

THE ARTIOS™ HOME COMPANION SERIES

Elementary – Year Three

Junior Analytical Grammar ©1996

Teacher Edition - With Answer Keys

ANALYTICAL GRAMMAR

R. Robin Finley

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The Artios Home Companion Series

Elementary Grammar – Year Three

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Introduction to Elementary Grammar Year Three

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 4th - 6th 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 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, 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 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: [Complete](#) the **Nouns, Articles & Adjectives Application Activity**.

Unit 4: [Complete](#) the **Units 1-3 Grammar Review Exercise**. Your parent or teacher might choose to treat these unit reviews as a test on the material we have covered so far.

Unit 5: 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 6: [Complete](#) the **Pronouns Application Activity**.

Unit 7: 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 8: [Complete](#) the **Prepositions Application Activity**.

Unit 9: [Complete](#) the **Units 5-8 Grammar Review Exercise**.

Unit 10: 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 11: Read the [Notes](#) on **Adverbs** and complete the corresponding [Exercises](#).

Unit 12: [Complete](#) the **Subjects, Verbs & Adverbs Application Activity**.

Unit 13: [Complete](#) the **Units 10-12 Grammar Review Exercises**.

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

Unit 15: Read the [Notes](#) on **Patterns 1 & 2** and complete the corresponding [Exercises](#).

Unit 16: Read the [Notes](#) on **Pattern 3** and complete the corresponding [Exercises](#).

Unit 17: 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 18: [Complete](#) the **Patterns 1-5 Application Activity**.

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(Suggested schedule continues on the next page.)

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

Unit 20: Read the [Notes](#) on **Helping Verbs** and complete the corresponding [Exercises](#).

Unit 21: Read the [Notes](#) on **Conjunctions and Compound Situations** and complete the corresponding [Exercises](#). This is the final new grammar topic for the year!

Unit 22: 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 **Helping Verbs & Compound Situations Application Activity**.**

Unit 23: [Complete](#) the **Units 20-22 Grammar Review Exercises**.

Unit 24: Congratulations on finishing all of the grammar content for the entire year! [Read the instructions](#) for the **Final Grammar Project**. You will be working on this project over the rest of the semester

Unit 25: [Continue](#) working on your **Final Grammar Project**.

Unit 26: [Continue](#) working on your **Final Grammar Project**.

Unit 27: [Continue](#) working on your **Final Grammar Project**.

Unit 28: [Complete](#) your **Final Grammar Project**.

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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

[Page 1 of 1](#)

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. As a young boy, I loved the sea.
2. The captain and cabin boy also came onto the ship.
3. It was the time of the year when there are very bad storms in that part of the world.
4. The ship had been out of sight of land for many days when the captain told us to prepare for a storm.
5. The wind blew so hard that some of the sails broke away from their mast.
6. Two of our men were swept off the deck of the ship when a big wave caught them.
7. For twelve days and nights the wind, rains, and waves pounded our little ship.

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. When I awoke, the sun was shining, the storm was over, the wind had stopped, and the sea was still.
2. The ship lay partly on her side on the sandbar.
3. I filled my pockets with the ship's bread and went over the rest of the ship.
4. There was lots of happiness when I found the ship's dog and two cats still alive.
5. I made a raft, using pieces from the big poles from the sails and a carpenter's saw.
6. I went back up the rope and took some boards to make the floor of my raft.
7. Since I needed food most of all, I filled a box with bread, rice, cheese, and some dried meat.
8. The sea was calm, the tide was coming in, and a beautiful breeze blew me towards land.

A _____ consists of one word.

Nouns: Exercise #3

[Page 1 of 1](#)

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.” Look at this example:*

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

1. Robinson Crusoe had been born in England in a town by the sea.
2. On one of his trips back to the ship, Robinson found three bags of nails, a hammer, an ax, and a stone on which he could sharpen his knives.
3. Finding money made him laugh for the first time in many days.
4. If the weather had stayed nice, he would have been able to take the whole ship apart piece by piece.
5. At one place in the rock wall, Mr. Crusoe found an opening into a cave to make into a house.
6. Since the shipwreck had occurred off the coast of South America, this home needed to protect him from both rain and the heat of the sun.
7. He cut down many small trees, cut off their branches, and sharpened them at one end.
8. He made a fence from rows of trees and rope to keep both man and animals out.

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. Each year on the island Robinson learned more about the different seasons.
2. Most years there was a rainy season and a dry season.
3. A thick tight fence could be made from the branches of a special kind of tree.
4. His grain fields grew in the valley with rich fertile soil.
5. The small branches of the willow trees could be woven into useful baskets.

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. Robison Crusoe began to worry about scary savages that might arrive on his island.
2. Once he found a small boat that had washed onto the shore after a bad storm.
3. He tried to build a sturdy boat like those from his beloved England.
4. On several occasions Robinson found evidence that cannibals had camped upon the sandy shores.
5. After many years his talkative parrot could say many words, but his old dog had died.

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. One morning the shipwrecked sailor saw five small boats full of savages.
2. The cannibals made a big fire and were dancing around it with great happiness.
3. After a scary experience Robinson was able to rescue a terrified captive man.
4. The man had long black hair and light brown skin.
5. Robinson decided that his happy, kind friend needed a name, and Friday was the name he chose.

List the three articles in our language. _____ , _____ , _____

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

Nouns, Articles & Adjectives Application Activity

[Page 1 of 2](#)

NAME: _____ Date: _____

WHAT TO DO: *Glue pictures from a magazine or newspaper OR draw your own pictures in each box on the left-hand side. Then write a complete sentence that EXACTLY fits the criteria listed to accompany each picture. Don't forget to capitalize the beginning of each sentence and each proper noun, and end each sentence with a punctuation mark. Underline all proper nouns in red, all common nouns in green, all articles in yellow, and all adjectives in orange.*

	<p>1 proper noun, 2 common nouns</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>3 common nouns, 2 articles, 2 adjectives</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

NAME: _____ Date: _____

	<p>1 proper noun, 1 common noun, 1 article, 1 adjective</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>2 proper nouns, 2 common nouns, 2 articles, 3 adjectives</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>1 proper noun, 3 common nouns, 3 articles, 4 adjectives</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Units 1 - 3 Grammar Review Exercise

[Page 1 of 2](#)

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. *Robinson Crusoe* is a novel written by Daniel Defoe, who was a spy, trader, and writer.
2. Mr. Defoe is considered to be one of the founders of the English novel.
3. Scholars believe that he was born in the parish of St. Giles Cripplegate.
4. This exciting book tells the story of an English castaway who is shipwrecked on a remote tropical island near Trinidad.
5. Most people believe that the story was based on the true adventures of a Scottish castaway named Alexander Selkirk.
6. Mr. Selkirk was shipwrecked on a Pacific island in Chile for four years.
7. *Robinson Crusoe* has many translations, and has also been turned into movies and stage productions.
8. In Robinson's first journey, his ship is wrecked in a violent storm, but he still wants to live the life of an adventurous sailor.
9. His second journey results in a disaster when he is captured by a Moor and forced to be a slave.
10. The third expedition is the focus of the majority of this tale, and our main character encounters cannibals, captives, and mutineers during his long years on the island.

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.

FILL IN THE BLANKS:

1. A noun is the name of _____ .
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 articles in our language are _____ , _____ , and _____ .

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 #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. Kit asked, "Who will be leaving me when the ship arrives at Saybrook?"
2. "That was a nasty storm we had in the Atlantic," said Kit. "What were you thinking as the winds were blowing?"
3. The girl had wind-reddened cheeks and shining eyes, and that helped her beg her way to the shore.
4. Land legs are a hard thing to find after spending time on a boat, and the passenger who quickly gains those is a lucky traveler.
5. Whoever was boarding the longboat with Katherine was in for a big surprise.

In a complete sentence, write the definition of a pronoun.

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 would rescue a little girl's doll from the water, regardless of who he is.
2. All of us were born with bodies which are made to swim.
3. Team sports and those that we do by ourselves are good for us.
4. Kit's grandfather made sure that she would find enjoyment in one or the other.
5. Whichever decision you would make about the doll, anybody would have supported Kit as she rescued one of these.

FILL IN THE BLANK:

The three articles in our language are _____, _____, and _____.

The article will always be located _____ the noun.

Pronouns Application Activity

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NAME: _____ Date: _____

WHAT TO DO: *Cut out a newspaper article, and highlight all of the pronouns in the article. If your article has fewer than 15 pronouns, choose another article. Now cut your article apart into sentences, and 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.

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

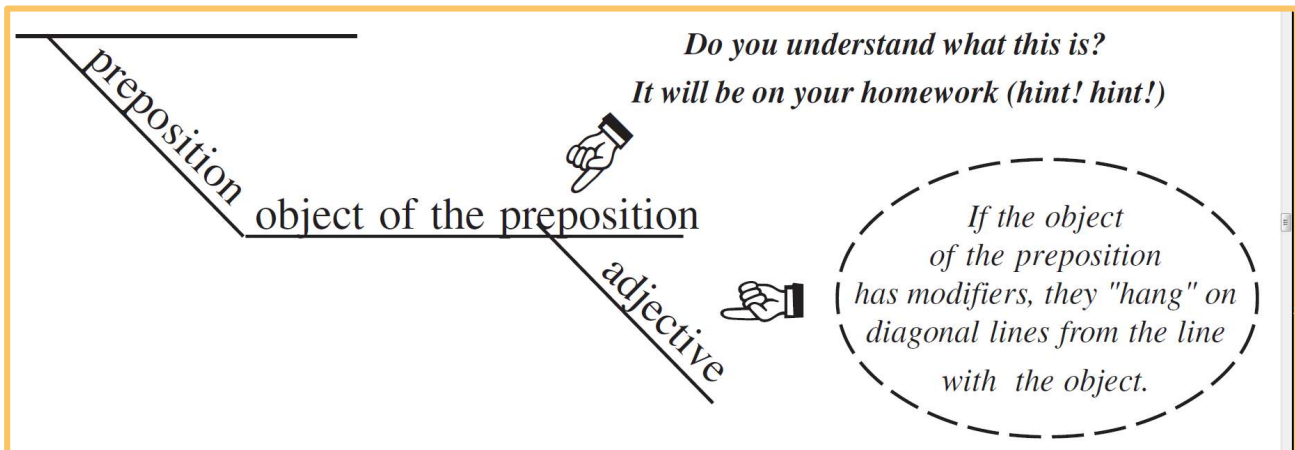
- Begin with a preposition
- End with a noun or pronoun.

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

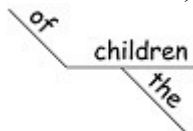
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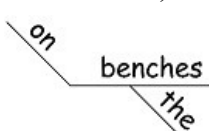
WHAT TO DO: Write N over the common nouns, PN over the proper nouns, ART over the articles, ADJ over the adjectives, PP over the prepositions, and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the prepositional phrases in every sentence. Sentence one has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

PRO PP ART N

1. All (of the children) squirmed (on the benches).



PP ART N



- The children were thinking about different things during their lessons.
- Their eyes strayed from the primers to the forbidden sunshine.
- Kit thought of the words that Mercy had spoken.
- She thought of the invitation for a little picnic along the shore of the river.

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

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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. Dame school ended in the middle of August.
2. They peeled apples in the sun for the winter's use.
3. The corn stood high in the meadow, row after endless row.
4. The girls worked with Matthew in the fields.
5. Kit would steal down the dusty path to Blackbird Pond.

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.	middle	_____
2.	winter's	_____
3.	meadow	_____
4.	Matthew	_____
5.	dusty	_____

Prepositions: Exercise #3

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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. “You have never been to a husking bee?” asked Judith.
2. It sounded to Kit like an odd sort of party.
3. Judith linked arms with Kit, and they walked along High Street.
4. A quick tingle of anticipation moved through Kit's body.
5. It would be Kit's first party of any sort since her move to Wethersfield.

A pronoun is a word that _____ .

Articles and adjectives 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

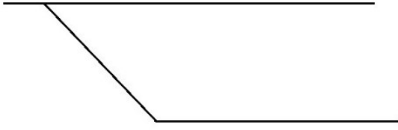
SENTENCE #	WORD(S)	JOB
1.	husking	_____
2.	party	_____
3.	High Street	_____
4.	quick	_____
5.	any	_____

Prepositions Application Activity

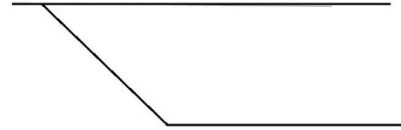
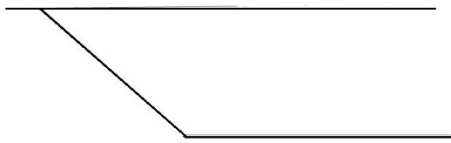
NAME: _____ Date: _____

WHAT TO DO: Create prepositional phrases that match the diagrams below. Then write a sentence that incorporates your prepositional phrase or phrases. Note that some sentences require more than one prepositional phrase. Label all the parts of speech that you have learned so far.

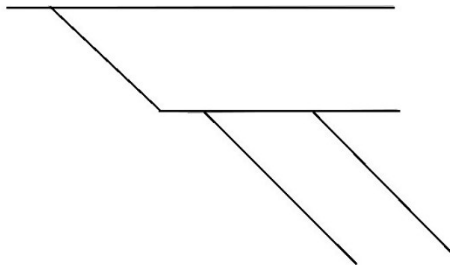
1.



2.

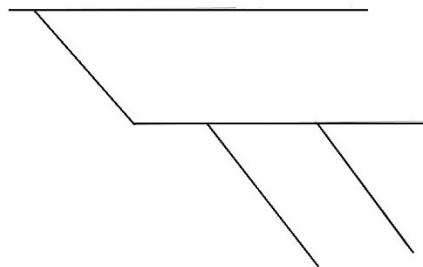
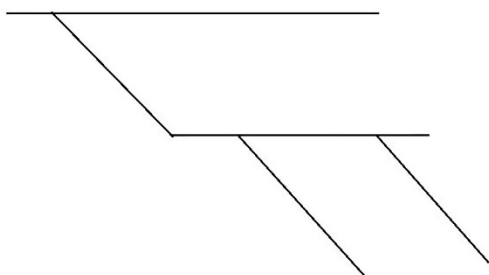


3.

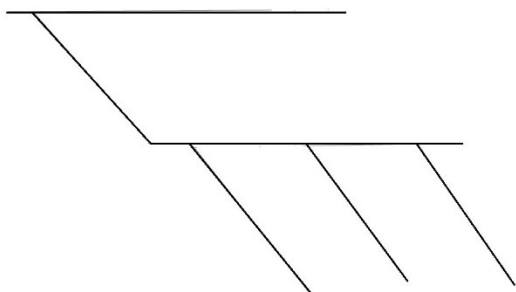


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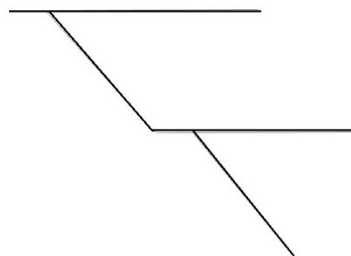
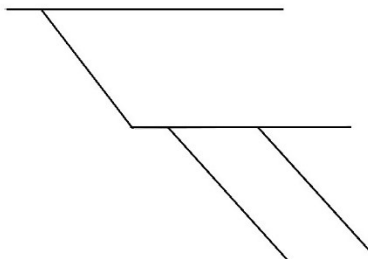
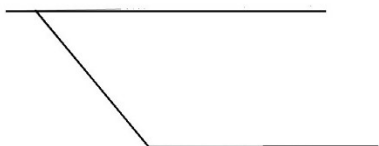
4.



5.



6.



Units 5 - 8 Grammar Review Exercises

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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. Do **NOT** label prepositions in this section.

1. If you think you can do something, you can usually do it.
2. Once a girl was told that she couldn't learn the rules of the Puritan lifestyle.
3. Because she thought she must be a helpful member of the family, she worked hard in learning skills that would help her.
4. She had no idea that she was truly a great homemaker.
5. Whatever you may think about it, the girl became a capable helper.

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, and put parentheses around the prepositional phrases. Then, on a separate piece of paper, diagram the prepositional phrases in each sentence.

1. Many children and young people in the colony got a terrible sickness with a fever.
2. None of the familiar remedies worked, and they tossed on their cots in front of the hearths.
3. A nauseous brew of ground roasted toads was given by a young surgeon from Hartford.
4. On the fourth day Kit sank on the mat they dragged to the fireside near her cousin.
5. Tears of weakness ran down Mercy's cheeks, and she buried her face in the pillows with great shame.

NAME: _____ Date: _____

DIRECTIONS: *The underlined words in the sentences from the second section on the previous page 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

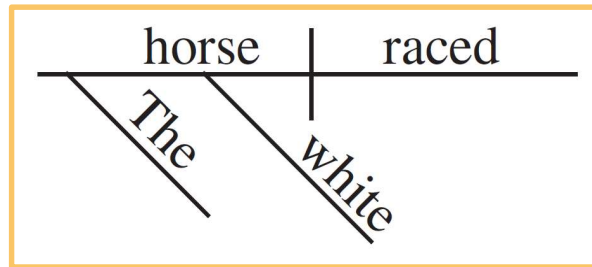
SENTENCE #	WORD(S)	JOB
1.	terrible	_____
2.	cots	_____
3.	roasted	_____
4.	day	_____
5.	pillows	_____

Fill in the blanks:

1. A noun is the name of _____ .
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 articles in our language are _____ , _____ , and _____ .
5. Pronouns are words that _____ .

DIAGRAMMING ARTICLES AND ADJECTIVES:

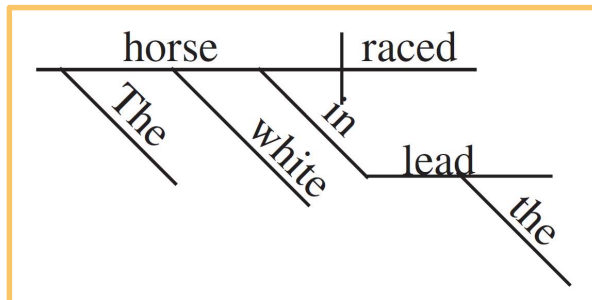
Now we want to put the articles and adjectives that go with *horse* into our diagram. The diagram below will show you how to do that:



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.

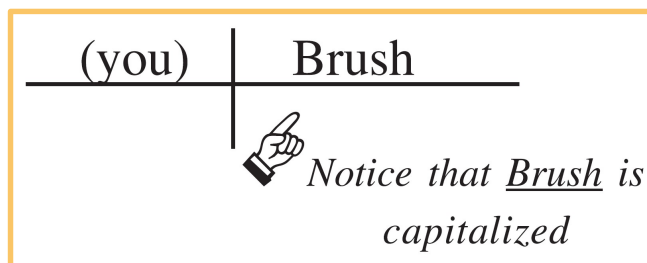
DIAGRAMMING PREPOSITIONAL PHRASES:

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

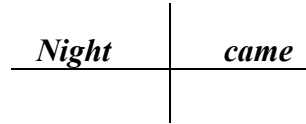
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NAME: _____ Date: _____

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, put parentheses around the prepositional phrases, and AV over the action verbs. 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.

N AV PP ART N

1. Night came (over the forest).



2. Many people gathered for their mystic dance.

3. “Leave your huts, please!”

4. Saala brought his drum out.

5. Then he beat on that instrument.

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.	Night	
2.	gathered	
3.	your	
4.	his	
5.	instrument	

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, put parentheses around the prepositional phrases, and AV over the action verbs. 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 sound of the flutes joined the drum beats.
2. Their music rose through the jungle.
3. "Give your attention to the young prince, please!"
4. The chief with the bright eyes spread his hands before them with gentleness.
5. The people of the village stood quietly at the outskirts.

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.	flutes	_____
2.	rose	_____
3.	young	_____
4.	spread	_____
5.	people	_____

Subject and Verb: Exercise #3

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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, put parentheses around the prepositional phrases, and AV over the action verbs. 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. The men laid their knives and spears on the ground outside the huts.
2. All of the weapons sent the moonlight into the night.
3. Early in the evening they came to this meeting of peace.
4. Imagine all that excitement!
5. The dancers in the group gathered themselves in the open space of the clearing.

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.	men	_____
2.	sent	_____
3.	this	_____
4.	that	_____
5.	group	_____

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*?

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.

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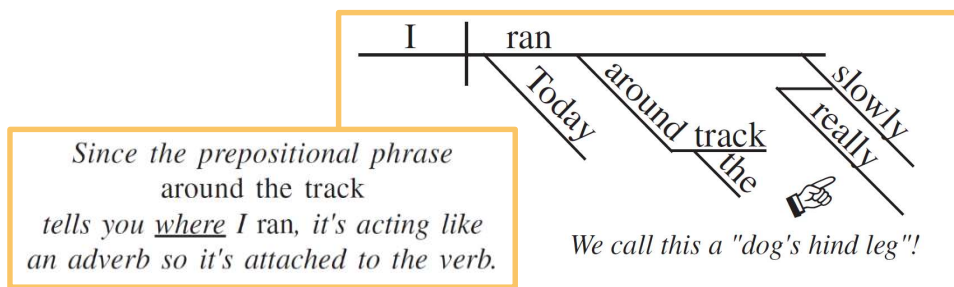
(This subject continues on the next page.)

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!

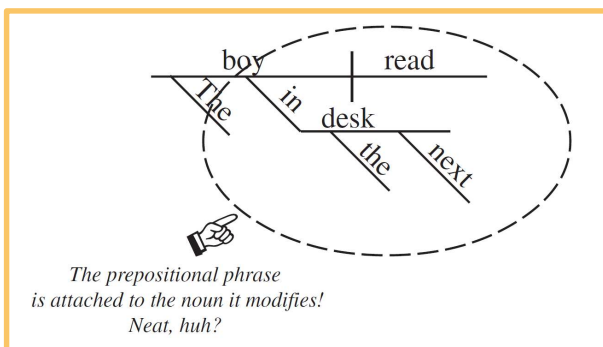
LET'S TALK ABOUT DIAGRAMMING PREPOSITIONAL PHRASES.

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:



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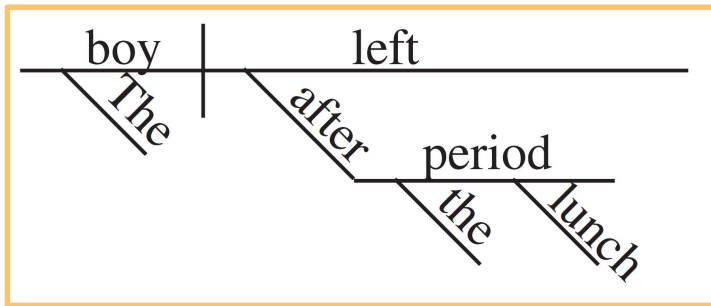
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Can you have a prepositional phrase that is acting like an adverb? Of course! If you have a prepositional phrase that modifies your verb, it will #1 - tell you *how, when, where, or why* about that verb, and #2 - it will probably be moveable. If your 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).

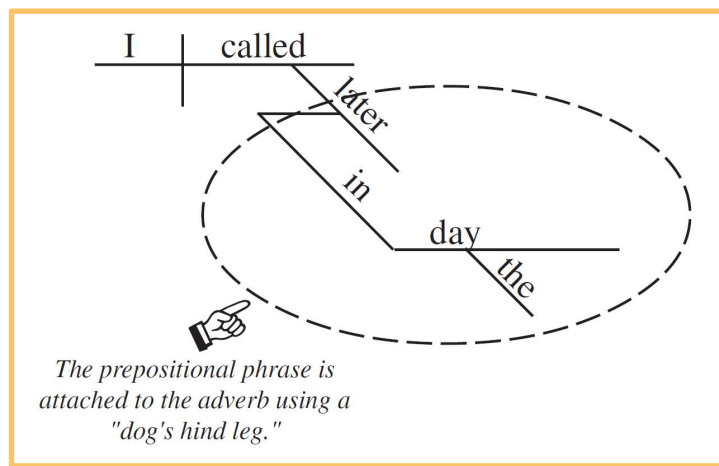
The prepositional phrase *after the lunch period* tells you *when* the boy *left*. It's also moveable, isn't it? Here's the diagram:



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

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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. In the home of Mr. Richardson, slave service ended early.
2. In other homes, they continued later in life.
3. Today Amos went to the barn with the horse.
4. He always does his work carefully.
5. After work the honest slave questioned his master respectfully.

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

Adverbs are words that modify _____, _____ or _____ .

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.	home	_____
2.	continued	_____
3.	Today	_____
4.	his	_____
5.	slave	_____

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 church days never went too slowly.
2. His favorite parts of the day at church raced by him so quickly.
3. Then the man worked happily at his trade.
4. Sometimes Amos thought quietly about the really hard questions.
5. The harder questions so often teach us the most.

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.	church	_____
2.	day	_____
3.	happily	_____
4.	really	_____
5.	teach	_____

Adverbs: Exercise #3

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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 new country grew rapidly in liberty.
2. The young man traveled quite eagerly to each arriving ship.
3. Mr. Richardson learned his abilities so quickly.
4. The master spoke kindly to his slave.
5. "Welcome each new shipload really warmly!"

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.	country	_____
2.	traveled	_____
3.	his	_____
4.	slave	_____
5.	warmly	_____

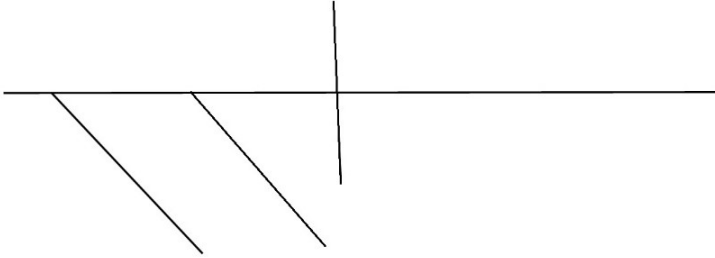
Subjects, Verbs & Adverbs Application Activity

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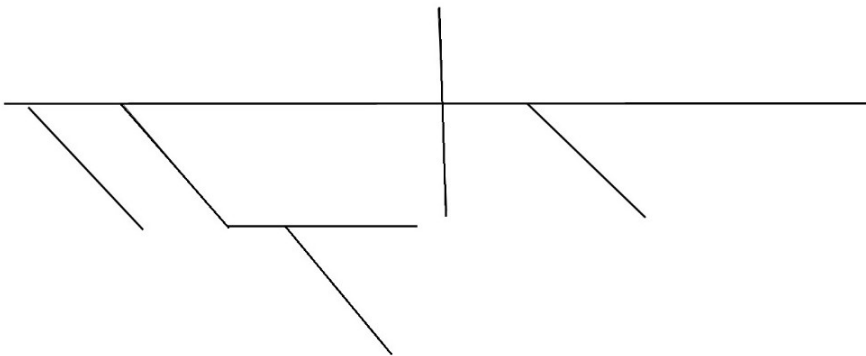
NAME: _____ Date: _____

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.

1.



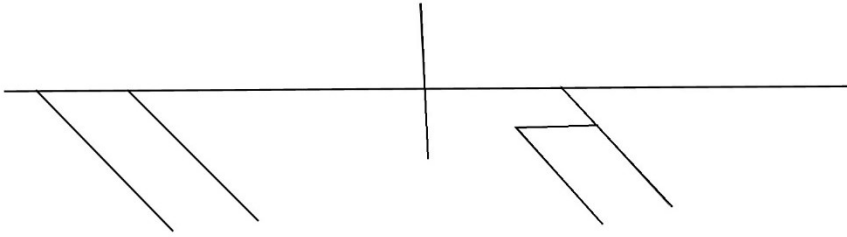
2.



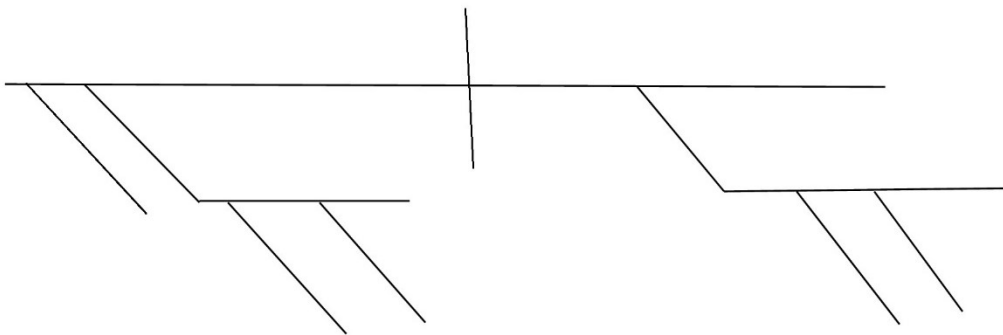
Page 2 of 2 – Subject & Verbs/Adverbs Application Activity

NAME: _____ Date: _____

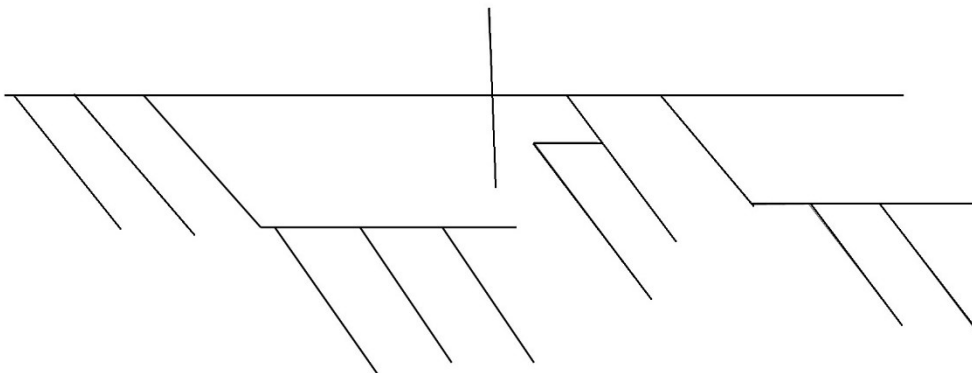
3.



4.



5.



Units 10 - 12 Grammar Review Exercises

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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. The man in our story always wanted his own land.
2. During that year he surveyed a nice piece of property.
3. Watch for snakes in the babbling brook!
4. Amos told sad stories about the family down the road.
5. The very tender heart of this man wanted peace for this family.
6. Throughout his life Mr. Fortune regularly helped his neighbors.
7. He always worked hard on his work projects.

Short Answers:

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 be only 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 in the first section of this Grammar Review Exercise 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.	story	_____
2.	nice	_____
3.	Watch	_____
4.	told	_____
5.	heart	_____
6.	life	_____
7.	He	_____

First Semester Grammar Project

[Page 1 of 1](#)

NAME: _____ Date: _____

DIRECTIONS: 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

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. 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. _____

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.

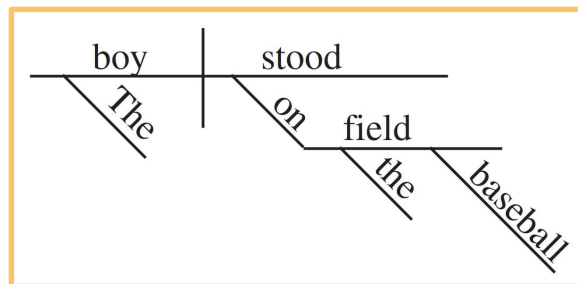
PATTERN 1: N-V

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**.

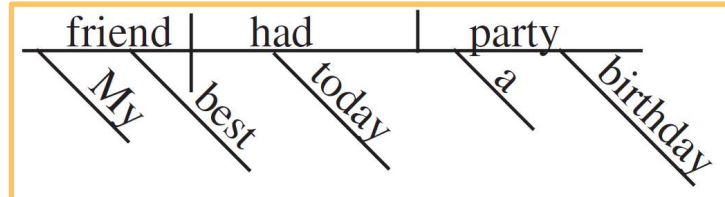
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(This subject continues on the next page.)

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.

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(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 the parentheses around the prepositional phrases. Then diagram the entire sentence.

1. The father left his son at the edge of the clearing.
2. Matt remembered his words of advice.
3. The cabin in the thick woods already provided many comforts.
4. “Take this for your protection.”
5. Matt's father handed his rifle to the boy.

Pronouns are words that _____.

To find the direct object you say the _____, say the _____, and ask _____.

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

SUBJECT DIRECT OBJECT OBJECT OF THE PREPOSITION
VERB MODIFIER

SENTENCE #	WORD(S)	JOB
1.	son	_____
1.	Matt	_____
2.	thick	_____
3.	protection	_____
4.	handed	_____

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. The young boy stayed in the cabin by himself.
2. Matt enjoyed the time on his own in the woods.
3. Sometimes he just did the necessary chores for the entire day.
4. Then he worked on the empty spaces between the logs.
5. He filled the spaces with clay from the creek bank.

An adjective is a word that _____ .

In a prepositional phrase the last word is the _____ .

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

SUBJECT DIRECT OBJECT OBJECT OF THE PREPOSITION
VERB MODIFIER

SENTENCE #	WORD(S)	JOB
1.	stayed	_____
2.	time	_____
3.	necessary	_____
4.	spaces	_____
5.	He	_____

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. Matt cooked a really warm meal over the crackling fire.
2. Occasionally he found cold ashes in the fire pit.
3. He then coaxed a single spark into a cooking fire.
4. He worked alone for many days.
5. The corn patch in the yard needed constant attention.

Circle the item(s) 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 _____

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

SUBJECT

DIRECT OBJECT

OBJECT OF THE PREPOSITION

VERB

MODIFIER

SENTENCE #	WORD	JOB
1	Matt	_____
2	Occasionally	_____
3	spark	_____
4	days	_____
5	needed	_____

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?

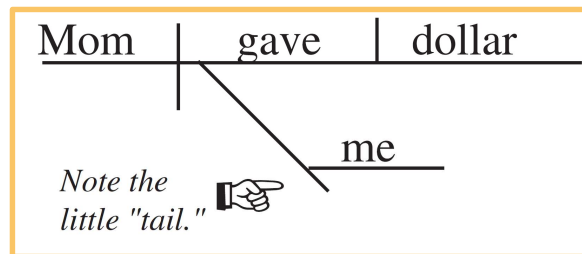
PATTERN 3: N-V-N-N

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?

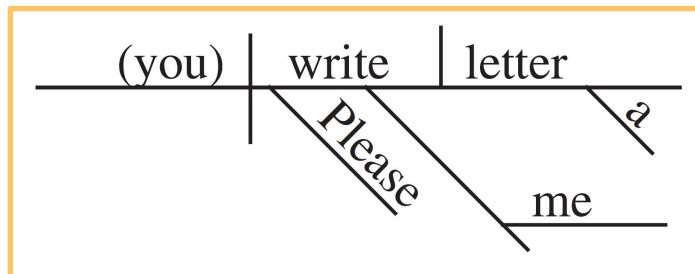
write me letter

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(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 the parentheses around the prepositional phrases. Then diagram the entire sentence.

1. Those bees gave Matt many stings on his body.
2. The Indian made him a bitter medicine.
3. On the day after his accident, Saknis brought him a wooden bowl of stew.
4. “Give the Indians the same treatment as your minister.”
5. He made himself a promise about bees.

The last word in a prepositional phrase is called the _____ .

The articles in our language are _____ , _____ , and _____ .

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

SUBJECT DIRECT OBJECT OBJECT OF THE PREPOSITION
VERB INDIRECT OBJECT MODIFIER

SENTENCE #	WORD(S)	JOB
1.	Those	_____
2.	him	_____
3.	bowl	_____
4.	Give	_____
5.	himself	_____

Pattern 3: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

WHAT TO DO: 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. Attean brought Matt many meals during his recovery.
2. The young boy despised everything about the cabin.
3. Saknis made him a rough sort of crutch.
4. This man saved his life!
5. Remember the kindness of these people!

An adverb which can be moved modifies the _____ .

A Pattern 2 sentence has a subject, a verb, and a _____ .

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

SUBJECT DIRECT OBJECT OBJECT OF THE PREPOSITION
VERB INDIRECT OBJECT MODIFIER

SENTENCE #	WORD(S)	JOB
1.	Matt	_____
2.	everything	_____
3.	made	_____
4.	man	_____
5.	people	_____

Pattern 3: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

WHAT TO DO: 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 young teacher read to the Indian boy at the table in his cabin.
2. A book about a shipwrecked sailor quickly taught Attean different sounds.
3. Robinson Crusoe told the adventures of a man at sea.
4. The student really loved these tales.
5. "Read me another chapter soon, please!"

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

SUBJECT DIRECT OBJECT OBJECT OF THE PREPOSITION
VERB INDIRECT OBJECT MODIFIER

SENTENCE #	WORD(S)	JOB
1.	teacher	_____
2.	sailor	_____
3.	told	_____
4.	tales	_____
5.	me	_____

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

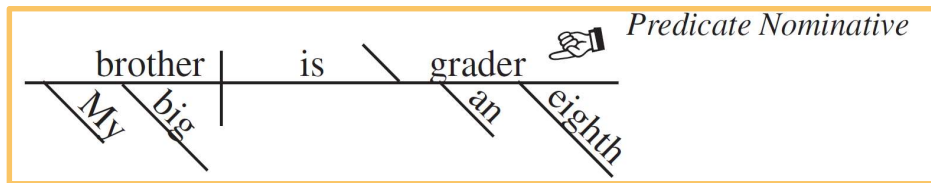
My big brother is an eighth grader.

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:



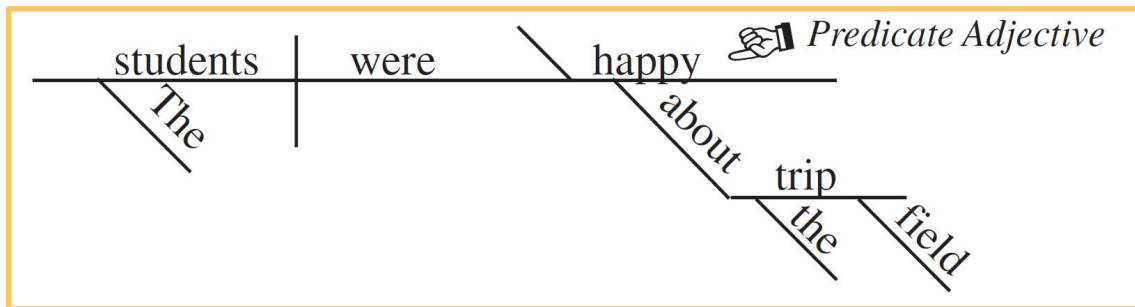
How is this baseline different from a sentence with a direct object? That's right, this baseline has a slanted (or diagonal) line between the verb (*is*) and the predicate nominative (*grader*).

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)

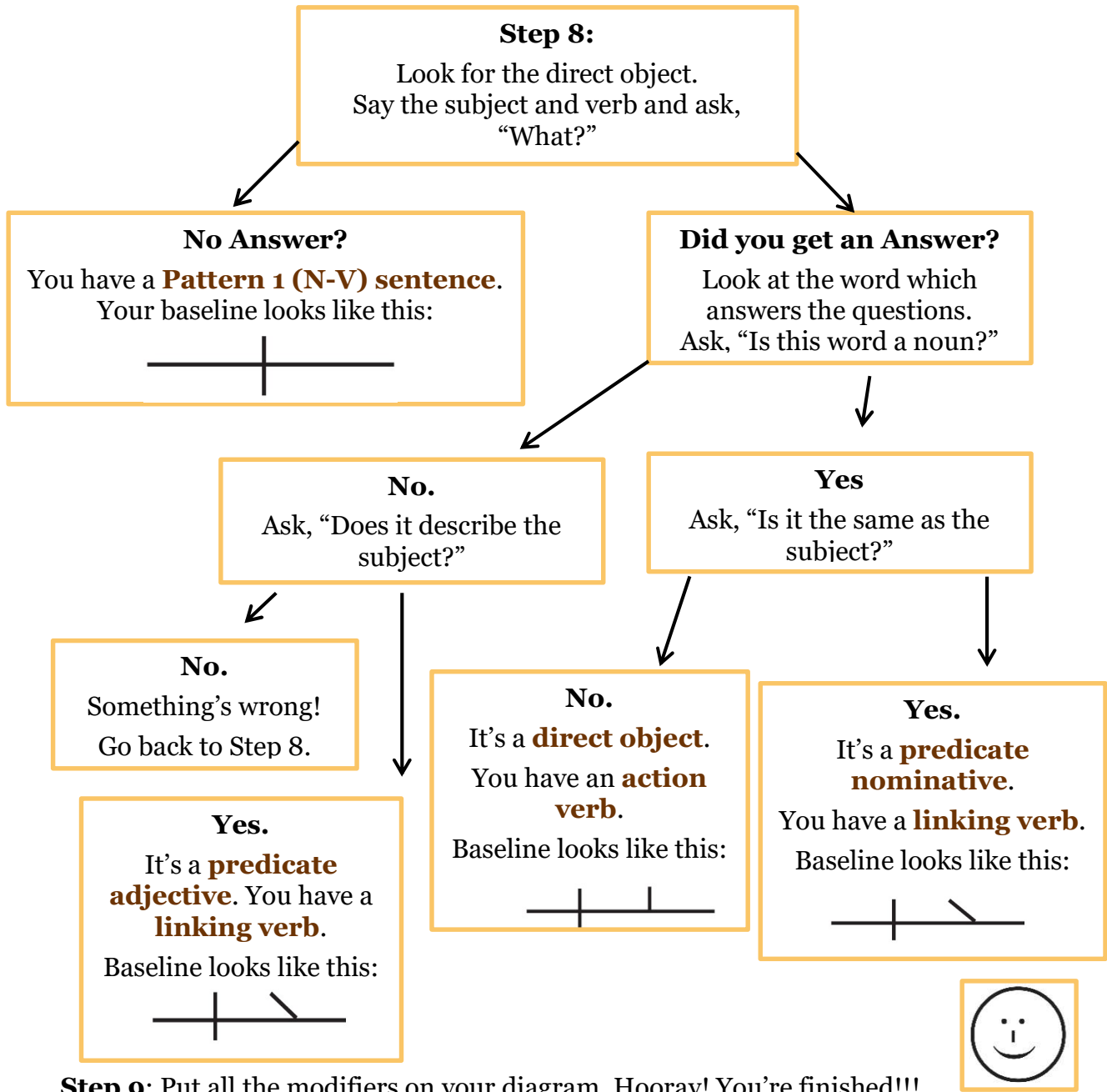
Step 3: Find and mark all the pronouns.

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.)

Linking Verbs and Patterns 4 & 5: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

WHAT TO DO: All the sentences below are the N-LV-N pattern. Mark all the parts of speech and diagram the sentences. Be sure to use that “Process Chart!”

1. The silk tassels were a part of the cornstalk.
2. The hard green pumpkins soon became balls of orange.
3. His favorite moment of the day was Attean's arrival.
4. In his mind, the Indian was his only friend.
5. Attean was also his teacher in the ways of the woods.

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

SUBJECT

PREDICATE NOMINATIVE

OBJECT OF THE PREPOSITION

VERB

MODIFIER

SENTENCE #	WORD(S)	JOB
1.	tassels	_____
2.	soon	_____
3.	was	_____
4.	friend	_____
5.	ways	_____

Linking Verbs and Patterns 4 & 5: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

WHAT TO DO: The sentences below are either the N-LV-N or N-LV-ADJ pattern. Mark all the parts of speech and diagram the sentences. Remember to use that “Process Chart!”

1. The dog's name was simply “dog.”
2. His course mangy coat was ugly.
3. “Aremus” was not very smart.
4. His adventures were quite funny!
5. Dog was a prized member of their tribe.

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

Adverbs modify _____ , _____ , and _____ .

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

SUBJECT
VERB

PREDICATE NOMINATIVE
MODIFIER

OBJECT OF THE PREPOSITION

SENTENCE #	WORD(S)	JOB
1.	dog	_____
2.	ugly	_____
3.	Aremus	_____
4.	were	_____
5.	their	_____

Linking Verbs and 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 and diagram the sentences. Remember to use that "Process Chart!"

1. During their journey the friends brought the dog with them.
2. The boys came out on an unfamiliar river.
3. Their main goal was a fish for their dinner.
4. Attean gave Matt lessons in hunting.
5. His methods were sometimes successful.

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

SUBJECT
VERB

PREDICATE NOMINATIVE
PREDICATE ADJECTIVE

OBJECT OF THE PREPOSITION
MODIFIER

SENTENCE #	WORD(S)	JOB
1.	journey	_____
2.	unfamiliar	_____
3.	fish	_____
4.	Matt	_____
5.	successful	_____

Patterns 1 – 5 Application Activity

[Page 1 of 1](#)

NAME: _____ Date: _____

WHAT TO DO: Search through *Sign of the Beaver* and find examples for each of the sentence patterns that have been studied. Write the sentence on the lines provided, then parse and diagram your examples. You may modify your sentences slightly if necessary.

Pattern 1 (N-V)

Pattern 2 (N-V-N)

Pattern 3 (N-V-N-N)

Pattern 4 (N-LV-N)

Pattern 5 (N-LV-ADJ)

Units 15 – 18 Grammar Review Exercises

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NAME: _____ Date: _____

WHAT TO DO: *The sentences below contain examples of all five sentence patterns. Mark all the parts of speech and diagram the sentences. You may use your "Process Chart."*

1. Frequently Matt missed his own family.
2. After many months without their return, the boy was almost an orphan.
3. Then Saknis gave him an offer of adoption.
4. He thought about this offer for a very long time.
5. By the time of their grand arrival, Matt was ecstatic.

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

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

SENTENCE #	WORD(S)	JOB
1.	Frequently	_____
2.	orphan	_____
3.	him	_____
4.	thought	_____
5.	ecstatic	_____

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:

	<u>Verb Phrase:</u>	<u>Helping Verb(s)</u>	<u>Main Verb</u>
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)

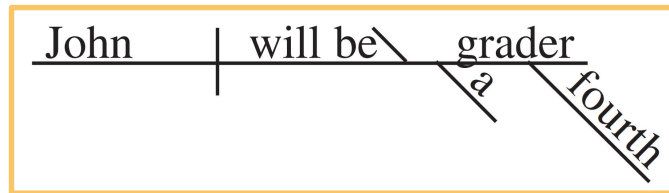
PN HV HV AV PP ADJ N
 J o h n will be going (t o f o u r t h g r a d e) .
 (*will be going* is the verb phrase and *going* is an action verb)

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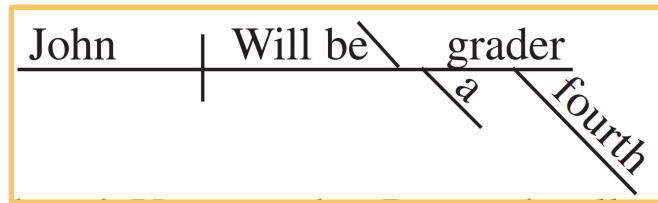
(This subject continues on the next page.)

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 in the sentences below. Diagram the sentences.

1. Today our class will begin a new book.
2. We will be reading a story about Seaman.
3. We are becoming good readers.
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: The underlined words in the numbered sentences above are doing one of six jobs. Choosing your answer from the jobs shown below, write what job each underlined word is doing.

SUBJECT	PREDICATE NOMINATIVE	OBJECT OF THE PREPOSITION
VERB	PREDICATE ADJECTIVE	MODIFIER

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

Helping Verbs: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

WHAT TO DO: Mark all the parts of speech in the sentences below. Diagram the sentences.

1. President Thomas Jefferson had purchased new land beyond the Mississippi River.
2. All of this land had greatly expanded the size of the nation.
3. Can you imagine that?
4. Meriwether had always loved a good expedition.
5. He could start out on a new journey anytime!

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

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

SENTENCE #	WORD(S)	JOB
1.	new	_____
2.	land	_____
3.	you	_____
4.	always	_____
5.	could start	_____

Helping Verbs: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

WHAT TO DO: Mark all the parts of speech in the sentences below. Diagram the sentences.

1. The second captain was named William Clark.

1. The other men were called the Corps of Discovery.

2. These daring explorers did experience some amazing adventures.

3. They were always keeping detailed journals about their experiences.

4. One of their trusted members on this journey had become the big shaggy dog.

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

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

SENTENCE #	WORD(S)	JOB
1.	captain	_____
2.	other	_____
3.	adventures	_____
4.	always	_____
5.	members	_____

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

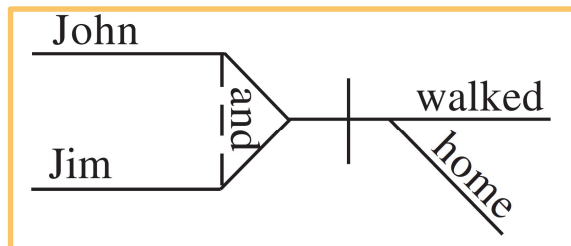
and	or	for (when it means <i>because</i>)
but	nor	yet (when it means <i>but</i>)

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	.



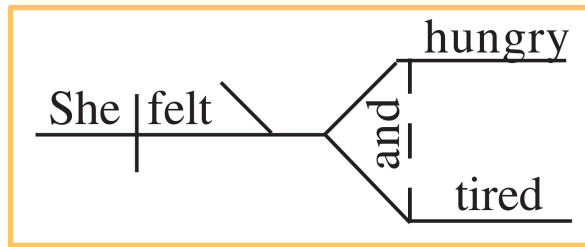
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E. COMPOUND PREDICATE NOMINATIVE OR PREDICATE ADJECTIVE:

PRO LV P-ADJ CONJ P-ADJ

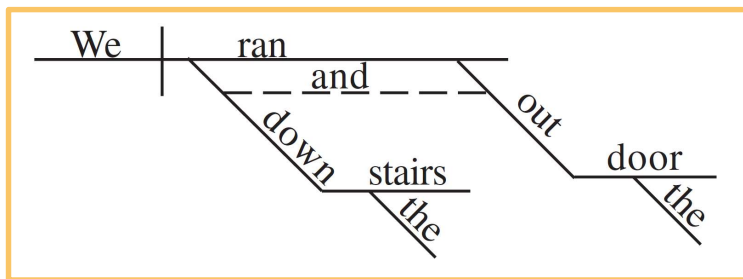
She felt hungry and tired.



F. COMPOUND PREPOSITIONAL PHRASES:

PRO AV PP ART N CONJ PP ART N

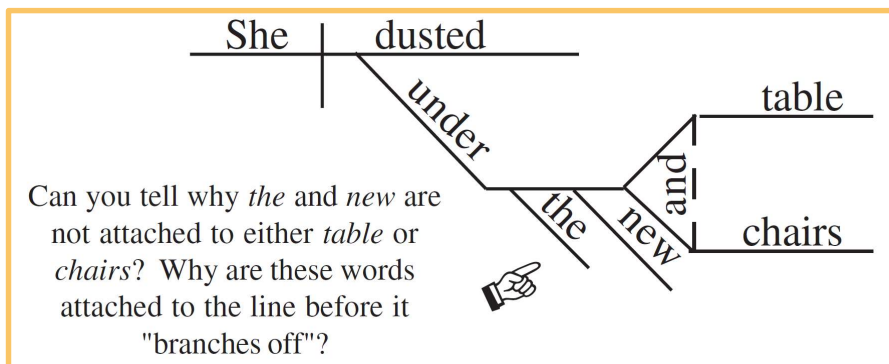
We ran (down the stairs) and (out the door).



G. PREPOSITIONAL PHRASE WITH COMPOUND OBJECT:

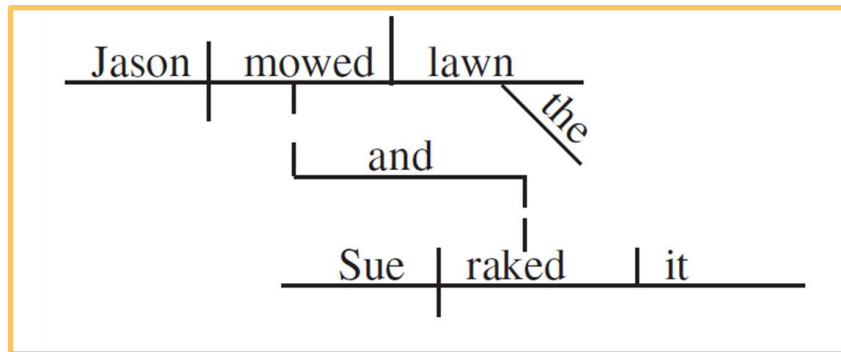
PN AV PP ART ADJ N CONJ N

She dusted (under the new table and chairs).



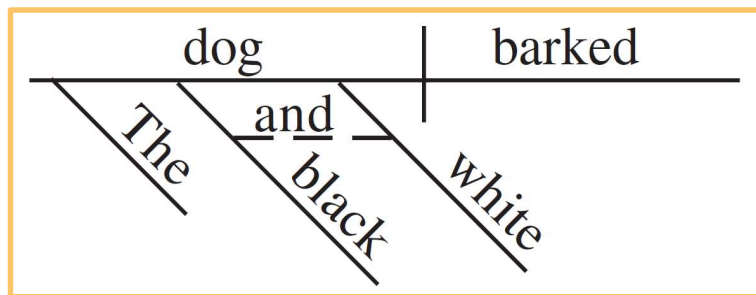
H. COMPOUND SENTENCE:

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



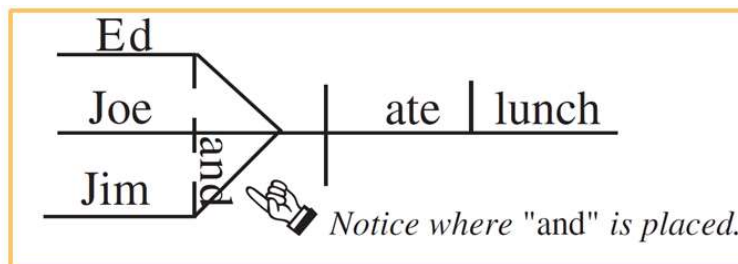
I. COMPOUND MODIFIERS:

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.



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

Conjunctions and Compound Situations: Exercise #1

Page 1 of 1

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 in your notes for help on your diagram.

1. The geese and ducks were heading south. (See Notes A)
2. They crossed the river and filled the sky. (See Notes B #2)
3. The explorers passed abandoned villages and earth lodges. (See Notes C)
4. They offered the Arikaras and Sioux many gifts. (See Notes D)
5. The captains were certainly surprised and relieved. (See Notes E)

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

Adverbs modify _____, _____, and _____.

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

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

SENTENCE #	WORD(S)	JOB
1.	were heading	_____
2.	They	_____
3.	villages	_____
4.	many	_____
5.	surprised	_____

Conjunctions and Compound Situations: Exercise #2

Page 1 of 1

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!

1. The Arikaras walked through their villages and around their vegetable gardens. (See Notes F)
2. The explorers longed for some Indian corn and some squash. (See Notes G)
3. Curious Indians followed after them, and they stared at the strangers. (See Notes H)
4. The loud and black-skinned man was a big surprise. (See Notes I)
5. Later Lewis, Clark, and their team left for more adventures. (See Notes J)

Circle the item(s) below that would NOT be a modifier:

prepositional phrase article adjective helping verb adverb

In a *noun-linking verb-adjective pattern*, the adjective is called the _____.

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

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

SENTENCE #	WORD(S)	JOB
1.	gardens	_____
2.	Indian	_____
3.	strangers	_____
4.	surprise	_____
5.	left	_____

Conjunctions and Compound Situations: Exercise #3

Page 1 of 1

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!

1. Their expeditions consisted of trials and tribulations. (See Notes G)

The Mandan tribe lived in villages, and the most important villagers lived near the center. (See Notes H)

2. The Crow, Cree, and Cheyenne were frequent traders in this area. (See Notes J)

3. Furry Seaman and Lewis played a game of fetch. (See Notes A)

4. This companion loved his masters and their journeys. (See Notes C)

The items on the baseline of an N-V-N sentence are the _____, the _____, and the _____.

A pronoun can do any job that a _____ can do.

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

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

SENTENCE #	WORD(S)	JOB
1.	trials	_____
2.	Mandan	_____
3.	traders	_____
4.	Seaman	_____
5.	masters	_____

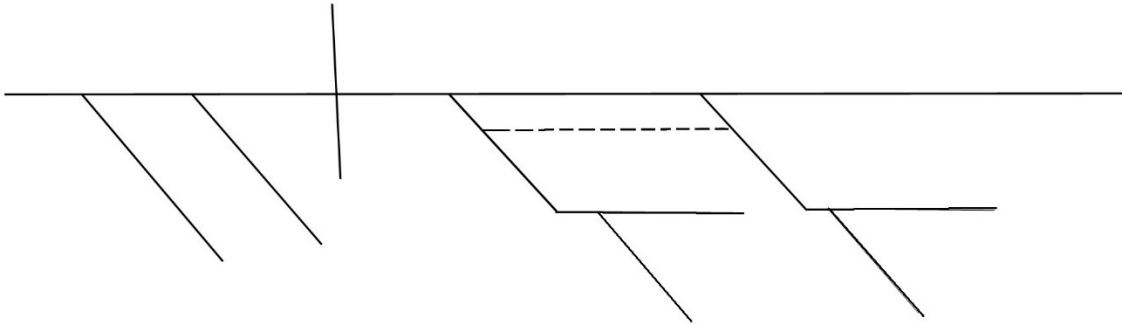
Helping Verbs & Compound Situations Application Activity

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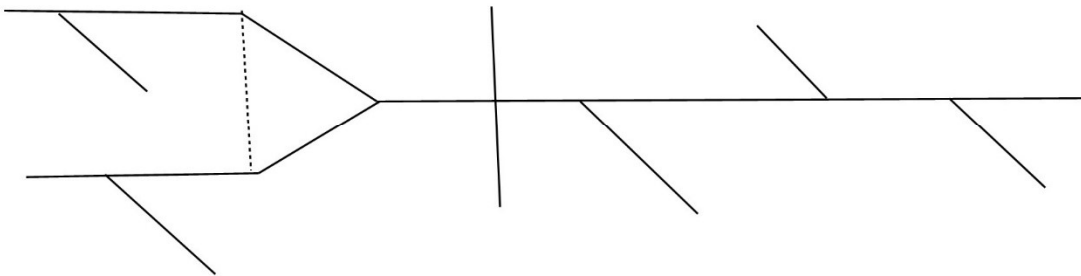
NAME: _____ Date: _____

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

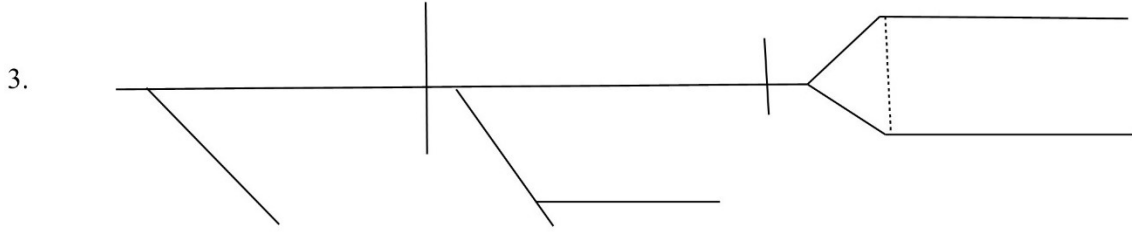
1.

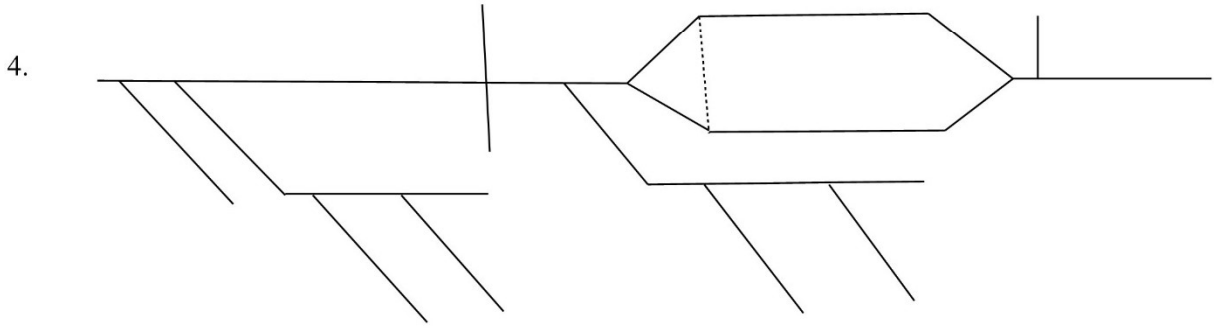


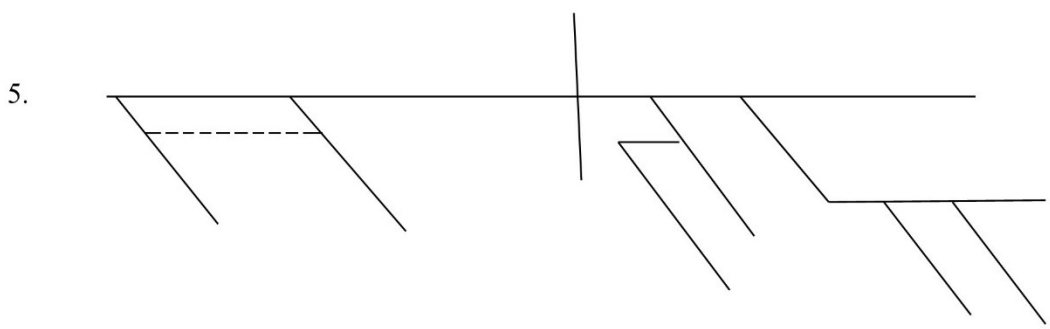
2.



NAME: _____ Date: _____







Units 20 – 22 Grammar Review Exercises

Page 1 of 2

NAME: _____ Date: _____

WHAT TO DO: Mark all the parts of speech in the sentences below. Diagram the sentences.

1. The characters and major events of this novel are based upon history. *(See Notes A)*

2. All of the captions are quotations from their journals and with their original spelling. *(See Notes F)*

3. Later Lewis moved to St. Louis and he was appointed governor of Louisiana. *(See Notes H)*

4. During their expedition, the explorers had collected many specimens and artifacts. *(See Notes C)*

5. The Corps of Discovery has given various museums and colleges the surviving objects. *(See Notes J)*

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

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

SENTENCE #	WORD(S)	JOB
1.	events	_____
2.	quotations	_____
3.	he	_____
3.	was appointed	_____
4.	expedition	_____
4.	many	_____
5.	museums	_____

NAME: _____ Date: _____

SHORT ANSWERS:

1. Pronouns are words that _____ .
2. Adjectives are words that _____ .
3. A sentence needs to have a subject and a _____ .

HELPING VERBS: Write the helping verbs that complete the four columns that were shown in your notes.

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

Final Grammar Project

[Page 1 of 1](#)

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 one of the books that we have used this year or another piece of literature from the Early Modern time period (years 1600-1850).
- 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.*

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. When I awoke, the sun was shining, the storm was over, the wind had stopped, and the sea was still.
2. The ship lay partly on her side on the sandbar.
3. I filled my pockets with the ship's bread and went over the rest of the ship.
4. There was lots of happiness when I found the ship's dog and two cats still alive.
5. I made a raft, using pieces from the big poles from the sails and a carpenter's saw.
6. I went back up the rope and took some boards to make the floor of my raft.
7. Since I needed food most of all, I filled a box with bread, rice, cheese, and some dried meat.
8. The sea was calm, the tide was coming in, and a beautiful breeze blew me towards land.

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.” Look at this example:

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

1. PN RobinsPNon Crusoe had been born in England in a town by the sea.
2. On one of his trips back to the ship, Robinson found three bags of nails, a hammer, an ax, and a stone on which he could sharpen his knives.
3. Finding money made him laugh for the first time in many days.
4. If the weather had stayed nice, he would have been able to take the whole ship apart piece by piece.
5. At one place in the rock wall, Mr. Crusoe found an opening into a cave to make into a house.
6. Since the shipwreck had occurred off the coast of South America, this home needed to protect him from both rain and the heat of the sun.
7. He cut down many small trees, cut off their branches, and sharpened them at one end.
8. He made a fence from rows of trees and rope to keep both man and animals out.

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.

- ADJ N ART N PN ART ADJ N
1. Each year on the island Robinson learned more about the different seasons.
- ADJ N ART ADJ N ART ADJ N
2. Most years there was a rainy season and a dry season.
- ART ADJ ADJ N ART N ART ADJ N N
3. A thick tight fence could be made from the branches of a special kind of tree.
- ADJ ADJ N ART N ADJ ADJ N
4. His grain fields grew in the valley with rich fertile soil.
- ART ADJ N ART ADJ N ADJ N
5. The small branches of the willow trees could be woven into useful baskets.

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

A noun is 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 #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.

- ADJ N ART ADJ N ADJ ADJ N N
1. One morning the shipwrecked sailor saw five small boats full of savages.
- ART N ART ADJ N ADJ N
2. The cannibals made a big fire and were dancing around it with great happiness.
- ART ADJ N PN ART ADJ ADJ N
3. After a scary experience Robinson was able to rescue a terrified captive man.
- ART N ADJ ADJ N ADJ ADJ N
4. The man had long black hair and light brown skin.
- PN ADJ ADJ ADJ N ART N PN ART N
5. Robinson decided that his happy, kind friend needed a name, and Friday was the name he chose.

List the three articles in our language. a, an, the

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

Nouns, Articles & Adjectives Application. Activity

ANSWER KEY

[Page 1 of 2](#)

WHAT TO DO: Glue pictures from a magazine or newspaper OR draw your own pictures in each box on the left-hand side. Then write a complete sentence that EXACTLY fits the criteria listed to accompany each picture. Don't forget to capitalize the beginning of each sentence and each proper noun, and end each sentence with a punctuation mark. Underline all proper nouns in red, all common nouns in green, all articles in yellow, and all adjectives in orange.

Answers will vary. Check to see that each sentence contains exactly the number and type of parts of speech that are listed.

	<p>1 proper noun, 2 common nouns</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>3 common nouns, 2 articles, 2 adjectives</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Page 2 of 2 – Nouns/Articles & Adjectives Application Activity

	<p>1 proper noun, 1 common noun, 1 article, 1 adjective</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>2 proper nouns, 2 common nouns, 2 articles, 3 adjectives</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>1 proper noun, 3 common nouns, 3 articles, 4 adjectives</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Units 1 – 3 Grammar Review Exercises ANSWER KEY

Page 1 of 2

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. *Robinson Crusoe* is a novel written by Daniel Defoe, who was a spy, trader, and writer.
 _____PN_____ ART N _____PN_____ ART N N N
2. Mr. Defoe is considered to be one of the founders of the English novel.
 _____PN_____ ART N ART ADJ N
3. Scholars believe that he was born in the parish of St. Giles Cripplegate.
 N ART N _____PN_____
4. This exciting book tells the story of an English castaway who is shipwrecked on a remote tropical island near Trinidad.
 ADJ ADJ N ART N ART ADJ N ART ADJ ADJ
 N PN
5. Most people believe that the story was based on the true adventures of a Scottish castaway named Alexander Selkirk.
 ADJ N ART N ART ADJ N ART ADJ N
 _____PN_____
6. Mr. Selkirk was shipwrecked on a Pacific island in Chile for four years.
 _____PN_____ ART ADJ N PN ADJ N
7. *Robinson Crusoe* has many translations, and has also been turned into movies and stage productions.
 _____PN_____ ADJ N N ADJ N
8. In Robinson's first journey, his ship is wrecked in a violent storm, but he still wants to live the life of an adventurous sailor.
 ADJ ADJ N ADJ N ART ADJ N ART N
 ART ADJ N
9. His second journey results in a disaster when he is captured by a Moor and forced to be a slave.
 ADJ ADJ N ART N ART PN ART N
10. The third expedition is the focus of the majority of this tale, and our main character encounters cannibals, captives, and mutineers during his long years on the island.
 ART ADJ N ART N ART N ADJ N ADJ ADJ N
 N N N ADJ ADJ N ART N

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.

Answers will vary. Check for accuracy and understanding.

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 articles in our language are _____ *a* _____, _____ *an* _____, and _____ *the* _____.

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. Kit asked, "Who will be leaving me when the ship arrives at Saybrook?"
PN PRO PRO ART N PN
2. "That was a nasty storm we had in the Atlantic," said Kit. "What were you thinking as the winds were blowing?"
PRO ART ADJ N PRO ART PN PN PRO PRO ART N
3. The girl had wind-reddened cheeks and shining eyes, and that helped her beg her way to the shore.
ART N ADJ N ADJ N PRO PRO ADJ N ART N
4. Land legs are a hard thing to find after spending time on a boat, and the passenger who quickly gains those is a lucky traveler.
ADJ N ART ADJ N N ART N ART N PRO
PRO ART ADJ N
5. Whoever was boarding the longboat with Katherine was in for a big surprise.
PRO ART N PN ART ADJ N

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

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

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.

1. Anybody would rescue a little girl's doll from the water, regardless of who he is.
PRO ART * ADJ N ART N PRO PRO
2. All of us were born with bodies which are made to swim.
PRO PRO N PRO
3. Team sports and those that we do by ourselves are good for us.
ADJ N PRO PRO PRO PRO PRO
4. Kit's grandfather made sure that she would find enjoyment in one or the other.
ADJ N PRO PRO N PRO ART N
5. Whichever decision you would make about the doll, anybody would have supported Kit as she rescued one of these.
ADJ N PRO ART N PRO PN PRO
PRO PRO

**Technically, "little" is an adverb because it is modifying the adjective "girl's"; however, you should not mark it as incorrect if the student marks it as an adjective. This problem will solve itself as the student works his way through the program.*

FILL IN THE BLANK:

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

The article will always be located in front of the noun.

Pronoun Application Activity ANSWER KEY

[Page 1 of 2](#)

WHAT TO DO: Cut out a newspaper article, and highlight all of the pronouns in the article. If your article has fewer than 15 pronouns, choose another article. Now cut your article apart into sentences, and glue each sentence into the box that matches the type of the **FIRST** pronoun in the sentence.

Answers and sentences will vary.

PERSONAL

DEMONSTRATIVE

Answers and sentences will vary.

INTERROGATIVE
INDEFINITE

What type of newspaper article did you choose?

Why did you choose this article?

Give a brief summary of your article.

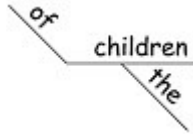
Prepositions: Exercise #1 ANSWER KEY

Page 1 of 2

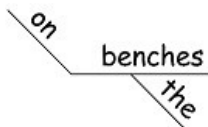
WHAT TO DO: Write N over the common nouns, PN over the proper nouns, ART over the articles, ADJ over the adjectives, PP over the prepositions, and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the prepositional phrases in every sentence. Sentence one has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

PRO PP ART N

1. All (of the children) squirmed (on the benches).



PP ART N



ART N

PP ADJ N PP ADJ N

2. The children were thinking (about different things) (during their lessons).

ADJ N

PP ART N PP ART ADJ N

3. Their eyes strayed (from the primers) (to the forbidden sunshine).

PN PP ART N PRO PN

4. Kit thought (of the words) that Mercy had spoken.

PRO PP ART N PP ART ADJ N PP ART N PP ART N

5. She thought (of the invitation) (for a little picnic) (along the shore) (of the river).

All of the underlined words in this exercise are doing the same job. After you get all the prepositional phrases diagrammed, look at the notes for this unit.

Write on the line below the name of this job.

object of the preposition

2. _____
about things
different

during lessons
their

3. _____
from primers
the

to sunshine
the for bidden

4. _____
of words
the

5. _____
of invitation
the

for picnic
a little

along shore
the

of river
the

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. Dame school ended ^{ADJ N} (in the middle) ^{PP ART N} (of August) ^{PP PN}.
2. They peeled apples ^{PRO} (in the sun) ^{N PP ART N} (for the winter's use) ^{PP ART ADJ N}.
3. The corn stood high ^{ART N} (in the meadow) ^{PP ART N}, row ^{PP ADJ N} (after endless row).
4. The girls worked ^{ART N} (with Matthew) ^{PP N} (in the fields) ^{PP ART N}.
5. Kit would steal ^{PN} (down the dusty path) ^{PP ART ADJ N} (to Blackbird Pond) ^{PP ——— PN ———}.

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.	middle	<u>object of the preposition</u>
2.	winter's	<u>modifier</u>
3.	meadow	<u>object of the preposition</u>
4.	Matthew	<u>object of the preposition</u>
5.	dusty	<u>modifier</u>

1. in middle
the

of August

2. in sun
the

for use
the winter's

3. in meadow
the

after row
endless

4. with Matthew

in fields
the

5. down path
the dusty

to Blackbird Pond

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. “You have never been (^{PP} to a ^{ART} husking ^{ADJ} bee)?” asked Judith. ^N
2. It sounded (^{PP} to Kit) (^{PP} like an ^{ART} odd ^{ADJ} sort) (^{PP} of party). ^N
3. Judith linked arms (^{PP} with Kit), and they walked (^{PP} along High Street). ^{PN}
4. A quick tingle (^{PP} of anticipation) moved (^{PP} through Kit's ^{ADJ} body). ^N
5. It would be Kit's first party (^{PP} of any sort) (^{PP} since her ^{ADJ} move) (^{PP} to Wethersfield). ^{PN}

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

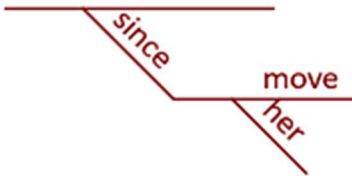
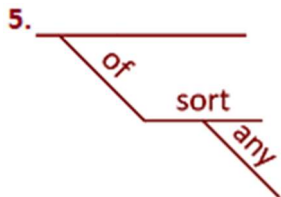
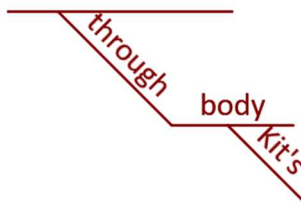
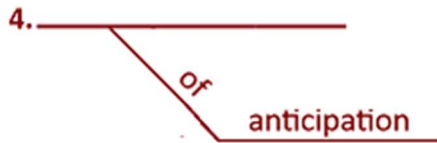
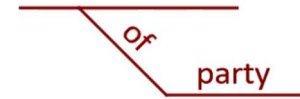
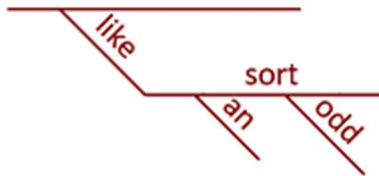
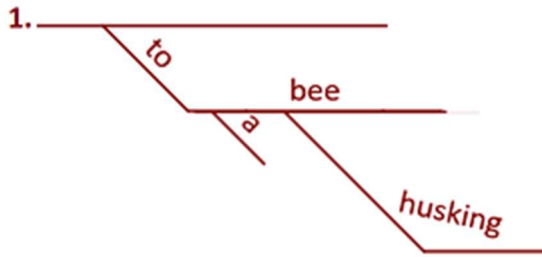
Articles and adjectives do the job of modifier.

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.	husking	<u>modifier</u>
2.	party	<u>object of the preposition</u>
3.	High Street	<u>object of the preposition</u>
4.	quick	<u>modifier</u>
5.	any	<u>modifier</u>



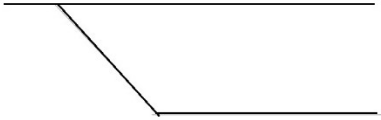
Prepositions Application Activity ANSWER KEY

Page 1 of 2

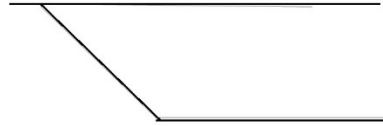
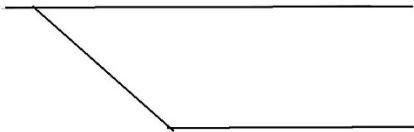
WHAT TO DO: Create prepositional phrases that match the diagrams below. Then write a sentence that incorporates your prepositional phrase or phrases. Note that some sentences require more than one prepositional phrase. Label all the parts of speech that you have learned so far.

Answers will vary. Check for accuracy and understanding.

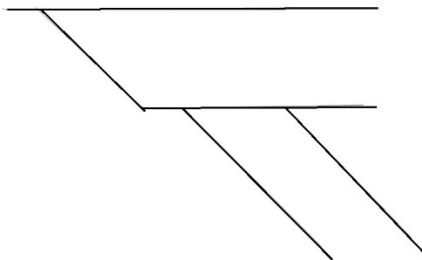
1.



2.

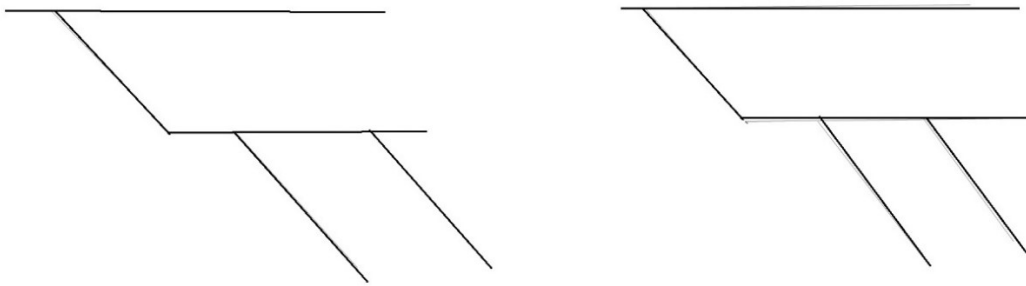


3.

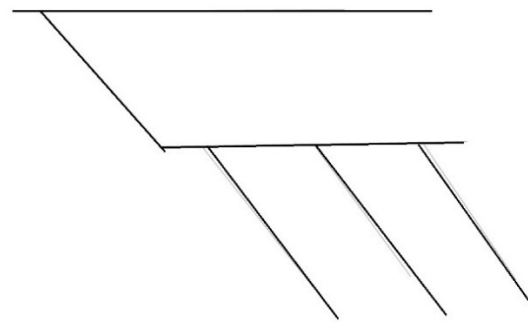


Answers will vary. Check for accuracy and understanding.

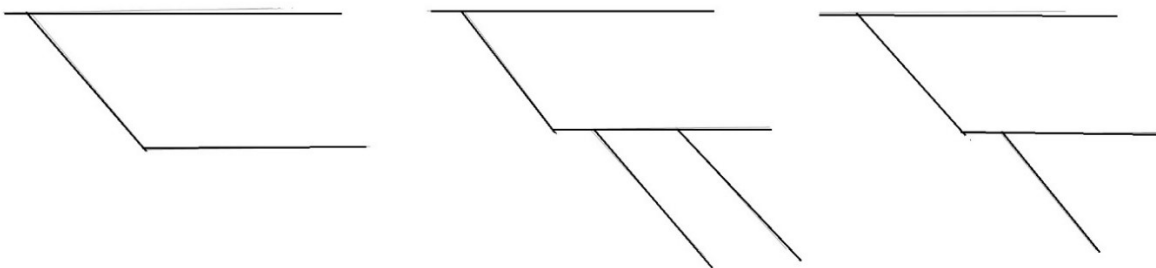
4.



5.



6.



Units 5 - 8 Grammar Review Exercise ANSWER KEY

Page 1 of 3

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. Do **NOT** label prepositions in this section.

1. If you think you can do something, you can usually do it.
 PRO PRO N PRO PRO
2. Once a girl was told that she couldn't learn the rules of the Puritan lifestyle.
 ART N PRO PRO ART N ART ADJ N
3. Because she thought she must be a helpful member of the family, she worked hard in learning skills that would help her.
 PRO PRO ART ADJ N ART N PRO N N
4. She had no idea that she was truly a great homemaker.
 PRO ADJ N PRO PRO ART ADJ N
5. Whatever you may think about it, the girl became a capable helper.
 PRO PRO PRO ART N ART ADJ N

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, and put parentheses around the prepositional phrases. Then, on a separate piece of paper, diagram the prepositional phrases in each sentence.

1. Many children and young people (in the colony) got a terrible sickness (with a fever).
 ADJ N ADJ N PP ART N ART ADJ N PP ART N
2. None (of the familiar remedies) worked, and they tossed (on their cots) (in front of the hearths).
 PRO PP ART ADJ N PRO PP ADJ N —PP—ART N
3. A nauseous brew (of ground roasted toads) was given (by a young surgeon) (from Hartford).
 ART ADJ N PP ADJ ADJ N PP ART ADJ N PP PN
4. (On the fourth day) Kit sank (on the mat) they dragged (to the fireside) (near her cousin).
 PP ART ADJ N PN PP ART N PP ART N PP ADJ N
5. Tears (of weakness) ran (down Mercy's cheeks), and she buried her face (in the pillows) (with great shame).
 N PP N PP ADJ N PRO ADJ N PP ART N

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.	terrible	<u>modifier</u>
2.	cots	<u>object of the preposition</u>
3.	roasted	<u>modifier</u>
4.	dry	<u>object of the preposition</u>
5.	pillows	<u>object of the preposition</u>

Fill in the blanks:

1. A noun is the name of a person, place, thing, or idea.
2. Adjectives are words that modify nouns or pronouns.
3. The kind of noun which begins with a lower-case letter and consists of only one word is the common noun.
4. The articles in our language are a, an, and the.
5. Pronouns are words that take the place of a noun or nouns.

1. in colony the

with fever a

2. of remedies the familiar

on cots their

in front of hearths the

3. of toads ground roasted

by surgeon a young

from Hartford

4. On day the fourth

on mat the

to fireside the

near cousin her

5. of weakness

down cheeks Mercy's

in pillows the

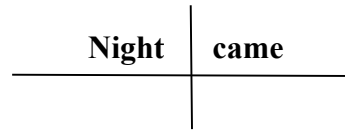
with shame Great

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, put parentheses around the prepositional phrases, and AV over the action verbs. 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.

N AV PP ART N
1. Night came (over the forest).



ADJ N AV PP ADJ ADJ N
2. Many people gathered (for their mystic dance).

AV ADJ N
3. “Leave your huts, please!”

PN AV ADJ N
4. Saala brought his drum out.

PRO AV PP ADJ N
5. Then he beat (on that instrument).

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.	Night	<u>subject</u>
2.	gathered	<u>verb</u>
3.	your	<u>modifier</u>
4.	his	<u>modifier</u>
5.	instrument	<u>object of the preposition</u>

Page 2 of 2 – Subject & Verb: Exercise #1 ANSWER KEY

2.

people	gathered
--------	----------

Many

3.

(you)	Leave
-------	-------

4.

Saala	brought
-------	---------

5.

he	beat
----	------

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, put parentheses around the prepositional phrases, and AV over the action verbs. 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 sound (of the flutes) joined the drum beats.
ART N PP ART N AV ART ADJ N
2. Their music rose (through the jungle).
ADJ N AV PP ART N
3. “Give your attention (to the young prince, please)!”
AV ADJ N PP ART ADJ N
4. The chief (with the bright eyes) spread his hands (before them) (with gentleness).
ART N PP ART ADJ N AV ADJ N PP PRO PP N
5. The people (of the village) stood quietly (at the outskirts).
ART N PP ART N AV 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.	flutes	<u>object of the preposition</u>
2.	rose	<u>verb</u>
3.	young	<u>modifier</u>
4.	spread	<u>verb</u>
5.	people	<u>subject</u>

Page 2 of 2 – Subject & Verb: Exercise #2 ANSWER KEY

1. sound | joined
The | of | flutes
the

2. music | rose
Their

3. (you) | Give

4. chief | spread
The | with | eyes
the | bright

5. people | stood
The | of | village
the

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, put parentheses around the prepositional phrases, and AV over the action verbs. 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. The **ART N** men **AV** laid **ADJ** their **N** knives and spears **N** (on the ground) **PP** (outside the huts) **ART N**.
2. All **PRO** (of the weapons) **PP** sent **AV** the moonlight **ART N** (into the night) **PP** **ART N**.
3. Early **PP** (in the evening) **ART N** they **PRO** came **AV** (to this **PP** meeting) **ART N** (of peace) **PP** **N**.
4. Imagine all **AV** that **ADJ** excitement! **ADJ** **N**
5. The dancers **ART N** (in the group) **PP** gathered **AV** themselves **PRO** (in the open space) **PP** (of the clearing) **ADJ N** **PP** **ART N**.

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

An adjective is a word that describes or 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.

	<i>SUBJECT</i>	<i>MODIFIER</i>	<i>VERB</i>	<i>OBJECT OF THE PREPOSITION</i>
SENTENCE #	WORD(S)	JOB		
1.	men	<u>subject</u>		
2.	sent	<u>verb</u>		
3.	this	<u>modifier</u>		
4.	that	<u>modifier</u>		
5.	group	<u>object of the preposition</u>		

1. men | laid
The

2. All | sent
of weapons
the

3. they | came

4. (you) | imagine

5. dancers | gathered
The in group
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. ^{PP} ^{ART} ^N ^{PP} ^{PN} ^{ADJ} ^N ^{AV} ^{ADV}
 (In the home) (of Mr. Richardson), slave service ended early.

2. ^{PP} ^{ADJ} ^N ^{PRO} ^{AV} ^{ADV} ^{PP} ^N
 (In other homes), they continued later (in life).

3. ^{ADV} ^{PN} ^{AV} ^{PP} ^{ART} ^N ^{PP} ^{ART} ^N
Today Amos went (to the barn) (with the horse).

4. ^{PRO} ^{ADV} ^{AV} ^{ADJ} ^N ^{ADV}
 He always does his work carefully.

5. ^{PP} ^N ^{ART} ^{ADJ} ^N ^{AV} ^{ADJ} ^N ^{ADV}
 (After work) the honest slave questioned his master respectfully.

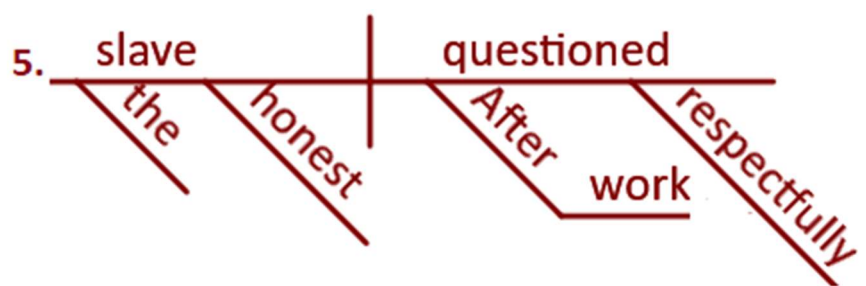
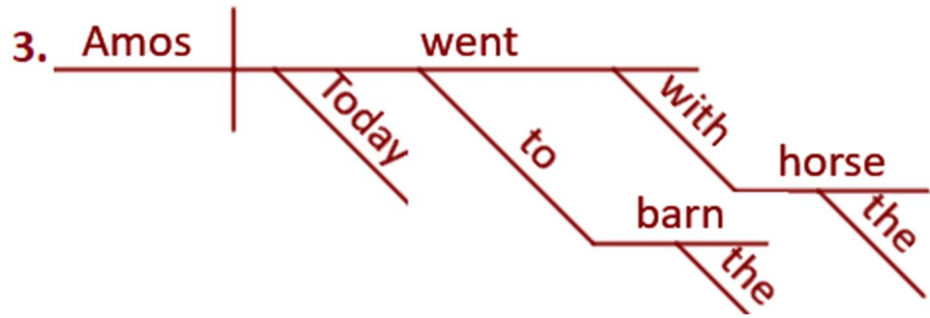
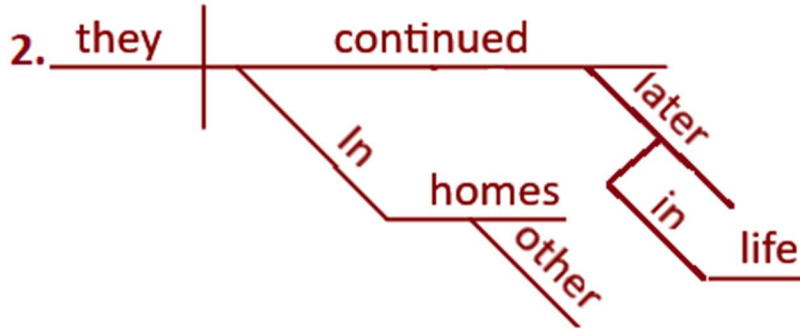
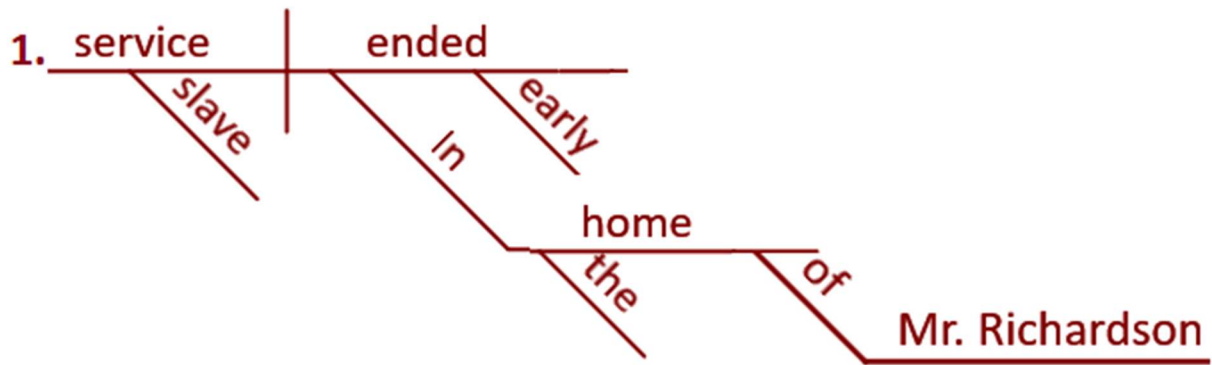
What do we call the noun that a pronoun takes the place of? the antecedent

Adverbs are words that modify verbs, adjectives, or 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.	home			<u>object of the preposition</u>
2.	continued			<u>verb</u>
3.	Today			<u>modifier</u>
4.	his			<u>modifier</u>
5.	slave			<u>subject</u>



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 church days never went too slowly.
ART ADJ N ADV AV ADV ADV
2. His favorite parts (of the day) (at church) raced (by him) so quickly.
ADJ ADJ N PP ART N PP N AV PP PRO ADV ADV
3. Then the man worked happily (at his trade).
ADV ART N AV ADV PP ADJ N
4. Sometimes Amos thought quietly (about the really hard questions).
ADV PN AV ADV PP ART ADV ADJ N
5. The harder questions so often teach us the most.
ART ADJ N ADV ADV AV PRO ART PRO

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

a proper noun

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.	church	<u>modifier</u>
2.	day	<u>object of the preposition</u>
3.	happily	<u>modifier</u>
4.	really	<u>modifier</u>
5.	teach	<u>verb</u>

1. days | went
The church | never slowly
too

2. parts | raced
His favorite of | by him quickly
so
day | the at church

3. man | worked
the | Then happily at
trade his

4. Amos | thought
Sometimes quietly about
questions
the | hard
really

5. questions | teach
The | harder
often
so

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. The new country grew rapidly (in liberty).
ART ADJ N AV ADV PP N
2. The young man traveled quite eagerly (to each arriving ship).
ART ADJ N AV ADV ADV PP ADJ ADJ N
3. Mr. Richardson learned his abilities so quickly.
PN AV ADJ N ADV ADV
4. The master spoke kindly (to his slave).
ART N AV ADV PP ADJ N
5. "Welcome each new shipload really warmly!"
AV ADJ ADJ N ADV ADV

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.	country	<u>subject</u>
2.	traveled	<u>verb</u>
3.	his	<u>modifier</u>
4.	slave	<u>object of the preposition</u>
5.	warmly	<u>modifier</u>

1. country | grew
The new rapidly in liberty

2. man | traveled
The young eagerly to ship arriving
quite each

3. Mr. Richardson | learned
quickly
so

4. master | spoke
The kindly to slave his

5. (you) | Welcome
warmly
really

Subjects, Verbs & Adverbs Application Activity

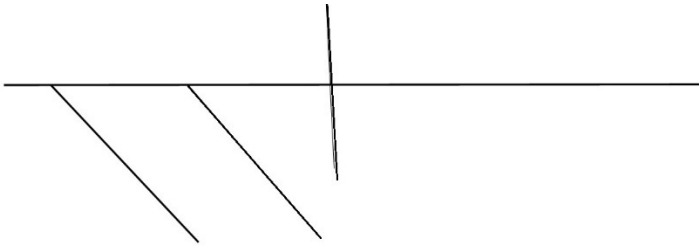
ANSWER KEY

[Page 1 of 2](#)

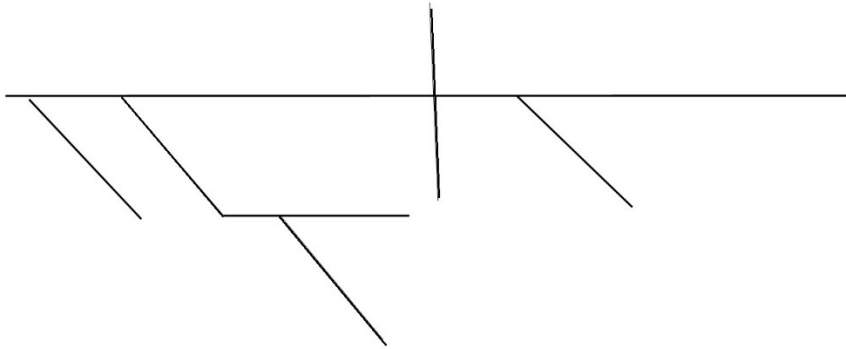
WHAT TO DO: Create sentences that match the diagrams below. Then write a sentence that incorporates your subject, verb, and their modifiers. You may add extra words to your sentence if you desire. Label all the parts of speech that you have learned so far.

Answers will vary. Check for accuracy and understanding.

1.

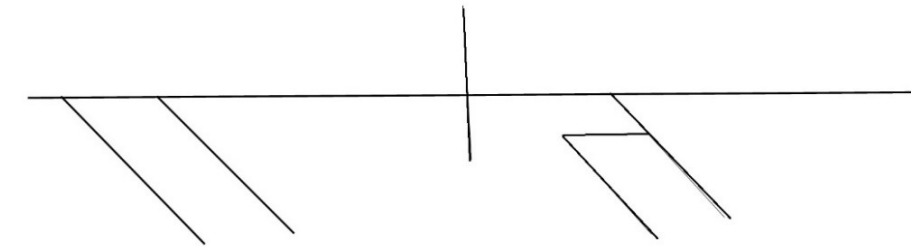


2.

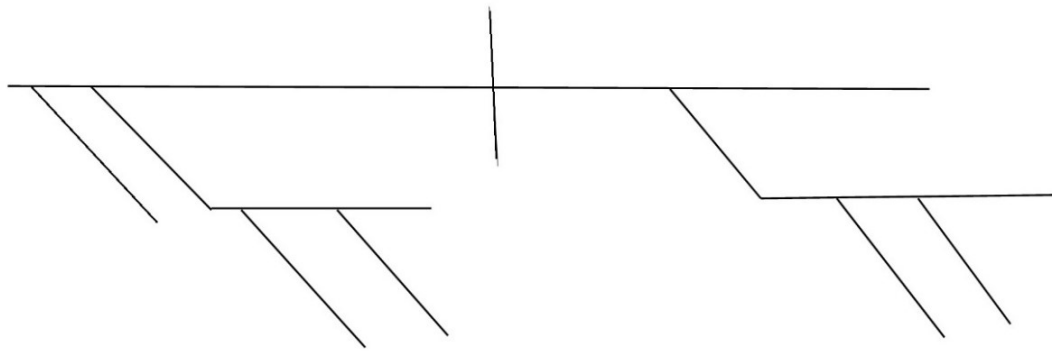


Answers will vary. Check for accuracy and understanding.

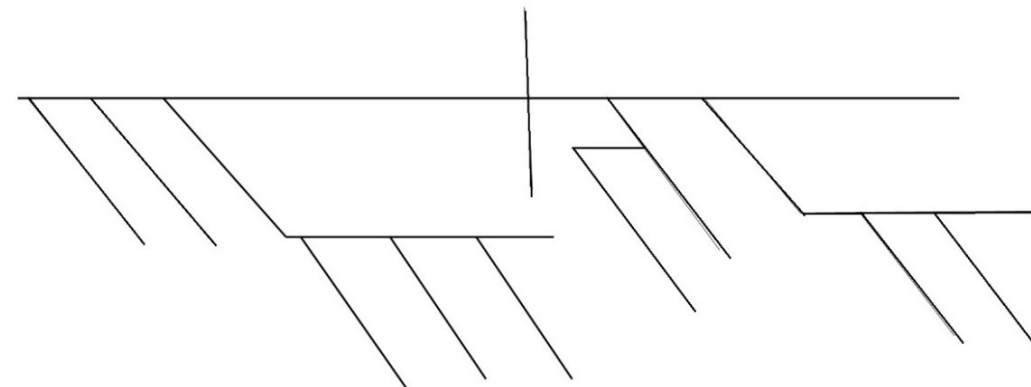
3.



4.



5.



Units 10 - 12 Grammar Review Exercises

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. The man (in our story) always wanted his own land.
ART N PP ADJ N ADV AV ADJ ADJ N
2. (During that year) he surveyed a nice piece (of property).
PP ADJ N PRO AV ART ADJ N PP N
3. Watch (for snakes) (in the babbling brook)!
AV PP N PP ART ADJ N
4. Amos told sad stories (about the family) (down the road).
PN AV ADJ N PP ART N PP ART N
5. The very tender heart (of this man) wanted peace (for this family).
ART ADV ADJ N PP ADJ N AV N PP ADJ N
6. (Throughout his life) Mr. Fortune regularly helped his neighbors.
PP ADJ N ~~PN~~ ADV AV ADJ N
7. He always worked so hard (on his work projects).
PRO ADV AV ADV ADV PP ADJ ADJ N

Short Answers:

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 be only 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 adverbs .

1. man | wanted
The | in | story | always
our

2. he | surveyed
During | year
that

3. (you) | Watch
for | snakes
in | brook
the | babbling

4. Amos | told

5. heart | wanted
The | tender | of | man
very | this

6. Mr. Fortune | helped
Throughout | regularly
life | his

7. He | worked
always | hard | on | projects
so | his | work

DIRECTIONS: The underlined words in the numbered sentences in the first section of this Grammar Review Exercise 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.	story	<u>object of the preposition</u>
2.	nice	<u>modifier</u>
3.	Watch	<u>verb</u>
4.	told	<u>verb</u>
5.	heart	<u>subject</u>
6.	life	<u>object of the preposition</u>
7.	He	<u>subject</u>

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 the parentheses around the prepositional phrases. Then diagram the entire sentence.

1. The father left his son (at the edge) (of the clearing).
ART N AV ADJ N PP ART N PP ART N
2. Matt remembered his words (of advice).
PN AV ADJ N PP N
3. The cabin (in the thick woods) already provided many comforts.
ART N PP ART ADJ N ADV AV ADJ N
4. “Take this (for your protection).”
AV PRO PP ADJ N
5. Matt's father handed his rifle (to the boy).
ADJ N AV ADJ N PP ART N

Pronouns are words that take the place of a noun.

To find the direct object you say the subject, say the verb, and ask direct object.

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

SUBJECT DIRECT OBJECT OBJECT OF THE PREPOSITION
VERB MODIFIER

SENTENCE #	WORD(S)	JOB
1.	son	<u>direct object</u>
2.	Matt	<u>subject</u>
3.	thick	<u>modifier</u>
4.	protection	<u>object of the preposition</u>
5.	handed	<u>verb</u>

1. father | left | son
The | at | his
edge
the | of
clearing
the
2. Matt | remembered | words
his | of
advice
3. cabin | provided | comforts
The | in | already | many
woods
the | thick
4. (you) | Take | this
for
protection
your
5. father | handed | rifle
Matt's | to | his
boy
the

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. The young boy stayed (in the cabin) (by himself).
ART ADJ N AV PP ART N PP PRO
2. Matt enjoyed the time (on his own) (in the woods).
PN AV ART N PP ADJ N PP ART N
3. Sometimes he just did the necessary chores (for the entire day).
ADV PRO ADV AV ART ADJ N PP ART ADJ N
4. Then he worked (on the empty spaces) (between the logs).
ADV PRO AV PP ART ADJ N PP ART N
5. He filled the spaces (with clay) (from the creek bank).
PRO AV ART N PP N PP ART ADJ N

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

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

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

SUBJECT DIRECT OBJECT OBJECT OF THE PREPOSITION
VERB MODIFIER

SENTENCE #	WORD(S)	JOB
1.	stayed	<u>verb</u>
2.	time	<u>direct object</u>
3.	necessary	<u>modifier</u>
4.	spaces	<u>object of the preposition</u>
5.	He	<u>subject</u>

1. boy stayed
The young in cabin by himself
the

2. Matt enjoyed time
the on own in woods
his the

3. he did chores
Sometimes just for the necessary
day the entire

4. he worked
Then on spaces
the empty between logs
the

5. He filled spaces
with the clay
from bank
the creek

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. ^{PN} Matt ^{AV} cooked ^{ART} a ^{ADV} really ^{ADJ} warm ^N meal (^{PP} ^{ART} over the crackling ^{ADJ} fire ^N).

2. ^{ADV} Occasionally ^{PRO} he ^{AV} found ^{ADJ} cold ^N ashes (^{PP} ^{ART} in the ^{ADJ} fire ^N pit).

3. ^{PRO} He ^{ADV} then ^{AV} coaxed ^{ART} a ^{ADJ} single ^N spark (^{PP} ^{ART} into a ^{ADJ} cooking ^N fire).

4. ^{PRO} He ^{AV} worked ^{ADV} alone (^{PP} ^{ART} for many ^{ADJ} days ^N).

5. ^{ART} The ^{ADJ} corn ^N patch (^{PP} ^{ART} in the ^N yard ^{AV} needed ^{ADJ} constant ^N attention .

Circle the item(s) 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: The underlined words in the numbered sentences above are doing one of five jobs. Choosing your answer from the jobs shown below, write what job each underlined word is doing.

SUBJECT

DIRECT OBJECT

OBJECT OF THE PREPOSITION

VERB

MODIFIER

SENTENCE #	WORD(S)	JOB
1.	Matt	<u><i>subject</i></u>
2.	Occasionally	<u><i>modifier</i></u>
3.	spark	<u><i>direct object</i></u>
4.	days	<u><i>object of the preposition</i></u>
5.	needed	<u><i>verb</i></u>

1. Matt | cooked | meal
over | a | warm
fire | the | crackling
really

2. he | found | ashes
Occasionally | in | cold
pit | the | fire

3. He | coaxed | spark
then | into | a | single
fire | a | cooking

4. He | worked
alone | for | days
many

5. patch | needed | attention
The | corn | in | yard | the | constant

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 the parentheses around the prepositional phrases. Then diagram the entire sentence.

1. Those bees gave Matt many stings (on his body).
ADJ N AV PN ADJ N PP ADJ N
2. The Indian made him a bitter medicine.
ART PN AV PRO ART ADJ N
3. (On the day) (after his accident), Saknis brought him a wooden bowl (of stew).
PP ART N PP ADJ N PN AV PRO ART ADJ N PP N
4. “Give the Indians the same treatment (as your minister).”
AV ART PN ART ADJ N PP ADJ N
5. He made himself a promise (about bees).
PRO AV PRO ART N PP N

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

SUBJECT DIRECT OBJECT OBJECT OF THE PREPOSITION
VERB INDIRECT OBJECT MODIFIER

SENTENCE #	WORD(S)	JOB
1.	Those	<u>modifier</u>
2.	him	<u>indirect object</u>
3.	bowl	<u>direct object</u>
4.	Give	<u>verb</u>
5.	himself	<u>indirect object</u>

1. bees | gave | stings
Those | Matt | on | body | his | many

2. Indian | made | medicine
The | him | a | bitter

3. Saknis | brought | bowl
On | day | him | a | wooden | of | stew
the | after | accident | his

4. (you) | Give | treatment
Indians | the | same | as | minister
the | your

5. He | made | promise
himself | a | about | bees

Pattern 3: Exercise #2 ANSWER KEY

[Page 1 of 2](#)

WHAT TO DO: 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. **PN AV PN ADJ N PP ADJ N**
 1. Attean brought Matt many meals (during his recovery).

2. **ART ADJ N AV PRO PP ART N**
 2. The young boy despised everything (about the cabin).

3. **PN AV PRO ART ADJ N PP N**
 3. Saknis made him a rough sort (of crutch).

4. **ADJ N AV ADJ N**
 4. This man saved his life!

5. **AV ART N PP ADJ N**
 5. Remember the kindness (of these people)!

An adverb which can be moved modifies the verb.

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

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

SUBJECT DIRECT OBJECT OBJECT OF THE PREPOSITION
VERB INDIRECT OBJECT MODIFIER

SENTENCE #	WORD(S)	JOB
1.	Matt	<u>indirect object</u>
2.	everything	<u>direct object</u>
3.	made	<u>verb</u>
4.	man	<u>subject</u>
5.	people	<u>object of the preposition</u>

1. Attean | brought | meals
Matt | during | many
recovery | his

4. man | saved | life
This | his

3. Saknis | made | sort
him | a | rough | of | crutch

4. man | saved | life
This | his

5. (you) | Remember | kindness
the | of | people
these

Pattern 3: Exercise #3 ANSWER KEY

Page 1 of 2

WHAT TO DO: 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 young teacher read (to the Indian boy) (at the table) (in his cabin).
ART ADJ N AV PPART ADJ N PPART N PPADJ N
2. A book (about a shipwrecked sailor) quickly taught Attean different sounds.
ART N PPART ADJ N ADV AV PN ADJ N
3. Robinson Crusoe told the adventures (of a man) (at sea).
PN AV ART N PPART N PP N
4. The student really loved these tales.
ART N ADV AV ADJ N
5. "Read me another chapter soon, please!"
AV PRO ADJ N ADV ADV

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

noun , verb , indirect object , and direct object

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

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

SUBJECT DIRECT OBJECT OBJECT OF THE PREPOSITION
VERB INDIRECT OBJECT MODIFIER

SENTENCE #	WORD(S)	JOB
1.	teacher	<u>subject</u>
2.	sailor	<u>object of the preposition</u>
3.	told	<u>verb</u>
4.	tales	<u>direct object</u>
5.	me	<u>indirect object</u>

1. teacher | read
The young | to | at
boy | table
the Indian | in
cabin | his

2. book | taught | sounds
A | about | quickly | Attean | different
sailor | a | shipwrecked

3. Robinson Crusoe | told | adventures
the | of | man
a | at | sea

4. student | loved | tales
The | really | these

5. (you) | Read | chapter
me | soon | please | another

Linking Verbs and Patterns 4 & 5: Exercise #1

ANSWER KEY

Page 1 of 2

WHAT TO DO: All the sentences below are the N-LV-N pattern. Mark all the parts of speech and diagram the sentences. Be sure to use that “Process Chart!”

1. The silk tassels were a part (of the cornstalk).
ART ADJ N LV ART N PP ART N
2. The hard green pumpkins soon became balls (of orange).
ART ADJ ADJ N ADV LV N PP N
3. His favorite moment (of the day) was Attean's arrival.
ADJ ADJ N PP ART N LV ADJ N
4. (In his mind), the Indian was his only friend.
PP ADJ N ART PN LV ADJ ADJ N
5. Attean was also his teacher (in the ways) (of the woods).
PN LV ADV ADJ N PP ART N PP ART N

In a noun-linking verb-noun sentence, the second noun is called the indirect object.

The word at the end of a prepositional phrase is called the object of the preposition.

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

SUBJECT **PREDICATE NOMINATIVE** **OBJECT OF THE PREPOSITION**
VERB **MODIFIER**

SENTENCE #	WORD(S)	JOB
1.	tassels	<u>subject</u>
2.	soon	<u>modifier</u>
3.	was	<u>verb</u>
4.	friend	<u>predicate nominative</u>
5.	ways	<u>object of the preposition</u>

1. tassels | were | part
The silk | a | of | cornstalk
the
2. pumpkins | became | balls
The hard green | soon | of | orange
3. moment | was | arrival
His favorite | of | day | Attean's
the
4. Indian | was | friend
the | In | his | only
mind | his
5. Attean | was | teacher
also | his | in | ways
the | of | woods
the

Linking Verbs and Patterns 4 & 5: Exercise #2

ANSWER KEY

[Page 1 of 2](#)

WHAT TO DO: The sentences below are either the N-LV-N or N-LV-ADJ pattern. Mark all the parts of speech and diagram the sentences. Remember to use that “Process Chart!”

1. The dog's name was simply “dog.”
ART ADJ N LV ADV N
2. His course mangy coat was ugly.
ADJ ADJ ADJ N LV P-ADJ
3. “Aremus” was not very smart.
PN LV ADV ADV P-ADJ
4. His adventures were quite funny!
ADJ N LV ADV P-ADJ
5. Dog was a prized member (of their tribe).
PN LV ART ADJ N PP ADJ N

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

Adverbs modify verbs, adjectives, and adverbs.

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

SUBJECT
PREDICATE NOMINATIVE
OBJECT OF THE PREPOSITION
VERB
MODIFIER

SENTENCE #	WORD(S)	JOB
1.	dog	<u>predicate nominative</u>
2.	ugly	<u>predicate adjective</u>
3.	Aremus	<u>subject</u>
4.	were	<u>verb</u>
5.	their	<u>modifier</u>

1. name | was | "dog"
The dog's | simply

2. coat | was | ugly
His course | mangy

3. "Aremus" | was | smart
not | very

4. adventures | were | funny
His | quite

5. Dog | was | member
a | prized | of | tribe
their

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 and diagram the sentences. Remember to use that “Process Chart!”

1. (During their journey) the friends brought the dog (with them).

2. The boys came out (on an unfamiliar river).

3. Their main goal was a fish (for their dinner).

4. Attean gave Matt lessons (in hunting).

5. His methods were sometimes successful.

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 call a(n) predicate adjective.

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

SUBJECT

PREDICATE NOMINATIVE

OBJECT OF THE PREPOSITION

VERB

PREDICATE ADJECTIVE

MODIFIER

SENTENCE #	WORD(S)	JOB
1.	journey	<u>object of the preposition</u>
2.	unfamiliar	<u>modifier</u>
3.	fish	<u>predicate nominative</u>
4.	Matt	<u>indirect object</u>
5.	successful	<u>predicate adjective</u>

Patterns 1-5 Application Activity ANSWER KEY

[Page 1 of 1](#)

WHAT TO DO: Search through Sign of the Beaver and find examples for each of the sentence patterns that have been studied. Write the sentence on the lines provided, then parse and diagram your examples. You may modify your sentences slightly if necessary.

Answers will vary. Check for accuracy and understanding.

Pattern 1 (N-V)

Pattern 2 (N-V-N)

Pattern 3 (N-V-N-N)

Pattern 4 (N-LV-N)

Pattern 5 (N-LV-ADJ)

Units 15 – 18 Grammar Review Exercises

ANSWER KEY

Page 1 of 3

WHAT TO DO: The sentences below contain examples of all five sentence patterns. Mark all the parts of speech and diagram the sentences. You may use your "Process Chart."

1. **ADV PN AV ADJ ADJ N**
1. Frequently Matt missed his own family.
2. **PP ADJ N PP ADJ N ART N LV ADV ART N**
2. (After many months) (without their return), the boy was almost an orphan.
3. **ADV PN AV PRO ART N PP N**
3. Then Saknis gave him an offer (of adoption).
4. **PRO AV PP ADJ N PP ART ADV ADJ N**
4. He thought (about this offer) (for a very long time).
5. **PP ART N PP ADJ ADJ N PN LV P-ADJ**
5. (By the time) (of their grand arrival), Matt was ecstatic.

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

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

SENTENCE #	WORD(S)	JOB
1.	Frequently	<u>modifier</u>
2.	orphan	<u>predicate nominative</u>
3.	Saknis	<u>subject</u>
3.	him	<u>indirect object</u>
4.	thought	<u>verb</u>
5.	ecstatic	<u>predicate adjective</u>

1. Matt | missed | family
Frequently | his | own
2. boy | was | orphan
the | After | almost | an
months | many | Without | return
their
3. Saknis | gave | offer
Then | an | of
him | adoption
4. He | thought
about | for | time
offer | this | a | long
very
5. Matt | was | ecstatic
By | time
the | of | arrival
their | Grand

Helping Verbs: Exercise #1 ANSWER KEY

Page 1 of 2

WHAT TO DO: Mark all the parts of speech in the sentences below. Diagram the sentences.

ADV ADJ N HV AV ART ADJ N
1. Today our class will begin a new book.

PRO HV HV AV ART N PP PN
2. We will be reading a story (about Seaman).

PRO HV LV ADJ N
3. We are becoming good readers.

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.

<i>is</i>	<i>am</i>	<i>are</i>	<i>was</i>
<i>were</i>	<i>be</i>	<i>being</i>	<i>been</i>

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

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

SENTENCE #	WORD(S)	JOB
1.	Today	<i>modifier</i>
2.	will be reading	<i>verb</i>
3.	readers	<i>predicate nominative</i>
4.	you <i>subject</i>	
5.	book <i>direct object</i>	

1. class | will begin | book
our | Today | a | new

2. We | will be reading | story
a | about | Seaman

3. We | are becoming | readers
good

4. you | Do want | book
a | new

5. (you) | Do lose | book
not | this | exciting

Helping Verbs: Exercise #2 ANSWER KEY

Page 1 of 2

WHAT TO DO: Mark all the parts of speech in the sentences below. Diagram the sentences.

_____PN_____ HV AV ADJ N PP ART _____ADJ_____
 1. President Thomas Jefferson had purchased new land (beyond the Mississippi River).

PRO PP ADJ N HV ADV AV ART N PP ART N
 2. All (of this land) had greatly expanded the size (of the nation).

HV PRO AV PRO
 3. Can you imagine that?

PN HV ADV AV ART ADJ N
 4. Meriwether had always loved a good expedition.

PRO HV AV ADV PP ART ADJ N ADV
 5. He could start out (on a new journey) anytime!

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.

<u>has</u>	<u>have</u>	<u>had</u>
<u>do</u>	<u>does</u>	<u>did</u>

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

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

SENTENCE #	WORD(S)	JOB
1.	new	<u>modifier</u>
2.	land	<u>object of the preposition</u>
3.	you	<u>subject</u>
4.	always <i>modifier</i>	_____
5.	could start	<u>verb</u>

1. President Thomas Jefferson | had purchased | land
beyond | new
Mississippi River
the

2. All | had expanded | size
of | greatly | the | of | nation
land | this | the

3. you | Can imagine | that

4. Meriwether | had loved | expedition
always | a | good

5. He | could start
out | on | anytime
journey
a | new

Helping Verbs: Exercise #3 ANSWER KEY

[Page 1 of 2](#)

WHAT TO DO: Mark all the parts of speech in the sentences below. Diagram the sentences.

1. The second captain was named William Clark.
ART ADJ N HV AV _____PN_____
2. The other men were called the Corps of Discovery.
ART ADJ N HV AV ART _____PN_____
3. These daring explorers did experience some amazing adventures.
ADJ ADJ N HV AV ADJ ADJ N
4. They were always keeping detailed journals (about their experiences).
PRO HV ADV AV ADJ N PP ADJ N
5. One (of their trusted members) (on this journey) had become the big shaggy dog.
PRO PP ADJ ADJ N PP ADJ N HV AV ART ADJ ADJ N

Study the last two columns on 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.

<u>will</u>	<u>would</u>	<u>can</u>
<u>could</u>	<u>shall</u>	<u>should</u>
<u>may</u>	<u>might</u>	<u>must</u>

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

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

SENTENCE #	WORD(S)	JOB
1.	captain	<u>subject</u>
2.	other	<u>modifier</u>
3.	adventures	<u>direct object</u>
4.	always modifier	_____
5.	members object of the preposition	_____

1. captain | was named | William Clark

The second

2. men | were called | Corps of Discovery

The other the

3. explorers | did experience | adventures

These daring some amazing

4. They | were keeping | journals

always detailed about experiences
their

5. One | had become | dog

of a big shaggy
members
their trusted on journey
this

Conjunctions & 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 in your notes for help on your diagram.

1. The geese and ducks were heading south. (See Notes A)
ART N CONJ N HV AV ADV
2. They crossed the river and filled the sky. (See Notes B #2)
PRO AV ART N CONJ AV ART N
3. The explorers passed abandoned villages and earth lodges. (See Notes C)
ART N AV ADJ N CONJ ADJ N
4. They offered the Arikaras and Sioux many gifts. (See Notes D)
PRO AV ART PN CONJ PN ADJ N
5. The captains were certainly surprised and relieved. (See Notes E)
ART N LV ADV P-ADJ CONJ P-ADJ

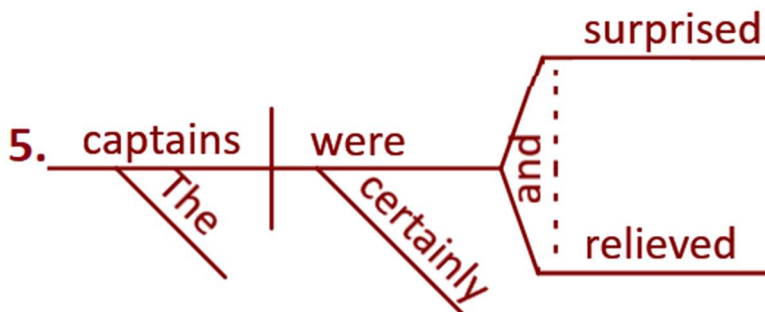
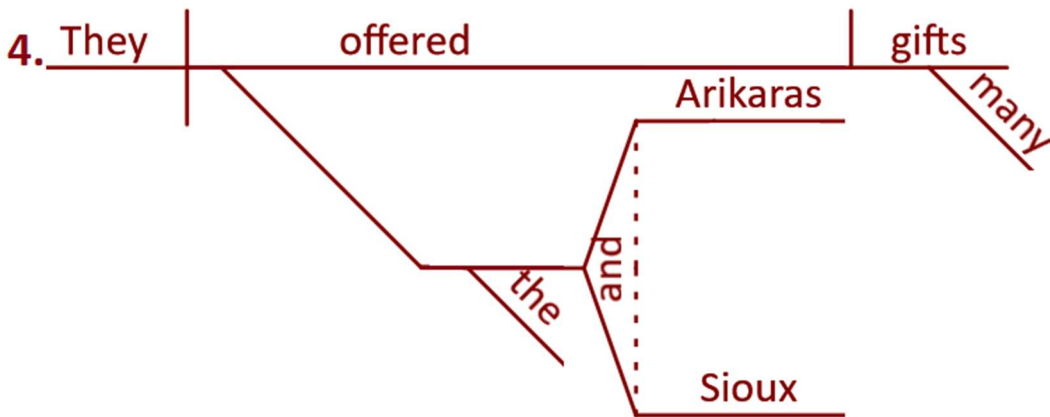
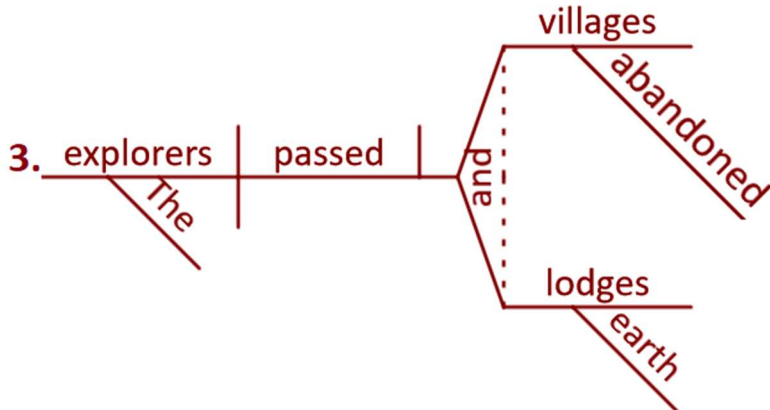
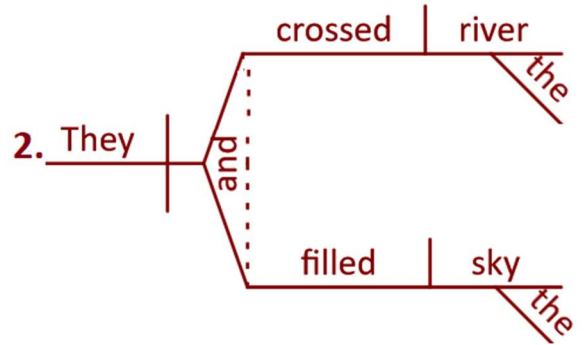
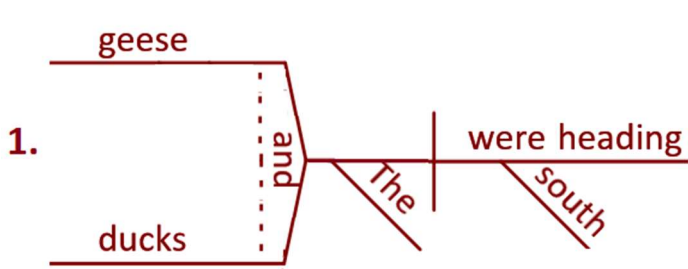
If a conjunction joins things, the two things have to be the same part of speech.

Adverbs modify verbs, adjectives, and adverbs.

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

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

SENTENCE #	WORD(S)	JOB
1.	were heading	<u>verb</u>
2.	They	<u>subject</u>
3.	villages	<u>direct object</u>
4.	many modifier	
5.	surprised predicate adjective	



Conjunctions & Compound Situations: Exercise #2

ANSWER KEY

Page 1 of 1

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!

1. The Arikaras walked (through their villages) and (around their vegetable gardens). (See Notes F)
ART PN AV PP ADJ N CONJ PP ADJ ADJ N
2. The explorers longed (for some Indian corn and some squash). (See Notes G)
ART N AV PP ADJ ADJ N CONJ ADJ N
3. Curious Indians followed (after them), and they stared (at the strangers). (See Notes H)
ADJ PN AV PP PRO CONJ PRO AV PP ART N
4. The loud and black-skinned man was a big surprise. (See Notes I)
ART ADJ CONJ ADJ N LV ART ADJ N
5. Later Lewis, Clark, and their team left (for more adventures). (See Notes J)
ADV PN PN CONJ ADJ N AV PP ADJ N

Circle the item(s) below that would NOT be a modifier:

prepositional phrase article adjective helping verb adverb

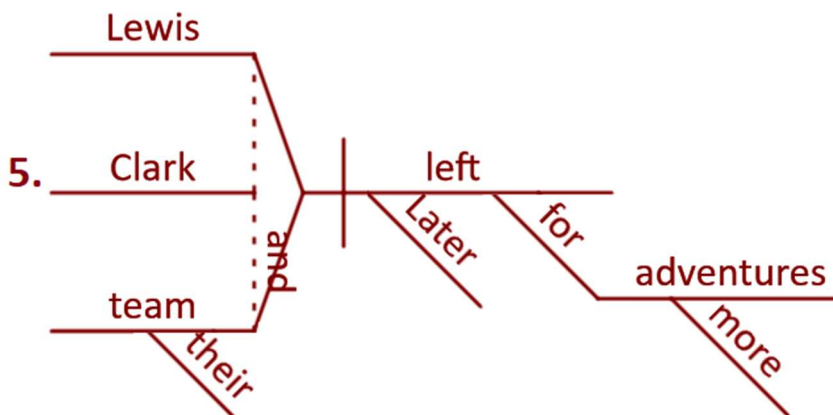
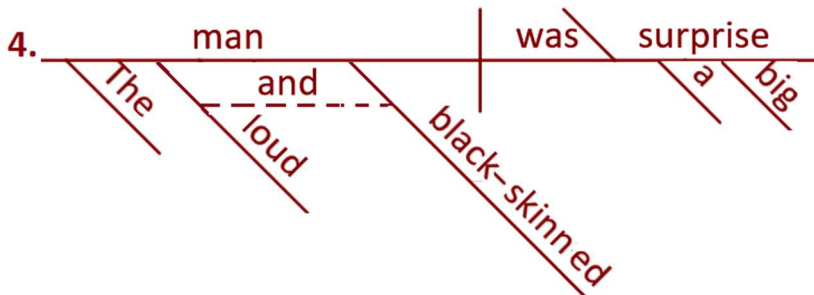
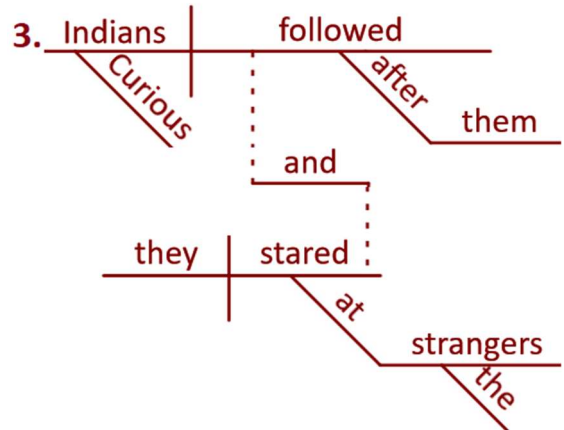
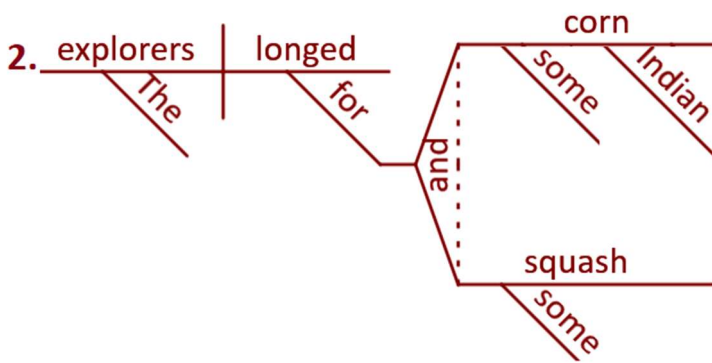
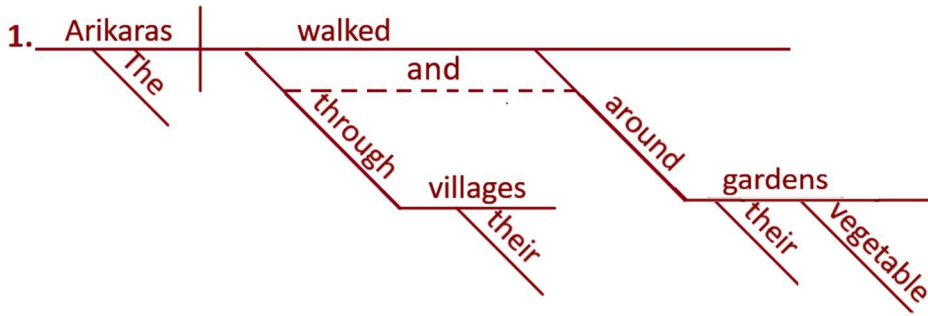
In a noun-linking verb-adjective pattern, the adjective is called the predicate adjective.

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

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

SENTENCE #	WORD(S)	JOB
1.	gardens	<u>object of the preposition</u>
2.	Indian	<u>modifier</u>
3.	strangers	<u>object of the preposition</u>
4.	surprise <i>predicate nominative</i>	_____
5.	left <i>verb</i>	_____

Page 2 of 2 – Compound Situations: Exercise #2 ANSWER KEY



Conjunctions & Compound Situations: Exercise #3

ANSWER KEY

Page 1 of 1

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!

1. Their expeditions consisted (of trials and tribulations). (See Notes G)
ADJ N AV PP N CONJ N
2. The Mandan tribe lived (in villages), and the most important villagers lived (near the center). (See Notes H)
ART ADJ N AV PP N CONJ ART ADV ADJ N AV PP ART N
3. The Crow, Cree, and Cheyenne were frequent traders (in this area). (See Notes J)
ART PN PN CONJ PN LV ADJ N PP ADJ N
4. Furry Seaman and Lewis played a game (of fetch). (See Notes A)
ADJ PN CONJ PN AV ART N PP N
5. This companion loved his masters and their journeys. (See Notes C)
ADJ N AV ADJ N CONJ ADJ N

The items on the baseline of an N-V-N sentence are the subject, the verb, and the direct object.

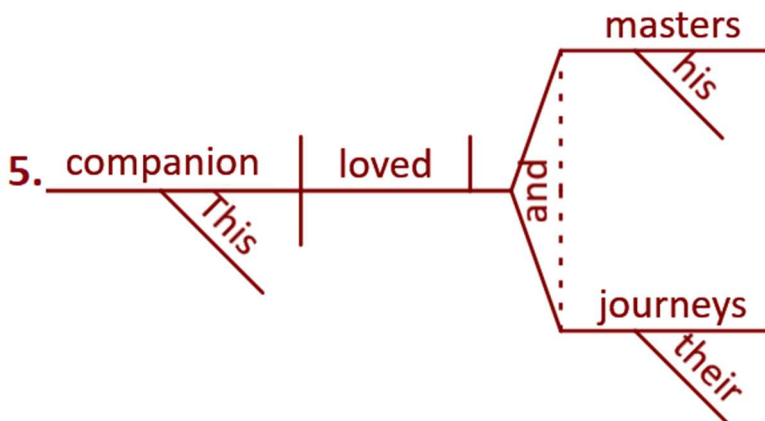
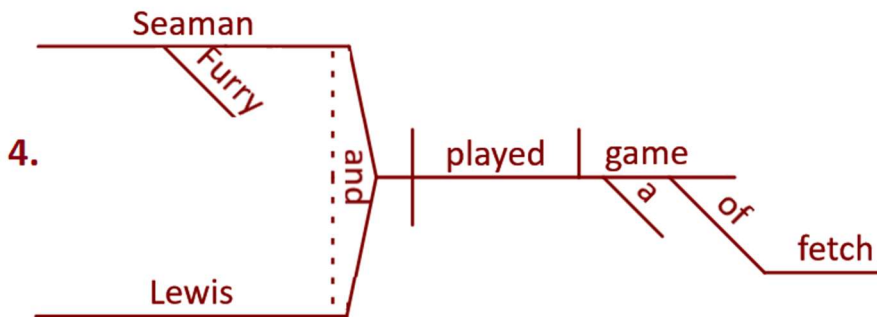
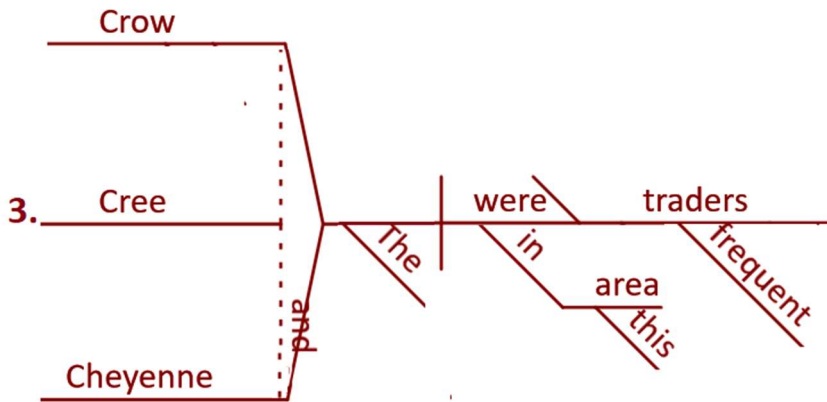
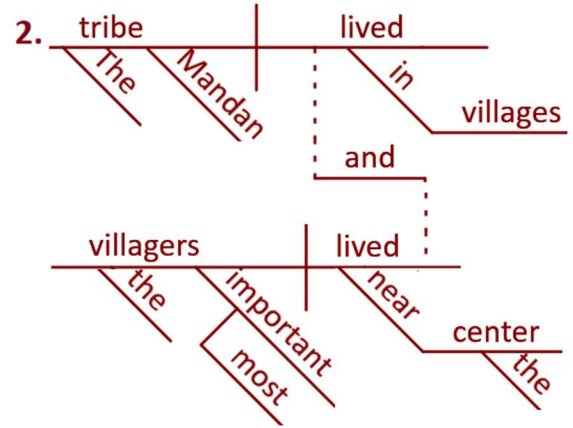
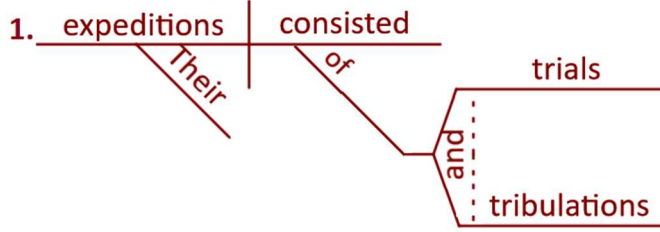
A pronoun can do any job that a noun can do.

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

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

SENTENCE #	WORD(S)	JOB
1.	trials	<u>object of the preposition</u>
2.	Mandan	<u>modifier</u>
3.	traders	<u>predicate nominative</u>
4.	Seaman <i>subject</i>	_____
5.	masters <i>direct object</i>	_____

Page 2 of 2 – Compound Situations: Exercise #3 ANSWER KEY



Helping Verbs/Compound Situations Appl. Activity

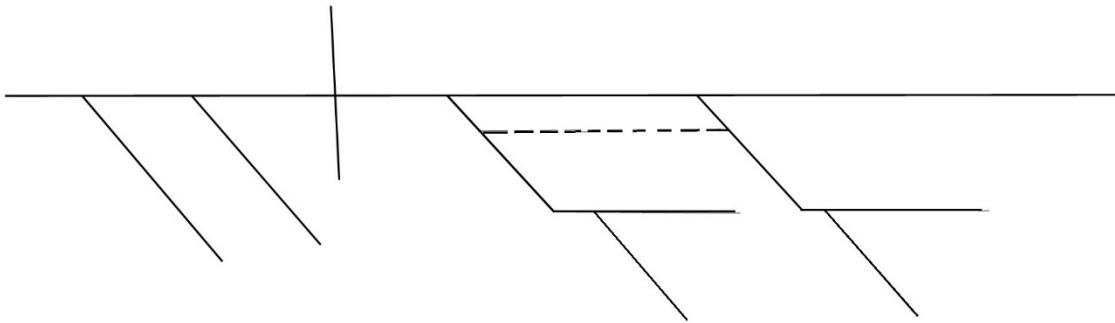
ANSWER KEY

Page 1 of 2

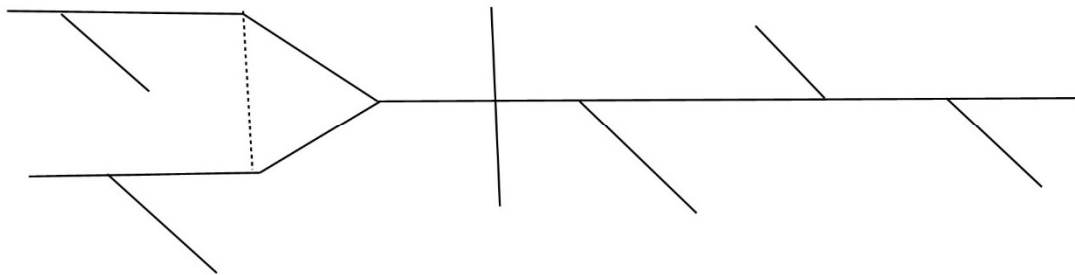
WHAT TO DO: Create sentences that match the diagrams below. Then, write a sentence base on your diagram. At least two of your diagrams should include a verb phrase.

Answers will vary. Check for accuracy and understanding.

1.

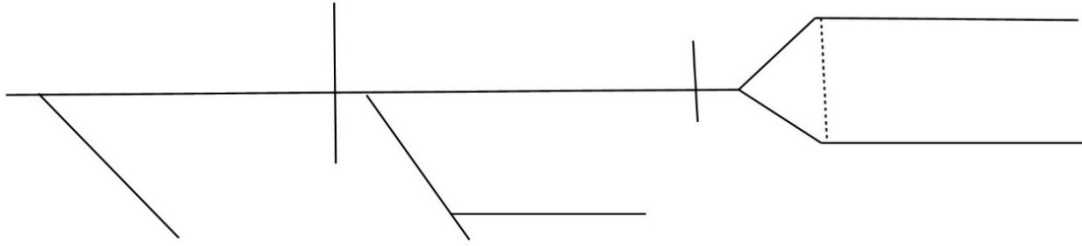


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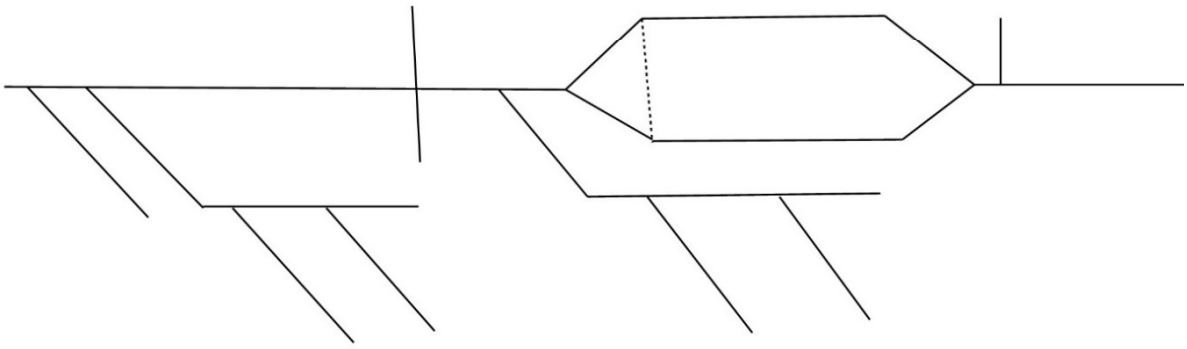


Answers will vary. Check for accuracy and understanding.

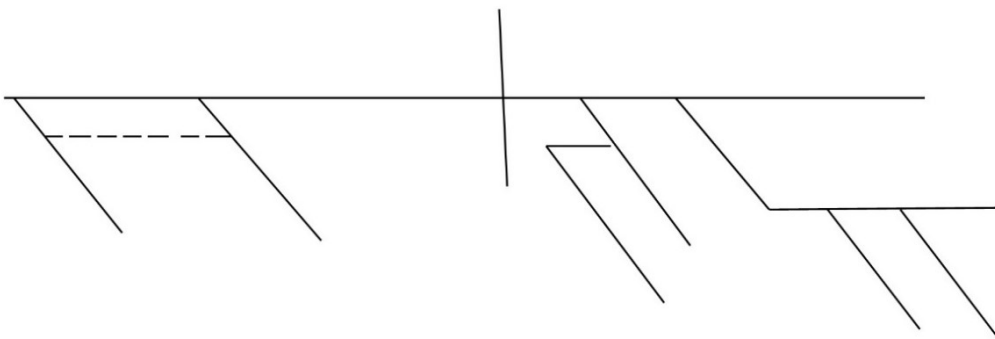
3.



4.



5.



Units 20 - 22 Grammar Review Exercises

ANSWER KEY

[Page 1 of 3](#)

WHAT TO DO: Mark all the parts of speech in the sentences below. Diagram the sentences.

1. ^{ART N CONJ ADJ N PP ADJ N HV AV PP N} The characters and major events (of this novel) are based (upon history). (See Notes A)
2. ^{PRO PP ART N LV N PP ADJ N CONJ PP ADJ ADJ N} All (of the captions) are quotations (from their journals) and (with their original spelling). (See Notes F)
3. ^{ADV PN AV PP—PN—CONJ PRO HV AV N PP PN} Later Lewis moved (to St. Louis) and he was appointed governor (of Louisiana). (See Notes H)
4. ^{PP ADJ N ART N HV AV ADJ N CONJ N} (During their expedition), the explorers had collected many specimens and artifacts. (See Notes C)
5. ^{ART—PN—HV AV ADJ N CONJ N ART ADJ N} The Corps of Discovery has given various museums and colleges the surviving objects. (See Notes J)

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

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

SENTENCE #	WORD(S)	JOB
1.	events	<u>subject</u>
2.	quotations	<u>predicate nominative</u>
3.	he	<u>subject</u>
3.	was appointed	<u>verb</u>
4.	expeditions	<u>object of the preposition</u>
4.	many	<u>modifier</u>
5.	museums	<u>direct object</u>

- 1.
- 2.
- 3.
- 4.
- 5.

SHORT ANSWERS:

1. Pronouns are words that take the place of a noun.
2. Adjectives are words that modify nouns or pronouns.
3. A sentence needs to have a subject and a verb.

HELPING VERBS: Write the helping verbs that complete the four columns that were shown in your notes.

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