreigners.

peter's only port city, archangel, was so far north that it was frozen solid for half the year.

The sea of azov led right into the black sea, which led to the mediterranean. azov belonged to the ottoman turks.

The turks waved their turbans in surrender. azov had fallen!

— LESSON 4 —

Proper Adjectives

Compound Adjectives (Adjective-Noun Combinations)

1. Capitalize the proper names of persons, places, things, and animals.
2. Capitalize the names of holidays.
3. Capitalize the names of deities.
4. Capitalize the days of the week and the months of the year, but not the seasons.
5. Capitalize the first, last, and other important words in titles of books, magazines, newspapers, movies, television series, stories, poems, and songs.
6. Capitalize and italicize the names of ships, trains, and planes.

A proper adjective is formed from a proper name. Proper adjectives are capitalized.

	<u>Proper Noun</u>	<u>Proper Adjective</u>
Person	Aristotle	the Aristotelian philosophy
Place	Spain	a Spanish city
Holiday	Valentine's Day	some Valentine candy
Month	March	March Madness

Shakespeare wrote a number of sonnets.

I was reading some Shakespearean sonnets yesterday.

Mars is the fourth planet from the sun.

The Martian atmosphere is mostly carbon dioxide.

On Monday, I felt a little down.

I had the Monday blues.

The English enjoy a good cup of tea and a muffin.

Gerald enjoys a good English muffin.

The German-speaking tourists were lost in Central Park.

The archaeologist unearthed some pre-Columbian remains.

Words that are not usually capitalized remain lowercase even when they are attached to a proper adjective.

A compound adjective combines two words into a single adjective with a single meaning.

When the mine collapsed, it sent a plume of dust sky high.

I just had a thirty-minute study session.

N ADJ
sky high

ADJ N
thirty minute

N ADJ
user friendly

ADJ N
high speed

The sky-high plume of dust could be seen for miles.

My study session was thirty minutes.

Those directions are not user friendly!

I prefer user-friendly directions.

The connection was high speed.

He needed a high-speed connection.

Exercise 4A: Forming Proper Adjectives from Proper Nouns

Form adjectives from the following proper nouns. (Some will change form and others will not.) Write each adjective into the correct blank below. If you are not familiar with the proper nouns, you may look them up online on Encyclopaedia Britannica, Wikipedia, or some other source (this will help you complete the sentences as well). This exercise might challenge your general knowledge! (But you can always ask your instructor for help.)

Great Wall	Ireland	January	Victoria
Italy	Los Angeles	Shinkansen	Canada
Goth	Friday	Double Ninth Festival	Christmas

Traditionally, _____ cakes are made by layering lard, rice flour paste, and a bean paste diluted with white sugar, but each area of China has its own variation on the recipe.

The _____ festival known as Plough Monday marked the return to work after Twelfth Night.

_____ cathedrals were built by medieval journeymen—guilds of craftsmen who were expert woodcarvers, blacksmiths, stonemasons, plasterers, ironworkers, and glaziers.

During the _____ period in England, many farmers left their land to live in cities and work in factories.

By _____ standards, Hollywood Hills and Culver City are just a stone's throw from each other.

The diagonal section of the Huangyaguan section of the Ming Wall is called Heartbreak Hill by many runners in the _____ Marathon.

My favorite _____ cookies are gingerbread men and spritz.

The _____ train carries over 143 million passengers from Tokyo to Shin-Osaka every year, sometimes at speeds as high as 200 miles per hour.

I found the recipe for *gelato di fragola* in my _____ cookbook.

On Bloody Sunday (21 November 1920), fourteen British military operatives and fourteen _____ civilians were killed in Dublin.

Er Shun, a giant panda on loan to the _____ zoo in Toronto, gave birth to twin cubs in October of 2015; each one was the size of a stick of butter.

It was such a difficult week that we were all more than ready for the _____ holiday and the long weekend.

Exercise 4B: Capitalization of Proper Adjectives

In the following sentences, correct each lowercase letter that should be capitalized by using the proofreader's mark (three underlines beneath each). Circle each proper adjective. Finally, write an *S* (for "same") above the proper adjectives that have not changed form from the proper noun.

the portuguese explorers were the first european travelers to reach the australian region, but spanish navigators were not far behind.

thomas abercrombie was a legendary national geographic photographer who worked in the arabian desert, the antarctic continent, the entire middle eastern region, and the south pole. he photographed jacques cousteau, the first indian white tiger brought to the north american continent, and the islamic pilgrimage to mecca.

the october farmers' market was a panorama of colorful leaves, halloween costumes, pumpkins, and heirloom squash. the blue hubbard and golden hubbard varieties were my favorite.

the laws of the elizabethan age allowed french and dutch protestants to have their own london churches, although english citizens were not supposed to enter them. diplomats from catholic countries were allowed to celebrate mass, but only in their own homes, and english subjects were banned from those services as well.

Exercise 4C: Hyphenating Attributive Compound Adjectives

Hyphens prevent misunderstanding! Explain to your instructor the differences between each pair of phrases. The first is done for you. If you're confused, ask your instructor for help.

a small-town boy

a small town boy

a small-town boy is a boy from a small town

a small town boy is a town boy of diminished size: a small boy who is also a town boy

a violent-crime conference

a violent crime conference

a high-chair cover

a high chair cover

a cross-country runner

a cross country runner

an ill-fated actress

an ill fated actress



WEEK 2

Introduction to Personal Pronouns and Verbs

— LESSON 5 —

Noun Gender

Introduction to Personal Pronouns

Exercise 5A: Introduction to Noun Gender

How well do you know your animals? Fill in the blanks with the correct name (and don't worry too much if you don't know the answers . . . this is mostly for fun).

Animal	Male	Female	Baby	Group of Animals
cattle	bull	_____	_____	drove of cattle
chicken	rooster	_____	chick	_____
deer	_____	_____	fawn	herd of deer
owl	_____	owl	_____	_____
horse	_____	_____	foal	_____
rabbit	_____	_____	bunny	_____
mouse	_____	doe	_____	mischief of mice
			OR _____	
swan	_____	pen	_____	_____ OR _____

Nouns have gender.

Nouns can be masculine, feminine, or neuter.

We use *neuter* for nouns that have no gender, and for nouns whose gender is unknown.

Subha Datta set off for the forest, intending to come back the same evening. He began to cut down a tree, but he suddenly had a feeling that he was no longer alone. As it crashed to the ground, he looked up and saw a beautiful girl dancing around and around in a little clearing nearby. Subha Datta was astonished, and let the axe fall. The noise startled the dancer, and she stood still.

Subha Datta thought he was dreaming.

Although she did not yet know it, the fairy had not convinced Subha Datta.

A pronoun takes the place of a noun.

The antecedent is the noun that is replaced by the pronoun.

Personal pronouns replace specific nouns.

I	we
you	you (plural)
he, she, it	they

Exercise 5B: Nouns and Pronouns

Write the correct pronoun above the underlined word(s). The first one is done for you.

They

Astronomers predicted that the comet would crash into Jupiter on or about July 25, 1994.
(Theo Koupelis, *In Quest of the Universe*)

This particular slab of black basalt was different from anything that had ever been discovered. The slab carried three inscriptions.
(Hendrik van Loon, *The Story of Mankind*)

Jenny and I read a book about inventors.

Benjamin Franklin not only invented objects such as the lightning rod, but Benjamin Franklin also invented the expression “pay it forward” to teach people to repay kindness by being kind to others.

Wilbur and Orville Wright had always loved construction. Wilbur and Orville Wright began as bicycle mechanics and eventually constructed the first successful airplane!

The wheel is one of the most important inventions of all time. The wheel was probably invented for chariots in ancient Mesopotamia, which is now part of Iraq.

“Why,” said Effie, “I know what it is. It is a dragon like the one St. George killed.” And Effie was right.

(E. Nesbit, *The Book of Dragons*)

Exercise 5C: Substituting Pronouns

Does the passage below sound awkward? It should, because it’s not what the Brothers Grimm actually wrote. Choose the nouns that can be replaced by pronouns, cross them (and any accompanying words, such as *the*) out, and write the appropriate pronouns above them.

Then Dullhead fell to at once to hew down the tree, and when the tree fell Dullhead found amongst the roots a goose, whose feathers were all of pure gold. Dullhead lifted the goose out, carried the goose off, and took the goose to an inn where Dullhead meant to spend the night.

Now the landlord of the inn had a beautiful daughter, and when the daughter saw the goose, the daughter was filled with curiosity as to what this wonderful bird could be and the daughter longed for one of the golden feathers.

Exercise 5D: Pronouns and Antecedents

Circle the personal pronouns in the following sentences, and draw an arrow from each pronoun to its antecedent. If the noun and pronoun are masculine, write *M* in the margin. If they are feminine, write *F*; if neuter, write *N*. Some sentences have two personal pronouns. The first is done for you.

Although Helen Keller was blind and deaf, she became a famous author and speaker. F

The man selected a cake covered with violet icing and bit into it. It appeared to be filled with jam.

Sylvia was not much comforted. She moved along to the middle of the seat and huddled there.

—Joan Aiken, *The Wolves of Willoughby Chase*

Andreas Vesalius showed immense curiosity about the functioning of living things. He often caught and dissected small animals and insects.

—Kendall Haven, *100 Greatest Science Discoveries of All Time*

The Wart copied Archimedes in zooming up toward the branch which they had chosen.

—T. H. White, *The Once and Future King*

Mother Teresa was born in Albania; she worked for 45 years caring for the poor people of India.

Mahatma Gandhi led peaceful protests against the persecution of poor people and women in India. He disobeyed unfair laws but quietly suffered the punishment.

Even though he spent 27 years in prison, Nelson Mandela, a follower of Gandhi, helped to bring democracy for all races to South Africa.

Being the scientist that he was, Carver decided that he would take the peanut apart.

—Robert C. Haven, *Seven African-American Scientists*

“Why,” said Effie, “I know what it is. It is a dragon like the one St. George killed.” And she was right.

—E. Nesbit, *The Book of Dragons*

— LESSON 6 —

Review Definitions

Introduction to Verbs

Action Verbs, State-of-Being Verbs

Parts of Speech

A noun names a person, place, thing, or idea.

A common noun is a name common to many persons, places, things, or ideas.

Concrete nouns can be observed with our senses. Abstract nouns cannot.

An adjective modifies a noun or pronoun.

Adjectives tell what kind, which one, how many, and whose.

Descriptive adjectives tell what kind.

A descriptive adjective becomes an abstract noun when you add *-ness* to it.

A verb shows an action, shows a state of being, links two words together, or helps another verb.

Part of speech is a term that explains what a word does.

State-of-Being Verbs

am	were
is	be
are	being
was	been

Exercise 6A: Identifying Verbs

Mark each underlined verb *A* for action verb or *B* for state-of-being verb. Condensed slightly from W.S.B. Mathews, *A Popular History of the Art of Music*.

We here enter upon one of the most interesting and important chapters in the history of music.

The art of polyphony originated at the same period as the pointed arch and the great cathedrals of Europe. In music, polyphony represents the same bounding movement of mind, filled with high ideals. In the same country arose the Gothic arch, the beauties of Notre Dame in Paris, and the involved and massive polyphony of music.

Polyphonic is a term which relates itself to two others. They are Monodic and Homophonic. The musical art of the ancients was an art in which a single melodic formula doubled in a lower or higher octave, but where no harmony was; variety came through rhythm alone. Monodic art was an art of melody only. Our modern art of homophony is like that, in having but a single melody at each moment of the piece; but it differs from the ancient in the addition of a harmonic support for the melody tones. This harmonic accompaniment rules everything in modern music. It is within the power of the composer to support the melody tone with the chord which would most readily suggest itself, within the limitations of the key. Instances of this use of harmonic accompaniment are numerous in Wagner's works, and form the most obvious peculiarity of his style.

Halfway between these two types of musical art stands polyphony, which means etymologically "many sounds," but which in musical technique is "multiplicity of melodies." In a true polyphony, every tone of the leading voice possesses melodic character, but all the tones are themselves elements of other, independently moving melodies. The essence of polyphony is canonic imitation. The simplest form of this is the "round," in which one voice leads off with a phrase, and immediately a second voice begins with the same melody at the same pitch, and follows after. At the proper interval a third voice enters. Thus, when there is only one voice, we have monody; when the second

Alexander the Great beat his enemies.

The Blackfoot moved across the land.

— LESSON 7 —

Helping Verbs

Part of speech is a term that explains what a word does.

Exercise 7A: Action and Helping Verbs

Underline the action verbs in both columns of sentences once. The sentences in the second column each contain at least one helping verb. Underline these helping verbs twice. The first is done for you.

These sentences are adapted from *A Complete Geography*, by Ralph Tarr and Frank McMurry.

COLUMN 1	COLUMN 2
Waves <u>form</u> in the ocean.	Waves <u>are</u> <u>formed</u> by winds which <u>blow</u> over the water.
Waves endanger small ships.	Waves are constantly endangering small ships.
Waves damage the coast.	The constant beating of the waves is slowly eating the coast away.
Tides rise and fall.	Tides are caused by the moon and the sun.
The sun pulls on the earth.	The ocean is drawn slightly out of shape when the sun's pull affects it.
Spring tides rise high.	The high tides at full and new moon are called spring tides.

Helping Verbs

am, is, are, was, were

be, being, been

have, has, had

do, does, did

shall, will, should, would, may, might, must

can, could

Exercise 7B: Helping Verbs

Fill in each blank in the story with a helping verb. Sometimes, more than one helping verb might be appropriate. This excerpt is adapted from *King Arthur: Tales of the Round Table*, by Andrew Lang.

Long, long ago, after Uther Pendragon died, there was no king in Britain, and every knight hoped for the crown himself. Laws _____ broken on every side, and the corn grown by the poor _____ trodden underfoot, and there was no king to bring evildoers to justice.

When things were at their worst, Merlin the magician appeared and rode fast to the place where the Archbishop of Canterbury lived. They took counsel together, and agreed that all the lords and gentlemen of Britain _____ ride to London and meet on Christmas Day in the Great Church. So this _____ done.

On Christmas morning, as they left the church, they saw in the churchyard a large stone, and on it a bar of steel, and in the steel a naked sword _____ held, and about it _____ written in letters of gold, “Whoever pulls out this sword is by right of birth King of England.”

The knights _____ anxious to be King, and they tugged at the sword with all their might; but it never stirred. The Archbishop watched them in silence. When they _____ exhausted themselves from pulling, he spoke: “The man is not here who _____ lift out that sword, nor _____ I know where to find him. But this is my counsel—that two knights _____ chosen, good and true men, to keep guard over the sword.”

This was done. But the gentlemen-at-arms cried out that every man had a right to try to win the sword, and they decided that, on New Year's Day, a tournament _____ be held and any knight who wished _____ enter the lists.

Among them was a brave knight called Sir Ector, who brought with him Sir Kay, his son, and Arthur, Kay's foster-brother. Now Kay _____ unbuckled his sword the evening before, and in his haste to be at the tournament _____ forgotten to put it on again, and he begged Arthur to ride back and fetch it for him. But when Arthur reached the house the door _____ locked, for the women _____ gone out to see the tournament, and though Arthur tried his best to get in, he could not. Then he rode away in great anger, and said to himself, "Kay _____ not be without a sword this day. I _____ take that sword in the churchyard and give it to him." He galloped fast till he reached the gate of the churchyard. Here he jumped down and tied his horse tightly to a tree; then, running up to the stone, he seized the handle of the sword, and drew it easily out.

— LESSON 8 —

Personal Pronouns

First, Second, and Third Person Capitalizing the Pronoun /

	Personal Pronouns	
	Singular	Plural
First person	I	we
Second person	you	you
Third person	he, she, it	they

Although they are not very hungry, I certainly am.

ich i I

As the German-built plane rose into the air, I experienced a strange loneliness.

Exercise 8A: Capitalization and Punctuation Practice

Correct the following sentences. Mark through any incorrect small letters and write the correct capitals above them. Insert quotation marks if needed. Use underlining to indicate any italics.

on the night of may 6, 1915, as his ship approached the coast of ireland, Captain william thomas turner left the bridge and made his way to the first-class lounge, where passengers were taking part in a concert and talent show, a customary feature of cunard crossings.

on the morning of the ship's departure from new york, a notice had appeared on the shipping pages of new york's newspapers. placed by the german embassy in washington, it reminded readers of the existence of the war zone and cautioned that "vessels flying the flag of great britain, or of any of her allies, are liable to destruction" and that travelers sailing on such ships "do so at their own risk." though the warning did not name a particular vessel, it was widely interpreted as being aimed at turner's ship, the lusitania, and indeed in at least one prominent newspaper, the new york world, it was positioned adjacent to cunard's own advertisement for the ship.

rev. henry wood simpson, of rossland, british columbia, put himself in god's hands, and from time to time repeated one of his favorite phrases, "holy ghost, our souls inspire." he said later he knew he would survive.

his life jacket held him in a position of comfort, "and i was lying on my back smiling up at the blue sky and the white clouds, and i had not swallowed much sea water either."

but, strangely, there was also singing. first tipperary, then rule, brittania! next came abide with me.

wilson believed that if he went then to congress to ask for a declaration of war, he would likely get it.

—Erik Larson, *Dead Wake*

the supposedly snobbish french leave all personal pronouns in the unassuming lowercase, and germans respectfully capitalize the formal form of “you” and even, occasionally, the informal form of “you,” but would never capitalize “i.”

the growing “i” became prevalent in the 13th and 14th centuries, with a geoffrey chaucer manuscript of the canterbury tales among the first evidence of this grammatical shift.

—Caroline Winter, “Me, Myself and I,” in *The Times Magazine* 8/3/2008

Exercise 8B: Person, Number, and Gender

Label each personal pronoun in the following selection with its person (1, 2, or 3) and number (S or PL). For third-person singular pronouns only, indicate gender (M, F, or N). The first two are done for you.

1S

I was standing with Mr. and Mrs. Elbert Hubbard when the torpedo struck the ship.

3SN

It was a heavy, rather muffled sound; a second explosion quickly followed, but I do not think it was a second torpedo, for the sound was quite different. I turned to the Hubbards and suggested, “You should go down to get life jackets.” They had ample time to go there and get back to the deck, but both seemed unable to act.

I went straight down to find a life belt, took a small leather case containing business papers, and went back up on deck to the spot where I had left the Hubbards. They had gone; I never saw the Hubbards again.

A woman passenger nearby called out to Captain Turner, “Captain, what should we do?” He answered, “Ma’am, stay right where you are. The ship is strong and she will be all right.” So she and I turned and walked quietly aft and tried to reassure the passengers we met. There was no panic, but there was infinite confusion.

—Slightly condensed from Charles E. Lauriat, *The Lusitania’s Last Voyage* (1931)



WEEK 3

Introduction to the Sentence

— LESSON 9 —

The Sentence

Parts of Speech and Parts of Sentences Subjects and Predicates

A sentence is a group of words that contains a subject and predicate.

part of speech

noun verb

The cat sits on the mat.

part of the sentence

subject predicate

The subject of the sentence is the main word or term that the sentence is about.

Part of speech is a term that explains what a word does.

Part of the sentence is a term that explains how a word functions in a sentence.

The predicate of the sentence tells something about the subject.

part of speech

The Tyrannosaurus rex crashes through the trees.

part of the sentence

Exercise 9A: Parts of Speech vs. Parts of the Sentence

Label each underlined word with the correct part of speech AND the correct part of the sentence.

part of speech

The cat licks its paws.

part of the sentence

part of speech

I actually prefer dogs.

part of the sentence

part of speech

The dog runs down the road.

part of the sentence

part of speech

He runs down the road.

part of the sentence

Exercise 9B: Parts of Speech: Nouns, Adjectives, Pronouns, and Verbs

Label each underlined word with the correct part of speech. Use *N* for noun, *A* for adjective, *P* for pronoun, and *V* for verb.

One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled “d-o-l-l” and tried to make me understand that “d-o-l-l” applied to both. Earlier in the day we had had a tussle over the words “m-u-g” and “w-a-t-e-r.” Miss Sullivan had tried to impress it upon me that “m-u-g” is mug and that “w-a-t-e-r” is water, but I persisted in confounding the two. In despair she had dropped the subject for the time, only to renew it at the first opportunity. I became impatient at her repeated attempts and, seizing the new doll, I dashed it upon the floor.

—From Helen Keller, *The Story of My Life*

Exercise 9C: Parts of the Sentence: Subjects and Predicates

In each of the following sentences, underline the subject once and the predicate twice. Find the subject by asking, “Who or what is this sentence about?” Find the predicate by asking, “Subject what?” The first is done for you.

George ate the banana.

Who or what is this sentence about? George.
George what? George ate.

Owls are birds of prey.
 Owls see in both the day and night.
 Vultures eat carrion.
 Hawks hunt live prey.
 Ospreys catch fish.
 Kites prefer insects.
 Falcons steal the nests of other birds.

— LESSON 10 —

Subjects and Predicates

Diagramming Subjects and Predicates Sentence Capitalization and Punctuation Sentence Fragments

A sentence is a group of words that contains a subject and predicate.
The subject of the sentence is the main word or term that the sentence is about.
The predicate of the sentence tells something about the subject.

He does.

They can.

It is.

Hurricanes form over warm tropical waters.

Hurricanes | form _____

A sentence is a group of words that contains a subject and a predicate.
A sentence begins with a capital letter and ends with a punctuation mark.

No running in the kitchen.

Can we measure intelligence without understanding it? Possibly so; physicists measured gravity and magnetism long before they understood them theoretically. Maybe psychologists can do the same with intelligence.

Or maybe not.

—James W. Kalat, *Introduction to Psychology* (Cengage Learning, 2007)

Because he couldn't go.
 Since I thought so.

A sentence is a group of words that usually contains a subject and a predicate.

A sentence begins with a capital letter and ends with a punctuation mark.

A sentence contains a complete thought.

Exercise 10A: Sentences and Fragments

If the group of words expresses a complete thought, write *S* for sentence in the blank. If not, write *F* for fragment.

birds can land on the ground	_____
small birds flapping their wings	_____
or landing on the water	_____
large birds can only hover for a short time	_____
hummingbirds can beat their wings 52 times per second	_____
because their feet act like skids	_____
some birds are flightless	_____

Exercise 10B: Proofreading for Capitalization and Punctuation

Add the correct capitalization and punctuation to the following sentences. In this exercise you will use proofreader's marks. Indicate letters which should be capitalized by underlining each letter three times. Indicate ending punctuation by using the proofreader's mark for inserting a period: Ⓢ. Indicate words which should be italicized by underlining them and writing *ITAL* after the sentence. If a word has to be both italicized AND capitalized, underline it once first, and then add triple underlining *beneath* the first underline. The first two are done for you.

once there was a very curious monkey named george Ⓢ

webooked a cruise on a ship called sea dreams Ⓢ *ITAL*

the titanic had a sister ship called the olympic

the titanic had a gym, a swimming pool, and a hospital with an operating room

the millionaire john jacob astor and his wife were on board

the titanic hit an iceberg on april 14

when the ship began to sink, women and children were loaded into the lifeboats first

the survivors in the lifeboats heard the band playing until the end

the carpathia brought the survivors to new york

Exercise 10C: Diagramming Subjects and Predicates

Find the subjects and predicates in the following sentences. Diagram each subject and predicate on your own paper. You should capitalize on the diagram any words which are capitalized in the sentence, but do not put punctuation marks on the diagram. If a proper name is the subject, all parts of the proper name go onto the subject line of the diagram. The first one is done for you.

Joseph Duckworth earned an Air Medal.

Joseph Duckworth | earned

Many hurricanes form in the southwest North Pacific.

Few hurricanes arise on the equator.

Sometimes, hurricanes develop over land.

Satellites photograph hurricanes.

Radar tracks hurricanes.

Meteorologists issue hurricane warnings.

Red flags with black centers are warnings of approaching hurricanes.

— LESSON 11 —

Types of Sentences

A sentence is a group of words that usually contains a subject and a predicate.

A sentence begins with a capital letter and ends with a punctuation mark.

A sentence contains a complete thought.

A purple penguin is playing ping-pong.

A statement gives information. A statement always ends with a period.

Statements are declarative sentences.

An exclamation shows sudden or strong feeling.

An exclamation always ends with an exclamation point.

Exclamations are exclamatory sentences.

A command gives an order or makes a request.

A command ends with either a period or an exclamation point.

Commands are imperative sentences.

Sit!
Stand!
Learn!

The subject of a command is understood to be *you*.

(you) | Sit

A question asks something.

A question always ends with a question mark.

Questions are known as interrogative sentences.

He is late.
Is he late?

He | is he | Is

Exercise 11A: Types of Sentences: Statements, Exclamations, Commands, and Questions

Identify the following sentences as *S* for statement, *E* for exclamation, *C* for command, or *Q* for question. Add the appropriate punctuation to the end of each sentence.

	<u>Sentence Type</u>
Aunt Karen is teaching me how to make strawberry pie	_____
Do we make the piecrust or the filling first	_____
Don't touch that stove	_____
Roll the dough until it is very thin	_____
I stirred the filling, and Aunt Karen poured it into the pan	_____
How long do we bake the pie	_____
This pie is delicious	_____
Eat this	_____
Do you mind if we sit down	_____
I am getting tired	_____

Exercise 11B: Proofreading for Capitalization and Punctuation

Proofread the following sentences. If a small letter should be capitalized, draw three lines underneath it. Add any missing punctuation.

what a beautiful morning

please come with me on a bike ride

my bicycle tires are flat

will you help me with the air pump

did you pack the water bottles and snacks

don't forget to put on sunscreen

let's go

Exercise 11C: Diagramming Subjects and Predicates

On your own paper, diagram the subjects and predicates of the following sentences. Remember that the understood subject of a command is *you*, and that the predicate may come before the subject in a question.

Learn quietly.

Are you hungry?

Sometimes, students work hard.

Other times, students stare out of windows.

The book is open.

Close the book.

Did you?

You did a good job today.

— LESSON 12 —**Subjects and Predicates****Helping Verbs****Simple and Complete Subjects and Predicates**

The subject of the sentence is the main word or term that the sentence is about.

The simple subject of the sentence is *just* the main word or term that the sentence is about.

Mary	had a little lamb.
Its fleece	was white as snow.
...the lamb	was sure to go.



The complete subject of the sentence is the simple subject and all the words that belong to it.

The predicate of the sentence tells something about the subject.

The simple predicate of the sentence is the main verb along with any helping verbs.

The complete predicate of the sentence is the simple predicate and all the words that belong to it.

Complete Subject

Lambs born in the spring
Plentiful turnips

Complete Predicate

must remain with their mothers until July.
should be provided for them.

Exercise 12A: Complete Subjects and Complete Predicates

Match the complete subjects and complete predicates by drawing lines between them.

The hard storm

huddled close together under a low-branching tree.

The chickens

became cool and clear.

The horses

appeared, first one, then six, then twenty.

Out in the meadow, the sheep

ran for the open door of the hen-house.

The wind

were already in their comfortable stalls with hay.

The loud thunder

flew across the sky.

The clouds, too,

swayed the branches.

At last the air

came in the night when the farmers were asleep.

Next, the stars

made the lambs jump.

Exercise 12B: Simple and Complete Subjects and Predicates

In the following sentences (adapted from Connie Willis's wonderful novel *Bellwether*), underline the simple subject once and the simple predicate twice. Then, draw a vertical line between the complete subject and the complete predicate. The first is done for you.

The little ewe | kicked out with four hooves in four different directions, flailing madly.

A deceptively scrawny ewe had mashed me against the fence.

The flock meekly followed the bellwether.

The sheep were suddenly on the move again.

Out in the hall, they wandered aimlessly around.

In the stats lab, a sheep was munching thoughtfully on a disk.

A fat ewe was already through the door.

Exercise 12C: Diagramming Simple Subjects and Simple Predicates

On your own paper, diagram the simple subjects and simple predicates from Exercise 12B.



— REVIEW 1 —

Weeks 1-3

Topics

Concrete/Abstract Nouns

Descriptive Adjectives

Common/Proper Nouns

Capitalization of Proper Nouns and First Words in Sentences

Noun Gender

Pronouns and Antecedents

Action Verbs/State-of-Being Verbs

Helping Verbs

Subjects and Predicates

Complete Sentences

Types of Sentences

Review 1A: Types of Nouns

Fill in the blanks with the correct description of each noun. The first is done for you.

	Concrete / Abstract	Common / Proper	Gender (M, F, N)
teacher	<u>C</u>	<u>C</u>	<u>N</u>
Alki Beach	<u> </u>	<u> </u>	<u> </u>
Miss Luzia	<u> </u>	<u> </u>	<u> </u>
jellyfish	<u> </u>	<u> </u>	<u> </u>
terror	<u> </u>	<u> </u>	<u> </u>
Camp Greenside	<u> </u>	<u> </u>	<u> </u>
determination	<u> </u>	<u> </u>	<u> </u>
daughter-in-law	<u> </u>	<u> </u>	<u> </u>
gentleman	<u> </u>	<u> </u>	<u> </u>
vastness	<u> </u>	<u> </u>	<u> </u>
President Jefferson	<u> </u>	<u> </u>	<u> </u>

Review 1B: Types of Verbs

Underline the complete verbs in the following sentences. Identify helping verbs as *HV*. Identify the main verb as *AV* for action verb or *BV* for state-of-being verb. The first is done for you.

Erosion, rain, and winds ^{HV} ^{AV} have created the Grand Canyon over many years.

A massive flood could have contributed to the formation of the Grand Canyon.

Even experienced geologists are puzzled by this phenomenon.

Many rock layers compose the cavernous walls.

The Grand Canyon is considered one of the seven natural wonders of the world.

The Great Barrier Reef and Mount Everest are other natural wonders.

My grandparents and I might be at the Grand Canyon next September.

The Grand Canyon will be my first wonder of the world.

Maybe next I will travel to Australia for the Great Barrier Reef.

By the time I am 50 I will have seen all seven wonders of the world!

Review 1C: Subjects and Predicates

Draw one line under the simple subject and two lines under the simple predicate in the following sentences. Remember that the predicate may be a verb phrase with more than one verb in it.

Hot air balloons were constructed long before the invention of airplanes.

French scientists invented hot air balloons in the late 1700s.

They originally were very dangerous.

These first contraptions utilized a cloth balloon and a live fire.

Later modifications improved the safety of hot air balloons.

Soon, even tourists could ride in hot air balloons.

However balloonists also attempted more impressive feats.

Many have died in their attempts to break new ballooning records.

Three bold adventurers in the 1970s flew in a balloon across the Atlantic Ocean.

Review 1D: Parts of Speech

Identify the underlined words by writing the following abbreviations above them: *N* for noun, *P* for pronoun, *A* for adjective, *AV* for action verb, *HV* for helping verb, or *BV* for state-of-being verb.

The following excerpt is from the novel *Out of My Mind*, by Sharon Draper (Atheneum, 2010), pp. 3-4.

When people look at me, I guess they see a girl with short, dark, curly hair strapped into a pink wheelchair. By the way, there is nothing cute about a pink wheelchair. Pink doesn't change a thing.

They'd see a girl with dark brown eyes that are full of curiosity. But one of them is slightly out of whack.

Her head wobbles a little.

Sometimes she drools.

She's really tiny for a girl who is age ten and three quarters.

... After folks... finished making a list of my problems, they might take time to notice that I have a fairly nice smile and deep dimples—I think my dimples are cool.

I wear tiny gold earrings.

Sometimes people never even ask my name, like it's not important or something. It is.

My name is Melody.

Review 1E: Capitalization and Punctuation

Use proofreading marks to indicate correct capitalization and punctuation in the following sentences. Be careful: Some of these may have more than one sentence, so ending punctuation will need to be inserted to split sentences correctly!

Small letter that should be capitalized: ≡ beneath the letter.

Italics: single underline

insert period: ●

insert exclamation point: ↑

insert question mark: ?

insert quotation marks: “ ”

insert comma: ,

the first day of winter was tuesday, december 21●

mr. collins, my history teacher, taught us about osiris, an ancient egyptian god

francisca sat outside café gutenberG and read gulliver's travels

does thanksgiving always fall on a thursday

in canada, thanksgiving is celebrated on the second monday in october

the trans-siberian railway, the longest railway in the world, runs from moscow
to vladivostok

the opera california youth choir, a korean american choir, performed mozart's requiem
in los angeles

did geraldine bring a copy of today's washington post

do we need to finish the call of the wild by friday for ms. hannigan's class

Review 1F: Types of Sentences

Identify the following sentences as *S* for statement, *C* for command, *E* for exclamation, or *Q* for question. If the sentence is incomplete, write *F* for fragment instead.

The following sentences were adapted from Pam Muñoz Ryan's *The Dreamer* (Scholastic, 2010), a fictional story about the poet Pablo Neruda (pp. 16-19).

The next day, Mamadre was far more watchful, and Neftalí
could not escape from his bed.

“Tell me all that you can see.”

Sentence Type

“I see rain.”

“Tell me about the stray dog.”

“What color is it?”

“I cannot say.”

“Maybe brown.”

“Tell me about the boot that is missing.”

“It has no shoestrings.”

“I will rescue it and add it to my collections.”

“You do not know where it has been.”

“Or who has worn it.”

To what mystical land does an unfinished staircase lead?



WEEK 9

Adverbs

— LESSON 33 —

Adverbs That Tell How

A sneaky squirrel stole my sock slowly.
A sneaky squirrel stole my sock sleepily.
A sneaky squirrel stole my sock cheerfully.
A sneaky squirrel stole my sock rapidly.

An adverb describes a verb, an adjective, or another adverb.

An **exceptionally** sneaky squirrel stole my sock slowly.
A sneaky squirrel stole my sock **very** rapidly.

Adverbs tell how, when, where, how often, and to what extent.

Adjective	Adverb
serious	seriously
fierce	_____
thorough	_____
crazy	crazily
scary	_____
cheery	_____

He left hurriedly.
Hurriedly, he left.
He hurriedly left.

He | left
 | hurriedly

Exercise 33A: Identifying Adverbs That Tell How

Underline the adverbs telling *how* in the following sentences, and draw arrows to the verbs that they modify. Some sentences contain more than one adverb.

Elizabeth I angrily charged Essex, on his allegiance, not to leave Ireland without her permission.

The Taj Mahal stands magnificently in the city of Agra, India.

The grand structure extravagantly honors Queen Mumtaz Mahal, wife of Emperor Shah Jahan.

After the death of the queen, Emperor Shah Jahan mourned despondently and inconsolably for two years.

The Emperor painstakingly constructed the Taj Mahal over a period of 22 years.

Within the marble walls of the Taj Mahal, the Emperor could properly honor his beloved wife.

Fittingly, this architectural masterpiece has been called one of the Seven Wonders of the World.

As he said once laughingly, it is the best opportunity to tell him all of the things he should hear.

Immediately he pulls his feet from his sandals.

She sang sweetly and played handsomely on the lute.

Exercise 33B: Forming Adverbs from Adjectives

Turn the following adjectives into adverbs.

Adjective	Adverb	Adjective	Adverb
odd	_____	handy	_____
angry	_____	beautiful	_____
fond	_____	clever	_____
hesitant	_____	shrewd	_____
gaudy	_____		

Exercise 33C: Diagramming Adverbs

On your own paper, diagram the following sentences.

They rested peacefully.

Suddenly he stopped.

Rosa played hockey aggressively.

James kindly fixed sweet lemonade.

Did they work diligently?

The new tadpoles were wiggling furiously.

— LESSON 34 —

Adverbs That Tell When, Where, and How Often

Exercise 34A: Telling When

Angeline dropped her recipe cards for French toast. Help her to get organized by numbering the following sentences from 1 to 5, so that she can make breakfast.

_____ Later, fry the soaked bread on both sides in a hot skillet.

_____ Second, beat three eggs with a bit of milk, sugar, and cinnamon.

_____ Finally, enjoy with fresh maple syrup and cream.

_____ First, slice a loaf of French bread into thick slices.

_____ Next, place the bread in the egg mixture and soak for ten minutes.

**An adverb describes a verb, an adjective, or another adverb.
Adverbs tell how, when, where, how often, and to what extent.**

Yesterday I washed my dog outside.

The dog ran away.

Then the dog lay down.

Now my dog is sleeping there.

My glasses are lying there.

My red book is sitting here.

There are my glasses.

Here is my red book.

Now my dog is sleeping there.

dog | is sleeping
my Now there

There are my glasses.

glasses | are
my There

Here is my red book.

book | is
my red Here

Here and there are adverbs that tell where.

I wash my dog weekly.

Richie is always looking for adventure.

I will often be eating.

I | will be eating
often

When will you arrive?

Where is my hat?

How are you doing?

you will arrive When.

you | will arrive
When

my hat is Where.

Exercise 34B: Distinguishing Among Different Types of Adverbs

Put each of the following adverbs in the correct category according to the question that it answers.

tomorrow	occasionally	there	now
carefully	inside	above	first
comfortably	always	rarely	fast

When**Where****How****How Often**

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Exercise 34C: Identifying Adverbs of Different Types

Underline the 13 adverbs in the following sentences that tell *when*, *where*, or *how often*.

Estefan has never missed a soccer practice.

The team practices daily outside.

First, the team runs laps.

There they go!

Later they practice drills.

Soccer is usually called *futebol* or *football* in Brazil.

Brazil's national team has repeatedly won the World Cup.

Those who saw him for the first time were often charmed by the eager cordiality of his address.

She had worn some of the dresses once or twice.

It was always strong and confident and it was never dull.

Exercise 34D: Diagramming Different Types of Adverbs

On your own paper, diagram the following sentences.

Tomorrow I am camping there.

Where are you sleeping?

When did you eat dinner?

I will never forget you.

Leo rang his bell twice and tapped his foot impatiently.

— LESSON 35 —

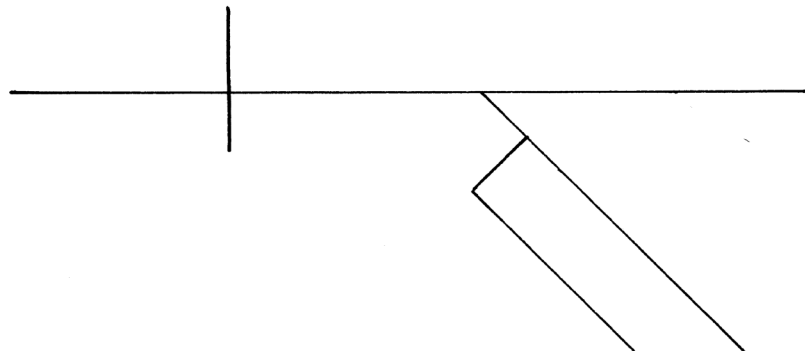
Adverbs That Tell To What Extent

An adverb describes a verb, an adjective, or another adverb.
Adverbs tell how, when, where, how often, and to what extent.

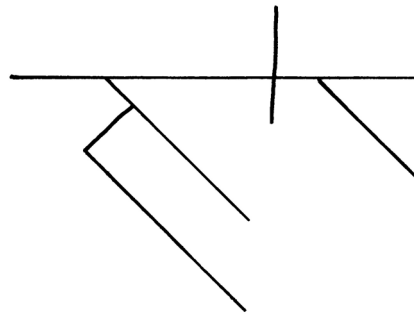
The extremely humid day was unpleasant.

Sharon runs quite quickly.

Larry shrieked especially loudly.



Extremely skittish Larry ran away.



Exercise 35A: Identifying the Words Modified by Adverbs

Draw an arrow from each underlined adverb to the word it modifies.

Mom told us rather unexpectedly about the plans to move to a new house.

Jordan and I were not especially excited about the idea.

We had worked very hard to make friends in this neighborhood.

The new town would be much larger and less familiar.

We rode with Dad to see our brand new house.

Dozens of enormously grand trees very gently shaded the porch.

A beautifully designed tree house had already been built in the back yard.

Mom and Dad had tried particularly hard to find a place that we would like.

Maybe the kids across the street could come right now to see our tree house!

His face may have been ugly, but all admit that it was remarkably expressive.

His attitude at the piano was perfectly quiet and amazingly dignified.

“Unnaturally patient,” says one pupil, “he would have a passage repeated a dozen times till it was to his mind”; “infinitely strict in the smallest detail,” says another, “until the right rendering was obtained.”

(The following sentences are from Stacy Schiff’s *Cleopatra: A Life*.)

She was incomparably richer than anyone else in the Mediterranean.

Cleopatra descended from a long line of murderers and faithfully upheld the family tradition but was, for her time and place, remarkably well-behaved.

Exercise 35B: Diagramming Different Types of Adverbs

On your own paper, diagram every word of the following sentences.

Very talented Lily can jump extremely high.

Traffic stopped quite suddenly.

Drive much more carefully!

Luke gave very strict orders extraordinarily sharply.

Aunt Lou fixes especially fine meals.

Your excessively rude cousin pinched me particularly hard.