

WEEK 6

Nouns and Verbs in Sentences

— LESSON 21 —

Person of the Verb Conjugations

Noun-Verb/Subject-Predicate Agreement

Exercise 21A: Person and Number of Pronouns

Identify the person and number of the underlined pronouns. Cross out the incorrect verb(s) in parentheses. The first one is done for you.

These sentences are adapted from Madeline Yale Wynne's "The Little Room."

	Person	Singular/Plural
<u>She</u> (is/ are) an echo, that's all.	<u>third</u>	<u>singular</u>
" <u>It</u> (is/ are) a pretty story, Pepita."	<u>third</u>	<u>singular</u>
"The house is just as it was built; there have never been any changes, so far as <u>we</u> (knows /know)."	<u>first</u>	<u>plural</u>
" <u>They</u> (makes /make) me think of the Maine woman who wanted her epitaph to be: 'She was a hard-working woman.'"	<u>third</u>	<u>plural</u>
<u>I</u> (wonder/ wonders) if the other people in the car can hear us?	<u>first</u>	<u>singular</u>
"Don't, Roger. You have no idea how loud <u>you</u> (speaks /speak)."	<u>second</u>	<u>singular</u>
<u>You</u> (does /do) well to remember him.	<u>second</u>	<u>singular</u>
Margaret looked at her husband. He kissed her, " <u>I</u> (does /do) not like to hear you speak of your mother in connection with it."	<u>first</u>	<u>singular</u>

Exercise 21B: Identifying Subjects and Predicates

Draw two lines underneath each simple predicate and one line underneath each simple subject in the following sentences. If a phrase comes between the subject and the predicate, put parentheses around it to show that it does not affect the subject-predicate agreement.

Sloths often reside in Central and South America.

Trees (in tropical rainforests) create the perfect home for these mammals.

Algae (on the sloths' fur) provides excellent camouflage.

Three-toed sloths usually perch on the branches.

The diet (of a sloth) consists of vegetation like flowers and leaves.

Once a week, sloths slowly descend from their trees.

The meal (in a sloth's stomach) will digest over the course of an entire week.

Exercise 21C: Subject-Verb Agreement

Cross out the incorrect verb in parentheses so that subject and predicate agree in number and person. Be careful of any confusing phrases between the subject and predicate.

The teacher of the science classes (~~choose~~/ chooses) Jasmine and Gabriel to work on the project.

Jasmine and Gabriel (~~decide~~/ decides) to demonstrate how oil spills harm animals.

Jasmine, using library books, (~~research~~/ researches) the effect of oil spills on birds.

She and Gabriel (~~gather~~/ gathers) supplies so that they can (~~conduct~~/ conducts) an experiment.

Gabriel gently drops a bird feather into a pan of water and the students in the class (~~watch~~/ watches) the feather repel the moisture.

Next, Jasmine, with a dropper, (~~place~~/ places) oil in the water, and Gabriel, using brushes, (~~coat~~/ coats) the feather in the oil and water mixture.

The students around the table (~~observe~~/ observes) that the oil (~~cause~~/ causes) the feather to lose its natural waterproofing, which is what (~~happen~~/ happens) to birds in an oil spill.

— LESSON 22 —

Formation of Plural Nouns Collective Nouns

Exercise 22A: Collective Nouns

Write the collective noun for each description. Then fill in an appropriate singular verb for each sentence. (Use the simple present tense!) The first is done for you.

Note to Instructor: Allow the student to look up the collective nouns as needed. Sample verbs are provided, but answers will vary.

Description	Collective Noun	Verb
a group of bees	The <u>swarm</u>	<u>enters</u> the hive.
group of fish	The <u>school</u>	<u>swims</u> to the surface.
people who determine a verdict	The <u>jury</u>	<u>makes</u> a decision.
many ants	The <u>army</u> OR <u>colony</u>	<u>eats</u> our picnic.
several newborn kittens	The <u>litter</u>	<u>sleeps</u> in the basket.

Words that end in *-ff* form their plurals by simply adding *-s*.

Singular Noun	Plural Noun
spinoff	spinoffs
whiff	<u>whiffs</u>
tariff	<u>tariffs</u>

Some words that end in a single *-f* can form their plurals either way.

Singular Noun	Plural Noun
turf	turfs/turves
scarf	<u>scarfs/scarves</u>

If a noun ends in *-o* after a vowel, just add *-s*.

Singular Noun	Plural Noun
bamboo	bamboos
duo	<u>duos</u>
ratio	<u>ratios</u>
stereo	<u>stereos</u>

If a noun ends in *-o* after a consonant, form the plural by adding *-es*.

Singular Noun	Plural Noun
potato	potatoes
mosquito	<u>mosquitoes</u>
domino	<u>dominoes</u>
buffalo	<u>buffaloes</u>

To form the plural of foreign words ending in *-o*, just add *-s*.

Singular Noun	Plural Noun
avocado	avocados
grotto	<u>grottos</u>
staccato	<u>staccatos</u>
tempo	<u>tempo</u>
palazzo	<u>palazzos</u>

Irregular plurals don't follow any of these rules!

Singular Noun	Irregular Plural Noun
tooth	teeth
louse	lice
trout	trout
axis	<u>axes</u>
baggage	baggage
dozen	dozen/dozens
swine	<u>swine</u>
ellipses	ellipses

Exercise 22C: Plural Nouns

Complete the following excerpt by filling in the plural form of each noun in parentheses. The following passage is slightly adapted from *The Fatal Eggs*, by Mikhail Bulgakov.

“Undernourishment!”

The scientist was perfectly right. Vlas should have been fed with flour and the (toad) toads with flour (weevil) weevils, but the disappearance of the former determined that of the latter likewise, and Persikov tried to shift the twenty surviving (specimen) specimens of tree-(frog) frogs onto a diet of (cockroach) cockroaches ... Consequently, these last remaining specimens also had to be thrown into the rubbish (pit) pits in the Institute yard. (Thing) Things went from bad to worse. When Vlas died the Institute (window) windows froze so hard that there were icy (scroll) scrolls on the inside of the (pane) panes. The (rabbit) rabbits, (fox) foxes, (wolf) wolves, and (fish) fish died, as well as every single grass-snake. Persikov brooded silently for days on end, then caught pneumonia, but did not die. When he recovered, he started coming to the Institute twice a week and in the round hall, where for some reason it was always five (degree) degrees below freezing point irrespective of the temperature outside, he delivered a cycle of (lecture) lectures on “The (Reptile) Reptiles of the Torrid Zone” in galoshes, a fur cap with ear-(flap) flaps and a scarf, breathing out white steam, to an audience of eight. The rest of the time he lay under a rug on the divan in Prechistenka, in a room with (book) books piled up to the ceiling, coughing, gazing into the (jaw) jaws of the fiery stove which Maria Stepanovna stoked with gilt (chair) chairs, and remembering the Surinam toad. But all (thing) things come to an end. So it was with 'twenty and 'twenty-one, and in 'twenty-two a kind of reverse process began. Firstly, in place of the dear departed Vlas there appeared Pankrat, a young, but most promising zoological caretaker, and the Institute began to be heated again a little. Then in the summer with Pankrat's help Persikov caught fourteen common (toad) toads. The (terrarium) terrariums came to life again... In 'twenty-three Persikov gave eight lectures a week, three at the Institute and five at the University, in 'twenty-four thirteen a week, not including the (one) ones at workers' (school) schools, and in the spring of 'twenty-five distinguished himself by failing no less than seventy-six (student) students, all on (amphibian) amphibians. “What, you don't know the difference between amphibians and reptilia?” Persikov asked. “That's quite ridiculous, young man. Amphibia have no (kidney) kidneys. None at all. So there. You should be ashamed of yourself.”

“Well, kindly retake the exam in the autumn,” Persikov said politely and shouted cheerfully to Pankrat: “Send in the next one!” Just as amphibians come to life after a long drought, with the first heavy shower of rain, so Professor Persikov revived in 1926 when a joint Americano-Russian company built fifteen-story apartment (block) blocks in the centre of Moscow, beginning at the corner of Gazetny Lane and Tverskaya, and 300 workers' (cottage) cottages on the (outskirt) outskirts, each with eight (apartment) apartments, thereby putting an end once and for all to the terrible and ridiculous accommodation shortage which made life such a misery for Muscovites from 1919 to 1925.

You would not have recognised the Institute either. They painted it cream, equipped the amphibian room with a special water supply system, replaced all the plate glass with (mirror) mirrors and donated five new (microscope) microscopes, glass laboratory tables, some 2,000-amp arc lights, reflectors and museum (case) cases.

— LESSON 23 —

Plural Nouns Descriptive Adjectives Possessive Adjectives Contractions

Exercise 23A: Introduction to Possessive Adjectives

Read the following nouns. Choose a person that you know to possess each of the items. Write that person's name, an apostrophe, and an *s* to form a possessive adjective.

Note to Instructor: Even if the person's name ends in *-s*, the student should still add *'s* to form the possessive: "Marcus's football."

Example: Pablo _____

Pablo's	bicycle
[Name]'s	dog
[Name]'s	phone
[Name]'s	soccer ball
[Name]'s	bedroom
[Name]'s	bowl

Exercise 23B: Singular and Plural Possessive Adjective Forms

Fill in the chart with the correct forms. The first row is done for you. Both regular and irregular nouns are included.

Noun	Singular Possessive	Plural	Plural Possessive
backpack	<u>backpack's</u>	<u>backpacks</u>	<u>backpacks'</u>
glass	<u>glass's</u>	<u>glasses</u>	<u>glasses'</u>
city	<u>city's</u>	<u>cities</u>	<u>cities'</u>
man	<u>man's</u>	<u>men</u>	<u>men's</u>
tomato	<u>tomato's</u>	<u>tomatoes</u>	<u>tomatoes'</u>
ray	<u>ray's</u>	<u>rays</u>	<u>rays'</u>
ocean	<u>ocean's</u>	<u>oceans</u>	<u>oceans'</u>
gas	<u>gas's</u>	<u>gases</u>	<u>gases'</u>
wife	<u>wife's</u>	<u>wives</u>	<u>wives'</u>
mouse	<u>mouse's</u>	<u>mice</u>	<u>mice's</u>
roof	<u>roof's</u>	<u>roofs</u>	<u>roofs'</u>

Exercise 23C: Common Contractions

Drop the letters in grey print and write the contraction in the blank. The first one is done for you.

Full Form	Common Contraction	Full Form	Common Contraction
I am	I'm	they have	they've
who would	who'd	who has	who's
you had	you'd	it would	it'd
we are	we're	must not	mustn't
could have	could've	when is	when's
it will	it'll	how is	how's
had not	hadn't	why will	why'll
I would	I'd	might not	mightn't

— LESSON 24 —

Possessive Adjectives Contractions Compound Nouns

Exercise 24A: Using Possessive Adjectives Correctly

Cross out the incorrect word in parentheses.

(~~Your~~/ You're) missing (your/~~you're~~) keys.

(Their/~~They're~~) new house is the one (~~their~~/ they're) building down the street.

(Yours/~~your's~~) is the blue cup next to (hers/~~she's~~).

(~~Its~~/ It's) the cafe around the corner. You will see (its/~~it's~~) red awning.

My seat is next to (yours/~~your's~~) and in front of (his/~~he's~~).

(~~Its~~/ It's) time for the dog to get (his/~~he's~~) vaccinations.

We wanted to watch (their/~~they're~~) show, but (~~their~~/ they're) sold out of tickets.

If (~~your~~/ you're) sleepy, I think that (your/~~you're~~) sleeping bag is next to (theirs/~~theres~~).

(Hers/~~She's~~) will be the last car to arrive. (~~Hers~~/ She's) running late.

(~~Its~~/ It's) a mystery which has never been solved. (Its/~~It's~~) resolution will be a relief!

Exercise 24B: Compound Nouns

Underline each simple subject once and each simple predicate (verb) twice. Circle each compound noun.

Many people perished because of the lack of lifeboats on the *Titanic*.

My sister-in-law was a taxi driver for twelve years.

Before our trip, we ate breakfast at sunrise.

Can you find the train station?

I put my workbook on the bookshelf.

We ate our takeout dinner in the dining room.

It was the three-year-old's birthday!

The trial of the famous safecracker began today at the courthouse downtown.

Exercise 24C: Plurals of Compound Nouns

Write the plural of each singular compound noun in parentheses in the blanks to complete the sentences.

Every year during our camping trip, all the (grown-up) grown-ups and kids in our family pick (blackberry) blackberries.

The recipe called for two (handful) handfuls of chocolate chips.

All of my (hairbrush) hairbrushes are missing!

My community's pool has three (diving board) diving boards and two (concession stand) concession stands.

The group of (passerby) passersby kindly helped with our flat tire.

All of the (five-year-old) five-year-olds were scooping up (bucketful) bucketfuls of sand on the beach.

Both (father-in-law) fathers-in-law lit the (candlestick) candlesticks that were on the wedding tables.

The awards were given to the winner and both (runner-up) runners-up.



— REVIEW 2 —

Weeks 4-6

Topics

Simple, Progressive, and Perfect Tenses
Conjugations
Irregular Verbs
Subject/Verb Agreement
Possessives
Compound Nouns
Contractions

Review 2A: Verb Tenses

Write the tense of each underlined verb phrase on the line in the right-hand margin: *simple past*, *present*, or *future*; *progressive past*, *present*, or *future*; or *perfect past*, *present*, or *future*. Watch out for words that interrupt verb phrases but are not helping verbs (such as *not*).

These sentences are adapted from Frances Hodgson Burnett's *A Little Princess*.

	Verb Tense
“Oh, I never had such a dream before.” She scarcely <u>dared</u> to stir; but at last she <u>pushed</u> the bedclothes aside, and put her feet on the floor with a rapturous smile.	simple past
	simple past
“I <u>am dreaming</u> —I am getting out of bed,” she <u>heard</u> her own voice say;	progressive present
	simple past
“I don’t know who it is,” she <u>said</u> ; “but somebody <u>cares</u> for me a little. I have a friend.”	simple past
	simple present
“You must introduce me and I <u>will introduce</u> you,” said Sara. “But I knew her the minute I <u>saw</u> her—so perhaps she knew me, too.”	simple future
	simple past
“Yes, little Sara, it is. We <u>have reached</u> it at last.” And though she was only seven years old, she <u>knew</u> that he felt sad when he said it.	perfect present
	simple past
The fact was, however, that she <u>was dreaming</u> and thinking odd things... about grown-up people and the world they <u>belonged</u> to.	progressive past
	simple past
“She <u>says</u> it has nothing to do with what you look like, or what you have. It has only to do with what you THINK of, and what you <u>DO</u> .”	simple present
	simple present
“The streets <u>are shining</u> , and there are fields and fields of lilies, and everybody <u>gathers</u> them.”	progressive present
	simple present

He had made wonderful preparations for her birthday. Among other things, he had ordered a new doll in Paris.

perfect past

perfect past

“Miss Minchin knows she will have worked for nothing. It was rather nasty of you, Lavvy, to tell about her having fun in the garret.”

perfect future

simple past

“You will go to a nice house where there will be a lot of little girls, and you will play together, and I will send you plenty of books....”

simple future

simple future

“She has locked herself in, and she is not making the least particle of noise.”

perfect present

progressive present

And the streets are shining. And people are never tired, however far they walk. They can float anywhere they like.

progressive present

simple present

She only said the kind of thing little girls always say to each other by way of beginning an acquaintance, but there was something friendly about Sara, and people always felt it.

simple past

simple present

simple past

Review 2B: Verb Formations

Fill in the charts with the correct conjugations of the missing verbs. Identify the person of each group of verbs.

PERSON: Third

	Past	Present	Future
SIMPLE	she worried	she worries	she will worry
PROGRESSIVE	she was worrying	she is worrying	she will be worrying
PERFECT	she had worried	she has worried	she will have worried

PERSON: First

	Past	Present	Future
SIMPLE	I whistled	I whistle	I will whistle
PROGRESSIVE	I was whistling	I am whistling	I will be whistling
PERFECT	I had whistled	I have whistled	I will have whistled

PERSON: Second

	Past	Present	Future
SIMPLE	you wondered	you wonder	you will wonder
PROGRESSIVE	you were wondering	you are wondering	you will be wondering
PERFECT	you had wondered	you have wondered	you will have wondered

PERSON: Third

	Past	Present	Future
SIMPLE	they guessed	they guess	they will guess
PROGRESSIVE	they were guessing	they are guessing	they will be guessing
PERFECT	they had guessed	they have guessed	they will have guessed

Review 2C: Person and Subject/Verb Agreement

Cross out the incorrect verb in parentheses.

Do I not (~~destroys~~/ destroy) my enemies when I (~~makes~~/ make) them my friends?
—Abraham Lincoln

Remember always that you not only (~~has~~/ have) the right to be an individual, you (~~has~~/ have) the obligation to be one.
—Eleanor Roosevelt

Whoever (~~is~~/~~are~~) happy will make others happy, too.
—Anne Frank

She (~~walks~~/~~walk~~) in beauty like the night/Of cloudless climes and starry skies.
—Lord Byron

I (~~likes~~/ like) these plants that you (~~calls~~/ call) weeds.
—Lucy Larcom

You (~~has~~/ have) brains in your head. You (~~has~~/ have) feet in your shoes. You can steer yourself any direction you (~~chooses~~/ choose).
—Dr. Seuss

Forgiveness (~~is~~/~~are~~) the attribute of the strong.
—Mahatma Gandhi

How glorious a greeting the sun (~~gives~~/~~give~~) the mountains!
—John Muir

The sun (~~looks~~/~~look~~) down on nothing half so good as a household laughing together over a meal.
—C. S. Lewis

We (~~was~~/ were) scared, but our fear (~~was~~/~~were~~) not as great as our courage.
—Malala Yousafzai

I (~~believes~~/ believe) every human has a finite number of heartbeats. I don't intend to waste any of mine.
—Neil Armstrong

Review 2D: Possessives and Compound Nouns

Complete the chart below, writing the singular possessive, plural, and plural possessive of each singular pronoun or compound noun. The first one has been done for you.

Noun	Possessive	Plural	Plural Possessive
professor	professor's	professors	professors'
chairperson	chairperson's	chairpersons	chairpersons'
he	his	they	theirs
book	book's	books	books'
you	your	you	your
wolf	wolf's	wolves	wolves'
deer	deer's	deer	deer's
I	my	we	our
dragonfly	dragonfly's	dragonflies	dragonflies'
bedroom	bedroom's	bedrooms	bedrooms'
it	its	they	their
class	class's	classes	classes'
she	her	they	their
schoolbus	schoolbus's	schoolbuses	schoolbuses'

Review 2E: Plurals and Possessives

In the following sentences, provide the possessive, the plural, or the plural possessive for each noun in parentheses as indicated. These sentences are from *The Swiss Family Robinson*, by Johann David Wyss.

The forest still extended about a (stone, singular, possessive) stone's throw to our right, and Fritz, who was always on the look-out for (discovery, plural) discoveries observed a remarkable tree, here and there, which he approached to examine; and he soon called me to see this wonderful tree, with (wen, plural) wens growing on the trunk.

In the (captain, singular, possessive) captain's cabin we found some (service, plural) services of silver, pewter (plate, plural) plates and (dish, plural) dishes, and a small chest filled with bottles of choice wines. All these we took, as well as a chest of (eatable, plural) eatables, intended for the (officer, plural, possessive) officers' table.

I had looked at (Jack, singular, possessive) Jack's site for the bridge, and thought my little architect very happy in his selection; but it was at a great distance from the timber. I recollected the simplicity of the harness the (Laplander, plural) Laplanders used for their reindeer. I tied (cord, plural) cords to the (horn, plural) horns of the cow.

She wanted, also, some wild (fowl, plural, possessive) fowls' (egg, plural) eggs to set under her (hen, plural) hens. Francis wished for some (sugarcane, plural) sugarcane or sugarcanes.

Then, with the hatchet making an opening at each end, we took (wedge, plural) wedges and (mallet, plural) mallets, and the wood being tolerably soft, after four (hour, plural possessive) hours' labour, we succeeded in splitting it completely.

I slept on moss and cotton in Mr. (Willis, singular, possessive) Willis's room, with my two younger (son, plural) sons. Everyone was content, waiting till our (arrangement, plural) arrangements had been completed.

However, I assured her, our new guest would need no attention, as he would provide for himself at the river-side, feeding on small (fish, plural) fishes, (worm, plural) worms, and (insect, plural) insects.

Fritz and I then, with a chisel and small axe, made an opening about three (foot, plural) feet square, below the (bee, plural possessive) bees' entrance.

Review 2F: Contractions

In the following sentences, form contractions from the words in parentheses. These sentences are adapted from *Violets and Other Tales*, by Alice Moore Dunbar-Nelson.

“ I'm (I am) so warm and tired,” cried Mama Hart plaintively.

“ You'd (You had) better come with us, Flo. You're (You are) wasting time.”

Still, for all the suffering I've (I have) experienced, I'd (I would) be willing to go through it all again just to go over those five months.

There's (There is) none I place above you.

I can't (cannot) imagine where you get your meddlesome ways from.

“Dinner! Who's (Who has) got time to fool with dinner this evening?”

“Maybe it'll (it will) snow,” he muttered.

“Then won't (will not) I have fun! Ugh, but the wind blows!”

“Gracious man, we've (we have) tried.”

And he'll (he will) be the victor longer than anyone else.

“ She's (She is) a good girl, that Lillian.”

“Besides, we must. It's (It is) late, and you couldn't (could not) find your crowd.”

“Why, my Louis says they're (they are) putting canvas cloths on the floor.”

“ They'll (They will) never miss you; we'll (we will) get you a rig.”

“ Let's (Let us) go on!”

There were tears in her eyes, hot, blinding ones that wouldn't (would not) drop for pride.

I wonder what he's (he is) up to now.

There isn't (is not) much warmth in a bit of a jersey coat.

There wasn't (was not) one of us who imagined we would have only to knock ever so faintly on the portals of fame and they would fly wide for our entrance into the magic realms.



WEEK 7

Compounds and Conjunctions

— LESSON 25 —

Contractions

Compound Nouns

Diagramming Compound Nouns

Compound Adjectives

Diagramming Adjectives

Articles

Exercise 25A: Contractions Review

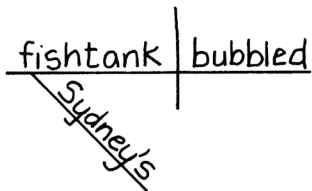
Write the two words that form each contraction on the blanks to the right. Some contractions have more than one correct answer. The first is done for you.

Contraction	Helping Verb	Other Word
he'll	<u>will</u>	<u>he</u>
wasn't	<u>was</u>	<u>not</u>
I'll	<u>will</u>	<u>I</u>
wouldn't	<u>would</u>	<u>not</u>
you're	<u>are</u>	<u>you</u>
isn't	<u>is</u>	<u>not</u>
who're	<u>are</u>	<u>who</u>
didn't	<u>did</u>	<u>not</u>
you've	<u>have</u>	<u>you</u>

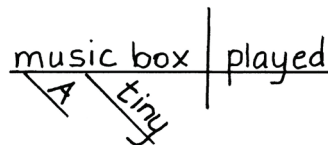
Exercise 25B: Diagramming Adjectives and Compound Nouns

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

Sydney's fishtank bubbled.



A tiny music box played.



My dishwasher broke.

dishwasher | broke
My

The mayor-elect spoke.

mayor-elect | spoke
The

Exercise 25C: Compound Nouns

Using the list of words below, make as many single-word compound nouns as you can. Many words in this list can be used twice or more.

Column A

hair
swim
back
tooth
wall
under
out

Column B

world
ache
style
paper
take
bone
suit

hairstyle

swimsuit

backbone

toothache

wallpaper

underworld

outtake

Exercise 25D: Compound Adjectives

Correctly place hyphens in the following phrases.

fifty-two weeks

cold-blooded animal

a five-year winning streak

the three-page well-written paper

a middle-aged person

a strong-willed toddler

the brightly-lit soccer field

Exercise 25E: Diagramming Adjectives, Compound Nouns, and Compound Adjectives

On your own paper, diagram every word in the following sentences. These are adapted from *The Magical Land of Noom*, by Johnny Gruelle.

A pale blueish-green tint slanted.

tint | slanted
A pale blueish-green

The homemade Flying Machine disappeared.

Flying Machine | disappeared
The homemade

The soft-voiced cow was eating.

cow | was eating
The soft-voiced

A steady buzz-buzz grew.

buzz-buzz | grew
A steady

All pretty fairy tales end.

fairy tales | end
All pretty

— LESSON 26 —

Compound Subjects

The Conjunction *And*

Compound Predicates

Compound Subject-Predicate Agreement

Exercise 26A: Identifying Subjects, Predicates, and Conjunctions

Underline the subjects once and the predicates twice in each sentence. Circle the conjunctions that join them. The first one is done for you.

These sentences are adapted from Solomon Northup's *Twelve Years a Slave*.

With the return of spring, Anne (and) I conceived the project of taking a farm in the neighborhood.

We reached that city before dark, (and) stopped at a hotel southward from the Museum.

Towards evening, on the first day of the calm, Arthur (and) I were in the bow of the vessel.

The roar of cannon (and) the tolling of bells filled the air.

I bowed my head upon my fettered hands, (and) wept most bitterly.

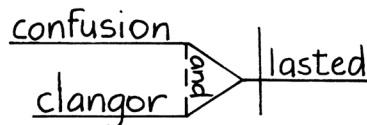
Pen, ink, (and) paper were furnished.

Exercise 26B: Diagramming Compound Subjects and Predicates

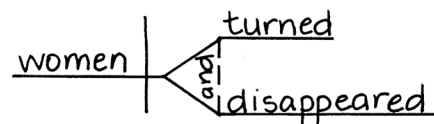
Draw one line under the subject[s] and two lines under the predicate[s] in the following sentences. Circle any conjunctions that connect subjects and/or predicates. When you are finished, diagram the subjects, predicates, and conjunctions ONLY of each sentence on your own paper.

These sentences are adapted from “Maese Perez, the Organist,” by Gustavo Adolfo Becquer. Translated by Rollo Ogden.

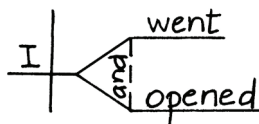
The confusion and clangor lasted a few seconds.



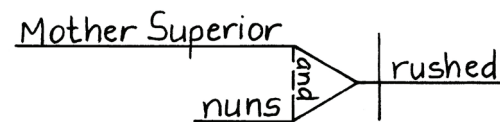
The two women turned and disappeared.



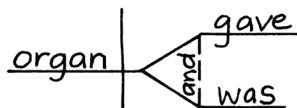
I went to the choir and opened the door.



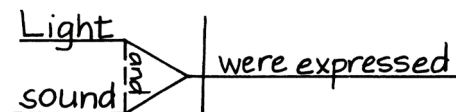
The Mother Superior and the nuns rushed to the organ-loft.



The organ gave a strange sound and was silent.



Light and sound were expressed by the organ's hundred voices.

**Exercise 26C: Forming Compound Subjects and Verbs**

Combine each of these sets of simple sentences into one sentence with a compound subject and/or a compound predicate joined by *and*. Use your own paper.

The ducks waddle in the yard.

The ducks eat insects in the yard.

The ducks waddle and eat insects in the yard.

The nurse takes my temperature.

The nurse gives me medicine.

The nurse checks my blood pressure.

The nurse takes my temperature, gives me medicine, and checks my blood pressure.

Matteo toured the exhibit at the museum.

Lucia toured the exhibit at the museum.

Martina toured the exhibit at the museum.

Matteo, Lucia, and Martina toured the exhibit at the museum.

During the storm, rain fell from the sky.

During the storm, hail fell from the sky.

During the storm, rain and hail fell from the sky.

The glass blower heated the glass.

The glass blower rolled the glass.

The glass blower shaped the glass.

The glass blower heated, rolled, and shaped the glass.

Exercise 26D: Subject-Verb Agreement with Compound Subjects

Choose the correct verb in parentheses to agree with the subject. Cross out the incorrect verb.

The veterinarian and her assistant (talk/~~talks~~) calmly to the nervous puppy.

The assistant (~~pet~~/pets) the puppy while the vet carefully (~~give~~/gives) the vaccination.

While the puppy (~~chew~~/chews) on a treat, the vet and her assistant (examine/~~examines~~) him.

After the assistant (~~weigh~~/weighs) the puppy, the vet (~~make~~/makes) notes on the chart.

Before the puppy leaves, the vet and her assistant (inform/~~informs~~) the animal's owner that the puppy is healthy.

The owner and his puppy (walk/~~walks~~) out of the office and (get/~~gets~~) in the car to drive home.

— LESSON 27 —

Coordinating Conjunctions

Complications in Subject-Predicate Agreement

Exercise 27A: Using Conjunctions

Fill the blanks in the sentences below with the appropriate conjunctions. You must use each conjunction (*and, or, nor, for, so, but, yet*) at least once. (There is more than one possible answer for many of the blanks!)

These sentences are adapted from *Among the Meadow People*, by Clara Dillingham Pierson.

Note to Instructor: The answers below are the conjunctions found in the original text, but you should accept any conjunction that makes sense, as long as the student uses each conjunction at least once.

I have been telling the Daisies and the Cardinals that they should grow in such a place, but they wouldn't listen to me.

One may have a comfortable home, kind neighbors, and plenty to eat, yet if he is in the habit of thinking disagreeable thoughts, not even all these good things can make him happy.

During the days when the four beautiful green-blue eggs lay in the nest, Mrs. Robin stayed quite closely at home. She said it was a very good place, for she could keep her eggs warm and still see all that was happening.

The Robin on the fence huddled down into a miserable little bunch, and thought: "They don't care whether I ever have anything to eat. No, they don't!"

When you have lived as long as I have, you will know that neither Grasshoppers nor Tree Frogs can have their way all the time.

That was much pleasanter than having to grow up all alone, as most young Frog-Hoppers do, never seeing their fathers and mothers or knowing whether they ever would.

The more he thought about it the more he squirmed, until suddenly he heard a faint little sound, too faint for larger people to hear, and found a tiny slit in the wall of his chrysalis.

Still it had held him for eight days already and that was as long as any of his family ever hung in the chrysalis, so it was quite time for it to be torn open and left empty.

She loved her babies so that she almost disliked to see them grow up, yet she knew it was right for them to leave the nest.

If they heard their father or their mother flying toward them, they would stretch up their necks and open their mouths.

You can just fancy what a good time the baby Spiders had. There were a hundred and seventy of them, so they had no chance to grow lonely, even when their mother was away.

He thought this, but he didn't say it.

Exercise 27B: Subject-Predicate Agreement: Troublesome Subjects

Circle the correct verb in parentheses so that it agrees with the subject noun or pronoun in number.

Six miles (is/are) the distance of the race.

Three-fourths of the cake (was/were) eaten by the children.

The horses or the donkey (grazes/graze) in the field.

Jerry's cheerleading squad (has/have) won the championship!

This batch of muffins (smell/smells) delicious!

The baseball team (run/runs) laps every day before practice.

Ten pounds of produce (weigh/weighs) too much for this bag.

Five bottles of juice (is/are) divided among the students.

One cup of chocolate chips (need/needs) to go into the batter.

The jury (vote/votes) on the verdict today.

My aunt and uncle (visit/ visits) us each summer, and our whole family (stay /stays) at the beach together.

One-half of the Lego pieces (was /were) dumped across the table.

The rabbit in the bushes (hide /hides) from predators.

The flock of geese (scatter/ scatters) across the field.

The flock of geese (fly /flies) in a formation.

She and her friends (organize/ organizes) a charity auction each year.

Exercise 27C: Fill in the Verb

Choose a verb or verb phrase that makes sense to complete each sentence. Put that verb or verb phrase in the present tense. Be sure the verb or verb phrase agrees in number with its subject!

Note to Instructor: Sample answers are inserted below, but accept any reasonable answer as long as it is in the correct person and number (indicated in parentheses after each sentence).

The boat in the waves rocks wildly during the storm. (3rd-person singular)

The plot of vegetables grows during the summer. (3rd-person singular)

Sixty dollars is too much for that game. (3rd-person singular)

The students' essays about the short story contain interesting thoughts. (3rd-person plural)

The chickens in the coop cluck all day long. (3rd-person plural)

Those pickles in the jar taste like homemade. (3rd-person plural)

A sample of cheeses is the appetizer. (3rd-person singular)

The plates or the platter sits on the shelf. (3rd-person singular)

Two-thirds of the class takes the test. (3rd-person singular)

— LESSON 28 —

Further Complications in Subject-Predicate Agreement

Exercise 28A: Subject-Verb Agreement: More Troublesome Subjects

Find the correct verb (agrees with the subject in number) in parentheses. Cross out the incorrect verb.

The Wind in the Willows (is / ~~are~~) her favorite book.

Each of the paintings (~~hang~~ / hangs) in a different part of the museum.

Highlights (is / ~~are~~) a magazine for children.

Statistics (~~is~~/~~are~~) my favorite class.

Thirty percent of the team (~~practice~~/practices) every weekday.

The popular British dish of fish and chips (~~taste~~/tastes) delicious with malt vinegar.

There (~~is~~/are) three packages in the mailbox.

Every one of the performers (~~take~~/takes) a bow.

Checkers (~~is~~/~~are~~) an easy game to learn.

Pliers (~~belong~~/~~belongs~~) in this tool box.

Here under the bed (~~is~~/are) the missing library books.

Physics (~~has~~/~~have~~) to be taken before you graduate.

Cacti (~~contain~~/~~contains~~) water which many animals use.

The Philippines (~~celebrate~~/celebrates) Independence Day on June 12.

Ellipses (~~mark~~/~~marks~~) a missing portion of a quote.

Anne of Green Gables (~~take~~/takes) place in Prince Edward Island, Canada.

There (~~is~~/~~are~~) a new movie I want to see.

Every one of the women (~~own~~/owns) a small business.

Bangers and mash (~~appear~~/appears) on many menus in Scotland.

Each of the fonts (~~show~~/shows) up differently on the screen.

Exercise 28B: Correct Verb Tense and Number

Complete each of these sentences by writing the correct number and tense of the verb indicated in the blank. The sentences are adapted from Harriet Pyne Grove's *Greycliff Wings*.

There [simple present of *am*] is her letter, Virgie. I forgot to tell you to read it.

Then she laughed. "Please forgive me, Miss West, I did not realize what I [progressive past of *say*] was saying."

"There [simple present of *am*] are so many places about the campus that would make a fine setting."

A vineyard of well-trained grape-vines [simple past of *am*] was on a slope and stretched for quite a distance.

"I suppose that shed or something down there [simple present of *am*] is for the hydroplane."

The black letters of the name [progressive past of *show*] were showing clearly against a pearl-grey side.

The glasses [simple past of *am*] were all focused upon the little hollow before them, Hilary's face growing brighter as she watched.

Remember to keep your wits about you and feel that the game depends on how well each of you [simple present of *play*] plays.

Early after lunch, a number of girls [simple past of *start*] started off for their ride.

A procession of worn, dusty men [progressive past of *march*] were marching away toward the camp.

Two or three of the girls [progressive present of *rush*] are rushing to help Hilary up.

Neither Lilian or I [simple present of *appear*] appear really small enough for fairies, but in the costumes we look smaller.

Juniors and seniors on the bank [progressive past of *hold*] were holding their breath.



WEEK 8

Introduction to Objects

— LESSON 29 —

Action Verbs Direct Objects

Exercise 29A: Direct Objects

In the following sentences, underline the subjects once and the predicates twice. Circle each direct object.

Ancient Egyptians were building pyramids around 2780 BC.

The workers used limestone and granite for the structures.

They carved the stone with chisels.

Laborers dragged immense, heavy stones to the building site with sleds.

After a pharaoh's death, embalmers mummified the pharaoh's body.

Often, the embalmers would mummify the pharaoh's pets too.

Craftspeople placed furniture and treasures into the pyramid.

The pharaoh and his family would need these items in the afterlife.

Egyptian culture valued the afterlife.

Workers and priests laid the pharaoh's body inside the pyramid.

The priests sealed the tomb.

Sadly, many tomb robbers opened the pyramids.

They stole jewels, gold, and silver.

In 1923, archaeologist Howard Carter discovered King Tut's tomb and found valuable items.

He and his team recovered many important artifacts.

Exercise 29B: Diagramming Direct Objects

On your own paper, diagram the subjects, verbs, and direct objects ONLY in the sentences from Exercise 29A.

Ancient Egyptians were building pyramids around 2780 BC.

Egyptians | were building | pyramids

They carved the stone with chisels.

They | carved | stone

After a pharaoh's death, embalmers mummified the pharaoh's body.

embalmers | mummified | body

Craftspeople placed furniture and treasures into the pyramid.

Craftspeople | placed |

furniture
and
treasures

Egyptian culture valued the afterlife.

culture | valued | afterlife

The priests sealed the tomb.

priests | sealed | tomb

They stole jewels, gold, and silver.

They | stole |

jewels
gold
and
silver

He and his team recovered many important artifacts.

He
and
team

 | recovered | artifacts

The workers used limestone and granite for the structures.

workers | used |

limestone
and
granite

Laborers dragged immense, heavy stones to the building site with sleds.

Laborers | dragged | stones

Often, the embalmers would mummify the pharaoh's pets, too.

embalmers | would mummify | pets

The pharaoh and his family would need these items in the afterlife.

pharaoh
and
family

 | would need | items

Workers and priests laid the pharaoh's body inside the pyramid.

workers
and
priests

 | laid | body

Sadly, many tomb robbers opened the pyramids.

robbers | opened | pyramids

In 1923, archaeologist Howard Carter discovered King Tut's tomb and found valuable items.

Howard Carter |

discovered
and
found

 |

tomb
items

— LESSON 30 —

Direct Objects Prepositions

Exercise 30A: Identifying Prepositions

In the following sentences (adapted from “The Monkey and the Crocodile,” in *Jataka Tales*, retold by Ellen C. Babbitt), find and circle each preposition.

The monkey soon moved away from that tree. But the Crocodile found him, far down the river, living in another tree. In the middle of the river was an island covered with fruit-trees.

Half-way between the bank of the river and the island, a large rock rose from the water. The Monkey could jump to the rock, and then to the island. The Crocodile watched the Monkey crossing from the bank of the river to the rock, and then to the island.

He thought to himself, “The Monkey will stay on the island all day, and I’ll catch him on his way home at night.”

The Monkey had a fine feast, while the Crocodile swam, watching him during the day.

Exercise 30B: Word Relationships

The following sentences all contain action verbs. Underline each subject once and each action verb twice. If the sentence has an action verb followed by a direct object, write *DO* above the direct object.

If the sentence contains a preposition, circle the preposition and draw a line to connect the two words that the preposition shows a relationship between. The first two are done for you.

The geese near the lake honked noisily.

Savannah likes ^{DO} popcorn with butter.

Five tiny caterpillars ate ^{DO} the leaves of the milkweed plants.

Jonatan bakes ^{DO} fresh bread every Saturday.

We visited ^{DO} the park under the St. Louis Arch.

The scariest scene of the movie is happening now!

After class, Jayden and Naveah taught ^{DO} the new choreography.

Ali was fishing from the new pier.

Is Roma coming (to) the class?

The lime slushy spilled (on) the seat.

The Mona Lisa hangs (in) the Louvre.

Did you find ^{DO} your phone yet?

Exercise 30C: Diagramming Direct Objects

On your own paper, diagram the subjects, predicates, and direct objects ONLY from the sentences above. If a sentence does not have a direct object, do not diagram it.

Savannah likes popcorn with butter.

Savannah | likes | popcorn

Jonatan bakes fresh bread every Saturday.

Jonatan | bakes | bread

After class, Jayden and Naveah taught the new choreography.

Jayden
Naveah | taught | choreography

Five tiny caterpillars ate the leaves of the milkweed plants.

caterpillars | ate | leaves

We visited the park under the St. Louis Arch.

We | visited | park

Did you find your phone yet?

you | Did find | phone

— LESSON 31 —

Definitions Review

Prepositional Phrases

Object of the Preposition

Exercise 31A: Objects of Prepositional Phrases

Fill in the blanks with a noun as the object of the preposition to complete the prepositional phrases.

Note to Instructor: Answers will vary. Suggestions are provided.

The cat's favorite spot is by the couch.

Under the bed, Mom found the missing book.

The whole family hiked to the waterfall.

Matt puts ketchup on his eggs.

A large bear was spotted near the campsite.

Will Mia sing during the concert?

Exercise 31B: Identifying Prepositional Phrases

Can you find all eleven of the prepositional phrases in the following excerpt, adapted from “The Four Dragons,” a traditional Asian folktale?

Underline each complete prepositional phrase. Circle each preposition. Draw a box around each object of a preposition.

The four dragons went happily back. But ten days passed, and not a drop of rain came down. The people suffered more, some eating bark, some grass roots. Seeing all of this, the four dragons felt very sorry, and they knew the Jade Emperor only cared about pleasure, and never took the people to heart. They could only rely upon themselves and could relieve the people of their miseries. But how? Seeing the vast sea, the Long Dragon said that he had an idea.

“What is it? Out with it, quickly!” the other three demanded.

“Look, is there not plenty of water in the sea where we live? We should scoop it and spray it toward the sky. The water will be rain drops and will save the people and their crops,” said Long Dragon.

“Good idea!” said the others as they clapped their hands with joy.

Exercise 31C: Remembering Prepositions

Can you remember all forty-six prepositions without looking back at your list? The first letter of each preposition has been given for you.

A	B	D	E	F	I	L
aboard	before	down	except	for	in	like
about	behind	during		from	inside	
above	below				into	
across	beneath					
after	beside					
against	between					
along	beyond					
among	by					
around						
at						

N	O	P	S	T	U	W
near	of	past	since	through	under	with
	off			throughout	underneath	within
	on			to	until	without
	over			toward	up	
					upon	

— LESSON 32 —

Subjects, Predicates, and Direct Objects

Prepositions

Object of the Preposition

Prepositional Phrases

Exercise 32A: Identifying Prepositional Phrases and Parts of Sentences

In the following sentences, circle each prepositional phrase. Once you have identified the prepositional phrases, underline subjects once, underline predicates twice, and label direct objects with *DO*.

Things to watch out for:

- 1) Words that could be prepositions but are acting as other parts of speech instead. If it doesn't have an object, it's not a preposition!
- 2) In some of these sentences, subjects and predicates are inverted so that the predicate comes first. Find the verb first, then ask, "Who or what [verb]?" to find the subject. Remember that the subject will not be the object of a preposition!

These sentences are adapted from "The Story of Ali Cogia, Merchant of Bagdad," a traditional Arab folktale. The first is done for you.

Ali Cogia lived (in Bagdad) and owned ^{DO} a shop.

He planned ^{DO} a journey (to Mecca).

He took ^{DO} a large vase, placed ^{DO} money in the bottom, filled ^{DO} it with olives, and carried ^{DO} it (to his friend) for safekeeping.

(After many months), the friend (in Bagdad) looked (into the vase) and saw ^{DO} the gold.

He took ^{DO} the gold and hid ^{DO} it.

(After another month), Ali Cogia returned (to Bagdad) and asked (for his vase).

The gold was missing (from the vase)

Ali Cogia asked (for the truth)

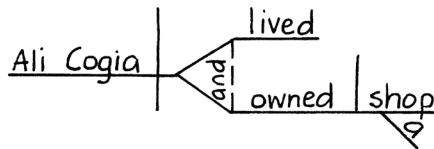
The merchant denied the charge^{DO} (against him)

(In the end), the truth (of the theft) was discovered (by a wise child's discerning questions)

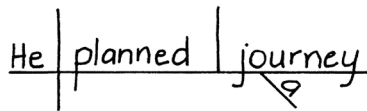
Exercise 32B: Diagramming

On your own paper, diagram all of the uncircled parts of the sentences from Exercise 32A.

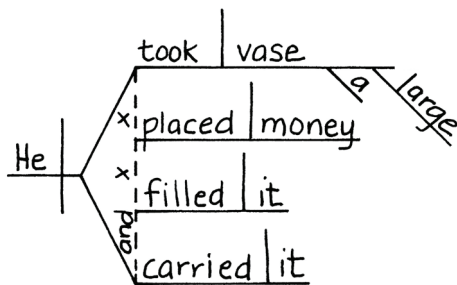
Ali Cogia lived (in Bagdad) and owned^{DO} a shop.



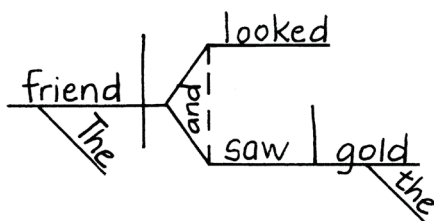
He planned^{DO} a journey (to Mecca).



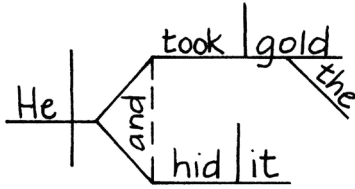
He took^{DO} a large vase, placed^{DO} money (in the bottom), filled^{DO} it (with olives) and carried^{DO} it (to his friend) for safekeeping.



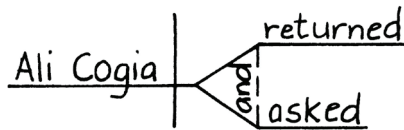
(After many months), the friend (in Bagdad) looked (into the vase) and saw^{DO} the gold.



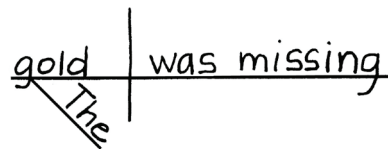
He took the ^{DO}gold and hid ^{DO}it.



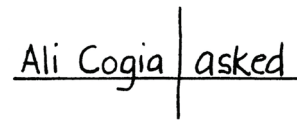
(After another month) Ali Cogia returned (to Bagdad) and asked (for his vase)



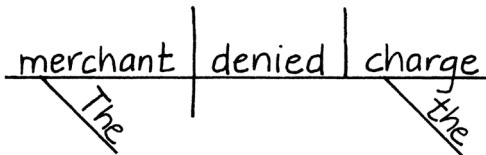
The gold was missing (from the vase)



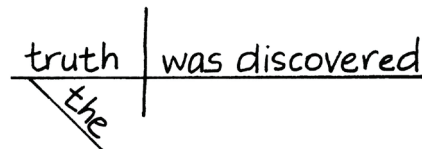
Ali Cogia asked (for the truth)



The merchant denied the ^{DO}charge (against him)



(In the end, the truth (of the theft) was discovered (by a wise child's discerning questions)



WEEK 9

Adverbs

— LESSON 33 —

Adverbs That Tell How

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.

Amelia Earhart famously flew across the Atlantic Ocean, the first woman to do so.

She quickly became famous and began writing honestly about her experiences as a pilot.

Earhart bravely piloted from Honolulu to California in 1935, a risky journey.

She and Fred Noonan, an experienced navigator, carefully planned a new challenge: a flight around the world.

News organizations excitedly reported every step of the preparation for the trip.

Earhart had skillfully handled dangerous flying conditions on many occasions.

However, this trip would have many errors which caused the plane to drift significantly off course.

On July 2, 1937, a naval ship in the area received a radio transmission in which Earhart briefly described the plane's problems.

Besides being off course, the plane was rapidly running out of fuel.

Tragically, Earhart and Noonan disappeared that day. They were never found.

People still study how the pair mysteriously vanished. This event is considered an unsolved mystery of the modern era.

Exercise 33B: Forming Adverbs from Adjectives

Turn the following adjectives into adverbs.

Adjective	Adverb	Adjective	Adverb
rapid	<u>rapidly</u>	happy	<u>happily</u>
careful	<u>carefully</u>	generous	<u>generously</u>

Adjective

easy

safe

powerful

Adverb

easily

safely

powerfully

Adjective

merry

warm

Adverb

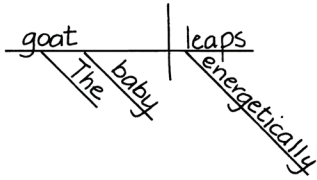
merrily

warmly

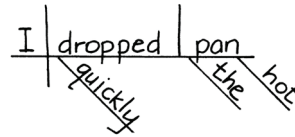
Exercise 33C: Diagramming Adverbs

Diagram the following sentences on your own paper.

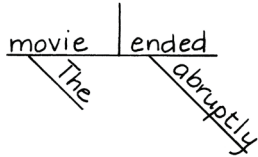
The baby goat leaps energetically.



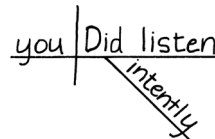
I quickly dropped the hot pan.



The movie ended abruptly.



Did you listen intently?



Anna slowly savored the warm cookie.



The chef deftly whisked the ingredients.

**— LESSON 34 —****Adverbs That Tell When, Where, and How Often****Exercise 34A: Telling When**

Martin dropped his recipe cards for crêpes. Help him get organized by numbering the following sentences from 1 to 6 so he can make the crêpes.

- | | |
|--|---|
| <u>3</u>
<u>4</u>
<u>6</u>
<u>1</u>
<u>5</u>
<u>2</u> | Whisk 1 1/2 cups of flour into the wet ingredients.
Pour only a few tablespoons of batter into the hot pan, and spread the batter around the pan in a thin layer.
Serve warm with either a sweet or savory filling.
First, preheat a buttered skillet or crêpe pan.
When bubbles start to form on the crêpe, flip it over and cook the other side.
While the butter is melting in the pan, beat two eggs with three cups of milk in a separate bowl. |
|--|---|

Exercise 34B: Distinguishing Among Different Types of Adverbs

Put each of the following adverbs in the correct category, according to the question each one answers.

badly	safely	seldom	second
away	wearily	usually	soon
constantly	then	far	anywhere
When	Where	How	How Often
<u>then</u>	<u>anywhere</u>	<u>badly</u>	<u>seldom</u>
<u>second</u>	<u>away</u>	<u>safely</u>	<u>usually</u>
<u>soon</u>	<u>far</u>	<u>wearily</u>	<u>constantly</u>

Exercise 34C: Identifying Adverbs of Different Types

Underline the adverbs in the following sentences that tell *when*, *where*, or *how often*. For now, do not underline any prepositional phrases acting as adverbs.

The violinist bowed first and the concert began.

My dad makes homemade pizza weekly.

The team meets downstairs.

Emma's kitten destroyed the chair immediately.

There is a canoe by the dock.

Blizzards happen rarely in this part of the country.

Sylvia arrived early for the show.

Our vacation begins tomorrow.

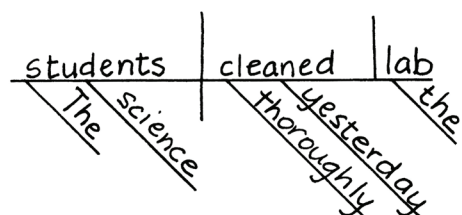
Please take the trash outside.

Here are your keys.

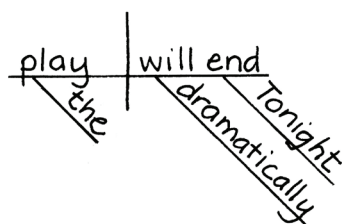
Exercise 34D: Diagramming Different Types of Adverbs

Diagram the following sentences on your own paper.

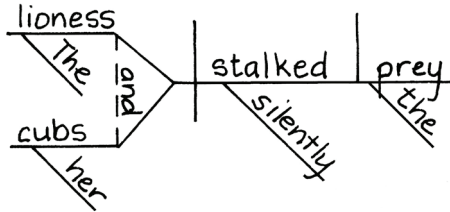
The science students cleaned the lab thoroughly yesterday.



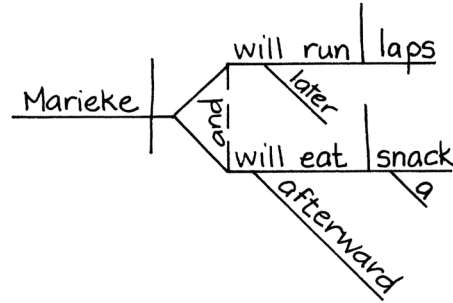
Tonight, the play will end dramatically.



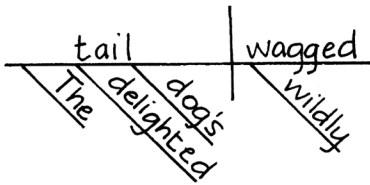
The lioness and her cubs stalked the prey silently.



Marieke will run laps later and will eat a snack afterward.



The delighted dog's tail wagged wildly.



— LESSON 35 —

Adverbs That Tell To What Extent

Exercise 35A: Identifying the Words Modified by Adverbs

Draw an arrow from each underlined adverb to the word it modifies. These sentences are from Jules Verne's *An Antarctic Mystery*.

Desolation Islands is the only suitable name for this group of three hundred isles or islets in the midst of the vast expanse of ocean, which is constantly disturbed by austral storms.

"Cannot we talk very well here?" I observed.

I lived there for several weeks, and I can affirm, on the evidence of my own eyes and my own experience, that the famous English explorer and navigator was happily inspired when he gave the islands that significant name.

"My ship is not intended to carry passengers. I never have taken any, and I never intend to do so."

Captain Len Guy proved himself a true seaman, James West had an eye to everything, the crew seconded them loyally, and Hunt was always foremost when there was work to be done or danger to be incurred.

Hunt stepped back a few paces, shaking his head with the air of a man who did not want so many compliments for a thing so simple, and quietly walked forward to join his shipmates, who were working vigorously under the orders of West.

We had no longer to do with completely frozen vapor, but had to deal with the phenomenon called frost-rime, which often occurs in these high latitudes.

Success seemed very nearly assured, as the captain and the mate had worked out the matter so carefully and skilfully.

In my rambles on the shore, I frequently routed a crowd of amphibians, sending them plunging into the newly released waters.

Besides, when it came to the question of cooking, it mattered very little to him whether it was here or there, so long as his stoves were set up somewhere.

Patterson's note-book says nothing, nor does it relate under what circumstances he himself was carried far away from them.

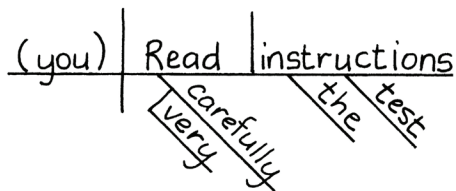
More than five hundred thousand sheep yield over four hundred thousand dollars' worth of wool yearly.

With these words Captain Len Guy walked quickly away, and the interview ended differently from what I had expected, that is to say in formal, although polite, fashion.

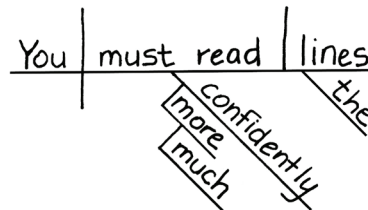
Exercise 35B: Diagramming Different Types of Adverbs

Diagram the following sentences on your own paper.

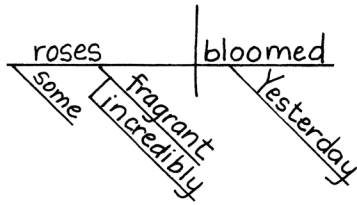
Read the test instructions very carefully.



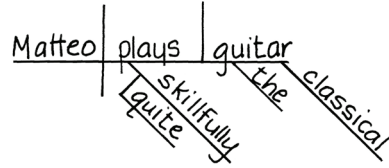
You must read the lines much more confidently.



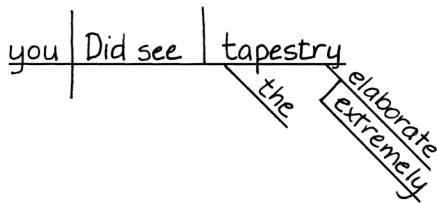
Yesterday, some incredibly fragrant roses bloomed.



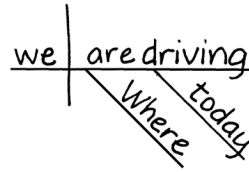
Matteo plays the classical guitar quite skillfully.



Did you see the extremely elaborate tapestry?



Where are we driving today?



— LESSON 36 —

Adjectives and Adverbs

The Adverb *Not*

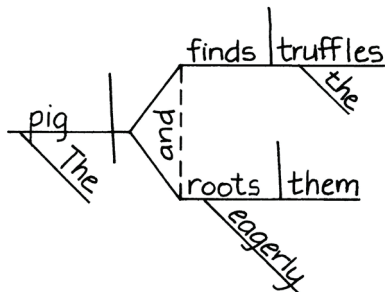
Diagramming Contractions

Diagramming Compound Adjectives and Compound Adverbs

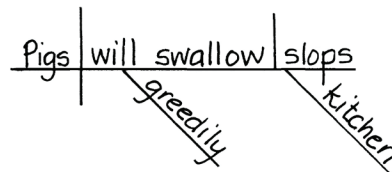
Exercise 36A: Practice in Diagramming

On your own paper, diagram every word of the following sentences. They are adapted from *Home Life in All Lands*, by Charles Morris.

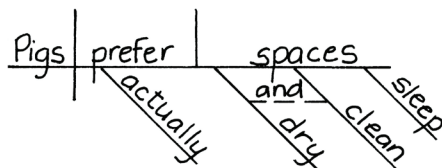
The pig finds the truffles and roots them eagerly.



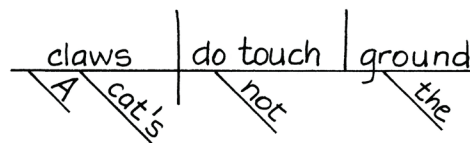
Pigs will swallow kitchen slops greedily.



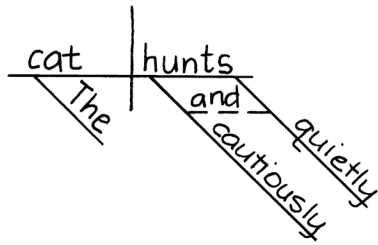
Pigs actually prefer dry and clean sleep spaces.



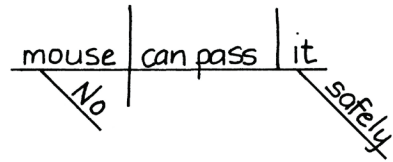
A cat's claws don't touch the ground.



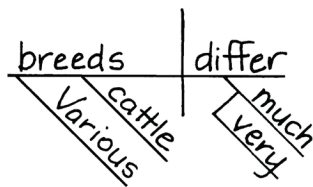
The cat hunts quietly and cautiously.



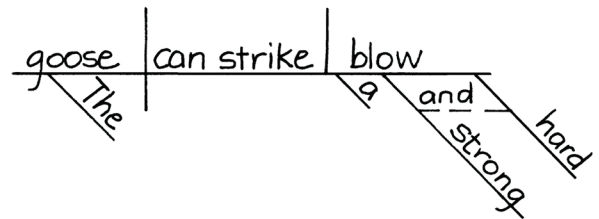
No mouse can pass it safely.



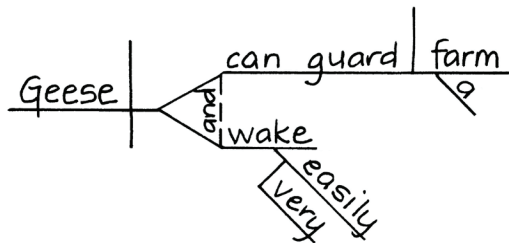
Various cattle breeds differ very much.



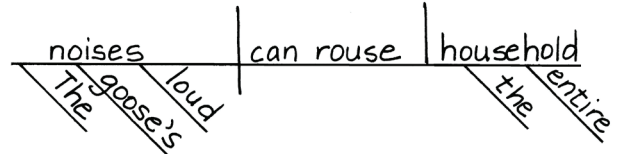
The goose can strike a strong and hard blow.



Geese can guard a farm and wake very easily.



The goose's loud noises can rouse the entire household.



— REVIEW 3 —

Weeks 7-9

Topics

Parts of Speech
Compound Parts of Sentences
Prepositions
Prepositional Phrases
Objects of Prepositions
Subjects and Predicates
Subject-Verb Agreement
Verbs and Direct Objects

Review 3A: Parts of Speech

In the passage below from Henry David Thoreau's *Walden*, identify the underlined words as *N* for noun, *ADJ* for adjective, *ADV* for adverb, *PREP* for preposition, or *CONJ* for conjunction. The first is done for you.

The ^Nshore is composed ^{PREP}of a belt of smooth ^{ADJ}rounded ^{ADJ}white stones like paving stones, excepting
one ^{CONJ}or two short ^{ADJ}sand beaches, ^{CONJ}and is ^{ADV}so steep that in many places a ^{ADJ}single leap will carry you
^{PREP}into water ^{PREP}over your ^Nhead; and were it not for its remarkable ^Ntransparency, that would be the last
to be seen of its ^Nbottom till it rose ^{PREP}on the ^{ADJ}opposite side. Some think it is bottomless. It is ^{ADV}nowhere
muddy, ^{CONJ}and a casual observer would say that there were ^{ADJ}no ^Nweeds at all ^{PREP}in it; and of ^{ADJ}noticeable
plants, except in the little meadows which ^{ADV}recently overflowed, which do not ^{ADV}properly belong to
it, a closer ^Nscrutiny does ^{ADV}not detect a flag ^{CONJ}nor a bulrush, nor even a lily, yellow or white, but only
a ^{ADJ}few ^{ADJ}small heart-leaves and potamogetons, and perhaps a water-target ^{CONJ}or two; all which however
a ^Nbather might ^{ADV}not perceive; and ^{ADJ}these plants are clean and bright like the element they grow
in. The stones extend a rod or two ^{PREP}into the water, and then the bottom is ^{ADJ}pure sand, except in
the ^{ADJ}deepest parts, where there is ^{ADV}usually a little ^Nsediment, probably from the ^Ndecay of the leaves
which have been wafted on to it ^{ADV}so ^{ADJ}many ^{ADJ}successive falls, and a ^{ADV}bright ^{ADJ}green weed is brought up
^{PREP}on anchors even in ^Nmidwinter.

Review 3B: Recognizing Prepositions

Circle the forty-six prepositions from your list in the following bank of words. Try to complete the exercise without looking back at your list of prepositions.

whose near there that until
 with in her on again
 before here around those across
 up for except but by
 item into like yet and
 within very nor under of
 behind was upon from going
 above along of between begin
 the an since past to
 during aboard at this without
 against what if beneath toward
 among underneath below after while
 either an beside about beyond
 my inside good off
 throughout down through over its

Review 3C: Subjects and Predicates

Draw one line under the simple subject and two lines under the simple predicate. Watch out for compound subjects or predicates! Also, remember that in poetry, sometimes the order of words is different than in normal speech—once you have found the verb, ask “who or what” before it to find the subject.

The following lines are from the poem “The Lady of Shalott” by Alfred, Lord Tennyson.

The yellow-leaved waterlily, the green-sheathed daffodilly tremble in the water chilly.

The sunbeam showers break and quiver.

Four gray walls and four gray towers overlook a space of flowers.

A charmed web she weaves always.

Over the water near, the sheepbell tinkles in her ear.

Sometimes a troop of damsels glad, an abbot on an ambling pad, a curly shepherd lad, or long-hair'd page in crimson clad goes by to tower'd Camelot.

The sun came through the leaves, and flamed upon the brazen greaves of bold Sir Lancelot.

The helmet and the helmet-feather burned like one flame together.

The mirror cracked from side to side.

She chanted loudly, chanted lowly.

She loosed the chain, and down she lay.

Review 3D: Complicated Subject-Verb Agreement

Circle the correct verb form in parentheses.

The cupcake or the cookies (is/are) available for dessert.

The squadron (cheers/cheer) for the graduating officers.

Because of the intense storm, the herd (is/are) split up across the valley.

Three-fourths of the lights (has/have) gone out.

She decided that five dollars (was/were) too much for the coffee.

Ang and Dara (hands/hand) out water to the volunteers.

Where (is/are) the scissors?

A basket full of peaches (sits/sit) on the kitchen counter.

“Hansel and Gretel” (tells/tell) the story of a brother and sister who were lost in the forest.

Two-thirds of the apple (has/have) rotted.

Boxes for the delivery truck (sits/sit) on the porch.

Review 3E: Objects and Prepositions

Identify the underlined words as *DO* for direct object or *OP* for object of preposition. For each direct object, find and underline twice the action verb that affects it. For each object of a preposition, find and circle the preposition to which it belongs.

These sentences are from *Stella by Starlight*, by Sharon Draper.

Even Dusty was quiet, folded at ^{OP}her feet, but he sniffed the ^{DO}air, watchful and alert.

None of ^{OP}the boys in the school, not even those taking high school classes, ^{DO}could beat him in ^{OP}a footrace.

He won two gold ^{DO}medals in track (at) the ^{OP}Olympics this summer.

Stella said bye (to) ^{OP}Tony and grabbed a ^{DO}broom without being told.

Most every plank of pine wood (inside) the ^{OP}house was covered (with) old ^{OP}newspapers.

She found three fresh ^{DO}eggs and hightailed it back (to) the ^{OP}warmth of the house.

Maybe it was because she lived (in) such a small ^{OP}speck (of) a ^{OP}town, and she liked how the newspaper helped her feel like she was part of something bigger.

“I’m the queen (of) the ^{OP}world!” she shouted (to) the ^{OP}sky.

Mama filled Papa’s ^{DO}mug back up. “It’s chilly out there, Jonah,” she said, deliberately changing the ^{DO}subject.



WEEK 10

Completing the Sentence

— LESSON 37 —

Direct Objects
Indirect Objects

Exercise 37A: Identifying Direct Objects

Underline the action verbs and circle the direct objects in these sentences. Remember that you can always eliminate prepositional phrases first if that makes the task easier.

The sentences are adapted from R. J. Palacio's *Wonder*.

I like the sound of science.

I did not destroy a Death Star or anything.

At the beginning of every month, I will write a new precept on the chalkboard.

By the end of the year, you will have your own list of precepts.

Everyone in the world should get a standing ovation once in their lives.

Via kissed Daisy on the nose.

You would look up and see a billion stars in the sky.

Exercise 37B: Identifying Direct Objects and Indirect Objects

Underline the direct and indirect objects in the following sentences. Write *DO* for direct object and *IO* for indirect object. Remember, a sentence can have a *DO* without an *IO*.

Give your ^{IO} sister the ^{DO} game.

Rohan sent ^{IO} Anika a ^{DO} text about the party.

Mom baked ^{IO} us ^{DO} muffins for breakfast today.

Is Aidan bringing the ^{DO} book after class?

I sent my ^{IO} grandmother a ^{DO} card yesterday.

Please put the ^{IO} ice cream in the freezer.

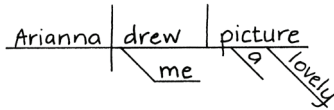
Gabrielle read her little ^{IO} sister a ^{DO} story before bedtime.

The director showed the ^{IO} cast a ^{DO} movie after practice.

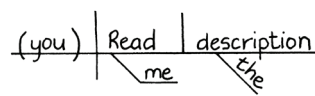
Exercise 37C: Diagramming Direct Objects and Indirect Objects

On your own paper, diagram the following sentences.

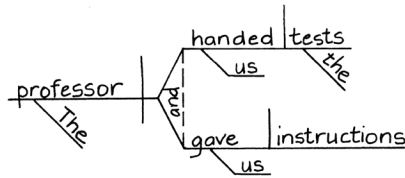
Arianna drew me a lovely picture.



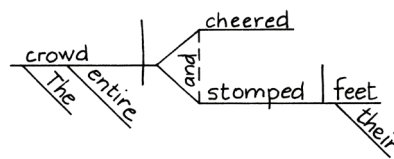
Read me the description.



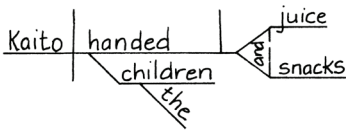
The professor handed us the tests and gave us instructions.



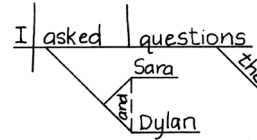
The entire crowd cheered and stomped their feet.



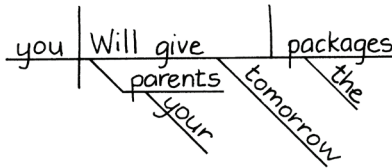
Kaito handed the children juice and snacks.



I asked Sara and Dylan the questions.



Will you give your parents the packages tomorrow?

**— LESSON 38 —**

State-of-Being Verbs

Linking Verbs

Predicate Adjectives

Exercise 38A: Action Verbs and Linking Verbs

In the following sentences, underline the subjects once and the predicates twice. If the predicate is a linking verb, write *LV* above it, circle the predicate adjective, and label it *PA*. If the predicate is an action verb, write *AV* above it, circle the direct object, if any, and label it *DO*. The first is done for you.

These sentences are slightly condensed from Rudyard Kipling's *Just So Stories*.

The Whale ^{AV}ate the (starfish) and the (garfish) ^{DO}

He ^{LV} was ^{PA} grey and ^{PA} woolly

They ^{AV} could see ^{DO} striped shadows and ^{DO} blotched shadows in the forest.

"They ^{LV} are ^{PA} too clever on the turbid Amazon for poor me!"

The cabin port-holes ^{LV} are ^{PA} dark and ^{PA} green

His enemies ^{AV} were hiding in the bushes and ^{AV} would see ^{DO} him

The Camel's hump ^{LV} is ^{PA} black and ^{PA} blue

"The sun ^{LV} is ^{PA} very hot here."

Can the Leopard ^{AV} change his ^{DO} spots?

The tree trunks ^{LV} were ^{PA} exclusively speckled and ^{PA} sprottled

Suleiman-bin-Daoud ^{LV} was ^{PA} wise and ^{PA} strong

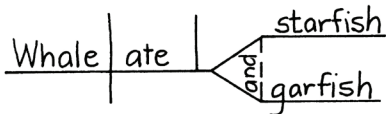
The Djinn ^{AV} took ^{DO} a bearing across the desert, and ^{AV} found ^{DO} the Camel

His dear families ^{AV} went in a hurry to the banks of the great grey-green, greasy Limpopo River.

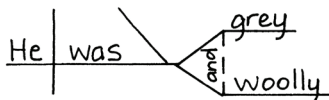
Exercise 38B: Diagramming Direct Objects and Predicate Adjectives

On your own paper, diagram ONLY the subjects, predicates, and direct objects or predicate adjectives (along with any conjunctions used to connect compounds) from the sentences in Exercise 38A.

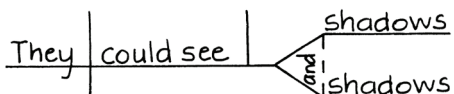
The Whale ^{AV} ate ^{DO} the starfish and ^{DO} the garfish



He ^{LV} was ^{PA} grey and ^{PA} woolly



They ^{AV} could see ^{DO} striped shadows and ^{DO} blotched shadows in the forest.



“They are too clever on the turbid Amazon for poor me!”

They | are | clever

The cabin port-holes are dark and green.

port-holes | are | dark
and
green

His enemies were hiding in the bushes and would see him.

enemies | were hiding
and
would see | him

The Camel's hump is black and blue.

hump | is | black
and
blue

“The sun is very hot here.”

sun | is | hot

Can the Leopard change his spots?

Leopard | Can change | spots

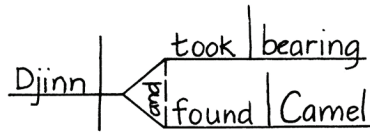
The tree trunks were exclusively speckled and sprottled.

trunks | were | speckled
and
sprottled

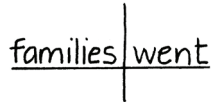
Suleiman-bin-Daoud was wise and strong.

Suleiman-bin-Daoud | was | wise
and
strong

The Djinn ^{AV}took a ^{DO}bearing across the desert, and ^{AV}found the ^{DO}Camel



His dear families ^{AV}went in a hurry to the banks of the great grey-green, greasy Limpopo River.



— LESSON 39 —

Linking Verbs Predicate Adjectives Predicate Nominatives

Exercise 39A: Identifying Predicate Nominatives and Adjectives

In the following sentences, underline the subjects once and the predicates twice. Circle the predicate nominatives or adjectives and label each one *PN* for predicate nominative or *PA* for predicate adjective. Draw a line from the predicate nominative or adjective to the subject that it renames or describes. There may be more than one of each.

Crocodiles are fascinating ^{PN}animals.

These animals are ^{PA}carnivorous

They are incredibly fast ^{PN}swimmers and ^{PN}hunters.

Australia is ^{PN}home to the freshwater crocodile.

Freshwater crocodiles are quite ^{PA}bashful.

The freshwater crocodile's diet is mostly ^{PN}insects and ^{PN}fish.

Birds, mammals, and fish are the preferred ^{PN}food of a saltwater crocodile.

Their jaws are ^{PA}powerful and ^{PA}dangerous.

Exercise 39B: Writing Predicate Nominatives and Adjectives

Finish each sentence in two ways: with a predicate nominative and with a predicate adjective. If you need to use more than one word in a blank to complete your sentence, circle the word that is the predicate nominative or predicate adjective.

The first is done for you.

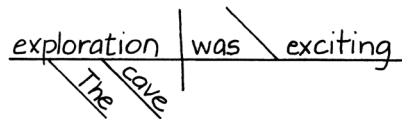
Note to Instructor: Sample answers are given. Answers may vary, but the important thing is that the student uses a noun or pronoun for the predicate nominative and an adjective for the predicate adjective.

- Sewing is my favorite (hobby). (predicate nominative)
 Sewing is enjoyable. (predicate adjective)
 The Belgian waffles were our (breakfast). (predicate nominative)
 The Belgian waffles were delicious. (predicate adjective)
 The cure is a (medication). (predicate nominative)
 The cure is expensive. (predicate adjective)
 Cucumbers are vegetables. (predicate nominative)
 Cucumbers are green. (predicate adjective)
 Many of the books on the shelf are textbooks. (predicate nominative)
 Many of the books on the shelf are old. (predicate adjective)
 The little child's hiding place was the (sofa). (predicate nominative)
 The little child's hiding place was cozy. (predicate adjective)

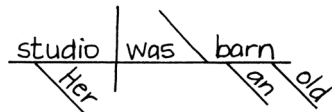
Exercise 39C: Diagramming Predicate Adjectives and Predicate Nominatives

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

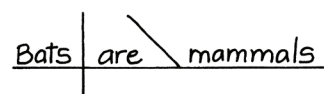
The cave exploration was exciting!



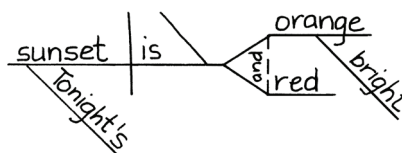
Her studio was an old barn.



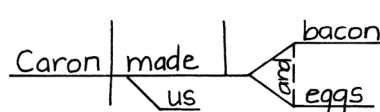
Bats are mammals.



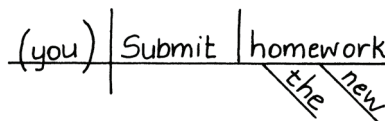
Tonight's sunset is bright orange and red.



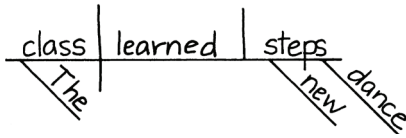
Caron made us bacon and eggs.



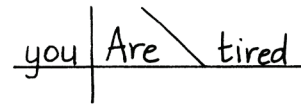
Submit the new homework.



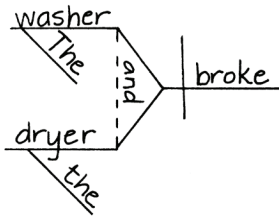
The class learned new dance steps.



Are you tired?



The washer and the dryer broke.



— LESSON 40 —

Predicate Adjectives and Predicate Nominatives Pronouns as Predicate Nominatives Object Complements

Exercise 40A: Reviewing Objects and Predicate Adjectives and Nominatives

Identify the underlined words as *DO* for direct object, *IO* for indirect object, *OP* for object of preposition, *PN* for predicate nominative, or *PA* for predicate adjective.

- For each direct object (or direct object/indirect object combination), find and underline twice the action verb that affects it.
- For each object of the preposition, find and circle the preposition to which it belongs.
- For each predicate nominative and predicate adjective, find and draw a box around the linking verb that it follows.
- When you are finished, answer the questions at the end of the selection.

The following passage is from *Esperanza Rising*, by Pam Muñoz Ryan. It has been condensed and slightly adapted.

Papa handed ^{IO}Esperanza ^{DO}the knife. This job was usually reserved ^{OP}(for)the eldest ^{OP}son(of)a wealthy ^{OP}rancher, but Esperanza was ^{PN}an only ^{PN}child and Papa's ^{PN}pride and ^{PN}glory. She was given the honor.

The August sun promised ^{DO}a dry afternoon in Aguascalientes, Mexico. Everyone who lived and worked on El Rancho de las Rosas was gathered ^{OP}(at)the ^{OP}edge(of)the ^{OP}field.

The grapevine clusters were ^{PA}heavy. Papa declared ^{DO}them ready. Esperanza's parents stood nearby. Mama was ^{PA}tall and ^{PA}elegant, her hair ^{OP}(in)the usual braided wreath that crowned her head, and Papa, barely taller than Mama, his graying mustache twisted up ^{OP}(at)the ^{DO}sides. He swept his hand

toward the grapevines, signaling Esperanza. When she walked toward the arbors and glanced back at her parents, they both smiled and nodded, encouraging her forward. When she reached the vines, she separated the leaves and carefully grasped a thick stem. She put the knife to it, and with a quick swipe, the heavy cluster of grapes dropped into her waiting hand. Esperanza walked back to Papa and handed him the fruit. Papa kissed it and held it up for all to see.

1. Find the object complement in this passage. Write it in the blank below and cross out the incorrect choices. Ready is an (adjective/~~noun~~) that (describes/~~renames~~) the direct object.
2. Find the compound adjective in this passage. Write it in the blank below and cross out the incorrect choice. Grapevine is in the (attributive/~~predicative~~) position.

Exercise 40B: Parts of the Sentence

Label the following in each sentence: *S* (subject), *LV* (linking verb), *AV* (action verb), *DO* (direct object), *OC-A* (object complement-adjective), *OC-N* (object complement-noun), *IO* (indirect object), or *PN* (predicate nominative).

S AV DO OC-N
The girl named her hamster Peggy.

S AV IO DO
The girl gave her hamster water.

S AV DO OC-A
We painted the walls blue.

S AV DO
We painted the walls carefully.

S AV IO DO
The hard-working volunteers gave the children a wonderful event.

S AV DO OC-A
The hard-working volunteers made the event a reality.

S AV DO OC-N
They called the painting a masterpiece.

S AV DO OC-N
I considered the salsa spicy.

S LV PA
The judges were strict.

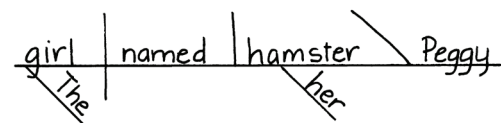
S AV DO OC-N
The judges named the horse the winner.

S AV IO DO
The judges gave the horse a blue ribbon.

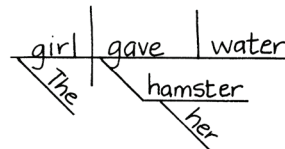
Exercise 40C: Diagramming

On your own paper, diagram the sentences from Exercise 40B.

The girl named her hamster Peggy.



The girl gave her hamster water.



We painted the walls blue.

We | painted | walls | blue
the

We painted the walls carefully.

We | painted | walls |
carefully the

The hard-working volunteers gave the children a wonderful event.

volunteers | gave | event
The | hard-working | children | a | wonderful

The hard-working volunteers made the event a reality.

volunteers | made | event | reality
The | hard-working | the | a

They called the painting a masterpiece.

They | called | painting | masterpiece
the | a

I considered the salsa spicy.

I | considered | salsa | spicy
the

The judges were strict.

judges | were | strict
The

The judges named the horse the winner.

judges | named | horse | winner
The | the | the

The judges gave the horse a blue ribbon.

judges | gave | ribbon
The | horse | a | blue



WEEK 11

More About Prepositions

— LESSON 41 —

Prepositions and Prepositional Phrases Adjective Phrases

Exercise 41A: Identifying Adjective Phrases

Underline the adjective phrases in the following sentences. Draw an arrow from each phrase to the word it modifies. The first is done for you.

A fifty-mile span of land was the site of the Panama Canal.

It would shorten a ship's journey and avoid travel around Cape Horn.

Many of the workers on the Canal kept contracting malaria and yellow fever.

These illnesses caused many deaths and caused delays to the construction.

Major Ronald Ross discovered the connection between mosquitoes and these diseases.

The Canal's location on the Isthmus of Panama was an environment with hot, wet weather.

This weather caused an increase in the mosquito population.

The U.S. Army Sanitary Department began work on disease prevention.

The Sanitary Department dug drainage ditches and drained many pools around the Canal area.

The Sanitary Department also built buildings with screens.

The number of deaths decreased rapidly.

Exercise 41B: Diagramming Adjective Phrases/Review

Diagram each sentence from Exercise 41A on your own paper. Follow this procedure, and ask yourself the suggested questions if necessary.

1. Find the subject and predicate and diagram them first.

What is the verb?

Who or what [verb]?

2. Ask yourself: Is the verb an action verb? If so, look for a direct object.

Who or what receives the action of the verb?

If there is a direct object, check for an indirect object.

To whom or for whom is the action done?

Remember that there may be no direct object or no indirect object—but you can't have an indirect object without a direct object. If there is an indirect object, it will always come between the verb and the direct object.

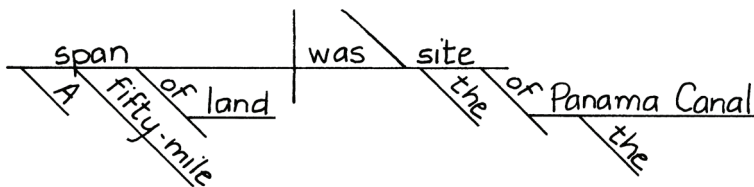
3. Ask yourself: Is the verb a state-of-being verb? If so, look for a predicate nominative or predicate adjective.

Is there a word after the verb that renames or describes the subject?

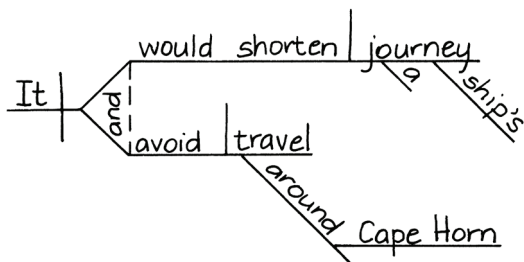
4. Find all prepositional phrases. Ask yourself: Whom or what do they describe?

5. Place all other adjectives and adverbs on the diagram. If you have trouble, ask for help.

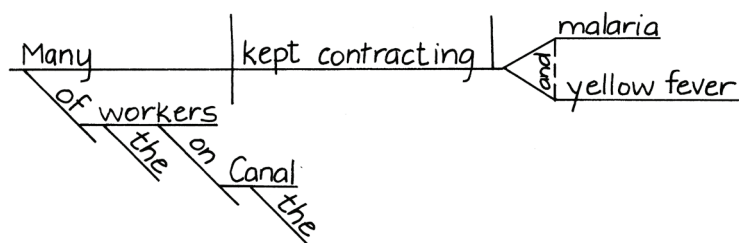
A fifty-mile span of land was the site of the Panama Canal.



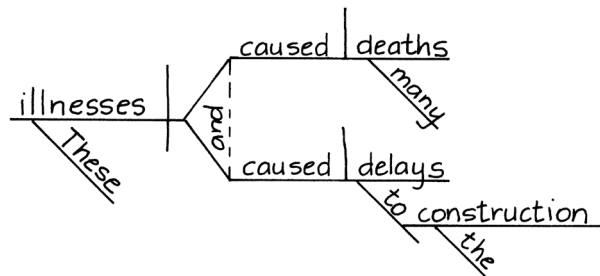
It would shorten a ship's journey and avoid travel around Cape Horn.



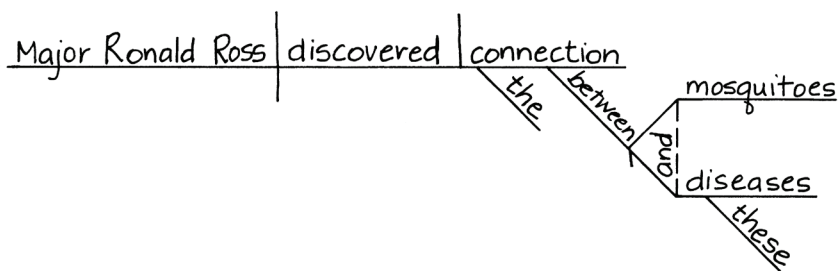
Many of the workers on the Canal kept contracting malaria and yellow fever.



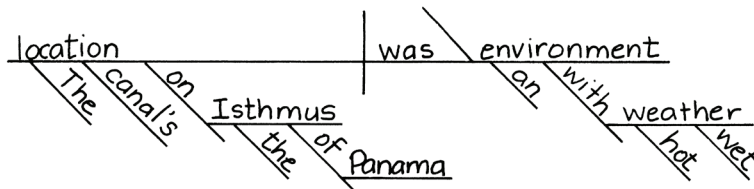
These illnesses caused many deaths and caused delays to the construction.



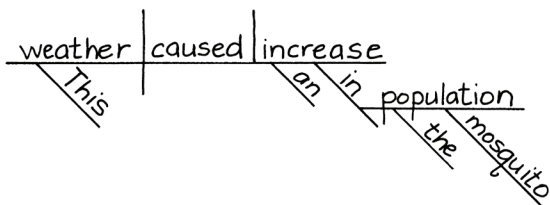
Major Ronald Ross discovered the connection between mosquitoes and these diseases.



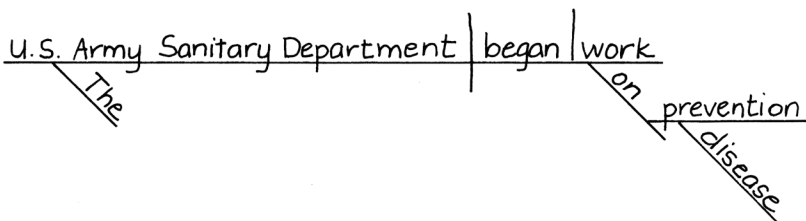
The Canal's location on the Isthmus of Panama was an environment with hot, wet weather.



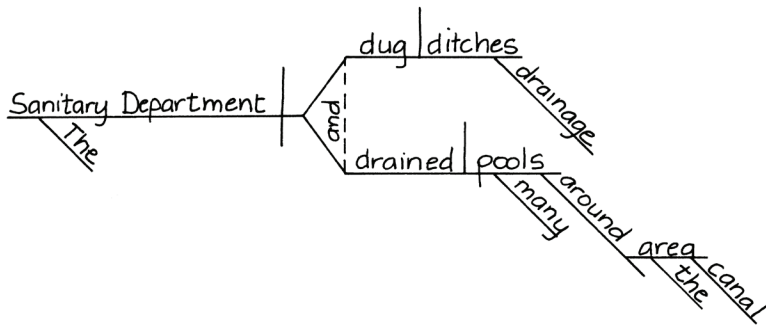
This weather caused an increase in the mosquito population.



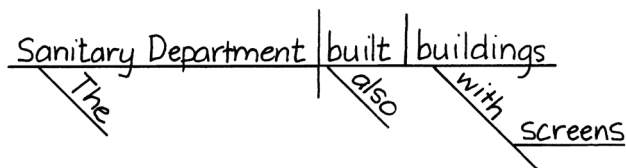
The U.S. Army Sanitary Department began work on disease prevention.



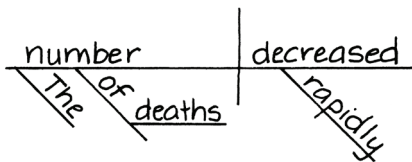
The Sanitary Department dug drainage ditches and drained many pools around the Canal area.



The Sanitary Department also built buildings with screens.



The number of deaths decreased rapidly.



— LESSON 42 —

Adjective Phrases

Adverb Phrases

Exercise 42A: Identifying Adverb Phrases

Underline the adverb phrases in the following sentences and circle the preposition that begins each phrase. Draw an arrow from each phrase to the word it modifies. Be careful not to underline any prepositional phrases that function as adjectives! These sentences are adapted from *What If? Serious Scientific Answers to Absurd Hypothetical Questions*, by Randall Munroe.

The first is done for you.

The common cold is caused by various viruses.

After a few days, your immune system destroys the virus.

When you fight the virus, you are immune to that particular rhinovirus strain.

Earth's most powerful radio signal beams from the Arecibo telescope.

This massive dish sits in Puerto Rico and can function like a radar transmitter.

Signals bounce off Mercury and the asteroid belt.

The Curiosity rover is sitting in Gale Crater on Mars.

Liquid water does not last on Mars, because it is too cold and there's too little air.

The power delivered to the ground by sunlight outweighs the power delivered to the ground by lightning.

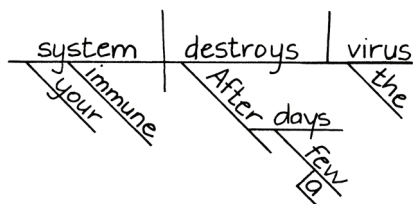
Perpetual nighttime thunderstorms occur in Lake Maracaibo.

The Empire State Building is frequently struck by lightning.

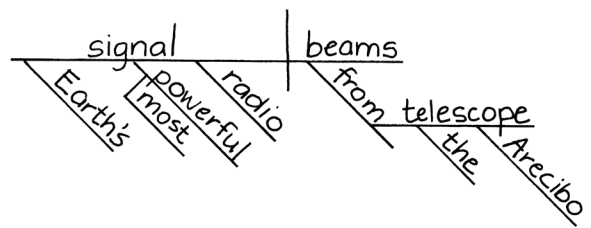
Exercise 42B: Diagramming Adverb Phrases

On your own paper, diagram the following five sentences from Exercise 42A.

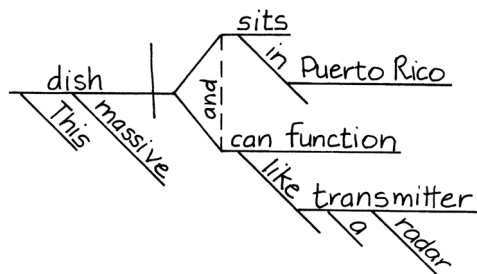
After a few days, your immune system destroys the virus.



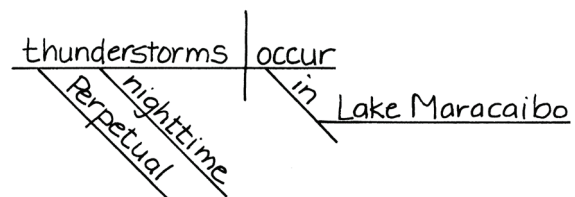
Earth's most powerful radio signal beams from the Arecibo telescope.



This massive dish sits in Puerto Rico and can function like a radar transmitter.



Perpetual nighttime thunderstorms occur in Lake Maracaibo.



The Empire State Building is frequently struck by lightning.

The Empire State Building | is struck
frequently by lightning

— LESSON 43 —

Definitions Review Adjective and Adverb Phrases Misplaced Modifiers

Exercise 43A: Distinguishing Between Adjective and Adverb Phrases

Underline all the prepositional phrases in the following sentences. Write *ADJ* above the adjective phrases and *ADV* above the adverb phrases. These sentences are adapted from Marguerite Henry's *Misty of Chincoteague*.

A wild, ringing neigh shriled ^{ADV} from the hold ^{ADJ} of the Spanish galleon.

The wind was dying ^{ADV} with the sun.

It was not the cry ^{ADJ} of an animal ^{ADJ} in hunger.

The captain's eyes were fixed ^{ADV} on his men, but his thoughts raced ^{ADV} to the rich land where he was bound.

His beady eyes darted ^{ADV} to the lookout man ^{ADJ} in the crow's nest, then ^{ADV} to the men ^{ADJ} on deck.

Note to Instructor: "in the crow's nest" is an ADJ phrase, since it tells us "which man." "To the men" refers to where his eyes darted, so it is an ADV phrase.

The stallion neighed ^{ADV} to the mares, who were struggling to keep afloat.

The ponies were exhausted and their coats were heavy ^{ADV} with water, but they were free!

^{ADV} With wild snorts ^{ADJ} of happiness, they buried their noses ^{ADV} in the long grass.

Then they rolled ^{ADV} in the wiry grass and they gave great whinnies ^{ADJ} of happiness.

The sea gave them protection ^{ADJ} from their fiercest enemies.

Exercise 43B: Correcting Misplaced Modifiers

Circle the misplaced adjective and adverb phrases in the following sentences. Draw an arrow to show where the phrase should be.

For some of the sentences, the phrase may make sense where it is—but if a phrase doesn't communicate what the author wants it to, it is misplaced. Assume that each sentence contains a phrase that is misplaced (that is, a different meaning was intended), correct as instructed above, and explain to your instructor how the placement changes the meaning.

The first is done for you, with a sample explanation provided.

Under the surfboard, the surfer spotted the shark swimming.

Under the surfboard as initially placed indicates that the surfer was positioned under the board itself. In the corrected position, the phrase tells the reader where the shark was located.

The car was going too quickly down the road with blue stripes.

As initially placed, *with blue stripes* indicates that the road had blue stripes. As corrected, it demonstrates that the car has blue stripes.

The musician played my favorite song in a sparkly, sequined hat.

In the initial placement, the song was wearing *a sparkly, sequined hat*. In the correct location, it is clear that the musician was wearing the hat.

The nurse in my shoulder gave me a shot.

As originally written, the sentence indicates that the nurse is *in my shoulder*. When rewritten, the shot is being placed *in my shoulder*.

With long whiskers, Gerald carried the cat.

With long whiskers originally seems to describe Gerald. Once correctly placed, it describes the cat.

Under the plate, he found one more cookie.

Under the plate as originally placed seems to imply that the subject is *under the plate*. When moved correctly, the sentence shows that the cookie is *under the plate*.

The old, haunted house finally collapsed on the beach.

This sentence is not incorrect but could be more clear. *On the beach* needs to follow the noun *house*, in order to clarify the house's location. As originally written, it indicates that the collapse itself was on the beach.

From the garden, Dad fried zucchini.

The original sentence seems to indicate that Dad was frying the zucchini while he was in the garden. Once corrected, we can see that the zucchini had been picked *from the garden*.

In the freezer, Amelia saw the ice cream.

As written, *in the freezer* describes where Amelia was located. As corrected, *in the freezer* tells us where the ice cream was located.

The class debated the verdict in the library.

The original sentence is confusing, as it demonstrates that the verdict must have occurred *in the library*. There are two potential corrections: *in the library* can go at the start of the sentence or after the noun *class*, to show where the class was located/which class it was.

The zookeeper feeds the lion in the green jacket.

In its original location, *in the green jacket* seems to state that the lion was wearing the green jacket. In the correct location, it's clear that the zookeeper was wearing the green jacket.

The mud covered my shoes from the yard.

As written, *from the yard* states that the shoes came *from the yard*. The corrected version clarifies that the mud came *from the yard*.

— LESSON 44 —

Adjective and Adverb Phrases

Prepositional Phrases Acting as Other Parts of Speech

Exercise 44A: Prepositional Phrases Acting as Other Parts of Speech

In each sentence below, circle any prepositional phrases. Underline the subject of the sentence once and the predicate twice. Then label the prepositional phrases as *ADJ* (adjective phrase), *ADV* (adverb phrase), *S* (subject), *PA* (predicate adjective) or *PN* (predicate nominative).

^S
In the wind is bitterly cold.

The hotel ^{ADJ} down the street ^{PA} is under construction

(You) Now ^{ADV} sing with your loudest voice

^S
During the class is a bad time ^{ADJ} (for a nap)

^{PA}
The Yeoman Warders are (in their stately red uniforms)

^{ADV} ^{ADV} ^{ADV}
The snake slithered (down the porch steps) (through the flower bed) and (under the old house)

^{PN}
My favorite place is (at the beach)

^{ADJ} ^{ADV}
The bike (with a flat tire) swerved (off the road)

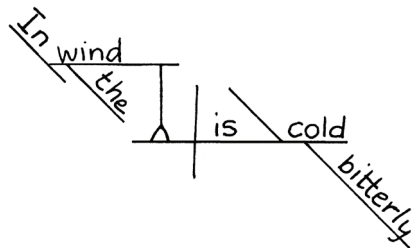
^{PA}
You are (in a bad mood)

^{ADJ} ^{ADV}
The train (in the station) was ready (for passengers)

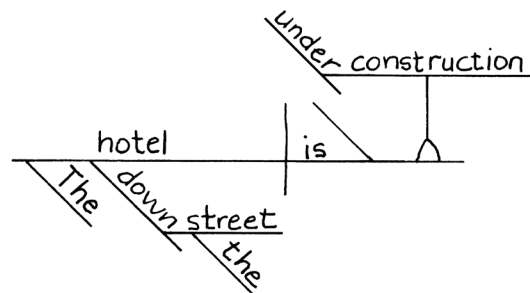
Exercise 44B: Diagramming

On your own paper, diagram these sentences from Exercise 44A.

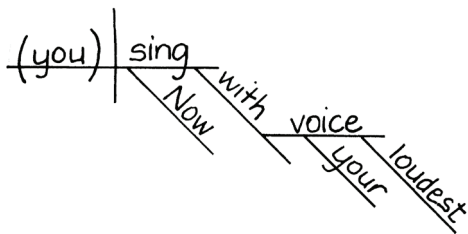
In the wind is bitterly cold.



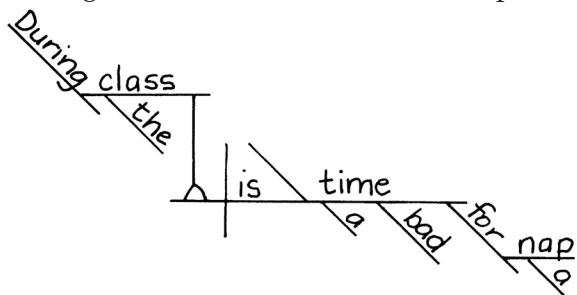
The hotel down the street is under construction.



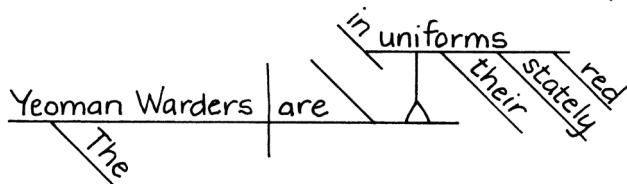
Now sing with your loudest voice.



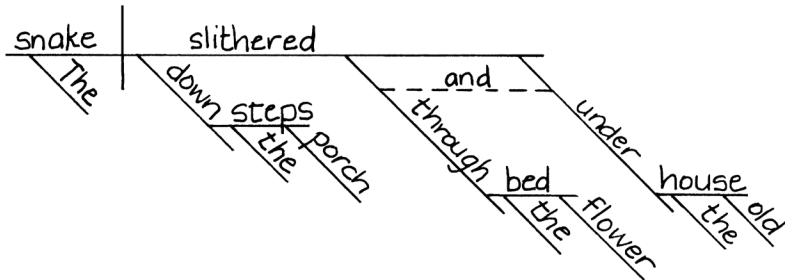
During the class is a bad time for a nap.



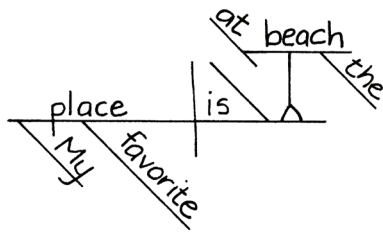
The Yeoman Warders are in their stately red uniforms.



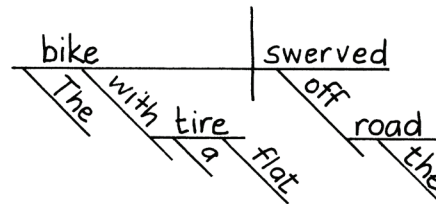
The snake slithered down the porch steps, through the flower bed, and under the house.



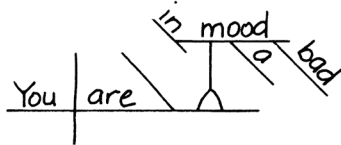
My favorite place is at the beach.



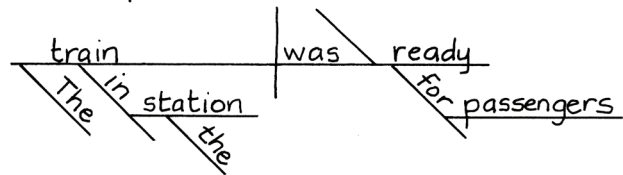
The bike with a flat tire swerved off the road.



You are in a bad mood!



The train in the station was ready for passengers.



WEEK 12

Advanced Verbs

— LESSON 45 —

Linking Verbs

Linking/Action Verbs

Exercise 45A: Distinguishing Between Action Verbs and Linking Verbs

Underline the predicates in the following sentences. Identify each main verb as *AV* for action verb or *LV* for linking verb. If the verb is followed by a direct object (*DO*), predicate adjective (*PA*), or predicate nominative (*PN*), label it.

Remember that a verb with no direct object, predicate adjective, or predicate nominative will most likely be an action verb. Also remember that direct objects, predicate adjectives, and predicate nominatives are never found in prepositional phrases.

The corn ^{AV}grew quickly in the summer.

The fire ^{LV}grew ^{PA}cold.

The milk ^{LV}tastes ^{PA}spoiled.

I ^{AV}tasted ^{DO}the balsamic vinegar.

The pig ^{LV}seems ^{PA}happy.

Those actions ^{LV}look ^{PA}suspicious.

^{LV}Are ^{PA}your shoes new?

The honeysuckle ^{LV}smelled ^{PA}sweet.

Terrance ^{AV}smelled ^{DO}the lavender bush.

Katarzyna ^{LV}became ^{PN}the lead actress.

The butterflies ^{AV}are migrating.

The fireflies ^{AV}are appearing in the sky.

The desert ^{LV}appeared endless.

When is ^{AV}the director ^{DO}giving notes to you?

Exercise 45B: Distinguishing Among Different Kinds of Nouns

Underline all the nouns in the following sentences. Identify them as *S* for subject, *OP* for object of a preposition, *IO* for indirect object, *DO* for direct object, or *PN* for predicate nominative.

^SImani loves ^{DO}horses.

They are her favorite ^{PN}animals.

Her ^Saunt lives on a ^{OP}ranch and owns two ^{DO}horses.

She gives ^{IO}Imani riding ^{DO}lessons.

Her ^Saunt is a ^{PN}veterinarian.

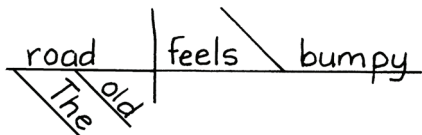
^SImani cleans the horses' ^{DO}stalls and feeds the ^{IO}animals ^{DO}apples and ^{DO}carrots.

Eventually, ^SImani will own a ^{DO}farm and ^{DO}horses.

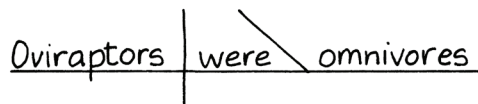
Exercise 45C: Diagramming Action Verbs and Linking Verbs

Diagram the following sentences.

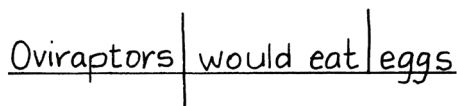
The old road feels bumpy.



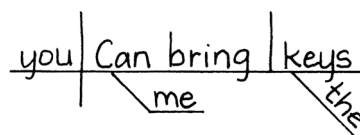
Oviraptors were omnivores.



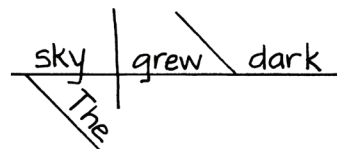
Oviraptors would eat eggs.



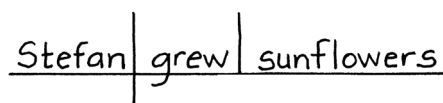
Can you bring me the keys?



The sky grew dark.



Stefan grew sunflowers.



— LESSON 46 —

Conjugations Irregular Verbs Principal Parts of Verbs

Exercise 46A: Forming Simple, Perfect, and Progressive Tenses

Fill in the missing blanks in the chart below.

Simple Present		
	Singular	Plural
First person	I jump	We <u>jump</u>
Second person	You <u>jump</u>	You jump
Third person	He, she, it <u>jumps</u>	They jump
Simple Past		
	Singular	Plural
First person	I <u>jumped</u>	We <u>jumped</u>
Second person	You <u>jumped</u>	You <u>jumped</u>
Third person	He, she, it <u>jumped</u>	They jumped
Simple Future		
	Singular	Plural
First person	I <u>will jump</u>	We <u>will jump</u>
Second person	You will jump	You <u>will jump</u>
Third person	He, she, it <u>will jump</u>	They <u>will jump</u>
Perfect Present		
	Singular	Plural
First person	I <u>have jumped</u>	We <u>have jumped</u>
Second person	You <u>have jumped</u>	You <u>have jumped</u>
Third person	He, she, it has jumped	They <u>have jumped</u>
Perfect Past		
	Singular	Plural
First person	I <u>had jumped</u>	We <u>had jumped</u>
Second person	You <u>had jumped</u>	You had jumped
Third person	He, she, it <u>had jumped</u>	They <u>had jumped</u>
Perfect Future		
	Singular	Plural
First person	I will have jumped	We <u>will have jumped</u>
Second person	You <u>will have jumped</u>	You <u>will have jumped</u>
Third person	He, she, it <u>will have jumped</u>	They <u>will have jumped</u>

Progressive Present

	Singular	Plural
First person	I <u>am jumping</u>	We are jumping
Second person	You <u>are jumping</u>	You <u>are jumping</u>
Third person	He, she, it <u>is jumping</u>	They <u>are jumping</u>

Progressive Past

	Singular	Plural
First person	I <u>was jumping</u>	We <u>were jumping</u>
Second person	You <u>were jumping</u>	You <u>were jumping</u>
Third person	He, she, it <u>was jumping</u>	They <u>were</u> jumping

Progressive Future

	Singular	Plural
First person	I <u>will be jumping</u>	We <u>will be jumping</u>
Second person	You <u>will be jumping</u>	You <u>will be jumping</u>
Third person	He, she, it <u>will be jumping</u>	They <u>will be jumping</u>

Exercise 46B: Spanish and English Words

Draw lines to match each English word with its Spanish equivalent. Because English and Spanish have similar backgrounds, you should be able to complete this exercise easily, even if you've never learned any Spanish!

English	Spanish
<u>problem</u>	correctamente
<u>action</u>	entrar
<u>anniversary</u>	estudiante
<u>community</u>	acción
<u>student</u>	aparecer
<u>correctly</u>	artista
<u>difficulty</u>	problema
<u>appear</u>	comunidad
<u>enter</u>	dificultad
<u>artist</u>	aniversario

Exercise 46C: Principal Parts of Verbs

Fill in the chart with the missing forms.

	First Principal Part Present	Second Principal Part Past	Third Principal Part Past Participle
I	wait	waited	waited
I	file	filed	filed
I	need	needed	needed
I	cry	cried	cried
I	talk	talked	talked
I	invent	invented	invented
I	worry	worried	worried
I	appear	appeared	appeared
I	shop	shopped	shopped
I	sway	swayed	swayed

Exercise 46D: Distinguishing Between First and Second Principal Parts

Identify each underlined verb as 1 for first principal part or 2 for second principal part. These sentences are from Mary Norton's *The Borrowers*.

Mrs. May ²lived in two rooms in Kate's parents' house in London; she ²was, I ¹think, some kind of relation.

"In fact, you might almost say that he ²became a borrower himself..."

"You ¹waste hours on those birds," Homily would say.

In the morning, the sun ¹streams in on the toast and marmalade.

She ²gazed downwards at the upturned face and then she ²smiled and her eyes ²slid away into distance.

— LESSON 47 —

Linking Verbs
Principal Parts
Irregular Verbs

No exercises this lesson.

— LESSON 48 —

Linking Verbs Principal Parts Irregular Verbs

Exercise 48A: Principal Parts

Fill in the blanks in the following chart of verbs.

Present	Past	Past Participle
light	lit	lit or lighted
weave	wove or weaved	woven
begin	began	begun
burn	burned or burnt	burnt
foresee	foresaw	foreseen
pay	paid	paid
thrust	thrust	thrust
swell	swelled	swollen or swelled
grind	ground	ground
fling	flung	flung
deal	dealt	dealt
foresake	forsook	forsaken
let	let	let
lose	lost	lost
string	strung	strung
sting	stank	stunk
slink	slunk	slunk
cost	cost	cost
seek	sought	sought
rise	rose	risen
spring	sprang	sprung
slit	slit	slit
shine	shone or shined	shone or shined
spin	spun	spun
rid	rid	rid
mean	meant	meant
lay	laid	laid
speed	sped	sped
wring	wrung	wrung
strive	strove	striven
cut	cut	cut

Present	Past	Past Participle
forecast	forecast	forecast
spend	spent	spent
meet	met	met
drive	drove	driven
bid	bid	bid
lie	lay	lain
understand	understood	understood
throw	threw	thrown
sell	sold	sold
keep	kept	kept
rewind	rewound	rewound

Exercise 48B: Forming Correct Past Participles

Write the correct third principal part (past participle) in each blank. The first principal part is provided for you in parentheses.

The first is done for you.

I had broken (break) the plate.

Her friends have sent (send) her birthday cards.

Mathilde has never flown (fly) by herself.

The fishing rod had nearly bent (bend) in half by the time he had caught (catch) the huge fish!

Have you chosen (choose) which cupcake you would like?

Yesterday, Ben had driven (drive) to the nursery and had bought (buy) two trees for the yard.

Petra had found (find) her phone after I texted her.

Exercise 48C: Forming Correct Past Tenses

Write the correct second principal part (past) in each blank. The first principal part is provided for you in parentheses.

The first is done for you.

Liam wrote (write) a paper about Aaron Burr.

We swam (swim) for an hour yesterday.

Charlotte brought (bring) cucumbers that she grew (grow) in her garden.

I blew (blow) out the candle just before I heard (hear) the first clap of thunder.

Oliver's ankle felt (feel) bruised after he fell (fall) down the steps.

The witness kept (keep) insisting that the defendant was not the person she saw (see).

Tyra gave (give) me the rope and held (hold) onto the end while I climbed down.

Exercise 48D: Proofreading for Irregular Verb Usage

In the passage below, from Jean Craighead George's *My Side of the Mountain*, you will find seven errors in irregular verb usage. Cross out the incorrect forms and write the correct ones above them.

I looked up to see how much higher I had to go. Then I ~~saw~~^{saw} them. There ~~sited~~^{sat} three fussy whitish gray birds. Their wide-open ~~mouth~~^{gave} mouths gave them a startled look.

"Oh, hello," ~~I~~^{said} said. "You are cute."

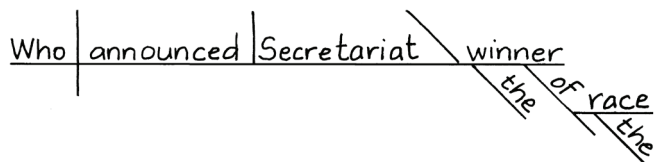
When I ~~spoke~~^{spoke}, all three blinked at once. All three heads turned and followed my hand as I ~~swinged~~^{swung} it up and toward them.

Something ~~hit~~^{hit} hit my shoulder. I turned my head to see the big female. She had ~~hitted~~^{hit} me. She winged out, banked, and started back for another strike.

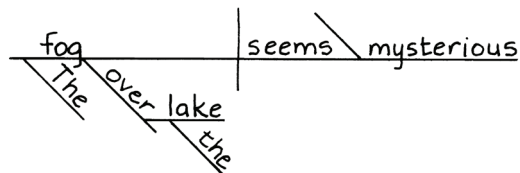
Exercise 48E: Diagramming

On your own paper, diagram the following four sentences.

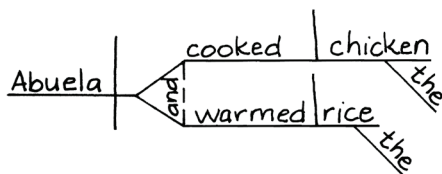
Who announced Secretariat the winner of the race?



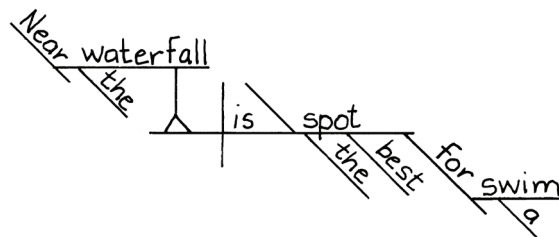
The fog over the lake seems mysterious.



Abuela cooked the chicken and warmed the rice.



Near the waterfall is the best spot for a swim.



— REVIEW 4 —

Weeks 10-12

Topics:

Direct and Indirect Objects

Linking Verbs

Predicate Adjectives

Predicate Nominatives

Articles

Adjective Phrases

Adverb Phrases

Action vs. Linking Verbs

Irregular Verbs

Principal Parts (Present, Past, Past Participle)

Review 4A: Action vs. Linking Verbs

Identify the underlined verbs as *A* for action or *L* for linking.

A young bottlenose dolphin ^Aswam happily in the warm waters of the Florida coastline.

The nets of a crab trap ^Lwere invisible to her, and she ^Lbecame its victim as she grew tangled in the rope.

She ^Atwisted and tried to free herself, but she soon ^Lfelt exhausted.

A fisherman ^Anoticed the moving trap and ^Afound the entrapped dolphin.

Rescuers ^Aarrived and ^Afreed the frightened animal.

They ^Atook her to their facility and ^Atreated her wounds so that she could ^Lbecome strong again.

The rescuers ^Anamed her Winter and ^Afitted her with a prosthetic tail to help her swim and play.

Winter ^Lgrew famous for her incredible recovery and story.

She ^Lis an inspiration to many people who come ^Avisit her each year at Clearwater Marine Aquarium.

Review 4B: Predicate Adjectives and Predicate Nominatives

Underline the linking verb in each of the following sentences. If the sentence concludes with a predicate nominative or predicate adjective, circle each and write *PA* for predicate adjective or *PN* for predicate nominative above it.

Geodes are beautiful ^{PN}(rocks)

The inside of a geode is ^{PA}(hollow)

A geode's exterior ^{PA}looks unremarkable.
 However, the interior ^{PA}appears sparkling and ^{PA}colorful.
 Minerals such as quartz and pyrite ^{PA}are common in geodes.
 The mineral ^{PN}is a liquid and then it crystallizes.
 The crystals usually ^{PA}look blue or ^{PA}purple.
 Geodes ^{PA}are quite popular among rock collectors.

Review 4C: Adjective and Adverb Phrases

In the following excerpt from Joseph Marshall III's *In the Footsteps of Crazy Horse*, identify each underlined prepositional phrase as *ADJ* for adjective phrase or *ADV* for adverb phrase.

Jimmy smiled as he loped ^{ADV}across the prairie. He was riding Little Warrior, a small but sturdy buckskin quarter horse. Grandpa ^{ADV}was riding on Dancer, a muscular bay quarter horse stallion. Grandpa Nyles had a small herd ^{ADJ}of horses.

Their chore was checking Grandpa Nyle's twelve miles ^{ADJ}of fence. They stopped ^{ADV}along Horse Creek, which flowed ^{ADV}into the Smoking Earth River. Grandpa wanted to rest the horses and let them graze. Besides, it was always good to relax ^{ADV}in the shade ^{ADJ}of some big, tall cottonwood trees. Jimmy took a long stick and poked around ^{ADV}in the grasses before he sat down. It was a way to scare away snakes. Grandpa had taught him that.

As they sat ^{ADV}against the trunk ^{ADJ}of a giant cottonwood tree, they listened to the creek gurgling and watched the horses munch ^{ADV}on grass.

Review 4D: Forming Principal Parts

Complete the following excerpt by writing the correct principal part of the verb (first, second, or third) in parentheses. Sentences are adapted from Arthur Conan Doyle's *The Sign of the Four*.

It was a September evening, and not yet seven o'clock, but the day had been (be, 3rd PP) a dreary one, and a dense drizzly fog lay (lie, 2nd PP) low upon the great city. Mud-coloured clouds drooped sadly over the muddy streets. Down the Strand the lamps were (be, 2nd PP) but misty splotches of diffused light which threw (throw, 2nd PP) a feeble circular glimmer upon the slimy pavement. The yellow glare from the shop-windows had streamed (stream, 3rd PP) out into the steamy, vaporous air, and thrown (throw, 3rd PP) a murky, shifting radiance across the crowded thoroughfare. There was (be, 2nd PP) something eerie and ghost-like in

the endless procession of faces which flitted across these narrow bars of light,—sad faces and glad, haggard and merry. I am (be, 1st PP) not subject to impressions, but the dull, heavy evening, with the strange business upon which we were engaged, combined to make me nervous and depressed. I had seen (see, 3rd PP) from Miss Morstan's manner that she had suffered (suffer, 3rd PP) from the same feeling. Holmes alone rises (rise, 1st PP) superior to petty influences. He held (hold, 2nd PP) his open note-book upon his knee, and from time to time he jotted down figures and memoranda in the light of his pocket-lantern.

Review 4E: Irregular Verbs

Find and correct the SIX errors in irregular verb usage in the following excerpt from *Mr. Popper's Penguins*, by Richard and Florence Atwater. Cross out the incorrect form and write the correct form above it.

The reason Mr. Popper was so absentminded was that he was always dreaming about far-away countries. He had never ~~good~~^{gone} out of Stillwater. It would have ~~be~~^{been} nice, he often ~~thinked~~^{thought}, if he could have ~~saw~~^{seen} something of the world.

Whenever he ~~heard~~^{heard} that a Polar movie was in town, he was the first person at the ticket-window, and often he ~~sitted~~^{sot} through three shows.

Review 4F: Misplaced Modifiers

Circle the misplaced adjective and adverb phrases in the following sentences. Draw an arrow to the place where each phrase should be.

The ring belonged to the man (of silver)

(With red roses) I gave the plants to the customer.

Behind the stadium (of leather) she found a wallet.

Bri showed us pictures of her vacation (after dinner)

He put a piece of toast on the plate (with jam)

The bat ate the fruit (with leathery wings)

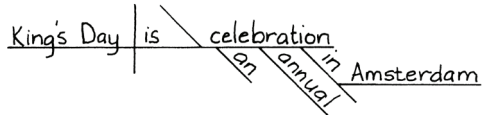
Gina made (with noodles) chicken soup for her mom.

The bird ate from the feeder (with red feathers)

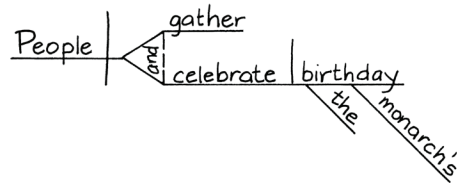
Review 4G: Diagramming

Diagram the following sentences.

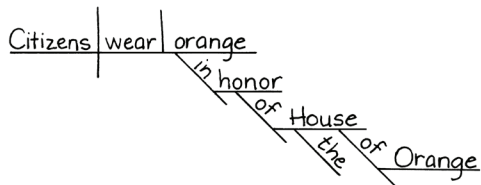
King's Day is an annual celebration in Amsterdam.



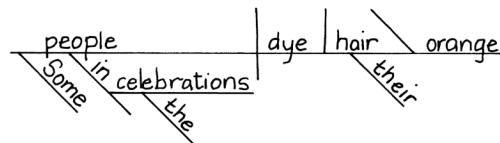
People gather and celebrate the monarch's birthday.



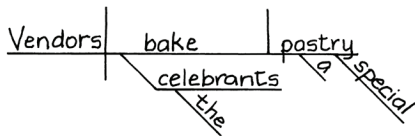
Citizens wear orange in honor of the House of Orange.



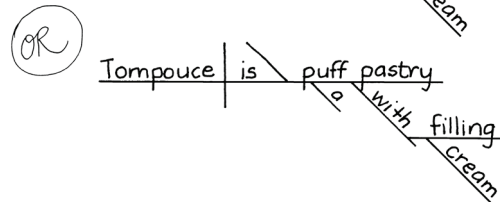
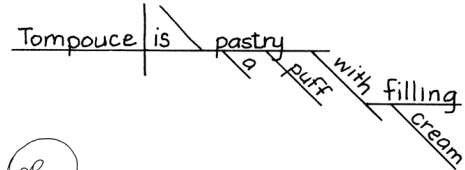
Some people in the celebrations dye their hair orange.



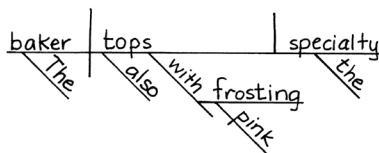
Vendors bake the celebrants a special pastry.



Tompouce is a puff pastry with cream filling.



The baker also tops the specialty with pink frosting.



Many boaters will decorate their vessels and sail down the canals of the city.

