

FOREWORD

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

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

WHAT MAKES UP THE FULL PROGRAM

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

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

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

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

HOW THE PROGRAM WORKS

Language learning has three elements.

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

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

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

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

HOW TO USE GRAMMAR FOR THE WELL-TRAINED MIND

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

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

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

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

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

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

WHICH WORKBOOK?

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

IMPORTANT PRINCIPLES OF LEARNING

As you study, keep the following in mind.

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

ABOUT DIAGRAMMING

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

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

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



WEEK 6

Nouns and Verbs in Sentences

— LESSON 21 —

Person of the Verb

Conjugations

Noun-Verb/Subject-Predicate Agreement

SIMPLE PRESENT

	Singular	Plural
First person	I enjoy	we enjoy
Second person	you enjoy	you enjoy
Third person	he, she, it enjoys	they enjoy

PERFECT PAST

	Singular	Plural
First person	I had been	we had been
Second person	you had been	you had been
Third person	he, she, it had been	they had been

PROGRESSIVE FUTURE

	Singular	Plural
First person	I will be running	we will be running
Second person	you will be running	you will be running
Third person	he, she, it will be running	they will be running

Complete Conjugation of a Regular Verb

SIMPLE PRESENT

	Singular	Plural
First person	I grab	we grab
Second person	you grab	you grab
Third person	he, she, it <u>grabs</u>	they grab

SIMPLE PAST

I grabbed, etc.

SIMPLE FUTURE

I will grab, etc.

PERFECT PRESENT

	Singular	Plural
First person	I have grabbed	we have grabbed
Second person	you have grabbed	you have grabbed
Third person	he, she, it <u>has</u> grabbed	they have grabbed

PERFECT PAST

I had grabbed, etc.

PERFECT FUTURE

I will have grabbed, etc.

PROGRESSIVE PRESENT

	Singular	Plural
First person	I <u>am</u> grabbing	we are grabbing
Second person	you are grabbing	you are grabbing
Third person	he, she, it <u>is</u> grabbing	they are grabbing

PROGRESSIVE PAST

	Singular	Plural
First person	I <u>was</u> grabbing	we were grabbing
Second person	you were grabbing	you were grabbing
Third person	he, she, it <u>was</u> grabbing	they were grabbing

PROGRESSIVE FUTURE

I will be grabbing, etc.

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."	_____	_____
"The house is just as it was built; there have never been any changes, so far as <u>we</u> (knows/know)."	_____	_____
" <u>They</u> (makes/make) me think of the Maine woman who wanted her epitaph to be: 'She was a hard-working woman.'"	_____	_____
<u>I</u> (wonder/wonders) if the other people in the car can hear us?	_____	_____
"Don't, Roger. You have no idea how loud <u>you</u> (speaks/speak)."	_____	_____
<u>You</u> (does/do) well to remember him.	_____	_____
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."	_____	_____

SIMPLE PRESENT

	Singular	Plural
Third person	He, she, it grabs The man grabs The woman grabs The eagle grabs	They grab The men grab The women grab The eagles grab

PERFECT PRESENT

	Singular	Plural
Third person	He, she, it has grabbed The boy has grabbed The girl has grabbed The bear has grabbed	They have grabbed The boys have grabbed The girls have grabbed The bears have grabbed

PROGRESSIVE PRESENT

	Singular	Plural
Third person	He, she, it is grabbing The father is grabbing The mother is grabbing The baby is grabbing	They are grabbing The fathers are grabbing The mothers are grabbing The babies are grabbing

PROGRESSIVE PAST

	Singular	Plural
Third person	He, she, it was grabbing The king was grabbing The queen was grabbing The dragon was grabbing	They were grabbing The kings were grabbing The queens were grabbing The dragons were grabbing

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

A collective noun names a group of people, animals, or things.

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 one is done for you.

Description	Collective Noun	Verb
a group of bees	The <u>swarm</u>	<u>enters</u> the hive.
group of fish	The _____	_____ to the surface.
people who determine a verdict	The _____	_____ a decision.
many ants	The _____	_____ our picnic.
several newborn kittens	The _____	_____ in the basket.
group of dancers	The _____	_____ the ballet.
many pearls put together in a row	This _____	_____ around her neck.

Exercise 22B: Plural Noun Forms

Read each rule and the example out loud. Then rewrite the singular nouns as plural nouns in the spaces provided.

Usually, add -s to a noun to form the plural.

Singular Noun	Plural Noun
cat	cats
trail	_____
paper	_____
ring	_____

Add -es to nouns ending in -s, -sh, -ch, -x, or -z.

Singular Noun	Plural Noun
bus	buses
flash	_____
lunch	_____
tax	_____
waltz	_____

If a noun ends in -y after a consonant, change the y to i and add -es.

Singular Noun	Plural Noun
sky	skies
curry	_____
strawberry	_____
theory	_____

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

Singular Noun	Plural Noun
kidney	kidneys
chimney	_____
decoy	_____
highway	_____

Some words that end in -f or -fe form their plurals differently. You must change the f or fe to v and add -es.

Singular Noun	Plural Noun
leaf	leaves
afterlife	_____
half	_____
midwife	_____

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

Singular Noun	Plural Noun
spinoff	spinoffs
whiff	_____
tariff	_____

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

Singular Noun	Plural Noun
turf	turfs/turves
scarf	_____

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

Singular Noun	Plural Noun
bamboo	bamboos
duo	_____
ratio	_____
stereo	_____

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

Singular Noun	Plural Noun
potato	potatoes
mosquito	_____
domino	_____
buffalo	_____

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

Singular Noun	Plural Noun
avocado	avocados
grotto	_____
staccato	_____
tempo	_____
palazzo	_____

Irregular plurals don't follow any of these rules!

Singular Noun	Irregular Plural Noun
tooth	teeth
louse	lice
trout	trout

axis	_____
baggage	baggage
dozen	dozen/dozens
swine	_____
ellipsis	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) _____ with flour (weevil) _____, but the disappearance of the former determined that of the latter likewise, and Persikov tried to shift the twenty surviving (specimen) _____ of tree-(frog) _____ onto a diet of (cockroach) _____ ... Consequently, these last remaining specimens also had to be thrown into the rubbish (pit) _____ in the Institute yard. (Thing) _____ went from bad to worse. When Vlas died the Institute (window) _____ froze so hard that there were icy (scroll) _____ on the inside of the (pane) _____. The (rabbit) _____, (fox) _____, (wolf) _____, and (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) _____ below freezing point irrespective of the temperature outside, he delivered a cycle of (lecture) _____ on “The (Reptile) _____ of the Torrid Zone” in galoshes, a fur cap with ear-(flap) _____ 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) _____ piled up to the ceiling, coughing, gazing into the (jaw) _____ of the fiery stove which Maria Stepanovna stoked with gilt (chair) _____, and remembering the Surinam toad. But all (thing) _____ 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) _____. The (terrarium) _____ 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) _____ at workers' (school) _____, and in the spring of 'twenty-five distinguished himself by failing no less than seventy-six (student) _____, all on (amphibian) _____. "What, you don't know the difference between amphibians and reptilia?" Persikov asked. "That's quite ridiculous, young man. Amphibia have no (kidney) _____. 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) _____ in the centre of Moscow, beginning at the corner of Gazetny Lane and Tverskaya, and 300 workers' (cottage) _____ on the (outskirt) _____, each with eight (apartment) _____, 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) _____ and donated five new (microscope) _____, glass laboratory tables, some 2,000-amp arc lights, reflectors and museum (case) _____.

— LESSON 23 —

Plural Nouns

Descriptive Adjectives

Possessive Adjectives

Contractions

An apostrophe is a punctuation mark that shows possession. It turns a noun into an adjective that tells whose.

Possessive adjectives tell whose.

An adjective modifies a noun or pronoun.

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

Descriptive adjectives tell what kind.

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

Form the possessive of a singular noun by adding an apostrophe and the letter *-s*.

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.

Example: Pablo	Pablo's	bicycle
		dog
		phone
		soccer ball
		bedroom
		bowl

Form the possessive of a plural noun ending in *-s* by adding an apostrophe only.

Form the possessive of a plural noun that does not end in *-s* as if it were a singular noun.

Exercise 23B: Singular and Plural Possessive Adjective Forms

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

Noun	Singular Possessive	Plural	Plural Possessive
backpack	backpack's	backpacks	backpacks'
glass			
city			
man			
tomato			
ray			
ocean			
gas			
wife			

mouse _____
 roof _____

	SINGULAR		PLURAL	
	Pronoun(s)	Possessive Adjective	Pronoun	Possessive Adjective
First person	I	my	we	our
Second person	you	your	you	your
Third person	he, she, it	his, her, its	they	their

INCORRECT

I's book
 you's candy
 he's hat
 she's necklace
 it's nest
 we's lesson
 they's problem

CORRECT

my book
 your candy
 his hat
 her necklace
 its nest
 our lesson
 their problem

Contraction

he's
 she's
 it's
 you're
 they're

Meaning

he is
 she is
 it is
 you are
 they are

A contraction is a combination of two words with some of the letters dropped out.

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	
who would		who has	
you had		it would	
we are		must not	
could have		when is	
it will		how is	
had not		why will	
I would		might not	

— LESSON 24 —

Possessive Adjectives Contractions Compound Nouns

A contraction is a combination of two words with some of the letters dropped out.

Contraction	Meaning	Not the Same as
he's	he is	his
she's	she is	her
it's	it is	its
you're	you are	your
they're	they are	their

It's hard for a hippopotamus to see its feet.
***It is** hard for a hippopotamus to see *its* feet.*
*It's hard for a hippopotamus to see **it is** feet.*

You're fond of your giraffe.
***You are** fond of your giraffe.*
*You're fond of **you are** giraffe.*

They're searching for their zebra.
***They are** searching for *their* zebra.*
*They're searching for **they are** zebra.*

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!

A compound noun is a single noun composed of two or more words.

One word shipwreck, haircut, chalkboard

Hyphenated word self-confidence, check-in, pinch-hitter

Two or more words air conditioning, North Dakota, *The Prince and the Pauper*

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.

If a compound noun is made up of one noun along with another word or words, pluralize the noun.

passerby

passersby

passerbys

If a compound noun ends in *-ful*, pluralize by putting an *-s* at the end of the entire word.

truckful

trucksful

truckfuls

If neither element of the compound noun is a noun, pluralize the entire word.

grown-up

grows-up

grown-ups

If the compound noun includes more than one noun, choose the most important to pluralize.

attorney at law

attorneys at law

attorney at laws

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) _____ and kids in our family pick (blackberry) _____.

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

All of my (hairbrush) _____ are missing!

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

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

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

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

The awards were given to the winner and both (runner-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 dared to stir; but at last she pushed the bedclothes aside, and put her feet on the floor with a rapturous smile.

"I am dreaming—I am getting out of bed," she heard her own voice say;

"I don't know who it is," she said; "but somebody cares for me a little. I have a friend."

"You must introduce me and I will introduce you," said Sara. "But I knew her the minute I saw her—so perhaps she knew me, too."

"Yes, little Sara, it is. We have reached it at last." And though she was only seven years old, she knew that he felt sad when he said it.

The fact was, however, that she was dreaming and thinking odd things... about grown-up people and the world they belonged to.

“She says 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 DO.”

“The streets are shining, and there are fields and fields of lilies, and everybody gathers them.”

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

“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.”

“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....”

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

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

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.

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: _____

	Past	Present	Future
SIMPLE	she worried	she	she
PROGRESSIVE	she	she is worrying	she
PERFECT	she	she	she

PERSON: _____

	Past	Present	Future
SIMPLE	I	I	I will whistle
PROGRESSIVE	I	I	I
PERFECT	I had whistled	I	I

PERSON: _____

	Past	Present	Future
SIMPLE	you	you	you
PROGRESSIVE	you were wondering	you	you
PERFECT	you	you	you will have wondered

PERSON: _____

	Past	Present	Future
SIMPLE	they	they guess	they
PROGRESSIVE	they	they	they will be guessing
PERFECT	they	they	they

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	<u>professor's</u>	<u>professors</u>	<u>professors'</u>
chairperson	<u> </u>	<u> </u>	<u> </u>
he	<u> </u>	<u> </u>	<u> </u>
book	<u> </u>	<u> </u>	<u> </u>
you	<u> </u>	<u> </u>	<u> </u>
wolf	<u> </u>	<u> </u>	<u> </u>
deer	<u> </u>	<u> </u>	<u> </u>
I	<u> </u>	<u> </u>	<u> </u>
dragonfly	<u> </u>	<u> </u>	<u> </u>
bedroom	<u> </u>	<u> </u>	<u> </u>
it	<u> </u>	<u> </u>	<u> </u>

class	_____	_____	_____
she	_____	_____	_____
schoolbus	_____	_____	_____

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) _____ throw to our right, and Fritz, who was always on the look-out for (discovery, plural) _____ 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) _____ growing on the trunk.

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

I had looked at (Jack, singular, possessive) _____ 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) _____ used for their reindeer. I tied (cord, plural) _____ to the (horn, plural) _____ of the cow.

She wanted, also, some wild (fowl, plural, possessive) _____ (egg, plural) _____ to set under her (hen, plural) _____. Francis wished for some (sugarcane, plural) _____.

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

I slept on moss and cotton in Mr. (Willis, singular, possessive) _____ room, with my two younger (son, plural) _____. Everyone was content, waiting till our (arrangement, plural) _____ 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) _____, (worm, plural) _____, and (insect, plural) _____.

Fritz and I then, with a chisel and small axe, made an opening about three (foot, plural) _____ square, below the (bee, plural possessive) _____ 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 am) so warm and tired,” cried Mama Hart plaintively.

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

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

_____ (There is) none I place above you.

I _____ (cannot) imagine where you get your meddlesome ways from.

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

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

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

“Gracious man, _____ (we have) tried.”

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

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

“Besides, we must. _____ (It is) late, and you _____ (could not) find your crowd.”

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

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

“_____ (Let us) go on!”

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

I wonder what _____ (he is) up to now.

There _____ (is not) much warmth in a bit of a jersey coat.

There _____ (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

A contraction is a combination of two words with some of the letters dropped out.

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	will	he
wasn't		
I'll		
wouldn't		
you're		
isn't		
who're		
didn't		
you've		

Our air conditioning is working!

air conditioning | is working
Our

conditioning | is working
Our air

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.

The mayor-elect spoke.

The large-headed monster had twenty-seven teeth.

monster | had
The large-headed

The articles are *a*, *an*, and *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

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.

The homemade Flying Machine disappeared.

The soft-voiced cow was eating.

A steady buzz-buzz grew.

All pretty fairy tales end.

— LESSON 26 —

Compound Subjects

The Conjunction *And*

Compound Predicates

Compound Subject-Predicate Agreement

The fireman hurries.

The policeman hurries.

The fireman and the policeman hurry.

SIMPLE PRESENT

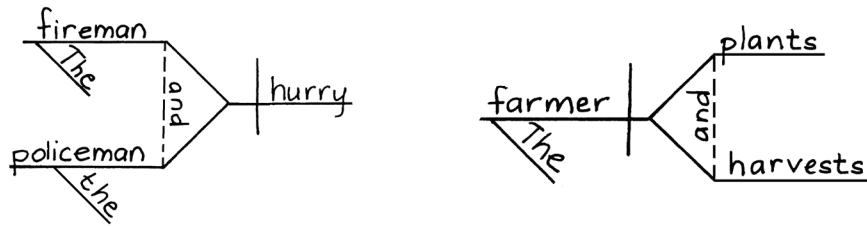
	Singular	Plural
First person	I hurry	we hurry
Second person	you hurry	you hurry
Third person	he, she, it hurries	they hurry

**Compound subjects joined by *and* are plural in number and take plural verbs.
A conjunction joins words or groups of words together.**

The farmer plants.

The farmer harvests.

The farmer plants and harvests.



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 nurse takes my temperature.

The nurse gives me medicine.

The nurse 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.

During the storm, rain fell from the sky.

During the storm, hail fell from the sky.

The glass blower heated the glass.

The glass blower rolled the glass.

The glass blower 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

A conjunction joins words or groups of words together.

A coordinating conjunction joins similar or equal words or groups of words together.

and, or, nor, for, so, but, yet

Indonesia and Greater Antilles are groups of islands.

I will nap or go running.

They will not help me, nor you.

I ran after them, for I needed help.

I stubbed my toe, so now my foot hurts.

I was exhausted, but my sister was still full of energy.

He was laughing, yet he seemed sad.

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.

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

One may have a comfortable home, kind neighbors, and plenty to eat, _____ 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, _____ 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, _____ 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 _____ 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 _____ 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, _____ 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, _____ 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, _____ she knew it was right for them to leave the nest.

If they heard their father _____ 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, _____ they had no chance to grow lonely, even when their mother was away.

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

Compound subjects joined by *and* are plural in number and take plural verbs.

I am friendly.

George and I are friends.

The policeman or the fireman hurries.

The dog and the cat are sleeping on the sofa.

The dog or the cat is sleeping on the sofa.

The dogs or the cat is sleeping on the sofa.

When compound subjects are joined by *or*, the verb agrees with the number of the nearest subject.

The pies were scrumptious.

The pies on the table were scrumptious.

The box of pencils is on the top shelf.

A can of red beans sits on the table.

The young man at all of the meetings was bored.

**Fractions are singular if used to indicate a single thing.
Fractions are plural if used to indicate more than one thing.**

Three-fourths of the pie was missing.
Three-fourths of the socks were missing.

Expressions of money, time, and quantity (weight, units, and distance) are singular when used as a whole, but plural when used as numerous single units.

Thirty dollars is too much to pay for that shirt.
Thirty dollars are spread across the table.

Seven years is a long time to wait.
The minutes tick by.

A thousand pounds is far too heavy for that truck.
Fifty gallons of water are divided among the refugees.
Four miles is too far to walk.

Collective nouns are usually singular. Collective nouns can be plural if the members of the group are acting as independent individuals.

The herd of cattle was grazing quietly.
The herd of cattle were scattered throughout the plains.

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!

The boat in the waves _____ wildly during the storm.

The plot of vegetables _____ during the summer.

Sixty dollars _____ too much for that game.

The students' essays about the short story _____ interesting thoughts.

The chickens in the coop _____ all day long.

Those pickles in the jar _____ like homemade.

A sample of cheeses _____ the appetizer.

The plates or the platter _____ sits on the shelf.

Two-thirds of the class _____ the test.

— LESSON 28 —

Further Complications in Subject-Predicate Agreement

Many nouns can be plural in form but singular in use: *measles, mumps, rickets, politics, mathematics, economics, news*.

Mathematics is my favorite subject.

Singular literary works, works of art, newspapers, countries, and organizations can be plural in form but are still singular in use.

Little Women was written by Louisa May Alcott.

The United States is south of Canada.

Many nouns are plural in form and use but singular in meaning: *pants, scissors, pliers, glasses*.

Pants are too hot in the summertime.

In sentences beginning with *There is* or *There are*, the subject is found after the verb.

There is a skunk in the brush.

There are three skunks in the brush.

***Each* and *every* always indicate a singular subject.**

In Masai villages, each woman cares for her own cattle.

In Masai villages, each of the women cares for her own cattle.

In Masai villages, each cares for her own cattle.

In Masai villages, women care for their own cattle.

Every man needs friends.

Men need friends.

Compound nouns that are plural in form but singular in meaning take a singular verb.

Fish and chips is my favorite British dish.

Compound subjects joined by *and* take a singular verb when they name the same thing.

The owner and manager of the ice cream shop is also working behind the counter.

Nouns with Latin and Greek origins take the singular verb when singular in form and the plural verb when plural in form.

The data suggest otherwise.

Singular	Plural
medium	media
datum	data
criterion	criteria
phenomenon	phenomena
focus	foci
appendix	appendices

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*] _____ 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*] _____."

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

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

“I suppose that shed or something down there [simple present of *am*] _____ for the hydroplane.”

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

The glasses [simple past of *am*] _____ 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*] _____.

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

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

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

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

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



WEEK 8

Introduction to Objects

— LESSON 29 —

Action Verbs

Direct Objects

A direct object receives the action of the verb.

Cara built a bonfire.

We roasted marshmallows over the bonfire.

Tom ate the delicious cookie.

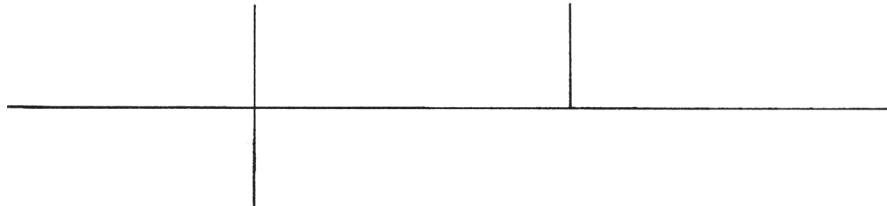
Julia, hot and thirsty, drank the fresh-squeezed lemonade.

She visited her grandfather.

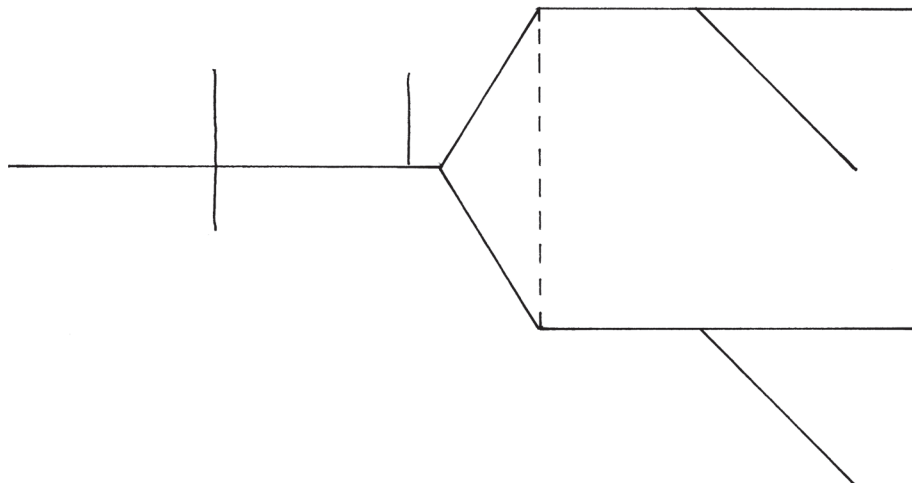
He had forgotten her name.

She found peace.

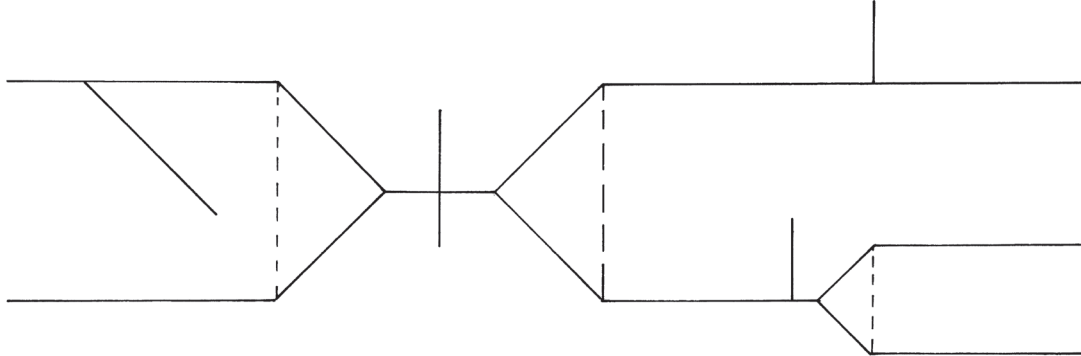
We roasted marshmallows.



We roasted soft marshmallows and beefy hot dogs.



My friend and I rode roller coasters and ate popcorn and cotton candy.



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.

— LESSON 30 —

Direct Objects Prepositions

I broke my breakfast plate!
The pottery plate broke into pieces.

A preposition shows the relationship of a noun or pronoun to another word in the sentence.

Prepositions

aboard, about, above, across
after, against, along, among, around, at
before, behind, below, beneath
beside, between, beyond, by
down, during, except, for, from
in, inside, into, like
near, of, off, on, over
past, since, through, throughout
to, toward, under, underneath
until, up, upon
with, within, without

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 the leaves of the milkweed plants.

Jonatan bakes fresh bread every Saturday.

We visited the park under the St. Louis Arch.

The scariest scene of the movie is happening now!

After class, Jayden and Naveah taught 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 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.

— LESSON 31 —

Definitions Review

Prepositional Phrases

Object of the Preposition

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

An adjective modifies a noun or pronoun.

A pronoun takes the place of a noun.

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

A conjunction joins words or groups of words together.

A coordinating conjunction joins similar or equal words or groups of words together.

A phrase is a group of words serving a single grammatical function.

A preposition shows the relationship of a noun or pronoun to another word in the sentence.

Prepositions

aboard, about, above, across
after, against, along, among, around, at
before, behind, below, beneath
beside, between, beyond, by
down, during, except, for, from
in, inside, into, like
near, of, off, on, over
past, since, through, throughout
to, toward, under, underneath
until, up, upon
with, within, without

A brook sluggishly flows through low ground.

Dark draperies hung upon the walls.

The tunnel wound into the green hill.

**A prepositional phrase begins with a preposition and ends with a noun or pronoun.
That noun or pronoun is the object of the preposition.**

Put your hand beneath your workbook.

Calvin ran across the floor.

I baked a pie for my mother.

Exercise 31A: Objects of Prepositional Phrases

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

The cat's favorite spot is by the _____.

Under the _____, Mom found the missing book.

The whole family hiked to the _____.

Matt puts ketchup on his _____.

A large bear was spotted near the _____.

Will Mia sing during the _____?

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

N	O	P	S	T	U	W
_____	_____	_____	_____	_____	_____	_____
	_____			_____	_____	_____
	_____			_____	_____	_____
	_____			_____	_____	_____

— LESSON 32 —

Subjects, Predicates, and Direct Objects

Prepositions

Object of the Preposition

Prepositional Phrases

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

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

The warrior saw on the opposite mountain two great globes of glowing fire.

The predicate of the sentence tells something about the subject.

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

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

A direct object receives the action of the verb.

A preposition shows the relationship of a noun or pronoun to another word in the sentence.

Prepositions

aboard, about, above, across
 after, against, along, among, around, at
 before, behind, below, beneath
 beside, between, beyond, by
 down, during, except, for, from
 in, inside, into, like
 near, of, off, on, over
 past, since, through, throughout
 to, toward, under, underneath
 until, up, upon
 with, within, without

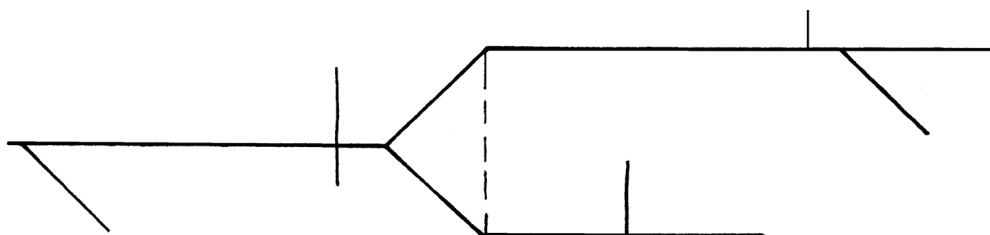
A prepositional phrase begins with a preposition and ends with a noun or pronoun.

That noun or pronoun is the object of the preposition.

The warrior | saw ^{DO} on the opposite mountain two great globes of glowing fire.

The warrior saw two great globes.

The Dragon King with his retainers accompanied the warrior to the end of the bridge, and took leave of him with many bows and good wishes.



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 a journey to Mecca.

He took a large vase, placed money in the bottom, filled it with olives, and carried it to his friend for safekeeping.

After many months, the friend in Bagdad looked into the vase and saw the gold.

He took the gold and hid 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 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.



WEEK 9

Adverbs

— LESSON 33 —

Adverbs That Tell How

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

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

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

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

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

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

He | left
 hurriedly

Exercise 33A: Identifying Adverbs That Tell How

Underline the adverbs telling how in the following sentences, and draw arrows to the verbs that they modify.

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	_____	happy	_____
careful	_____	generous	_____

easy _____

merry _____

safe _____

warm _____

powerful _____

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.

_____ 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.

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

Yesterday I washed my dog outside.

The dog ran away.

Then the dog lay down.

Now my dog is sleeping there.

My glasses are lying there.

My red book is sitting here.

There are my glasses.

Here is my red book.

Now my dog is sleeping there.

dog | is sleeping
my Now there

There are my glasses.

glasses | are
my There

Here is my red book.

book | is
my red Here

Here and there are adverbs that tell where.

I wash my dog weekly.

Richie is always looking for adventure.

I will often be eating.

I | will be eating
often

When will you arrive?

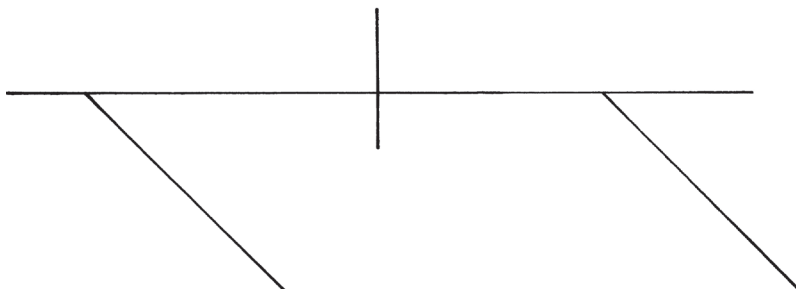
Where is my hat?

How are you doing?

you will arrive When.

you | will arrive
When

my hat is Where.



Exercise 34B: Distinguishing Among Different Types of Adverbs

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

badly

safely

seldom

second

away

wearily

usually

soon

constantly

then

far

anywhere

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

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.

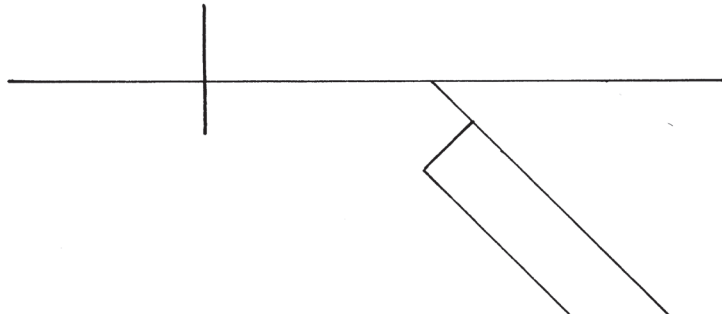
— LESSON 35 —**Adverbs That Tell To What Extent**

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

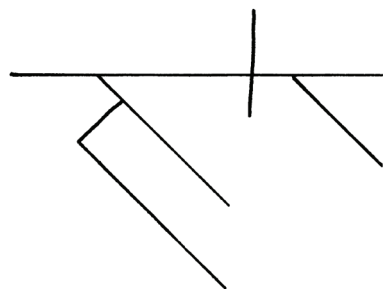
The extremely humid day was unpleasant.

Sharon runs quite quickly.

Larry shrieked especially loudly.



Extremely skittish Larry ran away.



Exercise 35A: Identifying the Words Modified by Adverbs

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

An adjective modifies a noun or pronoun.

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

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

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

It matters naught.

It | matters
naught

It does not matter.

It | does matter
not

A contraction is a combination of two words with some of the letters dropped out.

It doesn't matter.

It | does matter
n't

It's not there.

It | 's
not there

Tall and wide arches weren't often built.

arches | were built
and | n't often
Tall | wide

The idea was deeply and widely held.

idea | was held
The | and | widely
deeply

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.

N

The shore is composed of a belt of smooth rounded white stones like paving stones, excepting one or two short sand beaches, and is so steep that in many places a single leap will carry you into water over your head; and were it not for its remarkable transparency, that would be the last to be seen of its bottom till it rose on the opposite side. Some think it is bottomless. It is nowhere muddy, and a casual observer would say that there were no weeds at all in it; and of noticeable plants, except in the little meadows which recently overflowed, which do not properly belong to it, a closer scrutiny does not detect a flag nor a bulrush, nor even a lily, yellow or white, but only a few small heart-leaves and potamogetons, and perhaps a water-target or two; all which however a bather might not perceive; and these plants are clean and bright like the element they grow in. The stones extend a rod or two into the water, and then the bottom is pure sand, except in

the deepest parts, where there is usually a little sediment, probably from the decay of the leaves which have been wafted on to it so many successive falls, and a bright green weed is brought up on anchors even in midwinter.

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 her feet, but he sniffed the air, watchful and alert.

None of the boys in the school, not even those taking high school classes, could beat him in a footrace.

He won two gold medals in track at the Olympics this summer.

Stella said bye to Tony and grabbed a broom without being told.

Most every plank of pine wood inside the house was covered with old newspapers.

She found three fresh eggs and hightailed it back to the warmth of the house.

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

“I’m the queen of the world!” she shouted to the sky.

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



WEEK 10

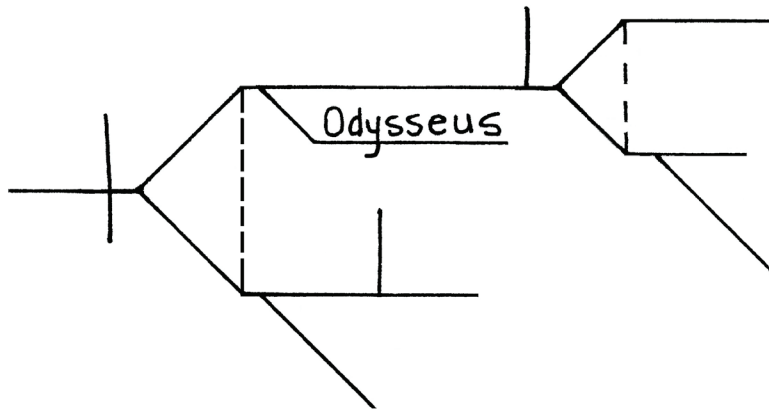
Completing the Sentence

— LESSON 37 —

Direct Objects

Indirect Objects

She gave **Odysseus** bread and sweet wine and sent him forth.



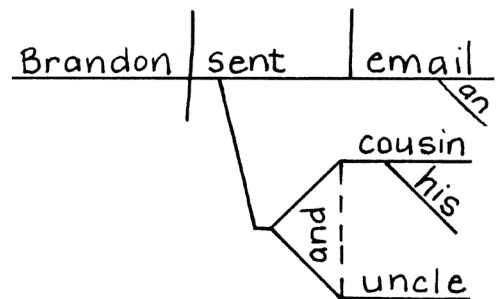
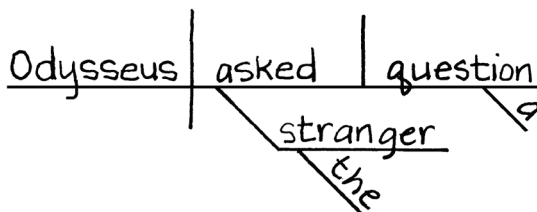
A direct object receives the action of the verb.

An indirect object is the noun or pronoun for whom or to whom an action is done.

An indirect object comes between the action verb and the direct object.

Odysseus asked the stranger a question.

Brandon sent his cousin and uncle an email.



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 sister the game.

Rohan sent Anika a text about the party.

Mom baked us muffins for breakfast today.

Is Aidan bringing the book after class?

I sent my grandmother a card yesterday.

Please put the ice cream in the freezer.

Gabrielle read her little sister a story before bedtime.

The director showed the cast a 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

The tiny, jewel-colored hummingbird is strong and frantically energetic.

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

A linking verb connects the subject to a noun, pronoun, or adjective in the complete predicate.

A predicate adjective describes the subject and is found in the complete predicate.

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

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

The predicate of the sentence tells something about the subject.
The simple predicate of the sentence is the main verb along with any helping verbs.
The complete predicate of the sentence is the simple predicate and all the words that belong to it.

State-of-Being Verbs

am	were
is	be
are	being
was	been

I am.

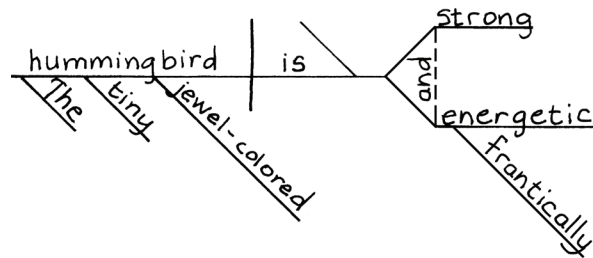
I am hungry.

They are being.

They are being loud.

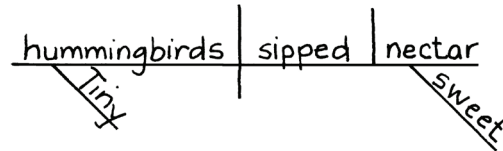
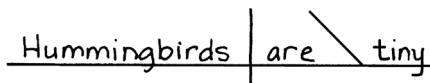
The sunset was.

The sunset was spectacular.



LV PA
Hummingbirds are tiny.

AV DO
Tiny hummingbirds sipped sweet nectar.



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 ate the starfish and the garfish

He was grey and woolly.

They could see stripy shadows and blotched shadows in the forest.

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

The cabin port-holes are dark and green.

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

The Camel's hump is black and blue.

"The sun is very hot here."

Can the Leopard change his spots?

The tree trunks were exclusively speckled and sprottled.

Suleiman-bin-Daoud was wise and strong.

The Djinn took a bearing across the desert, and found the Camel.

His dear families 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.

— LESSON 39 —

Linking Verbs

Predicate Adjectives

Predicate Nominatives

I am unpopular.

I am a flower.

I am a berry.

A predicate adjective describes the subject and is found in the complete predicate.

A predicate nominative renames the subject and is found in the complete predicate.

I | am \ unpopular

I | am \ berry

Iguanas are reptiles.

Iguanas = reptiles (predicate nominative)

Iguanas are scaly.

scaly iguanas (predicate adjective)

reptiles iguanas not a predicate adjective
iguanas ≠ scaly not a predicate nominative

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 animals.

These animals are carnivorous.

They are incredibly fast swimmers and hunters.

Australia is home to the freshwater crocodile.

Freshwater crocodiles are quite bashful.

The freshwater crocodile's diet is mostly insects and fish.

Birds, mammals, and fish are the preferred food of a saltwater crocodile.

Their jaws are powerful and 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.

Sewing is _____ my favorite (hobby) _____. (predicate nominative)

Sewing is _____ enjoyable _____. (predicate adjective)

The Belgian waffles were _____. (predicate nominative)

The Belgian waffles were _____. (predicate adjective)

The cure is _____. (predicate nominative)

The cure is _____. (predicate adjective)

Cucumbers are _____. (predicate nominative)

Cucumbers are _____. (predicate adjective)

Many of the books on the shelf are _____. (predicate nominative)

Many of the books on the shelf are _____. (predicate adjective)

The little child's hiding place was _____. (predicate nominative)

The little child's hiding place was _____. (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!

Tonight's sunset is bright orange and red.

Her studio was an old barn.

Caron made us bacon and eggs.

Bats are mammals.

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

A linking verb connects the subject to a noun, pronoun, or adjective in the complete predicate.

A pronoun takes the place of a noun.

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

I

you

he, she, it

we

you (plural)

they

It is I.

The winner is you.

My best friend is she.

It = I

winner = you

friend = she

(plural noun) _____ are we.

(singular noun) _____ has been you.

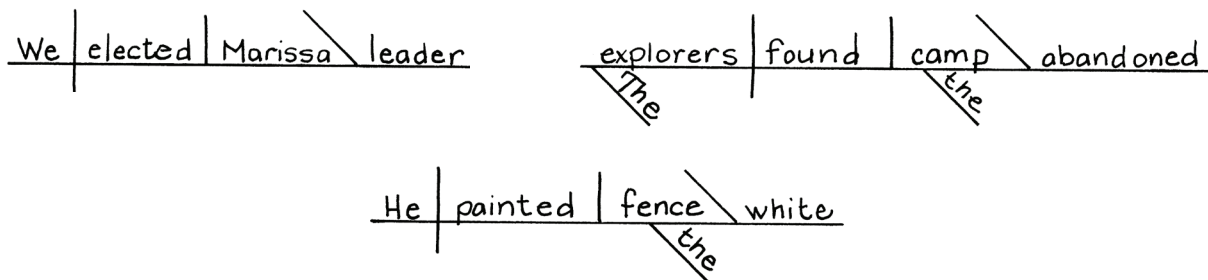
(plural noun) _____ were they.

We elected Marissa leader.

The explorers found the camp abandoned.

He painted the fence white.

An object complement follows the direct object and renames or describes it.



An adjective that comes right before the noun it modifies is in the *attributive position*.

They are user-friendly directions.

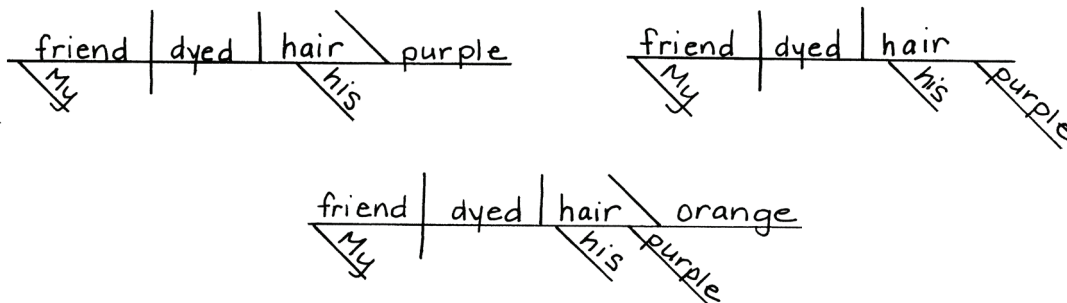
An adjective that follows the noun is in the *predicative position*.

Those directions are user friendly.

My friend dyed his hair purple.

My friend dyed his purple hair.

My friend dyed his purple hair orange.



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 Esperanza the knife. This job was usually reserved for the eldest son of a wealthy rancher, but Esperanza was an only child and Papa's pride and glory. She was given the honor.

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

The grapevine clusters were heavy. Papa declared them ready. Esperanza's parents stood nearby. Mama was tall and elegant, her hair in the usual braided wreath that crowned her head, and Papa, barely taller than Mama, his graying mustache twisted up at the 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. _____ 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. _____ 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).

The girl named her hamster Peggy.

The girl gave her hamster water.

We painted the walls blue.

We painted the walls carefully.

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

The hard-working volunteers made the event a reality.

They called the painting a masterpiece.

I considered the salsa spicy.

The judges were strict.

The judges named the horse the winner.

The judges gave the horse a blue ribbon.

Exercise 40C: Diagramming

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



WEEK 11

More About Prepositions

— LESSON 41 —

Prepositions and Prepositional Phrases Adjective Phrases

Prepositions

aboard, about, above, across
after, against, along, among, around, at
before, behind, below, beneath
beside, between, beyond, by
down, during, except, for, from
in, inside, into, like
near, of, off, on, over
past, since, through, throughout
to, toward, under, underneath
until, up, upon
with, within, without

A preposition shows the relationship of a noun or pronoun to another word in the sentence.

A prepositional phrase begins with a preposition and ends with a noun or pronoun. That noun or pronoun is the object of the preposition.

A phrase is a group of words serving a single grammatical function.

I could have been running away.

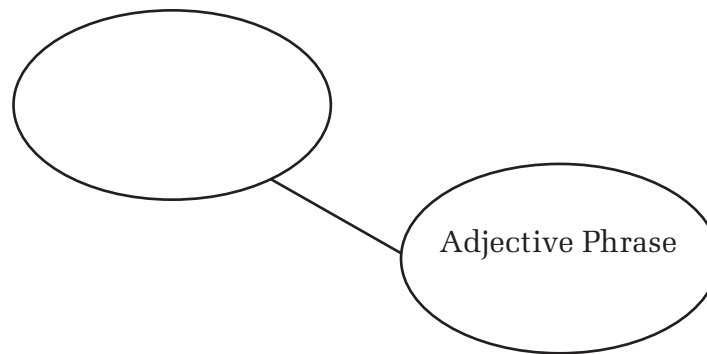
Speed of Sound

Ring of Fire

Bridge Over Troubled Water

Time of Your Life

The Sound of Silence



Prepositional phrases that act as adjectives are also called adjective phrases.

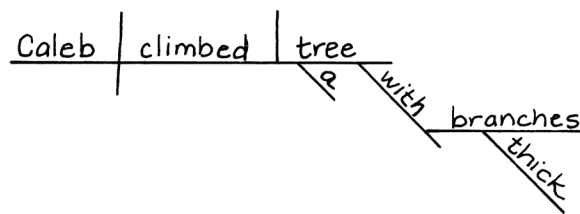
The boy with the freckles was whistling.

The old man on the bench hummed a tune.

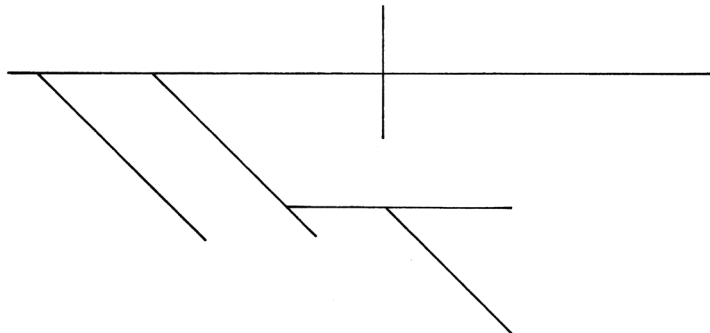
Arthur borrowed a book of mine.

Adjective phrases usually come directly after the words they modify.

Caleb climbed a tree with thick branches.



The children in the house were sleeping.



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.

— LESSON 42 —

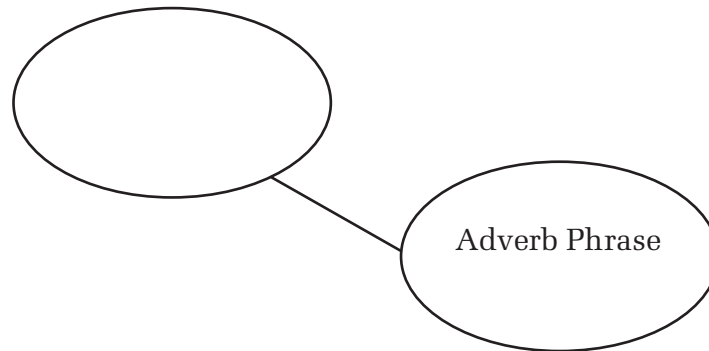
Adjective Phrases

Adverb Phrases

Prepositional phrases that act as adverbs are also called adverb phrases.

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

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



Fly Me (to) the Moon

I Fall to Pieces

Wake Me at Sunset

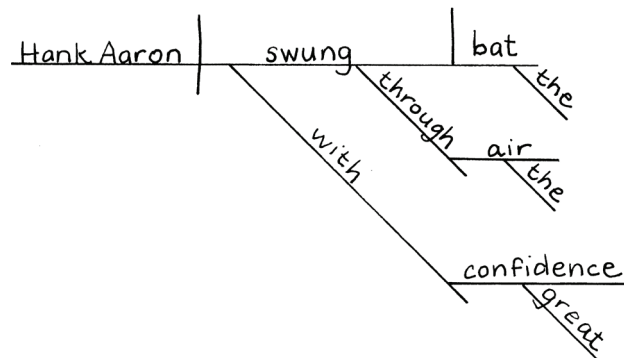
Sitting on the Dock of the Bay

Cameron scuba-dives in Hawaii.

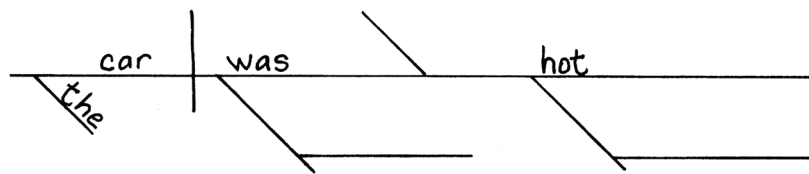
At 6:00 a.m., Cameron wakes.

Adverb phrases can be anywhere in a sentence.

With great confidence, Hank Aaron swung the bat through the air.



In summer, the car was hot beyond belief.



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.

— LESSON 43 —

Definitions Review Adjective and Adverb Phrases Misplaced Modifiers

An adjective modifies _____.

Adjectives tell _____.

A preposition shows _____
word in the sentence.

A prepositional phrase _____
_____ or pronoun.

_____ object of the preposition.

A phrase is _____ function.

Prepositional phrases that _____
adjective phrases.

Adjective phrases usually _____.

An adverb describes _____.

Adverbs tell _____ extent.

_____ are also
called adverb phrases.

Prepositions

A _____, a _____, a _____, a _____.

A _____, a _____, a _____, a _____, a _____, a _____.

B _____, b _____, b _____, b _____.

B _____, b _____, b _____, b _____.

D _____, d _____, e _____, f _____, f _____.

I _____, i _____, i _____, l _____.

N _____, o _____, o _____, o _____, o _____.

P _____, s _____, t _____, t _____.

T _____, t _____, u _____, u _____.

U _____, u _____, u _____.

W _____, w _____, w _____.

The cat scratched Brock's sister with the striped tail.

A misplaced modifier is an adjective phrase in the wrong place.

The beautiful girl was dancing with the handsome man in the red dress.

On the pizza, Molly ate the mushrooms.

I cut my finger while I was cooking badly.

I saw that the toast was burned with a glance.

I spotted the dog chewing on the sofa leg from the stairs.

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 shrilled from the hold of the Spanish galleon.

The wind was dying with the sun.

It was not the cry of an animal in hunger.

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

His beady eyes darted to the lookout man in the crow's nest, then to the men on deck.

The stallion neighed to the mares, who were struggling to keep afloat.

The ponies were exhausted and their coats were heavy with water, but they were free!

With wild snorts of happiness, they buried their noses in the long grass.

Then they rolled in the wiry grass and they gave great whinnies of happiness.

The sea gave them protection 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.

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

The nurse in my shoulder gave me a shot.

With long whiskers, Gerald carried the cat.

Under the plate, he found one more cookie.

The old, haunted house finally collapsed on the beach.

From the garden, Dad fried zucchini.

In the freezer, Amelia saw the ice cream.

The class debated the verdict in the library.

The zookeeper feeds the lion in the green jacket.

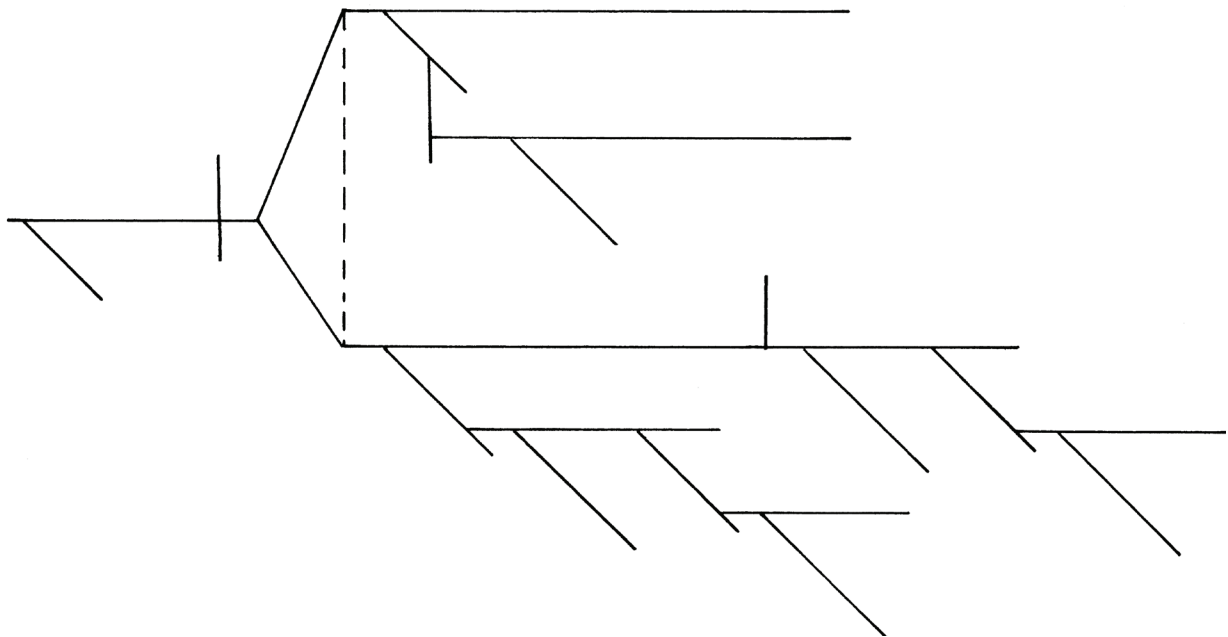
The mud covered my shoes from the yard.

— LESSON 44 —

Adjective and Adverb Phrases

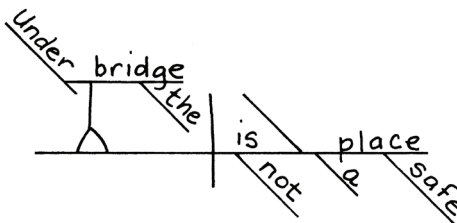
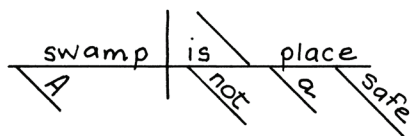
Prepositional Phrases Acting as Other Parts of Speech

The ship went down into the Gulf of Guinea and, with many stops on the way, approached the mouth of the Congo.



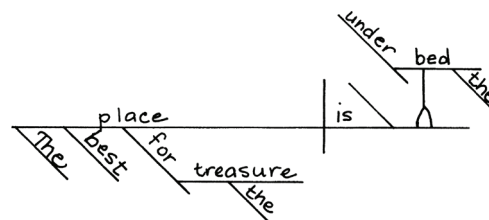
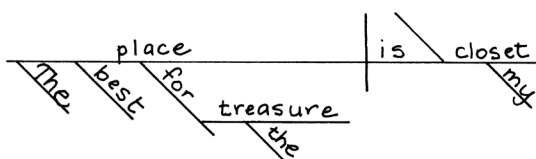
A swamp is not a safe place.

Under the bridge is not a safe place.



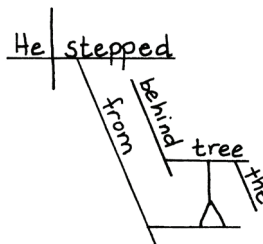
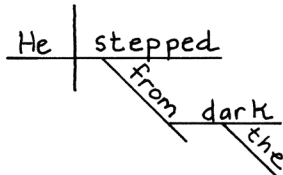
The best place for the treasure is my closet.

The best place for the treasure is under the bed.



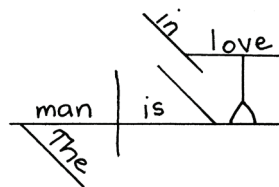
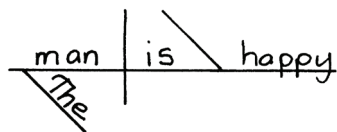
He stepped from the dark.

He stepped from behind the tree.



The man is happy.

The man is in love.



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).

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 old 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.

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

State of Being/Linking Verbs

am, is, are, was, were
be, being, been

Additional Linking Verbs

taste, feel, smell, sound, look
prove, grow
remain, appear, stay
become, seem

I tasted the candy.

The candy tasted delicious.

The fried chicken tasted crispy.

The chicken tasted the birdseed.

Thomas felt the baby chick.

Thomas felt sad.

ACTION

He proved the theory.

The farmer grew wheat.

The dog remained on the porch.

The cloud appeared in the sky.

We stayed home.

The student became confused.

The grammar seemed difficult.

LINKING

He proved unreliable.

The farmer grew tired.

The dog remained wary.

The cloud appeared threatening.

We stayed happy with our home.

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 grew quickly in the summer.

The fire grew cold.

The milk tastes spoiled.

I tasted the balsamic vinegar.

The pig seems happy.

Those actions look suspicious.

Are your shoes new?

The honeysuckle smelled sweet.

Terrance smelled the lavender bush.

Katarzyna became the lead actress.

The butterflies are migrating.

The fireflies are appearing in the sky.

The desert appeared endless.

When is the director 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.

Imani loves horses.

They are her favorite animals.

Her aunt lives on a ranch and owns two horses.

She gives Imani riding lessons.

Her aunt is a veterinarian.

Imani cleans the horses' stalls and feeds the animals apples and carrots.

Eventually, Imani will own a farm and 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

Verbs in the simple past, simple present, and simple future describe actions that simply happen.

Verbs in the progressive past, progressive present, and progressive future describe actions that go on for a while.

Verbs in the perfect past, perfect present, and perfect future describe actions which have been completed before another action takes place.

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 _____
Second person	You _____	You jump
Third person	He, she, it _____	They jump

Simple Past

	Singular	Plural
First person	I _____	We _____
Second person	You _____	You _____
Third person	He, she, it _____	They jumped

Simple Future

	Singular	Plural
First person	I _____	We _____
Second person	You will jump	You _____
Third person	He, she, it _____	They _____

Perfect Present

	Singular	Plural
First person	I _____	We _____
Second person	You _____	You _____
Third person	He, she, it has jumped	They _____

Perfect Past

	Singular	Plural
First person	I _____	We _____
Second person	You _____	You had jumped
Third person	He, she, it _____	They _____

Perfect Future

	Singular	Plural
First person	I will have jumped	We _____
Second person	You _____	You _____
Third person	He, she, it _____	They _____

Progressive Present

	Singular	Plural
First person	I _____	We are jumping
Second person	You _____	You _____
Third person	He, she, it _____	They _____

Progressive Past

	Singular	Plural
First person	I _____	We _____
Second person	You were jumping	You _____
Third person	He, she, it _____	They _____ jumping

Progressive Future

	Singular	Plural
First person	I will be jumping	We _____
Second person	You _____	You _____
Third person	He, she, it _____	They _____

Simple Present	Simple Past	Simple Future
build	built	will build
buy	bought	will buy
choose	chose	will choose
sell	sold	will sell

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
problem	correctamente
action	entrar
anniversary	estudiante
community	acción
student	aparecer
correctly	artista
difficulty	problema
appear	comunidad
enter	dificultad
artist	aniversario

English verbs have three principal parts.

First principal part: the simple present (present)

(I) conjugate *(I)* _____

Second principal part: the simple past (past)

(I) conjugated *(I)* _____

Third principal part: the perfect past, minus helping verbs (past participle)

(I have) conjugated *(I have)* _____

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
I			needed
I	cry		
I		talked	
I			invented
I	worry		
I		appeared	
I	shop		
I			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 lived in two rooms in Kate's parents' house in London; she was, I think, some kind of relation.

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

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

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

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

— LESSON 47 —

Linking Verbs
Principal Parts
Irregular Verbs

Linking Verbs

am, is, are, was, were

be, being, been

taste, feel, smell, sound, look

prove, grow

remain, appear, stay

become, seem

Present

(I) taste

(I) become

(I) feel

Past

(I) tasted

(I) became

(I) felt

Past Participle

(I have) tasted

(I have) become

(I have) felt

COMMON IRREGULAR VERBS

Present	Past	Past Participle
----------------	-------------	------------------------

SAME PRESENT, PAST & PAST PARTICIPLE:

beat	beat	beat	(OR beat beat beaten)
burst	burst	burst	
cost	cost	cost	
cut	cut	cut	
fit	fit	fit	
let	let	let	
put	put	put	
quit	quit	quit	
hit	hit	hit	
hurt	hurt	hurt	
set	set	set	
shut	shut	shut	

SAME PAST & PAST PARTICIPLE:

bend	bent	bent
send	sent	sent
lend	lent	lent
bleed	bled	bled
feed	fed	fed
feel	felt	felt
keep	kept	kept
lead	led	led
leave	left	left
meet	met	met
read	read	read
sleep	slept	slept
bring	brought	brought
buy	bought	bought
catch	caught	caught
fight	fought	fought
seek	sought	sought
teach	taught	taught
think	thought	thought
lay	laid	laid
pay	paid	paid
say	said	said
sell	sold	sold
tell	told	told

Present	Past	Past Participle
lose	lost	lost
shoot	shot	shot
find	found	found
wind	wound	wound
dig	dug	dug
sit	sat	sat
win	won	won
stand	stood	stood
understand	understood	understood
hear	heard	heard
make	made	made
build	built	built

DIFFERENT PAST AND PAST PARTICIPLE:

awake	awoke	awoken
bite	bit	bitten
break	broke	broken
choose	chose	chosen
forget	forgot	forgotten
freeze	froze	frozen
get	got	gotten
give	gave	given
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
hide	hid	hidden
rise	rose	risen
shake	shook	shaken
speak	spoke	spoken
steal	stole	stolen
take	took	taken
write	wrote	written
ride	rode	ridden
become	became	become
begin	began	begun
come	came	come
run	ran	run

Present	Past	Past Participle
drink	drank	drunk
shrink	shrank	shrunk
ring	rang	rung
sing	sang	sung
swim	swam	swum
draw	drew	drawn
fly	flew	flown
grow	grew	grown
know	knew	known
tear	tore	torn
wear	wore	worn
do	did	done
go	went	gone
lie	lay	lain
see	saw	seen

— LESSON 48 —

Linking Verbs Principal Parts Irregular Verbs

Linking Verbs

am, is, are, was, were

be, being, been

taste, feel, smell, sound, look

prove, grow

remain, appear, stay

become, seem

Verbs in the simple past, simple present, and simple future describe actions that simply happen.

Verbs in the progressive past, progressive present, and progressive future describe actions that go on for a while.

Verbs in the perfect past, perfect present, and perfect future describe actions which have been completed before another action takes place.

PRINCIPAL PARTS

present, past, past participle

Exercise 48A: Principal Parts

Fill in the blanks in the following chart of verbs.

Present	Past	Past Participle
light	_____	_____
weave	_____	_____
_____	began	_____
_____	_____	burnt
_____	foresaw	_____
pay	_____	_____
_____	_____	thrust
swell	_____	_____
_____	_____	ground
_____	flung	_____
_____	_____	dealt
forsake	_____	_____
let	_____	_____
_____	_____	lost
_____	_____	strung
_____	stank	_____
_____	_____	slunk
cost	_____	_____
_____	sought	_____
_____	rose	_____
_____	_____	sprung
slit	_____	_____
shine	_____	_____
_____	_____	spun
_____	rid	_____
mean	_____	_____

Present	Past	Past Participle
_____	_____	laid
_____	_____	sped
wring	_____	_____
strive	_____	_____
_____	_____	cut
_____	_____	forecast
spend	_____	_____
_____	met	_____
_____	_____	driven
_____	_____	bid
_____	lay	_____
_____	_____	understood
throw	_____	_____
sell	_____	_____
_____	kept	_____
_____	_____	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 _____ (send) her birthday cards.

Mathilde has never _____ (fly) by herself.

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

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

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

Petra had _____ (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 _____ (swim) for an hour yesterday.

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

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

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

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

Tyra _____ (give) me the rope and _____ (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 seed them. There sittid three fussy whitish gray birds. Their wide-open mouths gived them a startled look.

“Oh, hello,” I sayed. “You are cute.”

When I speaked, all three blinked at once. All three heads turned and followed my hand as I swunged it up and toward them.

Something hit my shoulder. I turned my head to see the big female. She had hitted 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 swam happily in the warm waters of the Florida coastline.

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

She twisted and tried to free herself, but she soon felt exhausted.

A fisherman noticed the moving trap and found the entrapped dolphin.

Rescuers arrived and freed the frightened animal.

They took her to their facility and treated her wounds so that she could become strong again.

The rescuers named her Winter and fitted her with a prosthetic tail to help her swim and play.

Winter grew famous for her incredible recovery and story.

She is an inspiration to many people who come visit 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 rocks.

The inside of a geode is hollow.

A geode's exterior looks unremarkable.

However, the interior appears sparkling and colorful.

Minerals such as quartz and pyrite are common in geodes.

The mineral is a liquid and then it crystallizes.

The crystals usually look blue or purple.

Geodes 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 across the prairie. He was riding Little Warrior, a small but sturdy buckskin quarter horse. Grandpa was riding on Dancer, a muscular bay quarter horse stallion. Grandpa Nyles had, a small herd of horses.

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

As they sat against the trunk of a giant cottonwood tree, they listened to the creek gurgling and watched the horses munch 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 _____ (be, 3rd PP) a dreary one, and a dense drizzly fog _____ (lie, 2nd PP) low upon the great city. Mud-coloured clouds drooped sadly over the muddy streets. Down the Strand the lamps _____ (be, 2nd PP) but misty splotches of diffused light which _____ (throw, 2nd PP) a feeble circular glimmer upon the slimy pavement. The yellow glare from the shop-windows had _____ (stream, 3rd PP) out into the steamy, vaporous air, and _____ (throw, 3rd PP) a murky, shifting radiance across the crowded thoroughfare. There _____ (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 _____ (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 _____ (see, 3rd PP) from Miss Morstan's manner that she had _____ (suffer, 3rd PP) from the same feeling. Holmes alone _____ (rise, 1st PP) superior to petty influences. He _____ (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 goed out of Stillwater. It would have be nice, he often thinked, if he could have saw something of the world.

Whenever he heared that a Polar movie was in town, he was the first person at the ticket-window, and often he sitted 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.

