

# THE ARTIOS™ HOME COMPANION SERIES

Elementary – Year One

## Junior Analytical Grammar ©1996

Teacher Edition - With Answer Keys

ANALYTICAL GRAMMAR

R. Robin Finley

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Grammar Exercises Integrated Specifically for  
Artios Academies by Alicia Pillsbury

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## The Artios Home Companion Series

### Elementary Grammar – Year One

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## Introduction to Elementary Grammar Year One

The “Notes” for this year's grammar come from *Jr. Analytical Grammar* by R. Robin Finley and Erin M. Karl. The exercises are designed to integrate directly with the piece of literature that is being studied and can be printed from this eBook. If a student is having trouble with a particular concept, allow them to spend extra time reviewing these concepts before moving on.

*Junior Analytical Grammar* is designed for students in 4<sup>th</sup> - 6<sup>th</sup> grade, although some students may be ready for these concepts at a younger age. If you have a younger student who is not yet ready for this grammar program, you might consider using *Grammar-Land* by M.L. Nesbitt. Search for it by title and author at [www.amazon.com/books](http://www.amazon.com/books) to purchase a hardcover, paperback, or Kindle book, or it can be downloaded at no cost as a PDF file from [http://www.yesterdayclassics.com/previews/nesbitt\\_grammar\\_preview.pdf](http://www.yesterdayclassics.com/previews/nesbitt_grammar_preview.pdf), or in several formats from <https://archive.org/details/grammarlandorgroonesbgoog>, or as an audio book from <https://librivox.org/grammar-land-by-m-l-nesbitt/>.

This is a “clickable” eBook! For your ease in navigating, each entry in the “Table of Contents” is a link to the applicable page(s). Also, each entry in the “Suggested Schedule” has a link to the “Notes” for that subject and to the “Exercises” for that subject. At the bottom of each page of “Notes” and at the top of each page of “Exercises” there is a link back to the Table of Contents.

## Introduction to Studying Parts of Speech

### THE PARTS OF SPEECH

Did you know that certain words have certain names? Even though there are hundreds of thousands of words in our language, there are only nine different names, or nine different categories of words. These categories are called the Parts of Speech, and we’re going to learn about them in the next eleven lessons.

### WORD BUCKETS

To help you understand what we’re going to be learning about, I want you to imagine that you have a bunch of different buckets. On each bucket is a label saying which “part of speech” goes in that bucket. Now imagine that on the table in front of you are words, written on pieces of cardboard. These words are arranged into sentences. After you learn the Parts of Speech, you should be able to pick up every word written on cardboard and put it in the right bucket.

It is important to know that you can — and should — refer to these Notes for assistance as you're completing the Exercises for each of these Units.

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## Suggested Schedule

**Unit 1:** Read the [Notes](#) on **Nouns** and complete the corresponding [Exercises](#). It is important to know that you can - and should - refer to the notes for assistance as you're completing the exercises for each of these units.

**Unit 2:** Read the [Notes](#) on **Articles and Adjectives** and complete the corresponding [Exercises](#).

**Unit 3:** Read the [Notes](#) on **Pronouns** and complete the corresponding [Exercises](#). Recognizing a pronoun when you see one is important, so you might want to begin memorizing those categories of pronouns now. Practice reciting them every day for a few weeks with a parent until you know them by heart. It is also important to mention that following the "process" for identifying parts of speech is a must! As we add more parts of speech, it will become confusing to those who aren't utilizing the provided process.

**Unit 4:** [Complete](#) the **Units 1-3 Application Exercise**.

**Unit 5:** [Complete](#) the **Units 1-4 Review**. Your parents or teacher might choose to treat these unit reviews as a test on the material we have covered so far.

**Unit 6:** Read the [Notes](#) on **Prepositions** and complete the corresponding [Exercises](#). In this unit, you will begin diagramming, which you might think of as making art with words. Make sure that you memorize the "BUT AL DOES" prepositions now, and pay careful attention to the prepositions consisting of more than one word. Also, remember that you should refer back to all of the notes as you complete the exercises.

**Unit 7:** Read the [Notes](#) on **Subject and Verb** and complete the corresponding [Exercises](#). Remember to stick to the process--it won't let you down!

**Unit 8:** Read the [Notes](#) on **Adverbs** and complete the corresponding [Exercises](#).

**Unit 9:** Use this week to review any of the topics in which you may need extra practice.

**Unit 10:** [Complete](#) the **Units 6-9 Review**. For extra practice, also complete the [Optional Review Extension](#).

**Unit 11:** Read the [Notes](#) on **Patterns 1 & 2** and complete the corresponding [Exercises](#).

**Unit 12:** Read the [Notes](#) on **Pattern 3** and complete the corresponding [Exercises](#).

**Unit 13:** [Complete](#) the **Patterns 1-3 Application Activity**.

**Unit 14:** [Complete](#) the **First Semester Grammar Review**.

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*(Suggested Schedule continues on the next page.)*

**Unit 15:** Read the [Notes](#) on **Linking Verbs and Patterns 4 & 5** and complete the corresponding [Exercises](#). Make sure to pay close attention to the full “Process” chart that is introduced in this unit, and use it with every sentence as you diagram it.

**Unit 16:** Read the [Notes](#) on **Helping Verbs** and complete the corresponding [Exercises](#).

**For more practice on helping verbs,** complete the optional [Helping Verbs Activity Sheet #1](#) and [Helping Verbs Activity Sheet #2](#).

**Unit 17:** [Begin](#) the **Sentence Patterns Application Activity**.

**Unit 18:** [Finish](#) the **Sentence Patterns Application Activity**.

**Unit 19:** [Complete](#) the **Units 15-18 Review**.

**Unit 20:** Read the [Notes](#) on **Conjunctions and Compound Situations** and complete the corresponding [Exercises](#). This is the final new grammar topic for the year!

**Unit 21:** Take this week to go over any grammar concepts that you might need to review. **For extra practice on helping verbs and compound situations,** complete the optional [Helping Verbs/Compound Situations Application Activity](#).

**Unit 22:** [Begin](#) working on the **Final Grammar Project**.

**Unit 23:** [Continue](#) working on the **Final Grammar Project**.

**Unit 24:** [Complete](#) the **Final Grammar Project**.

**Unit 25:** [Complete](#) the **Second Semester Grammar Review**. Congratulations--this is your final grammar assignment for the year!!

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# Nouns

The biggest bucket would probably be for the kind of word we call a noun. That's because we have to have a name for everything. If we didn't have a name for everything, how could we talk about it?

Have you ever tried to say something and your brain can't think of the right words fast enough? We often use all sorts of crazy words like "thing-a-majig" or "what-cha-ma-call-it"! Imagine what life would be like if we didn't have a name for all the things we need to talk about!

## **A NOUN IS THE NAME OF A PERSON, PLACE, THING, OR IDEA.**

Can you look around you and name the types of people - the persons? Boy? Girl? Teacher? Mom? Dad? Sister? Brother?

Can you walk around, maybe look out the window, and name the places? House? School? Classroom? Kitchen? Street? Neighborhood? Town? Church?

Can you look around you and name some things? Table? Chair? Book? Pencil? Cat? Dog? Tree? Picture?

Can you name any ideas? This is a little harder to do because you can't see and touch an idea, but it's still a thing that needs a name. How about these? Happiness? Love? Mood? Sunshine?

All the words that you use to name things are called nouns. What would we do without nouns? We'd be in a terrible fix!

As we've already learned, ideas are things too. We can't really touch them, but they are real. We can't touch our feelings, but they sure are real! Can you touch love? Anger? Laughter?

Sometimes we need to name things that we do. When you take the dog for a ride, you can touch the dog, but can you touch the ride? No, you can't. But the ride is still a thing. When you give your mom a hug, you touch her, but can you touch the hug? But a hug is still a thing.

## **COMMON NOUNS**

Most nouns are COMMON NOUNS. A common noun is a noun that names a whole "class" or "type" of thing. For example, *woman* is a name for a whole type of human being, and *building* is a name for a whole category of structure.

There are two things about common nouns that you need to know:

1. Common nouns begin with lower-case letters.
2. Common nouns can consist of only one word, such as *park*, *table*, *cat*.

## **PROPER NOUNS**

Can you tell me the names of all the people around you? Sure you can. But what we're going to learn now is that people's names are called PROPER NOUNS. A proper noun is a name given to a particular boy or girl or man or woman or place or thing.

There are two things about proper nouns that you need to know:

1. Proper nouns begin with capital letters, such as Bobby, Mrs. White, Boston, or Statue of Liberty.
2. Proper nouns can have more than one word in them, such as the Empire State Building, Longfellow Elementary School, George Washington.

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*(Exercises for this subject begin on the next page.)*

# Nouns: Exercise #1

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NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** Read the sentences below. When you see a noun, write a letter N above it. Look at this example:

N                    N                    N                    N  
The teacher read the class a really good story from a big book.

1. The young boy could never go home again.
2. His father was a kinsman of the chief of the province.
3. He raised horses in the grasslands to pull chariots.
4. His people lived in an area surrounded by mountains, plains, and forests.
5. Sometimes traders from a great city came to their towns and villages.
6. The nobles scorned all merchants and scribes, and women stayed close to home.
7. This young man worshipped all the gods that had been brought with them from the north.

***Which kind of noun begins with a capital letter?***

\_\_\_\_\_

## Nouns: Exercise #2

[Page 1 of 1](#)

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** Write *N* over all the nouns in these sentences, just exactly as you did on the last exercise.

1. His stallion was the best horse that his family had ever bred.
2. The mother of this horse was a mare who had come from the lands around the desert.
3. His greatness showed in his large eyes, long ears, sloping shoulders, round ribs, and dark gold color.
4. The boy had named him with the titles of the old kings.
5. He had been in the stable when his colt was born and saw him take his first steps on wobbly legs.
6. From the time of his birth, he fed his colt grain, cared for his hoofs, and combed his mane and tail.
7. He placed a harness on the horse, attached him to a chariot, and drove him across the steppes.
8. As he stood with his hand on the horse's neck, his father broke his promise.

A \_\_\_\_\_ consists of one word.



## Nouns: Exercise #3

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NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** *Mark the nouns just as you did in the last two exercises. When you find a proper noun, write PN over it. Look at the examples below to see how you mark proper nouns with more than one word. We call that a noun "with wings."*

-----PN-----                    N                    N                    -----PN-----  
Mrs. White gave the class a homework exercise on Abraham Lincoln.

1. Uriah Tarhund listened as his father reminded him of the story of the ancient chief, Maduwattas.
2. Across the western sea lived men that they called the sea people, who inhabited the great island called Crete and the great city named Mycenae.
3. Their princes were sometimes sent to Hattusas to learn the arts of chariots and horsemanship.
4. They had become jealous of the lands and power of those in Great Hatti.
5. Uriah and his father would take Labarnash to the great city of Hattusas and give him to the king.
6. Paris Aleksandus was the chief from the distant land of Troy.
7. His grandfather had fought with the Hittites against Ramses of Egypt.
8. As they entered Hattusas, a madman ran through the temple screaming about Midas the Phrygian.

A \_\_\_\_\_ *noun begins with a capital letter and may consist of more than one word.*



# Articles and Adjectives: Exercise #1

[Page 1 of 1](#)

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** Write *N* over the common nouns, *PN* over the proper nouns, *ART* over the articles, and *ADJ* over the adjectives in these sentences.

1. The season of the winter rains and the festival of the first fruits had begun.
2. Many farmers and other people came into Tyre at this time of year to take part in the religious rites.
3. The beautiful carved door of the house of Ethbaal was smeared with a lamb's blood.
4. On the holiest night the great sin was committed.
5. Three temple ships with their precious cargo had disappeared from the shores of Crete and Achaea.

***In a complete sentence, write the definition of a noun.***

---

---

***Which type of noun begins with a capital letter and may consist of more than one word?***

---

## Articles and Adjectives: Exercise #2

[Page 1 of 1](#)

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** Write *N* over the common nouns, *PN* over the proper nouns, *ART* over the articles, and *ADJ* over the adjectives in these sentences.

1. The young man could hear the loud clashing of cymbals and the terrible shrieking of pipes outside.
2. As the household of Ethbaal ate their evening meal, many screeching voices bewailed the dead god.
3. Hannibal sprang to his feet and yelled curses about the impolite servant.
4. Ethbaal advised him to have patience, for a time of great trouble was coming for the land of Canaan.
5. In *The Hittite Warrior*, we hear many different characters mention other random gods.

***In a complete sentence, write the definition of an adjective.***

---

---

***Articles and adjectives do the same job. What is it?***

---

## Articles and Adjectives: Exercise #3

[Page 1 of 1](#)

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** Write *N* over the common nouns, *PN* over the proper nouns, *ART* over the articles, and *ADJ* over the adjectives in these sentences.

1. Suddenly Mehitabel rose from her rug and ran from the common room as all our eyes watched.
2. Any man who blasphemed would bring down heaven's wrath and break the land's sacred laws.
3. That evening Uriah passed the fine hangings in the grandmother's private apartments
4. There was a tiny little dog in Mehitabel's arms, and her red, swollen eyes showed her fear.
5. Achil the Philistine had spoken as if he were a great powerful master instead of a lowly servant.

*List the three articles in our language*

\_\_\_\_\_

*If you have a noun and an article, will the article come first or second?*

\_\_\_\_\_

# Pronouns

Recognizing a pronoun when you see one is important, so you might want to begin memorizing those categories of pronouns now. Every day for a few weeks, until you know them by heart, practice reciting them to a parent. It is also important to mention that following the process for identifying parts of speech is a must! As we add more parts of speech, it will become confusing to those who aren't utilizing the provided process.

Does this sentence sound silly?

Jack said Jack and Marie were going fishing this weekend,  
and Jack is going to use the new pole that Jack just bought.

Why does that sentence sound silly? Right! You don't need to keep saying **Jack** over and over again! Can you change the sentence so it doesn't sound so silly? How about this?

Jack said he and Marie were going fishing this weekend,  
and he is going to use the new pole that he just bought.

We substituted the words **he**, **he**, and **he** in place of all those extra **Jacks**. Why can't we substitute **he** for the first **Jack**? Right! We need to say **Jack** at first so that we'll know who **he** is.

We're going to learn a new part of speech so that we have a name for the kind of word we substituted for **Jack**. That name is PRONOUN.

**A PRONOUN IS A WORD THAT TAKES THE PLACE OF A NOUN.** We also need to learn another word, although this one isn't a part of speech. Remember how we needed to say **Jack** before we said **he**? **Jack** is the noun that has to go BEFORE the pronoun **he** so that we know who **he** is. The noun that the pronoun stands for -the one that has to go before the pronoun - is called the **ANTECEDENT**. So in the sentence above, each **he** is a pronoun and **Jack** is the antecedent.

There are four kinds of pronouns: personal pronouns, demonstrative pronouns, interrogative pronouns, and indefinite pronouns.

**PERSONAL PRONOUNS:** These pronouns occur in four "cases."

<u>Subjective</u>	<u>Objective</u>	<u>Possessive</u>	<u>Reflexive</u>
I	me	mine	myself
you	you	yours	yourself/yourselves
he	him	his	* himself
she	her	* hers	herself
it	it	its	itself
we	us	ours	ourselves
they	them	theirs	themselves

(Just memorize all these pronouns; you won't have to worry about which are objective and which are subjective for now.)

**DEMONSTRATIVE PRONOUNS:** this\*, that\*, these\*, those\*

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*(This subject continues on the next page.)*



# Pronouns: Exercise #1

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NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** *This exercise concentrates on the PERSONAL PRONOUNS. Write N over the common nouns, PN over the proper nouns, ART over the articles, ADJ over the adjectives, and PRO over the pronouns. In the space below each sentence, write the pronoun and its antecedent.*

**EXAMPLE:**

PN      PRO                                      N              ADJ ADJ      N  
Janie said she was going to play soccer during this school year.  
she - Janie

1. Uriah watched Jotham sleep, and soon he slid silently from his comfortable bed.
2. Hushai and Barak had also left their beds, and they had gone to Deborah's tent.
3. The people in the tent talked quietly, and they spoke of the slavery and death they had suffered.
4. Deborah said she thought their people could not endure any more insults, and she worried they might be destroyed.
5. Barak was confident in his tribe's victory, and he said, "We will receive help from the other tribes, and they are sending men from the distant hills."

***Which type of noun begins with a capital letter and may consist of more than one word?***

---

***Which type of noun begins with a lower-case letter and can consist of only one word?***

---



## Pronouns: Exercise #2

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NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** *This exercise concentrates on the INTERROGATIVE PRONOUNS. Write N over the common nouns, PN over the proper nouns, ART over the articles, ADJ over the adjectives, and PRO over the pronouns. Since these pronouns often don't have antecedents, we're not going to worry about those here.*

1. Deborah asked, "Who can tell me about their chariots and horses from Egypt?"
2. That brought a smile to her face, and Deborah said "What a surprise is in store for our people!"
3. Barak believed that God would deliver their enemies into their hands, and he said "That he has left to me."
4. The furnaces which once caused fear in our hearts will no longer be a threat to our children.
5. "Whoever stands with the men of Israel will walk again in safety on the highways," he said,

***In a complete sentence, write the definition of an adjective.***

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## Pronouns: Exercise #3

[Page 1 of 1](#)

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** *This exercise concentrates on the INDEFINITE PRONOUNS. Write N over the common nouns, PN over the proper nouns, ART over the articles, ADJ over the adjectives, and PRO over the pronouns. These pronouns almost never have antecedents, so don't worry about those here.*

1. Anybody can pray to God, regardless of who he is.
2. All of us were born with bodies which are made to worship and praise.
3. Group prayers and those that we offer by ourselves are all heard by God.
4. All of us can find peace in one or the other.
5. "Whichever you choose, anybody can discover a growing relationship with God through one of these.

### **FILL IN THE BLANKS:**

1. The three articles in our language are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
2. The article will always be located \_\_\_\_\_ the noun.

# Units 1-3 Application Activity

Page 1 of 1

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** Select a newspaper article that interests you. Note: If your article has fewer than 15 pronouns, you'll need to choose another article. Underline all of the pronouns in green. Now, cut out each of your "pronoun sentences." Underline all of the nouns in red, and articles and adjectives in blue. Glue each sentence into the box that matches the type of the FIRST pronoun in the sentence.

PERSONAL

DEMONSTRATIVE

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**INTERROGATIVE**

**INDEFINITE**

What type of newspaper article did you choose? \_\_\_\_\_

Why did you choose this article? \_\_\_\_\_

Give a brief summary of your article. \_\_\_\_\_

## Units 1-4 Review

[Page 1 of 1](#)

**NAME:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**WHAT TO DO:** Write *N* over the common nouns, *PN* over the proper nouns, *ART* over the articles, *ADJ* over the adjectives, and *PRO* over the pronouns in these sentences

1. Mehitabel had made many preparations and gathered many belongings, but she had to leave her beloved jewels behind.
2. Who would recognize her without her curling pins and paints for her mouth and eyes.
3. Uriah had promised Hanibaal and Merris that he would get Mehitabel safely out of there.
4. He quickly returned to the summer parlor on the roof to retrieve her beloved Egyptian fox dog named Zebub.
5. While in the grand home, he had an unfortunate encounter with Achil and his man Deucalion.
6. As the two came toward him, Uriah dropped the little dog and waited for what could come.
7. "I had learned things in my training outside Harosheth."
8. The Cretan cracked his head on the stone, and he turned his attention to Achil who held a stick that might be a great threat to him.
9. If you think you can do something, you usually can do it, and Uriah had learned that lesson.
10. The group made their way out the city gate, and they looked back at the walls of the city in the moonlight.

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** Write a sentence about this book that contains exactly one proper noun, two common nouns, two articles, and two adjectives. Label each noun, proper noun, article, and adjective as you did in the previous exercise.

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**FILL IN THE BLANKS:**

1. A noun is the name of a \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_.
2. A \_\_\_\_\_ noun begins with a lower-case letter and can consist of only one word.
3. An adjective is a word that \_\_\_\_\_.
4. The three articles in our language are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

# Prepositions

In this unit, you will begin diagramming which you might think of as making art with words. Make sure that you memorize the "BUT AL DOES" prepositions now, and pay careful attention to the prepositions consisting of more than one word. Also, remember that you should refer back to all of the notes as you complete the exercises.

Close your eyes and visualize each of these sentences as they are read out loud.

The package under the tree is mine.

The package in the tree is mine.

The package near the tree is mine.

How are these three sentences different from each other? Yes, in each sentence the position of the package is different. It has moved to a different place.

Now visualize these sentences:

I will see you before lunch.

I will see you during lunch.

I will see you after lunch.

What changes? Right! The time when I will see you changes. It is at a different time.

These are the words that were changed in these sentences: *under, in, near, before, during, after*. These words are called prepositions, and that is the new part of speech we are going to learn.

## HOW TO FIND A PREPOSITION:

First of all, remember to find the nouns, articles, adjectives, and pronouns before you do anything else. Then, looking among the words left over, find the prepositions. It's easier than you think! Almost all prepositions will fit into the following little sentence (it's very handy, so memorize it!).

"THE MOUSE GOES \_\_\_\_\_ THE BOX (OR BOXES)."

Take each preposition that was used in the sentences above, and put it in the blank of the "mouse-box" sentence. It works for every one of those prepositions except *during*, doesn't it? The "Mouse-Box" sentence will help you find most prepositions, but what about the ones that don't fit?

Some prepositions won't fit into the "mouse-box" sentence. There are nine very common ones, which may seem like a lot to remember. To help you with this, here's a little memory trick. Remember: you may not be able to remember them, **BUT AL DOES!**

**B** = but (but me)

**A** = as (as a wink)

**D** = during (during recess)

**U** = until (until lunch)

**L** = like (like a dog)

**O** = of (of the homework)

**T** = than (than the others)

**E** = except (except Bob)

**S** = since (since breakfast)

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*(This subject continues on the next page.)*

## PREPOSITIONAL PHRASES:

A word may fit into the “mouse-box” sentence and look like a preposition, but **IT ISN’T A PREPOSITION UNLESS IT’S IN A PREPOSITIONAL PHRASE**. To find the prepositional phrase, first you find the word you think is a preposition. Then you say the preposition and ask, “What?” The answer you are looking for is a noun or pronoun that answers that question. That noun or pronoun is called the **OBJECT OF THE PREPOSITION**.

Each prepositional phrase will

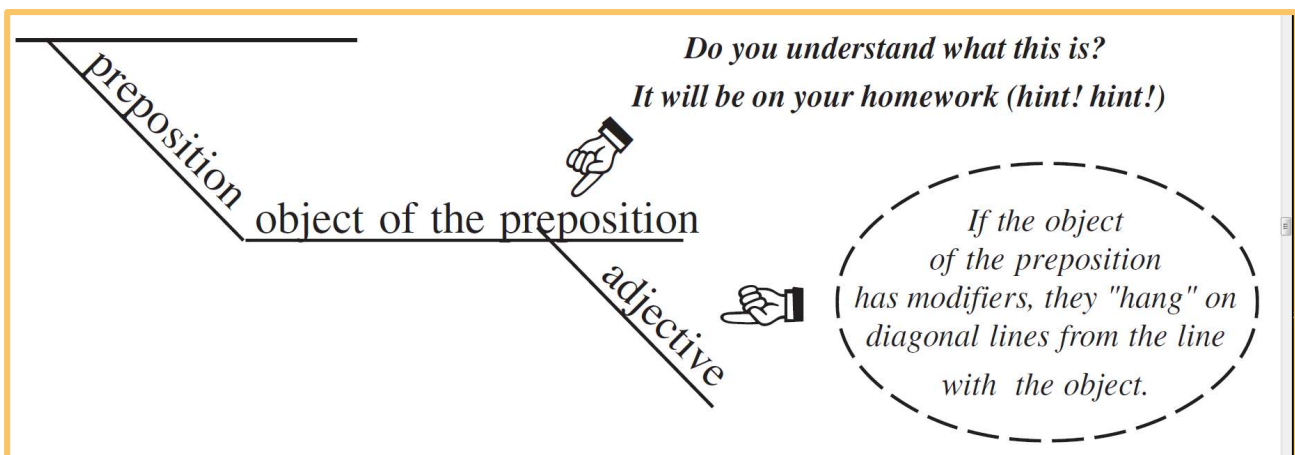
- Begin with a preposition
- End with a noun or pronoun.

Any words between the preposition and its object are modifiers (like articles & adjectives) for that object.

In the six sentences at the beginning of this section, the prepositional phrases are “under the tree,” “in the tree,” “near the tree,” “before lunch,” “during lunch,” and “after lunch.” The objects of the prepositions are “tree” and “lunch.”

## DIAGRAMMING:

Sentence diagramming is a tool we use to help us understand ideas which might be hard. We’re going to start learning about diagramming by diagramming prepositional phrases. A diagrammed prepositional phrase looks like this:



## PREPOSITIONAL PHRASES HAVE JUST ONE JOB TO DO: THEY ARE ALWAYS MODIFIERS.

**NOTE** A few prepositions consist of more than one word. They are *because of*, *in spite of*, *according to*, *instead of*, and *out of*. If you find one of these prepositions, label it “PP” with “wings” (as you do with proper nouns of more than one word).

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*(Exercises for this subject begin on the next page.)*

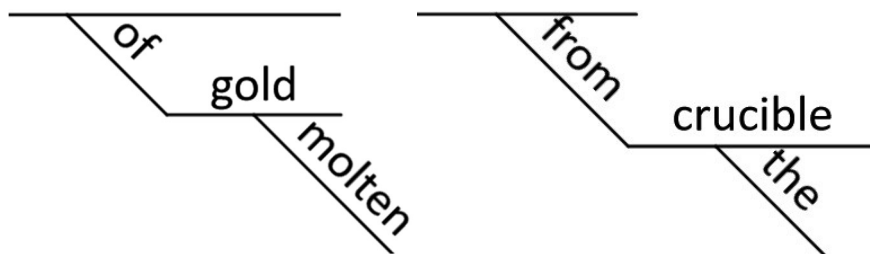


# Prepositions: Exercise #1

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** Write *N* over the common nouns, *PN* over the proper nouns, *ART* over the articles, *ADJ* over the adjectives, *PP* over the prepositions, and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the prepositional phrases in every sentence. Sentence one has been done for you as an example.

- ART N PP ADJ N PP ART N  
1. The stream (of molten gold) flowed (from the crucible)



2. Ranofer tightened his grip on the stones between his hands.
3. There was devotion in every careful movement.
4. The last drop of liquid ran into the hallowed stone.
5. With a sigh of satisfaction, the boy set his stones on the table and wiped the sweat from his hands.

**All of the underlined words in this exercise are doing the same job.  
After you get all the prepositional phrases diagramed, look at the notes for this unit.  
Write on the line below the name of this job.**

\_\_\_\_\_

## Prepositions: Exercise #2

Page 1 of 1

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** Write *N* over the common nouns, *PN* over the proper nouns, *ART* over the articles, *ADJ* over the adjectives, *PP* over the prepositions, and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the prepositional phrases in every sentence.

1. In a minute the mold could be released and oiled for the next pouring.
2. He, the son of Thutra, had poured a magnificent ingot of gold.
3. Splendid images drifted through his mind about the possible destiny of this small ingot.
4. It might become part of a glittering collar, or the inlay on a fine dagger for some nobleman's tomb.
5. It might become a beautiful cup for Pharaoh, shaped like a flower and hammered to fragile thinness.

**A prepositional phrase begins with a preposition and ends with a \_\_\_\_\_ .**

**DIRECTIONS:** The underlined words in the numbered sentences above are doing one of two jobs. Choosing your answer from the jobs shown below, write what job each underlined word is doing.

**MODIFIER**

**OBJECT OF THE PREPOSITION**

SENTENCE #	WORD(S)	JOB
1.	minute	_____
2.	magnificent	_____
3.	mind	_____
4.	glittering	_____
5.	beautiful	_____

## Prepositions: Exercise #3

Page 1 of 1

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** Write *N* over the common nouns, *PN* over the proper nouns, *ART* over the articles, *ADJ* over the adjectives, *PP* over the prepositions, and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the prepositional phrases in every sentence.

1. The unwelcome picture of Gebu's face broke through Ranofer's thoughts.
2. He was aware of the hot odor of metal mingling with the soft afternoon breeze.
3. It was the month of Hathor in the Season of Growing.
4. The cool air mixed with the heat from the hooded furnaces.
5. Even Lord Ra, the sun, did not scorch and burn in this pleasant wintertime.

**A pronoun is a word that** \_\_\_\_\_ .

**Articles and adjective do the job of** \_\_\_\_\_ .

**DIRECTIONS:** The underlined words in the numbered sentences above are doing one of two jobs. Choosing your answer from the jobs shown below, write what job each underlined word is doing.

**MODIFIER**

**OBJECT OF THE PREPOSITION**

SENTENCE #	WORD(S)	JOB
1.	face	_____
2.	hot	_____
3.	Hathor	_____
4.	furnaces	_____
5.	pleasant	_____

# Subject and Verb

Remember to stick to the process--it won't let you down!

In this unit we're really going to get into diagramming. We're going to learn about the subject and verb, which is something every sentence **MUST HAVE**, or else it's not a sentence.

The subject is a noun or pronoun - we've already learned about those.

The verb is a new kind of word. This new kind of word is called an **ACTION VERB**.

An action verb is a word that **EXPRESSES MENTAL OR PHYSICAL ACTION**.

What is "mental action"?      When you worry, aren't you doing something?  
When you think, aren't you doing something?  
When you believe, aren't you doing something?

What is "physical action"?      This is easier.  
When you jump, search, carry, run,  
or sit, you're doing something.

A verb has to have a **SUBJECT**. The subject is the noun or pronoun that is **DOING THE ACTION OF THE VERB**.

**HOW TO FIND THE SUBJECT:** Look at the following example:

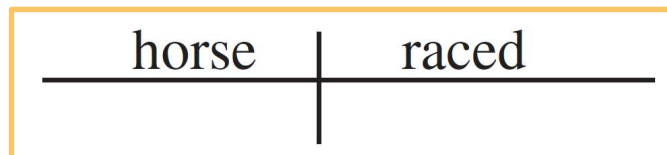
**ART ADJ N PP ART N PP ART ADJ N**  
The white horse (in the lead) raced (across the finish line).

First, you mark all the nouns, pronouns, articles, adjectives, and prepositions in the sentence. Put parentheses ( ) around the prepositional phrases. Then you look at the words left over for a word that expresses mental or physical action. Mark that word with a **V**. In the sentence above, that word would be *raced*, wouldn't it? Now ask yourself, "Who or what 'raced'?" The horse, right? So *horse* is the subject of *raced*. Now go back and write an **A** in front of the **V** over *raced* because we know that it is a real action verb with a subject.

**HANDY HINT:** The subject will **NEVER** be inside a prepositional phrase.

**DIAGRAMMING THE SUBJECT AND VERB:**

Every diagram starts with a **BASE LINE** which contains the subject and verb. Here's what the base line of the sentence above would look like.

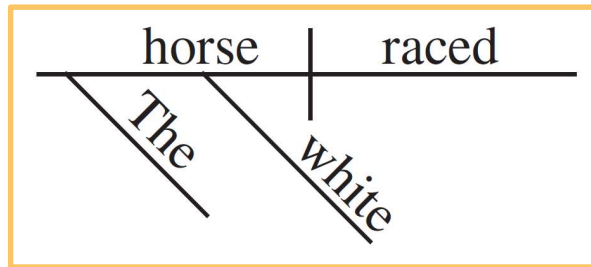


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### DIAGRAMMING ARTICLES AND ADJECTIVES:

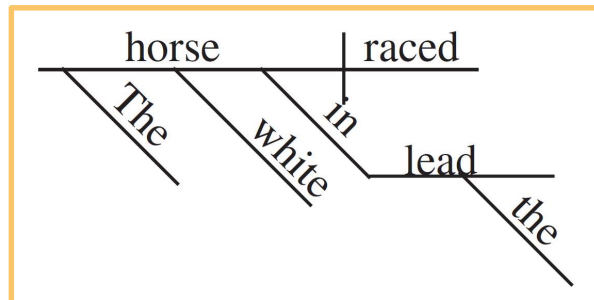
Now we want to put the articles and adjectives that go with *horse* into our diagram. The diagram below will show you how to do that:



Articles and adjectives always go on slanted (diagonal) lines. The slanted lines are connected to the word the articles and adjectives modify. If there is more than one modifier under a noun or pronoun, the diagonal lines go in the same order as the modifiers in the sentence.

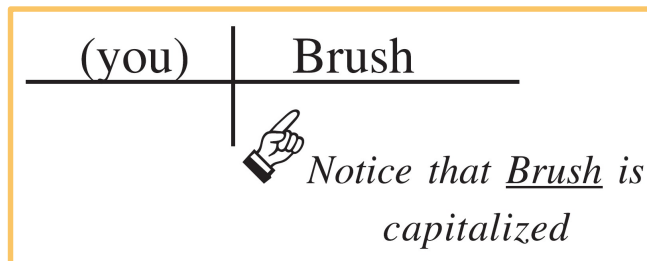
### DIAGRAMMING PREPOSITIONAL PHRASES:

You already know how to do this. Now all you have to know is that the diagram for the prepositional phrase is attached to the noun or pronoun that it modifies. This is almost always the noun or pronoun right in front of the prepositional phrase. The prepositional phrase will answer the question “Which?” about that noun. In the sentence we have been diagramming, the prepositional phrase “in the lead” tells us which horse, right?



### DIAGRAMMING COMMANDS:

There is a certain kind of sentence called a COMMAND or REQUEST. It’s a sentence like “Brush your teeth,” or “Listen to me, please!” It’s not hard to find the verbs in those sentences. They are *brush* and *listen*, right? But, if you ask “who or what brush?” or “who or what listen?” where’s the answer? It’s there, but you can’t see it! If I were to look at you and say, “Brush your teeth!” who’s going to do the brushing? You are! The subject of a command or request is an “understood” *you*. You can’t see it, but it is understood that the subject is *you*. Look at the diagram. The ‘you’ is in parentheses to show that it is “understood.”



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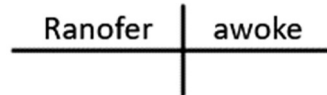
(Exercises for this subject begin on the next page.)

# Subject and Verb: Exercise #1

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** Write *N* over the common nouns, *PN* over the proper nouns, *ART* over the articles, *ADJ* over the adjectives, *PRO* over the pronouns, *PP* over the prepositions, *AV* over the action verbs, and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, draw a baseline and fill in the subject and verb. Diagram the modifiers for the subject, but leave everything else out of the diagram for now. The first sentence has been done for you to show you what your answer should look like.

1. <sup>PN</sup> Ranofer <sup>AV</sup> awoke <sup>PP</sup> (with the plan) <sup>ART</sup> (in his mind) <sup>N</sup>.



2. This morning brought a new solution before him.
3. “Share your plan, please!”.
4. He rolled his mat up.
5. Then he headed for the storeroom.

A sentence must have a \_\_\_\_\_ and a verb..

A verb expresses \_\_\_\_\_ or physical action.

**DIRECTIONS:** The underlined words in the numbered sentences above are doing one of four jobs. Choosing your answer from the jobs shown below, write what job each underlined word is doing.

**SUBJECT      MODIFIER      VERB      OBJECT OF THE PREPOSITION**

SENTENCE #	WORD(S)	JOB
1.	Ranofer	_____
2.	brought	_____
3.	your	_____
4.	his	_____
5.	storeroom	_____

## Subject and Verb: Exercise #2

Page 1 of 1

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** Write *N* over the common nouns, *PN* over the proper nouns, *ART* over the articles, *ADJ* over the adjectives, *PRO* over the pronouns, *PP* over the prepositions, *AV* over the action verbs, and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, draw a baseline and fill in the subject and verb. Diagram the modifiers for the subject (the articles, adjectives, and prepositional phrases), but leave everything else out of the diagram for now.

1. The tears in his eyes trickled down his cheeks.
2. His eyes narrowed at the memory of a particular night.
3. “Dip your mug into the water jar.”
4. The remains of a salted fish sat on a plate.
5. The leavings from Gebu’s breakfast reminded Ranofer of a feast.

**A prepositional phrase ends with a noun or a pronoun called the \_\_\_\_\_.**

**If there are words between the preposition and this other word, they are \_\_\_\_\_.**

**DIRECTIONS:** The underlined words in the numbered sentences above are doing one of four jobs. Choosing your answer from the jobs shown below, write what job each underlined word is doing.

**SUBJECT      MODIFIER      VERB      OBJECT OF THE PREPOSITION**

SENTENCE #	WORD(S)	JOB
1.	eyes	_____
2.	narrowed	_____
3.	water	_____
4.	remains	_____
5.	reminded	_____

# Subject and Verb: Exercise #3

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** Write *N* over the common nouns, *PN* over the proper nouns, *ART* over the articles, *ADJ* over the adjectives, *PRO* over the pronouns, *PP* over the prepositions, *AV* over the action verbs, and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, draw a baseline and fill in the subject and verb. Diagram the modifiers for the subject, but leave everything else out of the diagram for now.

1. Soon the young boy scrambled along a path near the City of the Dead.
2. All of the cliffs curved toward the river.
3. In the sandy wasteland around him he noticed the graves of the city's poor people.
4. Imagine all those graves!
5. The rough face of the cliff contained the better tombs of the artisans.

A pronoun is a word that \_\_\_\_\_.

An adjective is a word that \_\_\_\_\_.

**DIRECTIONS:** The underlined words in the numbered sentences above are doing one of four jobs. Choosing your answer from the jobs shown below, write what job each underlined word is doing.

**SUBJECT      MODIFIER      VERB      OBJECT OF THE PREPOSITION**

SENTENCE #	WORD(S)	JOB
1.	boy	_____
2.	curved	_____
3.	poor	_____
4.	those	_____
5.	cliff	_____



# Adverbs

Suppose you wanted to say that today you ran around the track in a slow manner.

What would you say?

**“Today I ran around the track \_\_\_\_\_.”**

Did you say *slowly*? Well, if you did, you’ve just used another part of speech called an ADVERB. In this sentence the adverb is a MODIFIER that tells you how you *ran* around the track. It modifies the verb.

Suppose you wanted to say that today you ran around the track not just slowly, but slowly to a great degree. What would you say?

**“Today I ran around the track \_\_\_\_\_ slowly.”**

Did you say *very* or *really* slowly? You’ve just used an adverb again. In this sentence the adverb is a modifier which modifies the adverb *slowly*. It tells you how slowly.

Suppose you wanted to say that you blew a bubblegum bubble that was more than just huge. What would you say?

**“I blew a(n) \_\_\_\_\_ huge bubble.”**

Did you say *really*, or *very*, or maybe *unbelievably*, or *incredibly*? Again, you have been using adverbs! These adverbs would modify the adjective *huge* and they tell you how huge.

**AN ADVERB IS A WORD THAT CAN MODIFY A VERB, AN ADJECTIVE, OR ANOTHER ADVERB.**

Adverbs don’t just answer the question, “How?” When an adverb modifies a verb, it can also answer the questions “When?”, “Where?”, or “Why?” Look at the first two sentences written above. Can you find an adverb in those sentences that answers the question “When?” Did you find *today*?

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*(This subject continues on the next page.)*

## ADVERBS THAT MODIFY VERBS CAN BE MOVED.

This is a really good thing for you to know. As we have been learning, in our language words usually have to go in a *certain place* for the sentence to make sense, but that's not true of ADVERBS WHICH MODIFY VERBS. You can usually move these adverbs to one or two other places in the sentence and it doesn't sound strange or change the meaning of the sentence at all. Let's try this with the two adverbs which modify the verb *ran* in the first sentence on the last page. Can you think of ways you could move either or both of these adverbs around?

I ran around the track slowly today.

Slowly today I ran around the track.

I slowly ran around the track today.

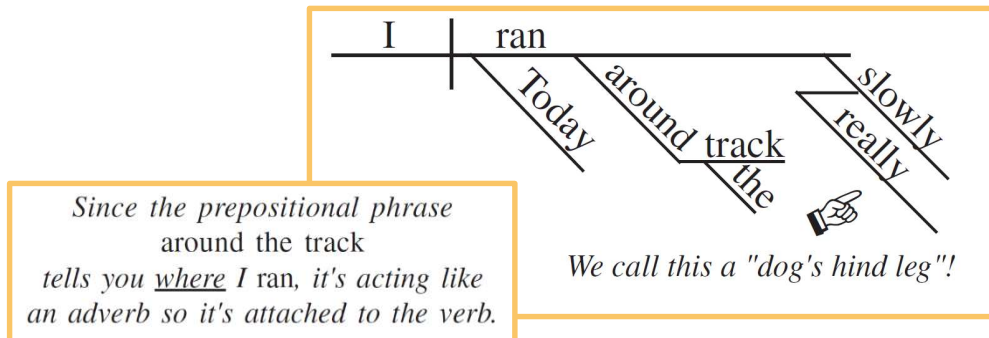
Today I slowly ran around the track.

These four sentences make sense and mean exactly what the first sentence meant, don't they? So, now you know that if you find a word in a sentence and you know it's an adverb, but you're just not sure what it modifies, try moving it around! If you can, it modifies the verb.

But what if you can't? Let's try the second sentence on the last page. Can you move *really* away from *slowly*? Doesn't work, does it? That tells you that, since *really* can't be moved away from *slowly*, it must modify *slowly*, which isn't a verb; it's an adverb!

## DIAGRAMMING ADVERBS:

Adverbs are diagrammed just like adjectives, except that they are attached to verbs, adjectives, or other adverbs. I'll show you how to diagram these sentences.



## SOME HANDY NOTES:

- 1) Many adverbs end in "ly." You can change many adjectives (such as *beautiful*) into adverbs by adding "ly" (*beautifully*).
- 2) The words *not*, *never*, *really*, *very*, and *please* are very commonly used adverbs.
- 3) If you just can't figure out what a word is, it's probably an adverb!

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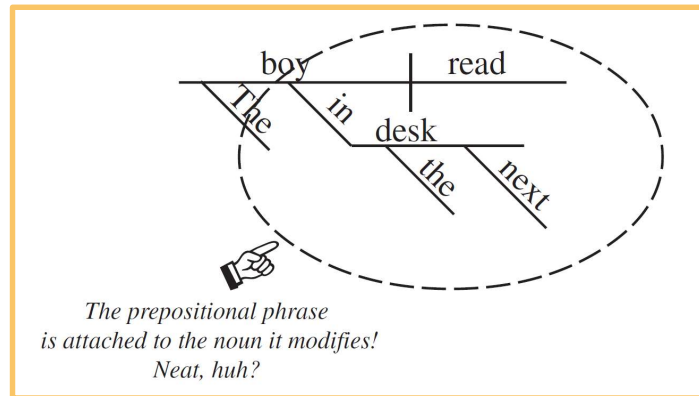
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## LET'S TALK ABOUT DIAGRAMMING PREPOSITIONAL PHRASES.

When we learned about prepositional phrases, we learned that they are modifiers. They can act just like adjectives and tell us “Which boy?” or “Which table?” If a prepositional phrase acts like an adjective and modifies a noun, it is probably located right after the noun it modifies. Look at this example:

**ART N PP ART ADJ N AV ART ADJ N**  
The boy (at the next desk) read the whole book.

Does the prepositional phrase *at the next desk* tell you “Which boy?” Sure it does! So it is a modifier for *boy* and should be diagrammed the way you were taught to diagram prepositional phrases, but now you know that you should attach this prepositional phrase to the word *boy*. Here's the diagram:

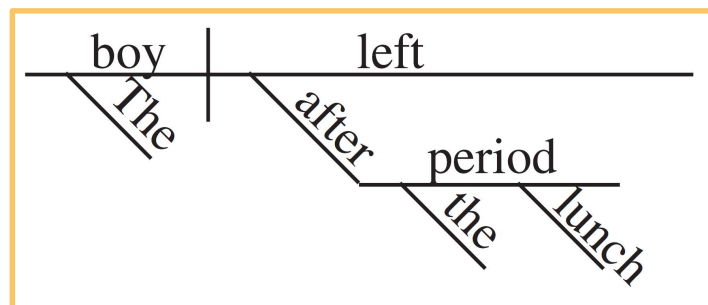


Can you have a prepositional phrase that is acting like an adverb? Of course! If you have a prepositional phrase that modifies your verb, it will #1 - tell you *how*, *when*, *where*, or *why* about that verb, and #2 - it will probably be moveable. If your prepositional phrase modifies an adjective or an adverb, it will #1 - tell you *how* about that adjective or adverb and #2 - it will not be able to be moved away from that adjective or adverb.

See the following examples:

**ART N AV PP ART ADJ N**  
The boy left (after the lunch period).

The prepositional phrase *after the lunch period* tells you *when* the boy *left*. It's also moveable, isn't it? Here's the diagram:



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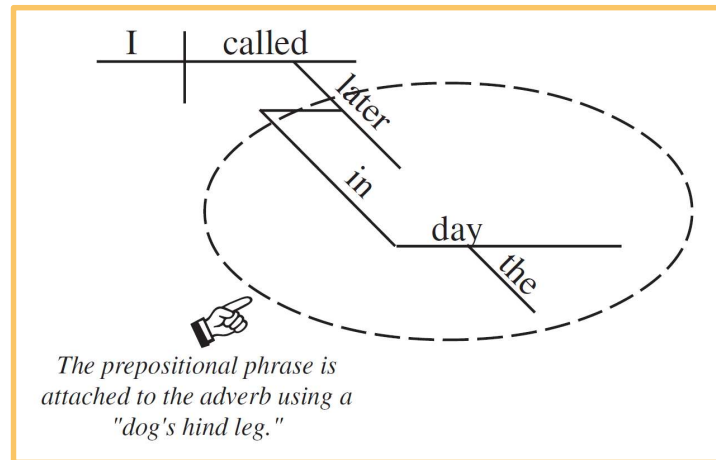
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Now look at this example:

**PRO AV PRO ADV PP ART N**

I called her later (in the day).

The prepositional phrase *in the day* tells you how *later*. Also, it can't be moved away from the word *later*, can it? You can move *later in the day* to the front of the sentence if you want to, but that's because *later* is an adverb that modifies the verb *will see*. This is a little confusing, but if you look at the diagram, it makes sense.



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(Exercises for this subject begin on the next page.)

## Adverbs: Exercise #1

Page 1 of 1

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** Mark all the parts of speech that you know and put parentheses around the prepositional phrases. Then on a separate sheet of paper, diagram the subject and the verb and their modifiers. If there are any words left over in the sentence, just don't worry about them for now.

1. The face of Egypt changed with the rhythm of the Nile.
2. The river completely overflowed the banks.
3. A thick new layer of mud remained after the yearly flood.
4. Today every available man went to the fields.
5. They quickly gathered the golden grain.

**What do we call the noun that a pronoun takes the place of?** \_\_\_\_\_.

**Adverbs are words that modify** \_\_\_\_\_, \_\_\_\_\_, **and** \_\_\_\_\_.

**An adverb which can be moved always modifies** \_\_\_\_\_.

**DIRECTIONS:** The underlined words in the numbered sentences above are doing one of four jobs. Choosing your answer from the jobs shown below, write what job each underlined word is doing.

**SUBJECT      MODIFIER      VERB      OBJECT OF THE PREPOSITION**

SENTENCE #	WORD(S)	JOB
1.	<u>Egypt</u>	_____
2.	<u>completely</u>	_____
3.	<u>remained</u>	_____
4.	<u>man</u>	_____
5.	<u>golden</u>	_____

## Adverbs: Exercise #2

Page 1 of 1

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** Mark all the parts of speech that you know and put parentheses around the prepositional phrases. Then on a separate sheet of paper, diagram the subject and the verb and their modifiers. If there are any words left over in the sentence, just don't worry about them for now.

1. The waters of the Nile always returned quite slowly.
2. During the harvest time the reapers worked so quickly.
3. The harder work so often teaches us the most.
4. Sometimes cracks in the soil spread into huge gashes.
5. Gebu quietly watched the craftsmen in his stonecutting shop.

Which kind of noun begins with a capital letter and can consist of more than one word? \_\_\_\_\_.

**DIRECTIONS:** The underlined words in the numbered sentences above are doing one of four jobs. Choosing your answer from the jobs shown below, write what job each underlined word is doing.

**SUBJECT      MODIFIER      VERB      OBJECT OF THE PREPOSITION**

SENTENCE #	WORD(S)	JOB
1.	waters	_____
2.	time	_____
3.	teaches	_____
4.	spread	_____
5.	quietly	_____

## Adverbs: Exercise #3

Page 1 of 1

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** Mark all the parts of speech that you know and put parentheses around the prepositional phrases. Then on a separate sheet of paper, diagram the subject and the verb and their modifiers. If there are any words left over in the sentence, just don't worry about them for now.

1. Frequently Ranofer walked through the streets around the shop.
2. He reluctantly chipped at the rough red granite slab.
3. Later his feet turned toward the Street of the Goldsmiths.
4. The young boy nervously stood outside the courtyard wall at Rekh's house.
5. "Run from this place really quickly!"

The articles in our language are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

A proper noun begins with a \_\_\_\_\_.

If an adverb can't be moved but must stay next to a certain word, does it modify that word? \_\_\_\_\_

**DIRECTIONS:** The underlined words in the numbered sentences above are doing one of four jobs. Choosing your answer from the jobs shown below, write what job each underlined word is doing.

**SUBJECT      MODIFIER      VERB      OBJECT OF THE PREPOSITION**

SENTENCE #	WORD(S)	JOB
1.	walked	_____
2.	slab	_____
3.	his	_____
4.	boy	_____
5.	quickly	_____

# Units 6 - 9 Review

Page 1 of 1

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** Mark all the parts of speech that you know and put parentheses around the prepositional phrases. Then, on a separate piece of paper, draw a baseline and fill in the subject and the verb and their modifiers. If there are any other words left over in the sentence, don't worry about them for now.

1. Frequently the Ancient with the cackling laugh brought them nelumbo nuts.
2. Hequet finally learned beading at the goldhouse.
3. The master goldsmith always keeps the charcoal block on the storage shelf.
4. Scraps of metal melt inside the little metal hollows.
5. Next, take the block from the fire.
6. Then the worker turns out the beads.
7. The gold beads boil in pickle.
8. A beautiful bracelet for a judge's lady came from Rekh.

1. **The articles in our language are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.**
2. **What kind of a noun begins with a capital letter? \_\_\_\_\_**
3. **What kind of noun can only be one word? \_\_\_\_\_**
4. **Adjectives are words that \_\_\_\_\_.**
5. **A noun is the name of \_\_\_\_\_.**
6. **Pronouns are words that \_\_\_\_\_.**
7. **Adverbs modify \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.**



NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**DIRECTIONS:** *The underlined words in the numbered sentences above are doing one of four jobs. Choosing your answer from the jobs shown below, write what job each underlined word is doing.*

**SUBJECT      MODIFIER      VERB      OBJECT OF THE PREPOSITION**

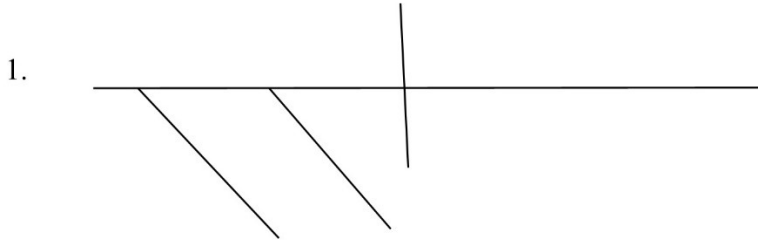
SENTENCE #	WORD(S)	JOB
1.	Ancient	_____
2.	learned	_____
3.	master	_____
4.	metal	_____
5.	fire	_____
6.	worker	_____
7.	boil	_____
8.	lady	_____

*\*\* Note that there is an optional extension activity for this review on the following pages.*

# Optional Review Extension

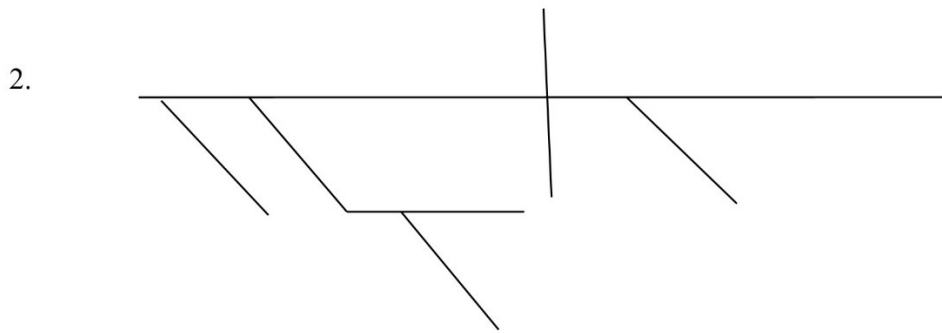
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**WHAT TO DO:** Create sentences that match the diagrams below. Then write a sentence that incorporates your subject, verb, and their modifiers. You may add extra words to your sentence if you desire. Label all the parts of speech that you have learned so far.



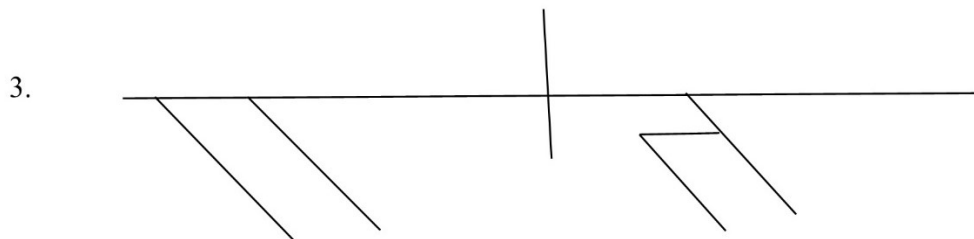
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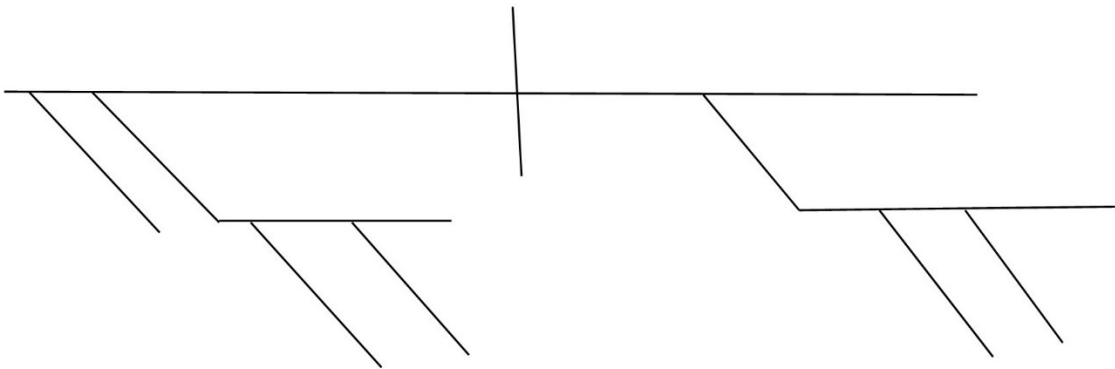


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NAME: \_\_\_\_\_ Date: \_\_\_\_\_

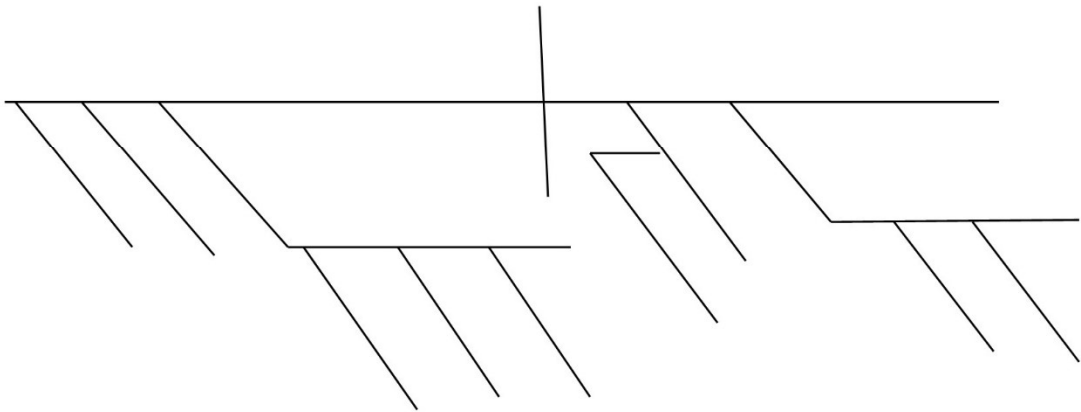
4.



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5.



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## Patterns 1 & 2

Do you know what a pattern is? Perhaps your mom sews and when she cuts out the fabric for a new dress, she uses a paper pattern. Now, she can make that dress out of hundreds and hundreds of different colors and fabrics and designs, but - because she's using a certain pattern - it will still be the same dress, as far as how it is put together.

What we're going to learn in this unit is that subjects and verbs come in PATTERNS and that there are only FIVE PATTERNS in our language. In order to understand all that you will be learning, you need to understand how these patterns work. This unit is about the first two SENTENCE PATTERNS called:

**Noun-Verb – and – Noun-Verb-Noun.**

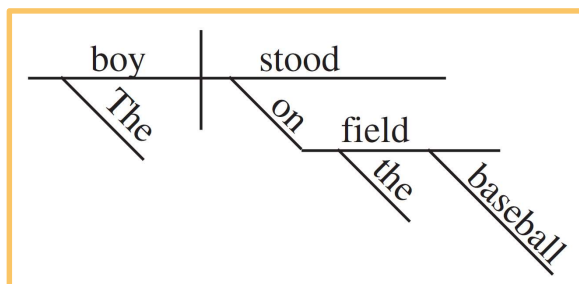
### PATTERN 1: N-V

The **Noun-Verb** pattern (which we'll call just **N-V**) contains only two items on the baseline of the diagram: the subject, which is a noun or pronoun, (**N**) and an action verb (**V**). The subject and verb may have modifiers (articles, adjectives, and prepositional phrases modifying the subject and adverbs and prepositional phrases modifying the verb), but **THERE WILL BE NO OTHER NOUNS OR VERBS**.

Look at this example:

**ART N AV PP ART ADJ N**  
The boy stood (on the baseball field).

As you already know, this sentence should be diagrammed like this:



### PATTERN 2: N-V-N

To learn about the **Noun-Verb-Noun** pattern, you must become familiar with a new “job” called the **DIRECT OBJECT**. This pattern contains three items on the baseline: the subject (**N**), an action verb (**AV**), and the direct object, which is a noun or pronoun (**N**). It is just called the **N-V-N** pattern. There may be modifiers for all three parts, but **THERE ARE NO OTHER NOUNS OR VERBS**.

To find the direct object, you first find the subject and verb (you already know how to do that). Then you simply **SAY THE SUBJECT, SAY THE VERB, AND ASK “WHAT?”** The answer will be a noun or pronoun and is called the **DIRECT OBJECT**.

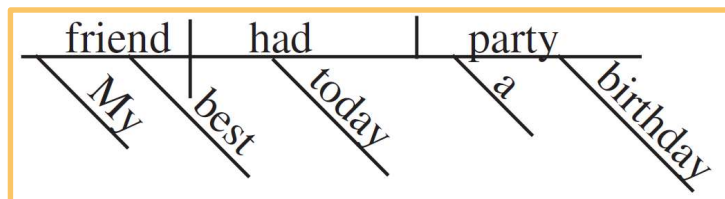
[\(Table of Contents\)](#)

*(This subject continues on the next page.)*

Look at this example:

**ADJ ADJ N AV ART ADJ N ADV**  
My best friend had a birthday party today.

If the verb is *had*, and you ask “Who or what had?” the answer is *friend*, right? So that’s the subject and verb. At this point, you should go ahead and draw your baseline and fill in the subject and verb. Now you need to find out if there’s a direct object, Remember, you say the subject, say the verb, and ask “What?” Let’s try it: “Friend had what?” *Party*, right? So *party* is the direct object. Look how the direct object is diagrammed:



*Note: The line between the verb (had) and direct object (party) goes to the baseline and then stops.*

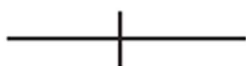
Below is the beginning of a chart which will be a big help in diagramming these sentences. It is just a list IN ORDER of the steps that you must take. Use it when you do your homework, and you’ll see how well it works!

## PROCESS

- Step 1:** Find all the nouns in the sentence and mark them **N** (**PN** for proper nouns).
- Step 2:** Find and mark all articles **ART**, and adjectives **ADJ**. (Ask, “Which?” & say the noun)
- Step 3:** Find and mark all the pronouns **PRO**.
- Step 4:** Find all the prepositions and put parentheses ( ) around the prepositional phrases.
- Step 5:** Find all the verbs and mark them **V**.
- Step 6:** Find the subject. Ask, “Who or what?” and say the verb.
- Step 7:** Draw your baseline and fill in the subject and verb.
- Step 8:** Look for the direct object. Say the subject and verb and ask, “What?”

### No answer?

You have a pattern 1 (N-V)  
sentence.  
Your baseline looks like this:



### Did you get an answer?

You have a pattern 2 (N-V-N)  
sentence.  
Your baseline looks like this:



**Step 9:** Add your modifiers.

[\(Table of Contents\)](#)

*(Exercises for this subject begin on the next page.)*

# Patterns 1 & 2: Exercise #1

Page 1 of 1

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** All the sentences below are Pattern 2. Mark all the parts of speech and put parentheses around the prepositional phrases. Then diagram the entire sentence.

1. Ranofer withheld the story of his visit to Zau.
2. He paid a high price for his silence.
3. The young boy had stripes of fire across his shoulders.
4. “Treat him with kindness!”
5. A heart of stone left Gebu with anger.

**Pronouns are words that** \_\_\_\_\_.

**To find the direct object you say the** \_\_\_\_\_, **say the** \_\_\_\_\_, **and ask** \_\_\_\_\_.

**DIRECTIONS:** Write what job the underlined words in the sentences above are doing. Choose your answers from the following:

**SUBJECT**      **DIRECT OBJECT**      **OBJECT OF THE PREPOSITION**  
**VERB**          **MODIFIER**

SENTENCE #	WORD(S)	JOB
1.	withheld	_____
2.	price	_____
3.	young	_____
4.	kindness	_____
5.	heart	_____

## Patterns 1 & 2: Exercise #2

Page 1 of 1

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** *The sentences below are either Pattern 1 or Pattern 2. Mark all the parts of speech and put parentheses around the prepositional phrases. Then diagram the entire sentence.*

1. Gebu came into the shop in the middle of the morning.
2. Frequently he stomped between the workers.
3. The grumpy man inspected the work with a snarl.
4. The voices of the two men gradually raised in an argument.
5. Ranofer quickly dropped his sandstone.

**An adjective is a word that** \_\_\_\_\_.

**In a prepositional phrase the last word is the** \_\_\_\_\_.

**DIRECTIONS:** *Write what job the underlined words in the sentences above are doing. Choose your answers from the following:*

**SUBJECT      DIRECT OBJECT      OBJECT OF THE PREPOSITION**  
**VERB          MODIFIER**

SENTENCE #	WORD(S)	JOB
1.	middle	_____
2.	stomped	_____
3.	grumpy	_____
4.	voices	_____
5.	sandstone	_____

## Patterns 1 & 2: Exercise #3

Page 1 of 1

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** The sentences below are either Pattern 1 or Pattern 2. Mark all the parts of speech and put parentheses around the prepositional phrases. Then diagram the entire sentence.

1. Pai demanded the scroll on the bottom shelf.
2. That scroll contained the plan of the judge's tomb.
3. His hands certainly trembled with fear.
4. All tomb plans had similarities in design.
5. His half-brother quickly stalked past Ranofer.

Circle the word or words below that would NOT be a modifier:

prepositional phrase

article

direct object

adjective

Pattern 1 is just like Pattern 2 except it doesn't have a(n) \_\_\_\_\_.

**DIRECTIONS:** Write what job the underlined words in the sentences above are doing. Choose your answers from the following:

**SUBJECT**

**DIRECT OBJECT**

**OBJECT OF THE PREPOSITION**

**VERB**

**MODIFIER**

SENTENCE #	WORD(S)	JOB
1.	demanded	_____
2.	plan	_____
3.	certainly	_____
4.	plans	_____
5.	Ranofer	_____



## Pattern 3

In this unit we're going to learn a new sentence pattern. We're also going to learn a neat trick that will really help you with your diagramming. The trick is called "undecorating" the sentence!

**UNDECORATING THE SENTENCE:** If you think about it, the words that go on the diagram baseline are the really important words. If you didn't have these words, you wouldn't have a sentence! So these words are definitely NOT the "decoration" on the sentence.

Now think about the modifiers in a sentence, the articles, adjectives, adverbs, and prepositional phrases. Even if you take the words out of the sentence, there's still a sentence there. It's just not as interesting, is it?

So here's the trick: mark all the parts of speech in the sentence and put parentheses around the prepositional phrases. Then in your mind remove all the modifiers or "undecorate" the sentence. After you have done that, the words left over are the words that go on the baseline! Try it with some of the sentences you did in Unit 7. Isn't that neat?

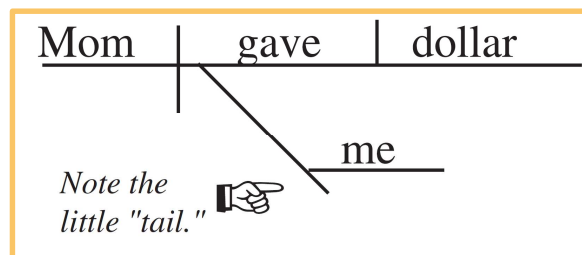
### **PATTERN 3: N-V-N-N**

To learn about this new pattern, you must learn about a new "job" called the **INDIRECT OBJECT**. This sentence pattern is called **Noun-Verb-Noun-Noun**. It consists of four main parts **IN THIS ORDER**: the subject (**N**), an action verb (**V**), an indirect object (**N**), and a direct object (**N**). All four of these things could have modifiers, but there will be no other nouns or verbs in the sentence. Look at this example:

**PN AV PRO ART N PP N**  
M o m g a v e m e a d o l l a r ( f o r c a n d y ) .

If you "undecorate" this sentence, what would be left? Mom gave me dollar

Those words - **IN THAT ORDER** - show you what the baseline should look like:



**REMEMBER:** The words in a Pattern 3 sentence will ALWAYS come in the same order: **SUBJECT - ACTION VERB - INDIRECT OBJECT - DIRECT OBJECT**.

What would you do if you saw a sentence like this?

**ADV AV PRO ART N**  
P l e a s e w r i t e m e a l e t t e r .

If you "undecorate" this sentence (take out all the modifiers), what do you have left?

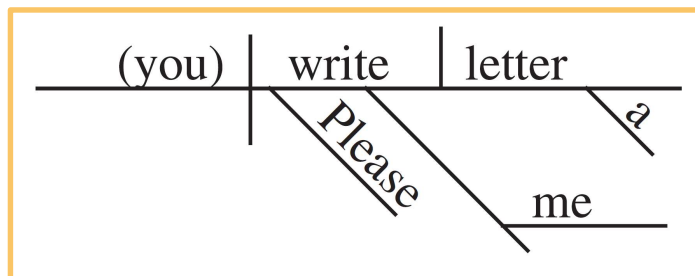
**write me letter**

[\(Table of Contents\)](#)

*(This subject continues on the next page.)*

Here we have a verb followed by two nouns (even though one is a pronoun, you still can think of it as a noun)! Now what do we have here?

I'll bet you guessed it! This is a request or command sentence with an “understood” *you* as the subject. The diagram would look like this:



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*(Exercises for this subject begin on the next page.)*

## Pattern 3: Exercise #1

Page 1 of 1

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** All the sentences below are Pattern 3. Mark all the parts of speech and put parentheses around the prepositional phrases. Then diagram the entire sentence.

1. The custom in the city gave Theras an age for the start of school.
2. This gave him a wonderful opportunity for an education.
3. “Send me a letter from the city.”
4. His mother gave him her approval.
5. The proud parents gave the young boy a pedagogue.

The last word in a prepositional phrase is called the \_\_\_\_\_.

The articles in our language are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

**DIRECTIONS:** Write what job the underlined words in the sentences above are doing. Choose your answers from the following:

*SUBJECT*                      *DIRECT OBJECT*                      *OBJECT OF THE PREPOSITION*  
*VERB*                              *INDIRECT OBJECT*                      *MODIFIER*

SENTENCE #	WORD(S)	JOB
1.	city	_____
2.	opportunity	_____
3.	Send	_____
4.	mother	_____
5.	boy	_____

## Pattern 3: Exercise #2

Page 1 of 1

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** All the sentences below are either Pattern 2 (N-V-N) or Pattern 3 (N-V-N-N). Mark all the parts of speech and put parentheses around the prepositional phrases. Then diagram the entire sentence.

1. His two little sisters gave him a kiss as a sign of their love.
2. His mother put sandals on his feet.
3. Remember your loved ones on your journey.
4. The proud Pheidon offered his son his hand for a walk to school on the first day.
5. The narrow streets in Athens had no windows.

**An adverb which can be moved modifies the** \_\_\_\_\_.

**A Pattern 2 sentence has a subject, a verb, and a(n)** \_\_\_\_\_.

**DIRECTIONS:** Write what job the underlined words in the sentences above are doing. Choose your answers from the following:

**SUBJECT**

**DIRECT OBJECT**

**OBJECT OF THE PREPOSITION**

**VERB**

**INDIRECT OBJECT**

**MODIFIER**

SENTENCE #	WORD(S)	JOB
1.	sign	_____
2.	sandals	_____
3.	loved	_____
4.	son	_____
5.	had	_____

## Pattern 3: Exercise #3

Page 1 of 1

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** All the sentences below are either Pattern 1 (N-V), Pattern 2 (N-V-N), or Pattern 3 (N-V-N-N). Mark all the parts of speech and put parentheses around the prepositional phrases. Then diagram the entire sentence.

1. The Athenians built themselves very practical houses.
2. On the other hand, they built their gods stately buildings.
3. Over the top of the city, he saw the rocky hill.
4. Suddenly they came into the bright open space of the market.
5. The new scholar saw amazing pictures on his first walk to school.

**A Pattern 3 sentence has four main parts. What are they (in order)?**

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_

**When you “undecorate” a sentence, you take out all the \_\_\_\_\_.**

**DIRECTIONS:** Write what job the underlined words in the sentences above are doing. Choose your answers from the following:

**SUBJECT**  
**VERB**

**DIRECT OBJECT**  
**INDIRECT OBJECT**

**OBJECT OF THE PREPOSITION**  
**MODIFIER**

SENTENCE #	WORD(S)	JOB
1.	practical	_____
2.	gods	_____
3.	hill	_____
4.	Suddenly	_____
5.	walk	_____

# Patterns 1-3 Application Activity

Page 1 of 1

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** Using any materials other than a drawn line (Lincoln Logs, Legos, Kinex, Playdoh, sticks, yarn, wood — be creative!), create a 3-D diagram. Your diagram should include:

- A baseline
- Modifier lines for at least one article AND one adjective
- A modifier line for a prepositional phrase modifying the subject
- A modifier line for at least one adverb OR prepositional phrase that modifies the verb
- Bonus: Add in lines for a direct object and/or indirect object and direct object.

Once you have created this diagram, find a creative way to add words, objects, and/or cut-out images to complete your diagram. You might place it on a large piece of paper, tape the words or objects onto the paper, place it in a box, etc. Remember that the prepositional phrase modifying your subject should come immediately after the subject in order to modify it.

On the lines below, write 3 different sentences that can be used with your base sentence structure. You may add extra words. For instance, if your base sentence illustrates, "A sweet little girl in my class cries softly," your 3 sentences might say:

- "A sweet little girl in my class cries softly when she sees a bug."
- "Sometimes a sweet little girl in my class cries softly in her sleep."
- "A sweet little girl in my class cries softly with joy while she diagrams sentences."

Have fun!

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# First Semester Grammar Review

[Page 1 of 2](#)

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** *Mark all the parts of speech and put parentheses around the prepositional phrases. Then diagram the entire sentence.*

1. The two planned their homecoming by the famous Alpheus River.
2. The boys stopped in the town of Orestium.
3. All of the shepherds lived in the same area.
4. They followed a different road to Athens.
5. Follow the map!
6. No Spartan gave them a second thought.
7. Then Theras suggested journeys by day.
8. The beautiful temples of Orestium reflected the sun in the early mornings.
9. Thankfully the good Leon of Orestium gave the boys some half-worn sandals.
10. The happy young men skipped along the mountain road with a song in their hearts.

Page 2 of 2 – First Semester Grammar Review

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**DIRECTIONS:** Write what job the underlined words in the sentences above are doing. Choose your answers from the following:

**SUBJECT**  
**VERB**

**DIRECT OBJECT**  
**INDIRECT OBJECT**

**OBJECT OF THE PREPOSITION**  
**MODIFIER**

SENTENCE #	WORD(S)	JOB
1.	planned	_____
2.	town	_____
3.	same	_____
4.	road	_____
5.	Follow	_____
6.	them	_____
7.	suggested	_____
8.	sun	_____
9.	boys	_____
10.	men	_____

**SHORT ANSWERS:**

1. A noun is the name of a \_\_\_\_\_.
2. Adjectives are words that \_\_\_\_\_.
3. The kind of noun which begins with a lower-case letter and consists of only one word is the \_\_\_\_\_ noun.
4. The three articles in our language are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
5. Pronouns are words that \_\_\_\_\_.
6. A Pattern 3 sentence is just like Pattern 2, except that it has a(n) \_\_\_\_\_.
7. A sentence which is a command or a request usually has a(n) \_\_\_\_\_ as the subject.
8. In an N-V-N-N (Pattern 3) sentence, which noun is the direct object: the 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup>? \_\_\_\_\_
9. True or False: A proper noun begins with an upper-case letter? \_\_\_\_\_



# Optional Extension Activity

[Page 1 of 1](#)

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** *On the following lines, write your own example of each of the sentence types we have learned about so far. Then mark the parts of speech. You do NOT need to diagram them.*

1. *Pattern 1 (N-V):* \_\_\_\_\_

\_\_\_\_\_

2. *Pattern 1 (N-V):* \_\_\_\_\_

\_\_\_\_\_

3. *Pattern 1 (N-V):* \_\_\_\_\_

\_\_\_\_\_

## Linking Verbs and Patterns 4 & 5

When we introduced Patterns 1 & 2, we also introduced a **PROCESS** chart to use as a tool to help when diagramming sentences. Make sure to pay close attention to the **PROCESS** chart that is completed in this unit, and use it with every sentence as you diagram it.

Look at this sentence:                    **James walked down the street.**

In this sentence the subject is *James*, isn't it? And James is DOING something in this sentence: he's walking, right?

Now look at this sentence:            **James seemed sleepy today.**

The subject is still *James*, but is James doing anything in this sentence? No, he's not. He's not doing anything, but he's BEING something - sleepy, right? Now, look at the next two sentences. In which one is the subject DOING something and in which one is the subject BEING SOMETHING?

**The girl tasted the mixture.            The mixture tasted sweet.**

In the first sentence the subject (girl) is doing something - she's tasting. In the second sentence the subject (mixture) isn't doing any tasting, is it? It's being something - sweet!

The sentences where the subjects are DOING something have ACTION VERBS. But the sentences where the subjects are BEING something have LINKING VERBS.

Not every verb can be a linking verb. In the columns below you will see the verbs that can be linking verbs:

BE (is, am, are, was, were, being, been)			
LOOK	SEEM	TASTE	BECOME
FEEL	APPEAR	SMELL	STAY
GROW	REMAIN	SOUND	

Most of these words can be linking verbs in some sentences and action verbs in others. The way to be sure you have a linking verb is to find the LINKING VERB SENTENCE PATTERN. There are two of them, which we call Pattern 4 and Pattern 5.

### **PATTERN 4: N-LV-N**

We call this sentence pattern **Noun-Linking Verb-Noun**. The baseline items come in this order: Subject (a noun or pronoun), a linking verb, and the PREDICATE NOMINATIVE (another noun or pronoun). Look at this example:

**ADJ ADJ            N            LV ART            ADJ            N**

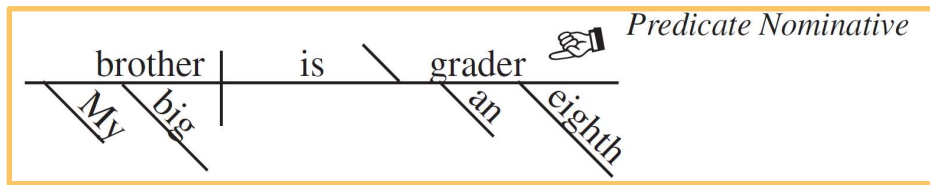
**M y b i g b r o t h e r i s a n e i g h t h g r a d e r .**

To determine the pattern of this sentence, you say the subject, say the verb, and ask "What?" You get "brother is grader," right? Now, are *brother* and *grader* the same person? If so, then you have an N-LV-N sentence, and *grader* is the predicate nominative. That's how you know that you have a linking verb (*is*).

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*(This subject continues on the next page.)*

Look at how it's diagrammed:



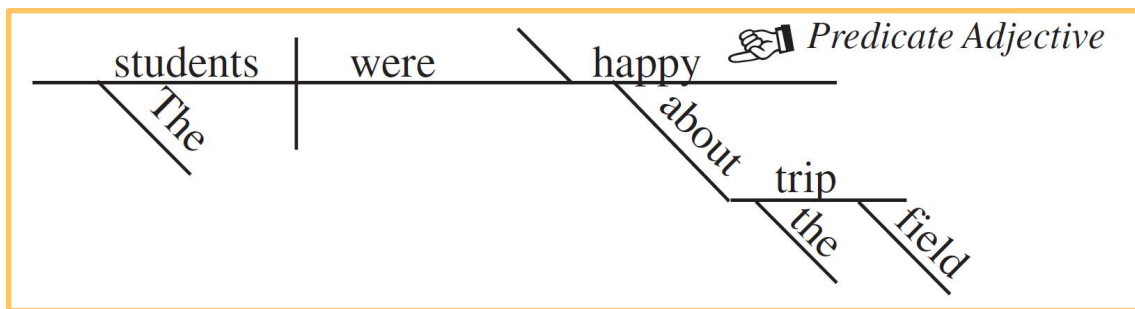
How is this baseline different from a sentence with a direct object? That's right, this baseline has a slanted (or diagonal) line between the verb (*is*) and the predicate nominative (*grader*).

### PATTERN 5: N-LV-ADJ

We call this sentence pattern **Noun -Linking Verb-Predicate Adjective**. The items on the baseline come in this order: the subject (a noun or pronoun), then the linking verb, then an adjective called the PREDICATE ADJECTIVE. Here's an example:

ART      N              LV      P-ADJ          PP      ART      ADJ      N  
The students were happy (about the field trip).

Do the same thing you did before: say the subject, say the verb, and ask "What?" You get "students are happy," don't you? As long as *happy* describes *students*, you have an N-LV-ADJ sentence, and *happy* is the predicate adjective.



**SO REMEMBER!** If you have an action verb in your sentence, then it must be Pattern 1, Pattern 2, or Pattern 3. If you have a linking verb, then you have either Pattern 4 or Pattern 5. In a Pattern 4 sentence, the linking verb LINKS the subject to the predicate nominative (making them the same person or thing). In a Pattern 5 sentence, the linking verb LINKS the subject to the predicate adjective (which describes it). On the next page is the now-complete **PROCESS** chart. I know it looks scary, but if you just follow the steps, ask the questions, and follow the arrows, I promise you you'll get it. Use it as you do your exercises, and you'll quickly see what a BIG help it is!

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*(This subject continues on the next page.)*

## PROCESS

**Step 1:** Find all the nouns in the sentence and mark them N (PN for proper nouns).

**Step 2:** Find and mark all articles and adjectives (Ask, “Which?” & say the noun)

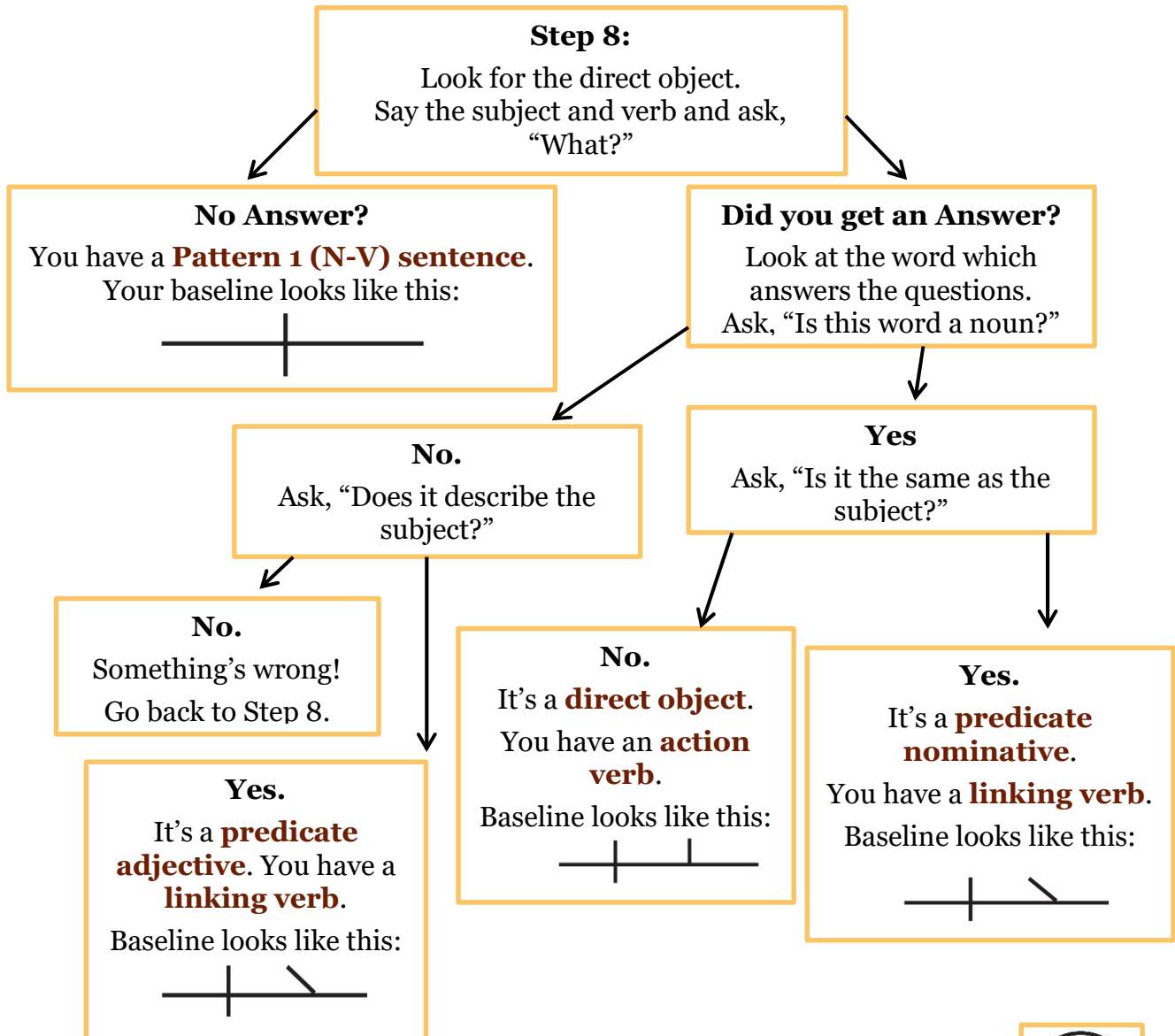
**Step 3:** Find and mark all the pronouns.

**Step 4:** Find all the prepositions and put parentheses around the prepositional phrases.

**Step 5:** Find all the verbs and mark them V.

**Step 6:** Find the subject. Ask, “Who or what?” and say the verb.

**Step 7:** Draw your baseline and fill in the subject and verb.



**Step 9:** Put all the modifiers on your diagram. Hooray! You’re finished!!!



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*(Exercises for this subject begin on the next page.)*

## Patterns 4 & 5: Exercise #1

Page 1 of 1

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** All the sentences below are Pattern 4 (N-LV-N). Mark all the parts of speech, put parentheses around the prepositional phrases, and diagram the sentences. Be sure to use the “Process Chart.”

1. Most storytellers are a wanderer at a crossroad.
2. A teller usually becomes an important part of the story.
3. The ox in our storyteller’s path was a beautiful beast.
4. In the girl’s mind, this animal was a frightening creature.
5. He was also her protector in case of danger.

In a noun-linking verb-noun sentence, the second noun is called the \_\_\_\_\_.

The word at the end of a prepositional phrase is called the \_\_\_\_\_.

**DIRECTIONS:** Write what job the underlined words in the sentences above are doing. Choose your answers from the following:

**SUBJECT    DIRECT OBJECT    PREDICATE ADJECTIVE    OBJECT OF THE PREPOSITION**  
**VERB    INDIRECT OBJECT    PREDICATE NOMINATIVE    MODIFIER**

SENTENCE #	WORD(S)	JOB
1.	storytellers	_____
2.	usually	_____
3.	was	_____
4.	creature	_____
5.	case	_____

## Patterns 4 & 5: Exercise #2

Page 1 of 1

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** The sentences below are either Pattern 4 (N-LV-N), or Pattern 5 (N-LV-ADJ). Mark all the parts of speech, put parentheses around the prepositional phrases, and diagram the sentences. Be sure to use the “Process Chart.”

1. Lord Akiyama was my master.
2. The kind, talented priest was helpful.
3. Taro’s early attempts at writing were clumsy.
4. His first letters were quite funny.
5. The young boy was a servant in the smelly stable.

A noun-that begins with a lower case letter and can consist of only one word is a \_\_\_\_\_ noun.

Adverbs modify \_\_\_\_\_ , \_\_\_\_\_ , and \_\_\_\_\_ .

**DIRECTIONS:** Write what job the underlined words in the sentences above are doing. Choose your answers from the following:

*SUBJECT    DIRECT OBJECT    PREDICATE ADJECTIVE    OBJECT OF THE PREPOSITION  
VERB    INDIRECT OBJECT    PREDICATE NOMINATIVE    MODIFIER*

SENTENCE #	WORD(S)	JOB
1.	master	_____
2.	helpful	_____
3.	were	_____
4.	letters	_____
5.	smelly	_____

## Patterns 4 & 5: Exercise #3

Page 1 of 1

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** *The sentences below are examples of all five sentence patterns. Mark all the parts of speech, put parentheses around the prepositional phrases, and diagram the sentences. Be sure to use that “Process Chart.”*

1. In his spare time he practiced the complicated characters.
2. His main goal was the position of a samurai.
3. Taro moved up in these very important skills.
4. A young monk gave him a careful look before Zazen.
5. His kimono was quite threadbare.

*A Pattern 3 sentence is different from a Pattern 2 because it has a(n) \_\_\_\_\_.*

*In a noun-linking verb-adjective pattern, the adjective is call a(n) \_\_\_\_\_.*

**DIRECTIONS:** *Write what job the underlined words in the sentences above are doing. Choose your answers from the following:*

*SUBJECT    DIRECT OBJECT    PREDICATE ADJECTIVE    OBJECT OF THE PREPOSITION  
VERB    INDIRECT OBJECT    PREDICATE NOMINATIVE    MODIFIER*

SENTENCE #	WORD(S)	JOB
1.	characters	_____
2.	position	_____
3.	important	_____
4.	him	_____
5.	threadbare	_____

# Helping Verbs

Everybody needs a little help once in a while, don't they? Well, verbs need help too, if they want to form certain "tenses." A tense is a form of the verb that indicates what time the verb is talking about. For example, in the sentence, "I eat strawberries," you've been eating the strawberries all along. In the sentence, "I ate strawberries," you ate the strawberries yesterday or an hour ago, but definitely in the past, right? To say that, your verb had to change its form, or tense. Now suppose you want to say that these strawberries you're eating are being eaten *right this very minute*. You'd have to say what? That's right; you'd have to say, "I am eating strawberries." We had to add another word to the verb to form that tense. The little word you added is called a **HELPING VERB**.

When you have a helping verb added to a verb, you form a **VERB PHRASE**. A verb phrase may have two words, three words, even four words in it. Look at these examples:

	<b>Verb Phrase:</b>	<b>Helping Verb(s)</b>	<b>Main Verb</b>
I will make a homerun.	will make	will	make
I have been reading a book	have been reading	have & been	reading
I should have been listening!	should have been listening	should, have, & been	listening

The **MAIN VERB** is the last verb in the verb phrase. This is the one that's going to be either an action verb or a linking verb. You still use the **PROCESS** chart to figure out which it is, but now you use the whole verb phrase when you "say the subject, say the verb, and ask 'What?'"

## THE BEST WAY TO LEARN HELPING VERBS IS TO MEMORIZE THEM.

is	has	will	may
am	have	would	might
are	had	shall	must
was	do	should	
were	does	can	
be	did	could	
being			
been			

Now, if you're sharp (and you are!), you probably noticed that some of those helping verbs can be linking verbs (is, am, are, etc.). But all you have to do is remember that, if you have a verb phrase, only the **LAST** verb in it is going to be either an action verb or a linking verb. As long as the other words in the verb phrase are on our list, they're helping verbs. Look at these examples:

**PN    HV    LV    ART    ADJ        N**  
 J o h n will be a f o u r t h g r a d e r .  
 (*will be* is the verb phrase and *be* is a linking verb)

**PN    HV    HV    AV        PP    ADJ        N**  
 J o h n will be going (t o f o u r t h g r a d e ) .  
 (*will be going* is the verb phrase and *going* is an action verb)

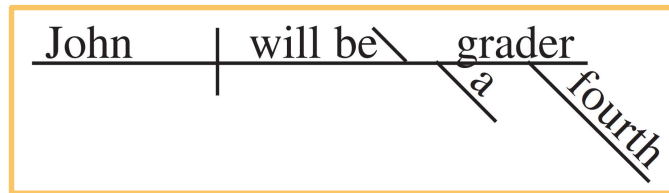
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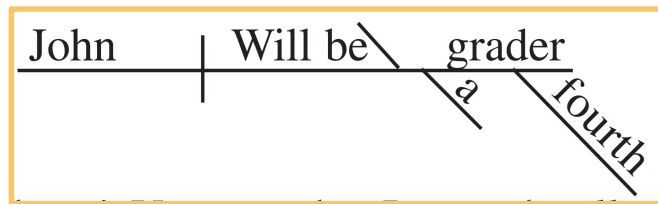


So in the first sentence, *be* is the main verb because it's last. In the second sentence, it's a helping verb. So, when you're using the **PROCESS** chart, be sure you're using the whole verb phrase in asking your questions, but the verb that you're trying to identify (as either an action or linking verb) is the **LAST ONE**.

**DIAGRAMMING HELPING VERBS:** It's easy. Just put all the verbs in the *verb phrase* in the *verb place*. Look at the diagram of the first sentence above.



What if you wanted to take the sentence I've just diagrammed and make a question out of it? What would you do? That's right! You'd take the helping verb *will* and move it to the front of the sentence: "Will John be a fourth grader?" If a sentence has a helping verb in it, that's how you make it into a question. Can you see the difference in the diagram?



I told you that you were sharp! You saw that I started *will* with a capital letter. That's how you could tell, by looking at the diagram that I had diagrammed a question.

But what if a sentence doesn't have a helping verb? How would you make a question out of the sentence, "Mrs. Janes made an apple pie"? Right, you'd say, "Did Mrs. Janes make an apple pie?" You'd have to add a helping verb to the front of the sentence!

By the way, you'll probably notice that adverbs just LOVE to sneak in between a helping verb and the main verb, so watch out for that. ("I could really eat a horse!")

# Helping Verbs: Exercise #1

Page 1 of 1

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** Mark all the parts of speech, put parentheses around the prepositional phrases, and diagram the sentences.

1. Today our class will begin a new book.
2. We also will be beginning a research paper.
3. We are becoming great students.
4. Do you want a new book? *(Remember how to diagram questions?)*
5. Do not lose this exciting book! *(Remember how to diagram commands?)*

**On the page of notes for this unit, there was a four-column list of all the helping verbs. Study the first column (*is, am, etc.*) carefully. Look at the words and say them out loud two times. Then without looking at your notes, write all of those eight helping verbs in the spaces below.**


**DIRECTIONS:** Write what job the underlined words in the sentences above are doing. Choose your answers from the following:

- |                |                        |                             |                                  |
|----------------|------------------------|-----------------------------|----------------------------------|
| <i>SUBJECT</i> | <i>DIRECT OBJECT</i>   | <i>PREDICATE ADJECTIVE</i>  | <i>OBJECT OF THE PREPOSITION</i> |
| <i>VERB</i>    | <i>INDIRECT OBJECT</i> | <i>PREDICATE NOMINATIVE</i> | <i>MODIFIER</i>                  |

SENTENCE #	WORD(S)	JOB
1.	Today	_____
2.	will be beginning	_____
3.	students	_____
4.	you	_____
5.	book	_____

## Helping Verbs: Exercise #2

Page 1 of 1

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** Mark all the parts of speech, put parentheses around the prepositional phrases, and diagram the sentences.

1. Taro had been given a look of warning from the monk.
2. All of the people had been grouped by level of importance.
3. Can you imagine that?
4. He had always observed his surroundings carefully.
5. They were sitting still like a row of stone buddhas.

**On the page of notes for this unit, there was a four-column list of all the helping verbs. Study the second column (has, have, etc.) carefully. Look at the words and say them out loud two times. Then without looking at your notes, write all of those six helping verbs in the spaces below.**


**DIRECTIONS:** Write what job the underlined words in the sentences above are doing. Choose your answers from the following:

<i>SUBJECT</i>	<i>DIRECT OBJECT</i>	<i>PREDICATE ADJECTIVE</i>	<i>OBJECT OF THE PREPOSITION</i>
<i>VERB</i>	<i>INDIRECT OBJECT</i>	<i>PREDICATE NOMINATIVE</i>	<i>MODIFIER</i>

SENTENCE #	WORD(S)	JOB
1.	warning	_____
2.	had been grouped	_____
3.	you	_____
4.	always	_____
5.	stone	_____

# Helping Verbs: Exercise #3

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** Mark all the parts of speech, put parentheses around the prepositional phrases, and diagram the sentences.

1. A stern monk was walking around with a long wooden stick.
2. This stick is called a kyosaku.
3. Obviously this priestly man was siding with Yoshinobu.
4. Katsuyori had been seen on a walk with Taro.
5. I had never seen those two samurai.

**Study the last two columns of this unit's notes carefully. Look at the words and say them out loud two times. Then without looking at your notes, write all of those nine helping verbs in the spaces below.**


**DIRECTIONS:** Write what job the underlined words in the sentences above are doing. Choose your answers from the following:

- |                |                        |                             |                                  |
|----------------|------------------------|-----------------------------|----------------------------------|
| <i>SUBJECT</i> | <i>DIRECT OBJECT</i>   | <i>PREDICATE ADJECTIVE</i>  | <i>OBJECT OF THE PREPOSITION</i> |
| <i>VERB</i>    | <i>INDIRECT OBJECT</i> | <i>PREDICATE NOMINATIVE</i> | <i>MODIFIER</i>                  |

SENTENCE #	WORD(S)	JOB
1.	stern	_____
2.	stick	_____
3.	Obviously	_____
4.	walk	_____
5.	samurai	_____

# Helping Verbs Activity Sheet #1

[Page 1 of 1](#)

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** *Underline the verb phrase (helping verb + action verb) in each sentence. Circle the helping verb.*

1. Jason will play video games tomorrow.
2. The surgeon has operated many times before.
3. My little sister is singing in her bedroom.
4. Scott can kick better than anyone on the team.
5. The beautiful sailboat was built in 1985.
6. Sarah is walking her puppy in the park.
7. Jake and his dad are using the computer.
8. Mom will bake a special cake for the hoedown.

**WHAT TO DO:** *Write two sentences that have helping verbs. Underline the verb phrase and circle the helping verb.*

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

## Helping Verbs Activity Sheet #2

[Page 1 of 1](#)

**NAME:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**WHAT TO DO:** Search through magazines, flyers, and newspapers to find helping verbs. Cut out 10 verb phrases and glue them onto this page. Circle the helping verbs.

# Sentence Patterns Application Activity

[Page 1 of 1](#)

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** Search through *The Samurai's Tale* and find examples for each of the sentence patterns that have been studied. At least two of your sentences should include helping verbs. Write the sentences on the lines provided, then parse and diagram your examples. You may modify your sentences slightly if necessary.

Pattern 1 (N-V)

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Pattern 2 (N-V-N)

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Pattern 3 (N-V-N-N)

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Pattern 4 (N-LV-N)

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Pattern 5 (N-LV-ADJ)

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## Units 15 - 18 Review

Page 1 of 2

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** *Mark all the parts of speech, put parentheses around the prepositional phrases, and diagram the sentences.*

1. In the fall of that year, Nagashino Castle had been taken by Tokugawa Ieyasu.
2. The troops for help were too late.
3. Lord Zakoji gave Murakami an explanation of the attack.
4. Katsuyori-sama might attack his enemies soon.
5. The protagonist is now a samurai..
6. Lord Zakoji had continued his polite friendship with me.
7. I considered myself a worthy suitor for his daughter.
8. Wada Kansuke shall always be a dear friend of mine.

**DIRECTIONS:** *Write what job the underlined words in the sentences above are doing. Choose your answers from the following:*

SENTENCE #	WORD(S)	JOB
1.	had been taken	_____
2.	late	_____
3.	attack	_____
4.	enemies	_____
5.	protagonist	_____
6.	polite	_____
7.	myself	_____
8.	friend	_____



NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**SHORT ANSWERS:**

1. Pronouns are words that \_\_\_\_\_.
2. Adjectives are words that \_\_\_\_\_.
3. A sentence needs to have a subject and \_\_\_\_\_.
4. Write the three articles in our language: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
5. In a noun-linking verb-noun sentence, the second noun is the \_\_\_\_\_.
6. In a noun-linking verb-adjective sentence, the adjective is the \_\_\_\_\_.
7. A Pattern 3 sentence is just like a Pattern 2 except that it has a(n) \_\_\_\_\_.
8. A sentence which has a command or request usually has a(n) \_\_\_\_\_ as a subject.
9. In a Pattern 3 (N-V-N-N) sentence, which noun is the direct object: the 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup>? \_\_\_\_\_
10. True or False: A proper noun begins with a lower case letter? \_\_\_\_\_

**HELPING VERBS: Write the 23 helping verbs.**

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

# Conjunctions & Compound Situations

This is the final new grammar topic for the year!

Now we're going to learn the last part of speech. Haven't you learned a lot?

We use conjunctions to join things together in a sentence. One of the rules about joining things together is that the things must be alike.

**You can join 2 nouns:** The *boy* and the *girl* walked to school. (A noun can join a pronoun.)

**Or 2 verbs:** The children *walked* and *ran* to school.

**Or 3 adverbs:** The children moved *slowly*, *quietly*, and *carefully*.

**Or anything else** AS LONG AS THE THINGS ARE ALIKE.

**You CAN'T join things which are not alike:** *walk* and *table*????

By now I'll bet you've figured out that *and* is a conjunction, but that's not the only one. The conjunctions are

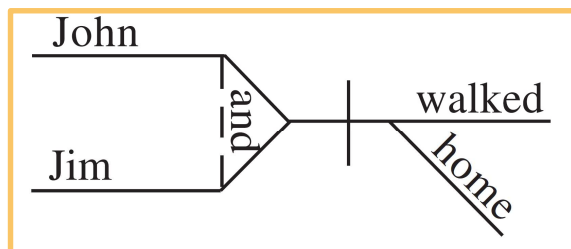
and	or	for (when it means <i>because</i> )
but	nor	yet (when it means <i>but</i> )

When you find a conjunction in a sentence, mark it **CONJ**.

**COMPOUND THINGS:** A "compound" thing in a sentence is when there are two (or more) of something. When a sentence has more than one subject, we call it a "compound subject." When it has two or more verbs, we call it a "compound verb" and so on. When you have to diagram a sentence with a compound thing in it, you decide where it would go in the diagram (if it were only one thing) and then you just "branch off" the line. Just look below to see how you diagram all kinds of compound things.

A. COMPOUND SUBJECT:

PN	CONJ	PN	AV	ADV
John	and	Jim	walked	home.

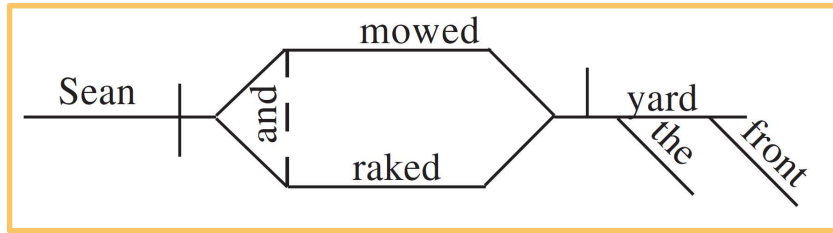


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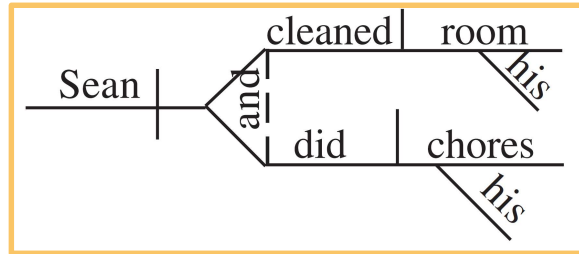
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**B. COMPOUND VERB:**

**PN AV CONJ AV ART ADJ N**  
Sean mowed and raked the front yard.



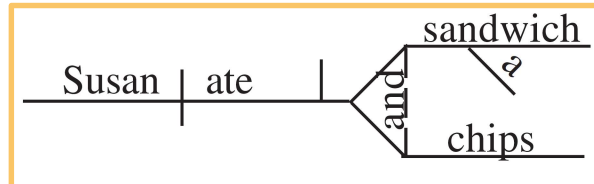
**PN AV ADJ N CONJ AV ADJ N**  
Sean cleaned his room and did his chores.



Did you notice that, in the first sentence, the two verbs “share” a direct object? That’s why the baseline is joined back together again after the verbs. In the second example, each verb has its own direct object, so we don’t join the baseline back together again.

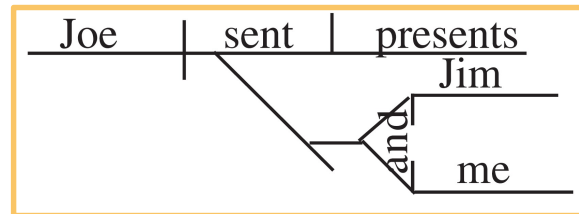
**C. COMPOUND DIRECT OBJECT:**

**PN AV ART N CONJ N**  
Susan ate a sandwich and chips.



**D. COMPOUND INDIRECT OBJECT:**

**PN AV PN CONJ PRO N**  
Joe sent Jim and me presents.



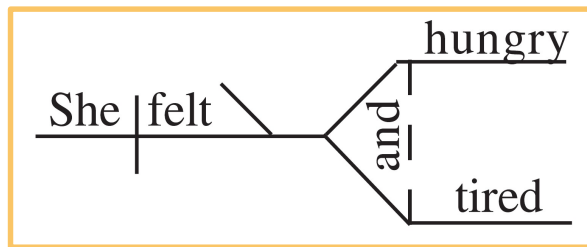
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E. COMPOUND PREDICATE NOMINATIVE OR PREDICATE ADJECTIVE:

**PRO LV P-ADJ CONJ P-ADJ**

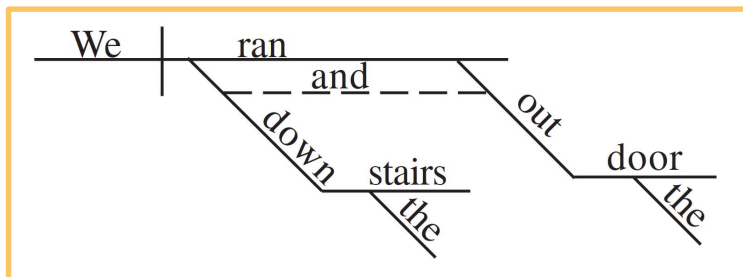
She felt hungry and tired.



F. COMPOUND PREPOSITIONAL PHRASES:

**PRO AV PP ART N CONJ PP ART N**

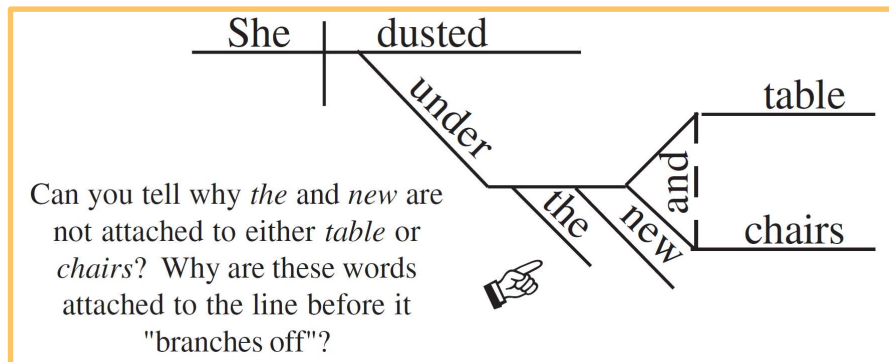
We ran (down the stairs) and (out the door).



G. PREPOSITIONAL PHRASE WITH COMPOUND OBJECT:

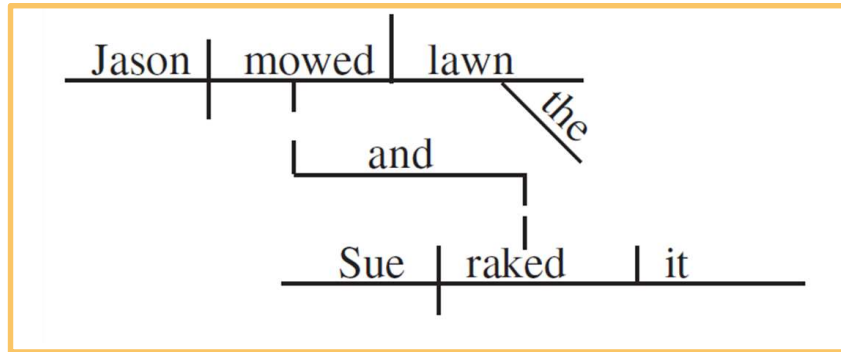
**PN AV PP ART ADJ N CONJ N**

She dusted (under the new table and chairs).



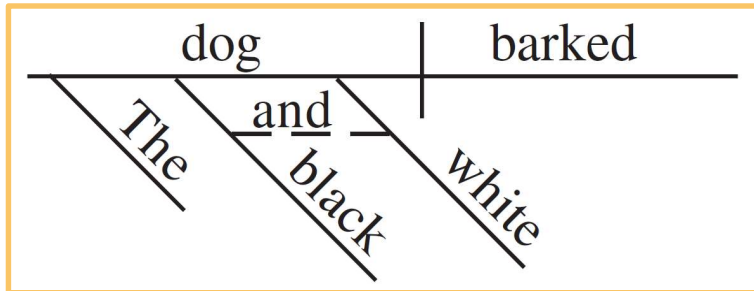
H. COMPOUND SENTENCE:

**PN AV ART N CONJ PN AV PRO**  
Jason mowed the lawn and Sue raked it.



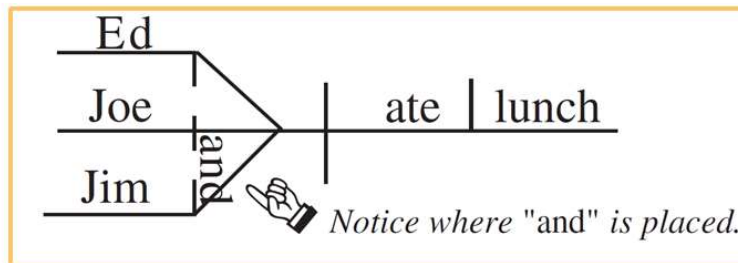
I. COMPOUND MODIFIERS:

**ART ADJ CONJ ADJ N AV**  
The black and white dog barked.



J. THREE OR MORE OF SOMETHING:

**PN PN CONJ PN AV N**  
Ed, Joe, and Jim ate lunch.



# Compound Situations: Exercise #1

Page 1 of 2

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** Mark all the parts of speech in the sentences below, and then diagram them. Watch for little clues given at the end of each sentence! These little clues tell you where to look your notes for help on your diagram.

1. Joel and Malthace were climbing the mountain. (See Notes A)
2. Daniel bar Jamin spotted the siblings and watched them. (See Notes B #2)
3. The pair had high cheekbones and ruddy complexions. (See Notes C)
4. He gave the boy and girl a deep scowl. (See Notes D)
5. The two appeared energetic and carefree. (See Notes E)

If a conjunction joins things, the two things have to be the same \_\_\_\_\_.

Adverbs modify \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

**DIRECTIONS:** Write what job the underlined words in the sentences above are doing. Choose your answers from the following:

**SUBJECT    DIRECT OBJECT    PREDICATE ADJECTIVE    OBJECT OF THE PREPOSITION**  
**VERB    INDIRECT OBJECT    PREDICATE NOMINATIVE    MODIFIER**

SENTENCE #	WORD(S)	JOB
1.	were climbing	_____
2.	siblings	_____
3.	pair	_____
4.	deep	_____
5.	energetic	_____

## Compound Situations: Exercise #2

Page 1 of 1

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** Mark all the parts of speech in the sentences below, put parentheses around the prepositional phrases, and then diagram them. Watch for little clues given at the end of each sentence!

1. Daniel strode down the path and past Malthace. (See Notes F)
2. The guards in the pack train were armed with heavy staffs and swords. (See Notes G)
3. They heard the sound of running feet, and then a young boy raced up the trail. (See Notes H)
4. Dark and feverish eyes were staring back at Daniel. (See Notes I)
5. Guards, tradesmen, and a cluster of women led the pack. See Notes J)

Circle the item below that is **NOT** a modifier:

prepositional phrase      article      adjective      helping verb      adverb

In a noun-linking verb-adjective pattern, the adjective is called the \_\_\_\_\_.

**DIRECTIONS:** Write what job the underlined words in the sentences above are doing. Choose your answers from the following:

**SUBJECT      DIRECT OBJECT      PREDICATE ADJECTIVE      OBJECT OF THE PREPOSITION**  
**VERB      INDIRECT OBJECT      PREDICATE NOMINATIVE      MODIFIER**

SENTENCE #	WORD(S)	JOB
1.	path	_____
2.	heavy	_____
3.	feet	_____
4.	eyes	_____
5.	led	_____

# Compound Situations: Exercise #3

Page 1 of 2

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** Mark all the parts of speech in the sentences below, put parentheses around the prepositional phrases, and then diagram them. Watch for little clues given at the end of each sentence!

1. Daniel stared into the pudgy face and moist eyes. (See Notes G)
2. He did not like his assigned task, but he still followed his orders. (See Notes H)
3. The huge arms, broad face, and powerful legs on the slave were intimidating. (See Notes J)
4. Joel's steadiness and confidence impressed Rosh. (See Notes A)
5. The young boy promised him open eyes and tight lips. (See Notes C)

The items on the baseline of an N-LV-N sentence are the \_\_\_\_\_, the \_\_\_\_\_, and the \_\_\_\_\_.

A pronoun can do any job that a \_\_\_\_\_ can do.

**DIRECTIONS:** Write what job the underlined words in the sentences above are doing. Choose your answers from the following:

**SUBJECT**    **DIRECT OBJECT**    **PREDICATE ADJECTIVE**    **OBJECT OF THE PREPOSITION**  
**VERB**    **INDIRECT OBJECT**    **PREDICATE NOMINATIVE**    **MODIFIER**

SENTENCE #	WORD(S)	JOB
1.	face	_____
2.	not	_____
3.	intimidating	_____
4.	steadiness	_____
5.	eyes	_____



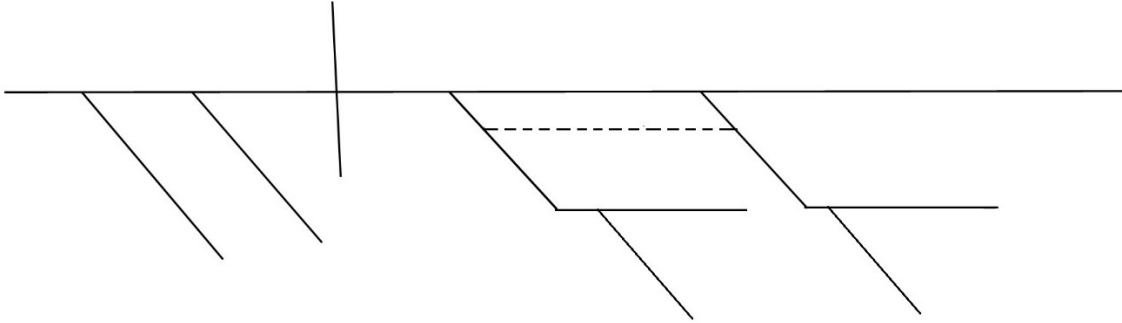
# Helping Verbs/Compound Situations Application Activity

Page 1 of 2

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** Create sentences that match each of the diagrams below. Then, write a sentence based on your diagram. At least TWO of your diagrams should include a verb phrase.

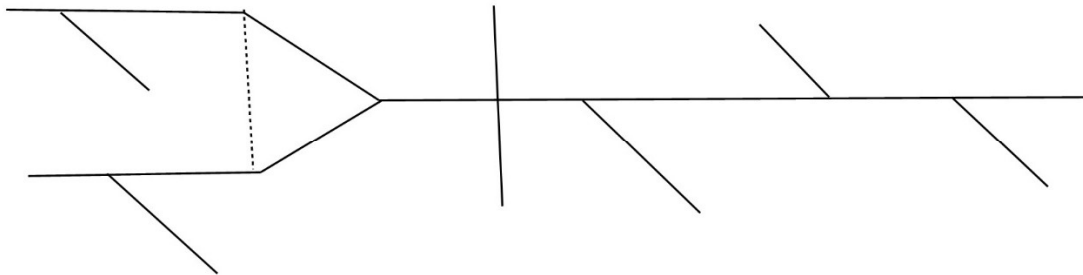
1.



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2.

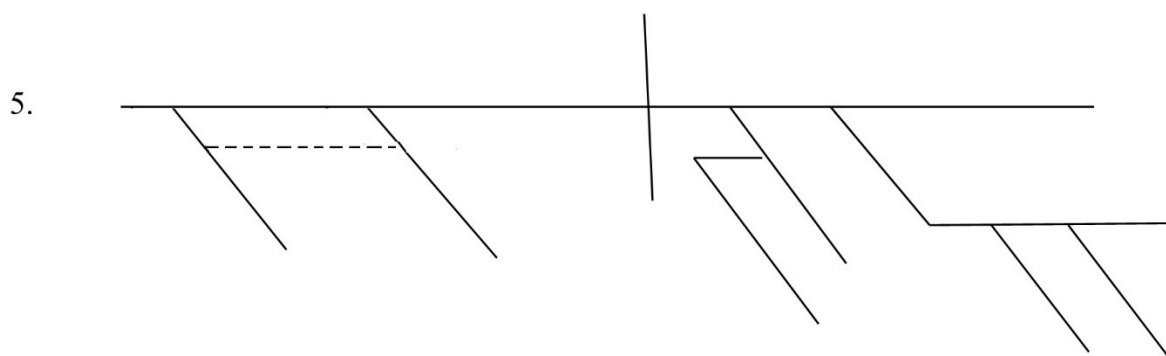
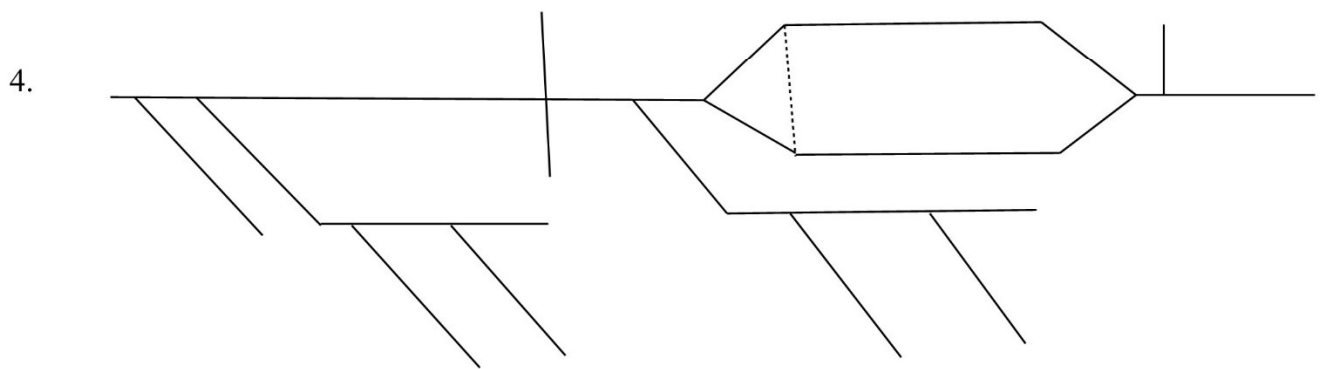
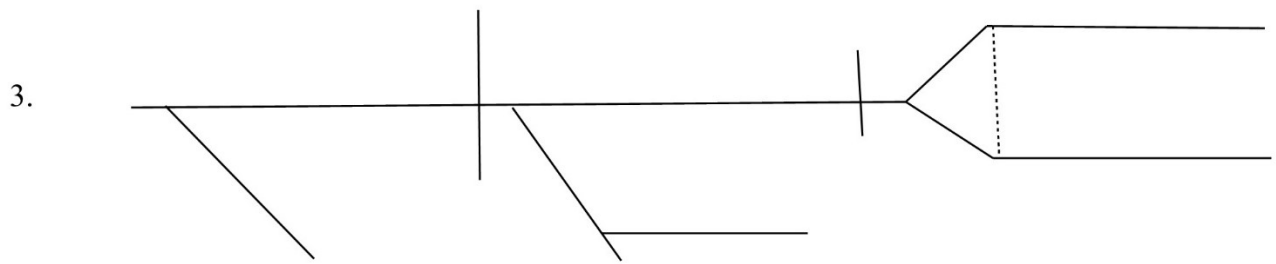


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Page 2 of 2 – Helping Verbs/Compound Situations Application Activity

NAME: \_\_\_\_\_ Date: \_\_\_\_\_



# Final Grammar Project

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** *Now that you have finished your grammar content for the year, it's time to apply that knowledge through a project! You will create your own set of grammar exercises and answer keys, similar to those that you have been completing throughout the year. Below you will find some guidelines; however, keep in mind that in order to complete this project with excellence, you should plan to spread out your work over several weeks.*

- Select either one of the books that we have used this year or another piece of literature from the Ancient time period.
- Select one grammar topic from the first semester and one sentence pattern topic. Review the instructions that accompanied the exercises for your topic. You can look back through your Grammar eBook to find these exercises.
- For each topic, find sentences from your chosen book that are strong examples for your topic. You should have 5 sentences per topic.
- Work with a parent or partner to check your sentences, making sure that they exemplify your topic and fit the instructions from the original exercises. For instance, you wouldn't want to include helping verbs in a sentence from first semester.
- Type each of your sets of sentences. Use the exercises from your topic as an example, and try to format your review exercises to look as much like the original exercises as possible. This is an excellent time to learn about formatting with a word processing program! Don't forget to include instructions, as well as the extra questions from the bottom of the original exercises.
- Once you have your review exercises completed, create an answer key for each one. Label the parts of speech as indicated in your instructions. If diagrams were included with your topic, you should also create diagrams to accompany your answer key.
- Make an extra copy of your exercises, and have a friend try to complete them. Then have your friend use your answer key to correct his work.

**Note:** *If you are completing this project as part of a group, divide up all of the topics from the year so that all topics are represented. When your group is finished with the project, assemble the exercises and answer keys into a Review Book for this year's grammar.*

[\(Table of Contents\)](#)

*(Second Semester Grammar Review begins on the next page.)*

# Second Semester Grammar Review

[Page 1 of 3](#)

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT TO DO:** *Mark all the parts of speech in the sentences below, put parentheses around the prepositional phrases, and then diagram them. Watch for little clues given at the end of each sentence!*

1. The Temple of Peace and the Arch of Titus welcomed visitors into the city of Rome. *(See Notes A)*
  
2. Vast numbers of people are pouring over Capitoline Hill and through the Forum. *(See Notes F)*
  
3. Then they entered the doors of the Colosseum, and the view before them was wonderful. *(See Notes H)*
  
4. The entire crowd possessed a thirst for blood and a desire for adventure. *(See Notes C)*
  
5. The audience had given the Batavian and the African loud cheers after their event. *(See Notes D)*

**DIRECTIONS:** *Write what job the underlined words in the sentences above are doing. Choose your answers from the following:*

*SUBJECT    DIRECT OBJECT    PREDICATE ADJECTIVE    OBJECT OF THE PREPOSITION  
VERB    INDIRECT OBJECT    PREDICATE NOMINATIVE    MODIFIER*

SENTENCE #	WORD(S)	JOB
1.	welcomed	_____
1.	city	_____
2.	vast	_____
3.	they	_____
3.	wonderful	_____
4.	desire	_____
5.	Batavian	_____

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**SHORT ANSWERS:**

1. A noun is a \_\_\_\_\_.
2. True or False: A common noun begins with a lowercase letter. \_\_\_\_\_
3. Adjectives are words that \_\_\_\_\_.
4. A sentence needs to have a subject and a(n) \_\_\_\_\_.
5. Write the three articles in our language: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
6. A verb is a word that \_\_\_\_\_.
7. What is an antecedent? \_\_\_\_\_
8. In a noun-linking verb-noun sentence, the second noun is the \_\_\_\_\_.
9. In a noun-linking verb-adjective sentence, the adjective is the \_\_\_\_\_.
10. Pronouns are words that \_\_\_\_\_.
11. A Pattern 3 sentence is just like a Pattern 2 except that it has a(n) \_\_\_\_\_.
12. A sentence which has a command or request usually has a(n) \_\_\_\_\_ as a subject.
13. In Pattern 3 (N-V-N-N) sentence, which noun is the direct object: the 1<sup>st</sup>, 2<sup>nd</sup>, or the 3<sup>rd</sup>? \_\_\_\_\_

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**APPLICATION:**

1. Write an example of a sentence that has an indirect object.

---

---

2. Write a compound sentence that contains at least three modifiers

---

---

3. Write an example of a sentence with a predicate nominative.

---

---

**HELPING VERBS: List all 23 helping verbs.**

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



## Nouns: Exercise #2 ANSWER KEY

Page 1 of 1

**WHAT TO DO:** Write *N* over all the nouns in these sentences, just exactly as you did on the last exercise.

1. His <sup>N</sup>stallion was the best <sup>N</sup>horse that his <sup>N</sup>family had ever bred.
2. The <sup>N</sup>mother of this <sup>N</sup>horse was a <sup>N</sup>mare who had come from the <sup>N</sup>lands around the <sup>N</sup>desert.
3. His <sup>N</sup>greatness showed in his <sup>N</sup>large <sup>N</sup>eyes, <sup>N</sup>long <sup>N</sup>ears, <sup>N</sup>sloping <sup>N</sup>shoulders, <sup>N</sup>round <sup>N</sup>ribs, and <sup>N</sup>dark <sup>N</sup>gold <sup>N</sup>color.
4. The <sup>N</sup>boy had named him with the <sup>N</sup>titles of the <sup>N</sup>old <sup>N</sup>kings.
5. He had been in the <sup>N</sup>stable when his <sup>N</sup>colt was born and saw him take his <sup>N</sup>first <sup>N</sup>steps on <sup>N</sup>wobbly <sup>N</sup>legs.
6. From the <sup>N</sup>time of his <sup>N</sup>birth, he fed his <sup>N</sup>colt <sup>N</sup>grain, cared for his <sup>N</sup>hoofs, and combed his <sup>N</sup>mane and <sup>N</sup>tail.
7. He placed a <sup>N</sup>harness on the <sup>N</sup>horse, attached him to a <sup>N</sup>chariot, and drove him across the <sup>N</sup>steppes.
8. As he stood with his <sup>N</sup>hand on the <sup>N</sup>horse's <sup>N</sup>neck, his <sup>N</sup>father broke his <sup>N</sup>promise.

A common noun consists of one word.



# Nouns: Exercise #3 ANSWER KEY

Page 1 of 1

**WHAT TO DO:** Mark the nouns just as you did in the last two exercises. When you find a proper noun, write PN over it. Look at the examples below to see how you mark proper nouns with more than one word. We call that a noun "with wings."

-----PN-----                    N                    N                    -----PN-----  
Mrs. White gave the class a homework exercise on Abraham Lincoln.

1. <sup>-----PN-----</sup> Uriah <sup>N</sup> Tarhund <sup>N</sup> listened as his <sup>N</sup> father <sup>N</sup> reminded him of the <sup>N</sup> story of the <sup>PN</sup> ancient chief, <sup>PN</sup> Maduwattas.
2. <sup>N</sup> Across the <sup>N</sup> western sea <sup>N</sup> lived men that they <sup>N</sup> called the <sup>N</sup> sea people, who <sup>N</sup> inhabited the <sup>N</sup> great island <sup>N</sup> called <sup>PN</sup> Crete and the <sup>PN</sup> great city <sup>N</sup> named <sup>PN</sup> Mycenae.
3. <sup>N</sup> Their <sup>N</sup> princes <sup>PN</sup> were sometimes <sup>N</sup> sent to <sup>N</sup> Hattusas <sup>N</sup> to learn the <sup>N</sup> arts of <sup>N</sup> chariots and <sup>N</sup> horsemanship.
4. <sup>N</sup> They had become <sup>N</sup> jealous of the <sup>N</sup> lands and <sup>N</sup> power of those in <sup>-----PN-----</sup> Great Hatti.
5. <sup>PN</sup> Uriah and his <sup>N</sup> father <sup>PN</sup> would take <sup>N</sup> Labarnash <sup>N</sup> to the <sup>PN</sup> great city of <sup>N</sup> Hattusas and <sup>PN</sup> give him to the <sup>N</sup> king.
6. <sup>-----PN-----</sup> Paris <sup>N</sup> Aleksandus <sup>N</sup> was the <sup>N</sup> chief from the <sup>N</sup> distant <sup>PN</sup> land of <sup>PN</sup> Troy.
7. <sup>N</sup> His <sup>N</sup> grandfather <sup>PN</sup> had fought with the <sup>PN</sup> Hittites <sup>-----PN-----</sup> against <sup>PN</sup> Ramses <sup>PN</sup> of <sup>PN</sup> Egypt.
8. <sup>PN</sup> As they entered <sup>N</sup> Hattusas, a <sup>N</sup> madman <sup>N</sup> ran through the <sup>N</sup> temple <sup>N</sup> screaming about <sup>N</sup> Midas <sup>-----PN-----</sup> the <sup>PN</sup> Phrygian.

A proper noun begins with a capital letter and may consist of more than one word.

# Articles and Adjectives: Exercise #1 ANSWER KEY

Page 1 of 1

**WHAT TO DO:** Write **N** over the common nouns, **PN** over the proper nouns, **ART** over the articles, and **ADJ** over the adjectives in these sentences.

1. The season of the winter rains and the festival of the first fruits had begun.  
**ART N ART ADJ N ART N ART ADJ N**
2. Many farmers and other people came into Tyre at this time of year to take part in the religious rites.  
**ADJ N ADJ N PN ADJ N N N ART ADJ N**
3. The beautiful carved door of the house of Ethbaal was smeared with a lamb's blood.  
**ART ADJ ADJ N ART N PN ART ADJ N**
4. On the holiest night the great sin was committed.  
**ART ADJ N ART ADJ N**
5. Three temple ships with their precious cargo had disappeared from the shores of Crete and Achaea.  
**ADJ ADJ N ADJ ADJ N ART N PN PN**

*In a complete sentence, write the definition of a noun.*

***A noun is the name of a person, place, thing, or idea.***

---

---

*Which type of noun begins with a capital letter and may consist of more than one word?*

***a proper noun***

---

# Articles and Adjectives: Exercise #2 ANSWER KEY

Page 1 of 1

**WHAT TO DO:** Write **N** over the common nouns, **PN** over the proper nouns, **ART** over the articles, and **ADJ** over the adjectives in these sentences.

1. The young man could hear the loud clashing of cymbals and the terrible shrieking of pipes outside.  
ART ADJ N ART ADJ N N ART ADJ N N
2. As the household of Ethbaal ate their evening meal, many screeching voices bewailed the dead god.  
ART N PN ADJ ADJ N ADJ ADJ N ART ADJ N
3. Hannibal sprang to his feet and yelled curses about the impolite servant.  
PN ADJ N N ART ADJ N
4. Ethbaal advised him to have patience, for a time of great trouble was coming for the land of Canaan.  
PN N ART N ADJ N ART N PN
5. In *The Hittite Warrior*, we hear many different characters mention other random gods.  
-----PN----- ADJ ADJ N ADJ ADJ N

**In a complete sentence, write the definition of an adjective.**

***An adjective is a word that modifies a noun or pronoun.***

---

---

**Articles and adjectives have the same job. What is it?**

***modifier***

---

# Articles and Adjectives: Exercise #3 ANSWER KEY

Page 1 of 1

**WHAT TO DO:** Write **N** over the common nouns, **PN** over the proper nouns, **ART** over the articles, and **ADJ** over the adjectives in these sentences.

1. Suddenly Mehitabel rose from her rug and ran from the common room as all our eyes watched.  
PN ADJ N ART ADJ N ADJ ADJ N
2. Any man who blasphemed would bring down heaven's wrath and break the land's sacred laws.  
ADJ N ADJ N ART ADJ ADJ N
3. That evening Uriah passed the fine hangings in the grandmother's private apartments  
ADJ N PN ART ADJ N ART ADJ ADJ N
4. There was a tiny little dog in Mehitabel's arms, and her red, swollen eyes showed her fear.  
ART ADJ ADJ N ADJ N ADJ ADJ ADJ N ADJ N
5. Achil the Philistine had spoken as if he were a great powerful master instead of a lowly servant.  
-----PN----- ART ADJ ADJ N ART ADJ N

*List the three articles in our language*

a, an, and the

*If you have a noun and an article, will the article come first or second?*

first



# Pronouns: Exercise #2 ANSWER KEY

[Page 1 of 1](#)

**WHAT TO DO:** This exercise concentrates on the **INTERROGATIVE PRONOUNS**. Write **N** over the common nouns, **PN** over the proper nouns, **ART** over the articles, **ADJ** over the adjectives, and **PRO** over the pronouns. Since these pronouns often don't have antecedents, we're not going to worry about those here.

1. Deborah asked, "Who can tell me about their chariots and horses from Egypt?"  
PN                  PRO                  PRO                  ADJ          N                  N                  PN
2. That brought a smile to her face, and Deborah said "What a surprise is in store for our people!"  
PRO                  ART          N                  ADJ          N                  PN                  PRO ART          N                  N                  ADJ          N
3. Barak believed that God would deliver their enemies into their hands, and he said "That he has left to me."  
PN                  PRO PN                  ADJ          N                  ADJ          N                  PRO                  PRO PRO  
PRO
4. The furnaces which once caused fear in our hearts will no longer be a threat to our children.  
ART          N                  PRO                  N                  ADJ          N                  ART          N                  ADJ          N
5. "Whoever stands with the men of Israel will walk again in safety on the highways," he said,  
PRO                  ART N                  PN                  N                  ART          N                  PRO

*In a complete sentence, write the definition of an adjective.*

*An adjective is a word that modifies a noun or pronoun.*

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# Pronouns: Exercise #3 ANSWER KEY

[Page 1 of 1](#)

**WHAT TO DO:** This exercise concentrates on the **INDEFINITE PRONOUNS**. Write **N** over the common nouns, **PN** over the proper nouns, **ART** over the articles, **ADJ** over the adjectives, and **PRO** over the pronouns. These pronouns almost never have antecedents, so don't worry about those here.

- PRO**                      **PN**                      **PRO PRO**  
1. Anybody can pray to God, regardless of who he is.
- PRO PRO**                      **N**                      **PRO**  
2. All of us were born with bodies which are made to worship and praise.
- ADJ**    **N**                      **PRO PRO PRO**                      **PRO**                      **PRO**                      **PN**  
3. Group prayers and those that we offer by ourselves are all heard by God.
- PRO PRO**                      **N**                      **PRO ART PRO\***  
4. All of us can find peace in one or the other.
- PRO PRO**                      **PRO**                      **ART ADJ**                      **N**                      **PN**                      **PRO PRO**  
5. "Whichever you choose, anybody can discover a growing relationship with God through one of these.

## FILL IN THE BLANKS:

- The three articles in our language are   **a**  ,   **an**  , and   **the**  .
- The article will always be located   **in front of**   the noun.

**\*Pronouns can be modified by articles and adjectives, too. If a pronoun "takes the place of a noun," then a pronoun can do anything a noun can do.**

# Units 1 - 3 Application Activity ANSWER KEY

[Page 1 of 2](#)

**WHAT TO DO:** Select a newspaper article that interests you. Note: If your article has fewer than 15 pronouns, you'll need to choose another article. Underline all of the pronouns in green. Now, cut out each of your "pronoun sentences." Underline all of the nouns in red, and articles and adjectives in blue. Glue each sentence into the box that matches the type of the **FIRST** pronoun in the sentence.

*Answers will vary. See that students have correctly underlined the parts of speech and placed them in the appropriate pronoun category, based upon the **FIRST** pronoun in the sentence.*

PERSONAL

DEMONSTRATIVE



**INTERROGATIVE**

**INDEFINITE**

What type of newspaper article did you choose? \_\_\_\_\_

Why did you choose this article? \_\_\_\_\_

Give a brief summary of your article. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Units 1 - 4 Review ANSWER KEY

## Page 1 of 2

**WHAT TO DO:** Write *N* over the common nouns, *PN* over the proper nouns, *ART* over the articles, *ADJ* over the adjectives, and *PRO* over the pronouns in these sentences

- Mehitabel had made many preparations and gathered many belongings, but she had to leave her beloved jewels behind.  
*PN ADJ N ADJ N PRO ADJ*
- Who would recognize her without her curling pins and paints for her mouth and eyes.  
*PRO PRO ADJ ADJ N N ADJ N N*
- Uriah had promised Hanibaal and Merris that he would get Mehitabel safely out of there.  
*PN PN PN PRO PRO PN PRO*
- He quickly returned to the summer parlor on the roof to retrieve her beloved Egyptian fox dog named Zebub.  
*PRO ART ADJ N ART N ADJ ADJ ADJ ADJ N PN*
- While in the grand home, he had an unfortunate encounter with Achil and his man Deucalion.  
*ART ADJ N PRO ART ADJ N PN ADJ N PN*
- As the two came toward him, Uriah dropped the little dog and waited for what could come.  
*ART PRO PRO PN ART ADJ N PRO*
- "I had learned things in my training outside Harosheth?"  
*PRO N ADJ N PN*
- The Cretan cracked his head on the stone, and he turned his attention to Achil who held a stick that might be a great threat to him.  
*ART PN ADJ N ART N PRO ADJ N PN PRO ART N*
- If you think you can do something, you usually can do it, and Uriah had learned that lesson.  
*PRO PRO PRO PRO PRO PN ADJ N*
- The group made their way out the city gate, and they looked back at the walls of the city in the moonlight.  
*ART N ADJ N ART ADJ N PRO ART N ART N ART N*

**WHAT TO DO:** Write a sentence about this book that contains exactly one proper noun, two common nouns, two articles, and two adjectives. Label each noun, proper noun, article, and adjective as you did in the previous exercise.

*Answers will vary. Check for accuracy and understanding.*

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**FILL IN THE BLANKS:**

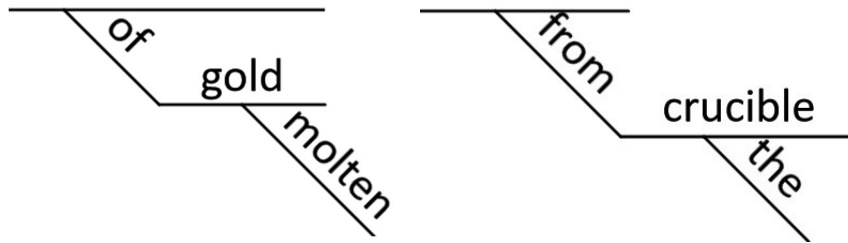
1. A noun is the name of a person, place, thing, or idea.
2. A common noun begins with a lower-case letter and can consist of only one word.
3. An adjective is a word that modifies a noun or pronoun.
4. The three articles in our language are a, an, and the.

# Prepositions: Exercise #1 ANSWER KEY

[Page 1 of 2](#)

**WHAT TO DO:** Write *N* over the common nouns, *PN* over the proper nouns, *ART* over the articles, *ADJ* over the adjectives, *PP* over the prepositions, and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the prepositional phrases in every sentence. Sentence one has been done for you as an example.

- ART N PP ADJ N PP ART N  
1. The stream (of molten gold) flowed (from the crucible)



- PN ADJ N PP ART N PP ADJ N  
2. Ranofer tightened his grip (on the stones) (between his hands).

- PRO N PP ADJ ADJ N  
3. There was devotion (in every careful movement).

- ART ADJ N PP N PP ART ADJ N  
4. The last drop (of liquid) ran (into the hallowed stone).

- PP ART N PP N ART N ADJ N PP ART N ART N PP ADJ  
5. (With a sigh) (of satisfaction), the boy set his stones (on the table) and wiped the sweat (from his hands).

**All of the underlined words in this exercise are doing the same job.  
After you get all the prepositional phrases diagramed, look at the notes for this unit.  
Write on the line below the name of this job.**

object of the preposition

2.     \_\_\_\_\_     \_\_\_\_\_  
      /     on     \_\_\_\_\_  
      \     stones  
          /     \_\_\_\_\_  
          \     the

      \_\_\_\_\_     \_\_\_\_\_  
      /     between     \_\_\_\_\_  
      \     \_\_\_\_\_  
          /     hands  
          \     his

3.     \_\_\_\_\_  
      /     in     \_\_\_\_\_  
      \     \_\_\_\_\_  
          /     movement  
          \     every     \_\_\_\_\_  
              /     careful

4.     \_\_\_\_\_     \_\_\_\_\_  
      /     of     \_\_\_\_\_  
      \     \_\_\_\_\_  
          /     liquid

      \_\_\_\_\_     \_\_\_\_\_  
      /     into     \_\_\_\_\_  
      \     \_\_\_\_\_  
          /     stone  
          \     the     \_\_\_\_\_  
              /     hallowed

5.     \_\_\_\_\_     \_\_\_\_\_     \_\_\_\_\_  
      /     With     \_\_\_\_\_  
      \     \_\_\_\_\_  
          /     sigh     \_\_\_\_\_  
          \     a

      \_\_\_\_\_     \_\_\_\_\_  
      /     of     \_\_\_\_\_  
      \     \_\_\_\_\_  
          /     satisfaction

      \_\_\_\_\_     \_\_\_\_\_  
      /     on     \_\_\_\_\_  
      \     \_\_\_\_\_  
          /     table  
          \     the

\_\_\_\_\_     \_\_\_\_\_  
/     from     \_\_\_\_\_  
\     \_\_\_\_\_  
      /     hands  
      \     his

# Prepositions: Exercise #2 ANSWER KEY

Page 1 of 2

**WHAT TO DO:** Write *N* over the common nouns, *PN* over the proper nouns, *ART* over the articles, *ADJ* over the adjectives, *PP* over the prepositions, and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the prepositional phrases in every sentence.

1. (In a minute) the mold could be released and oiled (for the next pouring).
2. He, the son (of Thutra), had poured a magnificent ingot (of gold).
3. Splendid images drifted (through his mind) (about the possible destiny) (of this small ingot).
4. It might become part (of a glittering collar), or the inlay (on a fine dagger) (for some nobleman's tomb).
5. It might become a beautiful cup (for Pharaoh), shaped (like a flower) and hammered (to fragile thinness).

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

**DIRECTIONS:** The underlined words in the numbered sentences above are doing one of two jobs. Choosing your answer from the jobs shown below, write what job each underlined word is doing.

**MODIFIER**

**OBJECT OF THE PREPOSITION**

SENTENCE #	WORD(S)	JOB
1.	minute	<u>object of the preposition</u>
2.	magnificent	<u>modifier</u>
3.	mind	<u>object of the preposition</u>
4.	glittering	<u>modifier</u>
5.	beautiful	<u>modifier</u>

1. In minute  
a

for pouring  
the next

2. of Thutra

of gold

3. through mind  
his

about destiny  
the possible

of ingot  
this small

4. of collar  
a glittering

on dagger  
a fine

for tomb  
some nobleman's

5. for Pharaoh

like flower  
a

to thinness  
fragile

# Prepositions: Exercise #3 ANSWER KEY

Page 1 of 2

**WHAT TO DO:** Write *N* over the common nouns, *PN* over the proper nouns, *ART* over the articles, *ADJ* over the adjectives, *PP* over the prepositions, and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the prepositional phrases in every sentence.

1. The unwelcome picture (of Gebu's face broke) (through Ranofer's thoughts).

2. He was aware (of the hot odor) (of metal) mingling (with the soft afternoon breeze).

3. It was the month (of Hathor) (in the Season of Growing).

4. The cool air mixed (with the heat) (from the hooded furnaces).

5. Even Lord Ra, the sun, did not scorch and burn (in this pleasant wintertime).

A pronoun is a word that takes the place of a noun.

Articles and adjective do the job of modifier.

**DIRECTIONS:** The underlined words in the numbered sentences above are doing one of two jobs. Choosing your answer from the jobs shown below, write what job each underlined word is doing.

**MODIFIER**

**OBJECT OF THE PREPOSITION**

SENTENCE #	WORD(S)	JOB
1.	face	<u>object of the preposition</u>
2.	hot	<u>modifier</u>
3.	Hathor	<u>object of the preposition</u>
4.	furnaces	<u>object of the preposition</u>
5.	pleasant	<u>modifier</u>



1. of face Gebu's  
through thoughts Ranofer's

2. of odor the hot  
of metal  
with breeze the soft afternoon

3. of Hathor  
in Season of Growing the

4. with heat the  
from furnaces the hooded

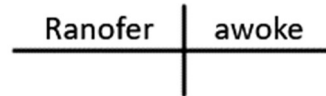
5. in wintertime  
this pleasant

# Subject and Verb: Exercise #1 ANSWER KEY

[Page 1 of 2](#)

**WHAT TO DO:** Write *N* over the common nouns, *PN* over the proper nouns, *ART* over the articles, *ADJ* over the adjectives, *PRO* over the pronouns, *PP* over the prepositions, *AV* over the action verbs, and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, draw a baseline and fill in the subject and verb. Diagram the modifiers for the subject, but leave everything else out of the diagram for now. The first sentence has been done for you to show you what your answer should look like.

1. <sup>PN</sup> Ranofer <sup>AV</sup> awoke <sup>PP</sup> (with the plan) <sup>ART</sup> (in his mind) <sup>N</sup> mind <sup>PP</sup> <sup>ADJ</sup> <sup>N</sup>



2. <sup>ADJ</sup> This <sup>N</sup> morning <sup>AV</sup> brought <sup>ART</sup> a <sup>ADJ</sup> new <sup>N</sup> solution <sup>PP</sup> (before him) <sup>PRO</sup>

3. <sup>AV</sup> “Share <sup>ADJ</sup> your <sup>N</sup> plan, please!”

4. <sup>PRO</sup> He <sup>AV</sup> rolled <sup>ADJ</sup> his <sup>N</sup> mat up.

5. <sup>PRO</sup> Then he <sup>AV</sup> headed <sup>PP</sup> (for the storeroom) <sup>ART</sup> <sup>N</sup>

A sentence must have a subject and a verb..

A verb expresses mental or physical action.

**DIRECTIONS:** The underlined words in the numbered sentences above are doing one of four jobs. Choosing your answer from the jobs shown below, write what job each underlined word is doing.

*SUBJECT      MODIFIER      VERB      OBJECT OF THE PREPOSITION*

SENTENCE #	WORD(S)	JOB
1.	Ranofer	<u>subject</u>
2.	brought	<u>verb</u>
3.	your	<u>modifier</u>
4.	his	<u>modifier</u>
5.	storeroom	<u>object of the preposition</u>

2. morning | brought  
This

3. (you) | Share

4. He | rolled

5. he | headed

# Subject and Verb: Exercise #2 ANSWER KEY

Page 1 of 2

**WHAT TO DO:** Write *N* over the common nouns, *PN* over the proper nouns, *ART* over the articles, *ADJ* over the adjectives, *PRO* over the pronouns, *PP* over the prepositions, *AV* over the action verbs, and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, draw a baseline and fill in the subject and verb. Diagram the modifiers for the subject (the articles, adjectives, and prepositional phrases), but leave everything else out of the diagram for now.

1. The tears (in his eyes) trickled (down his cheeks).  
ART N PP ADJ N AV PP ADJ N
  
2. His eyes narrowed (at the memory) (of a particular night).  
ADJ N AV PP ART N PP ART ADJ N
  
3. “Dip your mug (into the water jar).”  
AV ADJ N PP ART ADJ N
  
4. The remains (of a salted fish) sat (on a plate).  
ART N PP ART ADJ N AV PP ART N
  
5. The leavings (from Gebu’s breakfast) reminded Ranofer (of a feast).  
ART N PP ADJ N AV PN PP ART N

A prepositional phrase ends with a noun or a pronoun called the object of the preposition.

If there are words between the preposition and this other word, they are modifiers.

**DIRECTIONS:** The underlined words in the numbered sentences above are doing one of four jobs. Choosing your answer from the jobs shown below, write what job each underlined word is doing.

*SUBJECT      MODIFIER      VERB      OBJECT OF THE PREPOSITION*

SENTENCE #	WORD(S)	JOB
1.	eyes	<u>object of the preposition</u>
2.	narrowed	<u>verb</u>
3.	water	<u>modifier</u>
4.	remains	<u>subject</u>
5.	reminded	<u>verb</u>

1. tears | trickled  
The in eyes his

2. eyes | narrowed  
His

3. (you) | Dip

4. remains | sat  
The of fish a salted

5. leavings | reminded  
The from breakfast Gebu's

# Subject and Verb: Exercise #3 ANSWER KEY

Page 1 of 2

**WHAT TO DO:** Write *N* over the common nouns, *PN* over the proper nouns, *ART* over the articles, *ADJ* over the adjectives, *PRO* over the pronouns, *PP* over the prepositions, *AV* over the action verbs, and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, draw a baseline and fill in the subject and verb. Diagram the modifiers for the subject, but leave everything else out of the diagram for now.

1.            **ART ADJ N AV PP ART N PP ART -----PN-----**  
 1. Soon the young boy scrambled (along a path) (near the City of the Dead).
  
2.            **PRO PP ART N AV PP ART N**  
 2. All (of the cliffs) curved (toward the river).
  
3.            **PP ART ADJ N PP PRO PRO AV ART N PP ART ADJ ADJ N**  
 3. (In the sandy wasteland) (around him) he noticed the graves (of the city's poor people).
  
4.            **AV PRO ADJ N**  
 4. Imagine all those graves!
  
5.            **ART ADJ N PP ART N AV ART ADJ N PP ART N**  
 5. The rough face (of the cliff) contained the better tombs (of the artisans).

A pronoun is a word that takes the place of a noun.

An adjective is a word that modifies a noun or pronoun.

**DIRECTIONS:** The underlined words in the numbered sentences above are doing one of four jobs. Choosing your answer from the jobs shown below, write what job each underlined word is doing.

**SUBJECT          MODIFIER          VERB          OBJECT OF THE PREPOSITION**

SENTENCE #	WORD(S)	JOB
1.	boy	<u>subject</u>
2.	curved	<u>verb</u>
3.	poor	<u>modifier</u>
4.	those	<u>modifier</u>
5.	cliff	<u>object of the preposition</u>

1. boy | scrambled  
the | young

2. All | curved  
of | cliffs  
the

3. he | noticed

4. (you) | Imagine

5. face | contained  
The | rough | of | cliff  
the

# Adverbs: Exercise #1 ANSWER KEY

Page 1 of 2

**WHAT TO DO:** Mark all the parts of speech that you know and put parentheses around the prepositional phrases. Then on a separate sheet of paper, diagram the subject and the verb and their modifiers. If there are any words left over in the sentence, just don't worry about them for now.

1. The face (of Egypt) changed (with the rhythm) (of the Nile).  
ART N PP PN AV PP ART N PP ART PN

2. The river completely overflowed the banks.  
ART N ADV AV ART N

3. A thick new layer (of mud) remained (after the yearly flood).  
ART ADJ ADJ N PP N AV PP ART ADJ N

4. Today every available man went (to the fields).  
ADV ADJ ADJ N AV PP ART N

5. They quickly gathered the golden grain.  
PRO ADV AV ART ADJ N

What do we call the noun that a pronoun takes the place of? the antecedent.

Adverbs are words that modify verbs, adjectives, and other adverbs.

An adverb which can be moved always modifies the verb.

**DIRECTIONS:** The underlined words in the numbered sentences above are doing one of four jobs. Choosing your answer from the jobs shown below, write what job each underlined word is doing.

**SUBJECT      MODIFIER      VERB      OBJECT OF THE PREPOSITION**

SENTENCE #	WORD(S)	JOB
1.	Egypt	<u>object of the preposition</u>
2.	completely	<u>modifier</u>
3.	remained	<u>verb</u>
4.	man	<u>subject</u>
5.	golden	<u>modifier</u>



1. face | changed  
The | of | Egypt | with | rhythm | the | of | Nile | the

2. river | overflowed  
The | completely

3. layer | remained  
A | thick | new | of | mud | after | flood | the | yearly

4. man | went  
every | available | Today | to | fields | the

5. They | gathered  
quickly

# Adverbs: Exercise #2 ANSWER KEY

Page 1 of 2

**WHAT TO DO:** Mark all the parts of speech that you know and put parentheses around the prepositional phrases. Then on a separate sheet of paper, diagram the subject and the verb and their modifiers. If there are any words left over in the sentence, just don't worry about them for now.

1. The waters (of the Nile) always returned quite slowly.  
ART N PP ART PN ADV AV ADV ADV
  
2. (During the harvest time) the reapers worked so quickly.  
PP ART ADJ N ART N AV ADV ADV
  
3. The harder work so often teaches us the most.  
ART ADJ N ADV ADV AV PRO ART PRO
  
4. Sometimes cracks (in the soil) spread (into huge gashes).  
ADV N PP ART N AV PP ADJ N
  
5. Gebu quietly watched the craftsmen (in his stonecutting shop).  
PN ADV AV ART N PP ADJ ADJ N

Which kind of noun begins with a capital letter and can consist of more than one word? proper.

**DIRECTIONS:** The underlined words in the numbered sentences above are doing one of four jobs. Choosing your answer from the jobs shown below, write what job each underlined word is doing.

*SUBJECT      MODIFIER      VERB      OBJECT OF THE PREPOSITION*

SENTENCE #	WORD(S)	JOB
1.	waters	<u>subject</u>
2.	time	<u>object of the preposition</u>
3.	teaches	<u>verb</u>
4.	spread	<u>verb</u>
5.	quietly	<u>modifier</u>

1. waters | returned  
The of Nile always slowly  
the quite

2. reapers | worked  
the During time quickly  
the harvest so

3. work | teaches  
The harder often  
so

4. cracks | spread  
in soil Sometimes into gashes  
the huge

5. Gebu | watched  
quietly in shop  
his stone cutting

# Adverbs: Exercise #3 ANSWER KEY

Page 1 of 2

**WHAT TO DO:** Mark all the parts of speech that you know and put parentheses around the prepositional phrases. Then on a separate sheet of paper, diagram the subject and the verb and their modifiers. If there are any words left over in the sentence, just don't worry about them for now.

1. Frequently Ranofar walked (through the streets) (around the shop).

2. He reluctantly chipped (at the rough red granite slab).

3. Later his feet turned (toward the Street of the Goldsmiths).

4. The young boy nervously stood (outside the courtyard wall) (at Rekh's house).

5. "Run (from this place) really quickly!"

The articles in our language are a, an, and the.

A proper noun begins with a capital letter.

If an adverb can't be moved but must stay next to a certain word, does it modify that word? yes

**DIRECTIONS:** The underlined words in the numbered sentences above are doing one of four jobs. Choosing your answer from the jobs shown below, write what job each underlined word is doing.

*SUBJECT      MODIFIER      VERB      OBJECT OF THE PREPOSITION*

SENTENCE #	WORD(S)	JOB
1.	walked	<u>verb</u>
2.	slab	<u>object of the preposition</u>
3.	his	<u>modifier</u>
4.	boy	<u>subject</u>
5.	quickly	<u>modifier</u>

Page 2 of 2 – Adverbs: Exercise #3 ANSWER KEY

1. Ranofer | walked  
frequently through the streets around the shop

2. He | chipped  
reluctantly at the rough red granite slab

3. feet | turned  
his Later toward the Street of the Goldsmiths

4. boy | stood  
The young nervously outside the wall courtyard at house  
Rekh's

5. (you) | Run  
from place quickly  
this really

# Units 6 - 9 Review ANSWER KEY

## Page 1 of 3

**WHAT TO DO:** Mark all the parts of speech that you know and put parentheses around the prepositional phrases. Then, on a separate piece of paper, draw a baseline and fill in the subject and the verb and their modifiers. If there are any other words left over in the sentence, don't worry about them for now.

1. Frequently the **ADV ART PN PP ART ADJ N AV PRO ADJ N** Ancient (with the cackling laugh) brought them nelumbo nuts.

2. Hequet finally **PN ADV AV N PPART N** learned beading (at the goldhouse).

3. The **ART ADJ N ADV AV ART ADJ N PPART ADJ N** master goldsmith always keeps the charcoal block (on the storage shelf).

4. Scraps **N PP N AV PP ART ADJ ADJ N** (of metal) melt (inside the little metal hollows).

5. Next, take the block **ADV AV ART N PP ART N** (from the fire).

6. Then the **ADV ART N AV ADV ART N** worker turns out the beads.

7. The gold beads **ART ADJ N AV PP N** boil (in pickle).

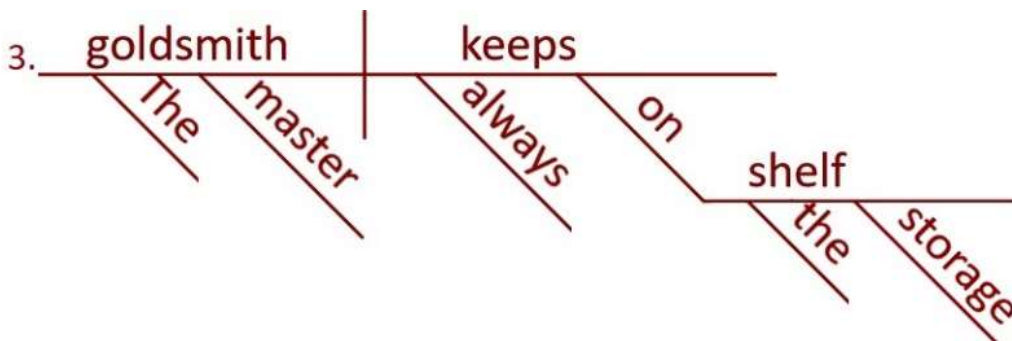
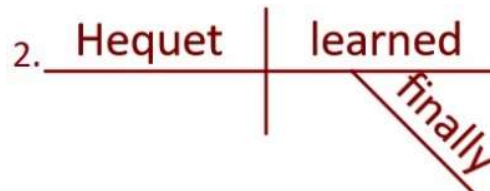
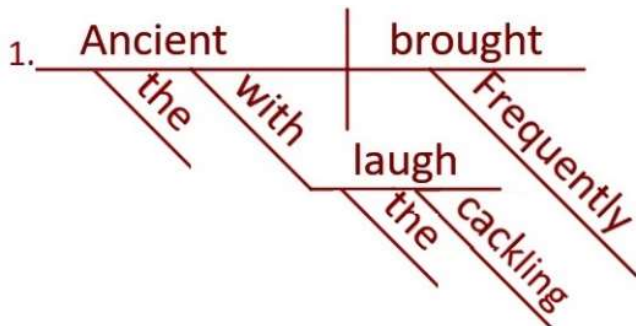
8. A beautiful bracelet **ART ADJ N PPART ADJ N AV PP PN** (for a judge's lady) came (from Rekh).

1. The articles in our language are a, an, and the.
2. What kind of a noun begins with a capital letter? a proper noun
3. What kind of noun can only be one word? a common noun
4. Adjectives are words that modify nouns or pronouns.
5. A noun is the name of a person, place, thing, or idea.
6. Pronouns are words that take the place of a noun.
7. Adverbs modify verbs, adjectives, and other adverbs.

**DIRECTIONS:** The underlined words in the numbered sentences above are doing one of four jobs. Choosing your answer from the jobs shown below, write what job each underlined word is doing.

**SUBJECT      MODIFIER      VERB      OBJECT OF THE PREPOSITION**

SENTENCE #	WORD(S)	JOB
1.	Ancient	<i>subject</i>
2.	learned	<i>verb</i>
3.	master	<i>modifier</i>
4.	metal	<i>modifier</i>
5.	fire	<i>object of the preposition</i>
6.	worker	<i>subject</i>
7.	boil	<i>verb</i>
8.	lady	<i>object of the preposition</i>





4. Scrap | melt  
of | inside  
metal | hollows  
the | little | metal

5. (you) | take  
Next | from  
fire | the

6. worker | turns  
the | Then | out

7. beads | boil  
The | gold | in  
pickle

8. bracelet | came  
A | beautiful | for | from  
lady | a | Judge's  
Rekh

\*\*Note that there is an optional extension activity for this review on the following pages.



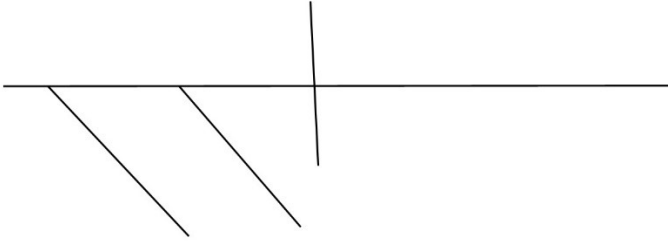
# Optional Review Extension ANSWER KEY

Page 1 of 2

**WHAT TO DO:** Create sentences that match the diagrams below. Then write a sentence that incorporates your subject, verb, and their modifiers. You may add extra words to your sentence if you desire. Label all the parts of speech that you have learned so far.

*Answers will vary. Check for accuracy and understanding.*

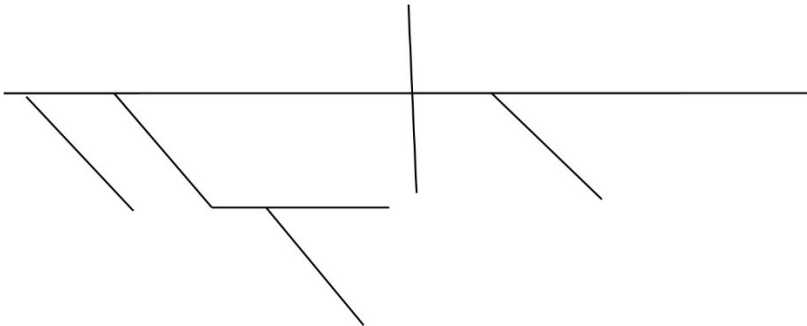
1.



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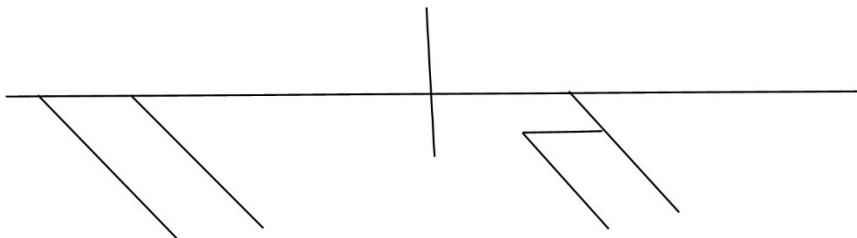
2.



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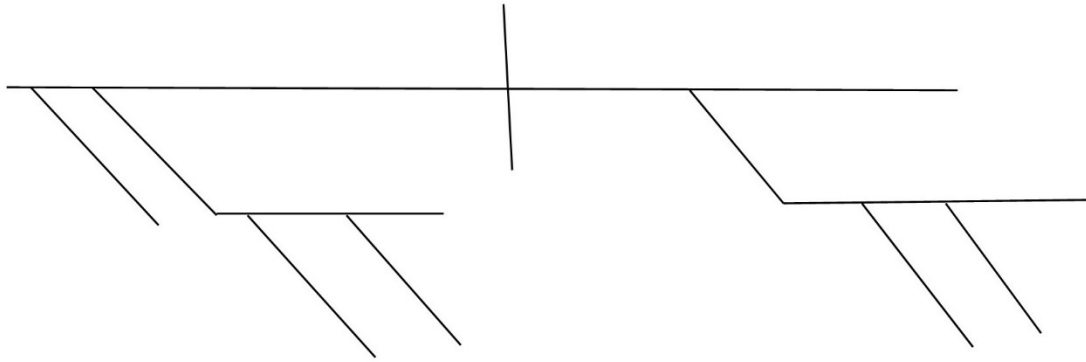
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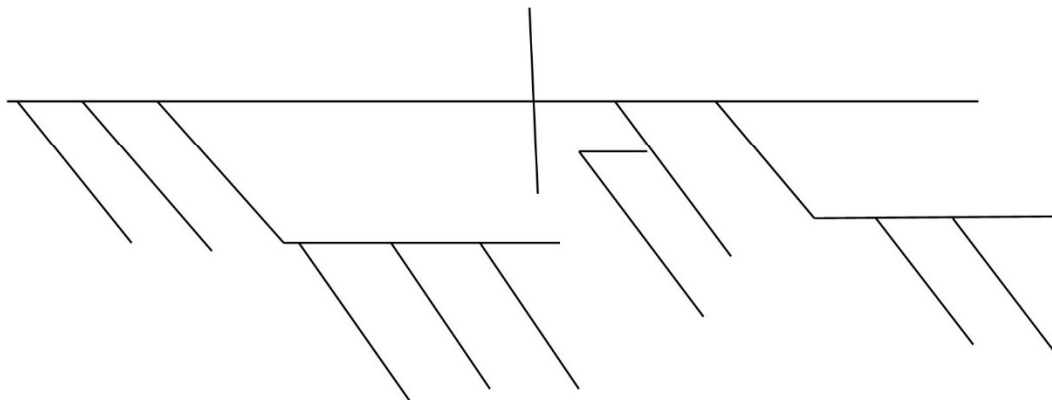
4.



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5.



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# Patterns 1 & 2: Exercise #1 ANSWER KEY

[Page 1 of 2](#)

**WHAT TO DO:** All the sentences below are Pattern 2. Mark all the parts of speech and put parentheses around the prepositional phrases. Then diagram the entire sentence.

1. Ranofer withheld the story (of his visit) (to Zau).

2. He paid a high price (for his silence).

3. The young boy had stripes (of fire) (across his shoulders. )

4. “Treat him (with kindness)!”

5. A heart (of stone) left Gebu (with anger).

**Pronouns are words that** take the place of nouns.

To find the direct object you say the subject, say the verb, and ask “What?”.

**DIRECTIONS:** Write what job the underlined words in the sentences above are doing. Choose your answers from the following:

**SUBJECT      DIRECT OBJECT      OBJECT OF THE PREPOSITION**  
**VERB          MODIFIER**

SENTENCE #	WORD(S)	JOB
1.	withheld	<u>verb</u>
2.	price	<u>direct object</u>
3.	young	<u>modifier</u>
4.	kindness	<u>object of the preposition</u>
5.	heart	<u>subject</u>

1. Ranofer | withheld | story  
the | of  
visit  
his | to  
Zau

2. He | paid | price  
for | a | high  
silence  
his

3. boy | had | stripes  
The | young | across | of  
shoulders  
his  
fire

4. (you) | Treat | him  
with  
kindness

5. heart | left | Gebu  
A | of | with  
stone | anger

# Patterns 1 & 2: Exercise #2 ANSWER KEY

Page 1 of 2

**WHAT TO DO:** The sentences below are either Pattern 1 or Pattern 2. Mark all the parts of speech and put parentheses around the prepositional phrases. Then diagram the entire sentence.

1. Gebu came (into the shop) (in the middle) (of the morning).  
 PN AV PP ART N PP ART N PP ART N

2. Frequently he stomped (between the workers).  
 ADV PRO AV PP ART N

3. The grumpy man inspected the work (with a snarl).  
 ART ADJ N AV ART N PP ART N

4. The voices (of the two men) gradually raised (in an argument).  
 ART N PP ART ADJ N ADV AV PP ART N

5. Ranofer quickly dropped his sandstone.  
 PN ADV AV ADJ N

An adjective is a word that modifies a noun or a pronoun.

In a prepositional phrase the last word is the object of the preposition.

**DIRECTIONS:** Write what job the underlined words in the sentences above are doing. Choose your answers from the following:

**SUBJECT      DIRECT OBJECT      OBJECT OF THE PREPOSITION**  
**VERB          MODIFIER**

SENTENCE #	WORD(S)	JOB
1.	middle	<u>object of the preposition</u>
2.	stomped	<u>verb</u>
3.	grumpy	<u>modifier</u>
4.	voices	<u>subject</u>
5.	sandstone	<u>direct object</u>

1. Gebu | came | into | shop | in | middle | of | morning | the

2. he | stomped | Frequently | between | workers | the

3. man | inspected | work | The | grumpy | with | snarl | a | the

4. voices | raised | The | of | men | Gradually | in | argument | the | two | an

5. Ranofer | dropped | sandstone | quickly | his

# Patterns 1 & 2: Exercise #3 ANSWER KEY

Page 1 of 2

**WHAT TO DO:** The sentences below are either Pattern 1 or Pattern 2. Mark all the parts of speech and put parentheses around the prepositional phrases. Then diagram the entire sentence.

1. Pai demanded the scroll (on the bottom shelf).  
 PN AV ART N PP ART ADJ N

2. That scroll contained the plan (of the judge's tomb).  
 ADJ N AV ART N PP ART ADJ N

3. His hands certainly trembled (with fear).  
 ADJ N ADV AV PP N

4. All tomb plans had similarities (in design).  
 ADV ADJ N AV N pp n

5. His half-brother quickly stalked (past Ranofer).  
 ADJ N ADV AV PP PN

Circle the word or words below that would NOT be a modifier:

prepositional phrase

article

**direct object**

adjective

Pattern 1 is just like Pattern 2 except it doesn't have a direct object.

**DIRECTIONS:** Write what job the underlined words in the sentences above are doing. Choose your answers from the following:

**SUBJECT**

**DIRECT OBJECT**

**OBJECT OF THE PREPOSITION**

**VERB**

**MODIFIER**

SENTENCE #	WORD(S)	JOB
1.	demanded	<u>verb</u>
2.	plan	<u>direct object</u>
3.	certainly	<u>modifier</u>
4.	plans	<u>subject</u>
5.	Ranofer	<u>object of the preposition</u>

1. Pai | demanded | scroll  
the | on | shelf  
the | bottom

2. scroll | contained | plan  
That | the | of | tomb  
the | judge's

3. hands | trembled  
His | certainly | with | fear

4. plans | had | similarities  
tomb | in | design  
All

5. half-brother | stalked  
His | quickly | past | Ranofer



# Pattern 3: Exercise #1 ANSWER KEY

[Page 1 of 2](#)

**WHAT TO DO:** All the sentences below are Pattern 3. Mark all the parts of speech and put parentheses around the prepositional phrases. Then diagram the entire sentence.

1. The custom (in the city) gave Theras an age (for the start) (of school).

2. This gave him a wonderful opportunity (for an education).

3. “Send me a letter (from the city).”

4. His mother gave him her approval.

5. The proud parents gave the young boy a pedagogue.

The last word in a prepositional phrase is called the object of the preposition.

The articles in our language are a, an, and the.

**DIRECTIONS:** Write what job the underlined words in the sentences above are doing. Choose your answers from the following:

<i>SUBJECT</i>	<i>DIRECT OBJECT</i>	<i>OBJECT OF THE PREPOSITION</i>
<i>VERB</i>	<i>INDIRECT OBJECT</i>	<i>MODIFIER</i>

SENTENCE #	WORD(S)	JOB
1.	city	<u>object of the preposition</u>
2.	opportunity	<u>direct object</u>
3.	Send	<u>verb</u>
4.	mother	<u>subject</u>
5.	boy	<u>indirect object</u>

1. custom | gave | age  
The | in | city | the | Theras | an | for | start | the | of | school

2. This | gave | opportunity  
him | a | wonderful | for | education | an

3. (you) | Send | letter  
me | from | city | the | a

4. mother | gave | approval  
His | him | her

5. parents | gave | pedagogue  
The | proud | a | boy | the | young

# Pattern 3: Exercise #2 ANSWER KEY

[Page 1 of 2](#)

**WHAT TO DO:** All the sentences below are either Pattern 2 (N-V-N) or Pattern 3 (N-V-N-N). Mark all the parts of speech and put parentheses around the prepositional phrases. Then diagram the entire sentence.

ADJ ADJ ADJ N AV PRO ART N PP ART N PP ADJ N  
 1. His two little sisters gave him a kiss (as a sign) (of their love).

ADJ N AV N PP ADJ N  
 2. His mother put sandals (on his feet).

AV ADJ ADJ N PP ADJ N  
 3. Remember your loved ones (on your journey).

ART ADJ PN AV ADJ N ADJ N PP ART N PP N PP ART ADJ N  
 4. The proud Pheidon offered his son his hand (for a walk) (to school) (on the first day).

ART ADJ N PP PN AV ADJ N  
 5. The narrow streets (in Athens) had no windows.

An adverb which can be moved modifies the verb.

A Pattern 2 sentence has a subject, a verb, and a(n) direct object.

**DIRECTIONS:** Write what job the underlined words in the sentences above are doing. Choose your answers from the following:

<i>SUBJECT</i>	<i>DIRECT OBJECT</i>	<i>OBJECT OF THE PREPOSITION</i>
<i>VERB</i>	<i>INDIRECT OBJECT</i>	<i>MODIFIER</i>

SENTENCE #	WORD(S)	JOB
1.	sign	<u>object of the preposition</u>
2.	sandals	<u>direct object</u>
3.	loved	<u>modifier</u>
4.	son	<u>indirect object</u>
5.	had	<u>verb</u>

1. sisters | gave | kiss  
His two little | him | as | a  
sign | of | love  
their

2. mother | put | sandals  
His | on | feet  
his

3. (you) | Remember | ones  
on | your | loved  
journey | your

4. Pheidon | offered | hand  
The proud | son | his | for | a | walk | to | school  
on | day | the | first

5. streets | had | windows  
The narrow in | Athens | no

# Pattern 3: Exercise #3 ANSWER KEY

[Page 1 of 2](#)

**WHAT TO DO:** All the sentences below are either Pattern 1 (N-V), Pattern 2 (N-V-N), or Pattern 3 (N-V-N-N). Mark all the parts of speech and put parentheses around the prepositional phrases. Then diagram the entire sentence.

1.     **ART**   **PN**     **AV**     **PRO**   **ADV**   **ADJ**    **N**  
 The Athenians built themselves very practical houses.
  
2.     **PP ART ADJ N**   **PRO AV ADJ N**   **ADJ**     **N**  
 (On the other hand), they built their gods stately buildings.
  
3.     **PP ART N**   **PP ART N**   **PRO AV ART ADJ**   **N**  
 (Over the top) (of the city), he saw the rocky hill.
  
4.     **ADV**   **PRO AV**   **PP ART ADJ ADJ N**   **PP ART N**  
Suddenly they came (into the bright open space) (of the market).
  
5.     **ART ADJ N**   **AV**    **ADJ**     **N**   **PP ADJ ADJ N**   **PP N**  
 The new scholar saw amazing pictures (on his first walk) (to school).

**A Pattern 3 sentence has four main parts. What are they (in order)?**

subject , verb , indirect object , and direct object

When you “undecorate” a sentence, you take out all the modifiers.

**DIRECTIONS:** Write what job the underlined words in the sentences above are doing. Choose your answers from the following:

<i>SUBJECT</i>	<i>DIRECT OBJECT</i>	<i>OBJECT OF THE PREPOSITION</i>
<i>VERB</i>	<i>INDIRECT OBJECT</i>	<i>MODIFIER</i>

SENTENCE #	WORD(S)	JOB
1.	practical	<u>modifier</u>
2.	gods	<u>indirect object</u>
3.	hill	<u>direct object</u>
4.	Suddenly	<u>modifier</u>
5.	walk	<u>object of the preposition</u>

Page 2 of 2 – Pattern 3: Exercise #3 ANSWER KEY

1. Athenians | built | houses  
The | themselves | practical  
very

2. they | built | buildings  
on | hand | gods | stately  
the | other | their

3. he | saw | hill  
Over | the | rocky  
top | of | city  
the

4. they | came  
Suddenly | into | space  
the | bright | open | of | market  
the

5. scholar | saw | pictures  
The | new | on | amazing  
walk | his | first | to | school

# Patterns 1-3: Application Activity ANSWER KEY

Page 1 of 1

**WHAT TO DO:** Using any materials other than a drawn line (Lincoln Logs, Legos, Kinex, Playdoh, sticks, yarn, wood — be creative!), create a 3-D diagram. Your diagram should include:

- A baseline
- Modifier lines for at least one article AND one adjective
- A modifier line for a prepositional phrase modifying the subject
- A modifier line for at least one adverb OR prepositional phrase that modifies the verb
- Bonus: Add in lines for a direct object and/or indirect object and direct object.

Once you have created this diagram, find a creative way to add words, objects, and/or cut-out images to complete your diagram. You might place it on a large piece of paper, tape the words or objects onto the paper, place it in a box, etc. Remember that the prepositional phrase modifying your subject should come immediately after the subject in order to modify it.

On the lines below, write 3 different sentences that can be used with your base sentence structure. You may add extra words. For instance, if your base sentence illustrates, “A sweet little girl in my class cries softly,” your 3 sentences might say:

- “A sweet little girl in my class cries softly when she sees a bug.”
- “Sometimes a sweet little girl in my class cries softly in her sleep.”
- “A sweet little girl in my class cries softly with joy while she diagrams sentences.”

*Answers will vary.*

*Evaluate the project to make sure that the 3-D diagram and the sentences follow the rules given.*

Have fun!

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# First Semester Grammar Review ANSWER KEY

Page 1 of 4

**WHAT TO DO:** Mark all the parts of speech and put parentheses around the prepositional phrases. Then diagram the entire sentence.

- ART PRO AV ADJ N PP ART ADJ -----PN-----  
1. The two planned their homecoming (by the famous Alpheus River).
- ART N AV PP ART N PP PN  
2. The boys stopped (in the town) (of Orestium.)
- PRO PP ART N AV PP ART ADJ N  
3. All (of the shepherds) lived (in the same area).
- PRO AV ART ADJ N PP PN  
4. They followed a different road (to Athens).
- AV ART N  
5. Follow the map!
- ADJ PN AV PRO ART ADJ N  
6. No Spartan gave them a second thought.
- ADV PN AV N PP N  
7. Then Theras suggested journeys (by day).
- ART ADJ N PP PN AV ART N PP ART ADJ N  
8. The beautiful temples (of Orestium) reflected the sun (in the early mornings).
- ADV ART ADJ -----PN----- AV ART N ADJ ADJ N  
9. Thankfully the good Leon of Orestium gave the boys some half-worn sandals.
- ART ADJ ADJ N AV PP ART ADJ N PP ART N PP ADJ N  
10. The happy young men skipped (along the mountain road) (with a song (in their hearts)).



**DIRECTIONS:** Write what job the underlined words in the numbered sentences are doing. Choose your answers from the following:

- |                |                        |                                  |
|----------------|------------------------|----------------------------------|
| <i>SUBJECT</i> | <i>DIRECT OBJECT</i>   | <i>OBJECT OF THE PREPOSITION</i> |
| <i>VERB</i>    | <i>INDIRECT OBJECT</i> | <i>MODIFIER</i>                  |

SENTENCE #	WORD(S)	JOB
1.	planned	<u>verb</u>
2.	town	<u>object of the preposition</u>
3.	same	<u>modifier</u>
4.	road	<u>direct object</u>
5.	Follow	<u>verb</u>
6.	them	<u>indirect object</u>
7.	suggested	<u>verb</u>
8.	sun	<u>direct object</u>
9.	boys	<u>indirect object</u>
10.	men	<u>subject</u>

**SHORT ANSWERS:**

- A noun is the name of a person, place, thing, or idea.
- Adjectives are words that modify a noun or pronoun.
- The kind of noun which begins with a lower-case letter and consists of only one word is the common noun.
- The three articles in our language are a, an, and the.
- Pronouns are words that take the place of a noun.
- A Pattern 3 sentence is just like Pattern 2, except that it has a(n) indirect object.
- A sentence which is a command or a request usually has a(n) understood "you" as the subject.
- In an N-V-N-N (Pattern 3) sentence, which noun is the direct object: the 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup>? third
- True or False: A proper noun begins with an upper-case letter? True

1. two | planned | homecoming  
The | by | their  
Alpheus River  
the famous

2. boys | stopped  
The | in  
town  
the of  
Orestium

3. All | lived  
of | in  
shepherds | area  
the the same

4. They | followed | road  
to | a | different  
Athens

5. (you) | Follow | map  
the

6. Spartan | gave | thought  
No | them | a second

7. Theras | suggested | journeys  
Then | by day

8. temples | reflected | sun  
The beautiful | of | in | the  
Orestium | mornings  
the early

9. Leon of Orestium | gave | sandals  
the good | Thankfully | some half-worn  
boys  
the

10. men | skipped |  
The happy young | along | with | song  
road | the mountain | a | in | hearts  
their

# Optional Extension Activity ANSWER KEY

[Page 1 of 1](#)

**WHAT TO DO:** On the following lines, write your own example of each of the sentence types we have learned about so far. Then mark the parts of speech. You do NOT need to diagram them.

*Answers will vary. Check for accuracy and understanding.*

1. Pattern 1 (N-V): \_\_\_\_\_

\_\_\_\_\_

2. Pattern 1 (N-V): \_\_\_\_\_

\_\_\_\_\_

3. Pattern 1 (N-V): \_\_\_\_\_

\_\_\_\_\_

# Patterns 4 & 5: Exercise #1 ANSWER KEY

[Page 1 of 2](#)

**WHAT TO DO:** All the sentences below are Pattern 4 (N-LV-N). Mark all the parts of speech, put parentheses around the prepositional phrases, and diagram the sentences. Be sure to use the “Process Chart.”

1. Most storytellers are a wanderer (at a crossroad).

2. A teller usually becomes an important part (of the story).

3. The ox (in our storyteller’s path) was a beautiful beast.

4. (In the girl’s mind), this animal was a frightening creature.

5. He was also her protector (in case) (of danger).

In a noun-linking verb-noun sentence, the second noun is called the predicate nominative.

The word at the end of a prepositional phrase is called the objective of the preposition.

**DIRECTIONS:** Write what job the underlined words in the sentences above are doing. Choose your answers from the following:

*SUBJECT    DIRECT OBJECT    PREDICATE ADJECTIVE    OBJECT OF THE PREPOSITION*  
*VERB    INDIRECT OBJECT    PREDICATE NOMINATIVE    MODIFIER*

SENTENCE #	WORD(S)	JOB
1.	storyteller	<u>subject</u>
2.	usually	<u>modifier</u>
3.	was	<u>verb</u>
4.	creature	<u>predicate nominative</u>
5.	case	<u>object of the preposition</u>

1. storytellers | are | wanderer  
Most | a | at | crossroad  
a

2. teller | becomes | part  
A | usually | an | important | of | story  
the

3. ox | was | beast  
The | in | a | beautiful  
path  
our | storyteller's

4. animal | was | creature  
this | In | a | frightening  
mind  
the | girl's

5. He | was | protector  
in | also | her  
case | of | danger

# Patterns 4 & 5: Exercise #2 ANSWER KEY

[Page 1 of 2](#)

**WHAT TO DO:** The sentences below are either Pattern 4 (N-LV-N), or Pattern 5 (N-LV-ADJ). Mark all the parts of speech, put parentheses around the prepositional phrases, and diagram the sentences. Be sure to use the “Process Chart.”

-----PN----- LV ADJ N

1. Lord Akiyama was my master.

ART ADJ ADJ N LV P-ADJ

2. The kind, talented priest was helpful.

ADJ ADJ N PP N LV P-ADJ

3. Taro’s early attempts (at writing) were clumsy.

ADJ ADJ N LV ADV P-ADJ

4. His first letters were quite funny.

ART ADJ N LV ART N PP ART ADJ N

5. The young boy was a servant (in the smelly stable).

A noun-that begins with a lower case letter and can consist of only one word is a common noun.

Adverbs modify verbs, adjectives, and other adverbs.

**DIRECTIONS:** Write what job the underlined words in the sentences above are doing. Choose your answers from the following:

SUBJECT    DIRECT OBJECT    PREDICATE ADJECTIVE    OBJECT OF THE PREPOSITION  
 VERB    INDIRECT OBJECT    PREDICATE NOMINATIVE    MODIFIER

SENTENCE #	WORD(S)	JOB
1.	master	<u>predicate nominative</u>
2.	helpful	<u>predicate adjective</u>
3.	were	<u>verb</u>
4.	letters	<u>subject</u>
5.	smelly	<u>modifier</u>



1. Lord Akiyama | was | master  
| | | my

2. priest | was | helpful  
| | | |  
The kind talented

3. attempts | were | clumsy  
| | | |  
Taro's early at writing

4. letters | were | funny  
| | | |  
His first quite

5. boy | was | servant  
| | | | |  
The young a in stable  
| | | | |  
the smelly



# Patterns 4 & 5: Exercise #3 ANSWER KEY

[Page 1 of 2](#)

**WHAT TO DO:** The sentences below are examples of all five sentence patterns. Mark all the parts of speech, put parentheses around the prepositional phrases, and diagram the sentences. Be sure to use that “Process Chart.”

1. **PP ADJ ADJ N PRO AV ART ADJ N**  
 (In his spare time) he practiced the complicated characters.

2. **ADJ ADJ N LV ART N PP ART N**  
 His main goal was the position (of a samurai).

3. **PN AV ADV PP ADJ ADV ADJ N**  
 Taro moved up (in these very important skills).

4. **ART ADJ N AV PRO ART ADJ N PP PN**  
 A young monk gave him a careful look (before Zazen).

5. **ADJ N LV ADV P-ADJ**  
 His kimono was quite threadbare.

A Pattern 3 sentence is different from a Pattern 2 because it has a(n) indirect object.

In a noun-linking verb-adjective pattern, the adjective is called a(n) predicate adjective.

**DIRECTIONS:** Write what job the underlined words in the sentences above are doing. Choose your answers from the following:

**SUBJECT    DIRECT OBJECT    PREDICATE ADJECTIVE    OBJECT OF THE PREPOSITION**  
**VERB    INDIRECT OBJECT    PREDICATE NOMINATIVE    MODIFIER**

SENTENCE #	WORD(S)	JOB
1.	characters	<u>direct object</u>
2.	position	<u>predicate nominative</u>
3.	important	<u>modifier</u>
4.	him	<u>indirect object</u>
5.	threadbare	<u>predicate adjective</u>

1. he | practiced | characters  
In | the | complicated  
time | his | spare

2. goal | was | position  
His | main | the | of | samurai  
a

3. Taro | moved  
up | in | skills  
these | important  
very

4. monk | gave | look  
A | young | him | before | a | careful  
Zazen

5. kimono | was | threadbare  
His | quite

# Helping Verbs: Exercise #1 ANSWER KEY

[Page 1 of 2](#)

**WHAT TO DO:** Mark all the parts of speech, put parentheses around the prepositional phrases, and diagram the sentences.

**ADV ADJ N HV AV ART ADJ N**  
 1. Today our class will begin a new book.

**PRO ADV HV HV AV ART ADJ N**  
 2. We also will be beginning a research paper.

**PRO HV LV ADJ N**  
 3. We are becoming great students.

**HV PRO AV ART ADJ N**  
 4. Do you want a new book? *(Remember how to diagram questions?)*

**HV ADV AV ADJ ADJ N**  
 5. Do not lose this exciting book! *(Remember how to diagram commands?)*

**On the page of notes for this unit, there was a four-column list of all the helping verbs. Study the first column (is, am, etc.) carefully. Look at the words and say them out loud two times. Then without looking at your notes, write all of those eight helping verbs in the spaces below.**

<u>am</u>	<u>is</u>	<u>are</u>	<u>was</u>
<u>were</u>	<u>be</u>	<u>being</u>	<u>been</u>

**DIRECTIONS:** Write what job the underlined words in the sentences above are doing. Choose your answers from the following:

**SUBJECT    DIRECT OBJECT    PREDICATE ADJECTIVE    OBJECT OF THE PREPOSITION**  
**VERB    INDIRECT OBJECT    PREDICATE NOMINATIVE    MODIFIER**

SENTENCE #	WORD(S)	JOB
1.	Today	<u>modifier</u>
2.	will be beginning	<u>verb</u>
3.	students	<u>predicate nominative</u>
4.	you	<u>subject</u>
5.	book	<u>direct object</u>



# Helping Verbs: Exercise #2 ANSWER KEY

[Page 1 of 2](#)

**WHAT TO DO:** Mark all the parts of speech, put parentheses around the prepositional phrases, and diagram the sentences.

1. Taro had been given a look (of warning) (from the monk).  
 PN HV HV AV ART N PP N PP ART N

2. All (of the people) had been grouped (by level) (of importance).  
 PRO PP ART N HV HV AV PP N PP N

3. Can you imagine that?  
 HV PRO AV PRO

4. He had always observed his surroundings carefully.  
 PRO HV ADV AV ADJ N ADV

5. They were sitting still (like a row) (of stone buddhas).  
 PRO HV AV ADV PP ART N PP ADJ N

**On the page of notes for this unit, there was a four-column list of all the helping verbs. Study the second column (has, have, etc.) carefully. Look at the words and say them out loud two times. Then without looking at your notes, write all of those six helping verbs in the spaces below.**

have
has
had  
do
does
did

**DIRECTIONS:** Write what job the underlined words in the sentences above are doing. Choose your answers from the following:

**SUBJECT    DIRECT OBJECT    PREDICATE ADJECTIVE    OBJECT OF THE PREPOSITION**  
**VERB    INDIRECT OBJECT    PREDICATE NOMINATIVE    MODIFIER**

SENTENCE #	WORD(S)	JOB
1.	warning	<u>object of the preposition</u>
2.	had been grouped	<u>verb</u>
3.	you	<u>subject</u>
4.	always	<u>modifier</u>
5.	stone	<u>modifier</u>

1. Taro | had been given | look  
a | of | warning | from | monk  
the

2. All | had been grouped  
of | people | by | level  
the | of | importance

3. you | Can image | that

4. He | had observed | surroundings  
always | carefully | his

5. They | were sitting  
still | like | row  
a | of | buddhas  
stone

# Helping Verbs: Exercise #3 ANSWER KEY

[Page 1 of 2](#)

**WHAT TO DO:** Mark all the parts of speech, put parentheses around the prepositional phrases, and diagram the sentences.

1. A stern monk was walking around (with a long wooden stick).

2. This stick is called a kyosaku.

3. Obviously this priestly man was siding (with Yoshinobu).

4. Katsuyori had been seen (on a walk) (with Taro).

5. I had never seen those two samurai.

Study the last two columns of this unit's notes carefully. Look at the words and say them out loud two times. Then without looking at your notes, write all of those nine helping verbs in the spaces below.

<b>will</b>	<b>would</b>	<b>shall</b>	<b>should</b>	<b>can</b>
<b>could</b>	<b>may</b>	<b>might</b>	<b>must</b>	

**DIRECTIONS:** Write what job the underlined words in the sentences above are doing. Choose your answers from the following:

<i>SUBJECT</i>	<i>DIRECT OBJECT</i>	<i>PREDICATE ADJECTIVE</i>	<i>OBJECT OF THE PREPOSITION</i>
<i>VERB</i>	<i>INDIRECT OBJECT</i>	<i>PREDICATE NOMINATIVE</i>	<i>MODIFIER</i>

SENTENCE #	WORD(S)	JOB
1.	stern	<u>modifier</u>
2.	stick	<u>subject</u>
3.	obviously	<u>modifier</u>
4.	walk	<u>object of the preposition</u>
5.	samurai	<u>direct object</u>



1. monk | was walking  
A stern | around | With  
stick | a long wooden

2. stick | is called | kyosaku  
This | a

3. man | was siding  
this priestly | Obviously | with  
Yoshinobu

4. Katsuyroi | had been seen  
on | walk | with  
a Taro

5. I | had seen | samurai  
never | those | two



# Helping Verbs Activity Sheet #1 ANSWER KEY

Page 1 of 1

**WHAT TO DO:** Underline the verb phrase (helping verb + action verb) in each sentence. Circle the helping verb.

1. Jason will play video games tomorrow.
2. The surgeon has operated many times before.
3. My little sister is singing in her bedroom.
4. Scott can kick better than anyone on the team.
5. The beautiful sailboat was built in 1985.
6. Sarah is walking her puppy in the park.
7. Jake and his dad are using the computer.
8. Mom will bake a special cake for the hoedown.

**WHAT TO DO:** Write two sentences that have helping verbs. Underline the verb phrase and circle the helping verb.

*Answers will vary. Check for accuracy and understanding*

1. \_\_\_\_\_

\_\_\_\_\_

2. . \_\_\_\_\_

\_\_\_\_\_

# Helping Verbs Activity Sheet #2 ANSWER KEY

[Page 1 of 1](#)

**WHAT TO DO:** Search through magazines, flyers, and newspapers to find helping verbs. Cut out 10 verb phrases and glue them onto this page. Circle the helping verbs.

*Answers will vary. Check for accuracy and understanding.*

# Sentence Patterns Application Activity ANSWER KEY

[Page 1 of 1](#)

**WHAT TO DO:** Search through *The Samurai's Tale* and find examples for each of the sentence patterns that have been studied. At least two of your sentences should include helping verbs. Write the sentences on the lines provided, then parse and diagram your examples. You may modify your sentences slightly if necessary.

*Answers will vary. Check that answers meet requirements, and make sure that students have correctly demonstrated their knowledge of each sentence pattern.*

**Pattern 1 (N-V)**

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---

**Pattern 2 (N-V-N)**

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**Pattern 3 (N-V-N-N)**

---

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**Pattern 4 (N-LV-N)**

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**Pattern 5 (N-LV-ADJ)**

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# Units 15 - 18 Review ANSWER KEY

Page 1 of 3

**WHAT TO DO:** Mark all the parts of speech, put parentheses around the prepositional phrases, and diagram the sentences.

1. <sup>PP ART N PP ADJ N -----PN----- HV HV AV PP -----PN-----</sup>  
 (In the fall of that year), Nagashino Castle had been taken (by Tokugawa Ieyasu).

2. <sup>ART N PP N LV ADV P-ADJ</sup>  
 The troops (for help) were too late.

3. <sup>-----PN----- AV PN ART N PP ART N</sup>  
 Lord Zakoji gave Murakami an explanation (of the attack).

4. <sup>PN HV AV ADJ N ADV</sup>  
 Katsuyori-sama might attack his enemies soon.

5. <sup>ART N LV ADV ART N</sup>  
 The protagonist is now a samurai..

6. <sup>-----PN----- HV AV ADJ ADJ N PP PRO</sup>  
 Lord Zakoji had continued his polite friendship (with me).

7. <sup>PRO AV PRO ART ADJ N PP ADJ N</sup>  
 I considered myself a worthy suitor (for his daughter).

8. <sup>-----PN----- HV ADV LV ART ADJ N PP PRO</sup>  
 Wada Kansuke shall always be a dear friend (of mine).

**DIRECTIONS:** Write what job the underlined words in the sentences above are doing. Choose your answers from the following:

SENTENCE #	WORD(S)	JOB
------------	---------	-----

- |    |                |                                  |
|----|----------------|----------------------------------|
| 1. | had been taken | <u>verb</u>                      |
| 2. | late           | <u>predicate adjective</u>       |
| 3. | attack         | <u>object of the preposition</u> |
| 4. | enemies        | <u>direct object</u>             |
| 5. | protagonist    | <u>subject</u>                   |
| 6. | polite         | <u>modifier</u>                  |
| 7. | myself         | <u>indirect object</u>           |
| 8. | friend         | <u>predicate nominative</u>      |

**SHORT ANSWERS:**

1. Pronouns are words that take the place of a noun.
2. Adjectives are words that modify a noun or pronoun.
3. A sentence needs to have a subject and verb.
4. Write the three articles in our language: a, an, and the.
5. In a noun-linking verb-noun sentence, the second noun is the predicate nominative.
6. In a noun-linking verb-adjective sentence, the adjective is the predicate adjective.
7. A Pattern 3 sentence is just like a Pattern 2 except that it has a(n) indirect object.
8. A sentence which has a command or request usually has a(n) understood "you" as a subject.
9. In a Pattern 3 (N-V-N-N) sentence, which noun is the direct object: the 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup>? 3<sup>rd</sup>
10. True or False: A proper noun begins with a lower case letter? False

**HELPING VERBS: Write the 23 helping verbs.**

<u>is</u>	<u>am</u>	<u>are</u>	<u>was</u>
<u>were</u>	<u>be</u>	<u>being</u>	<u>been</u>
<u>has</u>	<u>have</u>	<u>had</u>	<u>do</u>
<u>does</u>	<u>did</u>	<u>will</u>	<u>would</u>
<u>shall</u>	<u>should</u>	<u>can</u>	<u>could</u>
<u>may</u>	<u>might</u>	<u>must</u>	

1. Nagashino Castle | had been taken | by Tokugawa Ieyasu  
In the fall of year that
2. troops | were late | too  
The for help
3. Lord Zakoji | gave | explanation  
Murakami an of attack the
4. Katsuyori-sama | might attack | enemies  
soon his
5. protagonist | is | samurai  
The now a
6. Lord Zakoji | had continued | friendship  
his polite with me
7. I | considered | suitor  
myself a worthy of daughter his
8. Wada Kansuke | shall be | friend  
always a dear of mine

# Compound Situations: Exercise #1 ANSWER KEY

Page 1 of 2

**WHAT TO DO:** Mark all the parts of speech in the sentences below, and then diagram them. Watch for little clues given at the end of each sentence! These little clues tell you where to look your notes for help on your diagram.

1. Joel and Malthace were climbing the mountain. (See Notes A)  
PN CONJ PN HV AV ART N
  
2. Daniel bar Jamin spotted the siblings and watched them. (See Notes B #2)  
-----PN----- AV ART N CONJ AV PRO
  
3. The pair had high cheekbones and ruddy complexions. (See Notes C)  
ART N AV ADJ N CONJ ADJ N
  
4. He gave the boy and girl a deep scowl. (See Notes D)  
PRO AV ART N CONJ N ART ADJ N
  
5. The two appeared energetic and carefree. (See Notes E)  
ART PRO AV P-ADJ CONJ P-ADJ

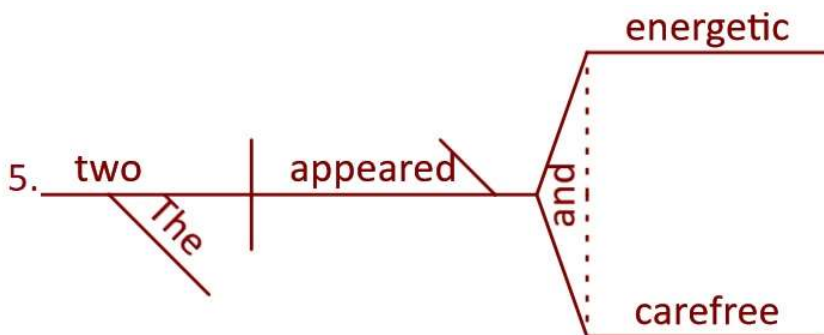
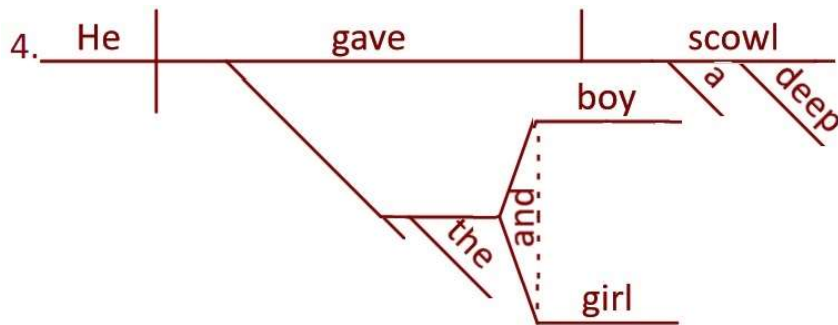
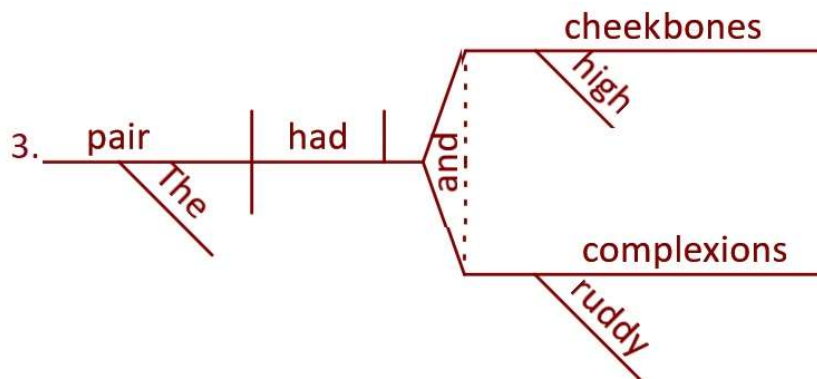
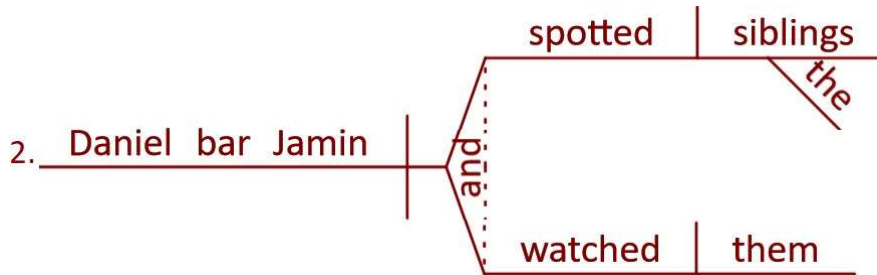
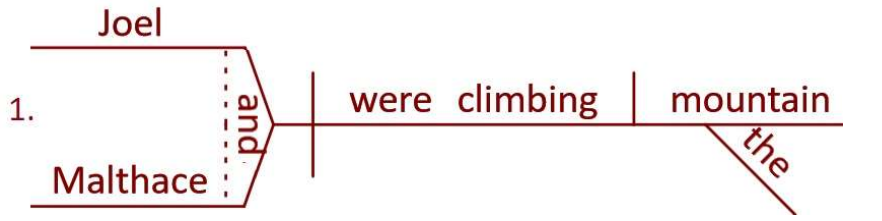
If a conjunction joins things, the two things have to be the same part of speech.

Adverbs modify verbs, adjectives, and other adverbs.

**DIRECTIONS:** Write what job the underlined words in the sentences above are doing. Choose your answers from the following:

*SUBJECT*
*DIRECT OBJECT*
*PREDICATE ADJECTIVE*
*OBJECT OF THE PREPOSITION*  
*VERB*
*INDIRECT OBJECT*
*PREDICATE NOMINATIVE*
*MODIFIER*

SENTENCE #	WORD(S)	JOB
1.	were climbing	<u>verb</u>
2.	siblings	<u>direct object</u>
3.	pair	<u>subject</u>
4.	deep	<u>modifier</u>
5.	energetic	<u>predicate adjective</u>





# Compound Situations: Exercise #2 ANSWER KEY

Page 1 of 2

**WHAT TO DO:** Mark all the parts of speech in the sentences below, put parentheses around the prepositional phrases, and then diagram them. Watch for little clues given at the end of each sentence!

1. Daniel strode (down the path) and (past Malthace). (See Notes F)  
PN AV PP ART N CONJ PP PN
  
2. The guards (in the pack train) were armed (with heavy staffs and swords). (See Notes G)  
ART N PP ART ADJ N HV AV PP ADJ N CONJ N
  
3. They heard the sound (of running feet), and then a young boy raced (up the trail). (See Notes H)  
PRO AV ART N PP ADJ N CONJ ADV ART ADJ N AV PP ART N
  
4. Dark and feverish eyes were staring back (at Daniel). (See Notes I)  
ADJ CONJ ADJ N HV AV ADV PP PN
  
5. Guards, tradesmen, and a cluster (of women) led the pack. (See Notes J)  
N N CONJ ART N PP N AV ART N

Circle the item below that is **NOT** a modifier:

prepositional phrase      article      adjective      helping verb      adverb

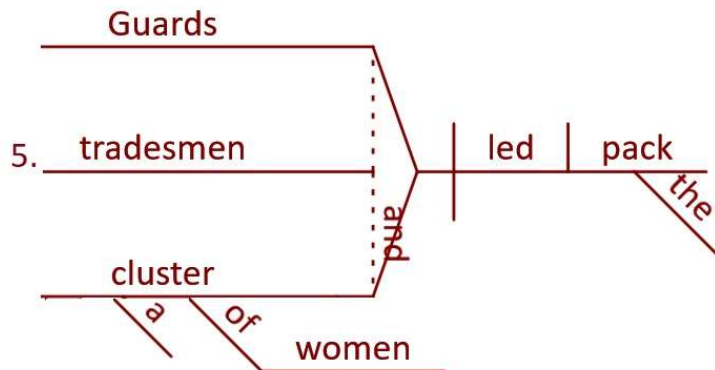
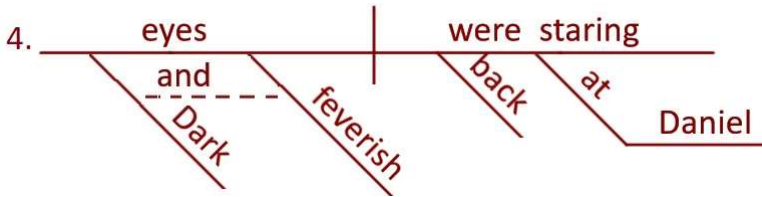
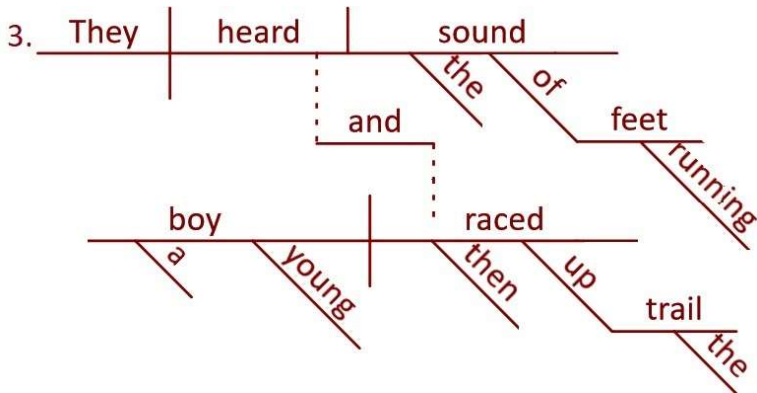
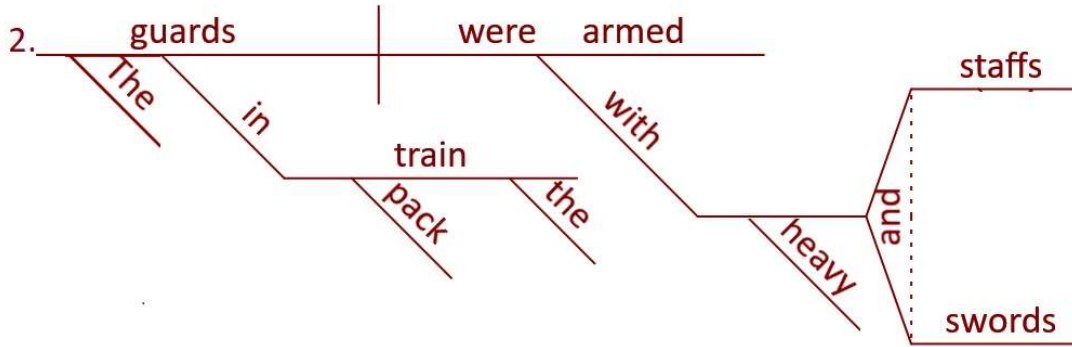
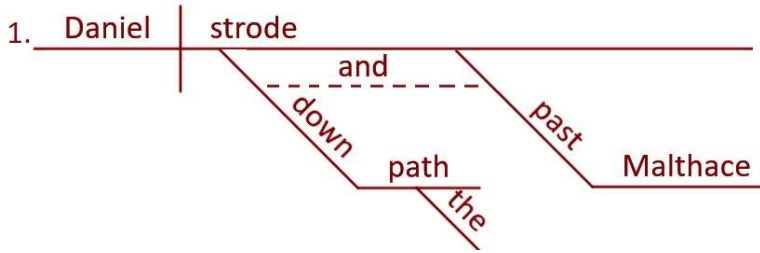
In a noun-linking verb-adjective pattern, the adjective is called the predicate adjective.

**DIRECTIONS:** Write what job the underlined words in the sentences above are doing. Choose your answers from the following:

**SUBJECT    DIRECT OBJECT    PREDICATE ADJECTIVE    OBJECT OF THE PREPOSITION**  
**VERB    INDIRECT OBJECT    PREDICATE NOMINATIVE    MODIFIER**

SENTENCE #	WORD(S)	JOB
1.	path	<u>object of the preposition</u>
2.	heavy	<u>modifier</u>
3.	feet	<u>object of the preposition</u>
4.	eyes	<u>subject</u>
5.	led	<u>verb</u>

Page 2 of 2 – Compound Situations: Exercise #2 ANSWER KEY



# Compound Situations: Exercise #3 ANSWER KEY

Page 1 of 2

**WHAT TO DO:** Mark all the parts of speech in the sentences below, put parentheses around the prepositional phrases, and then diagram them. Watch for little clues given at the end of each sentence!

1. Daniel stared (into the pudgy face and moist eyes). (See Notes G)

2. He did not like his assigned task, but he still followed his orders. (See Notes H)

3. The huge arms, broad face, and powerful legs (on the slave) were intimidating. (See Notes J)

4. Joel's steadiness and confidence impressed Rosh. (See Notes A)

5. The young boy promised him open eyes and tight lips. (See Notes C)

The items on the baseline of an N-LV-N sentence are the noun, the verb, and the predicate nominative.

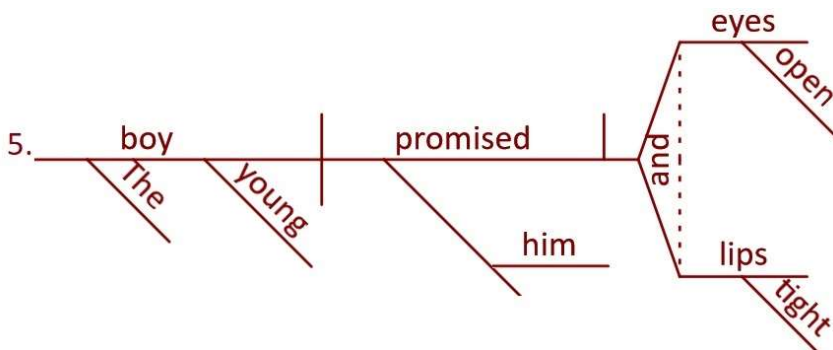
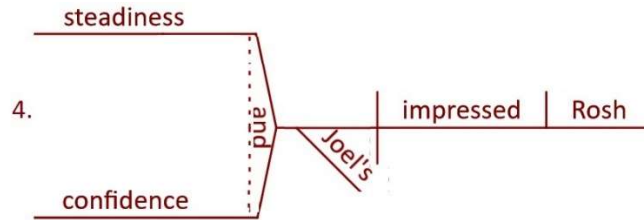
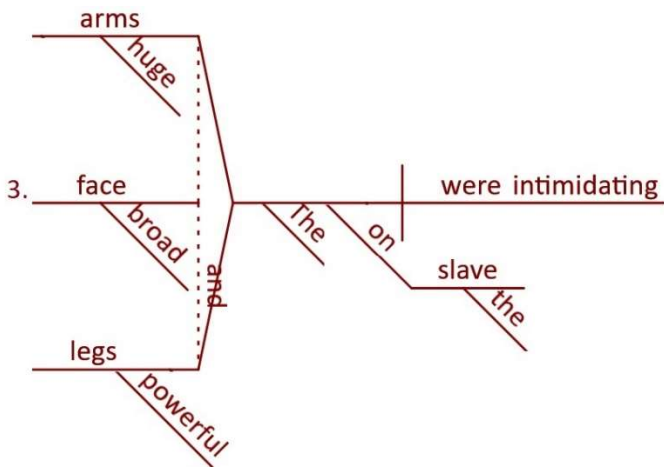
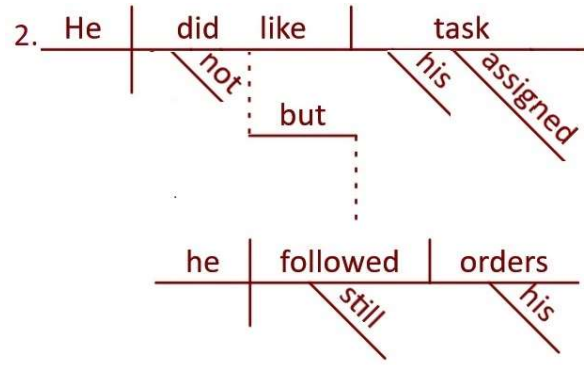
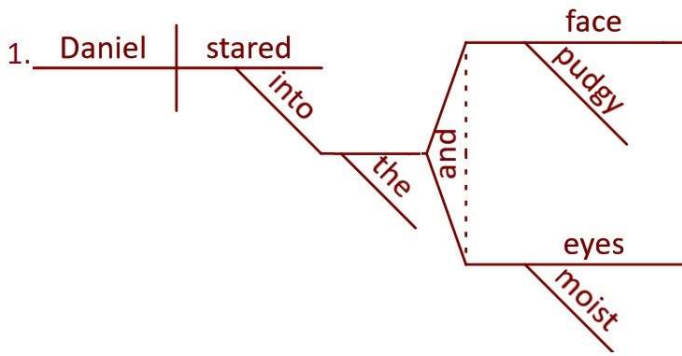
A pronoun can do any job that a noun can do.

**DIRECTIONS:** Write what job the underlined words in the sentences above are doing. Choose your answers from the following:

**SUBJECT    DIRECT OBJECT    PREDICATE ADJECTIVE    OBJECT OF THE PREPOSITION**  
**VERB    INDIRECT OBJECT    PREDICATE NOMINATIVE    MODIFIER**

SENTENCE #	WORD(S)	JOB
1.	face	<u>object of the preposition</u>
2.	not	<u>modifier</u>
3.	intimidating	<u>predicate adjective</u>
4.	steadiness	<u>subject</u>
5.	eyes	<u>direct object</u>

Page 2 of 2 – Compound Situations: Exercise #3 ANSWER KEY



# Helping Verbs/Compound Situations Application

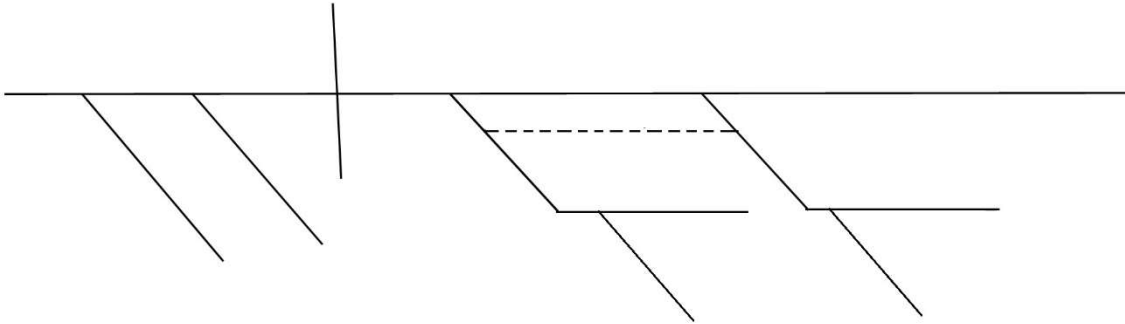
## Activity ANSWER KEY

[Page 1 of 2](#)

**WHAT TO DO:** Create sentences that match each of the diagrams below. Then, write a sentence based on your diagram. At least **TWO** of your diagrams should include a verb phrase.

*Answers will vary. Check for accuracy and understanding.*

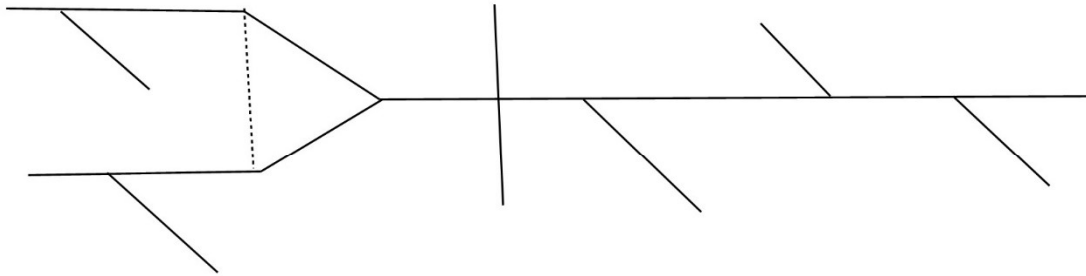
1.



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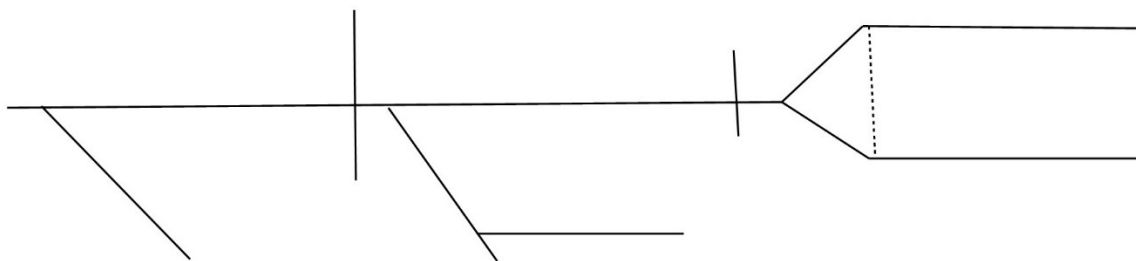
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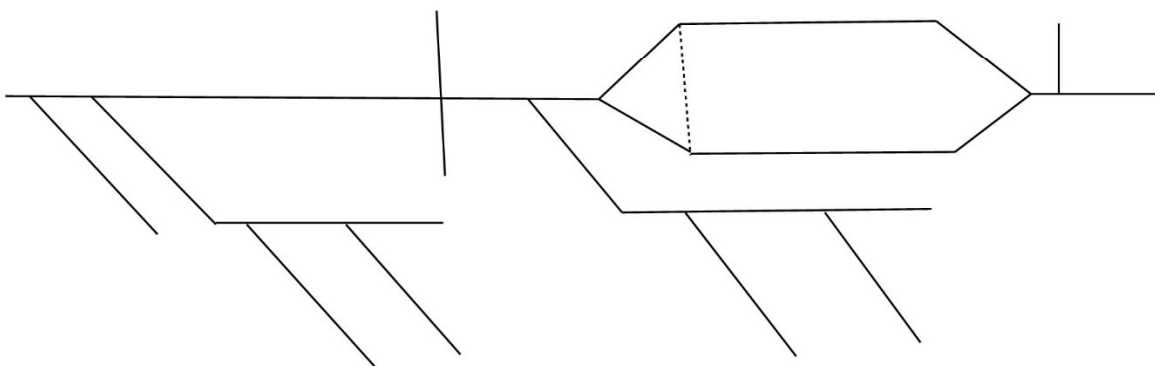
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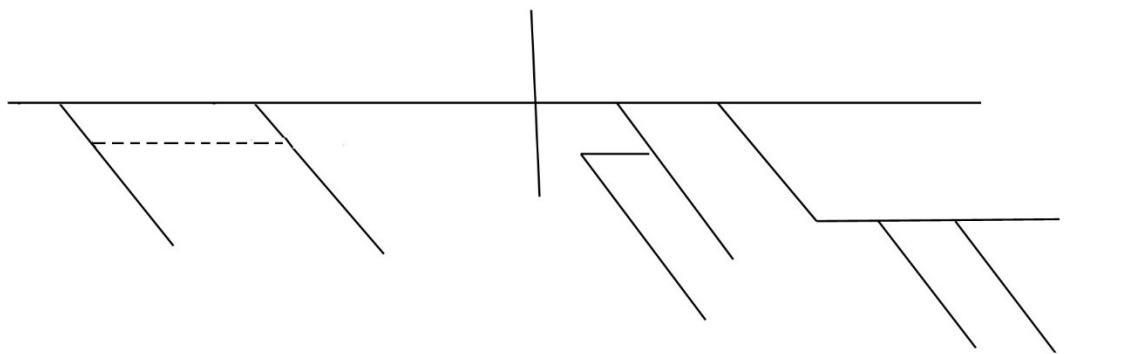
3.



4.



5.



# Second Semester Grammar Review ANSWER KEY

Page 1 of 4

**WHAT TO DO:** Mark all the parts of speech in the sentences below, put parentheses around the prepositional phrases, and then diagram them. Watch for little clues given at the end of each sentence!

1. The Temple of Peace and the Arch of Titus welcomed visitors (into the city) (of Rome). (See Notes A)  
ART -----PN-----CONJ ART -----PN----- AV N PP ART N PP PN
  
2. Vast numbers (of people) are pouring (over Capitoline Hill) and (through the Forum). (See Notes F)  
ADJ N PP N HV AV PP -----PN----- CONJ PP ART PN
  
3. Then they entered the doors (of the Colosseum), and the view (before them) was wonderful. (See Notes H)  
ADV PRO AV ART N PP ART PN CONJ ART N PP PRO LV P-ADJ
  
4. The entire crowd possessed a thirst (for blood) and a desire (for adventure). (See Notes C)  
ART ADJ N AV ART N PP N CONJ ART N PP N
  
5. The audience had given the Batavian and the African loud cheers (after their event). (See Notes D)  
ART N HV AV ART PN CONJ ART PN ADJ N PP ADJ N

**DIRECTIONS:** Write what job the underlined words in the sentences above are doing. Choose your answers from the following:

*SUBJECT    DIRECT OBJECT    PREDICATE ADJECTIVE    OBJECT OF THE PREPOSITION*  
*VERB    INDIRECT OBJECT    PREDICATE NOMINATIVE    MODIFIER*

SENTENCE #	WORD(S)	JOB
1.	welcomed	<u>verb</u>
1.	city	<u>object of the preposition</u>
2.	vast	<u>modifier</u>
3.	they	<u>subject</u>
3.	wonderful	<u>predicate adjective</u>
4.	desire	<u>direct object</u>
5.	Batavian	<u>indirect object</u>

Page 2 of 4 – Second Semester Grammar Review Answer Key

**SHORT ANSWERS:**

1. A noun is a person, place, thing, or idea.
2. True or False: A common noun begins with a lowercase letter. True
3. Adjectives are words that modify nouns or pronouns.
4. A sentence needs to have a subject and a(n) verb.
5. Write the three articles in our language: a, an, and the
6. A verb is a word that shows mental or physical action.
7. What is an antecedent? the word that the pronoun takes the place of
8. In a noun-linking verb-noun sentence, the second noun is the predicate nominative.
9. In a noun-linking verb-adjective sentence, the adjective is the predicate adjective.
10. Pronouns are words that take the place of a noun or nouns.
11. A Pattern 3 sentence is just like a Pattern 2 except that it has a(n) indirect object.
12. A sentence which has a command or request usually has a(n) understood "you" as a subject.
13. In Pattern 3 (N-V-N-N) sentence, which noun is the direct object: the 1<sup>st</sup>, 2<sup>nd</sup>, or the 3<sup>rd</sup>? 3rd



**APPLICATION:**        *Answers will vary. Check for accuracy and understanding.*

1. Write an example of a sentence that has an indirect object.

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2. Write a compound sentence that contains at least three modifiers

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3. Write an example of a sentence with a predicate nominative.

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**HELPING VERBS:** List all 23 helping verbs.

<u>is</u>	<u>am</u>	<u>are</u>	<u>was</u>
<u>were</u>	<u>be</u>	<u>being</u>	<u>been</u>
<u>has</u>	<u>have</u>	<u>had</u>	<u>do</u>
<u>does</u>	<u>did</u>	<u>will</u>	<u>would</u>
<u>shall</u>	<u>should</u>	<u>can</u>	<u>could</u>
<u>may</u>	<u>might</u>	<u>must</u>	

Page 4 of 4 – Second Semester Grammar Review Answer Key

1. Temple of Peace  
The  
welcomed visitors  
into  
city  
the of Rome  
Arch of Titus  
the  
and
2. numbers  
Vast of people  
are pouring  
and  
over  
Capitoline Hill  
through  
Forum  
the
3. they  
entered  
doors  
the of Colosseum  
Then  
and  
view  
the before them  
was  
wonderful
4. crowd  
The entire  
possessed  
and  
thirst  
a for blood  
desire  
a for adventure
5. audience  
The  
had given  
Batavian  
the  
after  
event  
their  
loud  
cheers  
and  
African  
the